THE INFLUENCE OF ENGLISH NIGHT CLASS ON STUDENT'S MOTIVATION IN LEARNING ENGLISH AT ENGLISH EDUCATION STUDY PROGRAM OF IAIM SINJAI

THESIS
Submitted to fulfill one of the requirements to obtain
a bachelor's degree in English language

By

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PENGESAHAN SKRIPSI

Skripsi berjudul The Influence of English Night Class on Student's Motivation in Learning English at English Education Study Program of IAIM Sinjai yang ditulis oleh Marlina Nomor Induk Mahasiswa 180110034, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Kamis, tanggal 05 Agustus 2022 M bertepatan dengan 07 Muharram 1444 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

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ABSTRACT

Marlina. The Influence of English Evening Classes on the Students' Motivation in Learning English at English Education Study Program of IAIM Sinjai. Thesis. Sinjai: English Language Education, Faculty of Tarbiyah and Teacher Training, Sinjai Muhammadiyah Islamic Institute, 2022.

This study aims to determine: 1) The effect of English evening classes on students' motivation in learning English at English Education Study Program of IAIM Sinjai; 2) To find out how far the influence of English evening classes on students' motivation in learning English at English Education Study Program of IAIM Sinjai.

This study uses a descriptive quantitative approach which is used to determine the effect of English night classes on students' motivation in learning English. Data collection techniques in this study were questionnaires and observation. Data analysis techniques using the normality test, homogeneity test, and T-test.

The research results were obtained through two stages of testing. The results are, 1) The results of the questionnaire tested the simple linear regression hypothesis, obtained a significance value of $0.00 < 0.05$. Based on the analysis of the questionnaire data, it was found that most of the students felt motivated in learning English through English evening classes. Shown by the average score of the highly motivated questionnaire. Which means the effect is included in the motivated category with an average score of 89.22. This means that the results have an influence. 2) Through the t test which shows a significance value of $0.00 < 0.05$. Likewise with the results of testing student test results, it can be interpreted that Ha is accepted and H0 is rejected. Then the coefficient of determination on the results of the questionnaire test (R Square) is 0.910. Therefore, the test category can be interpreted as an English evening class having an influence on students' motivation in learning English, with a large influence of 60%. That is, English evening classes have a motivational influence on learning English.

Keywords: English evening class, motivation, English education

المستخلص

مرلين. تأثير دورات اللغة الإنجليزية المسائية على تحفيز الطلاب لتعلم اللغة الإنجليزية في برنامج دراسة تعليم اللغة الإنجليزية بجامعة الإسلامية المحمدية سنجائي. البحث. سنجائي: تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنجائي، ٢٠٢٢.

تهدف هذه الدراسة إلى تحديد: ١) تأثير دروس اللغة الإنجليزية المسائية على تحفيز الطلاب لتعلم اللغة الإنجليزية في برنامج دراسة تعليم اللغة الإنجليزية جامعة الإسلامية المحمدية سنجائي. ٢) لمعرفة مدى قوة تأثير دورات اللغة الإنجليزية المسائية على دافع الطلاب لتعلم اللغة الإنجليزية في برنامج دراسة تعليم اللغة الإنجليزية جامعة الإسلامية المحمدية سنجائي.

تستخدم هذه الدراسة نهجًا وصفيًا كميًا يستخدم لتحديد تأثير فصول اللغة الإنجليزية المسائية على دافع الطلاب لتعلم اللغة الإنجليزية. تضمنت تقنيات جمع البيانات المستخدمة في هذه الدراسة الاستبيانات والملاحظات. تقنيات تحليل البيانات باستخدام اختبار الحالة الطبيعية واختبار التجانس واختبار T. تم تحديد نتائج البحث على مرحلتين من الاختبار. النتائج هي: ١) اختبرت نتائج الاستبيان فرضية الانحدار الخطي البسيط وأعطت قيمة معنوية ٠٠٠. <٠٠٠٥. بناءً على تحليل بيانات الاستبيان، وجد أن معظم الطلاب شعروا بالحماس لتعلم اللغة الإنجليزية من خلال فصول اللغة الإنجليزية المسائية. ممثلة بمتوسط درجات الاستبيان بمتوسط ٨٩.٢٢. هذا يعني أن التأثير يقع في فئة الدافع شديد الحافز. هذا يعني أن النتائج مهمة. ٢) بواسطة اختبار t يظهر قيمة دلالة ٠٠٠. <٠٠٠٥. كما يمكن تفسيره من نتائج اختبارات الطلاب بأنه تم قبول Ha ورفض H0. ثم معامل تحديد نتائج اختبار الاستبيان (R-square)هو ٠.٩١٠. لذلك، يمكن تفسير فئة الاختبار على أنها دورة مسائية للغة الإنجليزية، والتي لها تأثير كبير بنسبة ٦٠٪ على تحفيز الطلاب على تعلم اللغة الإنجليزية. أي أن دورات اللغة الإنجليزية المسائية لها تأثير محفز على تعلم اللغة الإنجليزية.

الكلمات الأساسية: دورة اللغة الإنجليزية المسائية، التحفيز، تعليم اللغة الإنجليزية

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CHAPTER I
INTRODUCTION

A. Background

Education is a need that must be met by every individual. Education is inseparable from all human activities. Under any circumstances, humans cannot resist the influences of applying education on a daily basis. Education is a very important process to improve intelligence, skills, enhance character, strengthen personality, and strengthen the spirit of togetherness so that people can build ourselves and together build the nation. (Saptono, 2017)

As in Qur'an, people are strongly commanded to seek knowledge in the sense of being knowledgeable here is the verse from QS Al-Taahaa: 114 as follows:

$$وَقُل رَّبِّ زِدْنِي عِلْمًا ۗ$$

Translation:

"O my Lord, add knowledge to me"(Lajnah Pentashihan Mushaf Al-Quran Kemenag RI, 2021)

In this verse really gives people support to be educated because people can be more knowledgeable and get various

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educational methods. Therefore, as a student who majors in the realm of education, it is appropriate to know various methods and things that are appropriate to the educational context. Addition, in this era of globalization, education has undergone many system changes addition its contribution to its progress in social life. Therefore, as students who will become teachers for the sake of future educational contributions who will teach lessons that are in accordance with their respective majors, student should realize and understand which realm student are in. One of student is English education students where the education student are involved in is English to achieve the ultimate goal is to become someone who is able to master English to be a meansof teaching and improving the behavior of future generations. In addition to the purpose of education, it is also a tool to make peace with the times. In other words, following the times where English is an international language.

However, in terms of mastering English skills for students it is not entirely easy because English is a foreign language which to master it into everyday language will be difficult to add as well as a method in terms of teaching students and final orientation for English language education students. Therefore, foreign language teachers need to be creative and innovative to make the teaching and learning

process more interesting. Otherwise, it is difficult for students to master a new language. In this case, it is learning English as a foreign language (Putra, 2021). If the learning activity requires students to do exercises, it can be concluded that students will lack vocabulary. This situation will make student not motivated to learn English (Damayanti, 2017). Therefore, as a student, student definitely need a lot of support in the learning process, both internal support and external support. Motivation is very important self-support in learning English itself because without motivation to learn, it will be difficult for students to understand the lesson. Therefore, it is necessary to present motivation in students.

Motivation is human internal condition that encouraging, pushing, and directing human behavior to act (Mardiana, 2018). Furthermore, student's motivation is a reason, encouragement, strength or something that cause student more excited and interested to achieved their goal. Motivation is one of the main point in language learning. Learning without motivation will be very difficult to be held. Someone who has no motivation in learning will not be able to do learning activity. Students who have been motivate more likely pay attention and try to understand the material provided and will be able to set what students are going to accomplish

during the learning process. Thus, it is essential for the teacher to maintain the student's motivation.

Based on the researcher's observation in English students education study program of The Islamic Institute of Muhammadiyah Sinjai, the researcher got the information some students prefer talking with their friends, and sometimes playing social media in their phone. In fact, some of student feel bored to learn English in their class. In other words, students still do not pay attention or not interesting with learn in class. Students feel demotivate with the formal situation and the teacher who has less concern to student, which affect their motivation and cannot understand well the subject of learning.

Students who are motivated to learn English due to their environment are encouraged to learn English. In other words, if the home environment, classroom atmosphere and facility quality are good, students will do their best to improve their English. Therefore, the determination and motivation in learning comes not only from personal factors but also from environmental factors. In addition to learning motivation, the learning environment also greatly affects the process of increasing knowledge, such as the formal, non-formal and informal education systems. Formal education from elementary school to university (Elihami, 2021). Non-formal education is

all forms of education provided in an organized manner but outside the formal education forum. Informal education is a type of education or training contained in the family or community that is held without any particular organization.

Based on this explanation in the lecture process, it is clear that the education system that people use is formal education where the teaching system and learning rules must be official. Preferably, informal education is more of an influence that contributes to improving one's quality and capability, rather than interactions that are not designed (Fatimah & Suardi, 2015). In other words, formal and non-formal education are both the same process designed, to achieve certain learning goals.

So in this case the researcher wants to find out whether this informal education system has an influence on student learning motivation in developing foreign language skills which according to most of students are difficult to master, especially on formal education. To improve English skill, it could be attained by either practicing individually or practicing in group. Thus, to arrange English night class is an example about way to learn English in group to improve English. This way, students can learn all aspect in English together intentionally to improve their skill. In addition,

students can learn and practice English seriously and enjoy the English. As well according to Supriyono, the purpose of extra class as English night class services in general is to help students get good adjustments in learning situations, so that each students can learn efficiently according to their abilities, achieving optimal development. This program is mounting that where and how youth spend their time outside of normal school hours that has important implications for their development (Supriyono, & Ahmadi, 2004). According to Martin on the negative side, it is estimated that more than 7 million children in the United States are without adult supervision for some period of time after school. This unsupervised time puts youth at risk for such negative outcomes as academic and behavioral problems, drug use and other types of risky behavior on the positive side, young people benefit when students spend time engaged in structured pursuits that offer opportunities for positive interactions with adults and peers, encourage students to contribute and take initiative, and contain challenging and engaging tasks that help students develop and apply new skills and personal talents (Martin, 2006).

Based on the theory above, it can be understood that the English extra class is very useful in improving English learning, addition those who are struggling with English

department. With this case the researcher emphasize the research in the influence of English night class on student's motivation in learning English by conducting descriptive quantitative. It is assumed that it can help to know the learning system of the students is influence in motivation to learn English.

B. Problem Statement

Relating with the background above the problem that will be investigated in this research is the influence of English night class of students in English education study program of IAIM Sinjai. Thus, the researcher to formulate research question as follow:

1. Is English night class influence on student's motivation in learning English at English education study program of IAIM Sinjai?

2. How influence is English night class on student's motivation in learning English at English education study program of IAIM Sinjai?

C. Objectives of the Research

Based on the formulation of the research problems stated previously, this research objective are to know:

1) English night class influence student's motivation in learning English at English education study program of IAIM Sinjai

2) How influence is English night class on student's motivation in learning English at English education study program of IAIM Sinjai

D. Significant of the research

When the objective is attained, the result of this research will expected to have theoretical and practical contributions. Theoretically, this research hopefully can be a meaningful idea to the English teachers and students about extra class especially English night class and can support the research done before. The results of this study can be used as a reference on how to improve English language skills by starting to increase their learning motivation in terms of learning English. Practically, the result of this research will expected to be useful contribution to EFL teachers to make the classroom interaction and the teaching learning process more influence. The results of this study can be used as a reference on how to improve English language skills by starting to increase their learning motivation in terms of learning English. Furthermore,

the result of this research also can be used as the reference for the next researcher.

