

**MOTIVATIONAL SPECTRUM OF EFL LEARNERS IN SELF-PACED E-
LEARNING**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education**



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2022

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**MOTIVATIONAL SPECTRUM OF EFL LEARNER IN SELF-PACED E-
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A handwritten signature in black ink, appearing to read 'Banatul M.', is written over a large, faint watermark of the UII logo and calligraphy.

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis was originally written by me. This thesis does not contain others work except those cited in quotations and references, as a scientific paper should be.

Yogyakarta, 27th May 2022

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الجمهورية الإسلامية البليزية

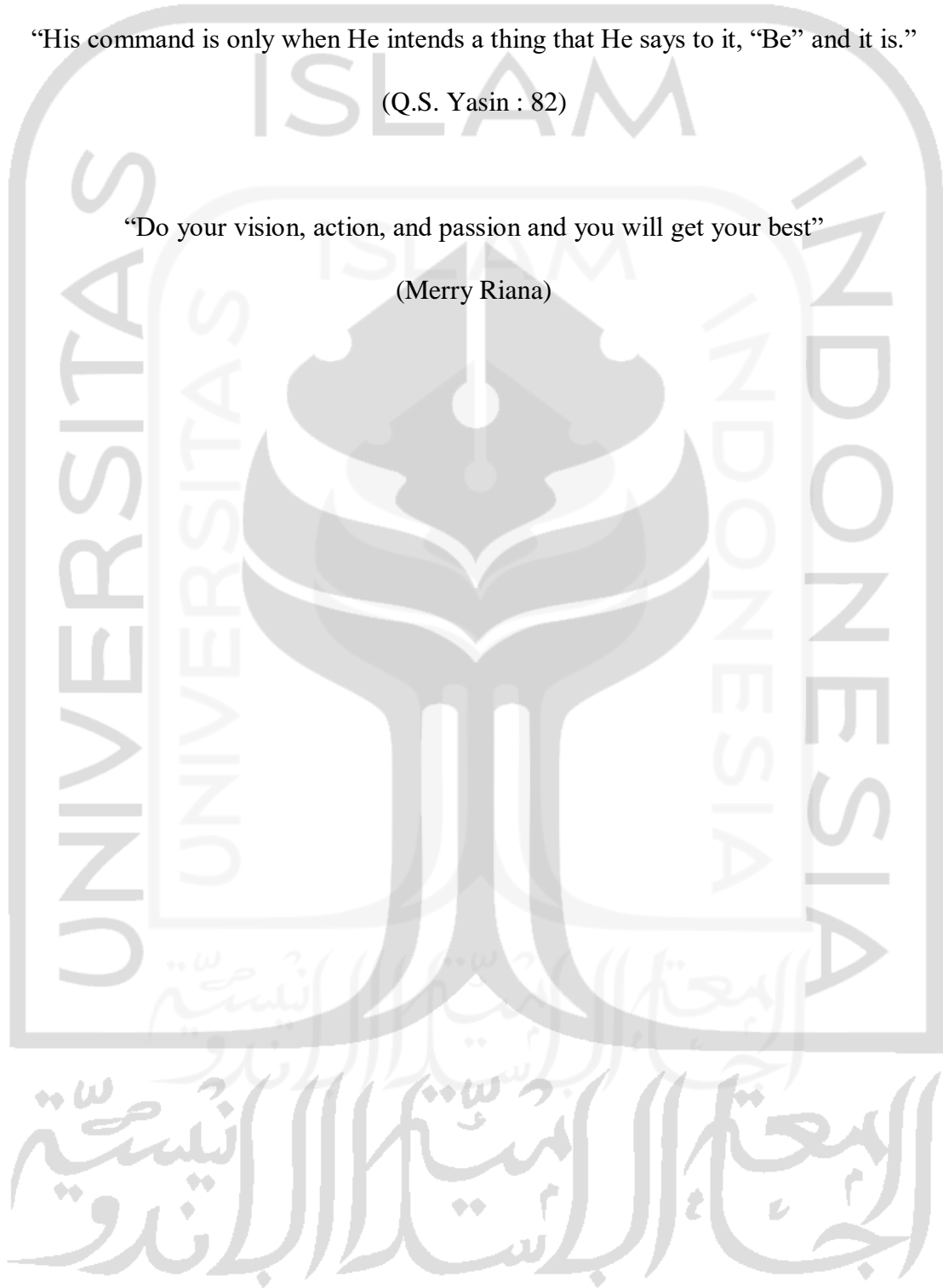
MOTTO

“His command is only when He intends a thing that He says to it, “Be” and it is.”

(Q.S. Yasin : 82)

“Do your vision, action, and passion and you will get your best”

(Merry Riana)



DEDICATIONS

I dedicate this thesis to myself who believes in my own ability to complete this thesis, my mother who gives me the best support and prayer that she can do, and my precious sister, and also to all people around me who supports me through my ups and downs during my college life. I hope this thesis can be my great step to do another big journey.



ACKNOWLEDGEMENT

Alhamdulillahirobbil alamin. All praises to Allah SWT who is The Merciful, The Generous, and The Powerful which there is nothing I could do without Him and may peace be upon our Prophet Muhammad SAW, who has led us to this glorious period. I am eternally grateful to Allah for giving me the ability, strength, patience, and health so I can finish my undergraduate thesis as part of fulfilling the requirements in *sarjana pendidikan* degree in English Language Education.

I would like to thank the best support system in my life, my mother Nurul Fadhilah, who gave me birth, raised me patiently, and always gives me endless love, support in every situation, spiritually, mentally, and materially until I can go this far. My beloved sister Nur Auliya Azzahra who accepts all my emotions and always supports me. Furthermore, this thesis would not be complete without guidance from my best supervisor, Banatul Murtafi'ah S.Pd.,M.Pd., who always supports and directs me with patience in completing this undergraduate thesis. Your attention, guidance, and all you gave to me were meaningful and unforgettable. I feel so lucky to have you as my supervisor. Also, I would like to express my gratitude and appreciate to this following people:

1. Irma Windy Astuti S.S., M.Hum., as the Head of English Language Education Department
2. Rizki Farani S.Pd., M.Pd., as my first academic supervisor who supported me and helped me since my first day of college. I wish you the best in your further studies.
3. Banatul Murtafi'ah S.Pd.,M.Pd., as my second academic supervisor, my thesis supervisor, and also my second parents in college who always gives her best to support me and guide me until the end of my journey in English Language Education Department.

4. All of the lectures and staffs of English Language Education Department who helped me in during entire semesters
5. My best friends, Almas Tsaniya Fajri and Zahra Utriza Mufidah who always accompany me through ups and downs during my life, who always listen to all my stories and always push me to finish this undergraduate thesis.
6. My Croffle who always become a comfort place to relieve everything and place to recharge my energy
7. Zarnifa Arrub as my best friend from the first day at *Serumpun* until now we can finish this undergraduate thesis together, who share the blood, sweat, and tears in college with me.
8. Ferbi, Anna, Evi, Aulia, Nurul, Bunga, Vita, Ja and all my friends in English Language Education that I could not mention one by one who always help me in college life.
9. My first friends in college Endah, Fia, and Muna who gives colors in my college life and always gives me insight, support, and advice
10. For those who have not been mentioned, I really thank you for bottom of my heart

Last but not least, I would like to thank myself for believing in me, doing all this hard work, not giving up easily, and for fighting until this step, you did well Azizah. This research is still far from being perfect. Hence any criticisms, ideas, and suggestions for the improvement of the thesis are greatly appreciated.

Yogyakarta, 27 May 2022



جامعہ اسلامیہ اردو

Nur Azizah

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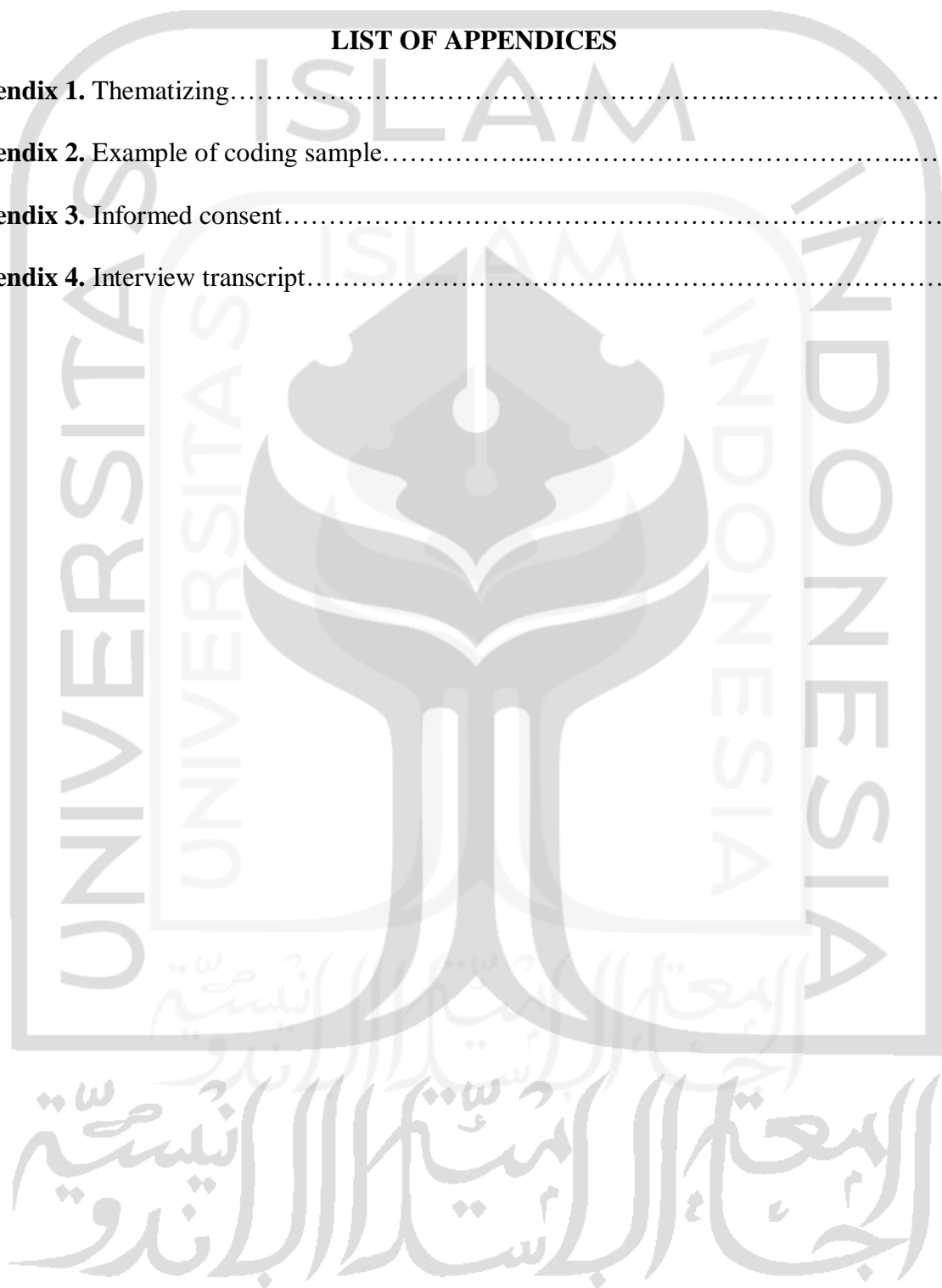
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ABSTRACT

The purpose of this study is to understand more about the motivational spectrum between learning English language generally and learning English language through self-paced E-learning. Even though many studies have been conducted to investigate motivation to learn English, to date, there is a small body of literature that discusses E-learning and its relation to motivation. This study was intended to be a qualitative study. The participants of this study were four students of senior high school in Madiun, East Java. They have already been using a self-paced E-learning platform to learn English for at least six month so they already have learning experiences using the platform. The data in this study were collected using interviews. The participants shared their experiences about learning English in general and also their experiences when learning English using self-paced E-learning. To analyze the data, the researcher grouped the expressions according to the themes and sub-themes. The main themes of motivation include intrinsic motivation and extrinsic motivation. The extrinsic motivation has revealed some sub-themes, i.e., (1) *external regulation*, (2) *introjected regulation*, (3) *identified regulation*, and (4) *integrated regulation*. The findings revealed the motivation to learn English generally was intrinsic motivation and extrinsic motivation. However, the motivation to learn English using self-paced E-learning was extrinsic motivation.

Keywords: self-paced E-Learning, motivation, EFL

CHAPTER I

INTRODUCTION

This chapter consist of six sub-chapters, those are background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study

1.1. Background to the Study

As an international language, English might be needed in almost every sector of the job. In the education context in Indonesia, based on Minister of Education and Culture Regulation No. 67 of 2013 students have already been taught English from junior high school. In Indonesia, English is also one of the prominent lessons for senior high school students as it is a compulsory subject that is tested in the final examination. Therefore, learning English lessons is a must for those students. Probably, one of the challenging problems regarding English learning that remains is students' motivation. Students' motivation could be a problem for students because it might be a vital role in the language learning process. Motivation could give students the enthusiasm to learn English. Those with low motivation tend to perform less than those with high motivation (Sabti et al., 2019; Alotumi, 2021; Ahmadi, 2017). Motivation is a psychological process that is very complex. This process involves cognition, emotional realm, nervous activity, and the stable personality traits that will give opportunity to all people to socialize with their environment (Fandino et al., 2019). Motivation is also the time when we move to act on something (Ryan & Deci, 2000) and why someone's act as they do rather than how successful their act will be (Dornyei, 2001).

Based on a study conducted by Fandino et al. (2019), they stated that E-learning affects student's motivation to learn English due to tutors and also the course system. Horton (2006) said that E-learning is studying experience using computer and information technologies. This definition is made open-ended so that the creator of the experience has complete freedom to formulate, organize and create. Then, Jethro et al. (2012) proposed that E-learning is internet technology used to improve performance and knowledge. One of the examples of E-learning is self-paced E-learning. This type of E-learning allows the students to adjust their experience to meet their personal learning goals by offering the learner control over the content that they want, the learning sequence, the pace of learning, the timing, and the frequency of the media (Soyemi et al., 2011).

In recent years, some researchers have already conducted several studies investigating motivation to learn English. Rasool and Winke (2019) studied the motivation of undergraduate students to learn English in multilingual Pakistan. In this study, Rasool and Winke (2019) found the important motivating factors that motivate students to learn English are attitudes to learning English, instrumentality-promotion, international posture, milieu, ought-to L2 self, ideal L2 self, and instrumentality-prevention account. Then, there is another study specifically discussing motivation to learn English through E-learning that was conducted by Fandino et al. (2019). These researchers studied motivation and E-Learning to study English as a foreign language. In their study, Fandino et al. (2019) examined undergraduate students and they found that some students feel that E-learning gives benefits and more fun activities that gain their motivation to learn English.

