STUDENTS' MOTIVATION IN LEARNING ENGLISH
AT THE SEVENTH GRADE OF
MTs TAQWIYATUL WATHON MRANGGEN
IN THE ACADEMIC YEAR OF 2014/2015

THESIS

Composed to Fulfill Requirements for Degree of

Bachelor Education

By

AHMAD ARIS MUNANDAR

NIM. 113411121

ISLAMIC EDUCATION AND TEACHER TRAINING
FACULTY ENGLISH DEPARTMENT
WALISONGO STATE ISLAMIC UNIVERSITY
UIN WALISONGO SEMARANG

2015

THIS PROJECT STATEMENT

Sign as follow:

Name   : Ahmad Aris Munandar

NIM   : 113411121

Department : English Education Department

Faculty   : Islamic Education and Teacher Training

Certify that the thesis:

Students' Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic Year of 2014/2015

Completely is definitely my work. Other writer's opinions or finding included in thesis are quoted or cited in accordance with ethical standards.

Semarang, June 1st, 2015

Writer

Ahmad Aris Munandar

NIM. 113411121

RATIFICATION

Name : Ahmad Aris Munandar

Student Number : 113411121

Faculty : Islamic Education and Teacher Training

Title :

Students' Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic 2014/2015

This thesis has been ratified by the examiners team of Islamic Education and Teacher Training Faculty State Islamic University of Walisongo Semarang on:

Day : Wednesday

Date : July 2nd 2015

The Examiners Team,

Chairwoman

Dra. Hj. Ma'rifatul Fadhilah,M.Ed
NIP. 196208031989032003

Secretary

Dra. Hj.Siti Maryam, M.Pd
NIP. 196507271992032002

Examiner I

Siti Tarwiyah, S.S, M.Hum
NIP.197211081999032001

Examiner II

Daviq Rizal, M.Pd
NIP.197710252007011015

Advisor

Nadiah Makmun, M.Pd
NIP. 19781103 200701 2 016

iii

ADVISOR APPROVAL

<div align="right">Semarang, June 1st 2015</div>

Dear

Dean of Islamic Education and

Teacher Training Faculty

State Islamic University of Walisongo Semarang

Assalamu 'alaikum Wr.Wb.

      After reading, advising and revising to this thesis, as advisors I declare that the thesis:

Title	:	**Students' Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic Year of 2014/2015**
Name	:	Ahmad Aris Munandar
NIM	:	113411121
Department	:	English Education Department
Faculty	:	Islamic Education and Teacher Training Faculty

      I state that this thesis can be proposed to the Islamic Education and Teacher Training Faculty State Islamic University of Walisongo Semarang to be examined in the Munaqasah examination.

Wassalamu 'alaikum Wr. Wb.

<div align="right">Advisor,</div>

<div align="right">

Nadiah Makmun, M.Pd

NIP. 19781103 200701 2 016

</div>

ABSTRACT

Munandar, Aris A. Registered Number Student.113411121. 2015. *Students' Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic 2014/2015* Thesis. Faculty English Department. Islamic State University of Walisongo (UIN) Semarang. Advisor: Nadiah Makmun, M.Pd.

Keywords: survey, extrinsic motivation, intrinsic motivation

Motivation is combination of desire and effort made to achieve a goal. Motivation is one of the influential factors in learning. The success of learning depends on high or low motivation of students. Motivation can drive the learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. When the students are lack of motivation in learning English, they feel not enjoy studying so they will show poor attitude when teaching and learning process. As the result they will not achieve their study well.

The formulation of the research problems were: 1) How is the students' intrinsic motivation in learning English in the seventh grade of MTs Taqwiyatul Wathon Mranggen? 2) How is the students' extrinsic motivation in learning English in the seventh grade of MTs Taqwiyatul Wathon Mranggen?. The purpose of this research were to: 1) To identify about students' intrinsic motivation in learning English in the seventh grade of MTs Taqwiyatul Wathon Mranggen, 2) To identify about students' extrinsic motivation in learning English in the seventh grade of MTs Taqwiyatul Wathon Mranggen, 3) To identify factors influent students' motivation.

Research method: 1) The research design in this research was survey research with quantitative approach, 2) The population of this research was all students in the seventh grade of MTs Taqwiyatul Wathon Mranggen, there are VIIa,VIIb, VIIc and VIId class 3) The sample was each class taken 10 students from seventh grade and the total samples are 40 students, 4) The research instrument was questionnaire, 5) The data analysis was using frequency distribution and formula of percentage.

The result of this research showed from the students' answer in the questionnaire. There are 40 questions in the questionnaire. Question number one until number twenty are questions about intrinsic motivation and question number twenty one until number forty are questions for extrinsic motivation. From the calculation showed that the score of the students' intrinsic motivation is 52% and the students' extrinsic motivation is 48%. It is mean that the student in MTs Taqwiyatul Wathon Mranggen have higher intrinsic motivation than extrinsic motivation. Students motivated by the enjoyment of the learning process itself or by their internal desire than motivated by external source. They want to learn English because they feel that English is interesting and they want to master it. They believe that by mastering English they can conquer the world and they also get the information from other countries.

ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah, the lord of universe, and the researcher would like to thanks to Allah SWT for blessing, mercies, health and change given during composing this thesis. This thesis is arranged or made to fulfill the requirement to get the degree of education of State Islamic University of Walisongo Semarang.

The researcher realizes that he can't complete this thesis without the advice, suggestion, support and encouragement from many people during composing the thesis. So, the researcher would like to express most of gratitude to:

1. Allah SWT, the lord of universe and Prophet Muhammad SAW.
2. Dr. H. Darmu'in, M.Ag, as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. H. Muslih MZ, MA, as the head of English department of Islamic Education and Teacher Training Faculty.
4. Nadiah Makmun, M.Pd, as the advisor who has given good advice, attention, suggestion and motivation for completing this thesis.
5. All lectures of English department of Islamic Education and Teacher Training Faculty State Islamic University of Walisongo Semarang that have delivered knowledge and experience.
6. Rakhimin,S.Pd.I as the Principal of MTs Taqwiyatul Wathon Mranggen, who gives the chance to conduct a research.
7. Khoirul Hidayah, S.Pd, as the collaborator who gives me good attention and suggestion.

8. All my beloved pals in English department on qualification program, Thanks' for all sweet memory to remember forever. May our brotherhood never end.

9. My parents and my family, which gave motivation and support to finish this thesis.

10. My dear wife Khoirul Hidayah and my little fairy Aqiila Rifda Shidqia who gave motivation and support to finish this thesis.

Finally, the researcher realizes that this thesis is still less perfect. The researcher hopes any suggestion and correction to make it perfect. The researcher does hope this thesis can be useful for the improvement of English teaching, especially for the writer and for the reader in general.

Semarang, June 1st , 2015

The Researcher

Ahmad Aris Munandar
NIM. 113411121

TABLE OF CONTENTS

CHAPTER III : REASEARCH METHOD

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

CHAPTER V : CONCLUSION AND SUGGESTION

REFERENCES

APPENDICES

RESEARCHER BIOGRAPHY

CHAPTER I
INTRODUCTION

A. Background of the Research

Learning is a process of change in the human personality, and the changes are displayed in the form of an increase in the quality and quantity of behavior such as an increase in skills, knowledge, attitudes, habits, understanding, skills, power of thought, and other capabilities.

Brown said that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.[1] It means that the behavior that occurred after certain learning probably settled. Someone's capabilities will not be disappearing, but will keep continue to keep developing even more when someone continues keep practicing, as studying language.

Language as a means of communication plays an important role in our daily life. People use language to gain information, share our emotion, feeling, and ideas to others. Besides that, we also use language as a means to look through the outside world. Students are now increasingly required to make contact each other in getting information to understand

---

[1] H.Douglas Brown, *Principle of Language Learning and Teaching* (New York: San Fransisco State University, 2000), Fourth Edition, p.7

1

the culture, science and technology.

The possession of language, more than any other attribute, distinguishes human being from animal. To understand our humanity one must understand the language that makes us as human. According to the philosophy that is expressed by the religions and many people; language is the source of human life and power.[2] The presence of language is one of the signs of Allah as a creator. As Allah stated in verse Ar-Rum 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِلْعَالِمِينَ.

"And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are signs for those who know."[3]

In this era of globalization it is important to learn or speak English as foreign languages. Many people said that in this era of globalization is very important to master at least English or other foreign languages. Fakhry stated in his article that able to speak well and fluently Britain no longer is an

---

[2] Victoria Fromklin, *An Introduction to Language,* (New York: Library of Congress
Cataloging in Publication Data, 1983), p. 3.
[3] Muhammad Zafrulla Khan, *The Qur'an,* (London: Curzan Press Ltd., 1981), 3 rd Ed., p.397.

added value, but it has become demands or needs for every people in today's era of globalization. This is because almost every activity we always find writing, speakers, news, and even a variety of documents and technical guidelines for the use and improvement of a tool that speak English.[4]

The people around the world cannot deny that the globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid the influence of globalization.

Indonesian people should master English because of some reasons. Firstly, by mastering English people can communicate with almost all of people in this world with English. English help Indonesian have a better connection with people around the world. As statement of Lia, he said in her article that English is known as a global language because most people in the world speak English.[5] In addition, it helps us to make a change for our country and also our live. We can see in this world there are many countries and almost every country has different language. If we are not use English to communicate, it will be difficult to communicate with other people from other country. Because one language that almost

[4]http://muhammadfakhry.blogspot.com/2011/10/importance-of-english-inglobalization.html

[5] https://liacirebon.wordpress.com/tag/mastering-english/

of all countries can use is English. Secondly, by mastering English we can communicate with other people around the world and we can get the information easily.

Learning English has been a very important subject. It is become the first foreign language which is taught from Elementary school until university, even it is one of the compulsory subject that take a part in national exam. In addition, it also has its own prestige in Indonesian education and students who have good English will able have more chance in achieving better education. Even, most of educated people should have learned it.

In learning English, students are supported by some reasons. Every student has different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school and it will open your job prospects and increase our standard of living, because many big companies require people with English skills to perform their jobs.[6] Secondly, English gives the students easier access to communicate with others around the world. For instance, nowadays students are using English through networks such as Facebook, Twitter, and many others to get in contact. In social network they can practice their English with another people in other countries. Thirdly, English is necessary

---

[6] http://www.5minuteenglish.com/why-learn-english.htm

to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

Jefiza stated in her thesis that the successful in learning English will depend on motivation. In other words, learning and motivation are closely bound each other and influence one another heavily.[7] Each student has different difficulties and problems learning English. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives effect to the student's motivation to learn English. Some students feel that English is very difficult to study, but they have motivation to study hard for the good achievement. In other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is the one of important factor to the success of learning English.

