STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING VIEWED FROM GARDNER THEORY

(A Survey Study at Second Years Students of TBI IAIN Bengkulu
in Academic Year 2018/2019)

THESIS

Submitted as Partial Requirements for the degree Of Sarjana
in English Education Department of IAIN Bengkulu

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OF BENGKULU
2019

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MOTTO

You may work that hard, you may give your living. Whatever the result you'll gain, it's all the effort you've done. "Its the effort not the result that matter".

BOPITA SARI

DEDICATION

This thesis dedicated to.

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.

2. My Father Bustami and My mother Yurlena, who always pray for my success. I want to express my deepest thanks for support and love that never ends. Ilove you so much. You are my biggest motivation.

3. My dear parents, Bustami and Yurlena for My beloved siblings Mizandri, Yonengsih, Ela Putri Yanti and Ahmad Frezi Juliansyah who always make me come up and ignore give up.

4. Want to improve this thesis for all of my family who have supported me during the improvement process. Thank you for my extended family.

5. My advisor I Risnawati, M.Pd and my advisor II Detti Lismayanti, M.Hum has guided me with patience.

6. I also want to improve this thesis for Dwi Fadilla and Yumi Sella had to support and motivate to complete this thesis.

7. Special thanks for my studies at IAIN Bengkulu.

8. My best friend Indri Yunita, Hartita Kurnia, Eem Merani, Siti Nur Fatimah, Tuti Indah Pertiwi, Iqbal Barokah. Thank you for everything you have done for me, support and happiness.

9. My best alma mater, IAIN Bengkulu.

ABSTRACT

Bopita Sari. 2019. Students Motivation In English Language Learning Viewed From Gardner Theory

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

1. Risnawati, M.Pd 2. Detti Lismayanti, M.Hum.

Motivation is one factor that is very influential in achieving the target language. The purpose of this study was to find out the level of motivation in learning English among second-year students in the English Department of IAIN Bengkulu, and to find out the dominant type whether integrative or instrumental motivation. This study uses descriptive quantitative analysis. The technique used in collecting data is questionnaires and interview. The modified motivational survey of 20 items adapted from Gardner's Attitude / Motivation Test Battery (AMTB) was carried out. Data is presented statistically using percentage, frequency, arithmetic mean, and standard division. The results showed that the mean score of integrative motivation (3.83) was higher than the mean score of instrumental motivation (3.64). However, the overall mean motivation of 3.73 was considered a high level of motivation. The results of this study indicate that the majority of students learn English because of integrative motivation. They learn English to understand the people and culture they have. Based on the findings of this study, some of the implications of learning relevant and useful motivations are recommended for increasing student motivation.

Keywords : *learning motivation, instrumental motivation, integrative motivation.*

ABSTRAK

Bopita Sari. 2019. Motivasi Siswa dalam Pembelajaran Bahasa Inggris Dilihat Dari Gardner Theory

Tesis, Program Studi Pendidikan Bahasa Inggris, Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu. Pengawas:

1. Risnawati, M.Pd 2. Detti Lismayanti, M.Hum.

Motivasi adalah salah satu faktor yang sangat berpengaruh dalam mencapai bahasa target. Tujuan dari penelitian ini adalah untuk mengetahui tingkat motivasi dalam belajar bahasa Inggris di antara siswa tahun kedua di Jurusan Bahasa Inggris IAIN Bengkulu, dan untuk mengetahui tipe yang dominan apakah motivasi integratif atau instrumental. Penelitian ini menggunakan analisis kuantitatif deskriptif. Teknik yang digunakan dalam mengumpulkan data adalah kuesioner dan wawancara. Survei motivasi yang dimodifikasi dari 20 item diadaptasi dari Gardner's Attitude / Motivation Test Battery (AMTB) dilakukan. Data disajikan secara statistik menggunakan persentase, frekuensi, rata-rata aritmatika, dan pembagian standar. Hasil penelitian menunjukkan bahwa skor rata-rata motivasi integratif (3,83) lebih tinggi daripada skor rata-rata motivasi instrumental (3,64). Namun, rata-rata motivasi keseluruhan 3,73 dianggap sebagai tingkat motivasi yang tinggi. Hasil penelitian ini menunjukkan bahwa mayoritas siswa belajar bahasa Inggris karena motivasi integratif. Mereka belajar bahasa Inggris untuk memahami orang dan budaya yang mereka miliki. Berdasarkan temuan penelitian ini, beberapa implikasi pembelajaran yang relevan dan motivasi yang berguna direkomendasikan untuk meningkatkan motivasi siswa.

Kata kunci: motivasi belajar, motivasi instrumental, motivasi integratif.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language learning is a process carried out by individuals from birth. someone learns the language used to communicate. Talk about language teaching related to language learning. The language learning process is not a simple thing and must be o

bserved in full.[1] The point is that both are interrelated between teaching and language learning, where the learning process in learning languages requires processes that cannot be observed only part of the activity.

By the expanding relationship between countries and the international community, it requires to increase the proficiency of the second language. Gunawan stated that the effort to increase the mastery of second or foreign language requires effective and efficient learning.[2] Effective learning is what that results useful and purposeful learning for students through the use of appropriate procedures. While, efficiency is defined as the production of the

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[1]A. Suherman. pembelajaran bahasa asing Access on internet at http://file.upi.edu/direktori/fpbs/jur._pend._bahasa_arab/195105081980031a._suherman/bahan_pembelajaran/pembelajaran_bahasa_asing.pdf.p 5

[2]Gunawan. *Mencari prinsip pembelajaran bahasa kedua yang kokoh. DIKSI No.2.* 1993.Access on internet at https://eprints.uny.ac.id/4839/1/Mencari_Prinsip_Pembelajaran_Bahasa_Kedua_yang_Kokoh.pdf p.2

desired effects or results with minimum waste of time, effort, or skill.[3] It means that, the purpose of understanding effective and efficient ways of learning is a way of learning to achieve the maximum goals that are expected and how to save energy and time costs, get maximum results without spending much.

Daulae stated that effective and efficient learning can be affected by some factors like teacher, students, facilities, and environment.[4] All factors here are correlated each others. The teacher is a very decisive component in the implementation of a learning strategy. Teacher is the individual in the four classroom who has the proficiency, tools and information necessary to edify students. However how good and proficient the teacher, the teacher factor needs the others, specially the students factor. A learning will not achieve well if students factor do not support. Here, specially if the students don't have motivation to learn the second language.

Many studies have shown that motivation is positively linked to success in learning the English language or any other second languages. Motivation is an important part of someone and maybe everyone will try to learn something. Having motivation shows that someone already knows the purpose he does. Motivation becomes important if you want to learn the language. Hong and Ganapathy stated that motivation is a process that cannot be observed directly,

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[3]Itamar Shatz. *Parameters for Assessing the Effectiveness of Language Learning Strategies.* Journal of Language and Cultural Education. ISSN 1339-4045 (print), ISSN 1339-4584 (online). 2017. P. 97

[4]Tatta Herawati Daulae. *Menciptakan pembelajaran yang efektif.* Forum Paedagogik Vol. 06, No.02 Juli 2014.P.136

but can be inferred by behaviors, such as effort, persistence and verbalisation.[5] It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language.

Motivation becomes an essential factor for determining the success of second or foreign language acquisition. The fact in the English Department of IAIN Bengkulu is that many students have weak learning motivation. In addition, the cause of lack of self motivation in the process of teaching and learning activities is the lack of attention of the teacher to students. Therefore, teachers are not only educators but play a very important role in motivating students. Furthemore, problem is caused by the style and method of delivery of material by the teacher, so that students feel bored with monotonous teaching methods, delivery of material that is difficult to understand, lack of involvement in learning media, and others. Besides that, students do not like English subjects, so students have difficulty mastering the lesson. Finally, the weak motivation to learn in students, causing students to participate less in learning.

Warden and Lin stated that motivation determines the extent of active personal involvement in L2 learning. Conversely, unmotivated students are insufficiently involved and therefore unable to develop their potential L2

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[5]Yee Chee Hong & Malini Ganapathy. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study.* English Language Teaching; Vol. 10, No. 9; 2017. P 19

skills.[6] Similiarly, Othman and Shuqair stated that the motivation of learners greatly affects their willingness to take part in the process of learning.[7] It means that if students have motivation, they will provide and push more effort to get a good result at the end. When students are motivated to learn a target language, they will struggle in learning the language and give more attention to the language which they are learning inside or outside the classroom. Therefore, the students must have a motivation in learning the target language to get better result in learning it.

There are two kinds of motivation in learning the target language. Gardner stated that there were two types of motivation namely integrative and instrumental.[8] Integrative motivation is learning languages with the intention to be able to speak with an English speaker and participate in the culture of his community. Whereas instrumental motivation is that a person learns a language to get a job and a useful motive. Both types of motivation are very influential and can improve learning outcomes. Integrative and instrumental motivation is a useful and effective factor in second language learning.

Similiarly to English students in IAIN Bengkulu, the researcher conducted initial observation by interviewing some English lecturers and fourth semester of Englsih students on Monday, 28th January 2019. Based on the interviews to the English lecturers, it was found that there are still many

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[6]Clyde A. Warden & Hsiu Ju Lin. *Existence of Integrative Motivation in Asian EFL Settin.* 2000. P.1

[7]*Fadel H.M. Al Othman1 & Khaled M. Shuqair. The Impact of Motivation on English Language Learning in the Gulf States.* International Journal of Higher Education Vol. 2, No. 4; 2013. P 123

[8]Gardner. *Motivation in Second and Foreign Language Learning, Language Teaching;* 1985. 31(03), 117-135.

students who lacked of motivation in learning English. Their progress in English skills, especially in English classes are still unsatisfactory. There are negative behaviors indicating that the students lack motivation to learn English. Students is less enthusiastic in participating to learn English. When lecturer asks students questions, there were only few students who respond to the questions.

On the other hand, based on the interview to fourth semester students at English Department of IAIN Bengkulu, it was found out that many students lacked motivation to learn English. The lack of their English skills ability makes them not really confidence in learning English. Therefore, students do not like English subjects because they get difficulty in mastering the lesson. Likewise, monotonos style and methods used by some English lecturers, often make students feel bored in learning English. For some lessons, lecturers don't make the students involve actively in teaching and learning process. They rarely use interesting and effective media to attract students' motivation.

Based on the preliminary observations it was found that there were several level of motivation for TBI students in learning English. Through this research, researchers want to know what their level of motivation is in learning English and know the types of motivation in the dominant students.

Before conducting this research, there is a research that has been conducted at the College of Foreign Language, Yunan Agricultural University, China is about motivation on English learning. The research was conducted by Chunmei Long and Zhu Ming in 2013. They researched a study entitled *"The*

Study of Student Motivation on English Learning in Junior Middle School. A Case Study of No.5 Middle School in Gejiu." Gejiu middle school students are the subjects in this study and a questionnaire about English motivation has been designed by the author. The results of the study are several suggestions for raising students' motivation for English and improving the efficiency of learning and teaching English in junior high school. Among suggestions, the implications of this study include that to help them learn English, students need motivation, to improve their learning English well they must have the right goals. Meanwhile, stimulating students to learn effectively in teaching, teachers must pay more attention to communicative learning in the classroom.

Based on the background above, the researcher is interested in researching or knowing the motivation of fourth semester TBI students in learning English, with the title "Students Motivation in English Language Learning Viewed from Gardner Theory".

B. Identification of the Problem

Based on the background, there are several problems in this study:

1. The level of English students' motivation have not been verified.

2. Many students lacked motivation to learn English.

3. Students is less participating in learning English

4. Students feel bored by monotonous style and methods of lecturer.

5. Lecturer is less attention in how to teach as students' desire.

6. Lecturer rarely uses interesting and effective media.

C. Limitation of the Problem

Based on the identification of the above problems, this study finds out the motivation of students in learning English. Their motivation is limited to the level, which is to see whether the motivation is instrumental or integrative motivation. This survey will be conducted on second years student at fourth semester English department of IAIN Bengkulu.

D. Research Question

Based on the background described, the problem of this research can be formulated into the following questions:

1. What is the level of motivation among these second year students at English Department of IAIN Bengkulu towards English language learning?

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

E. The Purpose of Research

Based on the above problems, the objectives of this study are as follows:

1. To find out about the level of motivation among these second year students at English Department of IAIN Bengkulu towards English language learning.

2. To find out about they predominantly integratively or instrumentally motivated towards English language learning.

F. Significant of the Study

The results of this study provide the following benefits:

1. Provide an overview of the level of motivation of children in English in the second year.

2. Provide information to the teacher or teaching team English education program about student motivation, so that it can help them to improve the learning process in the classroom.

3. The results of the study can be used as reference material for future researchers related to motivation and learning English. The next researcher also obtained basic data based on this research.

G. Definition of the Key Terms

In this study, there are three key terms that will be used. They are:

1. Motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. Without motivation, a person has no desire to learn the target language. Gardner has distinguished the motivation into two kinds in learning English language.

   a. Integrative motivation is a motivation which shows a prosperous posture in the object of language.

b. Instrumental motivation is this motivation is operational cause in studying the language, the examples are promoting for occupation and demanding of language.

2. English Language Learning is a process of learning languages to communicate in a particular environment, and these languages are only learned in schools and are not used as daily communication by students.

