STUDENTS' MOTIVATION IN LEARNING ENGLISH
(A Study at 1st Year Students' of SMP IT Khairunnas Bengkulu In Academic Year 2018/2019)

THESIS

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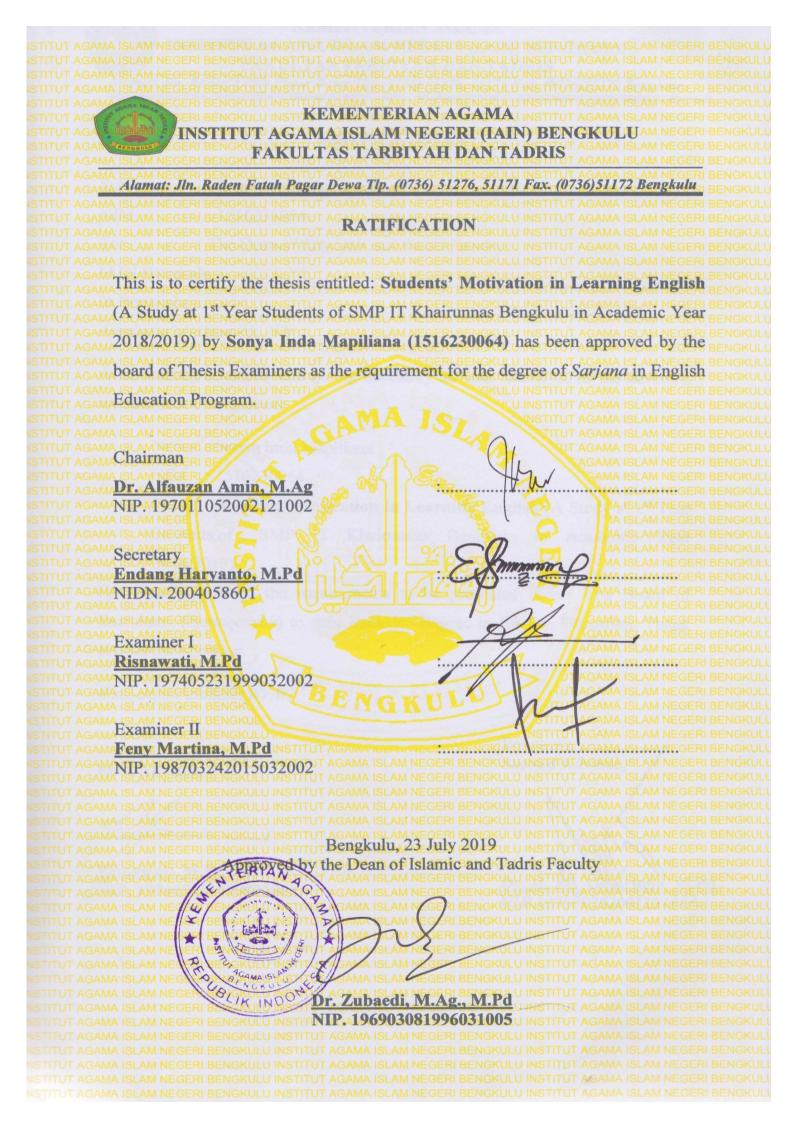
In English Language Education

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DEDICATION

This thesis is dedicated to:

1. Especially for My beloved father, Marjani and my beloved mother, Kasdiana, thank you very much for your sincere struggle and support to make my dream come true in a good education.

2. My beloved sister, Sendy Rahmadayani who give me support and motivation to finish this thesis.

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MOTTO

"Set goals, challenge yourself, and achieve them. Live a healthy life…and make every moment count. Rise above the obstacles, and focus on the positive."
(Robbert H. Goddard)

Menyia-nyiakan waktu lebih buruk dari kematian. Karena kematian memisahkanmu dari dunia sementara menyia-nyiakan waktu memisahkanmu dari Allah
(Imam bin Qayim)

PRONOUNCEMENT

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I hereby sincerely state that the thesis **STUDENTS' MOTIVATION IN LEARNING ENGLISH** (A Study at 1st Year Students of SMP IT Khairunnas Bengkulu in Academic Year 2018/2019) is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

Bengkulu,   Juli 2019

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I realize that I cannot complete this thesis without supports, patience, cooperation, help and encouragement from a lot of people. Therefore, in this occasion I would like to deliver my thanks to all of them, especially to:

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It is hoped that this undergraduate thesis will be useful for all readers. Then the researcher also realizes that thesis is still not perfect yet, therefore critics, correction,and advice from the readers are very expected to make it better. Finally, Allah My always bless us in peace life.

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ABSTRACT

Sonya Inda Mapiliana, (1516230064) 2019.

Students' Motivation in Learning English (A Study at 1ˢᵗ Year Students of SMP IT Khairunnas Bengkulu in Academic Year 2018/2019).

Thesis, English Study Program, Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisors: 1. Risnawati, M.Pd   2. Dr. H. Ali Akbarjono, M.Pd

Keywords: motivation, instrumental, integrative, learning English

Motivasi telah lama diidentifikasi sebagai salah satu faktor utama yang mempengaruhi pembelajaran bahasa Inggris. penelitian ini bertujuan untuk mengetahui tingkat motivasi dan orientasi (instrumental atau integratif) motivasi siswa tahun pertama di SMP IT Khairunnas Bengkulu terhadap pembelajaran bahasa Inggris. Survei motivasi yang dimodifikasi dari 20 item Gardner's Attitude / Motivational Test Battery (AMTB) dalam bentuk skala 5 poin. Frekuensi, persentase, rata-rata aritmatika dan standar deviasi digunakan dalam analisis data. Temuan utama menunjukkan bahwa siswa relatif "sangat" termotivasi dan ternyata sedikit lebih termotivasi "integratif" untuk belajar bahasa Inggris. Ini dapat membantu guru untuk mengembangkan desain program untuk menjaga motivasi siswa. Selanjutnya, untuk beberapa implikasi pembelajaran yang relevan dan berguna, dianjurkan untuk meningkatkan motivasi siswa. Program dan kegiatan peningkatan bahasa yang relevan juga dibahas sesuai dengan kesulitan bahasa siswa sebagaimana dikomunikasikan dalam kuesioner 2 untuk meningkatkan motivasi mereka dalam belajar bahasa Inggris.

ABSTRACT

Sonya Inda Mapiliana, (1516230064) 2019

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Motivation has long been identified as one of the main factors affecting English language learning. The objectives of this research was to find out the level of motivation and orientation (instrumental and integrative) motivation of first year students at SMP IT Khairunnas Bengkulu towards English language learning. The modified motivation survey of 20 items was adapted from Gardner's Attitude/ Motivational Test Battery (AMTB) in the form of a 5-point scale. Frequency, percentage, arithmetic mean and standard deviation were used in analysis data. The main findings indicate that students are relatively "highly" motivated and found to be slightly more "integrative" motivated to learn English. It can help teachers to develop program designs so as to maintain student motivation. Furthermore, for some relevant and useful learning implications, it is recommended to increase student motivation. Relevant language improvement programs and activities are also discussed in accordance with student language difficulties as communicated in questionnaire 2 to increase their motivation in learning English.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English is a study to teach as EFL from elementary to university. It caused English is an international language, which has an important role throughout the world in many aspects of life. This seems like it is used in mass media and oral communication as a means of exchanging information including science, education and technological reasons. Students learn English to get good prospects in the international community. This will be very useful when students want to apply for a job because that is a requirement that is needed in most companies.

Learning English is very important because Johnstone states that, if people learning English, they are gain knowledge, learn subject matter, acquire skills,shape attitudes, develop themselves in a purely linguistic way.[1] English is the study obtained through the learning process. That process of language learning has a significant influence on some students who are able to obtain English skills. There are four skills including listening, speaking, reading, and writing. The students have to master all English skill either actively or passively. Students can be stressed because of the many skills that must be mastered in learning English. The teacher has a role to make learning more enjoyable so students can absorb the lesson well. In order to make students happy with English lessons, the teacher must know how students are motivated in learning English.

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[1] Richard, Johnstone. (Ed). *Learning through english: policies, challanges, and prospects*. (Malaysia: Britis Council, 2010), P. 8

Motivation is an effort to get a language because of the desire to do and a sense of satisfaction. It is an important factor in the success of language learning. Motivation will make students enthusiastic in the teaching-learning process so they will be pushed to study English well. Students must be enthusiasm, commitment, and perseverance because this is the main determinant of students' success or failure in learning. It is supported by Dornyei states that motivation of students is one of the most important factors influencing success or failure in learning the language.[2] It shows that motivation becomes a key point in learning English.

In the 2013 curriculum in English language learning at elementary school, it was abolished. When middle school, English language learning was in the curriculum so it was mandatory to study it as a requirement for graduation. This condition makes children in the first year in junior high school sometimes have difficulty learning English. One of the schools that experienced this condition was SMP IT Khairunnas Bengkulu. Where in SMP IT Khairunnas Bengkulu, the children are required to be able to speak English in addition to fulfilling their achievements in learning but also to realize SIT's vision and mission of making English as a medium for Da'wah.

A psychiatrist, Badriah said that factors could affect students in learning English such as from students (intrinsic motivation) and extrinsic motivation such as from parents, surrounding, from facilities and infrastructure, from the methods

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[2] Zoltan, Dornyei. *The psychology of the language learner: Individual differences in second language acquisition.* (London: Lawrence Erlbaums, 2005), P. 65

used by the teacher in teaching.[3] It is important to know how students are motivated and students fail and success because, high and low motivation depending on the students' goals in learning English. According to Gardner et al cited in Rosen states that two factors can motivate students in learning English, namely integrative motivation is learning languages because they want to communicate with users of English and instrumental motivation is learning English to improve careers in the future.[4]

Based on the result of observation to school on January 24st 2019, researchers found information about the situation at the SMP IT Khairunnas Bengkulu.[5] First, SMP IT Khairunnas Bengkulu is a new school with seven years and have not complete building such as a library and computer room. However, the condition of other buildings is good, such as study rooms, canteens, toilets, headmaster's rooms, and mosques. Second, the researchers also saw sufficient in learning media, such as blackboards, markers, textbooks, projectors, speakers, tables and chairs. So we can see that this school uses a fairly good infrastructure.

The next observation was conducted on January 25, 2019, the researcher wants to know the activities of the teacher, and first year students when teaching and learning English in the classroom.[6] First, the researchers looked at the absenteeism class and found out that there were many students who each study did not carry a dictionary when learning English. Second, when the English

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[3] Lailatul Badriah, a psychiatrist at IAIN Bengkulu, Interviewed on January 21, 2019

[4] Russel, S, Rosen. *Learning American sign language in high school: Motivation, strategies, and achievement.* (Washington: Gallaudet University Press, 2015). P. 30-31

[5] observation of school infrastructure at SMP IT Khairunnas Bengkulu on January 24st 2019

[6] The next observation of activities teacher and first year students in learning English on January 25st 2019.

teacher explained the subject matter there were some students who were noisy and sleepy. Third students are silent when the teacher gives a question about the subject matter that has just been explained. So it can be said that some students have no interest in learning English at school. Although there are some students have no interest in learning English at the school, it turns out it is possible there are some students have achievements in the field of English language and also have high English learning scores as evidenced by the attachment to the student grades.

