

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

In this chapter, the researcher would like to present the finding and discussion of research. The data collected from the questionnaire which are based on students opinion from the title.

A. Presentation of Data

In this research, the researcher presents some data based on the research instrument that were used to collect data. The researcher used questionnaire to collect data. Data which are obtained from the questionnaire will be analyzed by using statistichal method. The researcher provides the questionnaire to be filled out by students based on their opinion.

1. The Result of Questionnaire

The researcher divided the questionnaire twice to measure the consistency of students' answers in giving opinions with the same statement so that researchers could measure that the statement was valid. The statement on the questionnaire consists of 10 statements on variable X and Y also with five alternatives, namely for variable X {SA,A,Q,D,SD} while for variable Y {VM,M,Q,U,VU}, for the assessment, the researcher gives points 1-5 by using skala likert. The results of the distribution of the

questionnaire to VII class of MTs. Istikmalunnajah, following the table:

Table 4.1 Likert Scale of Online Learning

no responden	online learning										total skor
	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	
1	4	5	3	5	4	4	4	3	4	3	39
2	4	4	4	4	1	3	3	5	4	4	36
3	4	4	3	5	5	4	3	2	4	3	37
4	4	3	4	4	3	5	4	4	4	5	40
5	4	4	2	4	3	4	3	4	2	3	33
6	1	4	3	5	4	5	4	3	2	3	34
7	4	2	5	5	2	1	3	1	5	5	33
8	4	3	4	4	1	4	4	5	2	3	34
9	1	4	4	5	4	3	4	3	4	1	33
10	5	4	2	5	4	5	4	4	4	5	42
11	5	5	3	5	2	4	3	3	2	2	34
12	4	5	2	1	5	4	3	1	2	1	28
13	5	5	3	5	3	4	3	2	4	2	36
14	4	5	3	3	4	5	3	2	2	3	34
15	3	4	3	4	4	4	4	3	2	3	34
16	4	4	1	4	4	4	4	1	2	4	32
17	4	2	2	5	3	4	3	3	4	4	34
18	5	4	4	4	3	4	4	4	4	2	38
19	5	1	4	5	5	5	5	5	1	4	40
20	5	1	4	5	5	3	5	5	5	2	40
21	5	1	3	5	2	5	3	2	4	5	35
22	5	1	5	5	4	4	5	5	4	5	43
23	4	2	2	4	3	4	3	5	5	4	36
24	4	3	3	4	2	4	3	5	5	4	37
25	5	2	4	5	5	5	5	5	5	4	45
26	4	1	4	4	4	4	4	4	5	4	38
27	5	1	4	5	5	5	4	4	5	4	42
28	5	3	5	5	5	5	5	5	5	3	46
29	5	4	4	4	4	3	4	5	1	1	35
30	5	3	4	4	5	5	4	3	2	2	37

Table 4.2 Likert Scale of Students Learning Motivation

no responden	Students learning motivation in English subject										total skor
	y1	y2	y3	y4	y5	y6	y7	y8	y9	y10	
1	4	5	4	5	2	3	3	2	3	2	33
2	5	1	4	3	5	2	3	2	2	3	30
3	5	4	5	3	4	2	3	2	2	3	33
4	5	1	5	3	5	3	4	4	4	5	39
5	4	3	4	4	4	4	3	2	3	5	36
6	5	2	5	3	5	4	5	4	4	3	40
7	1	5	5	2	5	5	4	4	4	3	38
8	5	1	5	1	5	4	4	3	3	3	34
9	5	2	4	4	5	3	4	3	3	2	35
10	4	3	4	5	4	3	3	3	3	3	35
11	4	3	3	2	3	4	3	2	2	3	29
12	1	2	5	3	4	5	4	4	3	4	35
13	4	3	2	1	2	2	3	3	2	3	25
14	4	2	5	4	4	4	4	3	4	4	38
15	4	5	4	3	2	3	4	2	2	2	31
16	4	2	4	4	4	3	2	3	3	2	31
17	4	1	5	1	3	4	3	4	3	2	30
18	5	4	5	5	4	3	2	3	4	4	39
19	5	4	3	1	5	4	1	3	3	2	31
20	5	5	4	3	2	5	2	2	3	2	33
21	4	2	5	2	3	3	3	3	2	3	30
22	5	3	5	4	5	4	3	2	2	2	35
23	3	4	3	5	5	4	4	3	3	3	37
24	5	3	3	1	5	3	4	3	3	3	33
25	5	4	3	2	5	3	2	2	3	2	31
26	4	2	4	4	4	4	5	3	4	3	37
27	5	4	4	4	4	3	4	3	3	4	38
28	5	5	3	5	5	3	3	4	3	3	39
29	5	2	4	4	4	3	3	3	4	4	36
30	2	3	3	5	4	4	3	3	3	3	33