Even though many studies have been conducted to investigate motivation to learn English (e.g., Sabti et al., 2019; Alotumi, 2021; Ahmadi, 2017), to date, there is a small

body of literature that discusses E-learning and its relation to motivation. When the researcher found the studies about motivation to learn English through E-learning, almost all of the studies used undergraduate students as the subject. Only several of the studies using Senior High School Students as the subject of the studies were found at that time. Therefore, a study investigating motivation to learn English through E-learning among senior high school students is urgent to conduct.

1.2. Identification of the Problem

Students in senior high school levels tend to face several challenges while learning English. The challenges may include discomfort with teachers who teach English, difficulty to memorize sometimes such as vocab or grammar, lack of material given by the teacher, and lack of motivation.

1.3. Limitation of the Problem

Due to the practical constraints, this present study focused only on the student's motivation and to investigate whether E-learning could help them boost their motivation to learn English.

1.4. Formulation of the Problem

The present study attempts to answer the following questions: What is the level of student motivation in learning English in general and using self-paced E-Learning?

1.5. Objectives of the Study

This current research attempts to: identify the motivation of EFL senior high school students in choosing to use E-Learning to learn English.

1.6. Significances of the Study

1. For senior high school students

This study will benefit the students because this study can help students who are confused about why their motivation to learn English is low and how to increase their awareness to learn English. They can use E-learning as an alternative to increasing motivation to learn English.

2. For schools

The school will get the benefits from this study to explore more about the way of learning that can make their students aware to learn English and also the schools will give information to the parents when they have a parents meeting that there are many challenges faced by their children in learning English and one of them is motivation. As parents, they can act appropriately when their children feel a lack of motivation in learning English and one of the right actions is to provide E-learning to their children and the school can give some tips to handle that.

3. For English teachers

This study will benefit the English teachers to know why their students are not optimal in learning English and how do their students choose e-learning so when they use technology in the class they will know exactly what they do

CHAPTER II

LITERATURE REVIEW

Relevant and related studies of this research were presented in this chapter. This chapter also contains a theoretical framework to make this research more understandable.

2.1. Motivation in EFL Context

Motivation is a crucial part of learning English. The more motivation we have, the more enthusiastic we will be. Once the learners have got motivation, they are willing to learn English without doubt. Several definitions about motivation have been proposed by some experts. One of the macro theories of motivation is self-determination theory from Ryan and Deci (2000) stating that motivation is at the time when we move to act on something. Person who has no encouragement or inspiration to do something is the unmotivated characterization while a person who gives their energy or is active to do something until the end can conclude that he or she is motivated. Furthermore, Dornyei (2001) defines motivation as why someone's act as they do rather than how successful their act will be. Then, in terms of learning language, Gardner (1985) proposes the notion of motivation as desire and effort combination to reach the learning language's goal and also the good attitudes toward learning English.

After reviewing several references (i.e. Ryan & Deci, 2000; Dornyei, 2001), in general, it is found that motivation can be divided into two types: intrinsic and extrinsic motivation. Ryan and Deci (2000) explain that intrinsic motivation is an activity that when doing it will get satisfaction from ourselves rather than getting consequences from outside. When someone gets intrinsic motivation, they will do activities for the sake of challenge and pleasure rather than because of external causes such as pressure or appreciation while extrinsic motivation is an activity when they have external factors such as praise and

pressure or it can be said other than reasons to fulfill personal satisfaction. Based on the figure below, the most left position is amotivation or no intention at all to do something and the most right position is intrinsic motivation or the motivation from oneself to do something such as interest, curiosity, and challenge. When students have more inner motivation, it moves to the right. The right part means when the motivation approaches intrinsic motivation or motivation that really comes from oneself.

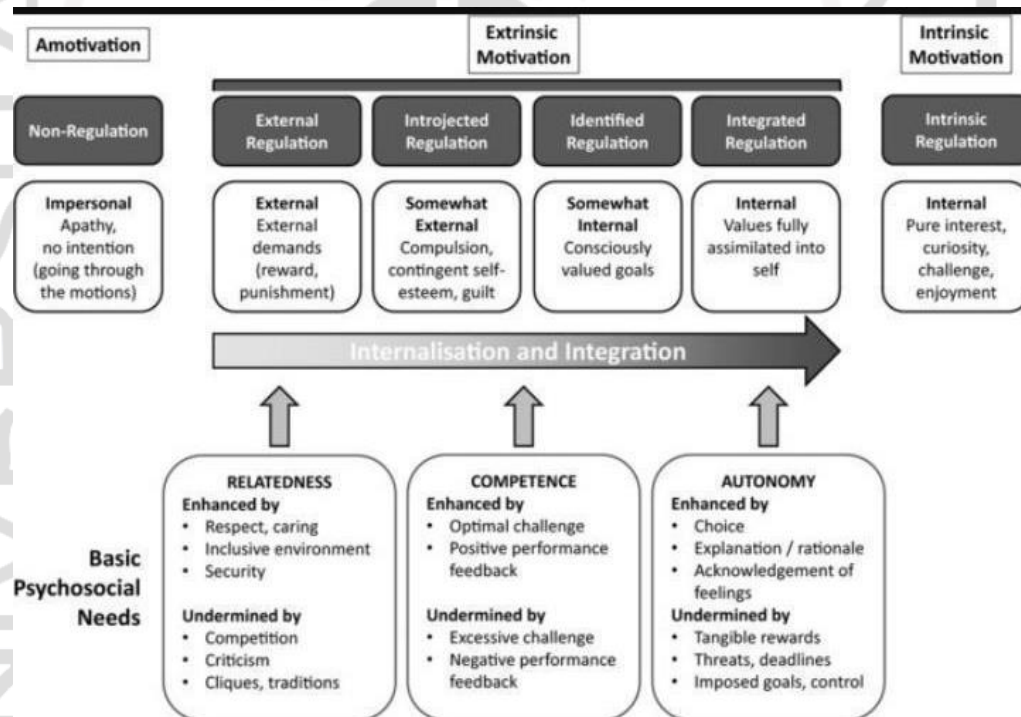


Figure 2.1. Intrinsic and Extrinsic Motivation (Ryan & Deci, 2000)

Dornyei (2001) mentions that intrinsic motivation is a motivation that deals with how they behave for their own sake in order to achieve enjoyment and fulfillment, such as the happiness of doing some activity or satisfying one's curiosity while extrinsic motivation is also motivation that deals with doing a behavior as a means to some separable end, such as getting an external reward (e.g praise from parents) or keeping away from punishment.

Throughout this thesis, both intrinsic and extrinsic motivation will be investigated. These two types of motivation will employ the aforementioned definitions for the investigation.

2.2. Conceptual Review on E-learning

E-learning, in this modern era, is already familiar for everyone and because of that e-learning can be used as a support for learning English for students. Several definitions about e-learning have been proposed by some experts. First, the definition of E-learning proposed by Horton (2006) is said that E-learning is studying experience using computer and information technologies. This definition is made open-ended by him so that the creator of the experience has complete freedom to formulate, organize and create. Munir (2009) stated that E-learning is learning media through the internet that can be a main media or supporting media. With E-learning we can get over the limitations of place and time, because the learning process can take place anywhere and anytime. Jethro et al. (2012) proposed that E-learning is internet technology used to improve performance and knowledge. E-learning allows the students to adjust their experience to meet their personal learning goals by offering the learner control over the content that they want, the learning sequence, the pace of learning, the timing, and the frequency of the media. Soyemi et al. (2011) proposed that self paced E-learning is a learning that is conducted by the individual so they can meet their own personal learning objectives, the learners will control their own pace in learning process. One of the examples is finishing CAL online distance learning courses (only just knowledge transfer). The definition of self paced E-learning also stated by FAO (2021) that students decide their own learning and learn at their own pace freely

based on their personal needs. Alternatively, it can be integrated with facilitation, online collaborative learning, and social interaction.

E-learning is usually related to the internet or, in other words, to conduct this learning, both teachers and students need to be online (Munir, 2009). This online learning environment equipped with E-learning technology could be done in two modes, namely synchronous and asynchronous learning (Sudarsana et al, 2018). Synchronous means at the same time, this means the class will be scheduled to meet at the same time and the same place on the internet while asynchronous means not at the same time, unlike the synchronous delivery method, students can complete learning activities anytime and anywhere. In this present study, the focus is only on the self-paced e-learning and asynchronous courses. Sundari and Sutomo (2020) stated some benefits of self-paced E-learning courses: (1) learners do not need to follow the teacher's timetable. It means that learners have flexible time when they want to study and do not need to wait when the teacher can teach them; (2) learners have the freedom to decide when, where, for how long they want, so the learners can determine how much they need in learning; (3) learners become more independent. It is because the learners need to decide what is best for them and learn how to be responsible with what they do; (4) a same learning experience quality will be obtained by all learners. Learners will get the same learning experience quality because the platform provide the same material with the same explanation without any addition or subtraction whatsoever; (5) learners will not feel judgment and intimidated from the teachers because they will not meet face to face with the teachers, they just watch the teachers video and there is no two-way communication there; (6) self-paced E-learning courses are more affordable to distribute and conduct. It is because self-paced E-learning

courses are online learning platforms so that in terms of procurement it is cheaper and also to advertise it is cheaper so the students who want to register also get cheaper administration fees than offline learning platforms.

Researchers use self-paced courses because in Indonesia there are so many users of the self-paced E-learning courses platform i.e. Ruang Guru and Zenius. Roza, Aulia, and Suherman (2020) states that average monthly self-paced E-learning courses platforms reach 733.414 learners from 45 million learners registered in Indonesia Ministry of Education and Culture. Meanwhile, when viewed from the number of downloads of the platform, there are more than 3 million learners. Throughout this thesis, the self-paced E-learning courses will be investigated. This type of E-learning will employ the concept from Soyemi et al. (2011) for the investigation.

2.3. Review of Relevant Studies

There are a number of studies that have investigated motivation and E-learning in English lesson (i.e. Fandino et al., 2019), and motivation and learning English (i.e. Rasool & Winke, 2019). These previous studies are all related to the current study conducted by the researcher in terms of investigating the use of E-learning and students' motivation. However, this present study wants to investigate the use of E-learning and motivation among Senior High School students which was not done by previous researchers and the researcher believes that this is important because nowadays most of those who use E-learning are senior high school students. In terms of the type of E-learning investigated here, most of studies (e.g. Dewi, 2014; Zuhriyah & Pratolo, 2020; Syahrizal & Pamungkas, 2021) focus on using teacher-led E-learning; this study, on the other hand, focuses on learner-led E-learning or self-paced E-learning.

Dewi (2014) examined the use of Edmodo in blended learning and also the student's perspective about the benefit of Edmodo for their process of learning. It uses a mixed method and the researcher uses observation and questionnaire to collect data. The participants of the research are first semester undergraduate students in one of the universities in Purwakarta, Indonesia. The students are EFL students. The result found that students have a positive impression of Edmodo and feel comfortable to have online interaction with their peers or their teachers. Edmodo can make students feel more attracted to learn English and also it can give them more time to think how to convey their opinion.

Zuhriyah and Pratolo (2020) examined student's views related to Quizizz that are used as assessment tools in English class. This research takes place in a private university at Yogyakarta, Indonesia and the participants are EFL students that join English Class. The result of this study showed that Quizizz got positive feedback from students. They said that Quizizz is an interesting tool for assessment because it has various features in the application. Quizizz also increases student's confidence because the score is displayed and if the students get a good score it increases self-esteem. It also increases student's motivation because it shows the correct and incorrect answers so the students have motivation to learn again and do the assignment again.

Syahrizal and Pamungkas (2021) examined the student's perspective on the use of Flipgrid as the ICT-based media that focuses on speaking. The participants of this study are EFL students in Indonesia. The result of this study showed that Flipgrid got good responses and bad responses from students. However the bad responses are lesser than the good responses. The students say that they feel more confident to upload their videos because in this application they do not need to feel afraid if the public sees their videos

because the video just can be accessed by the teachers and students who get the access. The students' also feel that Flipgrid is a convenient application, they can follow all of the guidance from the teachers. This application also provides collaboration facilities so the students can discuss with each other by commenting in their peers' videos. However, some students said that this application consumes a lot of data and phone storage. It also needs a compatible device (i.e good camera, big storage, and good microphone). Besides the bad responses, there are more good responses and the researcher thinks that this flipgrid can be a help to learning English, especially in speaking skills.

Besides those related research focusing on teacher-led e-learning, there are also two other studies investigating e-learning and motivation (Fandino et al., 2019; Rasool & Winke, 2019).

Fandino et al. (2019) conducted a study examining "Motivation and E-Learning English as a foreign language: A qualitative study". In this research the researcher examined what kind of motivation that university students have to study English as foreign language using online modality, and why they learn it. The students here are EFL students and this research takes place in Columbia. The result of this research showed that in the personal factor there are intrinsic motivation and extrinsic motivation that are related to their psychological process and the social special development framework to learn English such as the need to communicate, to be competent, and to achieve autonomy. Then in the contextual factor such as online environment (curriculum, resources, and instructors) they walk side by side with intrinsic motivation and extrinsic motivation so that students feel there are many different benefits in learning English, and this can be caused by external

help so learning English as a foreign language using online modalities can depend on external aspects.

Rasool and Winke (2019) conducted research about “Undergraduate students' motivation to learn and attitudes towards English in multilingual Pakistan: A look at shifts in English as a world language”. In this research the researcher investigated the attitude of English learning students to English using the L2 motivational self-system as the theoretical framework because L2 performance and L2 learning can be pushed using attitudes such as motivation. This research also examined the feelings of the students about English status in Pakistan as the language official there and also as the competitive assessment medium. This research uses L2 students and it takes place in Pakistan. The result of this research showed the important factors that motivate students to learn English are attitudes to learning English, instrumentality-promotion, international posture, milieu, ought-to L2 self, ideal L2 self, and instrumentality-prevention account for important factors of motivation. Then the students in this research do not have an attitude to English as the official language nor the competitive medium as the tough predictor of their learning effort and also this factor is highly not related to the learning english factors that are necessary for them

2.4. Theoretical Framework

This research uses motivation theory from Ryan and Deci (2000) that say motivation has 2 types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that when we do some activities, we will get satisfaction from ourselves rather than getting consequences from outside while extrinsic motivation is motivation that they do some activity when they have external factors such as praise and pressure or it can be

said other than reasons to fulfill personal satisfaction. Then for the E-learning theory, the researcher uses a one of e-learning type theory from Soyemi et al. (2011) that says self-paced E-learning is a learning that is conducted by the individual so they can meet their own personal learning objectives, the learners will control their own pace in learning process.