Based on the results of interviews with (Ustad Usama) English teachers who taught all students in the first year, researchers found several problems, namely: activeness of students in learning is lack, only one or two students often express opinions when teaching and learning English process. Students rarely ask learning material to English teachers during breaks. When there is a study tour to Pare, only a few students and parents enthusiastic forgive provide facilities and permission for their children to learn English better.[7] Then to find out the number of first year students at SMP IT Khairunnas Bengkulu, the researchers borrowed class absent. From the student diary (absent) the researcher knows the total number of first year students are 74 people, consisting of 1 class for women and 2 classes for male students.

Based on the interview with one of the first year students at SMP IT Khairunnas Bengkulu, researchers found some information such as First English teacher rarely used media other than books and chalkboards when teaching so

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[7] One of an English Teacher at SMPIT Khairunnas, interviewed on January 26, 2019

students felt bored. Both teachers emphasize students too much to use English when teaching and learning, so students are afraid and hesitant to ask questions or give opinions when teaching and learning in class. Third, the teacher does not deliver the material sequentially so students are confused with the learning material at each meeting. The four teachers do not separate between groups of students who are often noisy with quiet students.[8]

So far, there are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana with the study about relationship between motivation and achievement in English among English department students.[9] In her study, she concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation opinionnaire. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics. In her study, Emaliana found that English department students both high and low achievers have higher instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or statues. However, this research was focused on group, while in a group contain of some students, and each student has different motivation.

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[8] One of first-year students at SMPIT Khairunnas, interviewed on January 26, 2019
[9] Ive, Emaliana. A survey on relationship between motivation and achievement of English department students in state University of Malang. (*State University of Malang Press*, 2011), P. 1

Based on explanation above, the researcher entitles the research "Students'
Motivation Level in English Language Learning Based on Gardner Theory: A
Study at 1st Year students' of SMPIT Khairunnas Bengkulu".

B. Identification of Problem

Based on the explanation above, researchers can identify problems in
students motivation in English language learning as follows: (1) school do not
supply a complete enough of learning English media. (2) students have not
interested in learning English. (3) some students do not active in learning English.
(4) students have not supported by their parents. (5) English teachers have not
management classes in teaching. (6) English teachers rarely use interesting and
effective media (other than books, markers and blackboards). (7) English teacher
pays less attention how to teach desired students. (8) English teacher does not
explain material sequentially.

C. Limitation of Problem

In this study, the researcher is limit two thing as follow:

1. Researcher will be limited on learning English of 1st ystudents of SMPT IT
   Khairunnas Bengkulu in academic year 2019.

2. The researcher will be limited on students motivation in learning English
   language.

D. Research Questions

This research was conducted to survey first-year students in the second semester, especially the 2019 academic year. The answers to the questions below.

1. What is the level of motivation among these first year students at SMP IT Khairunnas towards learning English?

2. Are they predominantly integratively or instrumentally motivated towards learning English?

E. Research Objective

1. To find out what is the level of motivation among first years students at SMP IT Khairunnas in English language learning.

2. To determine which one is dominant for students in learning English (instrumental or integrative motivation).

F. The Significance of the Research

1. Teachers

The results of this study will beneficial for the teacher because by knowing the motivation of the students, the teachers are easily developed learning material that can make children's achievements better.

2. The Next Researcher

This study provides information that is needed by the future researcher in completing their study. The future researcher use research as a reference in conducting a survey study. Furthermore, the future researcher can develop this research.

G. Definitions of the Key Terms

1. Students' Motivation

   Motivation is very important in learning because motivation can foster a strong desire so students will try to realize this desire. According to Krashen which states that motivation associated with second language learning has two functions, namely integrative and instrumental motivations. [10]

2. Learning English

   Motivation is a combination of 2 factors, namely the effort and desire to achieve language learning goals so that this combination is very beneficial for language learning. In English language learning a student must recognize his motivation when learning, it is useful to be able to improve better performance and also a teacher must know the motivation of students in learning in order to improve the quality and quality of the world of education.

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[10] S, Krashen. *Second language acqusition and second language learning.* (London: prentice Hall International, 1981), P. 22

CHAPTER II

LITERATURE REVIEW

A. **The Concept of Language Learning**

   1. Definition of Learning

       Rossum and Harmer states that, learning is an interpretive process that aims to understand the reality that exists.[11] Ahmadi and Supriyono states that

> "Belajar merupakan bentuk perubahan yang dialami siswa dalam hal kemampuannya untuk bertingkah laku dengan cara yang baru sebagai hasil interaksi antara stimulus dan respon."[12]

It's mean a mental change from the learning process due to an increase or absorption of knowledge so that it can direct one's behavior to act according to what they are learning. Brown states that, Learning is the process of gaining or acquiring knowledge about a subject or skill through learning, experience, or instruction.[13]

       From the opinion of the experts above, it can be conclude that learning is a process of interaction between a person and his environment with a conscious condition that causes changes in behavior. Behavior change is the result of conscious learning, these changes are continuous and functional and are permanent. The occurrence of changes in a person's behavior due to the learning process that is not limited to certain aspects but comprehensively so

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[11] Erik Jan van Rossum., and Rebecca Hamer. *The meaning of learning and knowing.* (Netherland: Sense Publishers, 2010), P. 2

[12] Abu, Ahmadi., and Widodo, Supriyono. *Psikologi belajar* (Cetakan ke-3). (Jakarta: Rineka Cipta, 2013), P. 20

[13] H, Douglas. Brown. *Principles of language learning and teaching* (4th ed). (Addison Wesley Longman, Inc, 2007), P. 7

that it can affect all aspects of behavior and knowledge of students will be interconnected.

2. Types of Learning

Gagne cited in Smith and Ragan states that, education psychologist states the importance of identifying the type of learning used by someone.[14] Because if only limited learning theory is not enough to capture the overall possibilities that exist in the principle elements in human learning in general.[15] This type of learning fits the context and subject matter and this must be learned. Gagne in Brown identifies eight types of learning as follows:

a) Signal learning. It's mean the individuals learn to make general diffusion in response to a sign or signal.

b) Learning stimulants. This stage students get the right response for the stimulus that will be discriminated against.

c) Chain. The purpose of the chain is that students can get two or more connection stimulus responses.

d) Verbal associations. In this stage, students will get oral chain learning. Such conditions are similar to motors and chains that are interconnected.

e) Various discrimination. It's mean this stage, the Individuals learn to make a number of different problems so that they can identify and

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[14] Patricia, L. Smith., and Tillman, J. Ragan. *Impact of R.M. Gagne's work on instructional theory*. (University of Oklahoma, 1996), P. 731

[15] H. Douglas, Brown. *Principles of language learning and teaching* (4th ed). (Addison Wesley Longman, Inc, 2007), P. 91

respond to many different stimuli, which may be similar to each other in physical appearance to be larger or smaller in degree.

f) Concept learning. The Students acquire the ability to make equations and respond to stimulation classes even though individual members come from different classes.

g) Principle learning. In simples terms, a principle is a chain of two or more concepts. Serves to regulate behavior and experience.

h) Problem-solving is a type of learning that requires the term "thinking". Before acquiring concepts and principles that are combined in a conscious focus on a series of unresolved or ambiguous events.[16]

3. Learning English as A Foreign Language

There are one billion people in the world learning English as a foreign language. Pinter also stated that in other contexts in the world, when children start learning English, it turns out they are still difficult to manage their own minds because they are too young to plan, monitor and evaluate learning.[17] The process of language learning has a significant influence on some students who are able to obtain a foreign language. This happens because learning strategies from the mother tongue can be adapted to learn foreign languages. Especially this often happens when children learn the first language from their parents and the latter learn with a teacher. So the teacher has an important role to teach English to students.

[16] H. Douglas, Brown. *Principles of language learning and teaching* (4th ed). (Addison Wesley Longman, Inc, 2007), P. 92

[17] Annamaria, Pinter. 2006. *Teaching Young Language Learner*. China: Oxford University Press. P. 32

4. Theories of Learning

Learning is one of the most important processes by which humans are involved in their lifes. The learning process does not only take place in the classroom but can also be outside the classroom. Shuel states that for thousands of years, philosophers and psychologists have tried to understand the nature of learning, how it happened, and how one person can influence other people's learning through the same teaching and effort. Various learning theories have been suggested, and these theories have different reasons. The simplest example, theory is a combination of various factors or variables woven together in an attempt to explain what the theory is. In general, theories that have scientific evidence will be considered more valid than theories based on personal opinions or experiences. In any case, it is wise to be cautious when comparing the appropriateness of different theories.

The teacher must learn about theory and its historical development in order to gain insight into the harmony and conflicts that apply in the current theory of learning.

a. Throndike in Uno stated that

"Throndike menyimpulkan bahwa belajar adalah proses pembentukan hubungan antara rangsangan dan respons. Dia menyatakan bahwa perubahan perilaku bisa konkret (sesuatu yang dapat diamati), atau tidak konkret (tidak dapat diamati). Dalam proses belajar mengajar, kemajuan siswa dapat diamati dengan mengetahui sikap mereka.[18]
It's mean Throndike theory in Uno is that the existence of a

learning process will shape the relationship between stimuli and

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[18] Uno B, Hamzah. *Teori motivasi dan pengukurannya.* (Jakarta: Bumi Aksara, 2017), P. 11

responses that can improve students' knowledge and skills. Every increase in students' knowledge and skills can be seen from the attitude of students when learning.

b. J.B Waston: Conditioning Reflect

J.B Waston made Pavlov's research the base of his research on learning theory. Waston believes that learning is the process of conditioning that reflects or responds to opportunities from stimulus to others. Waston made the same principle to explain human attitudes. There are many human attitudes in studying in classical conditioning. They learn to have a negative attitude with the language of strangers, this is due to a bad experience relationship. For example, the teacher instructs students to translate in front of the class and they have errors after which the teacher gets angry with them. Automatically this will affect the generalization of other lessons.

B. The Concept of Motivation

1. Definition of Motivation

According to many experts, who say that motivation is a term that is often used to explain the success or failure of someone in carrying out the task. Ahmadi and Supriyono states that *"Motivasi sebagai faktor inner (batin) berfungsi menimbulkan, mendasari, mengarahkan perbuatan belajar."*[19] It's mean motivation as an impulse is generally directed to achieve a certain goal so as to provide enthusiasm in learning.