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low

---

[7] Jefiza, Students' *Motivation and Attitudes toward Learning English Course in Bandung.* Indonesia University of Education :2012

motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well.[8] From the important of the motivation in learning, some problems of motivation could be found in learning English. In a school has found that some students are lack of motivation in learning English. Some students were thought that English is difficult and they did not understand when they read English book as their material to study. Some time they feel not enjoy studying English and the result they showed poor attitude when teaching and learning process. In addition, some students were not satisfied with their English because after learning many years they still could not speak English well.

According Slameto that there are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students themselves. Meanwhile, external factor is the factor which is

---

[8] http://ajiabdu.blogspot.com/2008/12/importance-of-motivation-in-teaching.html

outside of students.[9] The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy.[10]

Student in learning English have two motivation that are intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better, according Harmer.[11] Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will be motivated student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will be motivated the students to work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case do the students work on the task because there is some

[9] Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta : Rineka Cipta, 2010), 54

10 Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta : Rineka Cipta, 2010), 54

[11] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 51

reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Harmer also said that beside extrinsic motivation, the students also have extrinsic motivation in learning English. Extrinsic motivation is the result of any number of outside factors.[12] An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to

---

[12] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 51

be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a

classroom setting. This is especially significant when English is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits.

Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations. The following strategies are effective ways to increase language learners' external motivation.

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can know their students' interest in learning English. So, they can improve their teaching. In learning English each student has various motivations. In this

study the writer wanted to know the students' motivation in learning English. So the writer carried out of study entitled "Students' motivation in learning English in MTs Taqwiyatul Wathon".

According to Sardiman that the characteristics of the students who are motivated are feeling enjoyable having passion, curiosity, spirit and interest during the learning process. There also a diligence in doing the task and challenged in finishing the difficulties.[13] It shows that the indicators of motivation are terms interest, curiosity, having spirit and challenge.

The teaching of English at Junior High School and Senior High School level aims to develop the four language skills, reading, listening, speaking and writing. However, reading skills is emphasized although the four language skills should be taught in an integrated manner. Beside that English has four language components that are vocabulary, structure and pronunciation (in speech) or spelling (in writing) and those are also taught at both of junior and senior high school, so students are given motivations in order their learning interests against English language would grow and develop well in the next level.

---

[13] Sardiman A.M., *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada,2006) p.102

B. Research Questions

The research is intended to answer the following research question:

1. How is the students' intrinsic motivation in learning English in MTs Taqwiyatul Wathon?
2. How is the students' extrinsic motivation in learning English in MTs Taqwiyatul Wathon?
3. What factors influence students' motivation?

C. Objectives of the Research

Based on the research question that mentioned above, purposes of the study are:

1. To identify students' intrinsic motivation in learning English in MTs Taqwiyatul Wathon.
2. To identify students' extrinsic motivation in learning English in MTs Taqwiyatul Wathon.
3. To identify factors influence students' motivation

D. Limitation of the Research

The research will be conducted in the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic 2014/2015. This research involves 40 respondents as samples. This research will be limited to the learning motivation of the

students MTs Taqwiyatul Wathon. It focused on the Students' intrinsic and extrinsic motivation in learning English.

E. **Significance of the Research**

The result of this study is expected to be useful both in theoretically and practically.

Theoretically, the result of this research will give the answer the question at the formulation of the research questions. In addition, this research will give the beneficial contributions to the school as the field of English education about how important the motivations, both intrinsic and extrinsic motivation to the students to achieve their study.

Practically, the writer hopes that the result of this study will useful for:

1. The writer

   Understand about students' intrinsic and extrinsic motivation in learning English.

2. The students

   This result of this research will give the information about their intrinsic and extrinsic motivation that affect in their learning English. When they know the important of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

3. The English teacher

   The result can be used feedback to improve his or her teaching to improve the students' motivation in learning English. So, they will get good achievement in English subject.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Motivation

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. Gardner argued in this case that motivation was considered an essential element along with language capacity in shaping success in learning new language in classroom setting.[1]

To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

---

[1] Gardner, R. C. *Language Learning Motivation: The student, the Teacher, and the Researcher.* Pontificia Universidad Católica de Valparaíso Revista Signos 2000, 33(47), 87-99

a. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it.

At its most basic level, Harmer stated that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.[2] The word motivation is derived from motive that means anything that encourages person to act to do something.[3] While Dimyati and Mudjiono stated also that motivation is a mental encouragement that moves and leads human behavior.[4] Brown stated in his book that motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner.[5] In other page, Brown stated that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit

---

[2] Harmer, Jeremy. *The Practice of English Language Teaching.* Fourth edition (Malaysia : Longman Pearson Education Limited,2007) p.98

[3] Purwanto, ngalim. *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya Offset: 2011) p.60

[4] Dimyati and Mudjiono. *Belajar dan Pembelajaran.* (Malang University : 1994) p. 75

[5] Brown, H. Douglas. *Principles of Language Learning and Teaching* (NJ: Prentice Hall:1987) p.170

a) A Behavioristic Definition

A behaviorist would define motivation as "the anticipation of reinforcement". Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b) Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.[6]

Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

---

[6] Brown, H. Douglas. *Principles of Language Learning and Teaching* (NJ: Prentice Hall:1987) p.72

b. Types of Motivation

According Penny, motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.[7]

a. Intrinsic motivation

Harmer stated intrinsic motivation comes from within the individual.[8] It means motivation is a desire which comes from inside to do something. Santrock also stated that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). Gage and Berliner gave an example; another student may study hard for a test because he or she enjoys the content of the course.[9] So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise

---

[7] Ur, Penny.1996. *A Course in Language Teaching.* New York: Cambridge University Press.P.276

[8] Harmer, Jeremy.*The Practice of English Language Teaching.* Fourth edition (Malaysia : Longman Pearson Education Limited,2007), P.51

[9] John W. Santrock, *Educational Psychology,* (New York: Mc-Graw Hill, 2004), P. 418

capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner stated intrinsic motivation can be found such as in students' interest, need and goal in learning. Moreover, hobby also exemplifies intrinsic motivation.[10]

1) Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. According Gage and Berliner stated Interest can refer to selection of stimuli or attending to something.[11] Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The

---

[10] N.L. Gage & David C. Berliner, *Educational Psychology,* (Boston: Houghton Mifflin Company,1984), P. 374

[11] N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company,1984), P. 374

students will study regularly or effectively and they will be success if they have high interest.

2) Need

According Gary in his book said that a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.[12] It means that need is a circumstances in which something is necessary. While Saundra and Npland divide the characteristics of the three types of needs are:

a) Need for achievement

Involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

b) Need for affiliation

People high in this need seek to be liked by others and to be held in high regard by those around them.

c) Need for power

Power is not about reaching a goal but about having control over other people. People high in this need

---

[12] Gary R. Vanden Bos, PhD, APA *Dictionary of Psychology*, (Washington DC: American
Psychological Association,2007), P.612

20

would want to have influence over others and make an impact on them. [13]

3) Hobby

In an article Artipot explained that hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time.[14] So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby is an activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, example, John's hobby is studying, he always tries to read a book wherever he is.

4) Goal

Gage and Berliner also said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have

---

[13] Saundra K. Ciccarelli & J. Npland White, *Psychology 2nd edition*, (New Jersey: Pearson
Education, 2009), P.361
[14]http://www.artipot.com/articles/397167/do-you-want-to-increase-your-intrinsic-motivation.htm

decided a goal first. In teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.[15]

b. Extrinsic motivation

According Penny that the second motivation is extrinsic motivation, it's that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks."[16]

Extrinsic motivations are motive active and function if there is stimulation from outside. An example : a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which

---

[15] N.L. Gage & David C. Berliner, *Educational Psychology,* (Boston: Houghton Mifflin Company,1984), P. 375

[16] Ur, Penny.1996. *A Course in Language Teaching (*New York: Cambridge University Press) P.277

appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. According Gage and Berliner stated this motivation appears or comes from teacher, parents, and environment.[17]

1) Teacher

A major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

2) Parents

A part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. Harmer added the attitude of parents and older siblings will be crucial.[18] Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a

---

[17] N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company,1984), P. 441

[18] Harmer, Jeremy. *The Practice of English Language Teaching*. Third edition (Longman Pearson Education Limited. 2001)P. 51-52

result, they will get better achievement.

3) Environment

Outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.[19]

According Harmer that all these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.[20]

Students who are motivated by their environment will

---

19 N.L. Gage & David C. Berliner, *Educational Psychology,* (Boston: Houghton Mifflin Company,1984), P. 443

[20] Harmer, Jeremy. *The Practice of English Language Teaching*. Third edition (Longman Pearson Education Limited. 2001)P. 51-52

have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English.

Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

c. Sources of motivation

According to Harmer the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.[21] Harmer also explained that there are some sources that affect the students' motivation in learning English:

a) The society we life in

Outside any classroom there are attitudes to language learning and the English language in particular. Learning English are important that considered being in the society. All the views from the society such as learning language for

---

[21] Harmer, Jeremy. *The Practice of English Language Teaching*. Third edition (Longman Pearson Education Limited. 2001)p.51

low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

b) Significant others

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

c) The teacher

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

d) The method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disastrously

affected, but when both are comfortable with the method being used, success much more likely.[22]

d. The Role of Motivation

Motivation is crucial in learning other languages. Pinter stated when we learn our first language; it is all a natural part of growing up.[23] Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.[24]

e. Theories of Motivation

a) Brown's Theory

Brown stated that Motivation is something that can, like

---

22 Harmer, Jeremy. *The Practice of English Language Teaching.* Third edition (Longman Pearson Education Limited. 2001)p.51

[23] Pinter, Annamaria. *Teaching Young Language Learner* (China: Oxford University Press. 2006)p.36

[24] Nikolov, Marianne. *Language Teaching Research* (Sage Journals. Vol.3 no.1: 1999) p.33-56

self-esteem, be global, situational, or task oriented.[25] Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown:

1) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.

2) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example Ausbel in Brown identified six needs undergirding the construct of motivation:

   a. The need for exploration

   b. The need for manipulation

---

[25] Brown, H. Douglas. *Principles of Language Learning and Teaching.* (Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company. 2007) p.170

28

c. The need for activity, for movement and exercise, both physical and mental.

d. The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.

e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and for self-consistent systems or knowledge.

f. The need for ego enhancement, for the self to be known and to be accepted and approved of by others.[26]

3) A constructivist. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be

---

[26] Brown, H. Douglas. *Principles of Language Learning and Teaching.* (Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company. 2007) p.169

completely separated from that context. [27]

The needs concept of motivation in some ways belongs to all three schools of though. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

b) Maslow's Theory
    Abraham Maslow stated one of the founding father of humanistic approaches to management, wrote an influential paper that out of five fundamental human

---

[27] Brown, H. Douglas. *Principles of Language Learning and Teaching*. (Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company. 2007) p.168

needs and their hierarchical nature.[28] Maslow's humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met, then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self-actualization.[29] The five needs are:

1) Psychological needs

   It was to do with maintenance of the human body if we are unwell, then little else matters until we recover.