3. Survey study is a method that will be used to collect information about a population of interest. The method is descriptive quantitative method. The researcer will survey students motivation of Second Year Students at the English Department of IAIN Bengkulu by using questioner. The result of questioner will be calculated to see the motivation. Then, the kind of motivation from the survey will be describe whether integratif or instrumental for dominant.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Language Learning

According to Shih and Yang, successful language learning is connected in collaboration, cognitive apprenticeship, and situated cognition.[9] That means participating in community where the target language is used in a real context is an effective way to learn a language. In that community environment, the language learners can share the same interests to other learners. They are encouraged to speak, write, and think using the target language. Therefore, the language learners can learn a meaningful context that they learn naturally and spontaneously. As Gomes, Lopes and Araujo stated that to gain most effective language learning, the language practice has to occur in real and meaningful conversations rather than in isolated linguistic environment.[10]

Language learning is a process that can be gained either from formal learning situation or a self-study. Ozden defined language learning as the communication process that is gained through physical, psychological and mental maturation, with the stimuli surrounding it.[11] Hence, it is a conscious process occurs in language learners. Language learning is most effective in

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[9]Ya-Chun Shih & Mau-Tsuen Yang. *A Collaborative Virtual Environment for Situated Language Learning Using VEC3D*. Educational Technology & Society, 11 (1), 56-68. 2008. P.59

[10]Nelson Gomes, Sérgio Lopes, and Sílvia Araújo. *Mobile learning: a powerful tool for ubiquitous language learning.* 2016. P.190

[11] Mehtap Ozden. *A language learning adventure of a person succeeded the language training.* Journal of Language and Linguistic Studies, 14(3), 233-252; 2018. P. 233

early ages, in learning community with a small number of language learners, with support from family, by training, and by adding new knowledge.

According to Aqeel, learning is a process that is needed for human, that human is born as a weak, an incapable and a helpless on this world. By learning human can be graded until he capable to face problems in life and his inability in facing impossible things becomes an innovate things.[12]

Importantly, when adopting a functional definition of learning, cognitive theories can be constructed and tested on the basis of information about when learning occurs. The quality of a theory depends on the extent to which it can explain existing knowledge about the conditions under which learning occurs (i.e., its heuristic value) and the extent to which it makes new predictions about the conditions under which learning occurs (i.e., its predictive value).[13] Learning is a process of changing human thinking both behavior, understanding, or knowlage gained from experience.

Language is acquired in the same way by everyone and as a universal language.[14]English language has become a language that is many used in the world. Many countries in the world that have their own languages have used English as their second language. As Harmer stated that second language is a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers

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[12] Ahmad Aqeel Ayyal Awwad. *Piaget's Theory of Learning: Institute of Interdisciplinary Business Research*. Ministry of Education, 2013. P 106

[13] Jan De Houwer & Dermot Barnes-Holmes. *What is learning? On the nature and merits of a functional definition of learning.* Ghent University: Belgium. 2013

[14] H. Douglas Brown, Principle of Language Learning and Teaching, (San Fransisco: Longman, 2000), 4th Ed, P. 5.

are using it as 'second' language.[15] It means that English language is used as language to communicate internationally.

As international language, the growing need of English language has been created in many aspects of human life, such as in education, economics, politics, entertainment, technology and business. As Pandey & Pandey stated that enhancing English language skills can result to not only an improved social life, but also better job opportunities in the future.[16] It means that the demand of English language makes citizens of modern societies need to be proficient enough to use English language in order they can be success in their academic and professional careers.

Language learning is a process carried out by individuals from birth. someone learns the language used to communicate. The language learning process is not a simple thing and must be observed in full.[17] One of the factors that build motivation in the acquisition and learning of the second language is the attitude towards the language and culture of the community in using the language.[18] The point is that both are interrelated between teaching and language learning, where the learning process in learning languages requires processes that cannot be observed only part of the activity.

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[15]Jeremy Harmer. *The Practice of English Language Teaching 3rd edition,* (New York; PearsonEducation Limited, 2001, p. 1

[16]Meenu Pandey & Prabhat Pandey. *Better English for Better Employment Opportunities.* International Journal of Multidisciplinary Approach and Studies. ISSN NO:: 2348 – 537X. Volume 01, No.4, 2014. p. 93

[17]A. Suherman. *pembelajaran bahasa asing* Access on internet at *http://file.upi.edu/direktori/fpbs/jur._pend._bahasa_arab/195105081980031a._suherman/bahan_p embelajaran/pembelajaran_bahasa_asing.df.p 5*

[18] Idham Kholid. *Motivasi Dalam Pembelajaran Bahasa Asing.* English Education: Jurnal Tadris Bahasa Inggris p-ISSN 2086-6003 Vol 10 (1), 2017, P. 62

B. Second Language Acquisition

Although English in Indonesia is considered a foreign language, but in line with globalization, more and more institutions, both formal and non-formal, use English as the language of communication, so English is not only studied in class but also used as a communication tool. This is evidenced by the proliferation of language training institutions in Indonesia and also international standard schools that use English as the language of instruction to accommodate the needs of graduates with the ability to communicate in English.

Second language acquisition can be described as a way in which people learn a language other than their native language, both inside and outside the classroom. [19] Many people argue that the acquisition of language can be seen from how students' communication skills develop and the more fluent they are in communicating using a second language. But in general the Second Language Acquisition does not focus on the communication aspects of a language but on the formal characteristics of a language for example, how to pronounce words from a second language, how accents can change over time . Another example relates to vocabulary, how much students can increase the number of vocabulary. However, the most often focused thing is grammar from the language second, for example, related to plural, relative clause, and the extent to which students can produce sentences using the structure above over time. One of the objectives of Second Language Acquisition is to describe the

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[19] Rod Ellis, *Second Language Acquisition.* New York. Oxford University Press; 2006. P.3

acquisition of second language, to explain; that is identify internal and external

factors which affects how students master the second language. [20]

C. Motivation in Learning Language

Motivation takes a crucial part in acquiring the language. There are

various definitions about motivation from experts which come from many

point of views. Gardner states that motivation is fusion of attempt and want in

struggling to acquire the purpose in learning the language and positive posture

in learning the language itself.[21] It means that motivation is a willingness to

achieve a destination to get satisfactory performance. In line with Gardner, the

opinion which comes from Hong and Ganapathy, motivation is a process that

cannot be observed directly, but can be inferred by behaviors, such as effort,

persistence and verbalisation.[22] It involves an amount of energy from students

to engage in action, to do more effort and to always persist in action. In other

words, motivation is an impulse that makes someone act in achieving certain

goals. Where motivation is one factor that is very influential in achieving the

target language. Without motivation, a person has no desire to learn the target

language. In addition, Xiao claims that motivation is used to define phenomena

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[20]*Ibid.* P.4-5

[21] Gardner. Motivation in Second and Foreign Language Learning, *Language Teaching;* 1985. 31(03), 117-135.http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

[22] Yee Chee Hong & Malini Ganapathy. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study.* English Language Teaching; Vol. 10, No. 9; 2017. P 19

that can:[23] cause action, direct action instructions, follow up on the action and live it and directs in choosing certain actions.

From the Wlodowski's statements, that motivation is an action taken by someone in achieving certain goals. People who have motivation, they will try to achieve goals and try as much as possible in the target they want. When someone is motivated to learn the language of target, they will direct themselves with encouragement in learning the target language. They will do reactions in learning languages and looking for ways to be effective in mastering the language both inside and outside the school. Seen from his behavior he will focus and be more productive in learning languages. That way, students must have motivation to encourage themselves to master or learn foreign languages easily.

On the other hand, Dornyei claims that motivation is a dynamical component which presents the unstability continually.[24] It means that motivation cannot be said as something that is unchanged but it can be rapidly shifting. It means that motivation can change from time over the time because it is not unchanging process.

[23] Xiao, F. "Motivational Strategies in Teaching English as Foreign Language-Applying Motivation plan in TEFL". International Journal of Humanities and Social Science, 2013. http://www.ijhssnet.com/journals/Vol_3_No_18_October_2013/25.pdf

[24] Dornyei, Z. The Psychology of the Language Learner Individual Differences in Second Language Acquisition. , 2005. Retrieved on January 6th, 2019 from: http://cstn.files.wordpress.com/2009/11/the-psychology-ofthe- language-learner-3haxap.pdf

Furthermore, Soemanto states that motivation is only a response to each individual and when it is associated with student achievement.[25] From the definition of experts, it was concluded that motivation is a process that affects a person in achieving certain goals, and motivation influences student achievement. With that students will be motivated to learn more, and receive lessons in a relaxed manner.

D. Kinds of Motivation

Motivation as general can be categorized into two parts. They are intrinsic and extrinsic motivation. Tengku states intrinsic motivation is satisfaction from within, for example by the praise of others, while extrinsic motivation is an outside push factor such as getting good grades.[26] . In contrast with intrinsic motivation, according to Deci and Ryan's stated intrinsic motivation is an activity for individual satisfaction rather than for several sequences that can be separated and extrinsic activation is an activity carried out to achieve results that can be separated.[27]

So it can be concluded that people who have intrinsic motivation is an impulse that arises in them without any other element. For example, someone does something without a reason such as hearing a song, reading a book, or watching a movie. Because they do it without coercion and they are willing to

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[25] Wasti Soemanto. *"Psikologi pendidikan, Landasan kerja pemimpin pendidikan"*.PT Rineka Cipta: Jakarta. 2006.

[26] Sepora Tengku. *"Motivation, Its Types, and Its Impacts in Language Learning"*. International Journal of Business and Social Science Vol. 3 No. 24. 2012, P 232

[27] Ryan Richard.M. and Deci Edward.L. *"Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions"*. Contemporary Educational Psychology; 2000. 25, 54–67.

carry out activities that come from their own desires. In contrast to extrinsic motivation, that is , there must be external encouragement that makes them carry out activities in achieving certain goals. People who have intrinsic motivation can easily perform certain activities if d compared with those who had extrinsic motivation.

Others opinion which come from Benabou and Tirole claims that intrinsic motivation is humans' pretension in presenting any piece of work for their importance.[28] Meanwhile Tuan claims that extrinsic motivation occurs if external elements such as parents, teachers, friends, past experience, especially benefit and penalty work.[29] People who have intrinsic motivation execute a work or a task willingly even there is no profit for themselves. People do work because they like to do that even there is no specific reason why they do that kind of works for the examples are someone listening to music, reading magazine, and watching movie. They do all kinds of activities because they are willing to do so without specific reason in performing something. In contrast to extrinsic motivation, people do activities because they want to reach certain level of goals. The examples are the students in the classroom study hard to pass in national examination, people learn English to understand what the foreigners are talking about when they are in conversation using English, and the college students learn English to get high TOEFL score to study abroad

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[28] Benabou, R., & Jean, T. Instrinsic and Extrinsic Motivation. *The Review of Economic Studies*, 70, 489-520.2003. Retrieved on January 5th, 2019 from: http://www.fatih.edu.tr/~hugur/study_hard/Intrinsic%20and%20Extrinsic%20Motivation.pdf

[29] Tuan, L. T. An Empirical Research into EFL Learners' Motivation. *Theory and Practice in Language Studies,* 2(3), 430-439. 2012. Retrieved January 6th, 2019 from: http://www.ojs.academypublisher.com/index.php/tpls/article/download/tpl s0203430439/4411

requirements in the tertiary level. People who have intrinsic motivation can be easily to execute certain activities if we compare to people who have extrinsic motivation.

From the explanation previously, it can be concluded that intrinsic and extrinsic motivation are totally different from one to each other. The dissimilarity occurs in the reward which is given. Intrinsic motivation does not need a reward behind doing something, people just do something because they are unforced and they are willing to do that. Meanwhile, in extrinsic motivation people do something because they have motives to behave in certain manner. Besides, they know they can get result after they behave in certain manner.

In addition to intrinsic and extrinsic motivation, there is a type of motivation in learning English. Gardner has distinguished motivation into two types in learning English. That are Integrative motivation and instrumental motivation.[30] The first motivation is integrative is motivation that shows a prosperous form in the object of language; this motivation is seen from the desire of someone to adjust and follow the culture of society through language; the second motivation is instrumental; This motivation is the reason for encouraging someone to learn a language, or have a target in mastering a language with a specific purpose. Where everyone has their own goals in learning the target language. From these two motivations can be linked to daily activities Students who study English in college to get higher academic

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[30]Gardner. Motivation in Second and Foreign Language Learning, *Language Teaching;* 1985. 31(03), 117-135.1985. http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

achievements mean they have instrumental motivation. Instrumental motivation specifically has a specific goal behind someone doing something.

Both instrumental motivation and integrative motivation have different objectives in achieving the target language. Another opinion, Dornyei claims that instrumental motivation comes into contact with practical, language use such as good business or better income.[31] Instrumental motivation differs from integrative motivation from causes in carrying out activities in learning English. Instrumental motivation focuses on goals and advantages rather than seriousness in carrying out activities in learning English. Both types of motivation have different objectives in learning the target language.

Other than intrinsic and extrinsic motivation, there are kinds of motivation in learning English. Gardner has distinguished the motivation into two kinds in learning English language. They are integrative motivation and instrumental motivation.[32] The first motivation is integrative; it is a motivation which shows a prosperous posture in the object of language; this motivation is characterized by desirability to fuse and to follow a culture by means of language. The second motivation is instrumental; this motivation is operational cause in studying the language, the examples are promoting for occupation and demanding of language. Each of motivation has dissimilar use in studying English language.