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[19] Abu, Ahmadi., and Widodo, Supriyono. *Psikologi belajar* (Cetakan ke-3). (Jakarta: Rineka Cipta, 2013), P. 83

Harmer states that Motivation is like an internal urge that encourages someone to do something they want to achieve.[20] Islamuddin states that,

> "motivasi merupakan suatu pendorong yang mengubah energi dalam diri seseorang kedalam bentuk aktivitas nyata untuk mencapai tujuan tertentu.[21]

Its mean about the word motivation is an impulse from within someone who has energy so that someone can do according to what they want to achieve. Dornyei also states that motivation is a main impetus that makes someone start learning and then the driving force that will sustain the learning process in a sustainable manner.[22]

So it can be concluded from the opinion of experts that motivation is a factor that drives someone to try to act something. Motivation is like a reference that can determine what a person must do so that his goal can be achieved

2. Function of Motivation

Sardiman said there were three functions of motivation, first to encourage someone to do certain activities, both to provide direction and third to determine actions.

 a. Mendorong seseorang untuk melakukan aktivitas tertentu

   Di sini dorongan adalah upaya atau tindakan seseorang untuk melakukan sesuatu. Intinya adalah bahwa motivasi adalah motor yang menggerakkan semua kegiatan yang harus dilakukan dan ini akan membantu seseorang untuk mencapai tujuannya.

 b. Berikan arahan

   Dalam hal ini, motivasi dapat mengubah seseorang berdasarkan apa yang diinginkannya, sehingga motivasi dapat

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[20] Jeremy, Harmer. *The practice of English language teaching* (4th ed). (Malaysia: Longman Pearson Education Limited, 2007), P. 98

[21] Haryu, Islamuddin. *Psikologi pendidikan.* (Yogyakarta: Pustaka Belajar, 2012), P. 259

[22] Zoltan, Dornyei., and Stephen, Ryan. *The Psychology of language learner revisited.* (New York: Routledge, 2015), P. 72

menjadi arahan bagi siswa untuk dapat menjalani sesuatu sesuai dengan tujuan yang dituju sehingga siswa tahu apa yang harus mereka lakukan.

c. Tentukan tindakan

Tujuan pemberian tindakan adalah motivasi sebagai pendorong perilaku seseorang. Selain itu, motivasi itu dapat menumbuhkan minat seseorang sehingga keinginannya tercapai. Karena itu, motivasi harus dimiliki seorang siswa untuk memaksimalkan prestasinya. [23]

It's mean motivation can give direction to a student in learning so that they can act according to their wishes and achieve maximum results. Motivation can also give an idea to students when they want to do something so they know what they have to do so that what they want can be realized.

3. Kinds of Motivation

Gardner and Lambert cited in Gardner states that, there are two kinds of motivation based on purposes, namely instrumental, and integrative motivation.

a. Instrumental motivation

Gardner states that instrumental motivation is centered on the desire of students to learn English to gain economic and practical benefits from learning English itself.[24] Troike's also states that, Instrumental motivation is defined as the concept of pure practical value to learn a second language in order to improve the career or business opportunities of students, give them confidence and power, access scientific and technical information, or just

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[23] Sardiman, A. M. *Interaksi dan motivasi belajar mengajar.* (Jakarta: Rajawali Pers, 2015), P. 84

[24] R, C. Gardner. *The social psychology of language 4.* (Australia: Edward Arnold, 1985), P. 51 52

continue their studies at school.[25] Browns also state that, learner wishes to achieve goals utilizing second language.[26] Wilkins assumes a learner is istrumentally motivated when he or she wants to learn a language "in order to pass examination, to use it in one's job, to use it in holiday in the system requires it".[27]

It's mean instrumental motivation is a motivation that suggests and implies a student learning a language to achieve work-related goals or motives that are useful for the future. The purpose of language learners with instrumental motivation such as fulfilling the requirements for school, applying for a job, and reading technical material.

Neither of these orientations has an inherent advantage over the other in terms of second language learner achievement. The relative effect of one or the other is dependent on complex personal and social factors: e.g. second language learner, learning by a member of the dominant group in a society may benefit more from integrative motivation, and second language learner, learning by a subordinate group member may be more influenced by instrumental motivation.

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[25]Muriel, Saville-Troike. *Introducing second language acquisition.* (New York: Cambridge University Press, 2006), P. 86

[26] Brown, H. Douglas. *Principles of language learning and teaching.* (NJ: Prentice Hall, 1987). P. 115

[27] Wilkins, D.A. *Linguistics in language teaching.* (Cambridge: Cambridge Press University, 1972). P. 184

b. Integrative motivation

Gardner states Integrative motivation is the desire of students to learn English because they want to understand culture and become part of language users.[28] Troike also states that Integrative motivation defined as the desire of someone to be part of a recognized member of the community uses a second language.[29] In integrative motivation, students must have an interest in the target language community culture. Gardner cited in journal Kholid states that *"Motivasi integrative mempunyai pengaruh yang besar dalam pemerolehan bahasa."*[30] The purpose of Gardner's statement in the journal Kholid is that the higher the integrative motivation students have in learning English, the faster their mastery of learning English will be.

Additionally, Finnegan states that, a learner is integratively motivated when he/she learns a language because he or she wants to know more of culture and valus of the foreign language group, to make contact with the speaker, to live in the country concerned.[31] Finnegan also belive that students who like the people that speak a target language, admire the culture and have desire to

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[28] R, C. Gardner. *The social psychology of language 4.* (Australia: Edward Arnold, 1985), P. 51

[29] M, Saville-Troike. *Introducing second language acquisition.* (New York: Cambridge University Press, 2006), P. 86

[30] Idham, Kholid. *Motivasi dalam pembelajaran bahasa asing.* (English Education: Jurnal Tadri Bahasa Inggris, 2017), 10(1), P. 64

[31] E, Finnegan. *Language: Its structure and use* (3rd). (San Diego, CA: Harcourt Brace, 1999). P. 586

become familiar or even integrate into society in which the target language is used are most succesfull in learning that target language. This form of motivation known as integrative motivation, is believed by Finnegan to underlines succesfull acquisition of a wide range of registers and a native like pronounciation.

So the researcher concluded integrative motivation is a motivation that has the purpose of learning languages to be able to participate in the culture of their people. The purpose of the culture here is a sign of identifying and making students become part of that community.

Therefore, a three-point Likert Scale use measure the level and type of subject's learning motivation. Hence, the researcher adopt Wimolmas interpreting procedure design to interpret the mean score level for students' motivation, as folow: 3,68-5,00 is high degree of motivation; 2,34-3,67 is moderate degree of motivation; 1,00-2,33 is low degree of motivation.[32]

[32] Ratanawalee, Wimolmas. A survey study of motivation in english language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT). (*Thailand: Thammasat University*, 2012), P. 909

4. Sources of Motivation

   According to Harmer "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people".[33] There are some sources that affect the students' motivation in learning English:

   a) The society we life in

      Outside any classroom there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

   b) Significant others

      The attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of a students' peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the students along with them.

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[33] Harmer, Jeremy. *The Practice of English Language Teaching* (3rd). (Longman Pearson Education Limited, 2002). P. 51

c) The teacher

The teacher is a major factor in the continuance of a student's motivation. Teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

d) The method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success much more likely.

5. The Role of Motivation

Motivation is crucial in learning other languages. Pinter stated "When we learn our first language, it is all a natural part of growing up".[34] Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

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[34] Pinter, Annamaria. *Teaching young language learner*. (China: Oxford University Press, 2006). P. 36

6. Measure of Motivation

According to Hanafiah (2010:28) there are some measurements that can be used to know the motivation that are:

a) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.

b) Questionnaire is to know the persistence and loyalty.

c) Free compose is to understand information about the vision and aspirations.

d) Achievement test is to get the information about the achievement of the students' academic.

e) Scale is to understand information about attitude.[35]

In this research the researcher used the one of the measurement above that is questionnaire. In the questionnaire there are five options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using likert scale.

7. Theories of Motivation

a. Brown's Theory

Brown states that Motivation is something that becomes, like self-esteem, becomes global, situational, or task-oriented.[36] Motivation can also be viewed in terms of intrinsic and extrinsic motives of students. Examples of intrinsic motivation occur when students want to learn

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[35] Hanafiah, Nanang. *Konsep strategi pembelajaran.* (Bandung: Rafika Aditama, 2010). P. 28

[36] Brown, H. Douglas. *Principles of language learning and teaching* (4rd ed). (Addison Wesley Longman, Inc. A Pearson Education Company, 2007), P. 162

because they are aware that learning is a need and also a perception of themselves for a purpose. While students who want to learn when getting gifts from others are called extrinsic motivation.

There are three different perspectives according to Brown's theory:[37]

1) From a behavioral perspective, this motivation is very easy to see because the action is very real. This perspective is in the form of giving anticipations in the form of prizes. This is useful for positive reinforcement and provides a reciprocal experience with attained behavior.

2) In cognitive terms, motivation places more emphasis on individual decisions. For example, Ausbel in Brown identifies six needs that underlie motivation constructs:

   - Exploration needs

   - Need for manipulation

   - The need for activities, for movement and sports, both physical and mental.

   - Stimulation needs, the need to be stimulated by the environment, by others, or by ideas, thoughts, and feelings.

   - The need for knowledge is the need to process and internalize the results of exploration, manipulation, activity,

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[37] Brown, H. Douglas. *Principles of language learning and teaching* (4rd ed). (Addison Wesley Longman, Inc. A Pearson Education Company, 2007), P. 161-162

and stimulation, to resolve contradictions, to find solutions
to a problem and for a consistent system or knowledge.

- The need for an increase in ego, so that self is known and
to be accepted and approved by others.

3) A constructivist. Everyone has different motivations, and
therefore they will act according to their environment.

From Brown's theory above, it can be concluded that each student
has a different motivation. Differences in motivation must have a purpose
in learning, therefore each student has a unique way to achieve his goals,
depending on what motivates the student has. Each motivation has
different goals and needs, therefore everything must be interpreted
correctly.

b. Maslow's Theory

Maslow is, one of the founders of a humanist approach to
management, he wrote a paper on the influence of five basic human needs
and their hierarchical nature. The theory of human needs according to
Maslow's motivation provides an impression on people to achieve their
goals. If people have psychological, security, love and respect needs, if
these needs are met, then people become motivated to satisfy their needs
for knowledge, understanding, aesthetics, and self-actualization. The five
needs theory Maslow cited in Brown:[38]

1) Psychological needs

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[38] Brown, H. Douglas. *Teaching by principle: an interactive approach to language pedagogy* (2rd
ed). (Addison Wesley Longman, Inc. A Pearson Education Company, 2001), P. 74

This has something to do with the maintenance of the human body when it is not healthy so we will wait until the condition of the body to recover.

2) Security needs

This is related to how to bow your head and keep you from danger, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

3) Love needs

These needs acceptance from teachers, parents, and friends.

4) Esteem needs

These needs encompass this reaction of other to as an individual and our opinion of our selves.