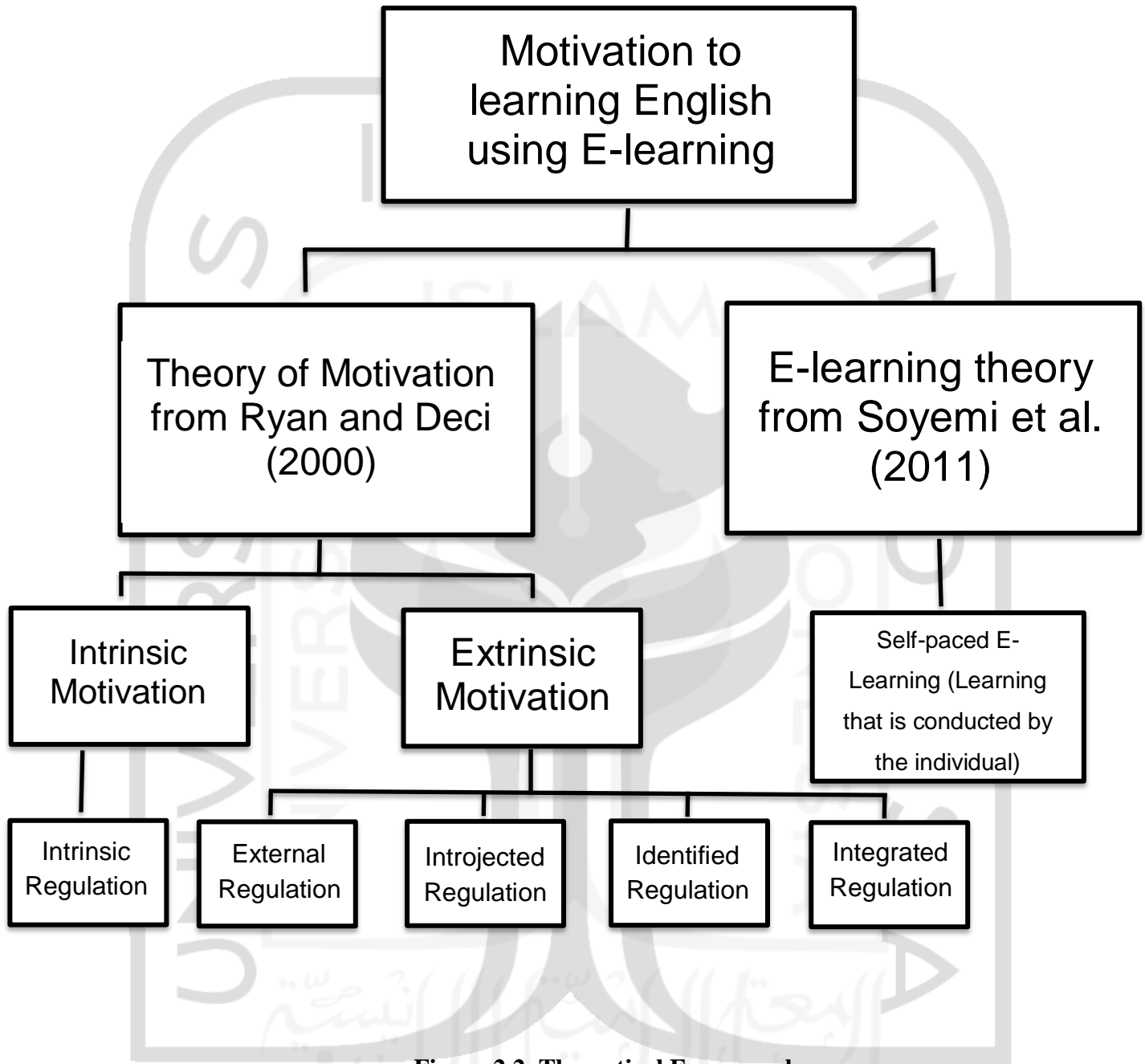


Figure 2.2. Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that contains research design, data preparation, data collection technique and instrument, data analysis technique, and also trustworthiness.

3.1. Research Design

The research design in this study was a descriptive qualitative research method. Qualitative method is a method that relies on text, data image, drawing on diverse designs and the data analysis have unique steps (Creswell, 2014). Nassaji (2015) said that descriptive research aims to describe the characteristics or phenomenon of something. It is also more concerned with what happens to something rather than why or how something happened. Furthermore, qualitative and descriptive methods are used to break down the complexity of a learning process by looking at the factors that influence it. Thus, because this research describes what initially motivated EFL students to choose E-learning to learn English and also why do EFL students choose to use E-learning to study English, this method is very necessary to use.

3.2. Data Preparation

There are several terms discussed in this data preparation that is setting and participant of the research. Type of data, source of data, and informed consent.

3.2.1. Setting and Participants of the Research

This research investigated the motivation to learn English using E-learning among senior high school students. In this research, the participants were four students i.e Tata, Haya, Dila, and Anis (pseudonym) who are already in senior high school and join self-paced E-learning courses from Ruang Guru and/or Zenius for

at least six month. In Ruang Guru and Zenius the teacher already gives materials in sequence then the students can learn from there by themselves anytime anywhere without being tied to time and teachers. This research took place in Madiun, Indonesia. This four senior high school students were selected because they have already joined self-paced E-learning courses such as Ruang Guru and/or Zenius at least for six month so they already knew the advantages and disadvantages of the application that they used, they also already had perspective about how this application help them to learning English language, and also they should already know whether they are motivated from within themselves or from others.

3.2.2. Type of Data

The type of data used in this research was qualitative data that gave descriptive descriptions that come from a small number of individuals. The data were in the form of words to analyze the qualitative data (i.e interview transcriptions form) instead of using numerical form to analyze the data that are used for quantitative research.. Therefore, qualitative data in written form is necessary for this research.

3.2.3. Source of Data

The data were obtained from the interview. In this interview, the respondents shared their reasons when learning English using self-paced E-learning courses, why they chose this E-learning course for learning English, and the most important was who motivated them to join the self-paced E-learning course.

3.2.4. Informed Consent

Before the researcher interviewed the participants, the researcher gave informed consent for them and they needed to fill it according to their decision.

This informed consent is actually a letter that contains their identity and also asks the willingness of them to be the part of the interview and also to be interviewed and after the interview is done, the data were analyzed for the research.

3.3. Data Collection Technique and Instruments

The data were collected by using a semi structured interview. In this interview, the researcher used a list of open-ended questions that can make the researcher achieve the objectives of this study. In this process of taking the data, the researcher contacted the respondent first to ask some questions to make sure that the respondents fit with the researcher's needs. The criteria of the respondents that were chosen by the researcher were senior high school students, using self-paced E-learning courses to learn English and already using the platform for at least 6 month. After confirming with prospective respondents, the researcher got four respondents that fit with the criteria to be interviewed. Then, the respondents and the researcher discuss the time for the interview. The interview was held for four days on 14, 18, 23, and 25 January 2022. All the respondents have a different schedule with the others. The first interview was held for 21 minutes, the second and the fourth interview was held for 26 minutes, and the third interview was held for 23 minutes. The interview was held on video conference because the researcher and the respondent could not met in real life although we in the same town.

Table 3.1. Interview guidelines

Constructs	Conceptual Definitions	Components	Questions
Motivation	Motivation is at the time when we move to act on something. Person who has no encouragement or	1. Intrinsic 2. extrinsic	Why do you learn English? How much time do you spend learning

	<p>inspiration to do something is the unmotivated characterization while a person who gives their energy or is active to do something until the end can conclude that he or she is motivated (Ryan & Deci, 2000)</p>		<p>English daily? Why?</p> <p>What do you think if you do not learn English?</p> <p>What motivates you to learn English through this platform?</p>
E-learning	<p>Self- paced E-learning is a learning that is conducted by the individual so they can meet their own personal learning objectives, the learners will control their own pace in the learning process. (Soyemi et al., 2011)</p>	Self-Paced courses	<p>Why did you choose this platform?</p> <p>What do you get when you use this platform?</p> <p>Do you think this kind of E-learning could make you more motivated in learning English? Why or why not?</p> <p>In what way does this kind of E-learning help you learn English?</p>

3.4. Data Analysis Technique

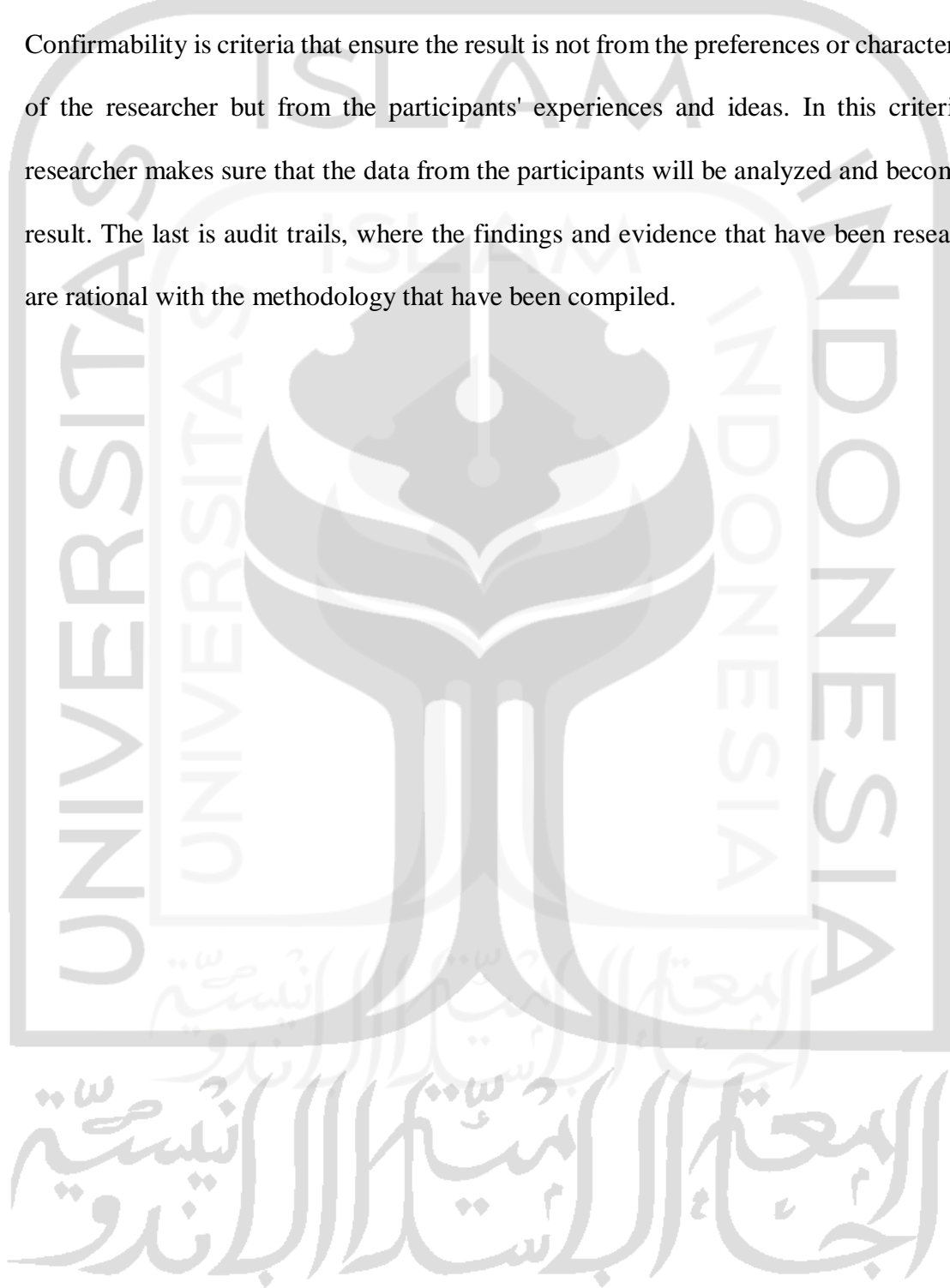
The data analysis technique in this research used thematic analysis. Thematic analysis is a technique method that helps researchers to organize the data and describe the details. This technique is for systematically identifying, analyzing, and reporting the thematic patterns in the data (Braun & Clarke, 2006). In thematic analysis there are six phases: (Phase 1) Familiarizing myself with the data by reading and repeating again the

interview transcription data and also reading additional source data that were be shown in the verbal data transcription; (Phase 2) Generating initial code by highlighting all the information found which then was sorted by themes and sub-themes; (Phase 3) Searching for the themes of pre-analyzed initial code. After highlighting all the code, the researcher began to group all the code based on the theme and its sub-themes by changing the highlight color according to the color code for the themes and sub-themes that the researcher had previously determined to make it more organized.; (Phase 4) Reviewing themes by rereading the code that has been grouped and review whether there was code that is misplaced or code that was not needed so that it needed to be deleted; (Phase 5) Defining and naming themes, where the researcher defined and named the themes based on the theory; (Phase 6) Producing the report, after all the themes were finished, the researcher began to analyze the whole in the theme and made a report according to the data.

3.5. Trustworthiness

To ensure the trustworthiness of this research, the researcher used some criteria by Nowel et al (2017). It has five criteria to ensure the trustworthiness that is credibility, transferability, dependability, confirmability, and audit trial. The aim of credibility is to ensure the result of this research can be accepted and trusted. In this criteria, the researcher already reviews the data from many sources, times, and ways. In the transferability, this criteria aims to make sure how far the finding of this study can be applied to another. In this criteria, the researcher provides the number of participants and also where it takes place, the method of data collection, the length and number data collection session, and also the length of the study. Dependability is the use of the same method and participant and when the work is repeated in the same context, the result will be similar. In this criteria,

the researcher already includes the main references of this research so that at the end it can be seen whether the results of this research are the same as those of the reference. Confirmability is criteria that ensure the result is not from the preferences or characteristics of the researcher but from the participants' experiences and ideas. In this criteria the researcher makes sure that the data from the participants will be analyzed and become the result. The last is audit trails, where the findings and evidence that have been researched are rational with the methodology that have been compiled.



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this part, the data findings that were already collected through the interview were provided. These data findings were divided into some code and thematizing that was used for supporting findings and discussion.

4.1. Findings

The information that was collected was focused on participant's stories about their reason to choose self-paced e-learning to learn English, their motivation to learn English, and also their motivation in choosing self-paced E-learning to learn English. This study uses two theoretical constructs for the interview questions that are motivation and E-learning. The interview questions about motivation constructs were from Ryan and Deci (2000) and the interview questions about E-learning constructs were from Soyemi et al. (2011). After finishing the interview, the researcher continued transcribing the interview data from recording to writing, then thematizing the data, coding the data, analyzing the data, and the last is concluding the data of the interview.