[31]Dornyei, Z. *Conceptualizing Motivation in Foreign-Language Learning. Language Learning*.1990. http://www.zoltandornyei.co.uk/uploads/1990-dornyei-ll.pdf

[32]Gardner. Motivation in Second and Foreign Language Learning, *Language Teaching,* 31(03), 117-135. 1985. http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

Instrumental and integrative motivation can be related to activities which are done in the daily life. The students who learn English in college to get higher TOEFL score means that they have an instrumental motivation. Instrumental motivation is specifically having certain purposes behind performing action. People who instrumentally motivated do some activities as follows, learning English language to achieve good grade in the school or college, learning English to become fluent in speaking English or to get better job or higher salary in the office, learning English for passing the examination in the school or college.

Contrastly, when the students learn English language to understand and to join with the people who use the language means that they have integrative motivation. The activities of the people who integratively motivated such as, singing the English song, reading the magazine which is written in English, listening to the English songs, listening to the foreign radio channel and writing the diary in English. The activities which usually students do in their daily lives are based on their choice and their goals.

There are some opinions about integrative motivation. Pastor and Mestre claim that integrative motivation has two characteristics, the first one is good posture of someone to merge with the people who have object of the language and the second characteristic is a tendency to become one with the people who speak the language.[33] Ahmadi claims that instrumental motivation is

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[33] Pastor, M. L.C., & Eva, M. M. Motivation in Second Language Acquisition. Procedia - Social and Behavioral Sciences, *Social and* 53 *Behavioral Sciences,* 116(2014), 240 – 244. 2013. http://ac.els-cdn.com/S187704281400202X/1-s2.0-S187704281400202X-

characterized by having useful purposes in gaining the language, such as upgrading job, raising high prestigious, approaching information, or graduating from educational institution.[34]

Both of instrumental motivation and integrative motivation have different aims in achieving the target language. Another opinion, Dornyei claims instrumental motivation be in contact with the practical, the use of language like business which is good or earning which is better.[35] Instrumental motivation is different from integrative motivation from the cause in doing the activity in learning English. Instrumental motivation more focuses on the aims and advantages than jolity in performing activity in learning English language. These two kinds of motivation have different aims in learning a target language.

E. The Role of Motivation in Learning 2

Motivation plays an important role in the process of learning and learning, among others: determining things - things that can be used as reinforcement of learning, clarify the learning objectives to be achieved, determine the variety of control over learning stimuli, determine perseverance to learn. [36]

1. The Role of Motivation in Determining Learning Strengthening

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main.pdf?_tid=9e886fb0-ef61-11e3
adfc00000aab0f01&acdnat=1402269010_5e477188085bd3385c82907b5d04f7ca
    [34] Ahmadi, M. R. The Effect of Integrative and Instrumental Motivation on Iranian EFL Learners' Language Learning. *ELT Voices*, 1(2), 7-16. 2011. http://eltvoices.in/Volume1/Issue2/EVI12_2.pdf
    [35] Dornyei, Z. *Conceptualizing Motivation in Foreign-Language Learning. Language Learning*, 40 (1), 45-78, 1990. from: http://www.zoltandornyei.co.uk/uploads/1990-dornyei-ll.pdf
    [36]Hamzah B Uno., Teori Motivasi & Pengukurannya – Analisis di Bidang Pendidikan, Jakarta. Penerbit Bumi Aksara; 2010.

Motivation can play a role in strengthening learning, for example in the case of it a child who is studying will be faced with a problem and he needs it solving. A concrete example is that a child tries to solve a problem mathematics with the help of logarithmic tables. The attempt to find these logarithmic tables is an example of the role of motivation in generating strengthening learning.

2. The Role of Motivation in Clarifying Learning Objectives

The motivation role here is closely related to the significance of learning. A child will be interested in learning something if what he learns will benefit him. For example, a child learns about electronics because he knows that by studying electronics he can repair his damaged radio.

3. Motivation Determines Learning Perseverance

A child will be motivated to learn something in the hope that he will get good grades. This motivation prevents children from being tempted to do things other than learning. This means that motivation is very influential on resilience and perseverance in learning.

F. Motivation and Influence in Learning English

From several studies on motivation and their effects on second language learning (English) conducted by researchers in several countries, the results are as follows:

1. First semester students at Metro Manila Academy are intrinsically motivated to learn about second language in area speaking and reading because of the

many foreign media that support it. This intrinsic motivation also driven by the desire to perform well and assume that English is indeed necessary for the future, especially in searching work. [37]

2. Other studies show that oil students in Yemen are proven instrumentally motivated to learn English because of academic and work demands. So students in this school have a great willingness to learn English because they want to graduate from English courses and also because their ability to speak English will help them in their career. [38]

3. Another study held in China for students who study languages English as a foreign language proves that instrumental motivation plays a role very large in the process of learning and teaching. Students in China are motivated to learn English to pass the exam or to get a certificate.[39]

G. Indicators of Motivated People

Motivated people can be seen from the characteristics that exist in that person. The characteristics of motivated people, among others, are not easily discouraged in completing a job, always feel like making their achievements increase. Sardiman suggests the motivation that exists in each person has the

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[37] Rochelle Irene Lucas. *"A Study on the Instrinsic Motivation Factors in Second Language Learning Among Selected Freshman Student"s*, Philippine ESL Journal, February, 2010. Vol 4. Pearson Education Limited.

[38] Al-Tamimi, Atef., Shuib, Munir. *"Motivation and Attitutes Towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology"*. 2009. Gema Online Journal Language Studies Volume 9 (2).

[39] *Influence of Instrumental Motivation on EFL Learners in China and Its Implication on TEFL Instructional Design"* Online Journal

following characteristics:[40] persevering in the task, resilient facing difficulties, showing interest in kinds problems, prefer to work independently, get bored quickly on routine tasks, can maintain their opinions, not easily let go of things that are believed, happy to find and solve problems problems.

Nana Sudjana argues that student motivation can be seen from several things, including: [41] Students' interest and attention to learning, students' enthusiasm to do their learning tasks, Students' responsibility in doing their learning assignments, reactions shown by students to the stimulus given by the teacher, feeling happy and satisfied in doing the assignments given.

H. Djali mentions that individuals who have high motivation have the following characteristics:[42] Like situations or tasks that require personal responsibility, choose realistic goals, look for situations or jobs where he gets rock bait immediately and real to determine whether or not the results or work, happy work alone and compete to outperform others, are able to use satisfaction of their desires for a better future, are not moved to just get money, status or excellence but the achievement symbol he is looking for.

H. Efforts to Improve Learning Motivation

There are many ways that can be used as an effort to increase motivation, because Motivation is a psychological process that reflects attitudes. Sardiman explained that there are several examples and ways to grow motivation in

[40] Sadirman, A.M. *Interaksi dan Motivasi Belajar Mengajar*. Raja Grafindo Persada; Jakarta. 2009, P.83
[41] Nana Sudjana. *Penilaian Hasil Proses Belajar Mengajar.* PT Remaja Rosdakarya; Bandung. 2002, P.61
[42] Djaali. *Pikologi Pendidikan*. Bumi Aksara; Jakarta. 2009. P.109-110

learning activities at school. Some forms and caramivations include: giving numbers, prizes, rivals or competitions, ego-involvement, giving tests, knowing results, praise, punishment, desire to learn, interests, and goals that are recognized. [43]

Giving numbers will usually make students more enthusiastic about learning, because numbers are a symbol of the acquisition of value. Giving prizes will make students compete to get the prize, so prizes can be a motivation for students. Rivals or competition will make students compete to be the best. Ego-involvement is one form of motivation that is very important, because growing awareness of students agrees to the importance of the task and accepts it as a challenge.

Another way to grow motivation is by giving repetition, because it can motivate students to learn. Good results, if known by students, it can further encourage students to learn more actively. Praise is a good motivation, given to the students by the teacher when they do positive things. Punishment can be a motivation for students, if the benefits are given wisely and appropriately, so that students can understand what the students mean are punished. The interest of students in the learning process can be demonstrated in the way participants participate in learning activities.

Conclusions from various efforts to increase motivation above that motivation can be increased through several efforts including giving rewards, giving gifts and also competition when learning activities take place.

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[43]Sadirman, A.M. *Interaksi dan Motivasi Belajar Mengajar.* Raja Grafindo Persada; Jakarta. 2009, P.92

I. Some Related Previous Studies

Before conducting research, there were several researchers who had carried out similar research. The first study was conducted by Ali and Khan in 2010. They examined a study entitled "Study of Student Motivation and Its Relationship with Academic Performance". Research identifies academic performance with the influence of student motivation. The selected sample of various Pakistani universities was chosen by 324 people. The questionnaire in this study consisted of three parts. In the first section, questions about personal information, the second part of the question about "Student Motivation and Version 2 Satisfaction Questionnaire" which consists of 30 items, and finally about students' academic performance. This study illustrates that student academic performance towards both extrinsic and intrinsic student motivation has very positive impact. This study emphasizes that student success is determined by student motivation.

Meanwhile, the second study was conditioned by Ghaedi and Jam in 2014 the title "Relationship between Learning Style and Motivation for Higher Education in EFL Students. This study aims to examine the relationship between learning styles and motivation for higher education in EFL students. The study sample consisted of 90 EFL students from Shahrekord University therefore consist of two questionnaires, the first part of the questionnaire about student learning styles and the second questionnaire about student motivation

for higher education.The first questionnaire analyzes that the main learning style preferences are visual learning styles. highly motivated to choose tertiary education.The analysis found that the data were significant between the relationship between learning styles and for higher education.

The third study was conducted by Çetin in 2015 entitled "" Academic Motivation and Approach to Learning in Predicting Student Academic Achievements: Findings from Turkish and US Samples ". The aim of this study was to determine whether the approach to learning and shared academic motivation predicts the average point scores (GPA) of students studying in Preschool Primary and Educational Schools in Turkey and students studying in Early Childhood Education in OUR Turkey. The first group of participants included 166 third and fourth year students in Georgia's Southern University Early Childhood Education Department during the spring semester 2014. The second group of participants included 455 third and fourth year students who studied in Canakkale Primary School and Preschool Education 18 Mart University Department during the semester spring 2013. It was found that approaches to learning and shared academic motivation did not predict GPA of students studying in Turkey or the US.

From previous studies that have been mentioned, there were no previous studies that examined types of motivation in learning. There is only research on the type of motivation in choosing an English Language Study Program whether it is intrinsic, extrinsic, instrumental, or integrative; student type of motivation which is instrumental or integrative motivation in learning. This

study has differences from previous studies. This study focuses on better knowledge of their motivation, determining the motivation level of second year IAIN students in English education. Motivation in language learning can help increase their motivation in language learning achievement and lead to better knowledge about their motivation.

CHAPTER III

RESEARCH METHOD

According to Meenu and Pandey, Research is an essential and powerful tool in leading man towards progress. Without systematic research there would have been very little progress.[44] The reseacher can be concluded that the research method is to collect information or data and provide an overview of steps, data sources and then analyzed.

A. Research Design

The type of approach in this research is the quantitative approach. Meanwhile, the research method used is the Non Experiment Method. Quantitative methods are research techniques that are used to gather quantitative data, data that can be sorted, classified, measured. [45] Quantitative research is a study that records as much data as possible from large populations and does not focus too much on data.

This research is included in the Research Survey study. The survey study is a descriptive research method, research that takes samples from one

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[44] Pandey Meenu & Prabhat Pandey. *Research methodology: tools and techniques.* Romania: Bridge Center. 2015. P 12

[45] Stuart MacDonald & Nicola Headlam. *Research Methods Handbook.* Centre for Local Economic Strategies Express Networ; Manchester. P 11

participant and uses questionnaires as the main data collection tool.[46] Survey Research: It deals with present events and is quantitative in nature. It may further be sub-divided into; discretional, correlational and exploratory type of research.[47]Survey research is research that describes aspects of population information from data using instruments such as questionnaires or interviews.

Data were analyzed by students who have instrumental and integrative motivations that were more dominant in learning English. Data are presented statistically using percentages, frequencies, arithmetic mean, and standard divisions.

B. Population and Samples

1. Population

According to Hanlon and Larget, a population is all the individuals or units of interest; typically, there is not available data for almost all individuals in a population.[48] It can be concluded, the population is all objects to be studied. The population in this study were students of English Language Education Program at IAIN Bengkulu in the fourth semester.

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[46].Mathiyazhagan & Deoki Nandan. *"Survey research method"*. *Access on Internet http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.464.5585&rep=rep1&type=pdf*. *2010.* p.34.