5) Needs for self-actualization

Needs for self the actualization is a need which consists of self-fulfillment and achivement of personal. It becomes what we are able to become, which will be ours the greatest achievement.

c. The Behavioural Perspective

Skinner states when students are rewarded with praise and a gold star for doing their job correctly, they will look forward to tthe next English lesson, anticipating another rewards. At some time in the past, they must have been rewarded for similar achievement and this experience acts as a

motivator for future learning of a similar type. Brody, in Krause et. al, states "almost all teachers use extrinsic reinforcement effectively."

For behaviourism, motivation is simply a product of effective contingent reinforcement. Therefore, they emphasize the use of extrinsic reinforcements to stimulate students task engangement. The reinforcement can take the form of praise, a smile, an early mark or loss of privileges such as missing out on sport.

8. Language Learning Motivation

   a. Motivation in Language Learning

   Motivation is one of the factors that can affect the success of students in learning English. Lasagabaster and friends states that when motivation is applied in second language learning it will provide energy to students to create unexpected achievements and some improvement in the ability to learn a second language both in a short or long time span.[39] Lalonde and Gardner cited in Spolsky states that motivated students tend to learn more and learn faster than less motivated students, because motivation is a combination of effort, desire, and affective reaction to second language learning.[40] Students who do not get attention tend to behave inappropriately, causing discipline problems when they are not motivated in learning English.

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[39] David, L., Aintzane, D., and Juan, M. S. (Ed). *Motivation and foreign language learning: from theory to practice.* (Amsterdam: John Benjamins Publishing Company, 2014), P. 9
[40] Bernard, Spolsky. *A condition for second language learning.* (Hong Kong: Oxford University Press, 1989), P. 156

According to Harmer stated the motivation that drives someone to learn English is influenced by the attitude of the community in which they are located, certain people who are close to them, including the teacher and the methods he uses in the learning process.[41] Dornyei also supports the above opinion stating that to summarize, motivation is related to one of the most basic aspects of the human mind.[42] The most teachers and researchers will agree that motivation has a very important role in determining students' success or failure in learning. Language learners, who are serious about learning a foreign language can master the working knowledge that students want to learn.

So the concludes that all of the above views will influence students 'attitudes towards the language they learn and this attitude will affect their motivation and whether the motivation can be maintained depends on the students' views. It's caused motivation of students can determine strategies for learning English based on their own will and interests. The opinion above is supported by Frandsen stating motivation is the process of generating, maintaining, directing, and determining intensity in learning efforts.

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[41] Jeremy, Harmer. *The practice of English language teaching* (3rd ed). (New York: Longman Pearson Education Limited, 2001), P. 51-52

[42] Zoltan, Dornyei. M*otivational strategies in the language classroom.* (Cambridge, USA: Cambridge University Press, 2001), P. 7

b. Students' Motivation in Learning English

There are so many reasons for students to learn English. One of them is because these students really like English lessons or they learn English only for school requirements. Students had the motivation to learn because of the tendency to find academic benefits from these activities. This happens because motivation to learn can direct students to the goal and spend effort to achieve that goal.[43] The point here is that motivated students will make any academic activities into meaningful activities so they can improve their skills. When students have motivation in learning, they tend to take their academic work seriously and try to do the best of it. Through motivation, students will have the ability to face all obstacles or failure because they already have a strong determination to realize their dreams.

Six components of motivation in learning. These components will be described below:

1) Curiosity

Humans have far more complex behaviors, and naturally, everyone must have curiosity. People who have high curiosity, tend to look for something new, they get their own satisfaction when they can solve the puzzle, and they want to know about anything.

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[43] Robert, C, Gardner. *Social psychology and second language learning: The role of attitude and motivation.* (Australia: Edward Arnold, 1985), P. 50

2) self-efficiency

   Dividing tasks into pieces and giving success to students is the beginning of a method for developing trust in students. this situation describes a performance achievement, one of the four possible sources of self-efficiency.

3) Attitude

   A student's attitude towards learning is an intrinsic characteristic. This situation is not always indicated by behavior. That is to say, attitudes cannot be seen directly, but people can feel the attitude of others.

4) Needs

   Maslow classifies human needs as the most famous and respected thing. Maslow also classifies human needs into five levels, psychological (lower level), safety (lower level), love and ownership (high needs), self-esteem (higher needs), self-actualization (higher needs).

5) Competence

   Competence is part of the intrinsic motivation in learning that is related to self-efficiency. Humans will feel happy when they can do this well.

6) External motivator

   In order to create an environment that stimulates and combats boredom, active participants from students are needed.

Not only does it require a stimulating environment, but values also have a role as an external motivator.[44]

A teacher must know the motivation of his students in learning English. Scheidecker and Freeman cited Dornyei states that motivation is the most complex and challenging problem faced by teachers today.[45] In this problem, motivation can affect new learning, the performance of skills, strategies, and behaviors that were previously studied. It shows that the role of motivation in learning is equally important.

It's can lead to reciprocal relationships that are, motivation affects learning and performance and what students do and what they learn can influence their motivation. The point is, when students know their purpose, they will be more motivated. After knowing the motivation for learning, students will realize how important it is to improve themselves, especially in their learning. Therefore, they can improve their abilities and efforts.

So the researcher conclude that motivation is very important in English learning. Motivation can be a reference for students and teachers to improve achievement in learning. When students have known their motivation, students will learn in a direction that is in accordance with the motivation they have. And also the teacher must know the motivation of the students to be able to develop learning materials in accordance with the goals of the students.

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[44] C, Frith. 2001. *Motivation to Learn. Saskatchewan*: University of Saskatchewan. P. 3
[45] Zoltan, Dornyei. *Motivational strategies in the language classroom.* (Cambridge: Cambridge University Press, 2001), P. 1

C. Some Related Research Studies

The students who had a great interest in learning English were because students already had motivation. This will be very useful to help students learn English well. Students are aware that English is very useful for developing careers and is also useful for socializing with second language users.

There are previsious researchers who have done similar research will this than. First Wimolmas conducted Exploring motivational orientations of English as foreign language (EFL) learners: A case study in Indonesia. The results of this finding relate to identify EFL motivational orientation students in Indonesia; and investigate whether western inspired motivation theory is still relevant Indonesian EFL students. The results of the study indicate the existence of three reasonable motivational orientations of EFL students in Indonesia and they are labeled as extrinsic, international and intrinsic orientation.[46]

Second, Jin also conducted a study entitled a case study of a non-English major college student motivating in English language learning for 300 students in China. In this study, researchers say that instrumental aspects are the main type for learning English students in Chinese contexts while integrative motivation is often ignored. But it turned out that after researchers conducted further research on 300 students, showed that they had strong integrative expectations and motivations for learning English. so that the teacher can develop the integrative

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[46] Ag, Bambang. Setiyadi., Mahpul.,and B, Anggit. Wicaksono. Exploring motivational orientations of English as foreign language (EFL) learners: A case study in Indonesia. (*South African Journal of Education,* 2019)*, 39*(1), P. 1

motivation of students in teaching English, which suggests a focus on cultural education.[47]

Third, Long, Ming, and Chen conducted a study of 45 students in the middle school no. 5 Gejiu. In this study, researchers say that motivation to learn is to promote and guide and maintain learning activities that have been carried out by internal forces or internal mechanisms. So that researchers can find out in the presence of motivation in learning students will be active in learning, express interest in learning, and focus attention in the classroom to master knowledge. According to the results and related theories, the author presents several suggestions for raising students such as knowing the implications of student motivation in learning English.[48]

From the explanation of the results of several studies above the researcher draws the conclusion that in learning English students need the motivation to make learning more enjoyable. In order to increase motivation, the teacher must know how students are motivated and what their goals are in learning English. there are two motivations that can make students want to learn languages namely instrumental and integrative motivation. Many researchers state that students who succeed in learning English because they have instrumental motivation. However, after further research, there were also many students who had integrative motivation. therefore teachers are advised to further develop learning in

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[47] Meilan, Jin. A Case Study of Non-English Major College Students' Motivation in English Language Learning. (*Open Journal of Modern Linguistics*, 2014), *4*(2), P. 252

[48] Chenmei, Long., Zhu, Ming., and Liping, Chen. The study of student motivation on english learning in junior middle school: A case study of no.5 middle school in gejiu. (*English Language Teaching,* 2013), *6*(9), P. 136

accordance with motivation in children. For more details can be seen in the table

below.

Table 2.1

Difference and Similarities Some Related Research Studies

No	Research	Author	Publish	Difference	Similarities
1	Exploring motivational orientations of English as foreign language (EFL) learners: A case study in Indonesia.	Ag, Bambang. Setiyadi., Mahpul.,and B, Anggit. Wicaksono.	https://files.eric.ed.gov/fulltext/EJ1210360.pdf	**Method:** Case study **Subject:** 886 students **Result:** Three reasonable motivational orientations of EFL students in Indonesia and they are labeled as extrinsic, international and intrinsic orientation	**Variable:** Analyze motivation in learning English
2	A Case Study of Non-English Major College Students' Motivation in English Language Learning	Meilan Jin	http://www.scirp.org/journal/ojml http://dx.doi.org/10.4236/ojml.2014.42020	**Metode**: case study **Subject:** 300 freshmen from 8 classes of 2012, Yanbian University, Yanji City, China	**Variable:** instrumental but especially integrative **Instrument:** questionnaire **Result:** Students have strong integrative expectations in English language learning.
3	The Study of Student Motivation on English Learning in Junior Middle	Chunmei Long, Zhu Ming, and Liping Chen	https://files.eric.ed.gov/fulltext/EJ1077185.pdf	**Variable:** students' interest in English, attitudes to English-speaking	**Variable:** integrative and instrumental **Instrument:** questionnaire

School -- A Case Study of No.5 Middle School in Gejiu			people, motivational intensity, students' goals, parental encouragement and different attributions. **Method:** case study **Subject**: 45 junior middle school students from NO.5 Middle School of Gejiu Result: teacher should pay more attention to communicative learning that can stimulate students to learn effectively.	

CHAPTER III

RESEARCH METHOD

A. Research Design

The study was conducted to identify the students' motivation in English language learning at 1st year of SMP IT Khairunnas Bengkulu. The researcher used the survey method using a questionnaire as an instrument in the study. Ary, Jacobs, and Sorensen states that, survey research is a researcher made inquiries about credibility, opinion, characteristic, and behavior.[49] Survey also can be used to acces needs, evaluate demand and examine impact.[50] Isaac and Michael states survey research is used to answer question, that have been raised to solve problems that have been posed and observed, to assed need and set goals, to determine wheter or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.[51] Research Surveys are useful when a researcher collects data about a phenomenon that is not directly observed (such as motivation in learning English).

Surveys use extensively in a library and information science to assess student motivation about various subjects. Surveys represent one of the most types of science social quantitative research. In this research selected a sample of

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[49] Donald, Ary., Lucy, Cheser. Jacobs., and Chris, Sorensen. *Introduction to research in education* (8rd ed). (Canada: Wadsworth, 2010), P. 372

[50] Sallant and Dillmant. *How to conduct your own survey*. (NY: John Wiley and Sons, 1994). P. 2

[51] Isaac and Michael. *Hanbook in research and evaluation: a collection method of principles methods and strategies useful in the planning, design and evaluation studies in education and behavioral sciences. (*San Diego: Education and Industrial Testing Servis, 1997). P. 136

respondents from a population and gave them a standard questionnaire. The type of survey used in the study was a cross-sectional survey. Cross-sectional surveys are used to gather information from the population at a point in time.