2) Safety needs

   It was about putting off over heads and keeping us from harm, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

3) Belonging needs

   Introduce our tribal nature; if we are help fill and kind to others, they will want us as friends.

4) Esteem needs are for a higher position within a

---

[28] Maslow, A. H. (1943). *A Theory of Human Motivation. Psychological Review*, 50(4), 370

[29] Maslow, A. H. (1970b). *Religions, values, and peak experiences.* New York: Penguin. (Original work published 1964)

group.

5) Self-actualization needs

We can see Maslow's Theory in the picture below :

Picture 2.1

Maslow's Hierarchy of Needs
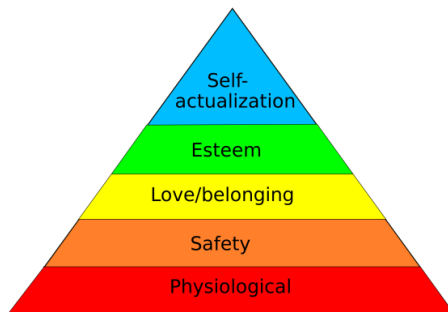
f. **Measure of Motivation**

According to Hanafiah there are some measurements that can be used to know the motivation that are:

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

b. Questionnaire is to know the persistence and loyalty.

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

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

e. Scale is to understand information about attitude.[30]

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

2. **Learning**

a. **Definition of Learning**

Brown stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.[31] Based on Brown there are many concepts of learning:

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

---

[30] Hanafiah, Nanang. *Konsep Strategi Pembelajaran* (Bandung: Rafika Aditama: 2010) p.28

[31] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (NJ: Prentice Hall,1987),2nd ed., p.7

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change behavior.[32]

These concepts above, also give way to a number of subfields within discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

b. Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside from the class. Shuel stated that for

---

[32] Brown, H. Douglas, *Principles of Language Learning and Teaching,* (NJ: Prentice Hall,1987),2nd ed., p.8

thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and how one person can influence the learning of another person through teaching and similar endeavors. Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience. In any case, it is wise to be cautious when comparing the appropriateness of different theories.[33]

There is no final answer to question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can develop by the teacher of their own. Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. From this insight, teacher should more toward developing adequate theories of their own.

---

[33] http://www.education.com/reference/article/theories-of-learning/ Shuell, Thomas. *Theories of Learning*. 2013.

a) Throndike

Throndike concluded that learning is a process of forming connection between stimuli and respond; meanwhile problem solving can be achieved through "trial and error" Entwistle in Uno. He stated that, changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude.[34]

b) J.B Waston: Conditioning Reflect

J.B Waston making Pavlov research as based for to his learning theory. Waston believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another. Waston makes a same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with foreign language, because there are have association with bad experience, for instance the teacher ordered to the students to translate in front of class and they

---

[34] Uno Hamzah B. *Teori Motivasi Dan Pengukurannya* (Bumi Aksara: 2011) p.11

36

have mistaken and then the teacher was angry with them. Generalization afraid of them with another lesson.[35]

c. Types of Learning

The American educational psychologist Robert M. Gagné in Syaiful Bahri proposed a system of classifying different types of learning in terms of the degree of complexity of the mental processes involved. [36] He identified eight basic types, and arranged these in the hierarchy shown in Figure:

Picture 2.2

Gagné's hierarchy of learning
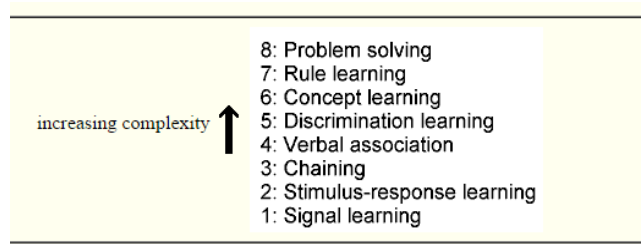
Gagné's eight categories of learning are:

1. Signal Learning

This is the simplest form of learning, and consists essentially of the classical conditioning first described by

---

[35] Sri Esti Wuryani Djiwandono; *Psikologi Pendidikan* :Jakarta : Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Direktorat Jenderal Pendidikan Tinggi, Departemen Pendidikan dan Kebudayaan, 1989.p.130

[36] Djamarah, Syaiful Bahri , *Psikologi Belajar* (Rineka Cipta; 1999) p.22

the behavioral psychologist Pavlov. In this, the subject is 'conditioned' to emit a desired response as a result of a stimulus that would not normally produce that response. This is done by first exposing the subject to the chosen stimulus (known as the conditioned stimulus) along with another stimulus (known as the unconditioned stimulus) which produces the desired response naturally; after a certain number of repetitions of the double stimulus, it is found that the subject emits the desired response when exposed to the conditioned stimulus on its own. The applications of classical conditioning in facilitating human learning are, however, very limited.

2. Stimulus-response learning

This somewhat more sophisticated form of learning, which is also known as operant conditioning, was originally developed by Skinner. It involves developing desired stimulus-response bonds in the subject through a carefully-planned reinforcement schedule based on the use of 'rewards' and 'punishments'. Operant conditioning differs from classical conditioning in that the reinforcing agent (the 'reward' or 'punishment') is presented after the response. It is this type of conditioning that forms the

basis of programmed learning in all its various manifestations.

3. Chaining

   This is a more advanced form of learning in which the subject develops the ability to connect two or more previously-learned stimulus-response bonds into a linked sequence. It is the process whereby most complex psychomotor skills (eg riding a bicycle or playing the piano) are learned.

4. Verbal association

   This is a form of chaining in which the links between the items being connected are verbal in nature. Verbal association is one of the key processes in the development of language skills.

5. Discrimination learning

   This involves developing the ability to make appropriate (different) responses to a series of similar stimuli that differ in a systematic way. The process is made more complex (and hence more difficult) by the phenomenon of interference, whereby one piece of learning inhibits another. Interference is thought to be one of the main causes of forgetting.

6. Concept learning

This involves developing the ability to make a consistent response to different stimuli that form a common class or category of some sort. It forms the basis of the ability to generalize, classify etc.

7. Rule learning

This is a very-high-level cognitive process that involves being able to learn relationships between concepts and apply these relationships in different situations, including situations not previously encountered. It forms the basis of the learning of general rules, procedures, etc.

8. Problem solving

This is the highest level of cognitive process according to Gagné. It involves developing the ability to invent a complex rule, algorithm or procedure for the purpose of solving one particular problem, and then using the method to solve other problems of a similar nature.[37]

According to Gagné in Brown, the higher orders of learning in this hierarchy build upon the lower levels, requiring progressively greater amounts of previous learning for their success. The lowest four orders tend to focus on the more

---

[37] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (NJ: Prentice Hall,1987),2nd ed., p.99-100

behavioral aspects of learning, while the highest four focus on the more cognitive aspects.[38]

3. Learning English as A foreign Language

Nowadays, there are about a billion people in the world learning English as foreign language, Johnson ''In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture'',[39] According Pinter: The process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children's learning process are their parents, and latter their teachers. So the teachers have the important role in the students' learning foreign language.[40]

---

[38] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (NJ: Prentice Hall,1987),2nd ed., p.99-100

[39] Johnson Keith, *An Introduction to Foreign Language Learning and Teaching,* 2nd edition (New York : 2008) p.3

[40] Pinter, Annamaria. *Teaching Young Language Learner. (*China: Oxford University Press. 2006)p.22

4. Motivation for Learning English

Hedge stated that Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English.[41] Now, in much state school system, where the pupils' future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.

B. Previous Research

There are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana with the study about relationship between motivation and achievement in English among English department students. In her study, she concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation of questionnaire. The subject in her research classified

---

[41] Hedge, Tricia. *Teaching and Learning in the Language Classroom.* (China: Oxford University Press. 2003) p.22

into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics. In her study, Emaliana found that English department students both high and low achievers have higher instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or statues. However, this research was focused on group, while in a group contain of some students, and each student has different motivation[42].

Hereby the comparison between and this research:

a. Emaliana's research specific on relationship between motivation and achievement in English while this research covers just motivation; there are intrinsic and extrinsic motivations.

b. Emaliana's research classified was taken from the basis of their pre-test scores while this research uses sampling method.

c. Both research use questionnaire

Another study was conducted by Jefiza. She investigated students' motivation and attitudes toward learning English that

---

[42] Emaliana, *A Survey on Relationship between Motivation and Achievement of English* (Malang: Department Students in State University of Malang,2001)

focused on improvement in speaking ability. She investigated students' motivation in learning English, in term of intrinsic motivation and extrinsic motivation. The number of participant were involved in her research are four student who selected by using purposive sampling. Then the data for the participant was taken by distributing the questionnaire and doing interview. The data in her research was collected by using two types of quantitative and qualitative. The quantitative data of the questionnaire were analyzed by collected of means and percentages. While, for qualitative she used the interview to collect the data. As the result, she found that extrinsic motivation is primary resource of students' motivation in learning English. It means that the students learning English for their future career, education and social interaction. For the field of students' attitude, she found that the students have positive attitude in learning English in educational context[43].

The difference and similarity compared to this research are:

Jefiza's research focused on improvement in speaking ability, it's four student who selected by using purposive sampling, collecting data by using two types of quantitative and qualitative

---

[43] Adila Jefiza, *Students' Motivation and Attitudes Toward Learning English In An English Course In Bandung* (English Education Department School Of Postgraduate Studies Indonesia University Of Education, Bandung: 2012)

because use the questionnaire and doing interview while this research focus on students' motivation, 40 students who selected by random sampling technique, the data for the participant is taken by distributing the questionnaire and The quantitative data of the questionnaire were analyzed by collected and percentages.

The third study from Andi Kusmana, The Influence of Role Play and Drills in Stimulating Student's Motivation for Learning English Conversation. This study is included in qualitative research and it is categorized as descriptive evaluative because it is intended to describe the objective condition about The Influence of Role Play and Drills in Stimulating Student's Motivation For Learning English Conversation, The validity of the data was established by applying percentage formula. They were analyzed by describe the test items formed multiple choices in questionnaire. The finding of this study is that the students of class VII who have very high motivation in Role Play is 79% and students who have very high motivation in Drill is 52%. The result is we can say that: teaching speaking or conversation is more effective by using Role Play technique rather than Drill technique.[44]

---

[44] Andi Kusmana, *The Influence of Role Play and Drills in Stimulating Student's Motivation For Learning English Conversation* (English Educational Department, the Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatulloh Jakarta: 2010)

Here is the difference and similarity analysis:

a. Andi Kusmana's research is case study and the objective is to know which technique between Role Play and Drill does motivate student to learn English conversation, while this research is survey study and the objective of this research to how is the students' intrinsic and extrinsic motivation in learning English

b. Both research analyze data by describe the test items formed multiple choices in questionnaire, the data was established by applying percentage formula

CHAPTER III
RESEACH METHOD

A. Research Design

The most important requirements and the essential factors in conducting a research is a method of the research. By using a method of research the writer will doing the research. Tanzeh stated that the research design is considered by the types of the research.[1] While Sukardi explains that research design is all the process needed in designing and implementing research.[2]

In this research the researcher wants to find the students' intrinsic motivation and extrinsic motivation in learning English. In this research the researcher used survey research design with the use of quantitative approach. Ary et al stated that in survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior.[3] A survey was useful when a researcher collect the data on phenomena that cannot be directly observed (such as

---

[1] Tanzeh, Ahmad. *Metodologi Penelitian Praktis* (Yogyakarta: Sukses Offset2011) p.56

[2] Sukardi. *Metodelogi Penelitian Kompetensi dan Praktisnya (*Jakarta: Bumi Aksara:2003) p.183

[3] Ary, Donald et al. *Introduction to Research in Education* (Canada: Wadsworth. 8th ed: 2010)p.371

motivation in learning English).