[47] Pandey Meenu & Prabhat Pandey. *Research methodology: tools and techniques.* Romania: Bridge Center. 2015, P. 12

[48] Bret Hanlon and Bret Larget. *Samples and Populations*. University of Wisconsin: Madison. 2011. P 7

Table. 3.1
Population Number

No	Semester	Academic Year	Class	Number of Student
1	4	2017	A	20
			B	35
			C	29
			D	37
Total of Students				121

2. Sample

A sample is a subset of the individuals in a population; there is typically data available for individuals in samples.[49] So the sample conclusion is part of the population that is the object of research. The entire Tadris English student population consists of four classes, namely, class A, B, C, and D. The number of samples is taken based on Slovin formula:

$$n = \frac{N}{1 + N\,(e)^2}$$

Notes:

n = Number of Samples

N = Total Population

e = Error Rate

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[49] *Ibid.* P 7

Population N = 121 assuming the error rate (e) = 10%, then the number of samples that must be used in this study are:

$$n = \frac{N}{1+ N\,(e)^2} = \frac{121}{1+ 121\,(0.1)^2} = 54{,}7\ 7 \text{ rounded to } 55.$$

So from the above calculations, to find out the sample size with an error rate of 10%, there were 55 students.

Tabel 3.2
Sample Number

No	Semester	Academic Year	Class	Number of Student
1	4	2017	A	14
			B	14
			C	14
			D	13
Total of Students				**55**

Researcher took sample with a 10% error rate based on Slovin. With a population of 121, the researcher took sample of 55 students. Since all classes have equal or homogeneous abilities, the researcher took the sample randomly. Simple random sampling is the basic sampling technique to select a sample from the population. Whole individual of the population have an equal chance to be included as the sample. Every possible sample of a given size has the same chance of selection.[50]

It means that in simple random sampling, everyone in the population has an equal probability of being chosen.

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[50] *Valerie J. Easton and John H. McColl's.* Statistics Glossary v1.1 STEPS Retrieved on August 31th,2019 *http://www.stats.gla.ac.uk/steps/glossary/sampling.html*

C. Research Instrument

In this research, standard questionnaire and interview were used to get the data from the students in answering the research question.

1. Questionnaire

The questioner will be used as research instrument in this study. According to Achmadi and Narbuko, the questionnaire method is a list of questions about a problem that will be examined by someone.[51] The questionnaire used in this study will be a 5-point Likert Scale adapted from Likert Scale format 6 original points from Gardner's Attitude / Motivation Test Battery (AMTB), from 'Strongly Agree' to 'Strongly Disagree'.[52] The English version of the AMTB questionnaire is used because AMTB provides good validity and reliability of the questionnaire. It can also measure non-linguistic aspects in learning the target language. AMTB consists of 104 questions that are classified in several parts. Of the 104 questions, all motivational surveys of 20 items were questioned. The questionnaire consists of two main parts: instrumental motivation (items 1-10) and integrative motivation (items 11-20). The questionnaire format consists from the following sections.

Part 1: General student demographic information: gender and age.

Part 2: Motivation of students related to various English variables income.

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[51] Cholid Narbuko and Abu Achmadi. (2009). *"Metodologi Penelitian"*. PT Bumi Askara: Jakarta.2009, P. 76

[52] Gardner. R. C. *"Attitude/Motivation Test Battery: International AMTB Research Project (English version")*2004.. http://publish.uwo.ca/~gardner/docs/Englishamtb.pdf

Part 3: Additional open questions about the subject's relevant comments in the field problems with English skills that affect their learning motivation.[53]

Indicator of instrumental motivation: assignment, knowledge, good job, education, achievements, people view. Indicator of integrative motivation: understanding, communicating, join a group, skill. As describe on the next table:

Table 3.3
The Indicators of Questions

Variable	Dimension	Indikator	Items Number
Motivation	Instrumental	Assignment	1
		Knowledge	2, 3, 7
		Good Job	4
		Education	5, 8
		Travelling abroad	6
		Achievements	9
		People View	10
	Integrative	Understanding	11, 12
		Communicating	13, 14
		Join a Group	15, 16, 18, 19
		Skill	17, 20

Gardner has distinguished the motivation into two kinds in learning English language. They are integrative motivation and instrumental motivation. The following table 3.4 contains 10 instrumentally motivated related items.

[53]Ratanawalee Wimolmas. A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. P.909

Table 3.4
Instrumental Motivation

No	Instrumental Motivation
1	I mainly focus on using English for class assignment and the exams.
2	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.
3	I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.
4	I am more interested in earning a university degree and a good job than learning English language itself.
5	I am more interested in furthering my higher education than learning English language itself.
6	Learning English is important for travelling abroad.
7	Learning English is important for making me a knowledgeable and skillful person.
8	Learning English is important for making me an educated person.
9	Being proficient in English can lead to more success and achievements in life.
10	Being proficient in English makes other people respect me.

The following table 3.5 contains 10 integrative motivated related items.

Table 3.5
Integrative Motivation

No	Integrative Motivation
1	Studying English enables me to understand English books, movies, pop music etc.
2	Studying English enables me to better understand and appreciate the ways of life of native English speakers.
3	Studying English enables me to keep in touch with foreign acquaintances.
4	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.
5	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.
6	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.
7	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.
8	Studying English enables me to appreciate English arts and literature.
9	Studying English helps me to be an open-minded, and sociable person like English speaking people.

10	I am determined to study English as best as I can to achieve maximum proficiency.

2. Interview

Interview is a way of gathering data that is used to obtain information directly from the source.[54] It is used to complete the data and also to confirm it clarifying data from the questionnaire. The interview consists of several questions that seek deeper information to be sure about the results of the questionnaire. In the interview section, two students in each class were used to be interviewed. Researchers dig information with structured questions, so that they avoid the breadth of the object of conversation. With this interview technique it is possible to get relevant data with only a small amount of time. The interview in this study was intended to obtain additional data about the level of motivation among these second year students and predominantly integratively or instrumentally motivated towards English language learning at the English Department of Islamic Studies in Bengkulu.

Table 3.6
Interview of Students Motivation

No	QUESTIONS OF INTERVIEW
1	What is your reason in learning English language?
2	In your opinion, which one is more important, learning English for job acquirement (as instruments) or learning English to understand about the people who speak the language and its culture? Why?
3	What arethe difficulties that you experience while studying English at TBI?
4	In your opinion, what oh the four most difficult English skills do you think?
5	What are the problems that occur when learning English on Listening Skills? Why?
6	What are the problems that occur when learning English on Speaking Skills? Why?

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[54]Sudaryono. (2016). *"Metode Penelitian Pendidikan"*. PT. Kharisma Putra Utama:Jakarta. 2016, P.82

7	What are the problems that occur when learning English on Reading Skills? Why?
8	What are the problems that occur when learning English on Writting Skills? Why?

D. Techniques for Data Collection

The main data from this study was questionnaire. The questionnaire has 20 questions and consists of two main parts: instrumental motivation (items 1-10) and integrative motivation (items 11-20). The questionnaire was distributed to the 55 fourth students at English education program of IAIN Bengkulu and then was collected to see the answer. In measuring the students' motivation, the students were only needed to choose one option by put "check" in the questionnaire.

The additional data source of this research was interview. The researcher randomly interviewed 10 students, after gaining the data result of questionnaire. Interview was held to get further and deeper information about students' motivation in learning English. There were eight questions related to motivation in this interview. By using both of questionnaire and interview data, the final data could be achieved to be analyzed.

E. Techniques for Data Analysis

The data obtained from the questionnaires were analyzed using the SPSS program. The data concerning subjects' general background as well as their comments were calculated and presented in percentage. A five-point Likert scale was used to measure the level of subjects' learning motivation. Such

scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:[55]

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

After the data is collected, the score of the student questionnaire is calculated. Data will be analyzed using the survey method. The results are given in quantitative data. In the first part of the questionnaire, the questions are separated into two parts, as follows; number one to ten measurable questions about instrumental motivation; Questions number eleven to twenty are measured about integrative motivation. A five scales are used to measure the level of motivation of students who succeed in part one. (strongly disagree;1, disagree; 2, neutral; 3, agree; 4, and strongly agree: 5. If the total instrumental part score is higher than the integrative part, it means that students are highly motivated and slightly more instrumental. Conversely, if the total score of the integrative section is higher than the instrumental part, it can be concluded that students who have integrative motivation in learning. The dominant level of motivation in learning English is achieved after scores for each instrumental motivation and integrative motivation are calculated. Finally, the calculation of motivated and instrumental motivated students is integrally

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[55]Ratanawalee Wimolmas. A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University. P.909

included in the formula to get the results in percentages. Data were analyzed using a formula based on Sudijono as follows:[56]

$$P = \frac{F}{N} \times 100 \%$$

Notes:

P: percentage of data

F: data frequency

N: total number of samples

F. Research Procedure

First, the research letter is sent to the faculty. Second, the names and data of students were requested at the Head of the Education Sub-Department of IAIN Bengkulu. Third, trying to get out of the questionnaire is done before giving a questionnaire to students who are motivated in learning. The trial results were used to improve the questionnaire. After the revision of the questionnaire was made, the results were given to the supervisor to see if it was properly constructed. Furthermore, questionnaires were given to samples and taken and scores were calculated in the fourth semester to find out the dominant type of motivation, and the level or type of motivation of second-year students. Interviews were also conducted to validate data from the questionnaire. Finally, the interview results were transcribed and analyzed to obtain complete data.

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[56] Sudijono, A. *Pengantar Statistik Pendidikan"*. Jakarta: Rajawali Pers.2009.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

In this chapter, the results and discussion are found about the types of student motivation and motivations that are dominantly integrative and instrumental motivation towards learning English based on Gardner's theory. The research data is taken from questionnaire and interview. The questionnaire was distributed to fourth semester students of IAIN Bengkulu English Education Study Program from July 20 to August 1, 2019. While, the interview was conducted after the students doing the questionnaire.

1. Level of Student Motivation

The findings of this study are divided into three parts : general information of the subjects, students' motivation, and results from open-ended questions.

1.1 General Information

This part indicates the general demographic data of the respondents. The results are shown based on the questionnaires as follows :

Table 4.1
Gender of Respondents

Gender	Frequency	Percent (%)
Male	14	25.5
Female	41	74.5
Total	**55**	**100**

There were a total of 55 respondents. The majority of respondents were male (25.5%) and the minority of the respondents were female (74.5 %).

Table 4.2
Age of Respondents

Age (years)	Frequency	Percent (%)
19	34	61.9
20	19	34.5
21	2	3.6
Total	55	100

This respondet varied from 19-21 years old. This is the usual age range of the students at the second year level.

1.2 Motivation

This part presents overall details of the study's results. The following two tables (Table 4.3 and 4.4) outlines all the 20 questioned items, their resulting itemized mean scores , using descriptive statistics of Mean scores and Standard Deviation (S.D.) and their corresponding motivation levels, which serve as the basis for further interpretation and implications.

The following Table 4.3 contains 10 instrumentally motivated related items. The types of student motivation with instrumental and integrative motivation in learning English are presented in these following table and chart.

1.2.1 Instrumental Motivation

Description of the results of the analysis of the instrumental motivation for learning English at second year students of TBI IAIN Bengkulu in academic year 2018/2019.
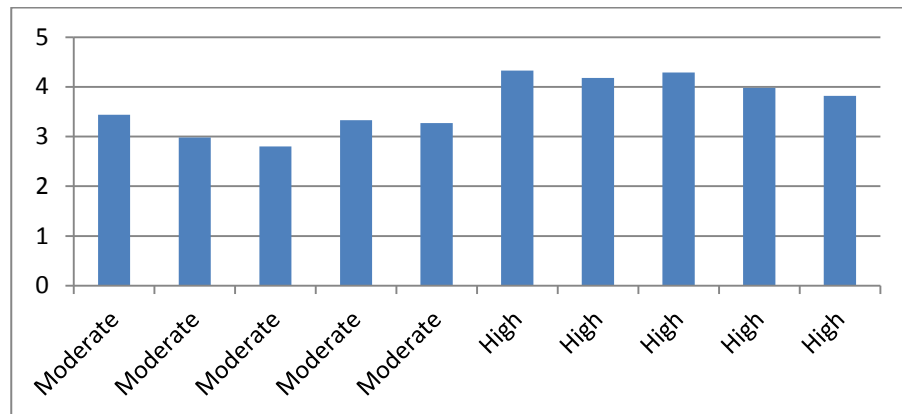
Chart 4.3
Instrumental Motivation

Based on the data above, there is an analysis of the level of instrumental motivation in students towards learning English at Second Years Students of TBI IAIN Bengkulu in Academic Year 2018/2019. Respondents have a high level of instrumental motivation with a mean score of 4.33 and a moderate level with the lowest mean score of 2.80. The data above shows a balanced rating of motivation level with the interpretation of high degree of motivation and moderate degree of motivation. See more clearly the results of the analysis of instructional motivation and their corresponding motivation levels. The following table 4.3 contains 10 instrumentally motivated related items.

Table 4.3
Instrumental Motivation

No	Instrumental Motivation	Mean	S.D	Rating of Motivational Level
1	I Mainly focus on using English for class assignment and the exams.	3.44	.958	Moderate
2	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	2.98	.782	Moderate
3	I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.	2.80	.951	Moderate
4	I am more interested in earning a university degree and a good job than learning English language itself.	3.33	1.123	Moderate
5	I am more interested in furthering my higher education than learning English language itself.	3.27	1.193	Moderate
6	Learning English is important for travelling abroad.	4.33	.862	High
7	Learning English is important for making me a knowledgeable and skillful person.	4.18	1.073	High
8	Learning English is important for making me an educated person.	4.29	.875	High
9	Being proficient in English can lead to more success and achievements in life.	3.98	.805	High
10	Being proficient in English makes other people respect me.	3.82	.945	High
Total		3.64	0.95	High

The respondents possessed a moderate level of instrumental motivation. This is shown clearly by the average mean score of 3.64 in the table. Statement number 6 (Learning English is important for travelling abroad) has the highest mean (4.33). The statement number 8 (Learning English is

important for making me an educated person) has an average mean score of 4.29. And the statement number 7 (Learning English is important for making me a knowledgeable and skillful person.) has an average mean score of 4.18. The lowest mean score of 2.80 is statement number 3 (I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazine.). However, the overall mean score of instrumental motivation demonstrates a moderate level of motivation.