B. Population Sampling and Sample

1. The Population

Population-based on Ary et al said population is all numbers of the well-defined class of people, events or object.[52] The population in this study took all VII grade students with a total of 74 students. Cowles and Nelson states that, data collection is the collect of information from individual samples through their responses to questions.[53] Its mean the respondents answer question and the researcher get information they need.

2. The Sample

Samples are part of the number and characteristics of members or areas owned by the population. "*Sampel harus diambil secara representatif sehingga hasil dari kesimpulan penelitian dapat digeneralisasi untuk semua populasi.*"[54] Sugiyono's its mean the sample taken must have characteristics that represent the entire population. Cohen, Manion, and Marrison states that, sample size will better approach population total, the 30 samples were a minimum number of limits that must be taken by the researcher.[55] This line is

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[52] Donald, Ary., Lucy, Cheser. Jacobs., and Chris, Sorensen. *Introduction to research in education* (8rd ed). (Canada: Wadsworth, 2010), P. 148

[53] Ernest, L. Cowles., and Edward, Nelson. *An introduction to survey.* (USA: Business Expert Press, 2015), P. 2

[54] Sugiyono. *Metode penelitian kuantitatif kualitatif dan R&D.* (Bandung: Alfabeta, 2016), P. 81

[55] Louis, Cohen., Lawrence Manion., and Keith, Marrison. *Research methods in education* (6rd ed). (London, New York: Routledge Falmer, 2007), P. 101

also the same with Baley of Roscoe in Sekaran said about the sample size for research as follows:

a. In research sample size is better among 30 and 500

b. If the sample is divided into several categories, the 30 is a minimum of a total member in each category.

c. If the research will do multivariate analysis (multiple correlation or regresi) so, the total sample of the member is ten times the number of variables study. For example, the research variable is five (Independent + Dependent) then, the number of member sample = 10 x 5 = 50.

d. Experimental research simple use experimental group and control group, so the number of sample member is among 10 and 20.[56]

Gay, Mills and Airasian cited in Alwi states that, minimum sample size could be accepted based on the research method used, namely:

a. Metode deskriptif, setidaknya 10% dari populasi. Populasi yang relatif kecil adalah minimal 20%;
b. Metode korelasional deskriptif minimal 30 subjek
c. Metode post facto adalah sekitar 15 subjek dalam kelompok
d. Metode eksperimental memiliki setidaknya 15 kelompok subjek.[57]

It's mean the number of samples in a population depending on the method used in the study and it is determined so that the number of samples determined can represent the entire population. SMP IT Khairunnas has three

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[56] Uma, Sekaran. *Research methods for business: A skill building approach.* (USA: John Wiley and Sons, Inc, 2013). P. 295

[57] Idrus, Alwi. Kriteria empirik dalam menentukan ukuran sampel pada pengujian hipotesis statistika dan analisis butir. (*Jurnal Formatif,* 2013), *2*(2), P. 141

classes for students in the first year of the second semester. Each class has a different number of students, where one classroom is for women and two classrooms are for men. In this research will use probability sampling tehnic with Slovin formula. Sugiyono said that "*dalam probability sampling memberi peluang yang sama bagi anggota populasi untuk dipilih sebagai sampel.*"[58] Sugiyono its mean probability sampling statement is a technique that provides an opportunity for the entire population to become respondents. The size of the sample in this research determined by the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2} \text{[59]}$$

Information :

n = sample

N = Population

e = Error Level (Note: 1%, 5%, and 10%)

Population in this research many 74 students and error level 5% (significant level 0,05) so the sample in this research is 62 students. The sampling technique is probability sampling using proportionate stratified random sampling. According to Sugiyono

"proportional stratified random sampling adalah teknik yang digunakan ketika populasi memiliki anggota / elemen yang tidak homogen dan memiliki strata proporsional."[60]

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[58] Sugiyono. *Metode penelitian manajemen.* (Bandung: Alfabeta, 2018), P. 151
[59] Sugiyono. 2013. *Metode Penelitian Administrasi.* Bandung: Alfabeta. P. 102
[60] Sugiyono. *Metode penelitian manajemen.* (Bandung: Alfabeta, 2018), P. 152

It's mean proportional stratified random sampling is when the population does not have similarities either from members / elements and status (eg age, gender, height, etc.). In order to determine the number of samples from each class, it would be calculated proportionally using the formula:

$$\text{Total sample in the each class} = \frac{\text{total sample}}{\text{total population}} \text{ x total each class}$$

Table 3.1

Research Sample

No	Class	Students	Calculate	Sample
1	VII A	23	62/74x23	19
2	VII B	23	62/74x23	19
3	VII C	28	62/74x28	24
Total of sample		74		62

C. Research Instrument

In this research, the researcher used the questionnaire as an instrument to collect the data. Surveys in education often use test results, self-completion questionnaire and attitude scale.[61] According to Babbie, questionnaire is form of a list containing questions and designed to obtain information needed by researchers.[62] The type of research that provides a number of questionnaires to the respondent in order to obtain information needed by the researcher to answer a research question.

In research questionnaire was used to determine student motivation in learning English. The researcher adopted a questionnaire from Gardner's Attitudes and Motivations. In the questionnaire, there were twenty questions written in English and also translated into Indonesian to make it easier for students to understand and answer questions. Plus one decisive question related to students' language skill problems in learning English. Questions number 1-10 are questions to gather information about instrumental motivation and questions number 11-20 are questions for integrative motivation. In this questionnaire, students are asked to answer questions by choosing five categories SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). Each student is given a question based on their opinions and feelings. In questions about language skill, problems use the Rating Scale. The data obtained is interpreted in a qualitative sense based on their opinions in the question

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[61] Louis, Cohen., Lawrence Manio., and Keith, Marrison. *Research methods in education* (6rd ed). (London, New York: Routledge Falmer, 2007), P. 206
[62] Earl, Babbie. *The basics of social research* (6rd ed). (Canada: Wadsworth Cengage Learning, 2014), P. 262

D. Data Collection Technique

Ary et. All stated that survey research requires planning, implementation, and analysis if you want to produce reliable and valid information.[63] The researcher conducted a try out question at MTsN 2 Kaur with a sample of first year students. It tested the validity of the question to find out the feasibility of the research question. After getting the question with the results of a valid analysis, the researchers distributed the questionnaire to the research site at SMP IT Khairunnas Bengkulu. The researcher gave questionnaires to class VIIA, VIIB, and VIIC. Teacher at SMP IT Khairunnas Bengkulu provided the opportunity for researchers to distribute questionnaires after they finished studying.

After the researcher got all the data collected from the questionnaire, the researcher calculated the results of the questionnaire using Microsoft Excel. The questionnaire used in this study was a closed questionnaire. In this questionnaire, students are asked to answer questions by choosing five categories: SA= 5, A = 4, N = 3, D = 2, and SD = 1. In this questionnaire, there are two categories of ten questions that are instrumental and integrative motivation. So, the highest score in the statement item is 5 until the lowest is. We can see the table below:

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[63] Donald, Ary., Lucy, Cheser. Jacobs., and Chris, Sorensen. *Introduction to research in education* (8th ed). (Canada: Wadsworth, 2010), P. 378

Table 3.2

The Likert Scale Rating

Optional	Score	
	Instrumental	**Integrative**
Strongly agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly disagree	1	1

After that, the researchers calculated the score from the questionnaire to know how percentage of students that have instrumental or integrative motivation. The researcher also calculates student answers to questions about language skills by looking for frequency and percentage.

E. Data Analysis

The data obtained from the questionnaires were analyzed using the SPSS program. Quantitative data from the questionnaire were analyzed in terms of frequency, means, and standard deviation. A five-point Likert scale will be used to measure the level and type of motivation for learning subjects. The scale is used in the questionnaire to determine the level of agreement or disagreement based on the following criteria:

Table 3.3

Motivation Level

Mean Range	Interpretation
3,68 – 5,00	High degree of Motivation
2, 34 – 3, 67	Moderate degree of Motivation
1, 00 – 2, 33	Low degree of Motivation

(Wimolmas 2012: 909)

F. Research Procedure

The research carried out several of these steps before conducting research. Ary et. All stated that, six basic step involved in survey research: (1) Planning, (2) Defenition of population, (3) Sampling, (4) Constructing the instrument, (5) Conducting the survey, (6) Processing the data.[64]

From the expert's opinion the researcher got a reference for conducting the research. The first consultative researcher with a supervisor to develop a questionnaire taken from adapted the Gardner questionnaire. Second, researcher chose students in the first year as the study sample. The four researchers came to SMP IT Khairunnas Bengkulu with a research proposal and permission letter by giving a research permit from the campus to give questionnaires to students. The fifth, researchers also consulted with English teacher at the school. Sixth After analyzing the data, researchers will get information that can be used to answer research problems and draw conclusions.

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[64] Donald, Ary., Lucy, Cheser. Jacobs., and Chris, Sorensen. *Introduction to research in education* (8rd ed). (Canada: Wadsworth, 2010), P. 378-379

CHAPTER IV

RESULT AND DISCUSSION

This chapter present research findings and discussions which provide an answer to the research questions. The result of research conducted at an students' motivation in learning English at SMP IT Khairunnas Bengkulu. The answers of research question about students' motivation level and dominate students' motivate in learning English at SMP IT Khairunnas Bengkulu. The description of the answers to research questions present in result then completed in the discussion.

A. Result

This chapter presents the research findings. The aims are to answer research question in the first chapter. There are two objective in this research, the first, students motivation level among these 1st year at SMP IT Khairunnas Bengkulu towards learning Englush. Second is predominantly instrumentally or integratively motivated towards learning English.

1. The Level of Students' Motivation

From the results of the data it was found that 1st students' of SMP IT Khairunnas Bengkulu had highest motivation. To find out the results of the details see the following table.

Table 4.1 The Students Score of Instrumentally Motivated

Indicator	No	Instrumental Motivation	Mean	S.D	Rating of Motivation Level
Passing the exam	1	Because it makes me easier to do assignments from school.	3,61	0,88	Moderate
	2	Because it makes me easier to understand English textbooks.	3,65	0,65	Moderate
	3	Because it can make me easier answer English teacher questions.	3,60	0,67	Moderate
Get a job	4	Because it will make me easier to get a job.	3,75	0,70	High
	5	Because it can make me easier to be a successful.	3,67	0,70	High
	6	Because it makes me easier to produce more achievements in life.	3,61	0,69	Moderate
Pass the entrance test of college (education)	7	Because it will make me easier to get a bachelor's degree.	3,70	0,65	High
	8	Because I want to higher education.	3,67	0,65	High
	9	Because it will make me a knowledgeable person.	3,75	0,68	High
	10	Because it will make me an educated person.	3,54	0,77	Moderate
Total			3,70	0,71	High

Table 4.1 reveals that respondents have a high instrumental motivation level with total score mean 3,70 and S.D 0,71. The researcher will explain about the students'conception as follows:

From indicator passing the exam, all student statements are at Moderate motivation level. Highest score is statement number 2 (*I learning English becauce make me easier to understand English textbooks*) with mean 3,65 and S.D 0,65 at Moderate motivation level. The statement gets the lowest score is number 3 (*I learning English becauce make me easier answer English teacher questions*) with a mean of 3.60 and S.D 0.67 at the Moderate motivation level. Statement number 1 (*I Learn English makes me easier to do assignments from school*) get score mean 3,61 and S.D 0,88 at Moderate motivation level.