CHAPTER II

THEORETICAL REVIEW

A. Literature review

1. Understanding Education

Education is fundamental in human life. In general, the higher a person's education level, the higher his social status in society, although asocial level person's cannot be fully predicted based on education alone, high education is closely related to social position high. Education is considered as a way to achieve a better position in society. The higher the education obtained, the greater the hope to achieve that goal, there by opening up opportunities to increase higher social groups. Education is seen as an opportunity to switch from one class to a higher class (Nasution, 2004).

Education in general has been done by all levels of society. In fact, education has existed since humans were on earth (Made Pidarta, 2009). In other words, education exists along with human life. Education always goes hand in hand with the process of human life. Therefore education is life. The process of human life cannot be separated from education. Because basically the essence of education is human life it self. Initially, education will not carried out with a certain

concept. However, carried out using instinct in ancient times (Made, 2009).

Education is a form of maturation for humans both physically and mentally. This maturity is in the sense of guidance that requires educated people to have the freedom to think, feel, act and speak and believe in themselves with a full sense of responsibility in every educated action and behavior in everyday life. In English, education is termed to educate, which means to improve morals and train intellectually. Education in the linguistic sense means providing guidance to students in the form of providing teaching, moral improvement and intellectual training (Aas, 2018). Hasbullah defines education as a conscious guidance carried out by educators on the physical and spiritual development of students. This guidance is given with the aim of forming the main personality (Hasbullah, 2009). The Indonesian National Education System is regulated in Law no. 20/2003. It contains several things, including the meaning of education. According to Law no. 20/2003, education is a conscious and planned effort to create an atmosphere and learning process in which students can actively develop their potential so that students have religious spiritual strength, personality, intelligence, self-control, noble character,

and good skills. needed for themselves, society, nation and state (Wiji, 2009).

Education in Indonesia adheres to the concept of lifelong education which starts from a view that education is an essential element throughout one's life. Thus the scope includes: Informal education, formal education, and non formal education (Departemen Pendidikan Nasional, 2003).

a. Informal

Informal education is the environmental education pathway. education obtained by a person in education without an organization, that is, without a certain person appointed as an educator, without a program that must be completed within a certain period of time, without a formal evaluation in the form of an exam. However, informal education is very important for the formation of a person's personality (Departemen Pendidikan Nasional, 2003).

b. Formal

Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. In this formal education there is a strict and real organization in various ways, namely; the existence of levels, programs or learning materials that have been formally regulated, teaching

methods are also formal, learning time and others (Departemen Pendidikan Nasional, 2003).

c. Non formal

Non formal education is an educational pathway outside formal education that can be carried out in a structured and tiered manner. This education includes various efforts, especially those that are organized in an organized manner so that especially the younger generation as well as adults, who do not fully or at all do not have the opportunity to attend school education, can have the practical knowledge and basic skills students need as productive citizens (Departemen Pendidikan Nasional, 2003).

2. Informal Education

Informal education is in a family. The implementation process takes place since a person is born. This the presence of parents in the family is very important, because when a child is born and in all his life is always in need of guidance and direction.

The family is defined as the smallest unit of society consisting of father, mother and children. Every component in the family has an important role. Another definition of family is the oldest educational institution, informal in

nature, which is first and foremost experienced by children and educational institutions that are natural, parents are responsible for maintaining, caring for, protecting, and educating children so that students grow and develop properly. In simple terms, the family is defined as the unit of living together that is first known to the child, and because of that it is called the primary community.

Informal educational institutions are education whose scope is more focused on the family and society. Family education is the first and foremost education. It is said first, because the baby or child will first acquainted with the environment and received guidance from a family member. This first education can be seen as laying the foundation for subsequent developments. The existence of the term primary education is also due to this development. However, informal education, especially family education, has not been handled like formal education, so it makes sense that most families do not understand well how to properly educate their children.

a. The characteristics of informal education are;

1) Education takes place continuously regardless of place and time.

2) Those who act as teachers are parents.

3) The absence of standardized management

Featured characters by students in life socially influenced by family environment and outside family. The role of the family as the first social environment, having relationship with the child's personality. Family as the first door and the main thing that individuals go through is the initial and basic means in shaping personality and character. In the family one can live together with a group of people familiar (Dinie, 2018). Then this informal education will applied by students of English education study program at the Islamic Institute of Muhammadiyah Sinjai through extra class that students call English night class.

b. The Role of Informal Education

Problems that arise in formal education, cause Informal education to play a role in assisting formal education in reducing these problems. Sudjana mentions several roles of education Informal in educating students as follows: (Sudjana, 2010)

1) Informal education plays a role in complementing the potential of students that may not be obtained in Informal education. Informal education as a complement is needed by the community or students in order to fulfill learning needs, expand knowledge,

and to expand the function of formal education in order to reach the needs and changes in society that continues to develop.

2) Informal education has a role to provide additional to students who have categories such as first, students who are still studying in formal education but still need learning opportunities outside of school in order to deepen understanding and increase knowledge of certain subject matter and assist students in overcoming learning difficulties. in formal education. Second, students who have completed the formal education level but still need a place to provide educational services to understand and explore the subject matter that has been received previously. Third, students who drop out of school and students need educational services as a substitute for formal education to gain new knowledge and skills related to employment, or can contribute to society

3) Informal education acts as a substitute for formal education by providing learning opportunities for people who cannot attend formal education for some reason. Some of these things include first, the

quality of education obtained by students is lower than the quality of education in elementary schools. Second, students are children who come from population groups whose socio-economic status is very weak so it is difficult to grow motivation to learn. Third, the source of funding for providing education is uncertain. In addition, Informal education is a substitute for formal education because the cost is cheaper, and the program can reach a wider community in areas that are difficult to visit.

3. **English Night Class**

   a. **Definition**

   As a form of extra class, the English night class is in English Education Study Program of IAIM Sinjai's context class that is held for additional learning of English at night around 19.30 pm until 21.30 pm which is held in group. This class is held by English education study program as a forum to strengthen English lessons.

   Learning at campus from at 07.30 until around 16.00 pm during two days of course this is a very short time to maximize the lesson especially

English caused the students receive one to five subjects in a days. Especially for English subject only 2 x 45 minutes in every face-to-face and only have two meetings in a week. This became the cause of students and teachers would not be able to discuss at length. So by following the English night class at secretariat students can ask and talk about the things that frightened still puzzled him of each other.

Learning is the core of learning activities itself. Many English students who have difficulty learning English and can be overcome with help with extra class English activities. This condition makes extra class that English night class considered play a major role in the advancement of education.

Sukardi states that the addition of classes aims to achieve the goal and educational development. As part of the quest development in education, teaching aims to help students: First, students can achieve learning outcomes effective skill or technique; Second, teaching and planning objectives can be established; Third, have the ability to learn effectively; Finally, have the skills and capacity to care with assessment/testing (Sukardi, 2008). Based on the explanation above, it can

be seen that basically the introduction of tutoring outside the (formal) school system is intended to help guide students or students to develop so that students become better. The English extra class students always try their best to achieve results previously announced goals. The more goals student achievey the existence of additional classes increases student satisfaction.

b. **The Function of English night class**

According to Supriyono, the purpose of the general supplementary education service is to allow students to properly adjust their learning conditions so that each student can learn effectively and achieve optimal development according to their abilities. That is. The tutoring program summarizes where and how young people spend their time outside of normal class hours, which is important for their growth (Supriyono, & Ahmadi, 2004).

c. **The activity of English night class**

In this evening's class activities include: first, the instructor opens the class while praying after that reviewing the previous material. second, instructors provide English material with a relaxed method and accompanied by discussion. third, the instructor did ice

breaking. The fourth closes the English night class and usually appoints the next instructor from the night class participants.

4. **Motivation**

   a. **Definition of Motivation**

   The terms motivation is derived from latin word "movere" which means "to move". This word is familiar in our everyday life, but the hidden meaning of the word is not simple as people see. The idea of movement in relation to motivation is understandable if people look at some of the definitions of motivation. Some expert also explore their view and thought as following :

   1) Motivation is one of the key learner characteristic that determine the rate and the success of foreign language learning (the other being aptitude): motivation provides the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process (Aalayina, 2021).

   2) Nuraeni & Aisyah argue that certain behaviors must support success to reach desired goals in the teaching learning context. Students stated that

motivation is a choice people choose according to their experiences, extent of their effort, or proposes students will reach. The importance of stimulus survives in giving pupils meaningful, relevant and exciting tasks to do and the importance of response, praise and encouragement for human's positive efforts. (Nuraeni, & Aisyah, 2020)

3) Saragih and Utami stated motivation has a goal to improve someone's desire. It can boost willingness to get the most substantial effort directed in the plan (Saragih, & Utami, 2020).

Based on the definition above, the researcher can conclude that motivation is human internal that can boost, encouraging, and directing human behavior to act.

b. Kinds of motivation

1) Intrinsic motivation

Intrinsic motivation is a natural tendency to seek challenges as people pursue our self-interest and fulfill our abilities. This statement implies that motivation will work without stimulation from an individual's environment. Here are some aspects that cause intrinsic motivation.

a) Interest: Students interested in a subject tend to pay attention to it (Achmad, & Yusuf, 2016). Students feel that it makes a difference to them. Students want to become fully aware of its character. Students love to take care of it, for what it may lead or for itself. The learning process will go well if students have interests. Students will study regularly or effectively and students will succeed if students have a great interest in the subject students are studying. Need: according to Vandenbos, need is "a condition of tension in an organism resulting from deprivation of something required for survival wellbeing, or personal fulfillment a substance, state or any other things". It means that need is a circumstance in which something is necessary (Vandenbos, 2016).

b) Hobby: this is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and enjoyment. For example, 'John's hobby is reading', and so he always tries to read a book in his free time.

c) Goal: Gage and Berliner also state that motivation is closely related to one's desire to achieve goals. Learners have a heightened awareness of specific learning goals or learning activities and direct efforts toward their achievement. Each individual before doing what he wants often has to have a goal first. In teaching and learning activities, students must have goals, as this can be a great motivator for theacher and students will prepare everything that can help them achieve goal.

2) Extrinsic motivation

According to Ur, P. extrinsic motivation stems from the influence of some kind of external incentive, as opposed to a desire to learn for self-interest or an interest in work (Ur, P. 1996). Extrinsic motivation is active and comes into play if there is an external stimulus. For example, a person studies because he knows that there will be an exam tomorrow morning, and so he studies in the hope of getting a good score.

