

**IDENTIFYING STUDENTS' VIEW ON THE
FACTORS OF LEARNING MOTIVATION
WITHIN THE COURSE OF THEIR LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor in English Education



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Assalamu'alaikum, wr, wb.

I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Identifying Students' View on the Factors of Learning Motivation within the Course of Their Learning**

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Wassalamu'alaikum, wr, wb.

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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

So whoever does an atom's weight of good will see it, (Q.S Al-Zalzalah: 7)¹

¹ Al Qur-an qoutes, <https://www.ultraupdates.com/2015/07/beautiful-inspirational-islamic-quran-quotes-verses-in-english/>, accessed 9 September 2022.

ABSTRACT

Title : **Identifying Students' View on the Factors of Learning Motivation within the Course of Their Learning**

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Motivation to learn English is a complex problem faced by students, not all students are motivated to learn English. In Indonesian education, English as the first foreign language is studied as a mandatory subject in high school. Therefore, this study aims to identify students of SMAN 1 Boja view on the Factors of learning motivation within the course of their learning. This research is a qualitative method and descriptive research design. The location of this research is SMAN 1 Boja. The research participants of this study were class XII students at SMAN 1 Boja for the 2022/2023 academic year. Data collection techniques using interviews and documentation. The findings show that learning motivation factors in their learning journey consist of dreams or aspirations of students, student abilities, student conditions, student environmental conditions, dynamic elements in learning, and teacher's efforts to teach students. Learning motivation factors also related to the result in learning English subjects.

Keywords: Learning motivation, Learning achievement, Teaching learning

DEDICATION

This thesis is dedicated to:

The beloved alma mater Universitas Islam Negeri Walisongo
Semarang.

ACKNOWLEDGMENTS

Praise and gratitude the writer offers prayer to Allah SWT who has bestowed grace and mercy that the writer can complete the task of writing this thesis. Shalawat and salam remember to pray to the Prophet Muhammad SAW. Writing a thesis is one of the requirements for completing a bachelor's degree program at the Faculty of Education and Teacher Training Universitas Islam Negeri Walisongo Semarang.

The writer realizes that the preparation of the creative entitled "Exploring Learning Motivation to Learning Achievement of the students at SMAN 1 Boja" work is still far from perfect. As a result, She anticipates constructive criticism and ideas from all parties, which will help her.

On this occasion, She would like to thank all parties who have helped and supported her in completing the thesis. She would like to thank:

1. Dr. KH. Ahmad Ismail, M.Ag. M. Hum. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
2. Sayyidatul Fadlilah, M.Pd., and Dra, Nuna Mustikawati Dewi, M. Pd, as the Head and the Secretary of English Language English Education Department.

3. Nadiah Ma'mun, M.Pd. as the academic advisor who has been willing to take the time, energy, guidance, correction and useful suggestion during the consultation.
4. All lecturers in English Department of Education and Teacher Training Faculty for giving the knowledge and bunch of advices during my years of study.
5. My beloved grandfather Chaidir Dody, grandmother Sumariyah, my parents Gintra and Ida Chartina, my aunt Nur hade Yuli Agustina, and my family have given me a lot of moral and material support.
6. SMAN 1 Boja teachers and student who is ready to spend time as a research resource.
7. Beloved friends who have accompanied, supported and helped the writer.
8. Other parties whose names cannot be mentioned one by one who has helped provide support in the preparation of this thesis.

May Allah SWT always bestow mercy on all parties who have helped the writer in compiling this thesis. Finally, the writer hopes that this thesis can be useful and become a source of information for readers.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the research question, and objective of the research, the significance of the research, and the limitation of the study.

A. Research Background

Learning motivation in education is one of the factors that can't be separated from the student. The goal of education in schools is to develop the potential of students to become human beings who believe in and are devoted to God Almighty, noble, knowledgeable, creative, independent, and responsible.² Education in schools is expected to create humans to shape the character and civilization of the nation with dignity. However, there are numerous, complex issues in the field of education that must be addressed.