4.1.1. Motivation to learn English in general

In this part, the researcher found that two participants have a different motivation to learn English generally.

4.1.1.1. Intrinsic Motivation

In this part only 2 students who had intrinsic motivation that are Tata and Haya (pseudonym). They learn English of their own willingness. They enjoy learning English and also feel satisfied when they already learn something new in English. Haya specifically said that when she hears her voice when reading she feels very satisfied.

“I am really satisfied, it is like wow I can speak English even though it is still a little bit”

MOT/INT/HAYA/006

“I feel like I prefer it, because I do not know I just like to listen to my own voice when I am reading, I also like when being told to come forward.”

MOT/INT/HAYA/008

Then Tata also specifically said that she feels fun when she learns to repeat the vocabulary she just learned.

“Because I like English, I am interested in that. My interest has been since elementary school.”

MOT/INT/TATA/001

“It is fun, the fun part is repeating sentences until we can do that and get used to it”

MOT/INT/TATA/007

4.1.1.2. Extrinsic Motivation

In this part, the researcher found four participants have extrinsic motivation especially in external regulation and introjected regulation.

4.1.1.2.1. External Regulation

In this part, the participant who had external regulation are Dila, Anis, and Tata. Their motivation in learning English is still mostly due to outside influences. Although, Tata had intrinsic motivation, she also had extrinsic regulation specifically in external regulation.

She learns English because ordered by her brother to learn English with the lure of going abroad and she is also told by her brother that if going abroad she needs to know the English language so she can talk with people there.

“So my brother motivates me that English will become an international language wherever it is used, so it seems like I have to be able to master that in the future.”

MOT/EXT/ER/TATA/010

“My brother gave me motivation, later if I can speak English when he invites me abroad, I can talk to people in there using English.”

MOT/EXT/ER/TATA/011

Anis and Dila’s motivation to learn English is only an obligation to learn English. The school's obligation to learn English, the fear of getting bad grades, and the desire to talk to foreigners are the motivations of these participants to learn English. Then, specifically, Dila said that she has outside influence from her friends.

“I have a virtual friend from abroad, it's been 6 years, and this friend is like my best friend. Then my English is still not good, so when I write, sometimes my grammar is still lacking, that is why I want to learn English (to communicate with this virtual friend).”

MOT/EXT/ER/DILA/001

“Usually when joining a study tour, the teacher will give us assignments to make a conversation with them (foreigners), so if I learn

English maybe I can do that.”

MOT/EXT/ER/DILA/002

“It's an obligation because at school there are English lessons which are a prerequisite for graduation, then when you want to go to college, there will be an English test, right?”

MOT/EXT/ER/ANIS/001

“Because since kindergarten, the emphasis is on reading and writing, right, then once a week there is an English lesson, it's like a habit for reading and writing”

MOT/EXT/ER/ANIS/008

4.1.1.2.2. Introjected Regulation

Haya who has intrinsic motivation also extrinsic motivation, but she already in the second type of extrinsic motivation that is introjected regulation. At first, she wanted to learn English because she likes to hear English songs and then she wanted to know the lyrics of the song so she started to learn English to understand the lyrics. When she can speak English, she feels cool because when people talk using English she knows the meaning and she feels like people from abroad and this makes her feel proud of herself.

“At first, because I listened to a western song, I wanted to know the lyrics and if I could speak English, I think it would be more fun to understand the song. This makes me like to learn English.”

MOT/EXT/INTRO/HAYA/001

“When I can speak English, it just feel cool, and when I see people talking, I can understand what they talking about, and it make me feel happy because I can do that, I feel like a foreigner and this make me proud to myself”

MOT/EXT/INTRO/HAYA/005

4.1.2. Motivation to learn English through Self-paced E-learning

In this part, the researcher describes that all participants have the same dominant motivation to learn English through self-paced E-learning, i.e. *external motivation*. Motivation to learn English through self-paced E-learning comes from external factors not from their self-satisfaction. However, although all of them have extrinsic motivation, all of their types of extrinsic motivation tend to move and get closer to the intrinsic motivation compared with the motivation to learn English in general as seen in the following figure.

الجمهورية الإسلامية البليزية

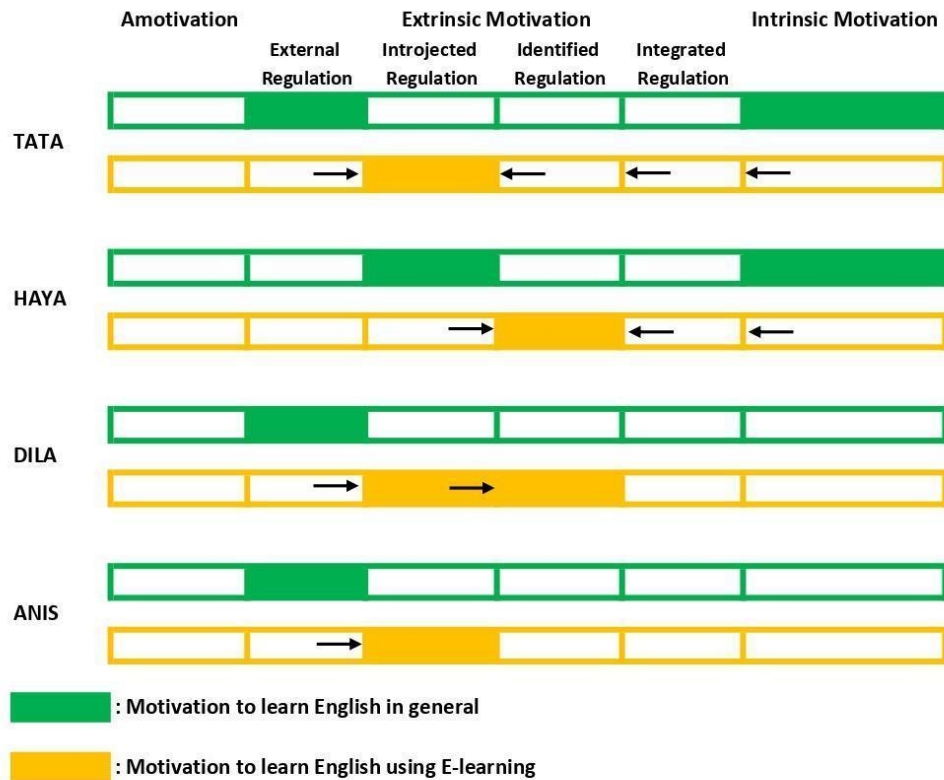


Figure 4.1. Motivational Spectrum of EFL High School Students to Learn English through Self-paced E-learning

4.1.2.1. Introjected Regulation

In this part, the researcher found three participants who have introjected regulation i.e. Dila, Tata, and Anis. Dila mentioned that after using Ruang Guru she can write English up to one page and this makes her more excited to learn English using Ruang Guru.

“After using the Ruang Guru, wow, I can write English up to one full page in English, so it's even more exciting.”

MOT/EXT/INTRO/DILA/023

Then Tata said that she got parallel 4th rank in her schools after using Ruang Guru and this makes her more excited to learn using Ruang Guru and also because it has fun animation in their videos it makes her want to watch the next material.

“So after learning using RG platform, I once got a parallel 4th rank in school during the Try Out because I really understand about the material, and after that it makes me even more excited to learn more”

MOT/EXT/INTRO/TATA/020

“It can really motivate me because I learn a lot using animation and it does not make me bored, so I am curious to watch the next material”

MOT/EXT/INTRO/TATA/023

Lastly, Anis said that because there are actresses and actors that give motivation and sometimes teach English in Ruang Guru, it makes her more excited to learn English in Ruang Guru and also because the material in Ruang Guru is clearly explained and there are so much feature so it makes her want to happy to learn without being told with anyone else and this makes her type of extrinsic motivation is *introjected regulation*.

“Yes(it can motivate me), Because in the RG, the explanation for each sub-chapter is clearly explained, then there are illustrations, then there are lots of exercises in English, and there's also a listening section, so it makes me happier to learn without being told.”

MOT/EXT/INTRO/ANIS/015

“Yes it can (motivate me), because there are some special videos, like there are actresses or actors who often seem to give motivation and also teach us, and sometimes they teach English too.”

MOT/EXT/INTRO/ANIS/021

4.1.2.2. Identified Regulation

In this part, researcher found two participants who had identified regulation i.e. Dila and Haya. Dila also have identified regulation beside introjected regulation because she said that the application is very interesting to learn.

“Yes, it can (motivate me), because it is very motivating, because the application is also interesting, so it makes me want to go back again and again to the RG application.”

MOT/EXT/IDR/DILA/028

Then, Haya said that she is more diligent to learn English when using RG because this platform can be used anytime and also the application is easy to learn and makes her want to keep learning.

“I am more diligent, because this RG platform can be used anytime, it is more flexible to use”

MOT/EXT/IDR/HAYA/021

“Maybe yes (motivates me), it's like being more enthusiastic. Wow, this is an application, we can open it whenever we want, it's easier to learn, it makes us want keep learning”

MOT/EXT/IDR/HAYA/025

From the previous discussion we can see that the motivation from two participants (i.e. Anis & Dila) tend to move and get closer to the intrinsic motivation compared with the motivation to learn English in general, while two others (i.e. Haya & Tata) tend to have both intrinsic and extrinsic motivation when learning English in general. The most possible reasons why Haya and Tata have extrinsic motivation while learning English using E-learning but they have intrinsic motivation when learning English generally are because when they learn English using E-learning they still need external factors to make them want to learn using E-learning. Factors such as getting rewards, E-learning characters that make it easier for them, and also being told by other people to do it.

4.2. Discussions

4.2.1. Motivation to learn English in general

Moreover, the respondents clarify their motivation to learn English that can be divided by two: intrinsic and extrinsic motivation. Furthermore, the extrinsic motivation is also divided again into four regulations, including: (1) external regulation, (2) introjected regulation, (3) identified regulation, and (4) integrated regulation (Ryan & Deci, 2000).

4.2.1.1. Intrinsic Motivation

In learning English generally, Tata and Haya have intrinsic motivation that confirm the characteristics of intrinsic motivation from Ryan and Deci (2002) that said intrinsic motivation is interest to explore and to understand something to satisfy themselves and as their enjoyment. The person that has intrinsic motivation inside themselves will do

something for their own sake without being influenced by other factors and purely for their pleasure and satisfaction.

4.2.1.2. Extrinsic Motivation

In learning English generally, all the participants have extrinsic motivation to learn. Although, Tata and Haya have intrinsic motivation in learning generally, they also have extrinsic motivation.

4.2.1.2.1. External Regulation

Dila, Anis, and Tata have characteristics of *external regulation* from Ryan and Deci (2000) that said external regulation is to do something based on external reward or punishment and also demand to do something. Individuals who have this behavior usually still feel controlled by others in doing something.

4.2.1.2.2. Introjected Regulation

Then, Haya has *introjected regulation* that confirms the study from Ryan and Deci (2000) that said introjected regulation is behavior that is performed by people to prevent guilty feelings, anxiety, and also to increase their ego such as pride.

4.2.2 Motivation to learn English through self-paced e-learning

Furthermore, in learning English through self-paced E-learning, all the respondents have extrinsic motivation to learn. All the answers from the respondents confirm the study from Ryan and Deci (2000) that said extrinsic motivation is an activity when they have external factors such as praise and pressure or it can be said other than reasons to fulfill personal satisfaction.

4.2.2.1. Introjected Regulation

Tata, Dila, and Anis have motivation at *introjected regulation* that confirms the study from Ryan and Deci (2000) that said *introjected regulation* is behavior that is performed by people to prevent guilty feelings, anxiety, and also to increase their ego such as pride.

4.2.2.2. Identified Regulation

Not only *introjected regulation*, Dila also has *identified regulation* as her motivation, same with Haya. Both of them confirm the study from Ryan and Deci (2000) that said *identified regulation* is a conscious assessment that an action or regulation has value in it for our personal interests.

The findings that all the participants were externally motivated when learning English through e-learning also confirms the study from Fandino et al. (2019) that concluded the participants who learn English using virtual methodologies show external motivation characteristics because their behavior was driven by external affirmation. The most possible reasons in this case among these participants were because when they learn English using E-learning they still need external factors to make them want to learn using E-learning. Factors such as getting rewards, E-learning characters that make it easier for them, and also being told by other people to do it.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter the writer will discuss the conclusion and suggestion that she has discussed in the previous chapters.

5.1. Conclusion

In this study, it can be concluded that half participants have extrinsic motivation to learn English and half participants have both intrinsic and extrinsic motivation to learn English generally. However, when it comes to the motivation to learn English through E-learning, all the participants are externally motivated because all of them have an external reason to learn English through self-paced e-learning.

5.2. Suggestions and Recommendation

The researcher would give the suggestions for the students who still have a lack of motivation in learning English, they need to find their own purposes or goal to learn English and how to achieve it. They can try to learn using self-paced E-learning as consideration so that there will be an increase in motivation in learning English. The platform chosen does not have to be the same as the one used by the interviewees, they can choose according to their own needs and comfort. Then for the schools, schools need to talk with all the parents about students' problems when learning English, especially about motivation, and also provide solutions and explanations to parents what they should do, and one of them can be by suggesting the use of self-paced E-learning for their children. Lastly, for the English teachers, they need to pay more attention to the motivational factor in student's English learning. After knowing what kind of motivational factor each student has, the teachers can provide learning objectives based on their motivational factor especially when they are learning using technology, so it can help them to be more encouraged in learning

English. Last but not least, for further research, it is suggested that the researchers could conduct a study focusing on the difficulties in learning English that impact their motivation.