There are many sources of external motivation, including incentives, social pressure, or

punishment. Gauge and Berliner also state that this motive can also come from teachers, parents and the environment (Harmer, 2001). Students are explained below:

a) Teachers: Teachers are a major factor in the continued motivation of students. Teachers play an important role in teaching and learning activities. Students are not only knowledgeable to students, but also motivators who can motivate and support students in their learning activities.

b) Parents: In addition to the culture of the world around the students, their attitudes to language learning will also be influenced by the influence of those close to students. Harmer adds that the attitudes of parents and siblings are very important. Students who are encouraged by their parents will try new things and try to achieve high results to receive rewards from their parents (Harmer, 2001). As a result, students can get a better achievement.

c) Environment: There are views toward language acquisition in general, and the English language

in particular, outside of any classroom. The study of English is crucial in today's society. Language acquisition is part of the curriculum in schools, according to Gage and Berliner, and the cultural images connected with English are favorable. The environment is everything which exists around people and has correlation influences in students.

According to Harmer, students' attitudes toward the language being studied will be influenced by these perspectives on language learning, and the nature and strength of these attitudes will have a significant impact on the level of motivation students bring to class and whether or not that motivation persists. Even if adult students have made the decision to attend an English class to learn English, students will carry with them attitudes that have developed over time in the society students live in. And these attitudes might be either positive or negative.

Students who are inspired to learn English by their surroundings will find it easier

to do so. In other words, if their home setting, classroom atmosphere, and facility quality are all good, students will do their best to improve their English. As a result, determination and motivation in learning are influenced not only by the individual but also by the environment.

c. **Definition of Students Motivation**

Students motivation is an essential that is necessary for quality education. How to know that the students are motivated? Students pay attention, students ask question and volunteer answer, students enjoy the learning process and students look to be happy and full of desire.

Students who have been motivated more likely pay attention to the teacher and will be able to set their goal during the learning process. The researcher can define that student's motivation is a reason, encouragement, strength or something that cause student more excited and interested to achieve their goal (Mardiana, 2018)

Student motivation naturally has to do with student's desire to participate in the learning process. But it also concerns the reasons or goals

that underlie their involvement or non-involvement in academic activities.

d. The Importance of Motivation

The researchers of motivation, Ames & Archer mention the importance of that learning is taking place for the person's own sake, that there is an inner motivation. Brown mentioned that the inner motivation is important to reach the best influence upon the learning of different situations. Motivation is a factor of high or low of the goal. Without motivation, it will be difficult for students to reach their goal, because students will be more interesting and enthusiastic in teaching and learning process if students have motivation.

Students who have been motivate will be able to set a goal what students are going to accomplish during the learning process and it is also affect toward their behavior in learning. Furthermore, motivation enhances cognitive processing. Motivation actually affects what and how information is processed, because motivated students are more likely to pay attention and try to understand the material. In relation with that,

motivation will increase students' time in their assignment and it is also important factor that affecting their learning and achievement (Mardiana, 2018).

Finally, motivating students is important because the students that has a motivation will be more effort in learning. Students will give better performance and pay more attention in learning.

e. Indicators of Motivation

Makmun defines motivation as strength or power, energy or a complex situation and readiness within the individual to move towards certain goals, both consciously and unconsciously. Operationally, it can be seen from the indicators of learning motivation: (Makmun, 2009)

1. The duration of learning activities related to how long the ability to use learning time is.

2. Frequency of learning activities, namely how often learning activities are carried out in a certain period of time.

3. Persistence in the purpose of learning activities, namely how fixed and attached to the objectives of learning activities.

4. Fortitude, tenacity, and ability to face difficulties to achieve the objectives of learning activities.

5. Devotion (devotion) and sacrifice (money, energy, mind, even soul) to achieve the objectives of learning activities.

6. The level of aspiration of learning activities, namely the aims, ideals, plans, targets or targets to be achieved with the learning activities carried out.

7. Level of activity achievement qualification, namely achievement achieved from learning activities.

8. The direction of his attitude towards the target of learning activities, positive or negative attitudes towards learning activities.

B. Previous Related Studies

Some relevant studies have been conducted by many researcher similarly:

1. In 2016, Wahyudi conducted research "The methods used by instructors to motivate their pupils to learn English". The study is a descriptive qualitative study. The English teacher and the 10th grade of MAN 2 Boyolali were the data

reassessments for this study. He gathered the required information through observations and interviews. This study will investigated with the aid of Miles and Huberman's interactive version of information evaluation, which included reducing the data, displaying the data, taking the belief, and moreover verification. According to the data, the English instructor's tactics for increasing motivation in coaching English include praise, suggestion, gambling motivation films, and idol stories. {Formatting Citation}

2. Liza Malvina, Ubat, completed a thesis on "The Effect Of English Extra Class On Students' Motivation in 2020". The focus is on quantitative research. The participants in this study are students in the second grade at Senior High School 1 Seunagan, Nagan Raya. College students in classes XI IPA 1 and XI IPA 2 follow a pattern. Students were chosen through the use of purposive sampling. This is a quantitative study that gathered data through a questionnaire. According to the conclusions of this study, 23 percent of college students have high motivation to master English within the greater magnificence, and 77 percent of college students have very high drive to study English within the greater magnificence (Ubat, 2020).

3. Fereni Nuris Salami was examining "the effects of extra English classes on the motivation of female and male students" as part of her research in 2019. Its goals are to (1) investigate the impact of extra English classes on male and female students' motivation, and (2) investigate the varied influences on female and male students' motivation. The research will carried out at SMAN 1 Kutacane. It employs quantitative descriptive research, in which data is gathered quantitatively by questionnaire. Second-grade pupils from SMAN 1 Kutacane were studied, with students from XI IPA Inti 1 serving as a model. (1) The English Lessons program has a number of influence and motivating benefits for both male and female students, according to research. (Fereni, 2019).

From the three studies above, there are similarities and differences to the research that the researcher will do, including:

1) The first research both used the dependent variable, namely learning motivation, but the method he used will qualitative research.

2) The second study uses an extra class with the same dependent variable, namely motivation and also uses the quantitative method.

3) The third research both uses the dependent variable of motivation with the independent variable being extra class and the same method, namely quantitative with a descriptive research approach.

C. Hypothesis

The Hypothesis is define as temporary answer to the formulation of the research problem. The truth of hypothesis shoot be proven trough the data collected. The sorting of the hypothesis is for the research hypothesis. (Arikunto, 2013)

As for the hypothesis of this research is:

Ho: English night class is not influence on student's motivation in learning English at English education of IAIM Sinjai.

H_1: English night class is influence on student's motivation in learning English at English education of IAIM Sinjai.

CHAPTER III

METHOD OF THE RESEARCH

A. Design and Approach Research

1. Design Research

       This research is ex post facto in nature. Because these variables are neither change or treated in this study, the research design is ex post facto. Ex post facto research is a type of investigation that examines events after students have occurred in order to determine the reasons that led to students. According to Arifin that ex-post facto research is a systematic empirical research in which the researcher does not control the independent variable directly because the manifestation of the variable has occurred, or because the variable has occurred. Basically cannot be manipulated. (Arifin, 2012) The goal is to figure out what caused the changes in the independent variables. As a result, the sort of ex facto used is causal-comparative research, which entails research activities that begin with determining the influence of one variable on another. (Widarto, 2013)

2. Approach Research

In this study, the researcher has been employed a descriptive quantitative research which describes the influence of English night class on student's motivation in learning English at English education study program of IAIM Sinjai throughout used SPSS application version 25.

B. Research Variable and Operational Definition

There are two types of variable in this research; student are dependent and independent variable. Independent variable is the intended cause of the dependent variable and the dependent variable is a variable that depends onindependent variable. This variable is expect to change as a result of an experimental manipulation of the independent variable. This research use two variable:

1. Independent variable is English night class, English night class is a form of extra class.
2. Dependent variable will student's motivation refers to the reason, encouragement, strength or something that cause students to be more excited and interested achieve their goal in learning.

C. Place and Time of the Research

1. Place of Research

    This research has been done in Secretariat of English Students Association of IAIM Sinjai that is located on Anggrek (Balangnipa) street, 52 Sinjai utara, Sinjai. The data resources of this research are the students of English education study program of IAIM Sinjai which are join in the English night class.

2. Time of Research

    This research has been carried out from Mei until June 2022.

D. Population and Sample of research

1. Population

    The population is the total amount, units or individuals whose characteristic are to be researched. While the sample is part of the population whose characteristic are to be researched. Sample are representative or that can describe the characteristic of the population. (Sugiyono, 2015) In this research, the population was all active students of English Education study program of the Islamic Institute of Muhammadiyah Sinjai which totaling 93 people.

2. Sample

  Sample of this research used purpose sampling which is a sampling method non random sampling where researchers confirmed the citation of illustrations through method of determining a suitable special identity with the aim of research so that it is hoped that respond to research cases. Sugiyono argue that purpose sampling is a sampling technique with certain consideration. (Sugiyono, 2012)

  Based on purpose sampling, the sample in this study depends on those who join the English night class there are 13 students.

E. Data Collecting Technique

  To collect the data, the researcher used the following methods:

1. Observation

  Observation, according to Suryani and Hendryadi. Observation is one of the data collection techniques that do not only measures the attitude of the respondents (interviews and questionnaires), however can also be used to record various phenomena that occur. (Suryani & Hendryadi, 2016)

  Classroom observation was used to observed how the student's learning during in join English night

class. The observation have been conducted in 4 times so the researcher attended the classroom in 4 meeting. Observation checklist and take picture will used in this observation. This classroom observation will use to checklist and record how the English night class influence the student's motivation.

2. Questionnaire

According to Arikunto, a questioner is a document that contains questions and other types of objects that are used to collect data for analysis. The data for the research will be collected using a questionnaire to learn how the students feel in English night class. It will inspired by Hidayah. The researcher chose this research tool because the advantages were relevant to the investigation.

F. The Instrument of research

The research instrument that researcher applied were classroom observation, interview and questionnaire. Below are the explanation of the instruments:

1. Observation Checklist

This classroom observation has been used checklist that known how the English night class influence the student's motivation.

2. Questionnaire Sheets

According to Arikunto questioner is a document containing questions and other types of items designed to solicit information appropriate for analysis. A questionnaire will be used to collect the data of study. It will adapted from Hidayah. The researcher chose such research instrument since the benefits offered some relevance to the study. (Arikunto, 2013)

After collecting the questionnaire from the students, the researcher analyzed the result of the questionnaire to get the data based on degree of Liker Scale that consists of five scales; strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5) that describes as follows:

Table 3. 1 Likert scale

Series of statement	Score
1. Strongly Agree	5
2. Agree	4
3. Neutral	3
4. Disagree	2
5. Strongly disagree	1

Questionnaires make it easier for researcher to get more information. In this study, questionnaires were distributed to students to determine the influence of English night class on students motivation in learning English. The form of the questionnaire assessment is using the Likert scale of 1 to 5, include Strongly Agree (SS), Agree (S), Neutral (RG), Disagree (TS), and Strongly Disagree (STS). The list used in this research is a closed questionnaire because the respondent only needs to put a checklist on one of the answers that he thinks is correct. This interval used to determine the mean score of students' motivation category as follows:

Table 3. 2 Classification of student's motivation

Range	Classification of students Motivation
84-100	Highly motivated
67-83	High motivated
50-66	Motivated
33-49	Low motivated
20-32	Very low motivated

Thus, to find out the mean score of the student's questionnaire, the researcher use the formula as below:

$$\overline{X} = \frac{\sum \overline{X}}{N}$$

Where:

$\bar{x}$: Mean Score

$\sum \bar{x}$: Total row score

N   : The total number of participants (Gay et al,. 2012)

G. Data analysis techniques
1. Data Quality Data

a. Data Validity

The validity test is a measure that shows the level of levels of national to the automation. When the significance value (sig) is a smaller result of 0,05 (5%) or t count is greater than t table then declared valid and vice versa if large than 0,05 or t count< t table then declared invalid.

b. Reliability Test

The reliability of the measurement with Cronbach's Alpha is the coefficient reliability which shows how well the items in a set are positively correlated with each other. If Alpha Cronbach greater than 0.6 then the data is reliable.