Learning Motivation has an important role to play in improving the quality of a nation's human resources. Learning is a behavioral change process that comes with experience. Learning and requiring science are human guides for living in this world. Learning English is one example of our making a living. As a basis for a command to

² Abdullah, and Jihyun Lee, 'A Motivational Process Model Explaining L2 Saudi Students' Achievement of English', *System*, 87 (2019), 102133 <<https://doi.org/10.1016/j.system.2019.102133>>

study or require science as revealed in the Al-Qur'an: al- Mujadalah verse 11.

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Surely God will exalt the faithful among you and those who are given a few degrees of knowledge” Q.S. al- Mujadalah: 11³

The meaning of the above verse is mandatory for any Muslim to require knowledge. With learning activities at school students get it.

Learning activities can provide the required effects as considered successful. Learning attainment will be attained following a learning assessment or evaluation.⁴ Tests of learning achievement are useful for determining how well students have mastered a subject in their chosen field of study. Mastery of knowledge or abilities developed by a subject is known as learning attainment and is typically measured by test results.

³ Al Qur-an, “Pengertian Q.S al-Mujadalah: 11”, <https://tafsirweb.com/4473-surat-an-nahl-ayat-125.html>, accessed 16 September 2022.

⁴ Chen, ‘Digital Affordances and Teacher Agency in the Context of Teaching Chinese as a Second Language during COVID-19’, *System*, 105.December 2021 (2022), 102710 <<https://doi.org/10.1016/j.system.2021.102710>>

Learning motivation is a crucial component of the educational process. If there is motivation, learning achievement will be at its best. To foster motivation to learn, students must first like the English subject. If students like learning, it will not be hard for students to learn. This is in line with his curiosity which ultimately encourages students to learn. The motivation that serves as this impetus influences what attitudes students should take to learn. Students typically have low levels of learning motivation in a classroom setting. This is due to the numerous internal and external factors that can arise during learning. In improving student achievement, learning motivation is a very important thing.

Motivation in learning English is one of the important skills to find out if students are interested in the subject.⁵ The ability to know the process and the factors affecting the nature of this process continue to attract the attention of the researcher. The complexity of learning English appears especially in a foreign language. The loss in student learning motivation during school life, which has a factor on learning achievement, is one of the issues that occur. Lack of self-awareness, particularly among students, is one of the factors contributing to lower learning motivation in school. Learning

⁵ Yih Hwai Lee and Catherine Yeung, 'Incentives for Learning: How Free Offers Help or Hinder Motivation', *International Journal of Research in Marketing*, 39.2 (2022), 380–95
<<https://doi.org/10.1016/j.ijresmar.2021.08.001>>.

motivation is a sign for students to carry out life as a student. Learning motivation will have a factor in learning achievement. The low motivation to learn can be seen in the interview about students' attention in the learning process.

Students who always pay attention in the learning process have high learning motivation then students can follow the learning well. Students learning motivation can improve student achievement. However, in the statement of repeating the students' English subject matter, it is still not optimal, so the motivation of the students is still lacking. Student learning unmotivated can also be seen from the results of interviews to understand the material presented. Understanding of the material carried out is low because students do not understand its meaning. It is commonly known that many Indonesian students lack the drive necessary to develop the knowledge and abilities necessary to learn English. Student ability in learning English is influenced by various factors such as interest, talent, and motivation.⁶

Motivation might have a factor in learning achievement. Finding out how driven students are to study English is another technique to determine learning motivation, which is a factor in learning

⁶ Indah Khoirul Nisa and Rediana Setiyani, 'Pengaruh Kompetensi Pedagogik, Lingkungan Keluarga Dan Minat Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi', *Economic Education Analysis Journal*, 5.2 (2016), 655–655.

achievement. If students are not paying attention to the teacher when a teacher is explaining the material in front of the class, it is clear that they are not motivated to learn, which will affect their level of understanding and application.

Students experience success in the language learning process, they will be motivated to learn because they will have a feeling of autonomy, competence, and relatedness. Persistence, more study time, and higher marks in English subjects.⁷ Even though earlier studies have demonstrated how learners can link to different components of foreign language learning behavior. There hasn't been a lot of research on how students' psychological processes affect motivation and whether or not they would ultimately be driven to learn English. Examining how to make a connection between motivation and achievement is the major objective. As a result, the students don't understand the information and knowledge that the teacher has presented.⁸

In a journal published by Abdullah Alamer and Jihyun Lee, 2019. The title is "A motivational process model explaining L2 Saudi

⁷ Chun Cao and Qian Meng, 'Exploring Personality Traits as Predictors of English Achievement and Global Competence among Chinese University Students: English Learning Motivation as the Moderator', *Learning and Individual Differences*, 77, December 2019 (2020), 101814 <<https://doi.org/10.1016/j.lindif.2019.101814>>.