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APPENDICES

Appendix 1. Thematizing

Construct	Theme	Sub-Theme	Code
Motivation	Intrinsic		MOT/INT/TATA/001
	Extrinsic	Externally Regulation	MOT/EXT/ER/TATA/001
Introjected Regulation		MOT/EXT/INTRO/TATA/001	
Identified Regulation		MOT/EXT/IDR/TATA/001	
Integrated Regulation		MOT/EXT/INTE/TATA/001	
Self-paced E-Learning	Personal objectives		EL/PO/TATA/001
	Learners control the course		EL/LCC/TATA/001
	Convenience		EL/CON/TATA/001
	Sequentially organized		EL/SO/TATA/001



Appendix 2. Example of Coding Sample

Coding Sample	Meaning
MOT/INT/TATA/001	<p>MOT is the construct of this thesis that is Motivation.</p> <p>INT means the theme of motivation that is intrinsic</p> <p>TATA refers to the name of participant (pseudonym)</p> <p>001 is the transcription line</p>

Appendix 3. Informed Consent

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Adinda Aulia Salsabila
Umur : 15 Tahun
Jenis kelamin : Perempuan
Pekerjaan : Siswi SMA

Menyatakan ketersediaannya untuk menjadi informan dalam penelitian yang berjudul "Motivation to Learn English as Foreign Language Through E-Learning among Senior High School Students" dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal hingga akhir
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

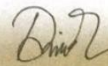
Madiun, 14 Januari 2022

Peneliti,



Nur Azizah

Partisipan,



Adinda Aulia Salsabila



INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Adelia Kanahaya Wijaya

Umur : 16 Tahun

Jenis kelamin : Perempuan

Pekerjaan : Siswi SMA

Menyatakan ketersediaannya untuk menjadi informan dalam penelitian yang berjudul **“Motivation to Learn English as Foreign Language Through E-Learning among Senior High School Students”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
 2. Direkam selama proses wawancara dari awal hingga akhir
 3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali
- Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian surat pernyataan ini saya buat dengan sebenenar-benarnya tanpa ada **paksaan** dari pihak manapun.

Peneliti,



Nur Azizah

Madiun, 14 Januari 2022

Partisipan,



Adelia Kanahaya Wijaya

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Rista Dwi Oktafiyani

Umur : 17 Tahun

Jenis kelamin : Perempuan

Pekerjaan : Siswi SMA

Menyatakan ketersediaannya untuk menjadi informan dalam penelitian yang berjudul **“Motivation to Learn English as Foreign Language Through E-Learning among Senior High School Students”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal hingga akhir
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian surat pernyataan ini saya buat dengan sebenenar-benarnya tanpa ada **paksaan** dari pihak manapun.

Peneliti,



Nur Azizah

Madiun, 18 Januari 2022

Partisipan,



Rista Dwi Oktafiyani

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Khoirun Nisa

Umur : 16 Tahun

Jenis kelamin : Perempuan

Pekerjaan : Siswi SMA

Menyatakan ketersediaannya untuk menjadi informan dalam penelitian yang berjudul **“Motivation to Learn English as Foreign Language Through E-Learning among Senior High School Students”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Direkam selama proses wawancara dari awal hingga akhir
3. Dihubungi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiaannya.

Demikian surat pernyataan ini saya buat dengan sebenenar-benarnya tanpa ada **paksaan** dari pihak manapun.

Peneliti,



Nur Azizah

Madiun, 24 Januari 2022

Partisipan,



Khoirun Nisa

Appendix 4. Interview Transcript

TRANSCRIPTION 1

Participant : Dila (Pseudonym)

Time : 18.53 – 19.28

Date : 14 January 2022

Place : Zoom Meeting

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R		kenapa sih kamu belajar Bahasa Inggris?	
P	001	<u>Kan aku punya teman virtual gitu dari Luar negeri sudah 6 tahun ya sudah kayak sahabatan gitu sih kak. Terus kan bahasa inggris ku kan masih belum bagus gitu kalau nulis juga kadang kadang grammar nya masih kayak kurang gitu makanya saya jadi pengen belajar bahasa Inggris. Kelas 1 smp itu mulai belajar awal awal itu kayak aiueo nya gimana trus grammar nya gimana tapi itu juga keganggu sama guru juga kak kayak tergantung sama guru mau ngajar nya apa gitu</u>	MOT/EXT/ER/DILA/001
R		terus kemudian menurutmu belajar b.ing itu penting?	
P	002	<u>Penting sih kak, Ya biar bisa komunikasi gitu sama orang lain kan banyak orang dari negara lain ke negara kita tuh kak jadi biar bisa kayak komunikasi sama mereka juga kak kayak misalnya ke bali kan banyak turis ya kak dan biasa nya kalau study tour guru tuh kayak kasih tugas kita untuk conversation sama mereka, jadi kalau udah belajar bahasa Inggris kan bisa jadinya</u>	MOT/EXT/IDR/DILA/002 MOT/EXT/ER/DILA/002

R		nah kalau dari diri kamu sendiri ngerasa kalau bahasa Inggris itu penting ga sih ?	
P	003	Jujur sih kalau awal awal kayak ga begitu penting gitu waktu SD soalnya orang Jawa masak belajar bahasa Inggris. Ya baru merasa penting pas waktu SMP	
R		Dari mana pemicu kamu untuk menganggap bahasa Inggris itu penting ?	
P	004	<u>Dari teman luar negeri itu dia kan juga agak paham sih kalau aku ngomong bahasa Indonesia, tapi ya kasihan juga kalau dia harus selalu nranslate omongan ku terus coba memahami , makanya nanti coba belajar lah buat dia</u>	MOT/EXT/ER/DILA/004
R		Kalau kamu sendiri belajar Bahasa Inggris sehari butuh waktu berapa lama?	
P	005	Kemungkinan 3 jam saja sih karena ada kegiatan lainnya	
R		kenapa sih kok kamu milih belajar 3 jam ga 1 jam atau 2 jam atau malah lebih?	
P	006	Awal awal tuh nyoba 2 jam tapi kayak nanggung gitu belajar 2 jam ya udah akhirnya 3 jam . <u>3 jam itu kayak sehari diusahakan 3 jam karena masih ada kegiatan lain kayak osis dan ekskul ekskul lain. kalau sejam sih ngerasa kurang.</u>	MOT/EXT/INTRO/DILA/006
R		apa sih yang kamu rasakan ketika belajar bahasa Inggris tuh ?	
P	007	Awalnya sih sulit jadi karena harus memahami kata dasar nya kayak gimana dan penulisan kayak gimana gitu kak jadi <u>awal awal agak susah bingung gitu, tapi semakin lama belajar itu kayak semakin oh ini udah gampang bisa di awang</u>	MOT/EXT/INTRO/DILA/007

R		Nah waktu belajar bahasa Inggris kamu ngerasa ada keuntungan tersendiri ga sih ketika kamu belajar?	
P	008	Ada ada itu bergunanya pas waktu sudah sma kan pas kelas itu wajib menggunakan bahasa inggris nah pas waktu guru berbicara "Dila do you understand this " aku bisa jawab aku paham tulisan di papan, jadinya lebih diuntungkan karena aku juga sudah belajar dari awal jadi makin kesini makin terbiasa sama bahasa Inggris gitu	MOT/EXT/IDR/DILA/008
R		Nah sekarang aku mau tanya nih, seberapa percaya diri nih kamu sama skill bahasa inggris mu ?	
P	009	Waduh kalau dibilang pro itu juga ga sih soalnya kadang kadang kalau dibuat conversation akunya kayak kurang pd kayak mereka paham ga sih sama apa yang aku omongin. Tapi kalau kayak buat nulis gitu masih confident aku, jadi masih kayak lebih mending nulis daripada ngomong soalnya kadang kalau ngomong itu ragu ragu. Tapi kalau speaking ini sih tergantung sih, kalau misalnya kayak storytelling aku pede pede aja kak . aku dulu pernah ikut story telling ya kak itu lancar lancar aja soalnya ada teks tapi kalau ga ada teks aku ngomong nya jadi ragu ragu kayak kemana mana	
R		nah kalau misalnya kayak listening gitu gimana ?	
P	010	Kalau listening sudah agak pede gitu sih kak karena listening nya udah sering banget soalnya dulu waktu belajar aku cobain dengerin lagu lagu luar negeri terutama itu kayak lagunya ed sheeran terus karena suka akhirnya aku dengerin terus sama cari maknanya, terus lanjut ke lagu lainnya	MOT/INT/DILA/010

		<u>kayak lagunya Ariana sama Bruno Mars terus ya udah deh akhirnya lancar sendiri</u>	
R		ada ga sih orang yang memotivasi kamu belajar bahasa Inggris selain teman mu yang dari Luar negeri ?	
P	011	<u>Bukan temen sih tapi ortu , mamah itu sih</u>	MOT/EXT/ER/DILA/011
R		itu motivasi yg seperti apa ? mulai dari teman mu yang dari luar negeri dulu	
P	012	Motivasi awalnya ya pengen belajar aja awalnya kayak anaknya tuh inisiatif mau google translate pas aku ngomong pakai bahasa Indonesia, <u>tapi lama kelamaan jadi ga enak aku nya kak, kayak masak dia nge translate aku terus gitu, jadi ya aku belajar bahasa Inggris lah biar dia paham aku juga paham. Kan capek kalau nge translate terus apalagi kalau teks nya panjang gitu makanya ya udah aku belajar aja. Awal awal kayak mau nyerah sih aslinya tapi demi dia makanya ya udah aku lanjutin aja</u>	MOT/EXT/INTRO/DILA/012
R		kalau dari ibu gimana ?	
P	013	Kalau ibu tuh dulu pas smp pernah ikut lomba bahasa Inggris gitu kak. Jadi diceritain “mamah tuh pernah ikut lomba ini ini ini” wah dulu kalau denger sampe jenuh kadang kadang, tapi lama lama waktu sma “oh iya ya mamah pernah ikut ini ya” , <u>ya jadi nya inspirasinya ya dari mamah juga . karena mamah sering ikut lomba jadi nya aku pengen juga.</u>	MOT/EXT/INTRO/DILA/013
R		nah menurut kamu sendiri nih kalau misalnya kamu ga belajar bahasa inggris menurutmu gimana ?	
P	014	<u>Mungkin jelek nilainya kak kemungkinan. Kemungkinan juga waktu conversation tuh wah parah banget ini itu kayak ngajak ngomong bayi gitu mungkin</u>	MOT/EXT/ER/DILA.014 MOT/EXT/INTE/DILA/014

R		Berarti kaya belajar bahasa inggris itu sangat menguntungkan banget ya bagi kamu ?	
P	015	Ya soalnya banyak lingkungan yang macam macam ya kak. Ya kadang kadang temen temen yang ku kenal bahasanya dicampur ada kayak bahasa indonesia sama bahasa inggris gitu ya udah aku paham dia ngomong apa jadi kayak berlaku banget	MOT/EXT/IDR/DILA/015
R		nah kalau menurut kamu nih misalnya ga belajar bahasa inggris ada ga sih dampaknya untuk kamu di masa depan nanti terus ke cita cita mu juga?	
P	016	Wah kemungkinan ada sih kak , ada banget kayaknya . ini cita citas pas sd ya ni pengen nya jadi polwan tapi klo diliat liat kemungkinan waktu tes bahasa Inggris gagal kayaknya ini cuma diliat aja. Soalnya waktu sma ini kan dibilangin sama gurunya bahasa inggris juga ya ,bahasa inggris itu penting soalnya nanti buat tes gitu. Makanya kayak wah cita cita nya bahaya kalau ga belajar bahasa inggris setidaknya itu harus bisa kak biar 1 halangan itu terlewati.	MOT/EXT/IDR/DILA/016
R		kenapa sih kamu lebih milih ruang guru daripada platform platform lain ?	
P	017	Biasa nya kan di ruang guru banyak kakak kakaknya nya yg promosi ya kak nah itu kayak tertarik aja makanya bilang ke ayah ini ada kayak diskon dari ruang guru untuk daftar terus dipikir pikir dulu sama ayah terus ayah bilang “ya udah daftar aja biar bahasa inggris bisa lancar sama pelajaran lain” , ya karena promosi itu kak milih ruang gurunya	EL/PO/DILA/017
R		pernah liat platform lain ga sih ?	

P	018	Ga sih soalnya kalau zenius ga pernah megang soalnya kayak zenius kan jarang ada iklannya gitu makanya pilihan 1 langsung straight to the point ke ruang guru	
R		kenapa sih kamu blajar bing pake platform itu	
P	019	Soalnya waktu itu kan <u>aku nyoba pake itu jelas banget kayak pengajaran nya terus kayak rangkuman nya kayak habis pembelajaran ini di kasih rangkuman nya jadi kayak “oh ini to pelajaran yg tadi” jadi tinggal nyatet aja bisa terus buat belajar lagi juga bisa soalnya rata rata ulangan ku tuh banyak dari aplikasinya itu. Jadi tuh misalnya aku belajar di sekolah nih terus nanti di rumah di review lagi pake ruang guru dan ternyata pas ujian tuh soalnya juga ternyata dari ruang guru itu pernah di bahas semua</u>	EL/SO/DILA/019 EL/LCC/DILA/019
R		nah gini nih kan kamu ruang guru ini belajar sendiri ya kayak nonton video gitu kan , kenapa sih kamu lebih memilih belajar sendiri daripada milih les les offline gitu?	
P	020	Dulu sih pernah les sama orang lain tapi ga bisa fokus soalnya ya ga suka ada orang lain pas belajar tuh. <u>Aku tuh tipe orangnya penyendiri makanya ya udah belajar sendiri aja ga usah sama orang lain</u>	EL/CON/DILA/020
R		nah menurutmu lingkungan belajar online yang enak tuh kayak gimana sih ?	
	021	<u>Tergantung sih kak kalau kelihatan nya menarik bagi aku kak ya udah belajar ini aja. Aku gitu orangnya soalnya kalau ga menarik ya males aja gitu sih liatnya , visualnya harus menarik dulu baru di coba</u>	EL/CON/DILA.021

P		setelah pake ruang guru nih ada ga sih kayak bentuk lingkungan belajar yang di ruang guru yang bikin kamu sreg nih ?	
R	022	<u>Ada banget biasanya kan kayak ada latihan soal ya habis videonya itu jadi kayak wah ini ngetes banget ini harus liat video nya serius makanya ku liat video serius banget itu karena nanti soalnya keluar habis itu. Terus kalau misalnya jawab salah nanti ditunjukkan apa yang salah wah ini harus cepat cepat di benerin. Karena soalnya ada di video jadi kayak lebih enak belajarnya buat ngetes soalnya</u>	EL/PO/DILA/022 EL/SO/DILA/022
P		ada ga sih perbedaan sebelum kamu belajar bahasa inggris ruang guru ini sama setelah pake ruang guru?	
R	023	Perbedaannya gede banget soalnya dulu banget nulis bahasa inggris tuh salah grammar nya trus kayak ga paham sih terus <u>setelah pakai ruang guru jadi wah ini bisa nulis bahasa inggris sampai 1 halaman full nulis bahasa inggris jadi nya tuh jadi makin semangat gitu kak</u>	MOT/EXT/INTRO/DILA/023
P		ada lagi ga selain kamu bisa nulis bahasa inggris 1 halaman ?	
R	024	Pronunciation sih paling gede, dulu tuh kayak anak bayi sumpah susah ngajak omong tapi setelah pakai ruang guru jadi paham wah ini bacanya gini jadi tuh paham semua akhirnya. jadi memang lebih ke awalnya yang susah baca harus kayak gimana setelah pake ruang guru jadi ngerti oh ini baca nya kayak gini nih	
P		apa sih yang kamu dapatkan setelah pakai ruang guru ?	