2. **Analysis prerequisites**

> Analysis prerequisites A test is a basic concept for determining the required test statistics, whether the test uses parametric or non-parametric statistics. Precondition tests, that is, the homogeneity test of the population variance, the normality test for the distribution of research data. (Sugiyono, 2014)

a. Normality Testing

> This test aims to determine whether the population data is normally distributed or not. If it is normal, then can be a parametric type test done, whereas if it is not distributed normally then a nonparametric statistical test can be used. The data normality test aims to show that the data obtained from the population is normally distributed. The data normality test aims to show that the data obtained from the population is normally distributed. Kolmogorov-Smirnov and Shapiro-Wilk are two forms of normality tests. Kolmogorov-Smirnov is used for small samples (<50). (Dodiet, 2020) The Shapiro Wilk type will utilized in this research because the sample size will small (only 31) test with special criteria, namely:

a) Significance of the test (Alpha) = 0.05;

b) If sig > 0,05, then the sample comes from a normally distributed population;

c) If sig < 0,05, then the sample does not come from a normally distributed population. (Dodiet, 2020)

The researcher will use the SPSS (Statistical Product and Service Solution) version 25 application to make it easier to analyze the data of the research.

b. Homogenity Testing

This test aims to determine whether the object (three or more samples) to be studied has the variance same. If the object under study does not have the same variance. To test this homogeneity, the researcher used the SPSS 25.0 application. The hypothesis in this test is as follows:

H0 : the variation of each group is not the same (not homogeneous)

H1 : the variation of each group is the same (homogeneous)

The guideline for the level of significance for homogeneity is = 0.05.

If the obtained significance $> \alpha$, then the variance of each sample is the same (homogeneous). However, if the obtained significance $> \alpha$, then the variance of each sample is not homogeneous.

3. **Hypothesis Testing**
   a. T-test

   T-test means to test the regression coefficient partial. This test will conducted to determine the significance of the role of partially between the independent variable and the dependent variable assuming that the other independent variables are considered constant.

   1) If the level of significance $<(0,05)$, then the independent variable individually influence the dependent variable.

   2) If the significance level $> (0,05)$, then the independent variable individually does not affect the dependent variable. Or we can also use t count $>$ t table than the independent variable has no influence the dividend variable, if the value of t count $>$ t table than the independent variable has no influence on dependent variable.

b. Coefficient of Determined

   The coefficient of determination in this study uses adjusted R Square (R2) which used to measure how far the ability independent variable in influencing the dependent variable. According to Kuncoro, the correlation coefficient test is used for determination measure how far the model's ability to explain variations is dependent variable. Value of determination coefficient / R2 is in the range of numbers zero (0) and one (1). When the coefficient of determination is close to zero (0) means that the model's ability to explain the dependent variable is very high. limited. On the other hand, if the coefficient of determination of the variable approaches one (1) means the ability of an independent variable to cause existence the dependent variable becomes. *(*Kuncoro, 2015)

CHAPTER IV
RESULT OF THE RESEARCH

A. General Description of Research Location
1. History of Islamic Institute of Muhammadiyah Sinjai

This research is located in Islamic Institute of Muhammadiyah Sinjai which is located on Sultan Hasanuddin street 20th districts of Sinjai at the date of 19 June 2021, Islamic Institute of Muhammaddiyah Sinjai was established since 1967 under the leadership of Mr. Muhammad Syurkati Amal Said began to enter the field of Business in the field of Higher Education with open FIP (Faculty of Education) branch of Unismuh Makassar. However, they only carry out lectures in Muhammadiyah's own old building can be used and has been renovated in 2012. Most of these scholars continue their education until they have complete bachelor's degrees.

Because the rules and regulations require that students have to take the exam in Makassar and it is no longer justified that there are the Universities with remote branch/class status, the FIB Unismuh Makassar Sinjai branch was merged into its parent as a result of this rule. Thus, high school teacher and alumni who are interested in continuing their knowledge have difficulty,

Muhammadiyah Sinjai understands this condition, so the management tries to open lectures and what has been successfully opened is the faculty of Tarbiyah Unismuh Makassar Sinjai branch in 1974, two years later in 1976, it only obtained an Operational License with registered status from the Minister of Religion of the Republic of Indonesia with a decree Number: Kep/D.5110/1976 dated April 15, 1976, majoring in Islamic education for the Baccalareate Program. (Asyira, 2021)

In 1995, due to government demands and regulation, in this case the Ministry of Religion of the Republic of Indonesia must comply with the regulation, the Intstitute Of Tarbiyah (STIT) Muhammadiyah Sinjai changed its name to Sekolah Tinggi Agama Islam (STAI). Muhammdiyah Sinjai by adding more majors, so STAI Muhammadiyah Sinjai at that time had 2 (two) undergraduate study programs (S1), namely: 1) Islamic Religious Education (PAI) and 2) Islamic Counseling Guidance (BPI).

STAIM changed its status to the Islamic Institute of Muhammadiyah Sinjai based on the Decree of the Minister of Religion of the Republic of Indonesia Number 226/1995 dated June 16, 1995 regarding the change of name and operational permit for the opening of the department as well

as granting the registered status of the two majors owned. Periodization of leadership starting from 1974 until now is Salam Basyah SH 1974-1976, Drs.H.M. Amir Said in 1976-1982, Drs. H. Zainuddin Fatbang in 1982-1983, Drs. H. Amir Said in 1983-1986, Drs. A. Muh Nur Parolai 1986-2004, Drs. A. Muchtar Mappatoba, M.Pd 2005-2010, Muh. Judrah, S. Ag, M.Pd.I in 2010-2014, and Dr. Firdaus, M. Ag in 2014-2018. In 2015 the Islamic High School of Islam Muhammadiyah Sinjai became the Muhammadiyah Sinjai. Islamic Institute of Religion and the first rector was Dr. Firdaus, M. Ag, 2016-present term. (Asyira, 2021)

The vision, mission and objectives of the Islamic Institute of Muhammadiyah Sinjai are as follows:

a. Vision:

   Islamic, Progressive, and Competitive.

b. Mission:

   1) Orginizig higher education Catudarma based on Islamic values.

   2) Organizing competitive higher education

   3) Produce innovative and creative graduates.

   4) Develop a network of cooperation with various regional, national and international institutions.

c. Purpose:

1) Improving the quality of the academic community of the Muhammadiyah Sinjai Institute of Islamic Religion.

2) Improving the competence of graduates through strategic and comprehensive academic programs.

3) Improving higher education management that produces graduates with Islamic personality, quality, noble character, and academic, professional, skilled and innovative abilities and able to develop and apply science and technology.

4) Improving research and service programs to improve community welfare through the application of science and technology.

5) Improving academic life based on national cultural values and the identify of Muhammadiyah association in an effort to create a progressive society.

6) Improving the learning process that is innovative and conducive and encourages the realization of responsible, ppolite and moral academic interactions.

7) Encouraging students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be able to become lifelong learners in an effort to increase their competence. (Asyira, 2021)

Until now the Islamic Institute of Muhammadiyah Sinjai officially has three faculties, that is faculty of tarbiyah and teacher training, faculty of ushuluddin and Islamic communication, faculty of economy and Islamic law, graduate program. And the faculty of Tarbiyah and Teacher Training there are several Study Programs, one of which is English Education Study Program wich is the object of research.

2. Faculty of Tarbiyah and Teacher Training

In 2016 with the issuance of the Decree of the Director General of Islamic Education Number: 6722 of 2016 dated November 24, 2016, regarding the Permit to change the form of the Islamic High School of Muhammadiyah Sinjai, then on that basis the Chancellor of the Islamic Institute of Muhammadiyah Sinjai published Decree Number: 216/1.3.AU/D/KEP/2016 on the establishment of Faculty of Tarbiyah and Teacher Training (FTIK) which consists of three study program, namely the Islamic Education

Program (PAI), Elementary School Teacher Education (PGMI), and Arabic Language Education (PBA). So in line with this, the Muhammadiyah Sinjai Institute of Islamic opened the Mathematics Education study program and English Education study program based on the decree of the Director Gneral of Islamic Education Number: 1081 of 2017 dated February 21, 2017. So that the English Education and Mathematics Education joined the Faculty of Tarbiyah and Teacher Training. (FTIK IAIM, 2022)

a. Vision :

Becomes LPTK Islamic, Superior, Competitive and Proffessional.

b. Mission :

1) Developing education based on Islamic, science, technology, art and local victor.

2) Organizing superior education to produce educators in school, Islamic boarding schools and communities outside of school.

3) Conduct studies and development of theories, concepts and practices in the field of Islamic, integrative, textual and contextual education

4) Organizing teacher professional education

5) Preparing quality graduates who have spiritual depth, moral greatness, breadth of knowledge and professional maturity

6) Developing Islamic science, technology and cultural arts through stdy and research

7) Providing services and information to the public and stakeholders in aaspects of concepts, theories and applications of Islamic education science and technology

8) Empowering education in schools, families and communities. (FTIK IAIM, 2022)

3. English Study Program

   The Islamic Institute of Muhammadiyah Sinjai Opens English Language Study Program based on the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated, February 21, 2017.

   a. Vision of English Study Program

   Realizing a trusted study program in producing superior, competitive and Islamic English education graduates

b. Mission English Study Program

1) Organizing quality English education to produce superior and competitive English language education personnel.

2) Organizing research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.

3) Organizing professional education and teaching activities in the field of English by integrating Islamic values and local culture.

4) Building an effective, efficient, transparent and accountable quality management system to ensure the quality of graduates and the management of study program management

5) Ensure sustainable collaboration with institutions, alumni and stakeholders to develop the quality of study programs and graduates.

a. Purpose of English Study Program

1) Produce graduates who are innovative and competitive in learning English

2) Produce graduates who have knowledge, character attitudes based on Islamic values

3) Produce graduates who are able to conduct research and serve the community in the field of English language education to improve the quality of life of people who are intelligent, creative and prosperous.

4) Produce graduates who have knowledge and skills in other fields related to English, namely entrepreneurship, tourism and translators.

B. Results and Discussion of the Research
1. Results of the Research

a. Characteristics of Respondents

The characteristics of respondents this research were 31 students English Education Study Program.

Table 4. 1 The Characteristics of The Research

	Total Students
Gender	
Male	10
Famale	21
Total	31

Based on the number of respondents obtained in accordance with the categories expected by the researcher. In this case the researcher collects data through quetionnaires. Before data processing is carried out, validity and reliability tests are first carried out because a valid and reliable measuring instrument is a process to obtain relevant and accurate data.

b. Descriptive statistics

The quesionnaire data that has been answered by respondents was then collected and analyzed to determine the influence of english night class on student's motivation in learning english at english education study program of IAIM sinjai. Researcher used descriptive statistical analysis by distributing questionnaires directly to respondents.