From indicator get a job there is one statement at the Moderate motivation level and two statements at the high motivation level. Which statement number 4 (*I learning English becauce make me easier to get a good job*) get the highest score with mean 3.75 and S. D 0.70 at the high motivation level. The lowest statement is number 6 (*I learning English becauce make me easier to produce more achievements in life*) with a mean of 3.61 and S.D 0.69 at the Moderate level of motivation. Statement number 5 (*I learning English becauce make me easier to be a succesful*) get score mean 3,67 and S.D 0,70 at the High motivation level.

From indicator pass the entrance test of college (education) there is one statement at the Moderate motivation level and there are 3 statements at High motivation level. Statement number 9 (*I learning English because make me a knowledgeable person*) get highest score with mean 3,75 and S.D 0,68 at High motivation level. Statement get lowest score is number 10 (*I learning English because make me an educated person*) with mean 3,54 and S.D 0,77 at

Moderate motivation level. Statement number 7 (*I learning English becauce make me easier to get a bachelors's degree*) get score mean 3,70 and S.D 0,65 at High motivation level. Statement number 8 (*I want to higher education*) get score mean 3,67 and S.D 0,65 at High motivation level.

Table 4.2

Students Score of Integratively Motivated

No	Indicator	Integrative Motivation	Mean	S.D	Rating of Motivation Level
11	Students to Learn culture of native English speaker (habits, thinking, and artwork)	Because it will make me understand the lifestyle of foreigners.	4.29	0.68	High
12		Because I want to be a tour guide.	4.31	0.70	High
13		Because it will make me have an open mind like a native English speaker.	4.37	0.63	High
14		Because it can make me have the opportunity to go abroad.	4.34	0.65	High
15		Because it will make me easier to understand book, film, pop music, etc.	4.31	0.61	High
16		Because it will make me easier to participate freely in academic, social and cultural activities.	4.52	0.60	High
17	Students want to be community of native English	Because I want to have foreign friends (English native speakers)	4.23	0.63	High

18	speaker	Because it will make me easier to behave like a native English speaker.	4.23	0.73	High
19		Because I want to learn English as best as possible to achieve maximum proficiency.	4.40	0.63	High
20		Because it can make me speak fluently like a English native speaker.	4.52	0.60	High
Total			4.35	0.64	High

Table 4.2 show the results respondents have a high integrative motivation level with total score mean 4,35 and S.D 0,64. The researcher will explain about the students'conception as follows:

From the indicators of students to learn the culture of native English speakers (habits, thinking, and artwork) get a high score so that all statements of students are at a high motivation level. Which statement number 16 (*Learning English make me easier to participate freely in academic, social, and cultural activities*) gets the highest score with a mean of 4.52 and S.D 0.60 at a high motivation level. Statement number 11 (*Learning English make me understand the lifestyle of foreigners*) get lowest score with mean 4,29 and S.D 0,68 at high motivation level. Statement number 14 (*Learning English make me have opportunity to go abroad*) get the score mean 4,34 and S.D 0,65 at high motivation level. Statement number 12 (*Learning English because I wan to be a tour guide)* and 15 (*Learning English make me easier*

to understand book, film, pop music, etc) have the same mean score that is 4,31. Eventhough statements 12 and 15 have different S.D, which are 0.70 and 0.61 at high motivation level. And the last statement number 13 (*Because it will make me have an open mind like a native English speaker.*) with score mean 4,37 and S.D 0,63 at the high motivation level.

From the indocator students want to be community of native English speaker get a high score so that all statements of students are at a high motivation level. Statement number 20 (*Learning English make me speak fluently like a native English speaker*) get highest score with mean 4,52 and S.D 0,60 at high motivation level. Statement number 17 (*Learning English make me have a native English speaker friends*) and 18 (*Learning English make me easier to behave like a native English speaker*) get lowest score with the same mean score which is 4,23 at high motivation level. However it has a different score S.D of 0.63 and 0.73. Statement number 19 (*I want to learn English as best as possible to achieve maximum proficiency*) get score mean 4,40 Mean and S.D 0,63 at high motivation level.

Neverthless, the results of the overall data show students have high motivation, but students also have problems in language skills. The problem that most students have is speaking skill with frequency 19 and 31 percent. To find out the results of the details see the following table.

Table 4.3

Difficult Language Skills

Area of Language Difficulties	Frequency	Percent (%)
Listening Problem	9	14
Speaking Problem	19	31
Reading Problem	15	24
Writing Problem	12	20
Structure Problem	7	11

From the results of Table 4.3 above, it shows that the dominant problem is speaking skill. From problems in language skills that can influence student motivation can be a consideration for the teacher to be able to correct the problem, especially speaking problem. The researcher will explain about the students'conception as follows:

The problem of listening comprehension (14%) was considered to have the most difficult skills. This shows that junior secondary listening lessons are not too complex. listening activities are limited to interpreting words. although sometimes students find it difficult to understand the teacher's explanation in English, the teacher also translates it into Indonesian. However, as shown by students, this skill is not without problems. Therefore, training and practice needs to be improved.

Speaking problems (31%) were classified as the most difficult skills to deal. Speaking are the activities most often carried out in the classroom,

When the teacher requires students to use English when in the teaching and learning process students appear to have difficulty understanding the subject matter and are ashamed to ask because they are afraid of what they say is wrong.

The problem of reading comprehension (24%) was stated as the second most difficult skill. students stated that they were dizzy to understand textbooks because they had to interpret all words from a text. students spend a lot of time when they want to understand a text in a lesson. This shows the fact that textbooks, reading material, quizzes, midterms, and final exams are all in English at Khairunnas Middle School.

Writing problems (20%) are assessed by students as the third problem that is difficult to deal with. almost the same as the problem in reading, students must interpret all the words in English when writing. Other things in writing students are also difficult to determine the use of tense, preposition, and article. This writing activity is faced when they have to complete class assignments, quizzes, midterms and final assignments in writing in all subjects.

Structure problems (14%) are considered by students as the fourth difficulty. This is because students must use the structure when writing and speaking. Activities for using this structure are faced when they have to complete class assignments, quizzes, midterms, and final assignments. The difficulty that is often faced by students is the lack of knowledge in using the

right structure when writing and speaking in English. They assume that English has complex rules in different applications with Indonesian.

To clarified the data from the table above the researcher presented data in the form of chart as below:

Chart 4.1 Percentage and frequency of overall students' difficult

language skills

As showed on chart above the highest data 18% and frequency 19 that was speaking problem. Then 38% and 15 frequency that was reading problem. The next data 32% and 12 frequency that was writing problem and 22% and 9 frequency that was listening problem. Furthermoe the lowest data was 18% and 6 frequency that was structure problem.

2. Dominant Instrumental or Integrative Motivate toward learning English

From the results of the data it was found that 1st students of SMP IT Khairunnas Bengkulu were more integrative motivated. To find out the results of the details see the following table.

Table 4.4

Comparison Between Instrumental and Integrative Motivation

Motivation	Mean	S.D.	Meaning
Instrumental Motivation	3.70	0.71	High
Integrative Motivation	4.35	0.64	High
Total	4.02	0,67	High

Table 4.5 presents the comparison between Instrumental and Integrative Motivation. Instrumental motivation get score mean 3,70 and S.D 0,71 at high motivation level. Integrative motivation get score mean 4,35 and S.D 0,64 at high motivation level. So it can be revealed that the average score of integrative motivation (4.35) is higher than the average score of instrumental motivation (3.70).

B. Discussion

First, the level of students' motivation. Based on the results of the data instrumental presented above, the students have high instrumental motivation level. Students has the desire to learn English to get something important for their lives, such as good education and job. In accordance with Gardner states that instrumental motivation is centered on the desire of students to learn English to gain economic and practical benefits from learning English itself.[65] Examples of data we can see that students have the highest score in statement about pass the entrance test of collige (education) and get a job. The answer in line with the opinion of Troike, who states that instrumental motivation relates to the concept of pure practical value in learning a second language to improve the career or business opportunities of students, give them more prestige and power, access scientific and technical information, or just continue their studies.[66] In addition students also have high scores in statements number 7 which discuss proficient English can make me easier to get a bachelor's degree. But from the overall statement of instrumental motivation it turns out that students have a point of view that disagrees with statement number 10 that English can make them educated people. In the indicators of each statement in the question, students are more agree with the opinion that states being fluent in English can get knowledge that can lead them to college so they can get a good job.

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[65] R, C. Gardner. *The social psychology of language 4.* (Australia: Edward Arnold, 1985), P. 52

[66] Muriel, Saville-Troike. *Introducing second language acquisition.* (New York: Cambridge University Press, 2006), P. 86

Furthermore, table integrative present the overall, students have high integrative motivation level. From Gardner's findings, the researchers also found that 1st year students at SMP IT Khairunnas Bengkulu had a more dominant integrative motivation in learning English. It is because they have positive thoughts on speakers of foreign languages and cultures. In accordance with Gardner said Integrative motivation is the desire of students to learn English because they want to understand culture and become part of language users.[67]

Besides, motivation of students in learning English is at a high level, but from the results of the table difficult language problem it turns out students still have problems that are more dominant in speaking skill. Therefore the teacher must help students master all the skills in English. Sadiku said that, in order for English teaching to be successful, four skills, reading, listening, speaking and writing must be integrated effectively.[68] The language skills fields that face these difficulties can serve as guidelines for SMP IT Khairunnas to organize more practical language programs addressing these special needs to increase motivation in learning English in students.

Second, dominant instrumental or integrative motivated toward learning English. The overall mean scores from all items was high degree of motivation. So that it can be concluded that the first year students at SMP IT Khairunnas have high motivation and are more motivated to integrative.

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[67] R, C. Gardner. *The social psychology of language 4.* (Australia: Edward Arnold, 1985), P. 51

[68] Lorena, Manaj, Sadiku. The importance of four skills reading, speaking, writing, listening in a lesson hour. (*European Journal of Language and Literature Studies*, 2015), *1*(1), P. 29

In each statement an item questions have different score indicating that each student also has different needs and goals in learning English. But still most students have the same basic needs as maslow cited Brown said which assume a hierarchy of needs ranging from basic physiological needs that exist from birth (the need for food, warmth, etc.) to higher needs such as approval, identity, price self, achievement, knowledge, exploration, whose fulfillment leads to self-actualization.[69] In Brown's opinion the researcher can find out why students in the class can have their own activities when the teacher explains English lessons. it is caused because teachers do not pay attention to their need to learn English and also parents do not meet their needs physiologically.