R	025	Jujur banyak banget sih kak aku dapat pelajaran kayak grammar trus pronunciation cara pembicaraan nya kayak gimana, pokoknya banyak banget sih kalau suruh ngerangkumin paling juga panjang , pokok dalam segala aspek kayak pronunciation , grammar ,writing pokok itu benar benar semuanya aku dapat di ruang guru ini dan benar benar kepa ke semua alhamdulillah nya	
P		Oiya berarti kamu dalam seminggu belajar pakai platform itu berapa kali?	
R	026	<u>Kalau aku sih kak setiap hari pasti buka walau kayak cuma nonton videonya aja atau kayak nyari jawaban gitu</u>	EL/LCC/DILA/026
P		nah sekarang ini harus dengan cara apa sih ruang guru ini bantu kamu dalam belajar bahasa inggris ?	
R	027	Dari cara pembelajaran lewat video sama soal soalnya .soalnya banyak soal soal dari ujian makanya aku belajar dari situ jadi kayak aku salah dimana aku bisa tau soalnya di situ banyak pembahasan . misal jawaban nya D , jawaban D tuh karna ini pembahasan ini oh aku disini toh salahnya nah disitu aku belajarnya trus aku belajar lagi dari video terus lihat rangkuman udah paham . <u>Video sama rangkuman nya tuh bantu banget dlm belajar apalagi soal soal nya juga apalagi jawaban salah tuh ada pembahasannya</u>	EL/SO/DILA/027 EL/CON/DILA/027
P		menurut kamu nih e learning ruang guru ini dapat memotivasi kamu dalam belajar bahasa inggris ga ?	

R	028	<u>Bisa bisa banget soalnya sangat memotivasi soalnya juga menarik sih aplikasinya jd ya yaudah kembali lagi ke aplikasi ruang guru</u>	MOT/EXT/IDR/DILA/028
P		selain menarik aplikasinya ada ga sih yang memotivasi untuk ayo belajar lagi belajar lagi ?	
R	029	<u>Oh ada di ruang guru kan ada sistem pet kayak aku buka di sana tuh pet kayak naga jadi setiap kali aku belajar pet nya tuh tumbuh lebih besar makin besar jadi dari bayi sampai ini udah gede jadi kayak menarik banget jadi tiap belajar pet nya juga ikut tumbuh</u>	EL/CON/DILA/029 MOT/EXT/ER/DILA/029

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 بالاندونيسيا

TRANSCRIPTION 2

Participant : Haya (Pseudonym)

Time : 19.00 – 19.35

Date : 18 January 2022

Place : Zoom Meeting

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R		kenapa sih kamu belajar Bahasa Inggris?	
P	001	Kalau belajar Bahasa Inggris sendiri emang dasarnya dari SD sudah suka jadi pertamanya tuh karena dengerin lagu barat gitu kan jadi pengen tahu liriknya terus juga kalau misal bisa Bahasa Inggris kayaknya lebih asyik utk memahami lagunya akhirnya suka belajar bahasa Inggris dan belajar bahasa Inggris sejak SD. Sejak SD pun itu sudah ikut les offline gitu tp karna di pertengahan kelas 3 atau 4 bahasa Inggris itu dihapus jadi saya berhenti les sampai akhirnya SMP itu baru belajar lagi bahasa Inggris sampai SMA	MOT/EXT/INTRO/HAYA/001
R		Nah menurut Haya nih kenapa sih belajar bahasa Inggris itu penting ?	
P	002	Pertama mungkin karena kan bahasa Inggris itu kan bahasa internasional kan itu tuh dah jelas banget kepakai untuk kerja untuk kuliah pokoknya kalau misalnya bisa bahasa Inggris tuh hidup tuh kebantu gitu apalagi buat masa depan bahasa Inggris tuh menurutku penting apalagi jaman sekarang udah apa apa bahasa Inggris udah era globalisasi juga ya kak rata rata orang pada bisa bahasa Inggris jadi kalau misalnya bisa bahasa Inggris bener memudahkan hidup banget kayak kalau misalnya ambil kuliah di luar negeri / student exchange gitu kak	MOT/EXT/IDR/HAYA/002

R		kalau Haya sendiri nih berapa lama sih sehari kira kira belajar bahasa Inggris ?	
P	003	Sebenarnya yang benar benar belajar bahasa Inggris tuh ga setiap hari juga tapi tuh kalau ga langsung belajar sehari bisa 1 sampai 2 jam biasa nya kegiatan yang aku ngerasa aku ga langsung belajar bahasa inggris mungkin pas dengerin dan baca lirik lagu atau biasanya baca artikel atau baca fiksi bahasa Inggris gitu terus kalau misal kurang tau artinya di translate itu artinya apa gitu , jadi 2 jam tuh bukan bener bener di khusus kan buat belajar bahasa Inggris kayak “oh ini aku belajar bahasa Inggris” itu bukan, tapi malah jadi kayak secara ga langsung belajar pas dengerin lagu atau baca gitu sebenarnya jadi akhirnya tau kata baru atau kosa kata baru.	MOT/INT/HAYA/003
R		itu kan rata rata Cuma 2 jam itu kenapa kok belajar Cuma 2 jam kenapa ga kurang atau lebih gitu?	
P	004	Sebenarnya tuh 2 jam tuh diambilnya rata rata ya ga yang setiap hari 2 jam atau bahkan bisa kurang kadang atau ga sama sekali tuh pernah anggap saja hp tuh dipakai seharian utuh ya di sela sela itu pasti baca ada kalimat kalimat pake bahasa inggris gitu . ya emang ga di khusus kan banget gitu	MOT/INT/HAYA/004
R		Apa sih yang kamu rasain pas belajar bahasa inggris nih ?	
P	005	Seneng kayak jujur kalau waktu sudah bisa ngomong bahasa inggris tuh ngerasa keren aja gitu itu yang pertama trus ngeliat orang orang ngomong kita bisa ngerti dah ngerasa seneng gitu lo jadi wih aku bisa gitu dah ngerasa jadi orang asing gitu. Ya jadi kayak kebanggaan tersendiri gitu pas udah belajar , kayak pas udah tau ngerasain itu jadi lebih termotivasi utk belajar lagi	MOT/EXT/INTRO/HAYA/005

		belajar lagi gitu . jd wah ini udah bisa nih kurang lancar pokoknya dilanjutin gitu	
R		terus menurut kamu nih belajar bahasa inggris tuh ada keuntungannya ga sih buat kamu gitu ?	
P	006	Jelas ada keuntungan tuh, dan di sekolah tuh karena mungkin emang dasarnya sudah suka bahasa inggris dan juga sudah belajar bahasa inggris lumayan lama jadi di sekolah itu juga kebantu banget misal baca tuh lebih pede terus lebih mengerti misal tuh kadang kadang guru itu waktu menerangkan di sekolah tuh pake bahasa inggris gitu kita ngerti gitu itu keuntungan sih dan gurunya kadang jarang nge translate kan karena kita dituntut untuk paham apa yang mereka omongin gitu keuntungan nya kayak gitu sih sebenarnya sama emang puas aja gitu kayak tadi wah aku bisa bahasa inggris walaupun masih sedikit gitu .	MOT/INT/HAYA/006 MOT/EXT/IDR/HAYA/006 MOT/EXT/INTRO/HAYA/006
R		tadi kan dah bahas percaya diri nih , nah sekarang seberapa percaya diri nih Haya sama skill bahasa inggris nya ?	
P	007	Sebenarnya gak percaya diri itu kayak karena sebelumnya saya ikut kayak ekstrakurikuler english scout itu isinya tuh orang orang bisa bahasa inggris gitu, sering saya merasa kayak wah bagus banget pronunciation nya sempurna penataan kata tuh enak didengar. sebenarnya saya tuh jauh dari kata bisa cuman kayak untuk di ukuran kelas sendiri tuh yang bisa bahasa inggris nya agak bagus tuh jarang gitu loh jadi kalau di lingkup kelas kayak merasa wah aku bisa jadi lebih percaya diri lebih tinggi . tapi kalau udah di ekstrakurikuler itu tadi kak aduh aku jelek banget bahasa inggris nya kayak gitu sih	MOT/EXT/INTE/HAYA/007

R		ada ga sih 1 skill yang menurutmu bikin percaya diri kayak skill reading atau writing atau speaking atau listening ?	
P	008	Emm reading itu aku merasa lebih karena ga tau suka aja aku dengerin suara ku sendiri tuh di waktu reading tuh suka disuruh maju juga walaupun ada yg meleset pronoun nya salah kalau udah reading tuh dengerin suara sendiri keren gitu	MOT/INT/HAYA/008
R		waktu belajar bahasa inggris nih ada ga sih orang orang yang memotivasi kamu buat belajar bahasa inggris tuh ?	
P	009	Sebenarnya ga ada orang yang spesifik, bener bener emang pengen bisa gitu aja sih jadi emang dari kemauan diri sendiri gitu	MOT/EXT/IDR/HAYA/009
R		kalau dari orang lain misalnya tadi kan ga spesifik ada ga sih yang emang ada omongan omongan kayak “ayo dong belajar bahasa inggris” gitu ?	
P	010	Itu ada dari orang tua khususnya tuh mamah bilang tapi ga dipaksa tapi kayak ngomong “skill bahasa inggris tuh penting lo untuk kedepan nya jadi belajar bener bener terus ditekuni” gitu sih	MOT/EXT/ER/HAYA/010
R		nah menurut mu nih kalau misalnya kamu ga belajar bahasa inggris gimana ?	
P	011	Kalau misalnya ga belajar bahasa inggris ya mungkin pasti ngerasa ga percaya diri pas pelajaran bahasa inggris dan juga takut kayak nya gitu sih. “Aduh aku ga bisa nih takut ditunjuk takut ini takut itu” jadi lebih takut gitu sih. Jadi kalau tiap mau pelajaran bahasa inggris tuh jadi takut, nanti kalau disuruh baca, disuruh maju, disuruh buat ini itu. jadi kalau ga bisa mungkin kayak gitu bakal lebih ke ga percaya diri. Kan kadang kalau	MOT/EXT/IDR/HAYA/011 MOT/EXT/INTRO/HAYA/011

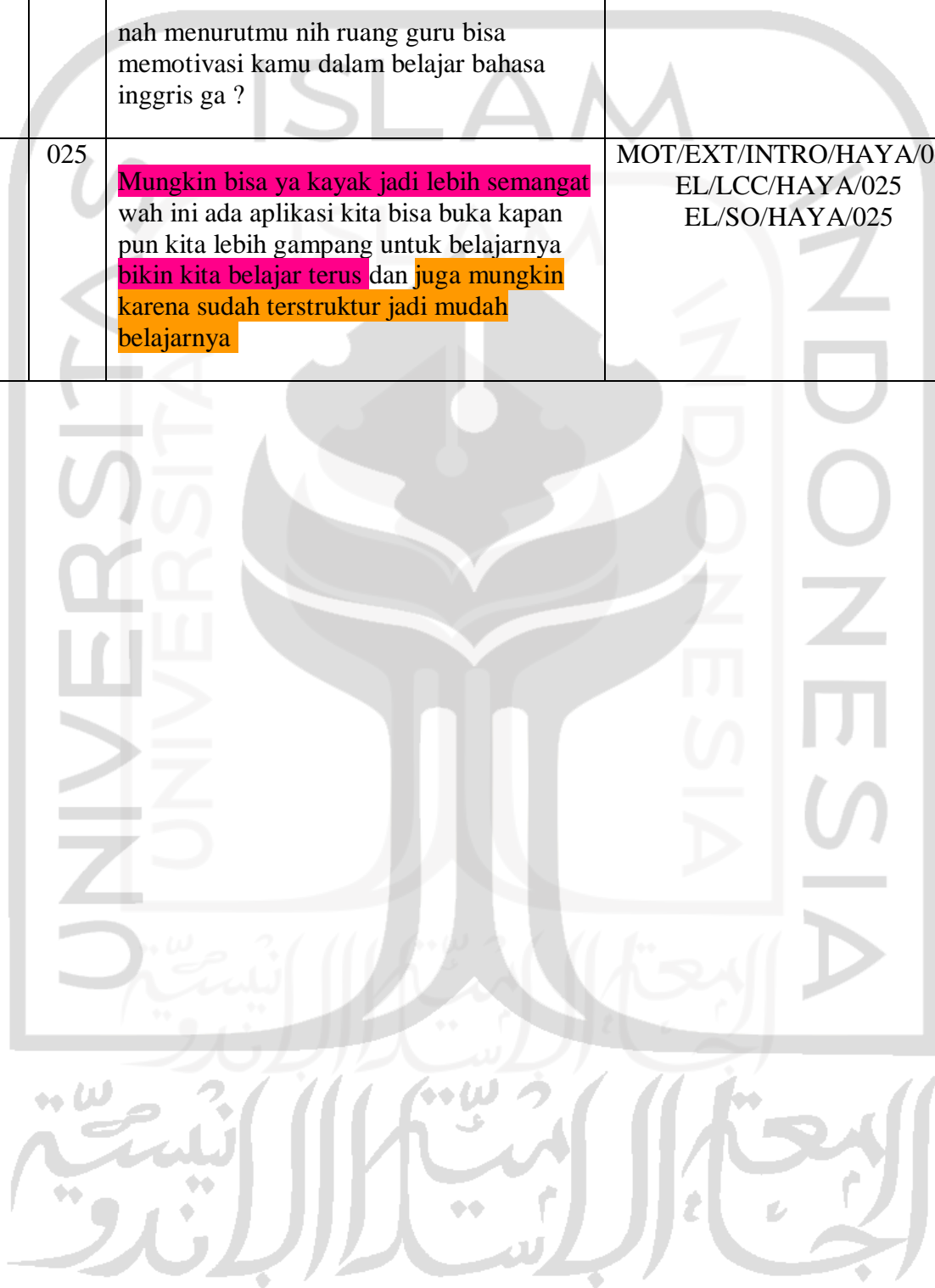
		ga jago di suatu subjek tuh waktu mau ada pelajaran subjek itu atau mau bahas subjek itu langsung ngerasa minder yg lainnya bisa kok aku gabisa.	
R		kalau misalnya kamu ga belajar bahasa inggris ada ga sih dampaknya buat masa depan kamu atau cita cita kamu kedepan tuh ?	
P	012	Jelas dampaknya besar ya kalau menurutku karena seperti yang kubilang tadi tujuan buat belajar bahasa inggris tuh kan kedepan nya tuh banyak banget keuntungan nya jadi ketika misalnya kita ga belajar bahasa inggris at least kita bakal rugi di masa depan. Sekarang aja cari kerja kadang waktu wawancara pake bahasa inggris terus juga kadang tuh skill bahasa inggris dipertimbangkan gitu lo terus kalau di kuliah pun juga biasanya bakal ada ujian skill bahasa inggris kayak TOEFL atau IELTS ya susah banget kayaknya untuk masa depan kalau ga belajar bahasa inggris	MOT/EXT/INTE/HAYA/012 MOT/EXT/ER/HAYA/012
R		Sekarang masuk ke platform yang kamu gunakan ya, kenapa sih lebih milih ruang guru?	
P	013	Karena banyak iklan nya waktu itu pas kelas 7 kayaknya, mereka banyak promosikan di tv gitu kan dan mamaku waktu itu nonton jd kayak disuruh nyoba terus akhirnya nyoba sampai sekarang. jadi lebih karena iklan	MOT/EXT/ER/HAYA/013
R		nah sebelum benar benar daftar nih ke ruang guru pernah ga sih nonton kayak les les an online yang lain kayak zenius mungkin atau yg lain lain gitu ?	
P	014	Belum itu hitungannya kayak pertama kali mencoba les les an online gitu sih	
R		kenapa sih kamu belajar bahasa inggris pake platform itu kayak apa yang memotivasi kamu ?	