1.2.2 Integrative Motivation

The following is a description of the results of the analysis of the level of integrative motivation for learning English at Second Years Students of TBI IAIN Bengkulu in Academic Year 2018/2019. The following outlines all the 10 questioned items.
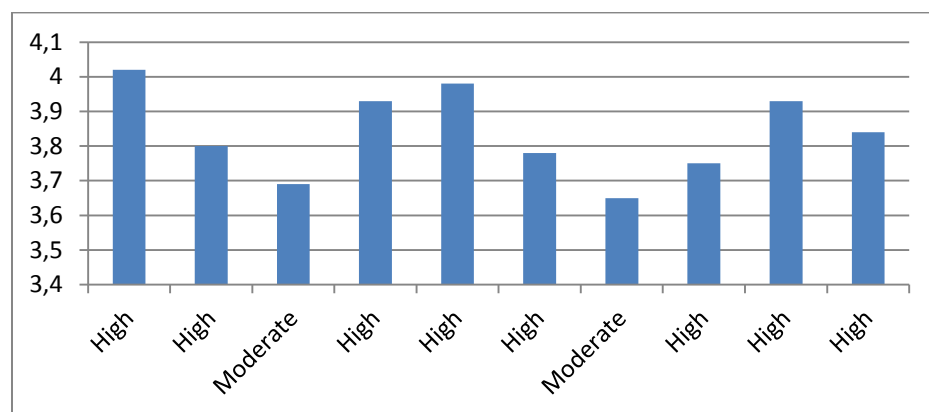

Chart 4.4
Integrative Motivation

Based on the data above, there are results of an analysis of the level of integrative motivation in students of learning English at second years

students of TBI IAIN Bengkulu in Academic Year 2018/2019. Respondents have a high level of integrative motivation with a mean score of 4.02, then a mean score of 3.98 and a moderate level with the lowest mean score of 3.65. The data above shows the rating of motivation level with more high degree of motivation interpretation compared to moderate degree of motivation. See more clearly the results of the analysis of integrative motivation and their corresponding motivation levels in fourth semester students majoring in English, can be seen in table 4.4 below:

Table 4.4
Integrative Motivation

No	Integrative Motivation	Mean	S.D	Rating of Motivational Level
1	Studying English enables me to understand English books, movies, pop music etc.	4.02	.933	High
2	Studying English enables me to better understand and appreciate the ways of life of native English speakers.	3.80	.755	High
3	Studying English enables me to keep in touch with foreign acquaintances.	3.69	.717	Moderate
4	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	3.93	.858	High
5	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.	3.98	.850	High
6	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	3.78	.832	High
7	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	3.65	.927	Moderate
8	Studying English enables me to appreciate English arts and literature.	3.75	.821	High
9	Studying English helps me to be an open-minded, and sociable person like English speaking people.	3.93	.959	High
10	I am determined to study English as best as I can to achieve maximum proficiency.	3.85	.826	High
Total		3.83	0,76	High

Table 4.4 shows the overall high level of integrative motivation of respondents with a high average score of 3.83 and gets a high degree of motivation at the rating of motivational level. Statement number 1 (Learning English allows me to understand books, films, pop music etc.), statement number 5 (Learning English allows me to transfer my knowledge to others, for example, giving instructions to tourists), Statement number 4 (Learning English allows me to discuss interesting topics in English with people from other national backgrounds.), And statement number 9 (Learning English helps me to be an open-minded person, and easy to get along with people who speak United Kingdom.) Shows the highest level of instrumental motivation with an average score of 4.02, 3.98 and 3.93 and 3.93 respectively. However, statement number 7 (Studying English allows me to behave like a native English speaker: eg accent, using English expressions.) Has the lowest average score of 3.65 and is considered a moderate level of motivation.

2. Students' Dominant Motivation

Students' motivation with instrumental and integrative motivation in learning English, below are the results of the researchers conducting questionnaires and interviews:

2.1 Result of Questionnaire

This following table and chart describe the dominant of integrative or instrumental motivation in language learning at Second Years Students of

TBI IAIN Bengkulu in Academic Year 2018/2019. Researcher puts it in the comparison score between integrative and instrumental motivation which can be seen in chart 4.5 below:
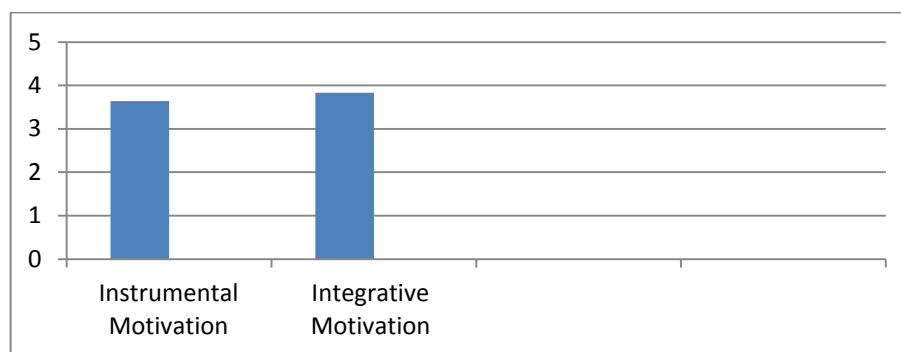
Chart 4.5
The Comparison Between Integrative and Instrumental Motivation

Based on the data above, the results of the analysis involve integrative and instrumental motivation for learning English in the Second Year Students of TBI IAIN Bengkulu in Academic Year 2018/2019. The findings show that students are relatively highly motivated and found to be more integrative motivated to learn English. Students are more dominant integrative motivation with the highest mean score of 3.83 and less instalent motivation with the lowest mean score of 3.64. See more clearly the results of the analysis of students' motivation with instrumental and integrative motivation in learning English is presented in the following table.

Table 4.5
The Comparison Between Integrative and Instrumental Motivation

Motivation	Mean	S.D.	Meaning
Instrumental Motivation	3.64	0.56	High
Integrative Motivation	3.83	0.61	High
Total	3.73	0.58	High

The comparison between instrumental and integrative motivation. It reveals that the mean score of instrumental motivation (3.64) is lower than the mean score of integrative motivation (3.83). However, the overall mean of motivation of 3.73 is considered as a high degree of motivation.

The total score of instrumental and integrative motivation for each student was obtained from the results of the questionnaire. Questions number one to number ten are used to measure students' instrumental motivation and questions number eleven to number twenty are used to measure students' integrative motivation. If the total instrumental part score is higher than the integrative part, it means that students have instrumental motivation. Conversely, if the total score of the integrative section is higher than the instrumental part, it can be concluded that students have integrative motivation. From the table above, it can be seen that students who have the dominant motivation in learning English in the IAIN Bengkulu English Education Study are integrative motivation. From the results above, it proves that the majority of students learn English because of integrative motivation. They like to learn about people who use the language. In addition, they also

want to know deeply about culture. The more people understand about culture, the more they can more easily understand the language of people who have language.

Description of their results is more dominant to have integrative or instrumental motivation for language learning at Second Years Students of TBI IAIN Bengkulu in Academic Year 2018/2019. The kinds of motivation students with instrumental and integrative motivation in learning English are presented in the following chart:
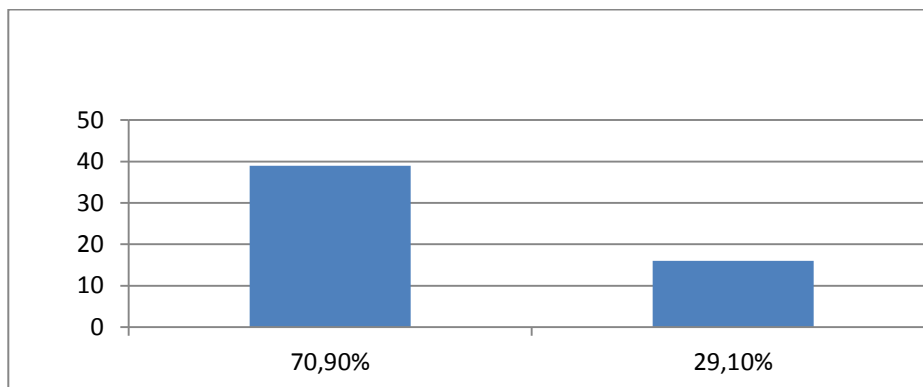
Chart 4.6
Kinds of Motivation Students
with Instrumental and Integrative Motivation

Based on the data above, the results of the analysis types of motivation students with instrumental and integrative motivation in learning English in the Second Year Students of TBI IAIN Bengkulu in Academic Year 2018/2019. The results of the data above show that 39 students are integrally motivated with the highest percentage of 70.9% and 16 students are motivated by instrumental with the lowest percentage of 29.1%. The kinds of

motivation students with instrumental and integrative motivation in learning

English is presented in the following table.

Table 4.6
Kinds of Motivation Students
with Instrumental and Integrative Motivation

No	Kinds of Motivation	Frequency	Percentage
1	Integrative	39	70,9%
2	Instrumental	16	29,1%
	Total	55	100%

The total score of instrumental and integrative motivation for every

student is obtained from the result of the questionnaire. The questions number

one up to number ten are used to measure the students' instrumental

motivation and the questions number eleven up to number twenty are used to

measure the students' integrative motivation. If the total score of instrumental

part is higher than integrative part, it is mean that the students have

instrumental motivation. On the contrary, if the total score of integrative part

is higher than instrumental part, it can be concluded that the students have

integrative motivation. *(for more detail see appendix 2)*.

From the table above, it can be seen that the students' dominant kind of

motivation in learning English at English Education Study Program at IAIN

Bengkulu is integrative motivation. From the total number of the students,

thirty-nine students have integrative motivation *(for more detail see appendix*

3); meanwhile, sixteen students have instrumental motivation. *(for more*

detail see appendix 4) If the data are demonstrated in percentage, the students

who integratively motivated in learning English is 70.9%; meanwhile, the students who instrumentally motivated is 29.1%. From the result, it proves that the majority of students learning English because of integrative motivation. They like to learn about the people who use the language. Beside that, they also want to know deeply about the culture. The more people understand about the culture, the more they can be easier understand about the language of people who own the language.

2.2 Result of Interview

To validate data from the questionnaire, interviews were conducted. Ten students from the second year of TBI were taken. The total number of students interviewed is ten students. Eight questions in the interview section were asked to students to find out their perceptions about learning motivation in learning English in the English Education Study Program at IAIN Bengkulu.

Consistent with the questionnaire, the majority of those interviewed were more motivated integratively in learning English. Students who have integrative motivation mean that students learn English because they are interesting to the culture of people who speak the language. The following direct quote is the answer from the interview:

Student 1:

"I study English to understand the people and culture they have. Because if we go abroad or meet with tourists outside, then we certainly use English as

a means of communication. And exchange information and culture with each other. "

Student 2:

"I think what is more important is learning English to understand people and the culture they have, because by indirectly learning about people's culture we have a lot of insights and know how the culture is there, so it won't be difficult to fulfill one of the conditions job acquirement."

Student 3:

"In my opinion, it is more important to learn English to understand the people and culture they have because when we learn a language to understand or to understand a person's own culture, later on I think we will be able to understand English for applying for the job itself."

Meanwhile, another reason students learn English is because of instrumental motivation. If students have instrumental motivation, it means students learn English because they need English to get achievement, work, or as an educational requirement in language learning. The following direct quote is the answer from the interviewee:

Student 4:

"Both are very important, if told to choose to study English to get a job. Because after studying need a job to get money."

Student 5:

"In my opinion it is more important for job acquirement because it can be our added value, meaning that we can speak English we can be given more consideration to enter a company / agency."

Students have different goals in learning English. On the integrative motivated side, students learn English because they want to understand what native speakers say. They are interesting with culture. In addition, they also want to communicate with people who speak the language itself and to find out more about the culture of native speakers' lives.

Meanwhile, students who are instrumentally motivated learn English because they need to master English to get a higher score in the English Language Study Program. On the motivated side of the instrumental, by learning English students get a lot of access in education and in the company. So they need to learn English.