⁸ Dana Ferris and Tracy Tagg, 'For ESL Students: Academic Listening / Speaking Tasks Problems , Suggestions ', 30.2 (2016), p. 297–320.

students' achievement of English". The present study aimed to develop a motivational process model illustrating how Saudi students' were linked to their second language achievement in English. This research is with a quantitative method. A motivational process model explaining L2 Saudi students' achievement of English. L2 motivation Self-determination theory Emotion Goal orientation L2 achievement Structural equation modeling.

Based on the research of Abdullah Alamer and Jihyun Lee research motivation factors for learning English using quantitative methods some researchers have focused only on factor analysis of the lack of motivation of students in a given period. Therefore, this research used qualitative research techniques to identify what factors have been experienced in learning English. This study, used the theory of Dörnyei and Ushioda, besides that using qualitative research methods with a descriptive research design.

This research focuses on the phenomenon of students' learning motivation factors. Indonesian students generally feel unmotivated or motivated to learn English. Since Indonesian is not their official language, students there has little desire to learn it, which is a sign of this condition. Students have not been inspired to learn English since they believe it to be less important, and as a result, they do not show any enthusiasm toward it. This happens because studying

English becomes unproductive.⁹ Since the lesson isn't thought to be all that important, few students try to learn it outside of school. Most students learn English only in the school environment and do not add hours of foreign language learning outside of school subjects.

This study aims to identify students of SMAN 1 Boja view on the Factors of learning motivation within the course of their learning. This study adopts the stance that motivation can ultimately result in the achievement of learning, Regarding the number of studies that discuss how motivation factors student achievement and language learning. Studies demonstrating the method by which motivation can support non-native English speakers' learning success are still lacking. The image of how the learner may be more or less motivated to accomplish the intended learning outcomes is more complete when this motivational framework or theory is taken into account in one comprehensive model.

Based on the problem, it is considered that the researcher used to identify the factors an interactive analysis of the qualitative data analysis technique Miles and Huberman model. The data collection of this research is in the form of interviews and documentation. Recognize the connection between academic performance, learning, and motivation. Research techniques, the information presented in

⁹ Abdullah, and Jihyun Lee, 'A Motivational Process Model Explaining L2 Saudi Students' Achievement of English', *System*, 87 (2019), 102133 <<https://doi.org/10.1016/j.system.2019.102133>>.

this article is derived through student interviews and centralized academic record archiving. The survey gathers data about the background characteristics of students, such as their experience and motivation to learn, whilst the latter contains information about each student's academic achievement. The findings show that learning motivation factors in their learning journey consist of dreams or aspirations of students, student abilities, student conditions, student environmental conditions, dynamic elements in learning, and teacher's efforts to teach students. Learning motivation factors also related to the result in learning English subject.

B. Research Questions

Based on the background of the study above, the researcher formulates the problem by making the research question that is:

1. How is the factors of learning motivation within the course of their learning?
2. What is the student's view of learning motivation factors in the result of learning English?

C. Research Objective

This research is intended to meet the following objective to identify students of SMAN 1 Boja view on the Factors of learning motivation within the course of their learning.

D. Significance of the Research

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

1. Theoretical Significant

The results of this study can be useful as a theoretical contribution to learning motivation to learning achievement and can contribute to readers, English teachers, and other researchers in carrying out this activity. Based on the research, the researcher expects that the result of this study will contribute as follow:

a. For the teacher

The results of the study can provide information on the mastery of the learning motivation to learning achievement that can and will be used by teachers in schools so that teachers can take advantage of recognizing student factors in learning.

b. For the students

Students can benefit from this research by being reminded, informed, and inspired that motivation is the primary element factor learning achievement.

c. For the next researcher

It is anticipated that this study will lessen interest in learning motivation.

2. Social Benefit

This study aims to provide instructors, students, and other academics with new information. Therefore, this study aims to raise awareness of the fact that learning motivation is a crucial component of learning achievement in English.