P	015	Sebenarnya untuk ruang guru pertamanya ga diniati untuk spesifik bahasa inggris, tapi untuk ke semua mata pelajaran tapi karena di situ ada bahasa inggris jadi diikuti juga. Pertama kalau di ruang guru tuh ada animasi jadi untuk memahami materi yang disampaikan tuh lebih gampang apalagi kalau aku pribadi tuh lebih suka yang visual gitu loh jadi belajar kalau pakai visual itu tuh lebih gampang dipahami kalau buat aku jadi ruang guru tuh lumayan membantu walaupun ga rajin banget pakenya	EL/CON/HAYA/015
R		kalau boleh tau nih berarti seminggu itu berapa kali pakai mungkin ?	
P	016	Sebenarnya bisa dibbilang kayak 3 – 5 hari gitu mungkin bisa dikatakan 50% lebih	EL/LCC/HAYA/016
R		Nah kenapa sih pilih belajar sendiri pake les online daripada les yg offline ?	
P	017	aku tuh les kalau ga ada temen nya gamau mbak maksudnya temen yang di kenal gitu, jadi daripada sendiri pas les offline dan ga kenal yang lain mending les online aja mbak sekalian sendiri banget gitu	EL/CON/HAYA/017
R		Berarti kan kamu les ini les nya asinkron gitu ya, nah ada perbedaan ga sih pas pake asinkron pake ruang guru sama asinkron yg di kelas gitu ?	
P	018	Beda sih karena pengalaman kalau online sekolah tuh kadang ga semua guru itu ngejelasin tuh benar benar jelas gitu apalagi keterbatasan device gitu jadi ya ga maksimal sedangkan kalau pakai platform kayak ruang guru itu kan dia emang udah pake animasi materinya terus sudah siap	EL/SO/HAYA/018

		juga, gurunya juga pasti sudah latihan dan sebagainya	
R		Ada ga sih perbedaan pas di sekolah guru ngasih video sama pas ruang guru ngasih video?	
P	019	Beda sih kalau yang dikasih guru tuh rasanya lebih males gitu kayak “duh kenapa harus pake video gitu pasti nanti suruh ngerangkum suruh ini suruh itu” kalau di ruang guru kan kita belajar sendiri kan ya itu kemauan diri terus ya lebih enjoy gitu.	EL/LCC/HAYA/019 MOT/INT/HAYA/019
R		nah kan Haya udah belajar pake ruang guru nah menurut Haya karakteristik lingkungan kayak gimana sih yg bagus utk belajar online gitu ?	
P	020	Kalau untuk belajar online pertama materi yang disampaikan harus sebisa mungkin jelas terus penataan video kan gak kayak guru nerangin yg klo kita gatau kita bisa tanya kan jd sebisa mungkin ya di dalam video itu tuh sdh lengkap udh secara detail trus ya itu sih materinya harus lengkap dulu sih dan jangan Cuma inti intinya doang karena nanti juga bingung mau tanya kesiapa juga jadi memang video nya harus rinci dan dikemas padet gitu kayak ga harus singkat tapi setidaknya jelas cuma ga bertele tele juga	EL/SO/HAYA/020
R		nah ada ga sih perbedaan kamu nih pas belajar bahasa inggris sebelum ikut ruang guru sama sesudah ikut ruang guru ?	
P	021	Lebih rajin sih karna kan ruang guru ini bisa dipakai kapan saja lebih fleksibel untuk pemakaiannya , kalau offline kan ada jadwalnya sedangkan kalau ini kan kita bisa buka kapan pun jadi waktu yang diatur	MOT/EXT/IDR/HAYA/021 EL/LCC/HAYA/021 EL/SO/HAYA/021

		bisa lebih enak juga mbak , kalau sebelum pakai ruang guru tuh kita belajarnya ya itu itu saja materi nya apalagi yang harus kita pelajari kadang kan kita juga males buat cari, tapi pas kita udah liat ruang guru materinya apa aja tuh udah keliatan itu tuh apa dah terstruktur jd kita belajar nya ya lebih terstruktur aja gitu ga bingung cari materi lagi , kan kalau misal kita belajar sendiri kita harus cari di google ini keywordnya apa ya lebih malas juga kalau kayak gitu tuh.	
P		Nah setelah belajar pake platform ruang guru apa sih yang kamu dapetin ?	
R	022	Ilmu yang jelas itu sih pengetahuan nya. Mungkin waktu yang biasanya ku pakai buat les offline lebih lama tuh jad lebih efisien gitu kalau pakai ruang guru karena jadi lebih menghemat waktu jadi lebih enak mengatur waktunya buat yang lain lain juga	EL/PO/HAYA/022 EL/LCC/HAYA/022
P		nah terus dengan cara apa sih ruang guru bantu kamu dalam belajar bahasa inggris ?	
R	023	Yg pertama karena dia menyediakan pembelajaran berupa video pembelajaran yg bisa kita buka kapan aja jadi kita bisa belajar kapan pun dimana pun jadi lebih fleksibel belajarnya lebih enak terus ga terikat waktu juga kemudian materinya sudah disediakan jadi ga perlu cari lagi	EL/LCC/HAYA/023 EL/SO/HAYA/023
P		kalau dari pengajarnya itu gimana sih di ruang guru itu ?	
R	024	Untuk selama aku pakai sih enak ya kalau ngajar, secara dia kan pasti sebelum masuk ruang guru pasti sudah melewati berbagai proses jadi memang cara mengajarnya juga jelas terus penggunaan katanya yang	

		enak didengar dan mudah dipahami bahasanya ga blunder dan ga bertele tele.	
P		nah menurutmu nih ruang guru bisa memotivasi kamu dalam belajar bahasa inggris ga ?	
R	025	Mungkin bisa ya kayak jadi lebih semangat wah ini ada aplikasi kita bisa buka kapan pun kita lebih gampang untuk belajarnya bikin kita belajar terus dan juga mungkin karena sudah terstruktur jadi mudah belajarnya	MOT/EXT/INTRO/HAYA/025 EL/LCC/HAYA/025 EL/SO/HAYA/025



TRANSCRIPTION 3

Participant : Tata (Pseudonym)

Time : 19.00 – 19.35

Date : 23 January 2022

Place : Zoom Meeting

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R		kenapa sih kamu belajar Bahasa Inggris?	
P	001	Karena Minat suka Bahasa Inggris, tertarik gitu , minat nya sejak di MI	MOT/INT/TATA/001
R		Kenapa kok bisa suka?	
P	002	Gatau tertarik aja gitu	MOT/INT/TATA/002
R		Gimana mulai tertariknya ? pas belajar atau pas apa gitu?	
P	003	Pas belajar suka gitu, sukanya dari kelas 4 MI, sebenarnya Bahasa Inggris sudah ada dari kelas 1 ada tapi baru suka dan tertariknya dari kelas 4	
R		kenapa sih menurutmu belajar bahasa Inggris itu penting ?	
P	004	Soalnya kan bahasa Inggris sekarang jd bahasa internasional jd dimana-mana itu dipakai jadi penting aja gitu dan juga Mungkin karena Bahasa Inggris ada pelajarannya di sekolah jadi ku pikir penting gitu ,dan juga Bahasa Inggris tuh udah jadi kayak bahasa sehari-hari jadi menurut ku penting gitu	MOT/EXT/IDR/TATA/004
R		Nah kalau Tata sendiri nih belajar Bahasa Inggris tuh sehari berapa jam ?	
P	005	Jarang sih kak karena ada kegiatan gitu, biasanya belajar Bahasa Inggris tu emang pas waktunya belajar besok ada pelajarannya gitu, biasanya Cuma satu jam sih kak	
R		Kenapa sih cuma sejam? Kenapa nggak kurang atau lebih?	

P	006	Kalau kurang dari sejam itu menurut ku kurang banget gitu kak tapi kalau lebih dari sejam itu kayaknya ga bisa karena ada banyak tugas atau ekskul gitu jd ya di satu jam itu di cukup-cukupin aja Tapi kadang bisa lebih sih kak klo pas gak ada tugas atau ekskul tapi emang rata-ratanya sejam an	MOT/INT/TATA/006
R		Nah sekarang nih, apa sih yg kamu rasain pas belajar Bahasa Inggris ?	
P	007	Seru , serunya itu mengulang ulang kalimat sampai kita bisa gitu dan terbiasa, jadi aku biasanya mengulang ngulangnya lebih ke vocab sih kak, karena awalnya ga bisa terus di ulang ulang itu jadi seru kak	MOT/INT/TATA/007
R		Menurut kamu nih apa sih keuntungannya belajar Bahasa Inggris?	
P	008	Kita banyak menguasai kata kata gitu jadi klo pas di kelas dipanggil ke depan gitu setidaknya menguasai atau bisa berbicara sedikit sedikit gitu kak, terus juga kalau aku sendiri menurutku lebih untuk ilmu aja sih kak jadi semisal kalau diajak berbicara sama orang asing setidaknya kita bisa dan mengerti gitu	MOT/INT/TATA/008 MOT/EXT/INTRO/TATA/008
R		Nah seberapa percaya diri sih kamu sama skill Bahasa Inggris kamu setelah belajar Bahasa Inggris dari sd - sma ?	
P	009	Mulai SMP - SMA tuh udah jarang belajar sebenarnya makanya jadi kurang percaya diri , ya karena merasa kurang menguasai terus tense - tense nya belum hafal semua terus belum begitu lancar berbicara juga. Tapi aku lumayan percaya diri kak di penguasaan vocab soalnya kan udah belajar dari SD nih kak jadi udah banyak gitu lho kak kumpulan kumpulan vocab yang ku tahu	MOT/EXT/IDR/TATA/009
R		waktu belajar Bahasa Inggris nih ada ga sih yang memotivasi kamu untuk belajar belajar Bahasa Inggris?	
P	010	Ada , kakak sendiri sih jadi kakak tuh nge motivasi kalau Bahasa Inggris tuh bakal jd bahasa internasional dimanapun itu dipakai, jadi kayak harus bisa menguasai gitu untuk kedepannya, selain kakak orang tua sama	MOT/EXT/ER/TATA/010

		nge motivasi harus bisa menguasai semua kayak Bahasa Inggris, matematika, dan pelajaran lainnya soalnya berguna untuk masa depan nya tapi orang tua memotivasi lebih general ke semua pelajaran ga khusus ke Bahasa Inggris kak	
R		kakak ini memang ada background Bahasa Inggris atau gimana nih ?	
P	011	Iya kakak kerjanya di luar negeri, jadi kakak kasih motivasi nanti kalau misal di ajak ke luar negeri bisa di ajak ngobrol gitu, terus aku nya sendiri karena liat kakak jadi termotivasi juga pengen keluar negeri kak	MOT/EXT/ER/TATA/011 MOT/EXT/INTRO/TATA/011
R		Nah skarang nih, tadi kan kita sudah ngomong masalah b.ing , menurutmu kalau misal kamu gak belajar Bahasa Inggris gimana ?	
P	012	Pasti jadi gatau apa apa kak, jadi kayak tenses vocab ga tau juga jadi bingung gitu, jadi nanti juga kalau misalnya aku diajak kakak ke luar negeri jadi gatau apa apa juga, dengerin aja ga tau artinya	MOT/EXT/INTE/TATA/012 MOT/EXT/ER/TATA/012
R		Terus kalau misal nih kamu gak belajar Bahasa Inggris ada gak sih dampaknya untuk masa depan mu atau cita cita mu?	
P	013	Ada sih kak soalnya kan sekarang serba IT dan Bahasa yang kebanyakan digunakan di teknologi itu Bahasa Inggris jadi kalau ga belajar tuh ga bisa apa-apa kayak ga ngerti gitu, terus kebetulan kan cita cita ku jadi psikolog nih kak dan pas aku cari-cari tuh banyak juga jurnal jurnal psikologi yang pakai Bahasa Inggris jadi kalau misalnya ga belajar Bahasa Inggris takutnya nanti ga paham sama sekali gitu	MOT/EXT/INTE/TATA/013 MOT/EXT/IDR/TATA/013
R		Nah sekarang masuk ke platform yg Tata gunakan ya, kenapa sih Tata pilih pakai Ruang Guru?	
P	014	Soalnya kan banyak orang orang sukses yang berlangganan ruang guru jadi orang tua kayak lebih minat gitu untuk belajar di platform itu	EL/PO/TATA/014
R		kan kayak zenius, quipper, kelas pintar, atau platform les online lainnya kan juga	