A survey was used extensively in library and information science to assess students' motivation of a wide range of subjects. Surveys represent one of the most common types of quantitative, social science research. In this survey research, the researcher selects the samples of respondents from a population and administers a standardized questionnaire to them.[4] The type of survey which used in this research is Cross-sectional surveys.

These surveys are used to study a sample of a population at a single point in time. A cross sectional study would compare quantitative reasoning of a sample of students from grades 1, 2, 3, 4, and 5. The cross sectional survey is the method of choice if you want to gather the data at one point in time.

The Survey Technique: Six basic steps are involved in survey research

1. Planning is survey the appropriate means for data gathering?

2. Define the population: to whom will you distribute

[4]

http://writing.colostate.edu/guides/research/survey/printformat.cfm?printformat=yes

the survey? Construct a complete list of all individuals in the population.

3. Select a representative sample
4. Construct an instrument: questionnaires or interviews (measurement section)
5. Field tests the instrument.
6. Process the data.[5]

This is a technique that has been used researcher for this study,

B. Variable

Sugiono explained that the research variable is an attribute or characteristic or value of people, objects or activities that have a certain variation defined by researchers to learn and then be concluded.[6]

In this research there is only one variable that is students' motivation in learning English.

C. Time and Setting of the study

The researcher conducted at seventh grade of MTs.

---

[5]http://www.wou.edu/~gatimum/ed512/Ed%20512%20Descriptive%20or%20survey%20research.htm
[6] Sugiyono. *Metode Penelitian Pendidikan* (Bandung:Alfabeta: 2010),p.61

Taqwiyatul Wathon in the academic year 2014/2015.There are four class, VIIa, VIIb, VIIc and VIId. This research was conducted for 15 days or two weeks. MTs. Taqwiyatul Wathon is located Sumberejo Street No.1 Mranggen Demak. The researcher chooses this setting because the geographical location is near from the researcher's house, so it makes easier for the researcher to conduct the research and it has well enough quality. Besides the students who become subject come from different intelligence.

D. Population Sampling and Sample

1. Population

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher.[7] Population based on Ary et al in Sukardi population is all numbers of well-defined class of people, events or object.[8]

This research was conducted at MTs Taqwiyatul Wathon. The researcher chooses firs class of MTs Taqwiyatul Wathon Mranggen as the research object

---

[7] Sugiyono. *Metode Penelitian Pendidikan* (Bandung:Alfabeta: 2010) p.117

[8] Sukardi. *Metodelogi Penelitian Kompetensi dan Praktisnya* (Jakarta: Bumi Aksara: 2003)p.53

because the school has well enough quality and its location has near from researcher. In this research the population was all of the students in Seventh Grade of MTs Taqwiyatul Wathon. There are four classes that are VIIa, VIIb, VIIc and VIId class.

As describe the table below:

Table 3.1

Population Data

Grade	Class	Population
VII	A	22
	B	18
	C	22
	D	22
Total		**84**

2. Sampling

The concept of sampling involves taking a portion, making observation on the smaller group, and then generalizing the finding to the large population from which the sample was drawn.[9] In other word, sampling is the

---

[9] Ary, Donald et al. *Introduction to Research in Education* (Canada: Wadsworth. 8th ed: 2010)p.163

process or technique that used to take a sample. Sampling has the purpose to gain information about the population.

The writer did the try out research at MTs Taqwiyatul wathon Mranggen the writer took sample of 40 students in 7th class. At MTs Taqwiyatul wathon Mranggen, there are four classes of first year. They are VIIa, VIIb, VIIc, and VIId class. From those classes, the writer took sample of 10 students in each class as sample of this study, the total number of students of sample is 40 students.

We can see the detail of sample in the following table:

Table 3.2

Data Respondents

Grade	Class	Total Respondent
VII	A	10
	B	10
	C	10
	D	10
Total		40

The researcher took 40 respondent based on Sevilla's book, she said that the numbers of minimum sample taking for correlation are 30 respondents. Technique of sample taking which is used is random sampling technique by using "Fishbowl" method,[10] the researcher gave and the wrote numbers for member which are gathered in sampling list on pieces of paper, one number for each population member then the papers are rolled up and shuffled in the glass, then took 40 papers. So that 40 pieces of paper which contain numbers of member would become sample of the research.

E. Technique of Collecting the Data

According to Arikunto data collecting is a systematic and standardized procedure to obtain the necessary data.[11] In the process of collecting data, the researcher distributing questionnaires to the classes which selected by using stratified and random sampling.

Some teachers in MTs Taqwiyatul Wathon Mranggen

---

[10] Sevilla, Ochave. *Pengantar Metodologi Penelitian*, Jakarta: UI Pers, 1993, P.63-65

[11] Arikunto, Suharsimi. *Prosedur Penelitian Suatu pendekatan Praktek Edisi Revisi IV* (Jakarta: PT Rineka Cipta: 1998) p.234

give the opportunity to the researcher to distribute the questionnaire after they finished their teaching and learning process. In 1st April 2014, the researcher chosen 10 students as sample in VIIa class with random sampling technique by using "Fishbowl" method, after the researcher determined the sample, the researcher distributed questionnaires to 10 students who became sample.

After the researcher distributes the questionnaire, the researcher asked the students to complete a questionnaire by giving a check in the questionnaire based on their opinion and feeling. After the students have completed answering the questions, students submitted the questionnaires to the researcher. Distribution of questionnaire was conducted about 15-20 minutes. From the first day, the researcher got 10 respondents from VIIa class.

The second day, the researcher entered VIIb class to determine 10 the sample as respondents and distributes the questionnaire, from there the researcher got 10 respondents from VIIb class.

The third day, the researcher entered VIIc class and the fourth day, the researcher was in VIId class.

We can see the results of taking samples from VIIa-VIId class in Appandix 1.

After the researcher got all the data collected from the questionnaire, the researchers calculated the results of the questionnaire using Microsoft excel. This questionnaire used likert scales as instrument. Likert scales required an individual to respond to a series of statements by indicating whether he or she strongly agree (SA), agrees (A), undecided (U), disagrees (D) or strongly disagrees (SD). However, in this research, the writer adopted Likert scale into four categories: SA, A, D, SD. Each response was assigned a point value, and an individual's score was determined by adding the point values of all the statements. 1 indicated SD, 2 = D, 3 = A, 4 = SA which score 3 and 4 indicated a positive attitudes and score 1 and 2 indicated negative attitudes.[12]

We can see the table below:

Table 3.1 The Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	4	4
Agree	3	3

[12] Jefiza, *Students' Motivation and Attitudes toward Learning English Course in Bandung*. Indonesia University of Education :2012

Disagree	2	2
Strongly Disagree	1	1

The questions of questionnaire are taken from indicator of motivation both intrinsic and extrinsic motivation.

Indicator of intrinsic motivation are interest, need, hobby and goal and Indicator of extrinsic motivation are teacher, parents, and environment.

As described on the table below:

Table 3.2

The Indicators of Questions

Variable	Dimension	Indicator	Item Number	
			Positive	**Negative**
MOTIVATION	**Intrinsic**	Interest	1,2,5	3,4,6
		Need	7,8,9	10,11
		Hobby	12,14,16	13,15,17
		Goal	19,20	18
	Extrinsic	Teacher	21,24,26,27	22,23,25
		Parent	28,29,31,33	30,32,34
		Environment	36,38,40	35,37,39

After that the researchers calculated the score from the questionnaire to know how percentage of students that have

intrinsic and extrinsic motivation.

F. Research Instrument

In this research, the researcher used questionnaire as instrument to collect the data. In oxford dictionary questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study. Persons James stated that a questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more.[13]

In this research, the questionnaire distributed to know the student motivation in learning English. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Jefiza.[14] It consists of two parts of close ended questions which contain about intrinsic and extrinsic motivation. In questionnaire there are forty questions that were written into Indonesia to give easier the students to understand and answer the questions. The question number 1-20 are the questions to collect the information about intrinsic motivation

---

[13]http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm/4/5/15 02.05pm , James P. Key. *Research Design in Occupational Education* Oklahoma State University: 1997

[14] Jefiza, *Students' Motivation and Attitudes toward Learning English Course in Bandung*. Indonesia University of Education :2012

and question number 21-40 are questions for extrinsic motivation. In this questionnaire, students were asked to answer the question by choosing four categories SA (Sangat Setuju), A (Setuju), D (Tidak Setuju), and SD (Sangat Tidak Setuju). Each students were assigned the question based on their opinion and feeling.

A four-point Likert scale was used to measure the level and type 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:

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

G. Technique of Analyzing the Data

To know about the students' motivation in learning English in seventh grade of MTs Taqwiyatul Wathon Mranggen, the researcher used descriptive quantitative method based on how many students answer each item in questionnaire. Items in the questionnaire were drawn on the

descriptive table of frequency distribution and mean score.

Table 3.3

Intrinsic motivation Frequency Distribution and Mean

OPTION	SCORE	Q1		Q2		Q3		Q4		Q5		Q6		Q7		Q8		Q9		Q10	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
SA	4																				
A	3																				
D	2																				
SD	1																				
Total																					
Mean																					
Overall mean=																					

Q11		Q12		Q13		Q14		Q15		Q16		Q17		Q18		Q19		Q20	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%

We can see the table of questionnaires about Intrinsic Motivation below:

NO	PERNYATAAN	SS	S	TS	STS
1.	Saya sangat senang mengikuti pelajaran bahasa Inggris				
2.	Ketika guru saya meminta saya untuk menirukan percakapan bahasa Inggris, saya tertarik menirukannya				
3.	Pelajaran bahasa Inggris merupakan salah satu pelajaran yang sulit				
4.	Ketika saya mendapatkan PR dari guru bahasa Inggris saya, saya selalu mencari jawaban teman saya				

59

5.	Saya lebih enjoy ketika pelajaran bahasa Inggris dibandingkan dengan pelajaran lainnya				
6.	Materi bahasa Inggris sangat membosankan				
7.	Menurut saya, mampu berbahasa inggris berarti mencerminkan kemoderenan				
8.	Saya ingin selalu mendapatkan nilai terbaik setiap pelajaran Bahasa Inggris sepanjang waktu				
9.	Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik kelak				
10.	Saya tidak merasa sedih jika hasil ulangan bahasa Inggris buruk				
11.	Siswa yang pandai dalam pelajaran bahasa Inggris tidak akan disukai teman				
12.	Saya gemar untuk berbicara dalam bahasa Inggris				
13.	Saya tidak suka nonton film berbahasa Inggris				
14.	Saya lebih suka mendengarkan musik pop barat dari pada musik pop Indonesia				
15.	Saya tidak suka menggunakan bahasa Inggris ketika saya mengunakan sosial media				
16.	Saya gemar berbahasa Inggris ketika berkomunikasi dengan guru dan teman dikelas				
17.	Saya tidak gemar mengulang kembali pelajaran bahasa Inggris di rumah				
18.	Saya tidak akan sedih ketika melihat hasil Ujian Bahasa Inggris saya kurang baik				
19.	Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan teknologi				
20.	Dengan belajar bahasa inggris, saya dapat menaklukkan dunia.				