Table 4. 2 The result of descriptive statistics from quetionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Variabel_X	31	39	65	53.29	5.740
VAriabel_Y	31	38	58	47.74	5.046
Valid N (listwise)	31				

The table is the result of n statistical data using SPSS version 25 which has been answered by 31 students

English Study Program from each variable. The value of the variabel X (English Night Class) is a minimum of 39, a maximum of 65 a mean of 53.29 and a standard deviation of 5.740. meanwhile, the value of Y variable (Student's motivation) is a minimum of 38, a maximum of 58 a mean of 47.74 and a standard deviation of 5.046.

c. Quality Data

1) Data validity

Validity testing is carried out to find out whether it is valid or not a questionnaire of each of these variables. Validity test that has been done in this study are shown in the table:

Table 4. 3 The results of t table

df = (N-2)	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

Df = 0,3550

Table 4. 4 The results of validation testing variable X

Indicator	r hitung	r table	Description
X1	0.568	0.355	Valid
X2	0.432	0.355	Valid
X3	0.605	0.355	Valid
X4	0.573	0.355	Valid
X5	0.754	0.355	Valid
X6	0.751	0.355	Valid
X7	0.666	0.355	Valid
X8	0.687	0.355	Valid
X9	0.582	0.355	Valid
X10	0.365	0.355	Valid
X11	0.370	0.355	Valid
X12	0.568	0.355	Valid
X13	0.356	0.355	Valid

Table 4. 5 The results of validation testing variable Y

Indicator	r hitung	r table	Description
Y1	0.721	0.355	Valid
Y2	0.485	0.355	Valid
Y3	0.718	0.355	Valid
Y4	0.485	0.355	Valid
X5	0.599	0.355	Valid
Y6	0.711	0.355	Valid
Y7	0.718	0.355	Valid
Y8	0.743	0.355	Valid
Y9	0.722	0.355	Valid
Y10	0.569	0.355	Valid
Y11	0.727	0.355	Valid
Y12	0.784	0.355	Valid
Y13	0.526	0.355	Valid

Form the results of testing the validity of the table above, the questionnaire that contains of these 2 variables these 2 variables there are 26 questionnaires that have been filled out by 22 respondents in this study. One way to find out which questionnaire is valid and invalid, the researcher have to find out the table first. The formula for r table is df = N-2. So 31-2 = 19, so r table = 0.3550. From the results of the calculation of the validity of the table above, it can be seen that r count > r table all questionnaires are declared valid.

2) Reliability Test

The research must do a reliability test to measure consistent or not the questionnaire in the study used to measuring the influence of variable X with variable Y. Before conducting reliability testing, there must be a basis decision making that is alpha 0.60. Variable is greater than > 0.60. the results of reliability tensting on research variables this as follow:

Table 4. 6 The results of reliability test of variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.843	13

The results of the reability test on variable English night class (X) it can be seen that Chronbach's Alpha on this variable higher than base value $0.843 > 0.60$ the result prove that all statements in the questionnaire variable (X) declared reliable.

Table 4. 7 The results of reliability test of variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	13

The results of the reability test on the second variable or power variable student's motivation (Y) segment can be seen in table 4.3 results resulting from this variable is 0.900 indicating that Cronbach's alpha $0.900 > 0.60$. From these results it can be concluded

that all statements on this variable are declared reliable or can be trusted.

d. Prerequisite

1) Normality Test

The data normality test is a test carried out by researcher to measure the data that is owned normally distributed. The researcher used the Shapiro-Wilk type of normally test. The data can be said to be normally distributed if sig > 0.05, then the sample comes from a normally distributed population, otherwise if sig < 0.05, then the sample does not come from a normally distributed population.

Data in a study can be said to be good if the data is normally distributed. So in this research, the researcher collected data on "Influence of English Night Class on Student's Motivation in Learning English at English Education Study Program of IAIM Sinjai". The data were analyzed using the Shapiro-Wilk normality test using the SPSS version 25 application.

Table 4. 8 The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VARIABEL_X	.151	31	.068	.970	31	.527
VARIABEL_Y	.133	31	.171	.978	31	.743
a. Lilliefors Significance Correction						

Based on the results of the Shapiro-Wilk normality test above, it shows that the variable X get sig is 0.527 greater than the alpha value (0.05) or (0.05<0.527). then the variable Y get sig is 0.743 greater than the alpha value (0.05) or (0.05<0.743). it can be concluded that the data on the variable X and variable Y are normally distrributed. The above data can be visualized through a normal graph Q-Q Plot of Unstandardized Residual.

Chart 4. 1 The Histogram of Normality Test of Variable X

Normal Q-Q Plot of VARIABEL_X
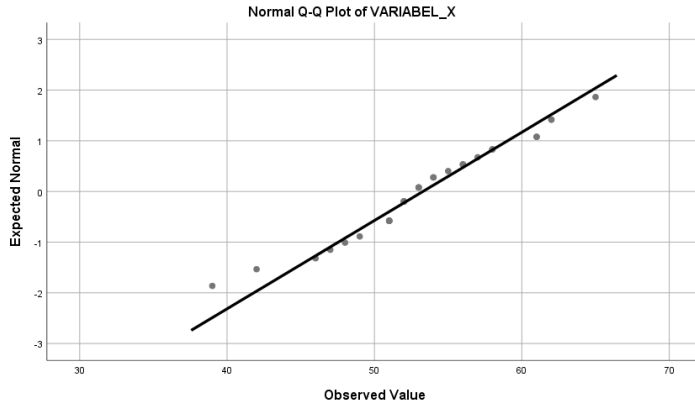
Chart 4. 2 The Histogram of Normality Test of Variable Y

Normal Q-Q Plot of VARIABEL_Y
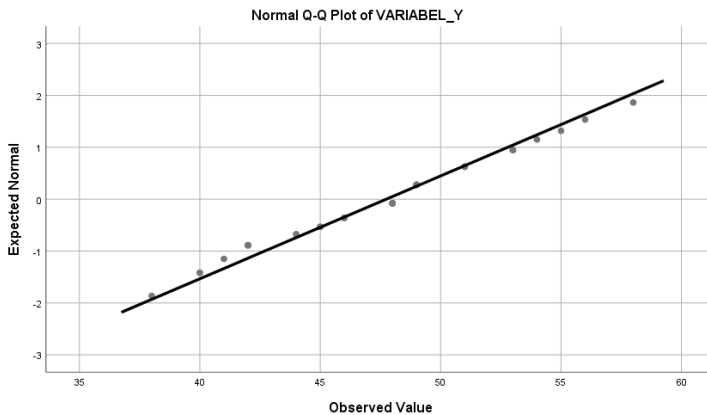
The normality of a data can be recognized or detected by looking at the distribution of the data or

points on the diagonal axis in the histogram graph of the residuals. The basis for decision making is a follows:

(1) If the data spreads around the diagonal line and follows the direction of the diagonal line, or the histogram graph shows a normal distribution pattern, then the regression model fulfills the assumption of normality.

(2) Conversely, if the data spreads away from the diagonal and does not follow the direction of the diagonal line or the histogram graph does not show a normal distribution pattern, then the regression model does not meet the assumption of normality. (Imam Ghozali, 2018)

Based on the graph IV.I above, the black dots are near to the diagonal line in the histogram of the above test results, it means that the data is normally distributed.

2) Homogenity Test

The hypothesis in this test is as follows:

H0 : the variation of each group is the same (homogeneous)

H1 : the variation of each group is not the same (not homogeneous)

The guideline for the level of significance for homogeneity is = 0.05.

(a) If the obtained significance > α, then the variance of each sample is the same (homogeneous). However,

(b) If the obtained significance < α, then the variance of each sample is not homogeneous.

Table 4. 9 The result of Homogenity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
NIGHT CLASS	Based on Mean	1.274	7	16	.323
	Based on Median	.421	7	16	.875
	Based on Median and with adjusted df	.421	7	6.395	.860
	Based on trimmed mean	1.150	7	16	.382

Based of the result of homogeneity test showed that the significant is 0.323. it can be conclude that the significance of value is 0.323>0.05, which means that the variance of each sample is the same (homogeneous).

e. Hypotesis Test
1) T-Test

The t-test is a hypothesis testing process used to determine the influence of the independent variable (English Night Class) on the dependent variable (Student's Motivation). The hypothesis that will be tested in this study is the influence of English night class on student's motivation in learning English. The results of the t-test will be compared with the t-table using an error rate of 0,05 or dama with a 5% confidence level. The results of the t-test are determined from the comparison between the significant value and the alpha value (0.05) if the sig value > 0.05 then H0 is accepted. On the other hand, if the value of sig < 0.05, then H0 is rejected.

The hypothesis in this study is :

Ho: English night class is not influence on student's motivation in learning English at English education of IAIM Sinjai.

H_1: English night class is influence on student's motivation in learning English at English education of IAIM Sinjai.

The result of the analysis can also be seen in table ..
as follows:

Table 4. 10 The Result of T Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Influence English Night Class - Student's motivation	5.548	6.747	1.212	3.074	8.023	4.579	30	.000

Paired Samples Test

The table above shows that on the result of t-test, it is known that the significance value is 0.00<0.05, so it can be conclude that the English night class has an influence on student's motivation in learning English at English education study program of IAIM Sinjai.based on the results of the hypothesis analysis, the alternative hypotheis (H1) it can be accepted that which states that there is the influence of English night class on student's motivation in learning English at English education

study program of IAIM Sinjai, it can be conclude that the null hypothesis (H0) is rejected while the alternative hypothesis (H1) is accepted because the data shows that the English night class is influence on student's motivation in learning English.

So it can be concluded that English night class has an influence on student's motivation in learning English at English education study program of IAIM Sinjai.

2) Coeficcient determination

Table 4. 11 The Result of Coeficcient determination of Questionnaire

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.302[a]	.910	.600	5.004
a. Predictors: (Constant), 95% U CI for Y mean				
b. Dependent Variable: 95% L CI for Y mean				

The output of the table model summary, explains the magnitude of the correlation/relationship value R which is 0.302. from the output, the coefficient of determination (R-square) is 0.91, which implies that the influence of the independent variable (students motivation) on the dependent variable (English night class) is 60%.

Table 4. 12 Classification of student's motivation

Range	Classification of students Motivation
84-100	Highly motivated
67-83	High motivated
50-66	Motivated
33-49	Low motivated
20-32	Very low motivated

Based on the data analysis of the questionnaire, it was found that most of students' perceived that they were motivated in learning English through English night Class. Indicated by the result of mean

score of the questionnaire categorized into high motivated. The result of questionnaires analysis can also be seen in the following table :

Total Score	Total Sample	Mean Score	Classification
2766	31	89.22	Highly Motivated

2. Discussion of the Research

Based on the research that has been done, the researcher shows that there is en influence between English night class of students motivation in learning English. This can be seen from the results of statistical descriptive data on questionnaire and tests from 31 students. First, the questionnaire data which states that the value of the variable X (English night class) is minimal 39, maximum 65 and mean of 53.29 and standard of deviation of 5.740. while the value of the Y variable (student's motivation) is a minimum of 38, a maximum of 58 a mean of 47.74 and a standard deviation of 5.046.