E. Scope and Limitations of the Research

The limitations of this study need to be stated so that the reader can respond to the findings of the research in accordance. To avoid deviations in this research, the researcher limited the scope of this study. This research was conducted on ten informants of twelfth-grade students at SMAN 1 Boja. Based on the identification of the problem, this study concentrates more on the issue of student motivation in learning English, what students do, and whether it will affect learning achievement. Students are motivated and have techniques for learning a foreign language while coping with this situation. Therefore, the strategies used by students will be discussed in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and literature review, which are related to the research.

A. Previous Research

The research is supported by several pertinent earlier research, including the following ones:

The first research has been done by Hung-chun Wang, 2021. The title is "Exploring the Relationships of Achievement Motivation and State Anxiety to Creative Writing Performance in English as a Foreign Language". This study aimed to investigate whether English-as-a-foreign-language (EFL) learners' creative writing performance was correlated with their achievement motivation. This research is with a quantitative method. In studies of FL motivation, a range of theoretical frameworks has been drawn upon, with decisions regarding the choice of framework reflecting its suitability for the sample, context, research question, methodology, and or preferences of the research team (see Oga-Baldwin, Fryer, & Larson-Hall, 2019 for a recent review of FL motivation theories and research). This theoretical framework of motivation was chosen as it is suited to contexts where students are engaging in compulsory learning (i.e., autonomous aspects of motivation inherent within self-determination theory are not studied). Furthermore, the distinction between expectancy and value was seen as an interesting

framework to study FL learning motivation among primary school children in China. The result is an expectancy-value theory has also been used widely among children of primary school age, and therefore there are measures available that are developmentally appropriate. For these reasons, the expectancy-value theory was used to examine the relationship between students' FL motivation and achievement, in addition to examining grade and gender differences.¹⁰

The second research has been done by Wang Shufang and William Littlewood, 2021. The title is “Exploring Students’ Demotivation and Remotivation in Learning English”. The study combined collaborative tasks with qualitative research procedures to explore what factors students had experienced as motivation in learning English. demotivating factors, motivation, remotivation, and language learning. Exploring Students' Demotivation and Remotivation in Learning English. Using the collaborative learning technique of forward snowball, participants were first asked to brainstorm and list all factors they could think of which might lead to demotivation in English learning. The experience was also

¹⁰ Xiaoyi Hu and Sarah McGeown, ‘Exploring the Relationship between Foreign Language Motivation and Achievement among Primary School Students Learning English in China’, *System*, 89 (2020), 102199 <<https://doi.org/10.1016/j.system.2020.102199>>.

intended to contribute to the students' experiential knowledge of task-based learning in preparation for their future work as teachers.¹¹

The third has been done by Chun Cao and Qian Meng, 2020. The title is “Exploring personality traits as predictors of English achievement and global competence among Chinese university students: English learning motivation as the moderator”. This study aimed to delve deeper into the relationship between personality traits and academic performance by focusing on two specific aspects that can be critically important in the globalized world: global competence and achievement in learning English as a second language. This research is with a quantitative method. Furthermore, English learning motivation was found to moderate the relationships of extraversion to English achievement and global knowledge. In response to these calls, the present study focuses on Chinese university students and examines the relationship of personality traits to global competence and English achievement, both of which are important instrumental tools largely determining effectiveness in the current globalized world. Global competence and foreign language achievement need to be researched and understood. Moving beyond this objective, we intend to further expand the extant literature by combining personality traits and English learning motivation. English learning motivation is examined in our study as

¹¹ Shufang Wang and William Littlewood, ‘Exploring Students’ Demotivation and Remotivation in Learning English’, *System*, 103 (2021), 102617 <<https://doi.org/10.1016/j.system.2021.102617>>.

a potential moderator in the relationships between personality traits and English achievement.¹²