Description of the results of the main language difficulties faced by students that can affect their motivation in learning English of Students of TBI IAIN Bengkulu in Academic Year 2018/2019. Researchers put it into pescentage stdents' difficult language skills which canbe seen in chart 4.7 below:
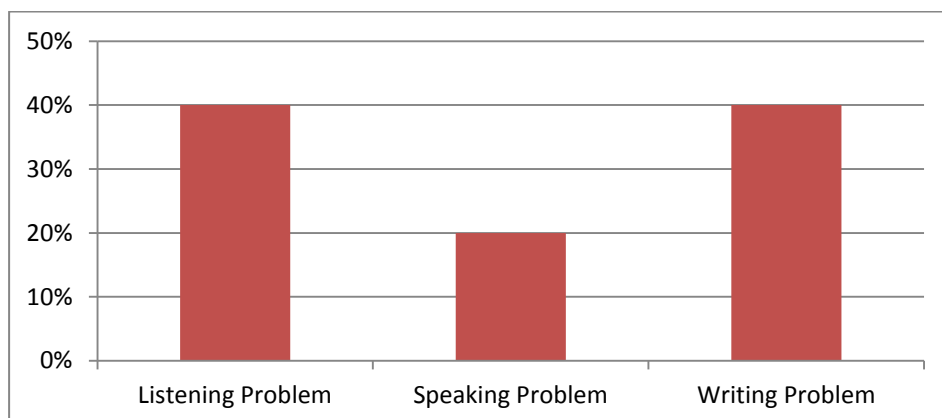
Chart 4.7
Encountered Difficult Language Skills

Based on the data above, the results of the percentage of overall students' difficult language skills at the Second Year Students of TBI IAIN Bengkulu in Academic Year 2018/2019. The results of the above data show that the highest percentage of language problems by 40% is the problem of listening and writing problems, both of these skills have the same percentage results, and the lowest percentage of 20% is the speaking problem. This section highlights the major language difficulties encountered by the respondents which can affect their motivation in learning English. The result is demonstrated in the table below.

Table1.4.7
Encountered Difficult Language Skills

Area of Language Difficulties	Frequency	Percent (%)
Listening Problem	4	40
Speaking Problem	2	20
Reading Problem	-	-
Writing Problem	4	40
Total	10	100

The results of students who experience difficult language skills affect their motivation in learning English. Four language skills difficulties faced by Ten students suggested in additional open questions are given as a percentage.

Writing problems (40%) are rated by students as the most difficult problems faced. Students are most likely to face this problem because they have to complete their class assignments, quizzes, midterm and final assignments in writing in all subjects. Therefore, this skill is needed for training and practice.

The problem of listening comprehension (40%) is classified as the second most difficult skill. This shows that through class lessons and lectures in English, students seem to be accustomed to listening in English. However, as demonstrated by students, this skill is not without problems. Therefore, there is still a need to improve training and practice.

The problem of speaking (20%) is expressed as the third difficult skill encountered. This may be because part of the IAIN course requirements include individual and group student presentations on several topics. Because students may still lack confidence in this field, the required oral presentation skills cannot be excluded in further training.

Areas of language skills facing these difficulties can serve as a guide for IAIN to organize language programs that are more practical in addressing these special needs to increase motivation in learning English.

B. Discussion

First, the discussion is about level of student motivation. Based on the research findings, there are several points that can be discussed. The overall results reveal that students are very motivated to learn English. This finding answers the research question about what the motivation level of the subject is. Based on comparison and assessment. The difficulties associated with students in language skills, as communicated in open questions need further attention. All of these findings have relevant implications and should therefore lead to recommendations for training or further study.

Students' inclination towards instrumental motivation can be of great value to the Institute for improvement through a new focus on the English language improvement program at the Institute. At the same time the institute must also consider the potential and strategies for the integrative motivation of students to learn English and ultimately improve their proficiency.

In the first research question, the level of motivation among second-year students at the IAIN Bengkulu English Department of English learning is partly instrumental and integrative. Gardner has distinguished motivation into two kinds of learning English language. They are integrative motivation and instrumental motivation. The first motivation is integrative, it is motivation which shows a prosperous posture in the object of language; this motivation is characterized by desirability to fuse and to follow a culture by means of language. The second motivation is instrumental, the example is promoting for

occupation and demanding of language. Each of motivation has dissimilar use in studying English language. From the research findings about the level of student motivation, it appears that students have different goals in learning English, they are a little more emotional and integrative. Instrumental motivation is different from integrative motivation in doing things in learning English. Instrumental motivation focuses more on the aims and advantages of the performance level in learning English language. This is a target language.

Second, in the next question, it is discovered that the students are slightly more strongly instrumentally motivated to learn English which can answer the research question of the motivation found is more integrative or instrumental.

Gardner states that integrative motivation is characterized by the desire to merge and follow the culture by means of language.[57] People who have this kind of motivation are more attractive in the culture and way of life of people who speak languages. From the results of the questionnaire, it proves that successful students agree with learning English, it will make it easier for them to interact with people who speak English; it will enable them to meet and communicate with more and diverse people; learning English is important because it will enable them to understand and appreciate how to live English, and learning English is important because they will be able to interact more easily with English speakers. Students are more integrally motivated than those who are motivated instrumentally to learn English from the findings previously mentioned.

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[57] Gardner. *Motivation in Second and Foreign Language Learning, Language Teaching;* 1985. 31(03), 117-135.

In addition, from the results of the interviews, most students managed to have integrative motivation. There are examples of direct quotes from people interviewed. "I learned English to understand the people and culture they have. Because if we go abroad or meet with tourists outside, then we certainly use English as a communication tool. And exchange information and culture with each other."

From the example above , it can be seen that successful students say that "... I study English to understand the people and culture they have ..." This implies that they have integrative motivation because they like learning and understanding the culture of people who speak the language.

In addition, from the students interviewed they said that "... more important is learning English to understand the people and the culture they have, because by we study the culture of people indirectly we have a lot of insight and know how the culture is there, so it's not it will be difficult to fulfill one of the requirements of a job acquirement." This implies that students tend to learn English because they appeal to the culture of people who have language.

The findings of this study contradict the findings of Vaezi . From the findings of Vaezi, data prove that students are motivated instrumental in learning English rather than integratively motivated.[58] Students are instrumental motivated because they want to be more successful in their educational lives. In addition, English is very important. Of course it must be

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[58]Vaezi, Z. Language Learning Motivation between Iranian Undergraduate Students, *World Applied Sciences Journal,* 5(1), 2008. 54-61.

mastered because they need it for their future careers because many companies need English as a condition to enter the company. In addition, students have many assignments when they are learning English making them more instrumental than being integrally motivated in learning English. In addition, there is no opportunity for them to learn about British culture. The few native speakers who teach in Iran are also the reason why students are more instrumentally motivated. It makes students not have the opportunity to get contact with native speakers. All of these causes make students more instrumentally motivated.

Meanwhile, the findings of Gholami et al. supported the findings of this study where high achievers have higher integrative motivation than instrumental motivation.[59] Students who are integratively motivated like to separate from people who have language. They like to communicate with people who speak languages. As a result, they want to execute better English performance to socialize with those around them. If students learn English to communicate with native speakers, it makes them more communicative English. From all the findings, it can be concluded that integrative motivation will function more than instrumental motivation based on these findings.

The findings of this study support those possessed by students who are in integrative motivation greater than instrumental motivation. Students are more interesting in learning about culture, people, and all things related to English. This finding does not mean that students do not have instrumental motivation,

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[59]Gholami, R., Allahyar, N., & Shameem, R. G. *Integrative Motivation as an Essential Determinant of Achievement: A Case of EFL High School Students*: 2012. 17 (11), 1416-1424.

but that means that students have higher integrative motivation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the above data analysis, it was concluded that students' motivation in English language learning is seen from the theory (A Survey Study at Second Years Students of TBI IAIN Bengkulu in Academic Year 2018/2019) the category are:

1. The level of motivation among second year students at IAIN English learning Bengkulu English is a bit of integrative and instrumental motivation. That means they have different goals in learning English. Some have the motivation to get a job or educational requirements and some are encouraged to learn English because they want to understand the culture of others.

2. Most students from the English Language Education Study Program in Bengkulu IAIN have integrative motivation in learning English. It reveals that the mean score of integrative motivation (3.83) is higher than the mean score of instrumental motivation (3.64). That means they want to learn English culture, understand what native speakers say and also communicate.

B. Suggestions

Based on the conclusions above, the researcher would like to make a number of suggestions for making it better than the researchers. The researchers put forward some suggestions as follows:

1. In conducting further research, future researchers need to use not only questionnaires and interviews but also need to use observation to see their activities and to get a complete picture of how they study in class.

2. A larger sample size with a longer time frame must be expanded to increase the level of generalization of research and to make findings more valid and reliable.

3. That more variations of respondents must be studied including different years of study.

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APPENDICES

Appendix 1

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┌─────────────────────────────────┐
│  Name        :                  │
│  ...................................  │
│  NIM         :                  │
│  ...................................  │
│  Semester    :                  │
│  .................../................  │
│  Age         :                  │
│  ...................................  │
│  Date        :                  │
│  ...................................  │
└─────────────────────────────────┘
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QUESTIONNAIRE OF MOTIVATION

Instruction: Read carefully every item question in the following table. Next to each statement, give a check list (✔) to represent how strongly you feelaout the statement bassed on your own actual situation.

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I mainly focus on using English for class assignment and the exams.					
2	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					

3	I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.					
4	I am more interested in earning a university degree and a good job than learning English language itself.					
5	I am more interested in furthering my higher education than learning English language itself.					
6	Learning English is important for travelling abroad.					
7	Learning English is important for making me a knowledgeable and skillful person.					
8	Learning English is important for making me an educated person.					
9	Being proficient in English can lead to more success and achievements in life.					
10	Being proficient in English makes other people respect me.					
11	Studying English enables me to understand English books, movies, pop music etc.					
12	Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
13	Studying English enables me to keep in touch with foreign acquaintances.					
14	Studying English enables					

	me to discuss interesting topics in English with the people from other national backgrounds.					
15	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.					
16	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
17	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.					
18	Studying English enables me to appreciate English arts and literature.					
19	Studying English helps me to be an open-minded, and sociable person like English speaking people.					
20	I am determined to study English as best as I can to achieve maximum proficiency.					

Appendix 2

The Calculation of Instrumental and Integrative Score from the Questionnaire

No	Name	Instrumental Questions										TOTAL SCORE OF INSTRUMENTAL
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	AK	3	2	1	1	1	5	5	5	4	4	31
2	BS	1	2	3	2	2	2	1	2	3	2	20
3	CVB	3	3	4	4	3	4	4	4	3	3	35
4	DE	4	2	2	4	4	4	5	4	5	4	38
5	EF	4	3	3	3	1	4	3	4	4	4	33
6	FJ	3	3	3	3	3	3	4	4	3	3	32
7	SDG	4	3	4	4	2	4	4	4	4	4	37
8	VH	4	4	4	5	5	5	5	5	4	5	46
9	GIQ	3	3	2	3	4	5	5	5	4	5	39
10	JD	4	3	1	4	5	5	5	5	4	2	38
11	HK	4	3	2	3	2	4	4	4	5	4	35
12	QL	2	3	2	1	1	3	2	3	2	3	22
13	FM	4	4	4	5	4	5	5	4	4	5	44
14	HPN	4	4	4	4	4	4	4	4	4	4	40
15	OF	4	3	2	4	3	5	5	5	4	3	38
16	PQS	5	3	4	4	4	5	4	5	3	3	40
17	Q	3	2	3	4	4	4	4	4	3	3	34
18	GR	3	5	3	3	2	5	2	2	3	3	31
19	S	5	4	3	2	3	4	3	5	3	5	37
20	STW	3	3	3	3	4	5	5	4	3	2	35
21	UP	3	4	4	3	4	4	4	4	4	4	38
22	P	4	3	3	3	5	5	5	4	4	5	41
23	BW	3	3	2	2	2	2	1	2	3	3	23
24	XK	3	4	2	3	2	2	3	4	3	2	28
25	GY	4	3	4	2	3	3	2	3	4	4	32
26	PZ	4	3	4	4	3	4	5	5	3	4	39
27	ZA	3	4	3	3	3	5	5	4	4	3	37
28	YB	4	4	3	5	3	5	5	5	5	5	44
29	QC	5	2	3	5	4	4	4	4	4	4	39
30	WD	2	3	4	3	3	4	3	2	3	4	31
31	PE	3	3	3	3	3	3	3	3	3	3	30
32	UF	4	3	3	5	5	5	5	5	5	5	45
33	TG	2	2	1	2	3	3	4	4	4	4	29
34	HS	4	3	3	4	4	5	5	5	4	3	40
35	RI	2	2	4	4	4	5	5	5	5	5	41
36	JX	4	3	3	5	4	4	4	4	4	5	40
37	KH	1	2	1	2	2	5	5	5	4	4	31
38	LK	4	1	1	4	3	5	5	5	5	3	36
39	MSD	4	3	4	2	2	5	5	5	5	4	39
40	NY	4	4	2	2	2	5	5	5	4	5	38
41	OI	4	3	2	2	2	5	5	5	5	5	38
42	PR	4	2	4	2	4	4	4	5	5	3	37
43	QHG	4	2	2	2	2	4	4	4	3	2	29
44	RKL	4	3	2	3	4	4	5	4	3	3	35
45	SG	4	3	2	4	2	5	5	5	5	4	39
46	TY	4	3	2	2	2	5	5	5	4	3	35
47	US	4	2	2	5	5	5	5	5	5	4	42
48	PQR	3	2	4	4	5	5	4	5	4	5	41
49	WB	4	4	3	4	5	5	5	5	4	4	43
50	QM	3	3	3	4	5	5	5	5	5	5	43

51	FJY	3	4	2	2	2	5	5	5	5	5	38
52	RZ	1	2	2	3	3	5	5	5	5	5	36
53	AS	2	3	3	5	5	5	4	4	4	4	39
54	GB	3	3	3	4	4	4	3	5	5	4	38
55	NC	5	4	4	5	5	4	4	4	5	4	44