After knowing the motivation of high students to learn English, this can be used by teachers to be more able to revive motivation in children because they have great potential. Sardiman states "ada tiga fungsi motivasi dalam belajar bahasa kedua: (1) mendorong seseorang untuk melakukan kegiatan tertentu, (2) memberikan arahan, dan (3) menentukan tindakan."[70] From the expert's opinion we can find out the importance of motivation in learning English, with the motivation of students to be more focused in learning.

According to Uno, *"Motivasi belajar adalah dorongan internal dan eksternal pada siswa-siswa yang sedang belajar untuk mengadakan perubahan tingkah laku."*[71]

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[69] H. Douglas, Brown. *Teaching by principle: An interactive approach to language pedagogy* (2rd ed). (Addison Wesley Longman, Inc. A Pearson Education Company, 2001), P.74

[70] Sardiman, A. M. *Interaksi dan motivasi belajar mengajar.* (Jakarta: Rajawali Pers, 2015), P. 84

[71] Uno B, Hamzah. *Teori motivasi dan pengukurannya.* (Jakarta: Bumi Aksara, 2017), P. 23

It's mean motivation is an encouragement that has the power so that it can make someone to act in accordance with what they want to achieve. From the above opinion means that motivation is very important in learning because students will be actively learning in order to achieve a goal. The word from the purpose of the opinion above relates to whether students are motivated instrumental or integrative. When the teacher already knows the purpose of students in learning English, the teacher can stimulate the child's motivation to learn in children arises. The teacher can also make teaching materials based on the wishes of students related to their goals in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Motivation is one of the factors that influence the teaching and learning process. Without motivation, learning objectives are difficult to achieve. It is caused because the efforts and desires of students can influence students to achieve learning goals. Motivation plays an important role in the process of acquiring foreign languages (English). Therefore motivation is used as a key to successful language learning, in other word students who have high motivation will automatically be enthusiastic when teaching and learning, so they will be encouraged to learn English well. Each student must have their own reasons for learning English, therefore as a teacher must know what makes students motivated in learning English.

First, level of students' motivation in learning English. Instrumental motivation table above, it can be seen that first year students at SMP IT Khairunnas Bengkulu have high motivation only in a few statements students are at a moderate level. From high student instrumental motivation so that the teacher can be used to know that students can still be raised again motivation to learn English because they understand that English can lead them to the education they want.

Furthermore, results of the integrative table above can be seen that students are more motivated because of the desire to understand and understand

the culture of English language users. It is very useful for English teachers in developing learning in accordance with the wishes of students.

Moreover, it can be concluded they will have better English skills if the teacher can package learning based on what they like in learning English. At the same time, the school must also consider the potential and strategies for the integrative motivation of students to learn English and ultimately improve their proficiency. It may be beneficial for schools to implement ongoing extra-curricular language programs or activities that involve teacher and student members to encourage interaction and increase language exposure and use. It is seen from their desire to learn English in instrumental motivation, they have great hopes of making English an intermediary for their success in the future. This research was conducted to provide some insight into the level and type of motivation of first-year students at SMP IT Khairunnas Bengkulu. This study provides useful knowledge and information for schools to improve their English extra-curricular activities and. Although research data sources may not represent all other groups of students, researchers are still convinced that the results will provide a relative representation and have great value for the authorities or researchers concerned.

Second, dominant instrumental or integrative motivate toward learning English. Based on the results of the research of first-year students at SMP IT Khairunnas Bengkulu have high motivation in English language learning. From the results of table differences in instrumental or integrative motivation above, the tendency of students is motivated by integrative but besides that the value of their

instrumental motivation is large. Therefore this can be said that the first year students at SMP IT Khairunnas Bengkulu have great potential to be able to have better achievements in the field of English language learning because they have high motivation. Judging from the value of integrative motivation is more dominant than instrumental motivation.

B. Suggestion

From the results of this research, the researcher recommended motivation in English language learning.

1. For teachers

   a. For the teacher in SMP IT Khairunnas Bengkulu

   From these findings indicate that first-year students at SMP IT KhairunnasBengkulu have high level motivation. Students who have high motivation in learning will find it easy to absorb learning because they will be enthusiastic when teaching and learning. This will provide an advantage for the teacher to make the ability of students to be increased by paying attention to the wishes of students based on the motivation they have. From this finding, the teacher can find out how students are motivated in learning English so that the teacher can plan effective and enjoyable learning.

   b. For the teachers in general

   The teacher must know how students are motivated in order to improve students' ability to learn. When a teacher already knows how students are motivated, it will be easier for the teacher to approach

when teaching English in class so students can take lessons with pleasant feelings. Besides that, it can help teachers to make plans to teach effective English. The teacher can also find out that students who are motivated when learning can absorb lessons better than students who are not motivated, therefore the teacher must continue to try to stimulate students so that the motivation to learn English appears.

c. For the next researcher

It is expected that prospective researchers will conduct the same research in a wider population and sample. Because other levels of institutions will have different results. However, this thesis will still be useful for giving some contributions and information to future researchers. So that the developers of other English education can also feel the advantages and benefits.

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APPENDICES A

Appendix 1

Topic   : How to know student motivation

Psikitiater   : Lailatul Badriah

Day, Date   : Monday, January 21, 2019

Time   : 15.00-15.40

The Data of the Interview Result to the Psychiatrist

Researcher   : Introduce my name Sonya Inda Mapiliana from Tadris English study program. My goal to meet you is to ask about how to see student motivation in learning English. How do you see student motivation?

Badriah   : To be able to see student motivation in learning, you can observe the situation of students when the learning process is in the classroom. Usually, students who have motivation will appear active and have good achievements in the lesson so you can interview their English teacher.

Researcher   : What things can influence the level of motivation of students in learning?

Badriah   : There are two factors that can affect students' motivation which can be seen from their own students (intrinsic) and also the factors of the school environment, family support, school facilities, and infrastructure and teaching teacher techniques.

Researcher   : Which of the two motivations has the most influence on the results of learning English?

Badriah   : Both of these motivations have the same important role to support learning in students because when students have internal motivation, they must automatically be supported by external facilities so that the expected results can be achieved optimally. May I see a proposal for your research later?

Researcher   : Yes, of course

Badriah : You can also use theories from Maslow and Brown to find out and observe motivation in students in learning English. As Maslow said about five levels of human needs, namely the state of health in students, a sense of security and comfort while studying, their needs will get friends who can help, the need for gifts and their position in the classroom, and actualization needs. If the need reaches stage three, the student will have a high motivational state, especially until everything is fulfilled.

Researcher : OK, I understand the explanation that I gave earlier

Badriah : Yes you are together and if you have more questions or are still confused you can contact me right away

Researcher : Thank you very much for the time and knowledge that I gave

Badriah : Yes, thank you again

Appendix 2

Topic : Observation

Day, Date : Thursday and Friday, January 24-25, 2019.

Time : 10.15 – 10.55 a.m.

Researchers have conducted a survey at Khairunnas Middle School for 3 days because this school is where PPL researchers are. For six days a new researcher surveyed school conditions. On Monday, January 24, 2019, the researcher asked permission from an English teacher named Ustadz Usma, to see firsthand the state of teaching and learning in the classroom. That day at 10.15-10.55 a.m. who studied English was VII B class and they learned about "people around me".

Activities that take place during learning English, first, the teacher sees the presence of students and checks whether they bring a dictionary or not. It turns out there are still many who do not carry a dictionary, students who do not bring the dictionary told to face the picket teacher to be given sanctions. Second, the teacher explained the material using English but because the students looked confused the teacher immediately explained using Indonesian. while explaining

the various behaviors of students, there are students who are busy chatting, there are students who sleep and there are also students who pay attention. secondly, after explaining the teacher asked, did he understand or not with the material and the students asked so much that the class began to noisy. Seeing the noisy classroom conditions the teacher immediately gives advice and motivation to students. When the class has begun to make no noise the teacher immediately gives a few questions, it turns out the students are just silent and don't answer. Because the child does not answer the teacher immediately gives an example relating to the material and the child seems to have begun to understand, the teacher immediately provides training to make the assignment as explained by the teacher.

Appendix 3

Topic   : Knowing Students at the School

English Teacher   : Usama Izuddin A

Day, Date   : Saturday, January 26, 2019.

Time   : 09.55 – 10.35 a.m.

The Data of the Result Interview to the English Teacher

Researcher   : This is the goal I will do an interview with the cleric, I will do research in this school later so I need some information about students. How many students in seventh grade?

Usama   : In this school, there are three classes that have class A totaling 23 students, class B numbering 23 students and class C totaling 28 students.

Researchers   : With a large number of students having different difficulties and characters. How does Ustad handle this problem?

Usama   : Yes. First, when I know the different character of the child, I am identified one by one initially given motivation first afterward through our approach. The approach after the break or when we meet while walking in class we can give them an approach. So this motivational video is not directly or I say this, it can't because their

absorption is different, so I usually approach them from the heart of the heart from the time of rest or the lesson takes place.

Researcher : Is there a specific method or technique in teaching that the teacher uses when teaching?

Usama : I don't have a specific method or technique because I teach depending on the conditions in the class when students do not understand the explanatory material so I will make a study group so students who already understand the material can teach their friends.

Researcher : According to cleric whether the facilities in this school have supported all existing learning?

Usama : Still not, the facilities at this school are not yet complete to support the teaching and learning process. Because this school is a Foundation school that has only been established for seven years, the facilities are still incomplete.

Researcher : Are the conditions of facilities that have not been complete disrupt students for achievement?

Usama : No, even though the facilities are not complete, some students do not excel. Like our child named Iqram and Rovik, they won the winner and second place in the inter-city English speech contest last year.

Researcher : I see in this school there are four languages studied, namely Indonesian, Japanese, Arabic, and English. For learning English is there a special program offered by the school?

Usama : Yes there are, the first two programs are extracurricular activities after school and the two programs that have only been running for two years are study tour to Pare Kampung Inggris.

Researcher : Is the study tour program much in demand by students and is the program funded by the school?

Usama : A study tour program uses fees from the students themselves, therefore the demand is still small.

Researcher : Besides costs, there are other things that cause students not interested to join the study tour?

Usama : First, other factors certainly came from the child himself because there were children from families who were categorized as capable of taking this study tour but he was not interested. Secondly from parents even though the child has an interest in participating in the parents have not agreed, they certainly will not.

Researcher : Thank Ustad for your time

Usama : Yes, thank you again

Appendix 4

The Data of the Result Interview to the Student

Researcher : What is your name, and what class?

Student : My name is Muhammad Rayfat from class 7B

Researcher : Do you like learning English?