Table 3.4

Extrinsic motivation Frequency Distribution and Mean

OPTION	SCORE	Q21		Q22		Q23		Q24		Q25		Q26		Q27		Q28		Q29		Q30	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
SA	4																				
A	3																				
D	2																				
SD	1																				
Total																					
Mean																					
Overall Mean=																					

	Q31		Q32		Q33		Q34		Q35		Q36		Q37		Q38		Q39		Q40	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%

We can see the table of questionnaires about Extrinsic Motivation below:

NO	PERNYATAAN	SS	S	TS	STS
21.	Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris				
22.	Saya mengerjakan PR bahasa Inggris saya karena takut dihukum				
23.	Guru saya mengajar bahasa inggris tidak kreaktif (monoton)				
24.	Guru bahasa Inggris saya selalu ceria ketika mengajar				
25.	Saya merasa tegang dan cemas didalam kelas ketika pelajaran bahasa Inggris				
26.	Saya juga mengharapkan penghargaan (nilai atau pujian) ketika guru meminta saya untuk mempraktekkan apa yang guru suruh				
27.	Guru bahasa inggris saya memiliki metode mengajar yang variatif, kreaktif dan inovatif				
28.	Orang tua saya membelikan buku bahasa Inggris untuk saya				

29.	Orang tua saya berharap saya untuk bisa bicara bahasa inggris				
30.	Orang tua saya tidak peduli akan nilai bahasa Inggris saya				
31.	Orangtua saya bangga dengan saya jika nilai belajar bahasa inggris sangat memuaskan				
32.	Orang tua saya memindahkan channel TV ketika saya sedang menonton film berbahasa Inggris				
33.	Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris				
34.	Orang tua saya memberi hadiah ketika nilai bahasa inggris saya bagus				
35.	Belajar Bahasa Inggris tidak membantu saya menjadi pikiran terbuka, dan bersosialisasi dengan lingkungan				
36.	Saya berpartisipasi dalam kelompok belajar Bahasa Inggris di lingkungan sekitar				
37.	Dilingkungan sekolah, saya tidak ikut berpartisipasi dalam kelompok Bahasa Inggris				
38.	Ketika saya bergaul dengan masyarakat sekitar, saya percaya diri ketika saya mahir bahasa Inggris				
39.	Ketika saya mengunakan sosial media, saya lebih suka mengunakan bahasa Indonesia dari pada Inggris				
40.	Dengan mahir Bahasa Inggris, saya dapat membantu tetangga/teman saya ketika kesulitan dalam belajar bahasa inggris.				

Then, the researcher determines percentage both intrinsic and extrinsic motivation by the following formula:

$$P = \frac{f}{N} \, x \, 100$$

Where: P = percentage of intrinsic/extrinsic motivation
f = frequency of intrinsic/extrinsic motivation
N = total of score from questionnaire

The researcher calculates the students' intrinsic motivation by including the total of score from the questionnaire number 1-20 (see appendix 3) into the formula as follows:

1. Percentage of intrinsic motivation =

$$= \frac{2221}{4239} \; x \; 100$$

$$= \; 52 \; \%$$

The researcher calculates the students' extrinsic motivation by including the total of score from the questionnaire number 21-40 (see appendix 4) into the formula as follows:

2. Percentage of extrinsic motivation =

$$= \frac{2018}{4239} \; x \; 100$$

$$= \; 48 \; \%$$

From the calculation showed that intrinsic motivation has score 52% and extrinsic motivation has score 48 %.

After we got score intrinsic and extrinsic motivation, resecherer calculated Overall mean from value intrinsic, we can see in appendix 5, we got overall mean = 2,8 and Overall Mean = 2,5 from value extrinsic, we can see in appendix 6.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. The Data Presentation

The researcher distributed the questionnaire to the students in MTs Taqwiyatul wathon Mranggen Mranggen. The questionnaires were distributed to the students to know the students' intrinsic motivation and the students' extrinsic motivation. In this research the researcher take score for the students' intrinsic motivation by using 20 items questionnaire that are question number 1 up to number 20. For the students' extrinsic motivation by using 20 items questionnaire that are question number 21 up to number 40.

The questionnaire was distributed to the first year of MTs Taqwiyatul Wathon Mranggen there are class VIIa, VIIb, VIIc, and VIId. In the class VIIa there are 10 students as respondents, from the class VIIb there are 10 respondents, 10 respondents in class VIIc, and 10 respondents from class VIId, the total of respondent is 40 students as respondents. We can see the result of the students' respond in appendix 3.

From the result of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' intrinsic and extrinsic motivation the table below:

Table 4.1

The result from the questionnaire of students' intrinsic and extrinsic motivation.

The Number of Statement	SA	A	DS	SDS
1	28%	50%	18%	5%
2	3%	35%	53%	10%
3	48%	33%	13%	8%
4	20%	28%	10%	43%
5	10%	63%	23%	5%
6	5%	55%	28%	13%
7	13%	45%	38%	5%
8	15%	55%	20%	10%
9	20%	53%	20%	8%
10	13%	50%	33%	5%
11	25%	40%	28%	8%
12	23%	55%	23%	0%

13	13%	45%	38%	5%
14	33%	30%	30%	8%
15	3%	53%	43%	3%
16	23%	53%	13%	13%
17	10%	55%	28%	8%
18	13%	65%	23%	0%
19	38%	33%	18%	13%
20	50%	33%	10%	8%
21	33%	48%	18%	3%
22	53%	28%	8%	13%
23	5%	50%	28%	13%
24	10%	50%	28%	13%
25	18%	38%	38%	8%
26	3%	53%	43%	3%
27	15%	80%	5%	0%
28	0%	35%	38%	28%
29	5%	40%	40%	15%
30	15%	33%	43%	10%
31	20%	40%	25%	15%
32	8%	63%	25%	5%
33	23%	38%	35%	5%
34	10%	38%	40%	13%

35	3%	28%	38%	33%
36	3%	8%	43%	48%
37	18%	65%	10%	8%
38	35%	48%	10%	8%
39	0%	3%	23%	75%
40	5%	40%	38%	18%

Furthermore, from the calculation of students' intrinsic and extrinsic motivation, the researcher finds the percentage that 52%, overall mean = 2,8 for students' intrinsic motivation and 48%, overall mean = 2,5 for the students' extrinsic motivation. It was express that students of MTs Taqwiyatul Wathon Mranggen have enough good intrinsic motivation than extrinsic motivation *(Moderate degree of Motivation)*.

B. **Discussion**

1. **Students' Intrinsic Motivation**

Based on the presentation of the data above, most of the students answer strongly agree and agree in the questions from questionnaire. It is provide the information that most of the students

have motivation in learning English by their intrinsic motivation. Harmer stated that intrinsic motivation comes from within the individual.[1] Students motivated by the enjoyment of the learning process or desire to make them feel better. It is showed that most of the students in MTs Taqwiyatul Wathon Mranggen motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill.

There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English speakers, they will more freely participate in the activities of other cultural groups, they learn English because it something that they always want to do, and they study English because they enjoy to learn. From those reason the students will drive to make an effort to achieve their reasons and their goals in learning English.

Then, from the calculation of students' intrinsic motivation, the researcher finds the percentage that 52% and overall mean = 2,8 for

---

[1] Harmer, Jeremy.*The Practice of English Language Teaching. Fourth edition* (Malaysia : Longman Pearson Education Limited,2007) p.98

students' intrinsic motivation. It was express that students of MTs Taqwiyatul Wathon have enough good intrinsic motivation than extrinsic motivation *(Moderate degree of Motivation).* It is contrast with Zefiza's finding, she find that most of students are supported by extrinsic motivation rather than intrinsic motivation. They were motivated by getting good career and continuing overseas.

2. Students' Extrinsic Motivation

From the presentation of the data, it provides the information that there are external factor that motivate the students in learning English. The students learn English because of some outside factors. Harmer states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel.[2] It is showed that some of the students in MTs Taqwiyatul Wathon Mranggen motivated by their external desire.

There are some factors that influence the student extrinsic motivation. Firstly, students in Taqwiyatul Wathon Mranggen motivated to learn English because of their goals such as they want to get a good score in final exam, they want to get a reward from the teacher, they want

---

[2] Harmer, Jeremy.*The Practice of English Language Teaching. Fourth edition* (Malaysia : Longman Pearson Education Limited,2007) p.98

to get a good job and they may want to continue their study overseas. Secondly, the students have external sources such as the society that the students live in. In Indonesia, English is a second language which is though in the school. Some students may feel that they did not use English in their daily communication with their society. So, the students learning English just a lesson which is though in their school.

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 48% and overall mean = 2,5 for students' extrinsic motivation. It showed that some students of Taqwiyatul Wathon Mranggen have enough good extrinsic motivation in learning English *(Moderate degree of Motivation)*.

From the explanation about intrinsic motivation and extrinsic motivation, it is clearly showed that students in Taqwiyatul Wathon Mranggen have higher intrinsic motivation in learning English than extrinsic motivation. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will more easy to join with other cultural group in other country and they will more easy to communicate with English speaker. So, they can get much information easily. It was line with Emaliana's finding which stated that the students have high instrumental motivation in learning English, because they need English

for graduation (certificate and title) and higher studies and they think English can make them more knowledgeable.[3]

From this finding showed that the students in MTs Taqwiyatul Wathon mranggen have high intrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

---

[3] Emaliana, *A Survey on Relationship between Motivation and Achievement of English*. (Malang: Department Students in State University of Malang,2001)

CHAPTER V

CONCLUSION AND SUGGESTION

The finding of the research lead to the conclusion and suggestion concern the students' motivation in learning English in MTs Taqwiyatul Wathon Mranggen.

A. CONCLUSSION

Motivation is an influential factor in teaching learning process. Without motivation, the goal of learning is difficult to be reached. Because the learners' effort and desire affect the learner in achieve the learning goals. Motivation is crucial in learning other languages. It can drive learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process, so they will be pushed to study English well.