No	Name	Instrumental Questions										TOTAL SCORE OF INTEGRATIVE
		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	
1	AK	5	4	4	4	4	4	4	4	5	4	42
2	BS	2	2	3	2	2	2	2	1	2	5	23
3	CVB	4	4	3	4	4	4	4	4	4	3	38
4	DE	4	4	4	4	3	3	3	3	3	3	34
5	EF	4	3	4	3	3	4	3	3	4	3	34
6	FJ	4	3	3	4	4	4	4	4	4	3	37
7	SDG	4	4	3	4	4	4	3	4	4	4	38
8	VH	5	4	3	5	5	3	4	5	4	5	43
9	GIQ	5	4	4	2	5	5	4	5	4	5	43
10	JD	4	2	3	2	4	4	4	3	4	3	33
11	HK	5	3	2	3	4	5	3	4	4	3	36
12	QL	1	2	3	2	2	2	1	2	1	3	19
13	FM	5	4	4	4	5	5	3	5	4	4	43
14	HPN	3	3	3	3	3	3	3	3	3	3	30
15	OF	4	4	3	3	4	4	5	4	5	5	41
16	PQS	4	3	4	3	5	3	3	4	3	3	35
17	Q	4	4	4	4	3	3	3	3	4	4	36
18	GR	5	3	3	3	2	2	2	2	5	2	29
19	S	4	3	3	4	4	4	4	4	4	4	38
20	STW	4	4	4	5	5	4	4	3	4	3	40
21	UP	3	3	3	3	4	4	3	4	3	3	33
22	P	5	4	4	5	5	4	5	4	4	5	45
23	BW	1	3	3	3	3	2	3	4	2	3	27
24	XK	2	3	2	3	2	2	3	2	2	3	24
25	GY	3	4	3	5	5	3	2	4	3	3	35
26	PZ	4	3	4	4	4	5	3	3	4	3	37
27	ZA	4	4	3	4	5	4	4	4	5	4	41
28	YB	5	5	5	5	5	5	5	4	5	5	49
29	QC	4	4	4	4	4	4	4	4	5	4	41
30	WD	4	4	3	4	3	2	2	3	2	3	30
31	PE	3	3	4	4	4	4	5	5	4	4	40
32	UF	5	5	5	5	5	5	5	5	4	3	47
33	TG	4	4	4	4	4	4	3	4	4	4	39
34	HS	5	4	4	5	4	3	4	3	3	3	38
35	RI	4	4	4	4	5	4	5	4	5	5	44
36	JX	5	5	4	5	4	4	4	3	3	4	41
37	KH	4	4	4	4	4	4	4	4	4	4	40
38	LK	5	5	5	5	5	4	5	4	5	5	48
39	MSD	4	4	5	5	5	5	4	4	4	4	44
40	NY	4	4	4	4	4	4	4	4	5	4	41
41	OI	5	5	3	4	4	4	3	3	3	3	37
42	PR	4	4	4	4	4	4	4	5	5	5	43
43	QHG	4	4	4	4	3	3	5	3	4	4	38
44	RKL	4	4	4	4	5	4	3	4	4	3	39
45	SG	5	4	4	5	4	4	4	4	4	4	42
46	TY	4	4	4	4	4	4	4	4	5	4	41
47	US	4	4	5	5	4	5	5	4	4	4	44
48	PQR	4	4	4	5	5	4	5	4	5	5	45

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49	WB	4	4	4	4	4	4	4	4	4	4	40
50	QM	4	5	3	3	4	4	3	4	5	5	40
51	FJY	4	4	4	4	3	4	3	4	4	5	39
52	RZ	4	4	4	5	4	4	4	5	5	5	44
53	AS	5	5	5	4	4	4	4	4	5	4	44
54	GB	5	5	4	4	4	4	4	4	5	5	44
55	NC	3	3	3	4	4	4	3	4	3	4	35

NO	NAME	TOTAL SCORE OF INSTRUMENTAL	TOTAL SCORE OF INTEGRATIVE	KIND OF MOTIVATION
1	AK	31	42	INTEGRATIVE
2	BS	20	23	INTEGRATIVE
3	CVB	35	38	INTEGRATIVE
4	DE	38	34	INSTRUMENTAL
5	EF	33	34	INTEGRATIVE
6	FJ	32	37	INTEGRATIVE
7	SDG	37	38	INTEGRATIVE
8	VH	46	43	INSTRUMENTAL
9	GIQ	39	43	INTEGRATIVE
10	JD	38	33	INSTRUMENTAL
11	HK	35	36	INTEGRATIVE
12	QL	22	19	INSTRUMENTAL
13	FM	44	43	INSTRUMENTAL
14	HPN	40	30	INSTRUMENTAL
15	OF	38	41	INTEGRATIVE
16	PQS	40	35	INSTRUMENTAL
17	Q	34	36	INTEGRATIVE
18	GR	31	29	INSTRUMENTAL
19	S	37	38	INTEGRATIVE
20	STW	35	40	INTEGRATIVE
21	UP	38	33	INSTRUMENTAL
22	P	41	45	INTEGRATIVE
23	BW	23	27	INTEGRATIVE
24	XK	28	24	INSTRUMENTAL
25	GY	32	35	INTEGRATIVE
26	PZ	39	37	INSTRUMENTAL
27	ZA	37	41	INTEGRATIVE
28	YB	44	49	INTEGRATIVE
29	QC	39	41	INTEGRATIVE
30	WD	31	30	INSTRUMENTAL
31	PE	30	40	INTEGRATIVE
32	UF	45	47	INTEGRATIVE
33	TG	29	39	INTEGRATIVE
34	HS	40	38	INSTRUMENTAL
35	RI	41	44	INTEGRATIVE
36	JX	40	41	INTEGRATIVE
37	KH	31	40	INTEGRATIVE
38	LK	36	48	INTEGRATIVE
39	MSD	39	44	INTEGRATIVE
40	NY	38	41	INTEGRATIVE
41	OI	38	37	INSTRUMENTAL
42	PR	37	43	INTEGRATIVE
43	QHG	29	38	INTEGRATIVE
44	RKL	35	39	INTEGRATIVE
45	SG	39	42	INTEGRATIVE

46	TY	35	41	INTEGRATIVE
47	US	42	44	INTEGRATIVE
48	PQR	41	45	INTEGRATIVE
49	WB	43	40	INSTRUMENTAL
50	QM	43	40	INSTRUMENTAL
51	FJY	38	39	INTEGRATIVE
52	RZ	36	44	INTEGRATIVE
53	AS	39	44	INTEGRATIVE
54	GB	38	44	INTEGRATIVE
55	NC	44	55	INTEGRATIVE

Appendix 3
The Total Number of Students who have Integrative Motivation

NO	NAME	TOTAL SCORE OF INSTRUMENTAL	TOTAL SCORE OF INTEGRATIVE	KIND OF MOTIVATION
1	AK	31	42	INTEGRATIVE
2	BS	20	23	INTEGRATIVE
3	CVB	35	38	INTEGRATIVE
4	EF	33	34	INTEGRATIVE
5	FJ	32	37	INTEGRATIVE
6	SDG	37	38	INTEGRATIVE
7	GIQ	39	43	INTEGRATIVE
8	HK	35	36	INTEGRATIVE
9	OF	38	41	INTEGRATIVE
10	Q	34	36	INTEGRATIVE
11	S	37	38	INTEGRATIVE
12	STW	35	40	INTEGRATIVE
13	P	41	45	INTEGRATIVE
14	BW	23	27	INTEGRATIVE
15	GY	32	35	INTEGRATIVE
16	ZA	37	41	INTEGRATIVE
17	YB	44	49	INTEGRATIVE
18	QC	39	41	INTEGRATIVE
19	PE	30	40	INTEGRATIVE
20	UF	45	47	INTEGRATIVE
21	TG	29	39	INTEGRATIVE
22	RI	41	44	INTEGRATIVE
23	JX	40	41	INTEGRATIVE
24	KH	31	40	INTEGRATIVE
25	LK	36	48	INTEGRATIVE
26	MSD	39	44	INTEGRATIVE
27	NY	38	41	INTEGRATIVE
28	PR	37	43	INTEGRATIVE
29	QHG	29	38	INTEGRATIVE
30	RKL	35	39	INTEGRATIVE
31	SG	39	42	INTEGRATIVE
32	TY	35	41	INTEGRATIVE
33	US	42	44	INTEGRATIVE
34	PQR	41	45	INTEGRATIVE
35	FJY	38	39	INTEGRATIVE
36	RZ	36	44	INTEGRATIVE
37	AS	39	44	INTEGRATIVE
38	GB	38	44	INTEGRATIVE
39	NC	44	55	INTEGRATIVE

Appendix 4

The Total Number of Successful Students who have Instrumental Motivation

NO	NAME	TOTAL SCORE OF INSTRUMENTAL	TOTAL SCORE OF INTEGRATIVE	KIND OF MOTIVATION
1	DE	38	34	INSTRUMENTAL
2	VH	46	43	INSTRUMENTAL
3	JD	38	33	INSTRUMENTAL
4	QL	22	19	INSTRUMENTAL
5	FM	44	43	INSTRUMENTAL
6	HPN	40	30	INSTRUMENTAL
7	PQS	40	35	INSTRUMENTAL
8	GR	31	29	INSTRUMENTAL
9	UP	38	33	INSTRUMENTAL
10	XK	28	24	INSTRUMENTAL
11	PZ	39	37	INSTRUMENTAL
12	WD	31	30	INSTRUMENTAL
13	HS	40	38	INSTRUMENTAL
14	OI	38	37	INSTRUMENTAL
15	WB	43	40	INSTRUMENTAL
16	QM	43	40	INSTRUMENTAL

Appendix 5

QUESTIONS OF INTERVIEW

1. What is your reason in learning English language?

2. In your opinion, which one is more important, learning English for job acquirement

   (as instruments) or learning English to understand about the people who speak the

   language and its culture? Why?

3. What arethe difficulties that you experience while studying English at TBI?

4. In your opinion, what oh the four most difficult English skills do you think?

5. What are the problems that occur when learning English on Listening Skills? Why?

6. What are the problems that occur when learning English on Speaking Skills? Why?

7. What are the problems that occur when learning English on Reading Skills? Why?

8. What are the problems that occur when learning English on Writting Skills? Why?

Transcriptions of the Interview

STUDENT 1

A: Apa alasan belajar bahasa Inggris?

B: Karena belajar bahasa inggris itu asik dan juga merupakan bahasa international serta menjadi salah satu tujuan saya untuk keluar negeri.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Belajar bahasa inggris untuk mengerti orang dan budaya yang dimilikinya. Karena jika

kita pergi keluar negeri atau bertemu dengan wisatawan diluar, maka kita pastinya menggunakan bahasa inggris sebagai alat komunikasi. Dan saling bertukar informasi serta budaya masing-masing.

A: Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Kesulitan saya yaitu dalam berbicara. Karena dikelas jarang untuk dipraktekan dengan teman-teman yang lain sehingga ketika ingin berbicara menjadi sulit dan seringnya terbata-bata dalam berkomunikasi.

A: Dari 4 skill bahasa inggris, yang paling sulit menurut kamu?

B: Writing, karena grammar yang berantakan. Untuk mata kuliah menulis, terkadang saya sulit dalam membuat sebuah kalimat dikarenakan grammar saya yang masih berantakan dan juga kurangnya vocabulary.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Speaking? Mengapa?

B: Masih sering terbata-bata saat berbicara, dikarenakan kurangnya vocabulary.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Listening? Mengapa?

B: Masih sulitnya mendengar saat listening berlangsung. Dikarenakan terlalu cepat berbicara dan tidak menguasai vocabulary sehingga membuat tidak mengerti saat listening berlangsung.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Reading? Mengapa?

B: Masih ada kendala saat membaca kata. Terkadang saat membaca sering menemukan kata-kata baru, jadi membuat saya kesulitan untuk membacanya seperti apa.

STUDENT 2

A: Apa alasan belajar bahasa Inggris?

B: Untuk menambah ilmu pengetahuan, untuk memperbanyak wawasan.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement

atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Untuk mengerti orang dan budaya yang dimilikinya, karena dengan kita mempelajari budaya orang secara tidak langsung kita mempunyai banyak wawasan dan tau bagaimana culture disana, sehingga tidak akan susah memenuhi salah satu syarat job acquirement.

A: Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Salah satunya adalah kesulitan dalam memahami satu subjek mata kuliah yang tidak saya suka.

A: Dari 4 skill bahasa inggris, yang paling sulit menurut kamu?

B: Skill menulis, karena didalam skill menulis kita harus memahami grammar dengan benar, dan itu adalah kelemahan saya.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Speaking? Mengapa?

B: Tidak begitu ada masalah, karena basically saya menyukai mata kuliah ini.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Listening? Mengapa?

B: Sulit untuk mendengarkan pronounciationnya, apa lagi dalam british accent.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Reading? Mengapa?

B: Tidak tau bagaimana trik dalam membaca yabg benar.

STUDENT 3

A: Apa alasan kamu belajar bahasa Inggris?