Other research has been done by Fredy Geovanni Escobar Fandi, Luz Dary Mu, and Angela Juliette Silva Velandia, 2019. The title is “Motivation and E-Learning English as a foreign language: A qualitative study”. The motivation to learn a foreign language is a complex process. The research with the theory of Self-Determination, this qualitative phenomenological study aims to identify and analyze the aspects related to the motivation to learn English in undergraduate students of the Virtual and Distance modalities (E-Learning). Among them, motivation is the main factor affecting foreign language learning since it mediates the attitudes toward the target language and the outputs in the process of learning it. Although motivation is an essential part of the learning process, especially an autonomous one, researching it is not enough. While the volume of research concerning motivation itself in psychology and education is vast, there has been very little knowledge about learning English in Online modality and motivation to learn it. Therefore, this study aimed to understand how English as a foreign language is learned using online modality, why students learn it, and what kind of motivation students have. Therefore, this is a need to understand the motivation process that underlies the entire learning

¹² Chun Cao and Qian Meng, ‘Exploring Personality Traits as Predictors of English Achievement and Global Competence among Chinese University Students: English Learning Motivation as the Moderator’, (2020)

process. This psychological process aims at fulfilling the needs of individuals and, therefore, triggers their behavior.¹³

The previous research has been done by Abdullah Alamer and Jihyun Lee, 2019. The title is " A motivational process model explaining L2 Saudi students' achievement of English". The present study aimed to develop a motivational process model illustrating how Saudi students' Basic Psychological Needs (BPN) were linked to their second language achievement in English. This research is with a quantitative method. A motivational process model explaining L2 Saudi students' achievement of English. L2 motivation Self-determination theory Emotion Goal orientation L2 achievement Structural equation modeling. Those theories were: Self-determination Theory (SDT), Goal Orientation (GO), and Motivational Emotion (ME). This study employed four motivational theories from educational psychology research, to understand how English learners in the Saudi context may develop an inclination and desire to study English. The four theories that this study is based on are the ones that have been, arguably, the most extensively studied motivational theories in student learning and achievement. Although this recent development of the motivational framework is valuable and relevant to the current investigation, theoretical foundations to

¹³ Fredy Geovanni Escobar Fandiño, Luz Dary Muñoz, and Angela Juliette Silva Velandia, 'Motivation and E-Learning English as a Foreign Language: A Qualitative Study', *Heliyon*, 5.9 (2019) <<https://doi.org/10.1016/j.heliyon.2019.e02394>>.

link it to the existing motivational theories that the present study adopted have not been clearly articulated in the literature as yet. In language learning contexts, through the process of fulfilling BPN, a self-determined form of motivation such as intrinsic motivation would be nurtured in learners' minds.¹⁴

In connection with research that describes the factors of motivation to learn and the relationship with achievement. Previous studies that were similar compared to this study were research methods, variables, research objects, research locations, and school year. When this theory of motivation is considered in learning, a more complete picture of how students may be more or less motivated to achieve the desired achievement outcomes can be achieved. As such, this investigation focuses on the analysis of students' motivational factors, such as the motivational processes that underlie the relationship between achievement. Using a qualitative research method with a descriptive approach focuses on case studies.

B. Literature Review

1. Learning Motivation

a. The Definition of Learning Motivation

¹⁴ Alamer, Abdullah, and Jihyun Lee, 'A Motivational Process Model Explaining L2 Saudi Students' Achievement of English', (2019)

Learning and motivation are two factors that interact. Motivation is defined as a desire or drive that occurs in a person, either consciously or unconsciously, to accomplish a specific action.¹⁵ A word of motivation could be able to persuade those of you who are not excited or sad to get back up. It means that motivation must be present in each student because the self-motivated impulse will move a person to achieve a particular act to achieve the goal. The sole motivation to move is to make someone conscious.

Learning is a behavioral change process that comes with experience. According to Syaiful and Aswan Learning is a behavior change brought about by experience and practice. The meaning is a behavior change, concerning knowledge, skills, and attitudes, even covering all aspects of the organism or personality. Being able to show changes that involve knowledge, skill, and attitude the student is considered to have learned.

A learning impulse comes when motivation from oneself moves a person toward some action. While learning can be interpreted as a process of active interaction in the environment carried out by individuals to obtain a change in the management of understanding. During the learning

¹⁵ Annisa Afiananda Rizqi and Shinta Mayasari, 'Faktor-Faktor Yang Mempengaruhi Motivasi Belajar The Factors That Influence Students' Learning Motivation', 1, 2018.

process, motivation is very necessary, because someone who does not have the motivation in learning will not be able to carry out learning activities. This shows that motivation and learning are two things that mutually influence one another. Students will study hard if they have the motivation to carry out learning activities.