1. Students' Intrinsic Motivation

   From the calculation from the questionnaire, the researcher found that students' intrinsic motivation have 52% and 2,8 overall mean. This score give the information that the students in MTs Taqwiyatul Wathon Mranggen have good intrinsic motivation. The students motivated by the enjoyment of the learning process itself or by their internal

desire. They want to learn English because it gives them pleasure and develops a particular skill.

2. Students extrinsic Motivation

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 48% and 2,5 overall mean for students' extrinsic motivation. It showed that some students of MTs Taqwiyatul Wathon Mranggen motivated by their external desire. They motivated to learn English because of their goals such as they want to get a good score in final exam, they want to get a reward from the teacher, they want to get a good job and they may want to continue their study overseas.

3. Factors influent students' motivation in learning English

There are two factors that influence students' motivations are:

a) The factors of intrinsic motivation are consisting of interest, need, hobby and goal.

b) The factors of extrinsic motivation are teacher, parents, and environment.

B. SUGGESTION

From the result of this research, the researcher recommended some suggestion to improve the students' motivation in learning English.

1. To the institution (MTs Taqwiyatul Wathon Mranggen)

   The researcher hopes to the institution to give appreciation to the students who have good achievement. Because by giving appreciation can build the students' motivation in learning. Students will supported by their extrinsic motivation.

2. For the teachers

   a) For the teachers in MTs Taqwiyatul Wathon Mranggen

   From this finding showed that students in MTs Taqwiyatul Wathon Mranggen have good motivation in learning English. It will give the advantages for the teacher to bring the students in the English teaching and learning process. Because the students have good motivation in learning, they can easy to achieve their study well. In here, the teacher must build the students' motivation in every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, teacher are hoped to be

creative to create a good atmosphere in teaching.

b) For the teachers in general

The teacher should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

3. For the students

Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

4. For the future researchers

It is expected to future researcher to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development of English education.

REFERENSES

Adila Jefiza, *Students' Motivation and Attitudes Toward Learning English In An English Course In Bandung* (English Education Department School Of Postgraduate Studies Indonesia University Of Education, Bandung: 2012)

Andi Kusmana, *The Influence of Role Play and Drills in Stimulating Student's Motivation For Learning English Conversation* (English Educational Department, the Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatulloh Jakarta: 2010)

Arikunto, Suharsimi. *Prosedur Penelitian Suatu pendekatan Praktek* Edisi Revisi IV (Jakarta: PT Rineka Cipta: 1998)

Ary, Donald et al. *Introduction to Research in Education* (Canada: Wadsworth. 8th ed: 2010)

Brown, H. Douglas, *Principles of Language Learning and Teaching,* 2nd ed (NJ: Prentice Hall,1987)

--------------------------- *Principles of Language Learning and Teaching.* (Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company. 2007)

--------------------------- *Principle of Language Learning and Teaching* (New York: San Fransisco State University, 2000), Fourth Edition,7

Dimyati and Mudjiono. *Belajar dan Pembelajaran.* (Malang University : 1994)

Emaliana, *A Survey on Relationship between Motivation and Achievement of English* (Department Students in State University of Malang,2001)

Gary R. VandenBos, PhD, APA *Dictionary of Psychology*, (Washington DC: American Psychological Association,2007)

Hanafiah, Nanang. *Konsep Strategi Pembelajaran* (Bandung: Rafika Aditama: 2010)

Harmer, Jeremy. *The Practice of English Language Teaching*. Third edition (Longman Pearson Education Limited. 2001)

-------------------------- *The Practice of English Language Teaching*. Fourth edition (Malaysia : Longman Pearson Education Limited,2007)

Hedge, Tricia. *Teaching and Learning in the Language Classroom*. (China: Oxford University Press. 2003)

Jeremy   Harmer, *The Practice of English Language Teaching*, 3th Ed   (England: Longman, 2001)

 John W. Santrock, *Educational Psychology,* (New York: Mc-Graw Hill, 2004)

Johnson Keith, *an introduction to foreign language learning and teaching,* 2nd edition (New York : 2008)

Muhammad Zafrulla Khan, *The Qur'an*, (London: Curzan Press Ltd., 1981), 3 rd Ed

N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company,1984)

Nikolov, Marianne. *Language Teaching Research* (Sage Journals. Vol.3 no.1: 1999)

Ur, Penny.1996. *A Course in Language Teaching*. New York: Cambridge University Press.

Pinter, Annamaria. *Teaching Young Language Learner* (China: Oxford University Press. 2006)

Purwanto, ngalim. *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya Offset: 2011)

Sardiman A.M., *Interaksi dan Motivasi Belajar* Mengajar (Jakarta: PT. RajaGrafindo Persada,2006)

Saundra K. Ciccarelli & J. Npland White, Psychology 2nd edition, (New Jersey: Pearson Education, 2009)

Sevilla, Ochave. *Pengantar Metodologi Penelitian*, Jakarta: UI Pers, 1993,

Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta : Rineka Cipta, 2010)

Sri Esti Wuryani Djiwandono; *Psikologi Pendidikan* :Jakarta : Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Direktorat Jenderal Pendidikan Tinggi, Departemen Pendidikan dan Kebudayaan, 1989

Sugiyono. *Metode Penelitian Pendidikan* (Bandung:Alfabeta: 2010)

Sukardi. *Metodelogi Penelitian Kompetensi dan Praktisnya* (Jakarta: Bumi Aksara:2003)

Tanzeh, Ahmad. *Metodologi Penelitian Praktis* (Yogyakarta: Sukses Offset2011)

Uno Hamzah B. *Teori Motivasi dan pengukurannya* (Bumi Aksara: 2011)

Victoria Fromklin, *An Introduction to Language*, (New York: Library of Congress Cataloging in Publication Data, 1983)

http://ajiabdu.blogspot.com/2008/12/importance-of-motivation-in-teaching.html

http://writing.colostate.edu/guides/research/survey/printformat.cfm?printformat=yes

http://www.artipot.com/articles/397167/do-you-want-to-increase-your-intrinsic-motivation.htm

http://www.education.com/reference/article/theories-of-learning/Shuell,Thomas.TheoriesofLearning.2013.

http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm/4/5/15 02.05pm,James P. Key. Research Design in Occupational Education Oklahoma State University: 1997

http://www.wou.edu/~gatimum/ed512/Ed%20512%20Descriptive%20or%20survey%20research.htm

http://muhammadfakhry.blogspot.com/2011/10/importance-of-english-inglobalization.html

https://liacirebon.wordpress.com/tag/mastering-english/

http://www.5minuteenglish.com/why-learn-english.htm

http://www.artipot.com/articles/397167/do-you-want-to-increase-your-intrinsic-motivation.htm

Appendix 1

List of Respondent

No	Nama	Jenis kelamin
1	Alfi Aini Sahadati	P
2	Ana Khomsatun Hidayah	P
3	Arga Ginanjar Sasmita	L
4	Denis Indrajaya	L
5	Dimas Hasyim Mustofa	L
6	Erani Nugroho Saputri	P
7	Fadlullah Lubis	L
8	Fauziah Nur Alfiana	P
9	Fiki Noviatul Jannah	P
10	Ivani Muhandisoqi	L
11	Kholifatun Nizar	P
12	Lailatul Muzdalifah	P
13	Latif Al Anshori	L
14	M. Aji Wisnu Wardono	L
15	M. Immaduddin	L
16	M. Irfan Wibowo	L
17	M. Nur Iksan	L
18	M. Wildan Muttaqi	L
19	Munirotus Zulfa	P

20	Nadia Uswatun Nisa	P
21	Nafidatun Hidayah	P
22	Nur Hidayah	P
23	Retno Susilowati	P
24	Rike Aristya Ika R	P
25	Riki Hendriyawan	L
26	Sahid Wibowo	L
27	Silvia Maharani	P
28	Sindi Tiara Dewi	P
29	Siska Devi Damayanti	P
30	Siti Aisyah	P
31	Slamet Riyadi	L
32	Sulinda Fatmawati	P
33	Syaifudin Alawai	L
34	Voni Ayu Kuswati	L
35	Wanda Iva Novianti	P
36	Wiwin Febrianti	P
37	Yaenus Sholibin	L
38	Zaenal Arifin	L
39	Zaidun Ni'am Alfaqih	L
40	Zulfan Danil Khoirul H	L