2. Data Validity and Reliability

Reliability and validity are bound together in complex ways. These two terms sometimes overlap and at other times are mutually exclusive, the ideal situation exist when scores are both reliable the scores from an instrument, the more valid the scores will be. Scores need to be stable and consistent before they can be meaningful.

a. Validity of the Questionnaire

Validity of instrument is very important quality of any test. Validity is the development of sound evidence to demonstrate that the test interpretation {of scores about the concept or construct that the test is assumed to measure} matches its proposed use. Validity can be thought of as the large, more encompassing term when you assess the choice of an instrument.¹ The questionnaire is used to measured the students' opinion of online learning on students learning motivation in English subject. In this research the researcher used content validity to get validity of the questionnaire. It means that in conducting the questionnaire, the argument will be given by the researcher.

In this research, the validity computation was calculated if r_{hitung} less than 5% it means that the instrument is valid:

¹ Jhon reswell W, *Educational Research Planning, onducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012), 159.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Using the significance value (P.value)

- 1) If significance value $<0,05$ valid conclusion
- 2) If significance value $>0,05$ unvalid conclusion

**Table 4.3 Validitas of X Variable
Correlations**

		x.1	x.2	x.3	x.4	x.5	x.6	x.7	x.8	x.9	x.10	total_x
x.1	Pearson Correlation	1	-.260	.193	.050	.073	.162	.189	.262	.076	.143	.475**
	Sig. (2-tailed)		.157	.299	.790	.695	.384	.308	.155	.684	.441	.007
	N	30	30	30	30	30	30	30	30	30	30	30
x.2	Pearson Correlation	-.260	1	-.352	-.367*	-.101	-.041	-.352	-.368*	-.441*	-.547*	-.437*
	Sig. (2-tailed)	.157		.052	.042	.589	.827	.052	.042	.013	.001	.014
	N	30	30	30	30	30	30	30	30	30	30	30
x.3	Pearson Correlation	.193	-.352	1	.268	.055	-.196	.543**	.441*	.161	-.025	.510**
	Sig. (2-tailed)	.299	.052		.144	.769	.290	.002	.013	.387	.895	.003
	N	30	30	30	30	30	30	30	30	30	30	30
x.4	Pearson Correlation	.050	-.367*	.268	1	-.012	-.007	.281	.204	.375*	.330	.512**
	Sig. (2-tailed)	.790	.042	.144		.950	.969	.126	.271	.038	.069	.003
	N	30	30	30	30	30	30	30	30	30	30	30
x.5	Pearson Correlation	.073	-.101	.055	-.012	1	.356*	.543**	-.021	-.066	-.254	.364*
	Sig. (2-tailed)	.695	.589	.769	.950		.050	.002	.911	.724	.167	.044
	N	30	30	30	30	30	30	30	30	30	30	30
x.6	Pearson Correlation	.162	-.041	-.196	-.007	.356*	1	.234	.148	-.141	.166	.393*
	Sig. (2-tailed)	.384	.827	.290	.969	.050		.205	.427	.451	.373	.029
	N	30	30	30	30	30	30	30	30	30	30	30
x.7	Pearson Correlation	.189	-.352	.543**	.281	.543**	.234	1	.539*	-.053	-.023	.678**
	Sig. (2-tailed)	.308	.052	.002	.126	.002	.205		.002	.777	.901	.000
	N	30	30	30	30	30	30	30	30	30	30	30
x.8	Pearson Correlation	.262	-.368*	.441*	.204	-.021	.148	.539**	1	.122	.078	.625**
	Sig. (2-tailed)	.155	.042	.013	.271	.911	.427	.002		.512	.675	.000
	N	30	30	30	30	30	30	30	30	30	30	30
x.9	Pearson Correlation	.076	-.441*	.161	.375*	-.066	-.141	-.053	.122	1	.429*	.448*
	Sig. (2-tailed)	.684	.013	.387	.038	.724	.451	.777	.512		.016	.011
	N	30	30	30	30	30	30	30	30	30	30	30
x.10	Pearson Correlation	.143	-.547**	-.025	.330	-.254	.166	-.023	.078	.429*	1	.348