After that based on the result of validity test and reliability test. Form the results of testing the validity of the

table 4.4 and 4.5, the questionnaire r table = 0.3550. from the results of the calculation of the validity of the table above, it can be seen that r count > r table all questionnaires are declared valid. The results of the reliability test on variable English night class (X) it can be seen that Chronbach's Alpha on this variable higher than base value 0.843 > 0.60 the result prove that all statements in the questionnaire variable (X) declared reliable. The results of the reliability test on the second variable or power variable student's motivation (Y) segment can be seen in table 4.3 results resulting from this variable is 0.900 indicating that Cronbach's alpha 0.900 > 0.60. From these results it can be concluded that all statements on this variable are declared reliable or can be trusted

Furthermore, the results of the questionnaire using the Shapiro-Wilk normality test showed that the resulting significance value was greater than the alpha value (0.05) or (0.05<0.527). then the variable Y get sig is 0.743 greater than the alpha value (0.05) or (0.05<0.743). it can be concluded that the data on the variable X and variable Y are normally distributed. Meanwhile, the result of homogeneity test showed that the significant is 0.323. it can be conclude that the significance of value is 0.323>0.05, which means

that the variance of each sample is the same (homogeneous).

Therefore, based on previous research related to this study, showed a significant difference from the results of the study. Judging from the research written by Liza Malvina, Ubat, completed a thesis on "The Influence Of English Extra Class On Students' Motivation in 2020". While Wahyudin conducted research "The methods used by instructors to motivate their pupils to learn English". The study is a descriptive qualitative study. The English teacher and the 10th grade of MAN 2 Boyolali were the data reassessments for this study. He gathered the required information through observations and interviews. So that research conducted by researchers found novelty in terms of research results and methods.

The final results of the observation made by researcher during four meetings with 9 sub indicators as a reference where the results are 7 points that are not appropriate and 29 points are according to indicators. So, it can be concluded that from class observations most students are motivated to learn English through night class. Then the questionnaire hypothesis test which T test and Coefficient of determined, which shows that the variable X (English

night class) affects the y variable (Student's motivation), this can be seen from the table above shows that the significance is 0.00<0.05 which means H1 is accepted and H0 is rejected. So it can be concluded that the results of hypothesis testing show that there is significant influence on student's motivation in learning English at English education study program of IAIM Sinjai. The value of the coefficient of determination between the X variable in explaining how many influence the dependent variable Y has, it can be seen from the coefficient of the questionnaire statement test results with the test. The coefficient of determination of the independent variable X (English night class) in explaining the dependent variable is 60%. Based on the data analysis of the questionnaire, it was found that most of students' perceived that they were motivated in learning English through English night Class. Indicated by the result of mean score of the questionnaire categorized into high motivated with the score range 89.22. In this study, the researcher used questionnaire as the main data that had been done by the respondent.

CHAPTER V
CLOSING

A. Conclusion

Based on the research that has been carried out on English Education students of the Islamic Institute of Muhammadiyah Sinjai, after analyzing the data on the X variable (English night class) and Y variable (student's motivation) using observation and questionnaire, it can be conclude that the results of the hypothesis show that there are significant influence on students motivation of English night class.

1. Based on the data analysis of the questionnaire, it was found that most of students' perceived that they were motivated in learning English through English night Class. Indicated by the result of mean score of the questionnaire categorized into high motivated. Which means that the influence is categorized as motivated with the mean score 89.22.

2. It can be proven that the data through the t test which shows a significance value, 0.00<0.05. Which means H1 is accepted and H0 is rejected. So it can conveyed that the English night class (X variable) has an influence on the student's motivation (variable Y). The independent English night class variable (X) in explaining the dependent

variable (Y) seen from the output of the second table (Summary Model), the output, the coefficient of determination (Adjusted R Square) is 0.600, which means that the influence of the independent variable (English night class) on the dependent variable (student's motivation) is 60%.

B. Suggestion

Based on the results of research on the Influence of English night classs on student's motivation at English education study program of IAIM Sinjai, the researcher will convey the following suggestions:

1. English lecturer

Lecturer of English at the IAIM Sinjai that teach English can support the student to maximize the English night class to be continuous learning to practice English for increase their English.

2. To students

Students who want to increase their motivation to study English well have to found the effective methods to learn and practice for them and make it consistence.

3. To the next researcher

It is hoped that further researchers who use different titles and research methods can develop better research methods. In this case, the researcher suggest that further researchers use classroom action research.

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APPENDICES

APPENDIX 1

RESEARCH INSTRUMENT

1. Instrumental Grid Learning Motivation

Variables	Indicator	Description
Learning Motivation	Duration	Relating to how long the ability to use study time
	Frequency	How often learning activities are carried out in a certain period of time
	Persistence	how fixed and attached to learning goals
	Fortitude and tenacity	fortitude, tenacity and the ability to face difficulties to achieve the goals of learning activities
	Devotion	devotion and sacrifice (money, energy, mind, and soul) to achieve learning goals.

		The level of aspirations	Objectives goals, aspirations, plans, goals or targets to be achieved with the learning activities carried out
		level of qualification	Achievement achieved from learning activities
		Attitude direction	positive or negative attitudes towards learning activities

Variable	Indicator	Sub Indicator	Total	
			Num	26
Learning Motivation	Duration	a. How often do students study in English night class	1	1
	Frequency	a. How often do students study english material in english night class	2	1
	Persistence	a. Students pay attention to the material learning taught b. Students are able to be consistent for achieve learning goals c. Student feel comfort with the teacher d. Students get help with the facilities e. Students get feel with situation	3,4,5, 6,7	5
	Fortitude and tenacity	a. Students try to study hard in English night class b. Students actively ask and seek know about the material discussed c. The teacher give warning d. The teacher give help instruction e. The teacher gives reinforcement f. The teacher give the correct management of the class	8,9,10 ,11,12 ,13	6

	Devotion	a. Students sacrifice their time to study in english night class b. Students sacrifice their energy to study in english night class c. Students sacrifice their money to study in english night class	20,21, 22	3
	The level of aspirations	a. Students do what best English subject studies subjects b. Students interest read add material with other reference c. The student push their self to attend every time when study d. Student take notes on study	14,16, 17,18	4
	level of qualification	a. Students strive for achievement in learning English by studying in the evening class b. Students try to get grades good in learning English c. Students get understanding of material d. Students does not interface with their activities	23,24, 25,26	4
	Attitude direction	a. Students enjoy doing learning activities b. Students prepare the facilities on study	15,19	2

2. Observation Sheet

Indicator	Sub Indicator	Approppriae Checklist	
		Yes	No
Duration	a. English night class lasts for 60-80 minutes.		
Frequency	a. Classes are held more than 2 times a week		
Persistence	a. Students pay attention to the material learning taught		
	b. Students follow the class until it is finished		
Fortitude and tenacity	a. Students actively ask know about the material discussed		
Devotion	a. Students do not hold cell phones when learning takes place		

The level of aspirations	a. Students focus on the material paying attention to the material given		
level of qualification	a. Students provide opinions or responses in the learning process		
Attitude direction	a. Students are calm during learning activities		

APPENDIX II

DATA AND ANALYSIS DATA OF THE RESEARCH

QUESTIONNAIRE

Respondent Identity

Name   :

NIM   :

Instruction.

This questionnaire contains statements about learning motivation. Read each statement carefully. Give an answer by putting a check mark (√) on one of the answer choices that best suits your agreement. With the answer choices as follows:

Choose answer 5 : if you strongly Agree

Choose answer 4 : if you Agree

Choose answer 3 : if you Neutral

Choose answer 2 : if you Disagree

Choose answer 1 : if you Strongly Disagree

Your sincerity and honesty in answering is a very useful help, because it is expected that you answer the questions provided.

No	Statement	Answer Choose				
		5	4	3	2	1
1	I study English studies 60 - 80 minutes a week in English night class					
2	I join study in English night class more than 2 times in a week at secretariat					
3	I am happy when the English night class starts					
4	I am interested in discussing English studies material that being discussed with my friend in class night					
5	I pay attention when the english studies speaker is explain the lesson in englsh night class					
6	Speaker shows responsive attitude in English class					
7	I like english studies because of the speaker in English night class					
8	The speaker gives a warning for students who are not focused during learning.					
9	Night class speakers help students by					

	giving clear instructions					
10	The speaker gives reinforcement to the night class material.					
11	Management of random study groups during evening classes					
12	I understand the material explained by the speaker in English night class					
13	I remember the English material that was taught last week in night class					
14	I am happy if the speaker is absent present in night class					
15	The speaker provides learning motivations for the night class					
16	I always take notes during English night class					
17	I am looking for additional English insights apart from book for night class					
18	I actively ask questions in night class if I don't understand the material presented					

19	I help the speaker prepare tools learn when the lesson will start				
20	The speaker was able to find the behavior of the english class participants that caused problems				
21	The atmosphere of the english class feels comfortable.				
22	English class learning is not boring.				
23	I always want to be better than a friend who others when there is an english assignment				
24	English class learning according to my free time				
25	English class doesn't interfere with my break time				
26	English class make my English study time regular.				

The Results of validation Questionnaire

No.	Respondent	Variable Quetionnaire (X)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	A1	3	4	4	4	3	3	3	4	4	4	4	4	3	5
2	A2	3	1	4	4	1	1	1	1	3	3	4	4	1	5
3	A3	4	3	4	4	3	3	3	4	4	3	4	4	5	4
4	A4	4	4	5	5	5	3	3	3	5	5	5	5	5	5
5	A5	4	4	4	4	3	2	2	2	4	4	4	5	4	5
6	A6	3	2	4	2	1	1	1	1	3	3	4	4	4	4
7	A7	5	5	5	5	5	4	4	5	5	4	4	4	5	4
8	A8	4	4	4	5	3	3	3	4	3	3	3	5	4	5
9	A9	5	5	5	4	4	4	4	4	4	4	5	5	4	5
10	A10	5	4	5	4	4	4	4	4	4	3	4	4	5	4
11	A11	4	3	5	5	5	4	5	5	5	4	5	5	4	5
12	A12	5	4	5	5	5	5	5	3	4	5	4	5	5	5
13	A13	4	3	5	4	5	4	4	5	4	3	4	4	5	4
14	A14	4	5	4	4	3	2	5	3	3	3	5	4	5	4
15	A15	3	3	4	5	4	4	3	4	5	4	4	5	4	5
16	A16	3	4	4	5	3	4	3	2	4	5	4	4	4	4
17	A17	4	5	4	4	5	4	4	4	5	2	4	4	2	4
18	A18	3	3	5	3	4	5	4	4	5	4	5	5	4	5
19	A19	3	3	5	4	5	4	5	4	4	5	2	4	4	4
20	A20	4	3	3	4	5	4	5	4	2	2	4	5	2	5
21	A21	4	5	4	4	5	4	5	4	4	5	4	4	3	4
22	A22	4	3	5	4	4	3	4	2	4	4	3	5	3	5
23	A23	3	4	4	4	3	3	3	4	4	4	4	4	3	5
24	A24	3	1	4	4	1	1	1	1	3	3	4	4	1	5