B: Yang pertama karena tertarik untuk bisa berkommunikasi dengan orang luar, pernah bermimpi menjadi seorang tour guide. Kemudian, tertarik untuk mencari beasiswa keluar negeri dan sebagai persyaratan yang lebih baik untuk kedepannya.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Saya pikir lebih penting belajar bahasa inggris untuk mengerti orang dan budaya yang dimilikinya.

A: Mengapa?

B: Karena ketika kita mempelajari sebuah bahasa untuk memahami atau untuk mengerti sebuah budaya orang itu tersendiri, nanti dengan sendirinya saya pikir kita akan bisa memahami bahasa inggris untuk melamar pekerjaan itu sendiri.

A: Kemudian, Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Sulit menghafal kosa kata, selama ini hanya mengerti beberapa kosa kata yang sangat standar, dan dasar. Ketika seseorang berbicara bahasa inggris yang sangat pasih dan sulit dimengerti, dan juga ketika speaking karena kosa kata terbatas, jadi sulit untuk berkomunikasi dengan lawan bicara.

A: Dari 4 skill bahasa inggris yaitu Listening, Speaking, Reading dan Writing, yang paling sulit menurut kamu diskill bagian apa?

B: Saya pikir yang paling sulit itu, hmm.. writing! karena saya masih sulit untuk menyusun kalimat dalam writing, memadankan kata-katanya dan juga grammarnya.

A: Apa masalah yang sering kalian alami ketika belajar pada skill speaking?

B: Kalau masalah dalam speaking yaitu kosakata yang kurang, dan juga pronunciation-nya.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Listening?

B: Kalau listening, bahasa inggris yang digunakan orang Indonesia dengan orang luar berbeda, pronunciation-nya juga berbeda. Jadi, saat kita mendengarkan orangnya itu berbicara kadang-kadang berbeda dengan apa yang kita pikirkan.

A: Setelah listening, apa masalah yang kamu alami ketika belajar reading. Apakah kamu mengalami kesulitan?

B: Kalau reading itu lumayan lebih enak, tetapi didalam reading itu kesulitan yang didapat kadang-kadang poin penting membaca itu kurang dapat dipahami.

A: Apakah ada alasan lain dek?

B: Kak juga berkaitan degan kosa kata, karena kurang mengetahui kosakata jadi lebih sulit untuk dipaahami bacaan itu sendiri.

A: Terimakasih Feza, semoga juga untuk membangun prodi kita lebih baik lagi, dengan mengerti kesulitan dalam belajar pada mahsiswa.

STUDENT 4

A: Baik Nova mbk mau tanya, apa alasan kamu belajar bahasa Inggris?

B: Alasan yang pertama karena tertarik, menurut saya Bahasa Inggris itu keren. Orang yang berbicara bahasa inggris itu kelihatannya seksi, pintar dan suatu Bahasa Inggris atau bahasa Inggris itu kebutuhan, karena didalam dunia pekerjaan, untuk kita bersosialisasi dengan orang luar atau untuk memudahkan aktivitas kita maka kita perlu sekali berbahasa asing. Itu menurut saya suaatu kewajiban diera globalisasi.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Dua-duanya sangat penting, kalau disuruh pilih belajar bahasa inggris untuk mendapatkan suatu pekerjaan. Karena sesudah menempuh pendidikan membutuhkan pekerjaan untuk mendapatkan uang.

A: Menurut kamu, apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Kesulitan dari internal atau eksternal?

A: Kedua-duanya

B: Kalau dari internal sendiri kurangnya vocabulary, kalau dari eksternalnya mungkin cara penyampaian dosennya yang kurang, yang sering tidak masuk misal.

A: Berarti kamu mengalami kesulitan pada vocabulary?

B: Banyak sih, seperti digramarnya atau idiomnya masih menglami kesulitan.

A: Dari 4 skill Bahasa Inggris, yang paling sulit menurut kamu dibagian apa?

B: Yang paling sulit adalah listening, karena using british. Untuk pemula dan awam seperti saya sangat sulit memahaminya, kecuali dosen yang berbicara masih bisa kita mengerti tetapi kalau melalui audio agak susah.

A: Apakah ada kegiatan atau aktivitas yang kamu lakukan selain didalam kampus atau selama pembelajaran listening?

B: Menonton youtube, mendengarkan musih sudah dilakukan setiap hari.

A: Tetapi kamu masih mengalami kesulitan dalam listening.

B: Untuk awal mengalmi kesulitan, kalau sekarang sudah bisa dipahami

A: Selanjutnya, masalah apa yang nova alami ketika belajar di skill writing?

B: To be nya, terus untuk membuat paragraph untuk mencari gagasan utamanya.

A: Kemudian? Skill reading?

B: Kalau reading tidak mengalami kesulitan, paling sulit di kalimat yang baru kita lihat dan kita baca.

A: Kemudian? Skill Speaking?

B: Masalahnya nervous, karena kurangnya public speaking. Dan keterbatasan vocabulary. Kemudian kurang percaya diri, takut salah berbicara.

STUDENT 5

A: Apa alasan belajar bahasa Inggris?

B: Karena saya suka belajar berbagai bahasa .

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Menurut saya lebih penting untuk job acquirement karena bisa menjadi nilai tambah kita, maksudnya dengan kita bisa berbahasa Inggris kita bisa diberikan pertimbangan yang lebih untuk masuk ke sebuah perusahaan/instansi.

A: Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Saya agak kesulitan untuk memahami grammar.

A: Dari 4 skill bahasa inggris, yang paling sulit menurut kamu?

B: Menurut saya adalah listening dari native speaker.

A: Apa masalah yang sering kalian alami ketika belajar pada skill menulis? Mengapa?

B: Kadang saya kessulitan untuk merangkai kata dan masih ragu apakah kalimat yang saya tulis benar atau tidak.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Speaking? Mengapa?

B: Kadang saya masih berfikir ketika speaking, karena takut grammar yang saya gunakan salah.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Listening? Mengapa?

B: Saya sangat kurang dalam bidang listening apa lagi kalau yang berbicara adalah native speaker karena mereka cepat dalam berbicara.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Reading? Mengapa?

B: Kadang saya tidak tau pronounce dari sebuah kata karena sulit untuk mengucapkan atau kadang salah untuk mengucapkan.

A: Apa alasan adek belajar bahasa Inggris?

B: Karena sekarang zaman era globalisasi jadi tidak mungkin kita tidak mengikuti perkembangan dunia, apapun yang ada didunia harus kita ikuti. Seperti belajar bahasa inggris, karena sebagai bahasa internasional jadi sangat penting untuk kita. Jika kita tidak mengukuti kita tidak akan mengerti dunia luar. Dengan adanya bahasa inggris kita akan mudah memahami dunia.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Bagi saya lebih penting untuk lebih mengerti budaya orang dan apapun yang berhubungan dengan orang lain, dengan kita mengerti orang lain, kita bisa membangun relasi. Jadi antara hubungan kita dengan orang lain bisa terjalin erat, dan ketika dia bekerja disuatu tempat kita bisa mendapat relasi dari itu.

A: Pertanyaan selanjutnya, menurut kamu dek apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Pertama ketika ada kata kata baru itu sulit dimengerti, kemudian vocab kita juga terbatas, kemudian ketika ada metode pembelajaran yang belum kita tahu maka kita akan mengalami kesulitan.

A: Jadi kendalanya divocabulary selama belajar bahasa inggris. Kemudian, bagaimana kamu mengatasi masalah tersebut?

B: Mungkin ini sudah zaman inernet, jadi kita sudah bisa menggunakan google, kemudian mengunakan aplikasi dictionary, itu sudah ada kata ini terus pengertiannya disana sudah ada.

A: Jadi itu lebih memudahkan kamu dalam meningkatkan belajar bahasa inggris. Selanjutnya dari 4 skill bahasa inggris, menurut kamu mana yang paling sulit?

B: **Writing**, karena tidak muda untuk kita menulis itu, dimana sudah ada prosedurnya dan kita tidak bisa sembarangan. Kemudian menulis kata-kata itu susah untuk menyusunnya karena keterbatasan vocabulary.

A: Apakah ada hal tersendiri yang kamu lakukan untuk memperbaiki writing kamu?

B: Mungkin kita bisa melihat dari internet baggaimana menulis dengan benar, kita juga bertaya dengan tutor atau teman-temanyang bisa menulis dari kita.

A: Menurutmu masalah yang kamu alami ketika kamu belajar speaking?

B: Kalau speaking itu, takutnya ketika didepan orang nerves, jadi apa yang mau kita bicarakan jadi lupa seperti ngeblang, untuk mengatasinya kita lebih memperdalamapa yang mau kita pelajari sebelum kita menyampaikan kepada orang. Dengan banyak latihan, jadi ketika kita menyampaikan keorang lain bisa dimengerti.

A: Kemudian, masalah yang kamu alami ketika kamu belajar reading?

B: Reading tidak terlalu mbk, karena saya suka membaca. Pada dasarnya kalau kita suka membaca apapun kedepannya yang kita lakukan lebih muda. Jadi di dalam reading tidak mengalami kesulitan.

A: Apa strategi yang kamu lakukan dalam memperbaiki ke empat skill tersebut?

B: Banyak menonton dari video, banyak mendengarkan lagu. Karena dengan kita banyak melakukan sesuatu itu kita akan terbiasa, jadi yang tidak biasa jadi teriasa, yang tidak bisa jadi bisa.

A: Jadi kamu tadii kesulitan diwriting ya, jadi saran mbk bnyak menulis dari hal terkecil, jadi itu bisa memperbaiki kemampuan menulismu lebih baik lagi. Terimakasih dek.

STUDENT 7

A: Apa alasan kamu belajar bahasa Inggris?

B: Pertama karena dari hobby, karena dari smp sudah mendengarkan lagu bahasa inggris, jadi tertarik untuk belajar bahasa inggris lebih dalam lagi, biar lebih paham. Seperti zaman sekarang sudah menggunakan bahasa inggris seperti di games.

A: Ketika kamu masuk di Tadris Bahasa Inggris apakah ada motivasi lain dalam belajar
bahasa inggris.

B: Setelah mendalami bahasa inggris digunakan dalam dunia kerja, misalnya guru, dll.

A: Menurut kamu mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Tertariknya belajar budaya orang biar bisa memahami budaya orang dan juga untuk dunia kerja.

A: Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Mungkin dari listening terkadang kita susah belajar seperti dengar audio, kita tidak mengetahui tulisannya dan tidak mengerti.

A: Mungkin kurangnya vocabulary selama kamu belajar bahasa inggris dek, kemudian apakah ada kesulitan lain dalam belajar bahasa?

B: Iya vocabulary, grammarnya juga masih berantakan.

A: Dari 4 skill bahasa inggris, yang paling sulit menurut kamu diskill apa?

B: Menurut saya di **writing,** karena sedikit susah untuk mengerti dalam proses pembelajaran.

A: Apa masalah yang sering kamu alami ketika belajar pada skill Speaking? Mengapa?

B: Speaking ada, mungkin dipronontiation. Terkadang kita sudah berpikir ketika ingin

berbicara dengan orang, tetapi saya masih kesulitan dalam merangkai kata karena kurangnya kosakata.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Listening? Mengapa?

B: Kalau audio itu sekali saja diputar tidak berulang-ulang, jadi kesulitan seperti apa tulisannya, dan terkadang pengucapannya tidak teralu jelas, apalagi britis jadi agak asing ketika mendengarnya.

A: Apa masalah yang sering kamu alami ketika belajar Reading? Mengapa?

B: Mungkin kalau untuk reading akademik mudah bosan, misalnya cerita pendek bahasanya mudah dipahami jadi suka. Jika akademik sudah satu paragraf sudah banyak sekali.

STUDENT 8

A: Apa alasan belajar bahasa Inggris?

B: Alasannya, memang cita-citanya menjadi guru. Juga suka belajar bahasa inggris sejak SD, Cuma belum mendalami sampai SMA dan kuliah memutuskan mengambil jurusan bahasa inggris.

A: Menurut Rida mana yang lebih penting, belajar bahasa Inggris untuk job acquirement atau belajar bahasa Inggris untuk mengerti orang dan budaya yang dimilikinya?

B: Lebih penting belajar bahasa inggris untuk mengerti orang, karena suatu hari jika pergi keluar negeri perlu mengunakan bahasa inggris, karena sebagai bahasa internasional.

A: Apa saja kesulitan yang kamu alami selama belajar bahasa inggris di TBI?

B: Ketika dosen menjelaskan terlalu cepat jadi kurang mengerti, juga masih kurang vocabulary.

A: Dari 4 skill bahasa inggris, yang paling sulit menurut kamu? Mengapa?

B: Listening, karena logatnya british dan kurang kedengaran karena logat british itu cepat dan tidak jelas.

A: Kamu mengetahu kamu mengalami kesulitan pada kemampuan listening, apa yang kamu lakukan untuk meningkatkan kemampuan itu?

B: Biasanya mendengarkan lagu dalam bahasa ingggris.

A: Apa masalah yang sering kalian alami ketika belajar pada skill menulis? Mengapa?

B: Sering salah titik koma, grammarnya juga, terkadang juga penempatan tenses nya banyak salah.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Speaking? Mengapa?

B: Sering mendadak persentasi belum tau pengucapannya.

A: Apa masalah yang sering kalian alami ketika belajar pada skill Reading? Mengapa?

B: Kalau reading Alhamdulilah tidak.

A: Terimakasih dek.