Y.7	Pearson Correlation	-.191	-.294	.283	.052	.182	.156	1	.365*	.278	.310	.447*
	Sig. (2-tailed)	.302	.109	.122	.781	.328	.402		.043	.130	.090	.012
	N	30	30	30	30	30	30	30	30	30	30	30
Y.8	Pearson Correlation	-.216	-.316	.231	-.132	.381*	.275	.365*	1	.583*	.311	.463*
	Sig. (2-tailed)	.242	.084	.210	.477	.034	.134	.043		.001	.088	.009
	N	30	30	30	30	30	30	30	30	30	30	30
Y.9	Pearson Correlation	.005	.144	.280	.179	.392*	.376*	.278	.583*	1	.430*	.754*
	Sig. (2-tailed)	.978	.441	.127	.337	.029	.037	.130	.001		.016	.000
	N	30	30	30	30	30	30	30	30	30	30	30
Y.10	Pearson Correlation	-.028	-.291	.226	.144	.246	.021	.310	.311	.430*	1	.526*
	Sig. (2-tailed)	.880	.112	.222	.439	.182	.910	.090	.088	.016		.002
	N	30	30	30	30	30	30	30	30	30	30	30
Total_Y	Pearson Correlation	.078	.028	.424*	.456*	.543*	.317	.447*	.463*	.754*	.526*	1
	Sig. (2-tailed)	.678	.881	.018	.010	.002	.082	.012	.009	.000	.002	
	N	30	30	30	30	30	30	30	30	30	30	30

b. Reliability of Questionnaire

After checking the validity of the questionnaire, the researcher must to measure the reliability of the questionnaire because a good questionnaire must valid and reliable. Reliability means that the scores from questionnaire are stable and consistent. Reliability is generally easier to understand as it is a measure of consistency. If scores are not reliable they are not valid, scores need to be stable and consistent first before they can

be meaningful.² The researcher calculated the reliability of the questionnaire using SPSS program.

Table 4.5 The data reliability of x variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.230	10

Table 4.6 The data reliability of Y variable

Reliability Statistics	
Cronbach's Alpha	N of Items
.284	10

The following is a table of interpretation of Reliability:³

Table 4.7 Interpretation of reliability

Correlation Coefficient	Criteria Reliability
$0,80 < r \leq 1,00$	Very High
$0,60 < r \leq 0,80$	High
$0,40 < r \leq 0,60$	Quite
$0,20 < r \leq 0,40$	Low
$0,00 < r \leq 0,20$	Very Low

In this research, the value of the data is reliable. The reliable value of X variable is 0.230 it shows that the value is 0.23, it means that the carateria is low because the correlation coefficient <0.40 and >0.20 . And for the value of Y variable is 0.284 it shows that the value is 0.28, it

² Jhon reswell W, *Educational Research Planning, C onducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012), 159.

³ Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Pelajar, 2011), 181.

means that the carateria is low because the correlation coefficient <0.40 and >0.20

c. Data Analysis

The researcher must analyze the data before testing hypothesis, the data which is analyzed if the result of questionnaire. To know the result, the researcher uses rank spearman formula to calculate it. This is the calculation by using rank sperman formula:

- 1) Entry the pired of X and Y

After now the result both of questionnaire is valid and reliable, the researcher will compute both of questionnaire value. So, the researcher describes it on make it right.