No.	Respondent														
25	A25	4	3	4	4	3	3	3	4	4	3	4	4	5	4
26	A26	4	4	5	5	5	3	3	3	5	5	5	5	5	5
27	A27	4	4	4	4	3	2	2	2	4	4	4	5	4	5
28	A28	3	4	4	4	3	3	3	4	4	4	4	4	3	5
29	A29	3	2	4	2	1	1	1	1	3	3	4	4	4	4
30	A30	5	5	5	5	5	4	4	5	5	4	4	4	5	4
31	A31	4	4	4	5	3	3	3	4	3	3	3	5	4	5

No.	Respondent	Variable Questionnaire (Y)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	A1	4	4	4	4	4	4	4	4	4	4	4	4	4	4
2	A2	3	4	3	4	3	4	3	4	3	4	4	3	4	1
3	A3	4	4	4	4	4	4	4	3	4	3	3	4	3	3
4	A4	5	4	4	4	4	4	4	4	3	4	4	4	4	4
5	A5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
6	A6	3	3	3	3	3	3	3	3	3	3	3	3	3	3
7	A7	4	5	3	5	4	5	3	3	4	4	3	1	4	4
8	A8	3	4	3	4	4	3	3	2	4	5	2	2	5	4
9	A9	4	5	4	5	3	4	4	4	4	4	4	4	4	3
10	A10	4	4	5	4	5	5	5	5	5	5	5	5	4	5
11	A11	5	4	4	4	5	4	4	5	5	4	5	5	4	4
12	A12	5	5	4	5	5	5	4	4	5	5	4	5	5	5
13	A13	4	5	4	5	4	5	4	4	5	4	5	4	4	5
14	A14	3	3	4	3	4	4	4	4	3	4	4	3	4	3
15	A15	4	3	4	3	5	4	4	3	4	2	3	2	3	3
16	A16	5	4	5	4	4	5	5	5	5	5	5	4	5	4
17	A17	4	4	4	4	5	4	4	5	3	4	5	4	4	5
18	A18	4	4	4	4	4	4	4	4	4	4	4	4	4	4
19	A19	4	4	5	4	5	5	5	5	5	4	4	5	5	4

20	A20	3	4	5	4	3	4	5	3	5	4	3	4	5	4
21	A21	3	4	4	4	3	4	4	3	4	4	2	2	4	3
22	A22	5	4	5	4	5	4	5	4	5	4	4	5	4	5
23	A23	4	4	4	4	4	4	4	4	4	4	4	4	4	4
24	A24	3	4	3	4	3	4	3	4	3	4	4	3	4	1
25	A25	4	4	4	4	4	4	4	3	4	3	3	4	3	3
26	A26	5	4	4	4	4	4	4	4	3	4	4	4	4	4
27	A27	4	4	4	4	4	4	4	4	4	4	4	4	4	4
28	A28	3	3	3	3	3	3	3	3	3	3	3	3	3	3
29	A29	4	5	3	5	4	5	3	3	4	4	3	1	4	4
30	A30	3	4	3	4	4	3	3	2	4	5	2	2	5	4
31	A31	4	5	4	5	3	4	4	4	4	4	4	4	4	3

The data of questionnaire

No.	Respondent	Variable X													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	A1	4	4	5	5	5	5	4	5	5	5	5	5	5	62
2	A2	3	3	3	3	3	3	3	3	3	3	3	3	3	39
3	A3	4	4	4	4	5	4	3	4	4	5	3	3	4	51
4	A4	4	3	4	3	4	4	4	3	4	4	3	3	4	47
5	A5	4	2	4	2	3	4	5	3	4	2	3	4	2	42
6	A6	4	3	2	4	4	4	5	4	3	5	4	4	5	51
7	A7	5	2	5	5	5	5	5	5	5	5	5	5	5	62
8	A8	4	4	4	4	3	4	4	4	4	4	4	4	5	52
9	A9	5	4	4	4	4	4	3	4	5	5	5	5	4	56
10	A10	5	5	4	5	3	5	4	4	4	5	5	4	4	57
11	A11	3	4	4	4	4	4	4	4	4	4	4	4	4	51

12	A12	5	5	5	5	5	5	5	5	5	5	5	5	5	65
13	A13	4	3	4	4	4	4	4	3	3	3	4	4	4	48
14	A14	4	4	4	4	4	4	3	4	4	4	4	4	4	51
15	A15	5	4	5	5	4	5	4	5	5	4	5	4	3	58
16	A16	4	5	4	4	3	5	3	4	5	5	3	4	4	53
17	A17	5	4	5	4	5	5	4	5	5	5	5	4	5	61
18	A18	5	4	5	5	4	5	5	5	3	3	3	3	3	53
19	A19	4	3	5	4	1	2	4	2	5	5	5	5	4	49
20	A20	4	4	5	5	3	5	5	4	4	4	3	3	3	52
21	A21	4	4	5	5	4	5	3	4	5	4	4	4	4	55
22	A22	4	4	4	4	4	4	4	4	4	4	4	4	4	52
23	A23	5	5	4	4	4	4	4	4	4	4	4	4	4	54
24	A24	4	4	4	3	4	4	4	4	4	4	4	4	4	51
25	A25	3	4	5	4	5	5	5	5	4	3	3	4	3	53
26	A26	5	4	5	5	5	5	5	5	5	4	5	3	5	61
27	A27	4	4	4	4	4	5	4	4	4	4	5	4	4	54
28	A28	5	5	5	3	4	2	2	3	3	3	3	5	3	46
29	A29	5	4	5	5	4	4	4	5	5	5	4	4	4	58
30	A30	4	4	5	5	4	4	3	4	5	5	3	3	3	52
31	A31	4	4	5	5	4	4	5	4	5	4	3	4	5	56

No.	Respondent	Variable Y													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	A1	5	5	5	5	5	5	2	5	4	4	5	4	4	58
2	A2	4	3	3	3	3	3	3	3	3	3	3	3	3	40
3	A31	4	3	5	5	4	3	2	3	4	4	4	5	5	51
4	A4	2	3	4	4	4	4	3	4	4	4	3	4	5	48
5	A5	3	2	4	4	4	4	4	3	4	2	2	2	4	42

6	A6	4	3	4	5	5	4	2	4	4	4	4	5	5	53
7	A7	4	4	4	5	4	4	4	3	4	3	3	3	4	49
8	A8	3	3	5	5	5	4	2	4	4	4	4	4	4	51
9	A9	4	4	4	4	5	4	2	5	4	4	3	4	4	51
10	A10	3	3	4	5	5	4	4	3	4	3	3	3	4	48
11	A11	4	3	4	4	4	5	2	5	4	4	4	2	4	49
12	A12	4	4	4	3	4	4	3	3	4	3	3	3	4	46
13	A13	3	2	4	4	4	4	5	4	5	2	4	4	4	49
14	A14	4	3	4	4	4	4	3	4	4	3	3	3	5	48
15	A15	3	2	5	4	5	5	2	4	4	5	3	4	5	51
16	A16	3	3	4	4	5	5	2	4	4	4	3	2	5	48
17	A17	3	2	3	4	3	3	3	3	3	3	3	2	3	38
18	A19	3	3	4	4	5	5	4	3	4	3	3	3	5	49
19	A20	3	3	4	4	4	3	2	3	3	3	2	2	5	41
20	A21	3	5	5	5	5	5	4	3	4	3	3	5	4	54
21	A22	4	4	4	4	4	2	3	3	4	4	4	2	4	46
22	A23	4	2	4	4	4	2	2	4	4	4	2	4	5	45
23	A24	4	4	5	4	4	5	2	5	5	4	4	4	5	55
24	A25	3	4	4	4	4	2	2	3	4	3	3	4	4	44
25	A26	4	3	4	4	4	2	2	3	3	3	3	3	4	42
26	A27	2	2	4	4	4	2	3	3	4	2	2	4	4	40
27	A28	5	5	5	5	5	5	2	5	5	4	4	1	2	53
28	A29	3	4	3	4	4	2	2	4	4	4	3	4	4	45
29	A30	4	3	5	5	5	5	2	3	5	5	4	5	5	56
30	A31	4	4	4	4	4	2	3	4	5	3	3	3	5	48
31	A31	3	2	4	3	3	3	3	4	3	3	3	3	5	42

<table>
Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	TOTAL
X1	Pearson Correlation	1	.583*	.322	.327	.369	.204	.350	.322	.000	-.108	.211	1.000**	.255	.079	.568*
	Sig. (2-tailed)		.011	.193	.186	.131	.416	.154	.193	1.000	.669	.400	.000	.308	.756	.014
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X2	Pearson Correlation	.583*	1	-.023	.370	.237	.147	.306	.229	.149	.058	.244	.583*	.052	-.243	.432
	Sig. (2-tailed)	.011		.929	.130	.343	.560	.216	.360	.556	.820	.329	.011	.838	.332	.073
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X3	Pearson Correlation	.322	-.023	1	.081	.306	.379	.244	.296	.569*	.421	.000	.322	.555*	.000	.605**
	Sig. (2-tailed)	.193	.929		.749	.217	.121	.329	.234	.014	.082	1.000	.193	.017	1.000	.008
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X4	Pearson Correlation	.327	.370	.081	1	.461	.445	.353	.413	.267	.299	-.098	.327	.173	.218	.573*
	Sig. (2-tailed)	.186	.130	.749		.054	.064	.151	.089	.284	.227	.700	.186	.492	.384	.013
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X5	Pearson Correlation	.369	.237	.306	.461	1	.787**	.801**	.758**	.378	.126	-.069	.369	-.166	.052	.754**
	Sig. (2-tailed)	.131	.343	.217	.054		.000	.000	.000	.121	.618	.785	.131	.509	.839	.000
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
</table>

X6	Pearson Correlation	.204	.147	.379	.445	.787**	1	.613**	.636**	.473*	.299	.074	.204	-.024	.165	.751**
	Sig. (2-tailed)	.416	.560	.121	.064	.000		.007	.005	.048	.228	.771	.416	.926	.512	.000
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X7	Pearson Correlation	.350	.306	.244	.353	.801**	.613**	1	.593**	.062	.133	.068	.350	-.062	.000	.666**
	Sig. (2-tailed)	.154	.216	.329	.151	.000	.007		.009	.807	.600	.789	.154	.808	1.000	.003
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X8	Pearson Correlation	.322	.229	.296	.413	.758**	.636**	.593**	1	.366	-.119	.133	.322	.085	.000	.687**
	Sig. (2-tailed)	.193	.360	.234	.089	.000	.005	.009		.136	.639	.597	.193	.738	1.000	.002
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X9	Pearson Correlation	.000	.149	.569*	.267	.378	.473*	.062	.366	1	.365	.183	.000	.149	.000	.582*
	Sig. (2-tailed)	1.000	.556	.014	.284	.121	.048	.807	.136		.136	.468	1.000	.554	1.000	.011
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X10	Pearson Correlation	-.108	.058	.421	.299	.126	.299	.133	-.119	.365	1	-.160	-.108	.309	.060	.365
	Sig. (2-tailed)	.669	.820	.082	.227	.618	.228	.600	.639	.136		.526	.669	.212	.814	.161
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X11	Pearson Correlation	.211	.244	.000	-.098	-.069	.074	.068	.133	.183	-.160	1	.211	.164	.149	.370