Learning motivation according to Sardiman is the overall power of the self-persistent students who generate learning activities, which ensures the continuity of learning activities and delivering on the learning activities, so the goal desired by the study subject can be achieved.¹⁶ It is defined that the need for learning motivation in every student, because of the urge of the self who will destroy the goal of the goal. If students have learning motivation it will not load when doing learning activities.

Learning motivation can be defined as an important system in education, based on the definitions given above. We can know the learning motivation should be in every student so he will not heavily do learning activities with Bera. Motivation to learn demands students to focus on learning, so they can get the results of the desired results and destinations. Therefore, students who want to get learning motivation must

¹⁶ Program Studi and others, 'ANALISIS FAKTOR INTERNAL DAN EKSTERNAL TERHADAP MOTIVASI BELAJAR KIMIA SISWA SMA KOTA JAYAPURA Catur Fathonah Djarwo', 7.1 (2020), p 1–7.

be embedded itself to take action changes to achieve a goal. The benefits of motivation are to create the spirit of learning and the person who is motivated to complete the task in earnest.

b. The Characteristics of Learning Motivation

The characteristic of learning motivation is a distinctive sign or indicator for a person's level of motivation. The five characteristics of students who have the motivation to learn, which is:

- 1) Persevere in learning.
- 2) Trying the faces difficulties.
- 3) Interest in learning.
- 4) Excellence in Learning
- 5) Be self-reliant in learning.

Another opinion states that "the motivation to be in them is that everyone has characteristics. The level of motivation one learns is seen by the following characteristics:

- 1) Persevering in the face of the task of being able to work continuously for a long time, never stopping until it is finished.
- 2) Keep trying in the face of difficulties that are not easily discouraged. It doesn't take an external impulse to appear the best possible and is not easily satisfied.
- 3) Showing interest in various problems.

- 4) More pleading to work independently.
- 5) Quickly bored with the routine tasks.
- 6) Can defend the opinion.
- 7) Happy to find and solve the problem.
- 8) Motivation features are visible in students' daily behavior, both behavior at home and behavior in school.

c. Type of the Learning Motivation

Types of Learning Motivation Motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. According Muhibbin Syah, the difference between the two lies in the encouragement or intention to do the motivation itself, which is:

- 1) Intrinsic motivation is the thing and circumstances that come from within the self-student who can encourage it to take learning actions. Included in intrinsic motivation is the feeling of likening subject matter and needs to the material, for example for the future life of the student concerned.
- 2) Extrinsic motivation is the thing or the situation that comes from outside the individual students who also push it to perform learning activities. Praise and gifts, rules/schools, schools, parents and teachers, and so on are concrete examples of extrinsic motivation that can help students to learn.

Intrinsic motivations and intrinsic motivations were also presented by Syaiful Bahri Djamarah, as follows:

- 1) Intrinsic motivation is motives that become active or function without needing to be stimulated from the outside because each individual has the urge to do something. If someone already has intrinsic motivation within him, then he will be aware of doing something that does not require motivation from outside himself. Students are motivated to learn on their own, with the eye to master the values contained in the subject matter, not other desires, such as praise and high marks.
- 2) Extrinsic motivation is active motives and functions because of external stimuli. Extrinsic motivation is needed so that students want to learn. Extrinsic motivation is the urge to do a task or job to get rewarded or avoid punishment. In other words, it must be stimulated by external factors.¹⁷

Based on the various descriptions of motivation to learn above, it can be concluded that motivation. Broadly speaking, learning can be divided into two types, intrinsic motivation, and extrinsic motivation. Intrinsic motivation is the

¹⁷ Dk Yusimah Pg Hj Amjah, 'A Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language', *Procedia - Social and Behavioral Sciences*, 134 (2014), 188–92 <<https://doi.org/10.1016/j.sbspro.2014.04.238>>.

motivation that comes from within the student, while extrinsic motivation is a motivation that comes from outside the student. “Both types of motivation are equally effective in the learning process, though motivation that comes from students themselves is considered better than motivation that comes from outside the student's self. This is because the motivation that comes from within the student can give satisfaction to students according to the size that is in the students themselves.