Table 4.8 The Questionnaire Value

NAME	Online Learning	Students Learning motivation	Difference	D²
Ach. Barizy Zaini	39	33	3	9
Ahmad Efandi	36	30	6	36
Ahmad Rifa'i	37	33	4	16
As'ad Zairil H	40	39	1	1
Farhan Maulida P	33	36	-3	9
Farizal	34	40	-6	36
Ifdaus Shodiqin	33	38	-5	25
Jamaluddin	34	34	0	0
Kamilul Imam	33	35	-2	4
. M. Andi Saputra	42	35	7	49
Moh. Anshori	34	29	5	25

Moh. Nor Birrul A.	28	35	-7	49
Moh. Sya'roni	36	25	11	121
Moh. Sugianto	34	38	-4	16
Moh. Syahrandi R.	34	31	3	9
Moh. Walid Agil	32	31	1	1
Adela Dwi Restu A.	34	30	4	16
Aisyatun Nisa	38	39	-1	1
Anis Marsela	40	31	9	81
Deviatul Atiqah	40	33	7	49
Dwi Afriani	35	30	5	25
Fariyah Nur Amaliyah	43	35	8	64
Fatihatus Sholihah	36	37	-1	1
Hababah Herid	37	33	4	16
Halimatus Zehroh	45	31	14	196
Ila	38	37	1	1
Lailatul Bhuruj	42	38	4	16
Yusrotul Faizah	46	39	7	49
Zumrotus Sulfiah D.	35	36	-1	1
Nikmatul Maghfiroh	37	33	4	16
Jumlah	1034	1024	78	934

2) Analyzing the data by statistical analysis

Based on the table 4.8, the researcher gets some points about two variables. Online learning and students learnig motivation.

Skill as follow:

$$\begin{aligned}
 rho_{xy} &= 1 - \frac{6 \sum 934^2}{30(30^2 - 1)} \\
 &= 1 - \frac{6 \times 872.356}{30 \times 899}
 \end{aligned}$$

$$\begin{aligned}
 &= 1 - \frac{5.234.136}{26.970} \\
 &= 1 - 194.0 \\
 &= -193
 \end{aligned}$$

The correlation coefficient is negative which indicates that here is a correlation but opposite. The plus (+) sign indicates a parallel correlation and the minus (-) sign indicates a parallel correlation in different direction.⁴

Correlation (+) : if the higher value of X, so higher value of Y

Correlation (-) : if the higher value of X, so lower value of Y

This shows that the higher of using online learning, the lower of students learning motivation in English subject.

B. Presentation of Research

Before giving the questionnaire, the researcher prepared a clue to make easier for the students to fill the statement and make the method more organized and systematic. After that, the researcher prepared the tool like laptop, book a peace of questionnaire and material needed

⁴ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT RinekaCipta. 2014), 279.

when giving the questionnaire. The researcher make note about what will be explained when giving the questionnaire, the researcher make a statement of online learning and students lerning motivation in english subject.

In the first meeting, the researcher comes to the school to ask about the learning system that is udes by the teacher when giving the material to student by using WhatsApp application. And the learning system that is used in MTs. Istkmalunnajah is, the teacher give the material by using WhatsApp placation especially in WAG and after the explanation by the teacher, the students will be given opportunity to ask the material that cannot understand by them.

In the second until the third meeting, the researcher go to the school to ask and see how many students that motivated to attend and respons the teachers' explanation in online learning and also the researcher giving the clue of the questionnaire that will be given in Thursday and Friday when the students collect their homework.

In the forth meeting, the researcher can meet with students in the school and before the researcher give the questionnaire, the researcher explain about the clue which must be completed by students from the statement in the questionnaire, and don't forget to provide a distance between each student's seat because it is to comply with health rules during the covid periode. And after the questionnaire collected, the researcher provide a little enlightenment and a little direction so that students can be motivated to take online lesson.

For the last meeting, the researcher give the same questionnaire because the first uestionnaire is valid and so that researchers can find out how consistent students' opinions are.

C. Hyphotesis Testing

According to Creswell, hypothesis is statement in quantitative research in which the investigator makes a rediction or a conjecture about te ooutcemes of a relationship among ttributes or characteristics.⁵ There are two kind of hypothesis, null hypothesis (Ho) and alternative hypothesis (Ha) as the hypothesis of this research. Based on the analyzing data by statistical analysis, the research use rank spearman formula. The result of $\rho_{xy} = -193$. The correlation coefficient is negative which indicates that here is a correlation but opposite. The plus (+) sign indicates a parallel correlation and the minus (-) sign indicates a parallel correlation in different direction. This shows that online learning has an effect on students learning motivation in English subject.