Appendix 2

The result of respondents’ answering

		QUESTIONERS																																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	jml
RESPONDEN	1	3	2	4	1	3	2	3	3	3	3	4	3	3	4	3	3	3	3	3	4	3	3	3	1	3	2	4	2	2	3	3	3	3	2	2	1	4	3	1	2	110
	2	4	3	2	2	3	3	2	4	4	3	3	4	3	4	3	3	4	3	4	4	3	3	1	3	1	2	3	3	4	2	3	3	3	3	2	3	3	3	2	3	118
	3	3	2	3	1	3	3	2	3	3	2	4	3	2	3	3	2	3	3	3	4	3	3	3	3	3	2	3	1	3	4	2	3	3	3	1	2	2	3	1	3	106
	4	2	1	4	1	2	2	4	2	3	2	2	2	2	1	2	1	3	3	1	4	3	2	3	2	2	1	3	2	2	3	2	3	2	2	2	2	2	2	1	3	88
	5	3	2	4	1	2	2	2	3	3	3	4	3	2	3	3	3	2	3	3	4	2	3	3	3	3	2	4	2	3	4	3	2	2	2	2	2	3	4	1	2	107
	6	4	3	2	2	4	1	3	4	4	4	3	4	2	4	3	3	3	3	4	3	4	4	1	3	2	3	3	3	3	2	4	1	4	3	2	4	1	4	1	2	117
	7	3	2	4	3	3	3	2	2	3	2	2	3	1	2	3	2	3	3	2	4	4	3	3	3	4	2	3	2	3	3	2	3	2	2	3	2	3	3	1	2	105
	8	3	1	3	1	3	2	3	3	3	2	3	2	2	2	3	1	3	2	3	3	4	2	3	2	2	2	3	3	2	4	2	2	3	2	3	2	4	2	1	1	97
	9	2	2	4	1	2	3	2	1	2	3	3	3	3	3	2	3	3	3	4	4	4	4	2	2	2	3	3	3	2	3	1	3	2	3	3	2	3	4	1	2	105
	10	2	2	4	3	3	2	1	2	2	2	3	3	2	2	2	3	2	3	1	3	3	3	2	1	2	3	3	2	2	4	1	3	2	2	1	2	3	3	1	3	93
	11	3	3	3	3	1	3	2	2	2	3	2	3	1	2	3	3	3	3	4	4	3	3	3	4	4	2	3	1	1	2	3	2	3	3	1	2	3	4	1	3	104
	12	2	2	4	1	2	3	3	1	4	3	1	3	2	2	3	3	1	4	4	4	3	4	3	1	4	3	3	1	2	2	1	3	3	3	2	1	4	4	1	3	103
	13	4	2	2	1	3	1	4	3	3	4	3	4	3	4	3	4	3	3	2	1	2	1	2	4	1	2	3	3	3	2	3	3	4	3	3	3	1	3	1	3	107
	14	3	3	4	4	3	2	3	3	3	4	3	3	4	2	2	4	3	3	2	4	4	4	2	2	2	3	3	2	2	3	2	2	3	3	1	2	3	1	1	3	110
	15	3	2	4	2	2	2	3	3	3	2	4	2	4	3	3	3	3	2	1	3	2	4	3	3	3	3	3	3	3	2	2	3	3	2	1	1	2	2	1	4	104
	16	4	3	3	3	3	2	2	3	3	3	3	3	2	2	3	3	2	3	2	3	2	4	2	2	2	3	2	2	3	2	2	3	3	2	1	1	3	4	2	1	101
	17	4	3	1	3	4	1	4	4	4	2	2	4	3	4	2	4	4	3	3	4	3	1	3	4	2	2	4	3	3	1	4	2	4	3	3	2	1	3	1	2	114
	18	3	2	4	3	3	2	2	3	2	4	3	3	2	3	3	3	2	3	4	4	4	4	3	3	2	2	2	3	2	2	3	3	2	3	2	1	4	3	1	3	110
	19	1	2	4	1	3	3	2	1	3	3	4	3	2	2	3	4	1	2	3	4	3	3	3	1	4	3	3	1	1	2	3	4	2	4	2	1	3	4	1	1	100
	20	3	1	4	3	2	2	3	3	3	1	3	4	2	3	3	2	3	3	1	1	4	4	3	1	3	2	3	3	2	3	3	3	3	1	2	1	3	2	1	1	98
	21	4	4	1	3	2	1	3	4	4	4	2	4	3	4	2	4	4	3	4	4	3	1	1	3	2	2	4	3	3	3	3	3	4	1	2	1	4	4	1	3	115
	22	3	1	3	1	3	3	3	3	1	2	1	2	3	4	2	1	2	3	4	2	3	4	2	3	3	2	3	2	1	2	3	3	3	4	1	1	2	3	1	3	96
	23	3	2	3	1	3	3	3	3	3	3	4	2	2	1	3	3	3	2	3	4	4	4	3	3	4	4	3	3	1	2	3	2	2	2	3	2	3	4	3	2	111
	24	3	2	4	1	3	3	2	3	2	2	2	2	2	3	3	3	3	3	4	3	2	4	2	3	3	3	3	2	3	2	4	3	2	3	3	1	3	4	1	2	106
	25	4	2	2	2	2	3	3	4	3	3	4	3	3	3	4	3	2	4	4	4	1	4	3	2	4	3	3	1	3	3	2	3	2	4	2	2	4	1	1	2	112
	26	2	2	4	4	3	3	1	2	1	2	3	3	3	3	3	1	2	2	4	4	2	4	3	3	3	3	3	2	2	2	4	3	3	2	1	1	3	1	2	2	101
	27	3	2	3	1	3	3	3	3	3	3	2	2	2	2	1	1	3	3	4	4	3	4	1	3	2	3	3	2	2	2	4	3	3	3	3	1	3	3	1	1	101
	28	4	2	3	3	3	1	4	4	4	2	2	4	2	4	2	4	3	2	3	2	4	1	1	2	2	2	4	3	3	1	3	1	4	2	3	1	3	3	1	1	103
	29	3	2	3	4	3	3	3	3	3	2	2	3	3	4	2	2	3	3	3	4	3	4	3	3	3	3	3	2	2	3	3	3	2	2	2	2	3	4	1	3	112
	30	1	2	4	1	1	2	2	1	2	3	4	3	3	3	2	3	2	2	1	2	3	3	2	2	4	3	3	1	1	4	2	3	2	3	3	3	3	4	1	3	97
	31	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	2	3	2	3	3	4	2	3	3	3	3	1	3	4	1	3	3	4	1	1	4	3	2	2	113
	32	4	3	1	4	4	3	4	3	4	2	1	4	3	2	2	3	3	3	3	3	4	1	1	2	1	2	4	3	4	3	4	2	4	2	2	1	3	3	1	2	108
	33	3	3	4	3	3	3	3	3	3	3	3	3	4	2	3	4	3	4	4	4	3	4	4	3	2	3	3	1	2	3	1	4	4	2	2	1	3	4	2	2	118
	34	3	3	3	4	3	3	3	3	3	3	3	3	3	4	2	3	4	2	3	3	3	4	4	2	3	3	3	2	2	1	1	2	1	1	1	2	3	3	2	2	106
	35	2	3	4	4	2	4	3	3	4	3	4	3	4	3	2	4	1	3	4	3	3	3	3	3	3	3	3	2	3	2	4	4	1	1	3	2	3	3	1	1	114
	36	3	3	3	1	3	3	2	3	2	3	3	2	3	4	2	3	3	4	3	3	4	4	2	3	3	3	3	2	3	2	3	2	4	3	4	1	3	3	1	3	112
	37	3	2	4	1	3	3	2	2	2	3	3	3	3	3	3	3	3	3	2	2	4	4	2	4	2	2	3	1	2	3	2	3	2	1	1	1	3	3	2	3	101
	38	4	3	2	4	4	3	3	3	3	3	4	4	3	4	2	2	3	3	3	3	3	2	3	2	2	3	3	3	3	1	3	2	3	3	1	2	3	3	2	2	112
	39	2	2	4	1	3	3	2	2	1	1	2	2	4	1	2	3	2	4	2	3	4	4	2	3	3	3	3	1	1	3	3	3	4	2	1	2	3	3	2	4	100
	40	4	3	3	4	3	4	2	2	3	3	2	3	3	2	2	3	2	2	4	1	2	3	3	3	3	2	3	1	2	2	4	3	2	2	2	1	3	4	1	3	104
	jml	120	92	128	90	111	101	106	110	114	108	113	120	106	115	102	114	107	116	118	130	124	128	98	103	106	102	124	83	94	101	106	109	111	98	80	66	117	124	51	93	

Appendix 3

The result of Intrinsic motivation Frequency Distribution and Overall Mean

OPTION	SCORE	Q1 F	Q1 %	Q2 F	Q2 %	Q3 F	Q3 %	Q4 F	Q4 %	Q5 F	Q5 %	Q6 F	Q6 %	Q7 F	Q7 %	Q8 F	Q8 %	Q9 F	Q9 %	Q10 F	Q10 %
SA	4	11	28	1	3	19	48	8	20	4	10	2	5	5	13	6	15	8	20	5	13
A	3	20	50	14	35	13	33	11	28	25	63	22	55	18	45	22	55	21	53	20	50
D	2	7	18	21	53	5	13	4	10	9	23	11	28	15	38	8	20	8	20	13	33
SD	1	2	5	4	10	3	8	17	43	2	5	5	13	2	5	4	10	3	8	2	5
Total		40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
		3.0		2.3		3.2		2.3		2.8		2.5		2.7		2.8		2.9		2.7	

Overall mean = 2,8

		Q11 F	Q11 %	Q12 F	Q12 %	Q13 F	Q13 %	Q14 F	Q14 %	Q15 F	Q15 %	Q16 F	Q16 %	Q17 F	Q17 %	Q18 F	Q18 %	Q19 F	Q19 %	Q20 F	Q20 %
SA		10	25	9	23	5	13	13	33	1	3	9	23	4	10	5	13	15	38	20	50
A		16	40	22	55	18	45	12	30	21	53	21	53	22	55	26	65	13	33	13	33
D		11	28	9	23	15	38	12	30	17	43	5	13	11	28	9	23	7	18	4	10
SD		3	8	0	0	2	5	3	8	1	3	5	13	3	8	0	0	5	13	3	8
		40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
		2.8		3.0		2.7		2.9		2.6		2.9		2.7		2.9		3.0		3.3	

Appendix 4

The result of Extrinsic motivation Frequency Distribution

	Q21		Q22		Q23		Q24		Q25		Q26		Q27		Q28		Q29		Q30	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
	13	33	21	53	2	5	4	10	7	18	1	3	6	15	0	0	2	5	6	15
	19	48	11	28	20	50	20	50	15	38	21	53	32	80	15	38	16	40	13	33
	7	18	3	8	12	30	11	28	15	38	17	43	2	5	15	38	16	40	17	43
	1	3	5	13	6	15	5	13	3	8	1	3	0	0	11	28	6	15	4	10
	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
	3.1		3.2		2.5		2.6		2.7		2.6		3.1		2.1		2.4		2.5	

Overall Mean = 2.5

	Q31		Q32		Q33		Q34		Q35		Q36		Q37		Q38		Q39		Q40	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
	8	20	3	8	9	23	4	10	1	3	1	3	1	3	14	35	0	0	2	5
	16	40	25	63	15	38	15	38	11	28	3	8	7	18	19	48	1	3	16	40
	10	25	10	25	14	35	16	40	15	38	17	43	26	65	4	10	9	23	15	38
	6	15	2	5	2	5	5	13	13	33	19	48	4	10	3	8	30	75	7	18
	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
	2.7		2.7		2.8		2.5		2.0		1.7		2.9		3.1		1.3		2.3	

Appendix 5:

Overall Mean from Intrinsic value:

Questions 1–10

OPTION	SCORE	Q1 F	Q1 %	Q2 F	Q2 %	Q3 F	Q3 %	Q4 F	Q4 %	Q5 F	Q5 %	Q6 F	Q6 %	Q7 F	Q7 %	Q8 F	Q8 %	Q9 F	Q9 %	Q10 F	Q10 %
SA	4	11	28	1	3	19	48	8	20	4	10	2	5	5	13	6	15	8	20	5	13
A	3	20	50	14	35	13	33	11	28	25	63	22	55	18	45	22	55	21	53	20	50
D	2	7	18	21	53	5	13	4	10	9	23	11	28	15	38	8	20	8	20	13	33
SD	1	2	5	4	10	3	8	17	43	2	5	5	13	2	5	4	10	3	8	2	5
Total		40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
Weighted		44		4		76		32		16		8		20		24		32		20	
		60		42		39		33		75		66		54		66		63		60	
		14		42		10		8		18		22		30		16		16		26	
		2		4		3		17		2		5		2		4		3		2	
Sum		120	0	92	0	128	0	90	0	111	0	101	0	106	0	110	0	114	0	108	0
Mean		3.0		2.3		3.2		2.3		2.8		2.5		2.7		2.8		2.9		2.7	