For Example, if a student is motivated inside, their cravings will persist unceasingly, know no bounds, and never give up until their demands are satisfied. If a student's inspiration only originates from sources other than themselves, it typically has a short lifespan and is intermittent. When external motivation to encourage the student runs out, it is likely that internal motivation to encourage the student will likewise be used up. To increase students' intrinsic desire for learning, teachers must constantly work to do.

d. Principles of Motivational Learning

Basic principles of motivation exist that apply to learning in any situation: The environment can be used to focus the student's attention on what needs to be learned. Teachers who create warm and accepting yet business-like atmospheres will

promote persistent effort and favorable attitudes toward learning.¹⁸

There are several principles of motivation in learning, that is: motivation as a driving force that encourages learning activities, intrinsic motivation is more important than extrinsic motivation in learning, motivation of praise is better than punishment, and motivation is closely related to need in a study, motivation can cultivate optimism in the study, and motivation begets achievement.

The most important principle is motivation as the basis for driving learning activities. Someone does learning activities because someone encourages them. Furthermore, the principle of intrinsic motivation is more important than extrinsic motivation in learning. Because students who learn based on their abilities will not be burdened with learning.

They will work harder to achieve their goals. So intrinsic motivation is more important in learning.

The next principle is that motivation is closely related to the need for learning. A need that cannot be avoided by students is their desire to master several English subjects. Students will be eager to learn after that. Additionally, motivation can promote learning optimism. Then the student

¹⁸ Nina Daskalovska, Liljana Koleva, and Biljana Ivanovska, 'Learner Motivation and Interest', *Procedia Social and Behavioral Sciences*, 46 (2012), 1187–91 <<https://doi.org/10.1016/j.sbspro.2012.05.272>>.

will be passionate about their studies. In addition, motivation can cultivate optimism in the study. Students sure can complete any assignment. Thus producing the last motivating principle of producing achievement in learning. Low levels of motivation are always an indicator of either student achievement or student lack of height.

Hamalik said the principles of motivation became fourteen, as follows:

- 1) Praise works better than punishment.
- 2) Students have certain psychological needs.
- 3) Motivation that comes from within the individual is more effective than external motivation.
- 4) Motivation is easily dispersed toward others.
- 5) A clear understanding of goals will stimulate motivation.
- 6) The task imposed on oneself provides greater motivation for doing so than if the teacher imposed the task.
- 7) A coming from-outside commendation is sometimes necessary and effective in stimulating real motivation.
- 8) Varying teaching techniques are effective to maintain a student's motivation.
- 9) Activities that would stimulate the motivation of weak students may be of little value to clever students.

- 10) Great anxiety will create learning difficulties.
- 11) Weak anxiety can help you learn.
- 12) Each student has a different level of tolerance for frustration.
- 13) Pressure per group is most effective in motivation than pressure from adults.
- 14) Great motivations are closely related to student creativity.
- 15) The Learning Motivation Function.¹⁹

Learning motivation learning is very functioning to grow the learning and learning spirit of students. Among other things, the motivating function of learning which is:

- 1) To encourage: Give support, confidence, or hope to someone. Give support and advice to someone so that they will do or continue to do something. "Pupils are encouraged to be creative.
- 2) Stir: Learning motivation is the overall psychic stir force in students that generates learning forms, ensuring the continuation of learning activities and providing direction to those learning activities in order to achieve a goal.

¹⁹ Hama lik "Prinsip-Prinsip Belajar",
<https://ainamulyana.blogspot.com/2012/02/motivasi-belajar.html?m=1>,
accessed on 29 September 2022.

- 3) To direct learners' activities or activities in learning and thus achieve maximum results.²⁰

According to Sardiman the motivation function is students that who are in the learning process and have a strong and clear motivation will be diligent and learn the material successfully. The success of the lesson's progression depends on how much accident motivation is provided. Therefore, students' motivation will always dictate how intensely they learn about business. The three parts of the motivation learning function are as follows:

- 1) It urges people to act, acting as a drive or motor that expels energy.
- 2) Choose the actions that will go in the direction of the desired outcome. Recognizing the act of choosing the course of action that must be taken in the case of reaching that objective by putting aside actions that are not advantageous to the purpose.