From the result of the table above, the value of ρ_{xy} is -193, it has negative it means that the correlation is parallel opposite. r_{table} of $N=30$ by determining the rho Spearman critical price confidence table 99% is 0,478. The value of ρ_{xy} is higher than $r_{\text{table}} 99\% [N=30=0,478]$. Therefore, the hypothesis of this research null hypoteis is rejected and alternative hyphotesis is accepted. It means that there is significant effect of online

⁵ Jhon reswell W, *Educational Research Planning, C onducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012), 111.

learning on students learning motivation in English subject. It can see from the value of ρ_{xy} is higher than r_{Stable} .

1. Correlation index $\rho_{xy} = -193.0$, $N = 30$
 - a. The direction of the correlation is negative, it is meaning that it is parallel to the opposite
 - b. There is correlation between the variable X and Y
 - c. The correlation between X and Y is high
 - d. The correlation is significant because, $-193.0 > 0,478$

D. Discussion

Based on the data above, the result of this research that analyzing from the correlation coefficient value of online learning is highest from the value of students learning motivation. It is proved by the result of the value of online learning is 1034 and the value of students learning motivation is 1024. Because the result in data statistical analysis is minus (-193,0) it means that the correlation is parallel opposite, the plus (+) sign indicates a parallel correlation, and the minus (-) sign indicates a parallel correlation in different direction. So it means that the higher the use of e-learning, the lower the student's motivation to learn.

So , one of researcher findings, researcher found out whether VII Class who used online learning have negative effect on students learning motivation in English subject of MTs. Istikmalunnajah Pasongsongan Sumenep. It is proven after comparing the value of online learning and students learning motivation in English subject the value of Rho_{xy} is negative it means that the corelation is parallel opposite. From the result of the researchers' findings, it is similar with the finding found by Mardesci "The Effect of Online Learning on University Students' Learning Motivation".⁶ His research is telling about online learning has influence on students learning motivation, the effect here shows a negative relationship between the two variabels, the value of Rank Spearman correlation of his research is minus (-3.564), and Simamora "The Challenges of Online Learning During The COVID-19 Pandemic: An Essay Analysis of Performing Arts Educating Students".⁷ He told about online learning describe bringing disadvantages. The students claimed that online learning has caused them some health problems like fatigue, headache because so many assignment to do in short time and also students faced hardship in financial because they had to buy big credit for online quota. The research has different findings also, it is different with finding found by Firman & Rahman "Pembelajaran Online Learning di Tengah

⁶ Hermiza Mardesci, "The Effect of Online Learning on University Students' Learning Motivation", vol. 27, *Journal Pendidikan dan Pembelajaran* (2020), 46.

⁷ Roy Martin Simamora, "The Challenges of Online Learning During The COVID-19 Pandemic: An Essay Analysis of Performing Arts Educating Students", vol. 1, no. 2, (2020). 40.

Pandemi COVID-19”.⁸ Their research told about online learning was reported beneficial for students because they had high interaction to rich learning materials to experience digital learning program. Different findings from Gustiani “Students’ Motivation in Online learning During COVID-19 Pandemic Era: Case Study”.⁹ Her research told about the good interaction and communication among teachers-student, and students-students which resulted vast capacity of sharing information and experience.

From the result of the significant from the data above, the value of ρ_{xy} is -193. Therefore, the hypothesis of this research null hypothesis is rejected and alternative hypothesis is accepted because, $\rho_{xy} > r_{stable} 99\%$ ($-193.0 > 0,478$). It means that there is significant effect of online learning on students learning motivation in English subject. It can see from the value of ρ_{xy} is higher than r_{stable} . It is similar with the finding found by Mardesci “The Effect of Online Learning on University Students’ Learning Motivation”.¹⁰ The value of ρ_{xy} of this research is 0.656 and the correlation test with the number ($n=16=0.234$) it means that the strange relation between dependent and independent variable.

⁸ Firman, Sari Rahayu Rahman, “Pembelajaran Online di Tengah Pandemi COVID-19”, vol.02, no.02, IJES (2020), 81

⁹ Sri Gustiani, “Students’ Motivation in Online Learning During COVID-19 Pandemic era: a Case Study”, Vol. 12, no. 2, Holistical Journal (2020), 24.

¹⁰ Hermiza Mardesci, “The Effect of Online Learning on University Students’ Learning Motivation”, vol. 27, Journal Pendidikan dan Pembelajaran (2020), 46.