		ada lulusan yang sukses gitu,kenapa milihnya ruang guru ?	
P	015	Soalnya iklan di tv semua kan ruang guru dan orang tua kan ngeliat nya ruang guru, sedangkan kalau yang kakak sebutin itu kan iklannya jarang	EL/PO/TATA/015
R		Apa sih yg memotivasi kamu buat belajar Bahasa Inggris pake ruang guru sih ?	
P	016	Motivasi ku biar bisa belajar bahasa inggris dengan simpel dan mudah di pahami	MOT/EXT/INTRO/TATA/016
R		Kenapa sih kamu kok lebih memilih les online nih daripada les-les regular offline gitu kayak neutron ganesha operation, English one atau les-les an semacam itu ?	
P	017	Kalau itu kan biaya nya lebih mahal dan itu regular bukan private gitu, kalau ruang guru kan aku sendiri yang belajar dan bisa di ulang-ulang gitu kalau ga paham, aku nya juga lebih suka les-les yang private biar lebih fokus	EL/LCC/TATA/017
R		Menurut Tata nih yang sudah pakai ruang guru, karakter lingkungan belajar online yang bagus tuh yang kayak gimana sih ? misalnya video nya harus menarik atau mungkin penjelasannya yang ga bertele tele atau kayak gimana menurut Tata?	
P	018	Kalau menurutku yang bagus itu yang penjelasan nya ga bertele tele dan membuat minat kita suka gitu kayak 'wah asyik' jadi kayak otak kita menerimanya gampang gitu dan ga membosankan juga, terus kalau misalnya ada latihannya nih soal soalnya tu harus yang sama dengan apa yang biasanya kita dapat soal dari sekolah jadi relate gitu kak	EL/CON/TATA/018
R		Ada ga sih perbedaan sebelum Tata pake ruang guru sama sesudah pake ruang guru dalam belajar Bahasa Inggris?	
P	019	Alhamdulillah nya ada jd kayak lebih mudah memahami materinya kak, kalau sebelum belajar di ruang guru kan aku cuma belajarnya di sekolah aja nih kak, di sekolah itu ga fokus soalnya biasanya sama	EL/PO/TATA/019 EL/LCC/TATA/019

		temen kayak bercanda jadi bikin ga paham, nah sekarang pas udah pake ruang guru, jadi ada pelajaran tambahan setelah sekolah pake video nya dan bisa di ulang ulang jadi lebih paham gitu	
R		Apasih yang kamu dapatkan setelah pakai ruang guru?	
P	020	Jadi setelah belajar pakai ruang guru ini aku pernah dapet ranking 4 kak paralel di sekolah pas Try Out karena memang lebih paham gitu kak dengan materinya dan setelah itu bikin aku makin semangat sih kak mau belajar lebih lagi	MOT/EXT/INTRO/TATA/020
P		Berapa lama sih kamu belajar Ruang Guru perminggunya?	
R	021	Dalam seminggu sih aku biasanya bisa 3 sampai 4 kali sih kak	EL/LCC/TATA/021
P		Dengan cara apanih ruang guru bantu kamu belajar Bahasa Inggris?	
R	022	Dengan video animasinya itu ga bertele tele jd penjelasannya pakai animasi gitu kak terus juga ada contoh ngomong Bahasa Inggris terus ada translate nya gitu jadi lebih mudah dipahami kemudian habis itu dijelaskan lagi kak divideo maksud percakapan tadi	EL/CON/TATA/022
P		Menurut kamu ruang guru ini dapat memotivasi kamu ga untuk belajar Bahasa Inggris ga?	
R	023	Bisa banget bisa memotivasi soalnya kan belajarnya pakai banyak animasi dan itu ga membuat aku bosan gitu jadi kayak penasaran juga mau nonton materi selanjutnya gitu	MOT/EXT/INTRO/TATA/023 EL/CON/TATA/023
P		Nah ini pertanyaan terakhir dari aku nih kan kemarin sempet online juga kan sekolahnya nah guru pas jelasin di online ini sama ruang guru jelasin beda ga nih?	
R	024	Beda sih kak, biasanya guru itu jarang banget ngasih penjelasan seringnya langsung kasih tugas – tugas terus bikin ga semangat belajar gitu kak, tapi sekalinya di jelasin juga lompat-lompat gitu kak jadi ga	EL/PO/TATA/024

		fokus kadang juga diselipin gurunya cerita gitu, tapi kalau pakai ruang guru kayak kita fokus gitu jadi pikiran ga kemana mana ga ada yg gangguin juga kak jadi lebih mudah dipahami dan ruang guru tu ga langsung kasih tugas gitu lho kak, tapi ada jelasin dulu baru nanti ada kuis jadi aku paham gitu	
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TRANSCRIPTION 4

Participant : Anis (Pseudonym)

Time : 19.47 – 20.17

Date : 25 January 2022

Place : Zoom Meeting

R : Researcher

P : Participant

Subject	Line	Transcription	Codes
R		napa sih Anis belajar Bahasa Inggris?	
P	001	Karena 1 kewajiban soalnya disekolah ada pelajaran bahasa inggris yang jd prasyarat kelulusan terus waktu nanti kalau mau kuliah kan nanti ada utbk kan itu juga ada tes bahasa Inggris nya terus yang ke 2 dari aku sendiri kan sukanya nonton film dengerin musik gitu lah kan banyak nih film film dan musik musik dari luar negeri yang bagus bagus dan pastinya pakai bahasa inggris, jadi kalau gak tau artinya kan sayang nah dari nonton film dan dengerin musik itu bisa sekalian belajar nah kemudian yg ke 3 saat ini kan era yang sudah modern nah menurutku skill bahasa inggris tuh cukup bahkan sangat diperlukan di nanti saat bekerja	MOT/EXT/ER/ANIS/001 MOT/INT/ANIS/001 MOT/EXT/INTE/ANIS/001

R		napa sih belajar bahasa inggris itu penting ?	
P	002	Diperlukan nanti saat bekerja jadi kan kalau misalnya kita bekerja di perusahaan asing itu kan juga perlu bahasa Inggris	MOT/EXT/IDR/ANIS/002
R		Berapa lama sih Anis belajar bahasa inggris dalam sehari kira kira?	
P	003	Kalau belajar maksudnya yang benar benar belajar itu mungkin enggak tiap hari ya tapi kalo kayak belajar tanpa sadar misal lihat film bahasa inggris tiba tiba oh gatau artinya terus searching artinya apa itu kan kayak belajar bahasa inggris secara tidak langsung gitu ya setiap hari. tapi kalau yang benar benar belajar kayak grammar ga tiap hari mungkin kayak seminggu 2 – 3 kali sesuai pelajaran sama saat les gitu	MOT/INT/ANIS/003 MOT/EXT/ER/ANIS/003
R		Nah itu misalnya di kalkulasikan nih yang tanpa sadar sama yg biasa itu berapa jam sih sehari? kira aja	
P	004	Mungkin sehari 1 – 2 jam gitu itu karena memang kayak emang lagi ngelakuin sesuatu trus tiba tiba ada bahasa inggris terus karena ga tau akhirnya nyari artinya kemudian kalau topik bahasan nya menarik nih trus kayak nemu video IG kayak jago bahasa itu kayak video video pendek penjelasan itu kayak kulanjutkan nonton nya	MOT/INT/ANIS/004
R		Nah apa sih yang kamu rasain nih pas belajar bahasa Inggris?	
P	005	Yg pastinya ada seneng sama sulitnya yang seneng nya kan bisa dapat ilmu baru gitu kalau susah nya ya disini di indonesia	MOT/EXT/INTRO/ANIS/005

		<p>khususnya di kota kita kan ga pake bahasa inggris di sekolah di luar rumah temen temen kan ga pake juga jd susah klo ga di biasakan apalagi klo grammar grammar itu lebih susah karena emang ga ada tempat latihan</p>	
R		<p>Nah sekarang nih seberapa percaya diri nih kamu sama skill bahasa inggris mu ?</p>	
P	006	<p>Mungkin kalau speaking tuh kurang percaya diri tapi kalau reading atau kayak ngerjain soal tuh cukup percaya diri</p>	
R		<p>Kenapa nih kok yang skill speaking kurang percaya diri?</p>	
P	007	<p>Ya karena kalau dari aku sendiri terjemahkan indo ke inggris tuh lebih sulit daripada inggris ke indo kemudian kan disini juga kalau salah ngomong itu kan kayak di jelek jelekin gitu “ ini ga bisa bahasa inggris gitu gitu “ jadi insecure juga kalau mau ngomong</p>	MOT/EXT/INTRO/ANIS/007
R		<p>Tadi kan yang lebih percaya diri reading sama writing karena apa?</p>	
P	008	<p>Karena kan dari tk pendidikan nya ditekan kan ke reading sama writing kan ya kemudian kan juga seminggu sekali ada pelajaran bahasa inggris itu kan udah kayak kebiasaan gitu untuk reading sama writing nya kemudian menurut aku sih lebih suka kayak jawab soal soal itu secara tulisan gitu daripada secara lisan jadi kayak lebih seneng nulis daripada ngomong gitu, sama kan kalau di tulisan itu jelas misal kan verb 1 / 2 kan jelas nah kalau di ucapin mendengarkan</p>	<p>MOT/EXT/ER/ANIS/008 MOT/INT/ANIS/008</p>

		kan agak susah jadi lebih pasti ngeliat teks gitu	
R		Berarti listening nya kamu masih merasa kurang juga gitu ya?	
P	009	iya masih kurang	
R		Nah sekarang ada ga sih orang yang memotivasi kamu buat belajar bahasa inggris ?	
P	010	Ada sih temen aku sma satu kelas dia pintar bahasa inggris terus aku ngeliatnya keren gitu terus aku pengen juga gitu	MOT/EXT/INTRO/ANIS/010
R		Nah terus sekarang menurutmu nih kalau misalnya kamu ga belajar bahasa inggris gimana ?	
P	011	Ya bakal kesulitan sih kesulitan di jawab jawab soal ulangan terus kemudian kesulitan komunikasi dengan kita kan ga tau ya masa depan kita sapa tau berinteraksi dengan orang luar nah kalau kita ga belajar bahasa inggris kan kesulitan apalagi bahasa inggris itu bahasa internasional	MOT/EXT/ER/ANIS/011 MOT/EXT/IDR/ANIS/011 MOT/EXT/INTE/ANIS/011
R		Kalau misalnya nih kamu ga belajar bahasa inggris ada ga sih dampak ke masa depan mu ?	
P	012	Ada sih kan soalnya cita cita ku menjadi orang psikolog nah di pelajaran yang aku tau di internet itu kan banyak istilah istilah inggris nah kalau gatau kan ya susah buat belajar nya gitu mungkin juga jurnal jurnal nya kebanyakan bahasa inggris juga kan tau	MOT/EXT/IDR/ANIS/012

		dari kakak kelas to dan itu nanti banyak bahasa inggris nya juga	
R		Kenapa sih milih ruang guru ?	
P	013	Yang ke 1 itu terjangkau jujur saja karena kan aku ambil paket utbk kan sekarang aku kelas 12 mau utbk ya kan jd ambil paket utbk itu 9 bulan 400rb kan itu terjangkau daripada di neutron , go dll . nah kemudian yang ke 2 kalau dari aku sendiri sih kayak belajarnya tuh privat jadi kayak belajar sendiri lebih nyaman gitu nah kemudian yang ke 3 kan itukan dalam bentuk video jadi kan bisa di buka kapan saja dimana saja aku sendiri kan mager kalau keluar rumah harus ke tempat les gitu nah jadi kayak mempermudah nah kalau les di neutron kan penjelasan nya ga bisa di ulang jadi Cuma bisa lihat catatan	EL/CON/ANIS/013 EL/LCC/ANIS/013
R		Nah kamu sendiri tuh lebih suka belajar sendiri atau bareng orang orang ?	
P	014	Tergantung sih kalau materinya sulit hitung hitungan kayak matematika harus ada temen nya jadi kalau kesulitan bisa tanya teman nya tapi kalau analisis kayak bahasa indonesia atau bahasa inggris bisa aku sendiri	
R		Apa sih yang memotivasi kamu belajar bahasa inggris pakai ruang guru ?	
P	015	Karena di ruang guru itu penjelasan nya kayak per sub bab itu dijelasin secara jelas trus ada ilustrasi nah kemudian banyak latihan latihan juga di bahasa inggris terus ada lagi yang listening nya juga ada jadi bikin aku lebih seneng belajar dan ga perlu di suruh gitu kak	EL/SO/ANIS/015 EL/CON/ANIS/015 EL/PO/ANIS/015

R		Menurutmu lingkungan belajar online yang bagus kayak gimana sih ?	
P	016	Menurut aku yang pertama tuh ga hanya audio terus guru ngomong gitu enggak tapi ada tulisannya terus ada ilustrasinya gitu juga terus ada efek efek suara gitu terus kemudian kan di ruang guru kayak ada 2 bulan sebelum utbk tuh ada live setiap hari 3-4 kali itu bebas siapa aja yang mau masuk bebas itu kayak guru ngajar live gitu	EL/CON/ANIS/016
R		Nah ada ga sih perbedaan kamu sebelum pake ruang guru sama sesudah pakai ruang guru dalam belajar bahasa inggris ?	
P	017	Banyak malah, soal nya guruku sma tuh enggak jelasin per materinya 1 1 tuh enggak kayak lompat lompat gitu jelasin nya terus kayak ga bilang kita hari ini belajar ini tapi kayak langsung di ajak ngobrol gitu lo misalnya kayak gini gini ngobrol ada apa aja terus guruku tuh enggak nulis jadi kayak percakapan aja gitu jadi bingung kalau di ruang guru itu ya penjelasan nya urut lengkap detail trus jelas ada ilustrasinya juga terus pengucapan gurunya juga jelas ada spidol nya juga klo mau dihidupkan, terus ya banyak latihan latihan soal jad kayak lebih paham	EL/SO/ANIS/017 EL/CON/ANIS/017
R		Nah apa sih yang kamu dapatkan setelah belajar pake ruang guru?	
P	018	Latihan listening jadi kan untuk kemampuan listening jadi bisa lebih rapi gitu terus kemudian di situ tuh kan banyak contoh soal soal nya tuh sulit sulit kayak kosa katanya tuh jarang digunakan nah jadi kan kayak perbendaharaan kosa kata nya jadi lebih nambah gitu terus juga di situ kan grammar nya dari simple present tense sampai berapa	

		belas grammar tuh dijelasin semua terus di kasih tau perbedaannya jadi lebih ngerti paham gitu	
R		Terus seminggu kamu belajar pakai itu berapa kali?	
P	019	ga tentu sih kak tergantung mood juga, tapi seminggu pasti buka lah sekali	EL/LCC/ANIS/019
R		Dengan cara apa sih ruang guru bantu kamu dalam belajar bahasa inggris ?	
P	020	Dengan cara itu kan kayak intinya kan di kasih materi per sub bab jadi tuh 1 video 1 sub bab nah setiap sub bab tuh ada kuis nya nah jadi kayak habis dapet materi tuh di uji gitu. Nah setiap kuis itu harus di jawab dulu baru muncul kunci jawaban dan penjelasannya terus kemudian ada nilainya	EL/SO/ANIS/020
R		Menurut kamu ruang guru ini bisa memotivasi kamu gak dalam belajar bahasa inggris?	
P	021	Bisa soalnya kan ada beberapa video khusus tuh kayak ada artis artis yang sering kayak ngasih motivasi terus kayak sempet ngajar juga terus beberapa kali ngajar bahasa inggris juga	MOT/EXT/ER/ANIS/021

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