Questions 11–20

OPTION	SCORE	Q11 F	Q11 %	Q12 F	Q12 %	Q13 F	Q13 %	Q14 F	Q14 %	Q15 F	Q15 %	Q16 F	Q16 %	Q17 F	Q17 %	Q18 F	Q18 %	Q19 F	Q19 %	Q20 F	Q20 %
SA	4	10	25	9	23	5	13	13	33	1	3	9	23	4	10	5	13	15	38	20	50
A	3	16	40	22	55	18	45	12	30	21	53	21	53	22	55	26	65	13	33	13	33
D	2	11	28	9	23	15	38	12	30	17	43	5	13	11	28	9	23	7	18	4	10
SD	1	3	8	0	0	2	5	3	8	1	3	5	13	3	8	0	0	5	13	3	8
Total		40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100	40	100
Weighted		40		36		20		52		4		36		16		20		60		80	
		48		66		54		36		63		63		66		78		39		39	
		22		18		30		24		34		10		22		18		14		8	
		3		0		2		3		1		5		3		0		5		3	
Sum		113		120		106		115		102		114		107		116		118		130	
Mean		2.8		3.0		2.7		2.9		2.6		2.9		2.7		2.9		3.0		3.3	

Overall mean = 2,8

Appendix 6:

Overall Mean from Intrinsic value:

Questions Q21–Q30 (weighted products P1–P4, frequencies F, percentages %)

Q	P1	P2	P3	P4	Σ	F1	%1	F2	%2	F3	%3	F4	%4	Total F	Total %	Mean
Q21	52	57	14	1	124	13	33	19	48	7	18	1	3	40	100	3.1
Q22	84	33	6	5	128	21	53	11	28	3	8	5	13	40	100	3.2
Q23	8	60	24	6	98	2	5	20	50	12	30	6	15	40	100	2.5
Q24	16	60	22	5	103	4	10	20	50	11	28	5	13	40	100	2.6
Q25	28	45	30	3	106	7	18	15	38	15	38	3	8	40	100	2.7
Q26	4	63	34	1	102	1	3	21	53	17	43	1	3	40	100	2.6
Q27	24	96	4	0	124	6	15	32	80	2	5	0	0	40	100	3.1
Q28	0	42	30	11	83	0	0	14	35	15	38	11	28	40	100	2.1
Q29	8	48	32	6	94	2	5	16	40	16	40	6	15	40	100	2.4
Q30	24	39	34	4	101	6	15	13	33	17	43	4	10	40	100	2.5

Overall Mean = 2,5

Questions Q31–Q40 (weighted products P1–P4, frequencies F, percentages %)

Q	P1	P2	P3	P4	Σ	F1	%1	F2	%2	F3	%3	F4	%4	Total F	Total %	Mean
Q31	32	48	20	6	106	8	20	16	40	10	25	6	15	40	100	2.7
Q32	12	75	20	2	109	3	8	25	63	10	25	2	5	40	100	2.7
Q33	36	45	28	2	111	9	23	15	38	14	35	2	5	40	100	2.8
Q34	16	45	32	5	98	4	10	15	38	16	40	5	13	40	100	2.5
Q35	4	33	30	13	80	1	3	11	28	15	38	13	33	40	100	2.0
Q36	4	9	34	19	66	1	3	3	8	17	43	19	48	40	100	1.7
Q37	28	78	8	3	117	7	18	26	65	4	10	3	8	40	100	2.9
Q38	56	57	8	3	124	14	35	19	48	4	10	3	8	40	100	3.1
Q39	0	3	18	30	51	0	0	1	3	9	23	30	75	40	100	1.3
Q40	8	48	30	7	93	2	5	16	40	15	38	7	18	40	100	2.3

DATA MOTIVASI SISWA/ MTs TAQWIYATUL WATHON SUMBEREJO MRANGGEN

KUISIONER SISWA

Pengantar

Kuisioner ini disusun untuk keperluan penelitian dalam rangka menyusun Skripsi sebagai salah satu kelengkapan persyaratan studi kakak di universitass Islam Negeri Walisongo Semarang.

Kuisioner ini dimaksudkan untuk mengumpulkan data tentang motivasi serta pengalaman adik-adik siswa MTs Taqwiyatul Wathon dalam belajar bahasa Inggris. Oleh karena itu, kakak mengharap kejujuran adik-adik sekalian dalam memberi jawaban. sehingga data yang kakak peroleh adalah data sebenarnya.

atas perhatian, bantuan dan kerjasama adik-adik sekalian, kakak ucapkan banyak terimakasih.

Peneliti

Ahmad Aris Munandar

DATA MOTIVASSI SISWA/ MTs TAQWIYATUL WATHON SUMBEREJO MRANGGEN

Petunjuk :

1. Bacalah setiap pertanyaan dengan benar dan jawablah sesuai dengan keadaan sebenarnya!
2. Berilah tanda (√) pada kolom SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju) dan STS (Sangat Tidak Setuju).
3. Pilihlah jawaban anda yang sesuai dengan yang anda lakukan dan rasakan!
4. Hasil dari kuisioner ini tidak berpengaruh sama sekali dalam nilai pelajaran.

DATA IDENTITAS SISWA

Nama   :

No.Responden :

Jenis Kelamin :

Kelas   :

Pertanyaan:

NO	PERNYATAAN	SS	S	TS	STS
1.	Saya sangat senang mengikuti pelajaran bahasa Inggris				
2.	Ketika guru saya meminta saya untuk menirukan percakapan bahasa Inggris, saya tertarik menirukannya				

3.	Pelajaran bahasa Inggris merupakan salah satu pelajaran yang sulit				
4.	Ketika saya mendapatkan PR dari guru bahasa Inggris saya, saya selalu mencari jawaban teman saya				
5.	Saya lebih enjoy ketika pelajaran bahasa Inggris dibandingkan dengan pelajaran lainnya				
6.	Materi bahasa Inggris sangat membosankan				
7.	Menurut saya, mampu berbahasa inggris berarti mencerminkan kemoderenan				
8.	Saya ingin mendapatkan nilai A setiap pelajaran Bahasa Inggris sepanjang waktu				
9.	Belajar bahasa Inggris penting bagi saya karena akan berguna dalam mendapatkan pekerjaan yang baik kelak				
10.	Saya tidak merasa sedih jika hasil ulangan bahasa Inggris buruk				
11.	Siswa yang pandai dalam pelajaran bahasa Inggris tidak akan disukai teman				
12.	Saya gemar untuk berbicara dalam bahasa Inggris				
13.	Saya tidak nonton film berbahasa Inggris				
14.	Saya lebih suka mendengarkan musik pop barat dari pada musik pop Indonesia				
15.	Saya tidak suka menggunakan bahasa Inggris ketika saya mengunakan sosial media				
16.	Saya gemar berbahasa Inggris ketika berkomunikasi dengan guru dan teman dikelas				
17.	Saya tidak gemar mengulang kembali pelajaran bahasa Inggris di rumah				

18.	Saya tidak akan sedih ketika melihat hasil Ujian Bahasa Inggris saya kurang baik				
19.	Dengan menguasai Bahasa Inggris saya bisa mengikuti kemajuan teknologi				
20.	Dengan belajar bahasa inggris, saya dapat menaklukkan dunia.				
21.	Guru saya sering memberikan penghargaan (nilai atau pujian) ketika mengajar bahasa Inggris				
22.	Saya mengerjakan PR bahasa Inggris saya karena takut dihukum				
23.	Guru saya mengajar bahasa inggris tidak kreaktif (monoton)				
24.	Guru bahasa Inggris saya selalu ceria ketika mengajar				
25.	Saya merasa tegang dan cemas didalam kelas ketika pelajaran bahasa Inggris				
26.	Saya juga mengharapkan penghargaan (nilai atau pujian) ketika guru meminta saya untuk mempraktekkan apa yang guru suruh				
27.	Guru bahasa inggris saya memiliki metode mengajar yang variatif, kreaktif dan inovatif				
28.	Orang tua saya membelikan buku bahasa Inggris untuk saya				
29.	Orang tua saya berharap saya untuk bisa bicara bahasa inggris				
30.	Orang tua saya tidak peduli akan nilai bahasa Inggris saya				
31.	Orangtua saya bangga dengan saya jika nilai belajar bahasa inggris sangat memuaskan				
32.	Orang tua saya memindahkan channel TV ketika				

	saya sedang menonton film berbahasa Inggris				
33.	Orang tua saya meminta saya untuk mengikuti kursus bahasa Inggris				
34.	Orang tua saya memberi hadiah ketika nilai bahasa inggris saya bagus				
35.	Belajar Bahasa Inggris tidak membantu saya menjadi pikiran terbuka, dan bersosialisasi dengan lingkungan				
36.	Saya berpartisipasi dalam kelompok belajar Bahasa Inggris di lingkungan sekitar				
37.	Dilingkungan sekolah, saya tidak ikut berpartisipasi dalam kelompok Bahasa Inggris				
38.	Ketika saya bergaul dengan masyarakat sekitar, saya percaya diri ketika saya mahir bahasa Inggris				
39.	Ketika saya mengunakan sosial media, saya lebih suka mengunakan bahasa Indonesia dari pada Inggris				
40.	Dengan mahir Bahasa Inggris, saya dapat membantu tetangga/teman saya ketika kesulitan dalam belajar bahasa inggris.				

~~~~~ GOOD LUCK ~~~~

SURAT KETERANGAN
Nomor: 288/07/MTsTaqwa/2015

Yang bertanda tangan dibawah ini :

Nama	:	Rakhimin, S.Pd.I
Jabatan	:	Kepala Sekolah
Unit Kerja	:	MTs Taqwiyatul Wathon
Alamat	:	Desa Sumberejo Mranggen Demak

Dengan ini menerangkan bahawa :

Nama	:	Ahmad Aris Munandar
Nim	:	113411121
Semester	:	VII(Tujuh)
Jurusan	:	TBI (Tadris Bahasa Inggris)

Nama tersebut dalah benar telah melakukan riset/penelitian di MTs Taqwa dari tanggal 20 April- 4 Mei 2015, dengan judul skripsi " Student's Motivation in Learning English at the Seventh Grade of MTs Taqwiyatul Wathon Mranggen in the Academic year of 2014/2015"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana semestinya.

Sumberejo, 3 April 2015

Mengetahui
Kepala Madrasah

Rakhimin,S.PdI

CURRICULUM VITAE

Name   : Ahmad Aris Munandar

Place and date of birth   : Demak, September 15th 1985

Address   : Ds. Kalitengah 04/01 Mranggen Demak 59567

Mobile Number   : 0857 408080 24, 0898 58 78910

Email   : arishidayah118@gmail.com

                               aris_dayah@yahoo.co.id

Education   :

1. TK BUDI LESTARI Kalitengah Mranggen Demak
2. SDN KALITENGAH 3 Kalitengah Mranggen Demak
3. MTs SHOLIHIYYAH Kalitengah Mranggen Demak
4. MA FUTUHIYYAH 1 Mranggen Demak
5. ELRAHMA Education Centre, Pusponjolo No.1 Semarang
6. Assigned as a student of Tarbiyah Faculty and Teacher Training in Walisongo State Islamic University Semarang

Semarang, June 17th, 2015

Ahmad Aris Munandar
NIM. 113411121