	Sig. (2-tailed)	.400	.329	1.000	.700	.785	.771	.789	.597	.468	.526		.400	.517	.555	.181
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X12	Pearson Correlation	1.000**	.583*	.322	.327	.369	.204	.350	.322	.000	-.108	.211	1	.255	.079	.568*
	Sig. (2-tailed)	.000	.011	.193	.186	.131	.416	.154	.193	1.000	.669	.400		.308	.756	.014
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X13	Pearson Correlation	.255	.052	.555*	.173	-.166	-.024	-.062	.085	.149	.309	.164	.255	1	-.183	.356
	Sig. (2-tailed)	.308	.838	.017	.492	.509	.926	.808	.738	.554	.212	.517	.308		.468	.147
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
X14	Pearson Correlation	.079	-.243	.000	.218	.052	.165	.000	.000	.000	.060	.149	.079	-.183	1	.590
	Sig. (2-tailed)	.756	.332	1.000	.384	.839	.512	1.000	1.000	1.000	.814	.555	.756	.468		.815
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
TOTAL	Pearson Correlation	.568*	.432	.605**	.573*	.754**	.751**	.666**	.687**	.582*	.345	.330	.568*	.356	.059	1
	Sig. (2-tailed)	.014	.073	.008	.013	.000	.000	.003	.002	.011	.161	.181	.014	.147	.815	
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	TOTAL
Y1	Pearson Correlation	1	.349	.408	.349	.623**	.469*	.408	.543**	.437*	.191	.568**	.565**	.118	.538**	.721**
	Sig. (2-tailed)		.111	.059	.111	.002	.028	.059	.009	.042	.394	.006	.006	.601	.010	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y2	Pearson Correlation	.349	1	-.006	1.000**	-.010	.537**	-.006	.113	.413	.480*	.199	.170	.395	.361	.485*
	Sig. (2-tailed)	.111		.980	.000	.965	.010	.980	.617	.056	.024	.374	.450	.069	.099	.022
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y3	Pearson Correlation	.408	-.006	1	-.006	.380	.473*	1.000**	.537**	.646**	.211	.417	.666**	.348	.471*	.718**
	Sig. (2-tailed)	.059	.980		.980	.081	.026	.000	.010	.001	.345	.054	.001	.113	.027	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y4	Pearson Correlation	.349	1.000**	-.006	1	-.010	.537**	-.006	.113	.413	.480*	.199	.170	.395	.361	.485*
	Sig. (2-tailed)	.111	.000	.980		.965	.010	.980	.617	.056	.024	.374	.450	.069	.099	.022
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y5	Pearson Correlation	.623**	-.010	.380	-.010	1	.392	.380	.478*	.388	.092	.445*	.429*	.085	.620**	.599**
	Sig. (2-tailed)	.002	.965	.081	.965		.071	.081	.025	.075	.684	.038	.046	.706	.002	.003
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

Y6	Pearson Correlation	.469*	.537**	.473*	.537**	.392	1	.473*	.538**	.570**	.352	.511*	.306	.350	.399	.711**
	Sig. (2-tailed)	.028	.010	.026	.010	.071		.026	.010	.006	.108	.015	.166	.111	.066	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y7	Pearson Correlation	.408	-.006	1.000**	-.006	.380	.473*	1	.537**	.646**	.211	.417	.666**	.348	.471*	.718**
	Sig. (2-tailed)	.059	.980	.000	.980	.081	.026		.010	.001	.345	.054	.001	.113	.027	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y8	Pearson Correlation	.543**	.113	.537**	.113	.478*	.538**	.537**	1	.252	.331	.911**	.711**	.213	.325	.743**
	Sig. (2-tailed)	.009	.617	.010	.617	.025	.010	.010		.259	.132	.000	.000	.342	.140	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y9	Pearson Correlation	.437*	.413	.646**	.413	.388	.570**	.646**	.252	1	.356	.240	.488*	.476*	.549**	.722**
	Sig. (2-tailed)	.042	.056	.001	.056	.075	.006	.001	.259		.103	.281	.021	.025	.008	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y10	Pearson Correlation	.191	.480*	.211	.480*	.092	.352	.211	.331	.356	1	.304	.306	.792**	.432*	.569**
	Sig. (2-tailed)	.394	.024	.345	.024	.684	.108	.345	.132	.103		.168	.167	.000	.045	.006
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y11	Pearson Correlation	.568**	.199	.417	.199	.445*	.511*	.417	.911**	.240	.304	1	.685**	.117	.399	.727**

	Sig. (2-tailed)	.006	.374	.054	.374	.038	.015	.054	.000	.281	.168		.000	.603	.066	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y12	Pearson Correlation	.565**	.170	.666**	.170	.429*	.306	.666**	.711**	.488*	.306	.685**	1	.251	.472*	.784**
	Sig. (2-tailed)	.006	.450	.001	.450	.046	.166	.001	.000	.021	.167	.000		.259	.026	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y13	Pearson Correlation	.118	.395	.348	.395	.085	.350	.348	.213	.476*	.792**	.117	.251	1	.355	.526*
	Sig. (2-tailed)	.601	.069	.113	.069	.706	.111	.113	.342	.025	.000	.603	.259		.104	.012
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Y14	Pearson Correlation	.538**	.361	.471*	.361	.620**	.399	.471*	.325	.549**	.432*	.399	.472*	.355	1	.737**
	Sig. (2-tailed)	.010	.099	.027	.099	.002	.066	.027	.140	.008	.045	.066	.026	.104		.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
TOTAL	Pearson Correlation	.721**	.485*	.718**	.485*	.599**	.711**	.718**	.743**	.722**	.569**	.727**	.784**	.526*	.737**	1
	Sig. (2-tailed)	.000	.022	.000	.022	.003	.000	.000	.000	.000	.006	.000	.000	.012	.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed)

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APPENDIX III

DOCUMENTATION

Documentation of the Research

Picture 1 : First day observation and get collect data
questionnaire (5/06/2022)

Picture 2: Second day Observation and collect data
Questionnaire (12/06/2022)

Picture 3: Third day observation and collect data
questionnaire(19/06/22)

Picture 4: Fourth day observation and collect data
questionnaire (26/06/2022)

Picture 5: Collect data questionnaire

Picture 6: Collect data questionnaire

Picture 7: Collect data questionnaire

APPENDIX IV

CORRESPONDENCES

Research Advisor Decision Letter

بسم الله الرحمن الرحيم

SURAT KEPUTUSAN
NOMOR: 935.D1/III.3.AU/F/KEP/2021

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A 2021/2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

Menimbang	:	1 Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan
		2 Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya
Mengingat	:	a Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah
		b Undang-undang No 20 tahun 2003 tentang Sisdiknas
		c Undang-Undang R I No 12 Tahun 2012, tentang Pendidikan Tinggi
		d Keputusan Menteri Agama R I No 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai
		e Surat Keputusan Rektor IAIM Nomor 216/1.3 AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
		f Pedoman PP Muhammadiyah No 02/PED/1 0/B/2012 tentang Perguruan Tinggi Muhammadiyah
		g Statuta Institut Agama Islam Muhammadiyah Sinjai
Memperhatikan	:	Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022

MEMUTUSKAN

Menetapkan	:	Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa
Pertama	:	Mengangkat dan menetapkan saudara

Pembimbing I	Pembimbing II
Dr Muh Syukri, M Pd	Dr Akmal, M Pd I

untuk penulisan skripsi mahasiswa

Nama	:	**MARLINA**
NIM	:	180110034
Prodi	:	Prodi Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of English Night Class on Student's Motivation in Learning English at English Education Study Program of IAIM Sinjai

Kedua	:	Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai

Islami, Progresif dan Kompetitif

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Ditetapkan di : Sinjai
Pada Tanggal : 09 November 2021 M
: 04 Rabiul Akhir 1443 H

Dekan,

Takdir, S.Pd.I., M.Pd.I
NBM. 1213495

Tembusan :
1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai

Islami, Progresif dan Kompetitif

INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
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Email : fdihaim@gmail.com   Website : http://www.iaim-sinjai.ac.id
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بسـ_____ﺍﻟﻠﻪﺍﻟﺮﺣﻤﻦﺍﻟﺮﺣﻴﻢ

BERITA ACARA
PENGGANTIAN DOSEN PEMBIMBING PROPOSAL SKRIPSI

Pada hari ini, **Senin Tanggal 10 Januari 2022** telah dilakukan Penggantian Dosen Pembimbing untuk Mahasiswa Atas Nama **Marlina, NIM. 180110034** dengan judul **"The Effectiveness of English Night Class on Student's Motivation in Learning English at English Education Study Program of IAIM Sinjai"** Prodi TBI FTIK IAIM Sinjai, bertempat di IAIM Sinjai. Adapun hasil penggantian adalah:

DOSEN PEMBIMBING LAMA	DOSEN PEMBIMBING BARU	KET
1. Dr. Muh. Syukri, M.Pd.	1 Dr. Muh. Syukri, M.Pd.	Yang bersangkutan
2. Dr. Akmal, M.Pd.I.	2 Atmaranie Dewi Purnama, S.Pd., M.Pd.	diganti atas Keinginan Sendiri

Sinjai,　07 Jumadil Akhir　1443　H
　　　　　10　Januari　　　　　2022 M

Ketua Prodi TBI,

Harmilawati, S.S., S.Pd., M.Pd.
NBM: 1280037

Tembusan:
1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIM Sinjai
2. Wakil Rektor I IAIM Sinjai

Islami, Progresif, dan Kompetitif

Research Permission Letter

بسم الله الرحمن الرحيم

SURAT KETERANGAN IZIN PENELITIAN
Nomor: 070.P10.1/III.3.AU/A/2022

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama	:	Harmilawati, S.S., S.Pd., M.Pd
NIDN	:	2125058607
Jabatan	:	Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama	:	Marlina
NIM	:	180110034
Program Studi	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas diterima untuk melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 05 Dzulhijjah 1443 H
04 Juli 2022 M

Ketua Prodi TBI

Harmilawati, S.S., S.Pd., M.Pd.
NBM: 1250037

Islami, Progresif, dan Kompetitif

Research Acceptance Letter

بسم الله الرحمن الرحيم

SURAT KETERANGAN PENELITIAN
Nomor: 023.P10.1/III.3.AU/A/2023

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai:

Nama	:	Harmilawati, S.S., S.Pd., M.Pd
NIDN	:	2125058607
Jabatan	:	Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama	:	Marlina
NIM	:	180110034
Program Studi	:	Tadris Bahasa Inggris
Semester	:	VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 27 Sya'ban 1444 H
20 Maret 2023 M

Ketua Prodi TBI,

Harmilawati, S.S., S.Pd., M.Pd
NBM. 1280037

Islami, Progresif, dan Kompetitif

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		2. English Students Association 2020-2021
		3. Ikatan Mahasiswa Muhammadiyah 2019-2020
		4. Ikatan Mahasiswa Muhammadiyah 2020-2021
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1. Elementary School	:	SDN. 109 Cappagalung Kecamatan Sinjai Selatan Tahun 2012
2. Junior High School	:	SMPN 6 Sinjai Selatan Tahun 2015
3. Senior High School	:	SMAN 5 Sinjai Tahun 2018
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