Student : Sometimes

Researcher : Why can it be like that? Are there problems while studying?

Student : The lesson is difficult to understand and often bored by reading from a book. Even though I don't understand the material that is available in my book because everything uses English.

Researcher : Do you have a topic that you like when learning English?

Student : Yes there is, I like to learn about time

Researcher : I saw yesterday when the teacher was explaining the lesson, you were sleeping, why?

Student : Noisy classmates, so the explanation from the cleric didn't really sound because of that I was sleeping.

Researcher : Does Ustadz Usama often use media when teaching or giving you other books to study?

Student : If you give other books other than printed books from school, you don't, but if you use the media while teaching, it's also rare.

Researcher : Is the topic of each chapter in the book all studied in class?

Student   : All the chapters in the printed book given are not all learned

Researcher   : Thank you Rayfat for your time

Student   : Yes

APPENDICES B

Appendix 1

TRY OUT

Identity of respondents

Name :

Age   :

Class :

Quesionnaire 1

Questions to determine the level of student motivation in learning

English

Please check (✓) for the answer choices that best suit you. Use the following information scale to select the appropriate answer.

SD   : Strongly Disagree

D   : Disagree

N   : Neutral

A   : Agree

SA   : Strongly Agree

Variable	Indicator	No	Question	SD	D	N	A	SA
Motivasi Instrumental	Passing the exam	1	Because it makes me easier to do assignments from school.					
		2	Because it increases self-confidence when speaking in class.					
		3	Because it makes me easier to understand English language textbooks.					
		4	Because learning English is a demand from school.					
		5	Because it makes me look cooler.					
		6	Because it can make me easier answer English teacher questions.					
	Get a job	7	Because it's important for my career					
		8	Because it will make me easier to get a job.					
		9	Because it can make me easier to be a successful.					
		10	Because it makes me easier to produce more achievements in life.					
	Pass the entrance test of college	11	Because it will make me easier to get a bachelor's degree.					

	(education)	12	Because I want to higher education.					
		13	Because it will make me a knowledgeable person.					
		14	Because it will make me an educated person.					
		15	Because it will make me easier to continue my education abroad.					
Integrative motivation	Students to Learn culture of native English speaker (habits, thinking, and artwork)	16	Because it will make me understand the lifestyle of native English speaker.					
		17	Because I want to be a tour guide.					
		18	Because it will make me have an open mind like a English native speaker					
		19	Because it will make me easier to get along with other English-speaking people.					
		20	Because it can make me have the opportunity to go abroad.					
		21	Because it will make me easier to understand book, film, pop music, etc.					
		22	Because it will make me easier to participate freely in academic, social and cultural activities.					
		23	Because it will make me appreciate English art and literature.					
	Students want to be community of native English speaker	24	Because I want to have foreign friends (English native speakers)					
		25	Because I want to interact with people who speak English.					
		26	Because it will make me easier to behave like a native English speaker.					
		27	Because I want to learn English as best as possible to achieve maximum proficiency.					

		28	Because it can make me speak fluently like a English native speaker.					
		29	Because I can share my thoughts with English people.					
		30	Because I want to know more in the original life of English.					

(The questions above are the results of adaptations from Gardner's Attitude / Motivational Test

Battery (AMTB))

Quesionnaire 2

Questions to find out the difficulties of students in learning English skills

Question:

Please sort your difficulties in learning English skills as follows, (from the most difficult by giving 1-5 numbers).

----- Reading

----- Listening

----- Speaking

----- Writing

----- Structure

Appendix 2

Identity of respondents
Name :
Age   :
Class   :

Questionnaire 1
Questions to determine the level of student motivation in learning
English
Please check (✓) for the answer choices that best suit you. Use the
following information scale to select the appropriate answer.
SD   : Strongly Disagree
D   : Disagree
N   : Neutral
A   : Agree
SA   : Strongly Agree

Variable	Indicator	No	Question	SD	D	N	A	SA
Instrumental motivation	Passing the exam	1	Because it makes me easier to do assignments from school.					
		2	Because it makes me easier to understand English language textbooks.					
		3	Because it can make me easier answer English teacher questions.					
	Get a job	4	Because it will make me easier to get a job.					
		5	Because it can make me easier to be a successful.					
		6	Because it makes me easier to produce more achievements in life.					
	Pass the entrance test of college (education)	7	Because it will make me easier to get a bachelor's degree.					
		8	Because I want to higher education.					
		9	Because it will make me a knowledgeable person.					

		10	Because it will make me an educated person.					
Integrative motivation	Students to Learn culture of native English speaker (habits, thinking, and artwork)	11	Because it will make me understand the lifestyle of native English speaker.					
		12	Because I want to be a tour guide.					
		13	Because it will make me have an open mind like a native English speaker.					
		14	Because it can make me have the opportunity to go abroad.					
		15	Because it will make me easier to understand book, film, pop music, etc.					
		16	Because it will make me easier to participate freely in academic, social and cultural activities.					
	Students want to be community of native English speaker	17	Because I want to have foreign friends native English speakers).					
		18	Because it will make me easier to behave like a native English speaker.					
		19	Because I want to learn English as best as possible to achieve maximum proficiency.					
		20	Because it can make me speak fluently like a native English speaker.					

(The questions above are the results of adaptations from Gardner's Attitude / Motivational Test

Battery (AMTB))

Quesionnaire 2

Questions to find out the difficulties of students in learning English skills

Question:

Please sort your difficulties in learning English skills as follows, (from the most difficult by giving 1-5 numbers).

----- Reading

----- Listening

----- Speaking

----- Writing

----- Structure

Appendix 3

THE RESULT OF ITEM TRY OUT OF 1st YEAR STUDENTS AT MTsN 2
Kaur

1. Validity test

Variable	Indicator	The number of instruments	Coefficient correlation	Statement
Instrumental motivation	Passing the exam	1	0,595	Valid
		2	0,173	Not valid
		3	0,724	Valid
		4	0,176	Not Valid
		5	0,230	Not Valid
		6	0,724	Valid
	Get a job	7	0,180	Not Valid
		8	0,672	Valid
		9	0,626	Valid
		10	0,527	Valid
	Pass the entrance test of college (education)	11	0,567	Valid
		12	0,731	Valid
		13	0,613	Valid
		14	0,661	Valid
		15	0,084	Not valid

Variable	Indicator	The number of instruments	Coefficient correlation	Statement
Integrative motivation	Students to Learn the culture of native English speaker (habits, thinking, and artwork)	16	0,755	Valid
		17	0,566	Valid
		18	0,593	Valid
		19	0,207	Not valid
		20	0,597	Valid
		21	0,579	Valid
		22	0,555	Valid
		23	0,165	Not valid
	Students want to be a community of native English speaker	24	0,755	Valid
		25	0,095	Not valid
		26	0,647	Valid
		27	0,659	Valid
		28	0,755	Valid
		29	0,048	Not valid
		30	0,143	Not valid

The correlation used in the two tables above is the Pearson Product Moment correlation. Respondents in the study were 62 people using calculations r_{table} with significance 5% = 0,254. Then it can be concluded if $r_{table} > r_{hitung}$ = not valid and $r_{hitung} > r_{tabel}$ = valid. All questions have been given the validity of each, then from the instrumental motivation variable can be used 10 questions and from the integrative motivation variable can be used 10 questions.

2. Reliability Test

   a. Instrumental Motivation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.576	.795	15

   b. Integrative Motivation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.714	.760	15

Based on Nunnally (1960) criteria if Cronbach' score greater 60%, thus questionnaires/indicator considered reliable. Where the cronbach value in the instrumental questionnaire and integrative motivation are 79% and 76% therefore it can be used to measure students' motivation in learning English.

THE RESULT ITEM QUESTION OF 1st YEAR STUDENTS at SMP IT
KHAIRUNNAS BENGKULU

1. Validity test

Variable	Indicator	The number of istrument	Coefficient correlation	Statement
Instrumental motivation	Passing the exam	1	0,823	Valid
		2	0,812	Valid
		3	0,890	Valid
	Get a job	4	0,900	Valid
		5	0,894	Valid
		6	0,872	Valid
	Pass the entrance test of college (education)	7	0,838	Valid
		8	0,922	Valid
		9	0,691	Valid
		10	0,846	Valid
Integrative motivation	Students to Learn culture of native English speaker (habits, thinking, and artwork)	11	0,594	Valid
		12	0,676	Valid
		13	0,710	Valid
		14	0,718	Valid
		15	0,747	Valid
		16	0,767	Valid
	Students want to be community of native English speaker	17	0,707	Valid
		18	0,496	Valid
		19	0,823	Valid
		20	0,767	Valid

2. Reliability test

   a. Item instrumental motivation

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.957	10

b. Item integrative motivation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.885	10

Appendix 4

The Name Of Respondent At SMP IT Khairunnas Bengkulu

No	The students
1	Najwa Adila Salsabila
2	Nayla Kirania Kanti
3	Fariza Najmi R
4	Nabila Jesera Azzahroh
5	Lola Putri Sari
6	Aisyah Atikah S
7	Hanifaturrahmi M
8	Silvi Anatasyia
9	Annisasabrina Fitri
10	Nurzahra Yulia Putri
11	Gadiza Maulin Rasaki
12	Firda Ayu Anggraini
13	Clara Dwifa Tash
14	Nisrina Dwi Syafitri
15	Qoru Dwijayati
16	Nabila Putri
17	Nazhifa Zakia
18	Fadelah Mardania Hakim
19	Nailalifah Arrum Citra Aulia
20	Rahma Salsa Nabila
21	Hairani Qori
22	Reina Haulia Azzahra
23	Ezzah Tanisha
24	Azzah Dzakira Rezika Putri
25	Ghifari Nabiha Shaquille
26	Naufal Nuradli
27	Adhwa Qaisar Al-Ghani

28	M. Alfin R
29	Muhammad Shirath Shiddiq
30	Muhammad Ramadhan Al-Fatih
31	Ahmad Ali
32	M Fathan M. A
33	Farhan M Rizki
34	Syatrio Putra Armanda
35	Abdul Hamid Al-Faroh
36	Muhammad Hasan Arafah
37	Iqram
38	Imam Iksan Bilnazari
39	M Rilvandio F
40	Muhammad Abdul Imaduddi
41	Agung Raya Marangsayit
42	Dzaki Ridho Muhammad Al-Faruqi
43	Dzaki H. A
44	Irfan Raya Supi
45	Andhika A.S
46	Muhammad Fadlan
47	M Assidik
48	Muhammad Raihan Rasha
49	Egi Ramadhan
50	Naufal Dzaki
51	Paulana Al-Hamdi
52	Setyia Aji
53	M Rayfat Aditiyanto
54	Rizki Attahya
55	Muhammad Raihan Abdul Hadi
56	Adrian
57	Ahmad Irfan Habibi
58	Muhammad Adib Rafi
59	M Zaid Al-Abror
60	M Hasan Arafah
61	M Rakha Mahardika
62	M Haris Arozaq