According to Oemar Hamalik, (2008: 161), the function of the motivation, includes:

- 1) Encourage the emergence of action. Without motivation, there will be no action like studying.

²⁰ Ngalim Purwanto, 'Psikologi Pendidikan', Bandung : PT. Remaja Rosda Karya, (1998), p. 73

- 2) Motivation serves as a guide, meaning directing actions towards the attainment of goals wanted.
- 3) Motivation functions as a driving force. It functions as an engine for the car. The size of the motivation will determine sooner or later a job.

According to the opinion of experts, it can be concluded that the function of motivation can encourage people to take action to achieve goals. Learning motivation plays an important role in facilitating and determining learning achievement. The motivation for learning has its role of moving the psychological feelings of students and having fun. The motivation of learning plays a driver, determining the course of learning and completing learning activities. So briefly it can be said that learning motivation plays a role in learning students and student learning outcomes.

e. Factors of Learning Motivation

Student motivation in learning is influenced by several factors. These factors include the dream or aspirations of students, student abilities, student conditions, student environmental conditions, dynamic elements in learning, and the teacher's efforts to teach students.²¹

²¹ Gholam Reza Zarei, 'Cultural Effects of L2 Learning: A Case Study of Iranian Learners Learning English', *Procedia - Social and Behavioral Sciences*, 15 (2011), 2048–53 <<https://doi.org/10.1016/j.sbspro.2011.04.051>>.

Student motivation is the power in students (energy) that encourages students to make efforts to achieve learning goals, in addition to indicating the student orientation of student behavior in the achievement of learning goals. Several factors affect the motivation of learning such as²²

- 1) Dream or aspirations of the students. The learning motivation appears to be the student's desire since childhood like learning to work, eat delicious food, scramble the game, can read, can sing, and others next. Success in achieving that desire fosters a desire to learn, even in time, and leads to goals in life. Goals are accompanied by the development of reason, morals, willpower, language, and values in life. Goals are also accompanied by personality development.
- 2) Student ability. The child's desire needs to be accompanied by the ability or skill of achieving it. The desire to learn English needs to be accompanied by wanting to know more about it and having motivation. For example, repeated practice causes the formation of the ability to add language, so the child's desire to learn will be fulfilled. The success of learning a second language can be realized

²² Indah Khoirul Nisa and Rediana Setiyani, 'Pengaruh Kompetensi Pedagogik, Lingkungan Keluarga Dan Minat Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi', *Economic Education Analysis Journal*, 5.2 (2016), 655–655.

when students are willing to practice. A language learning activity adds a wealth of knowledge and experience. The success satisfied and pleased him. Gradually there was a penchant for learning foreign languages. In summary, it can be said that the ability will strengthen students' motivation to carry out English assignments.

3) Student condition. The student's condition covering physical and spiritual conditions influences learning motivation. A student who is sick, hungry, or angry is likely to interrupt the study. On the other hand a healthy, well-fed, happy student will easily decide attention. A sick child would be reluctant to study. An angry child would love to decide on the lesson's explanations. On the contrary, once the student is healthy he will catch up with the lesson. The student gladly read the textbook to get a report on the good, as before the illness. In other words, the student's physical and spiritual condition affect learning motivation.

4) Environmental conditions. Student ward students may be natural circumstances, home wards, peers, and social life. As members of society then students can be affected by the neighborhood. Natural disasters, squalid living quarters, the threat of naughty companions, student fights, will interfere with the seriousness of the study. Rather, a

beautiful school campus, and a united student association, will strengthen the motivation for learning. Therefore, a wholesome school environment, living harmony, and social order need to be heightened. With an environment that is safe, sound, orderly, and beautiful, spirit and learning motivation are easily strengthened.

- 5) The dynamic elements. The dynamic element of student learning and learning have a feeling, attention, willpower, memory, and mind that are changing thanks to live's experience. Experiences with peers affect learning motivation and behavior. The environment, home environment, and association of students have also changed. The student cultural environment of newspapers, magazines, radio, television, and movies is reaching out to students. All these environments motivated learning. Learning that is still developing in the human mind, an increasingly healthy environment built up, is a fine dynamic condition for learning. Professional teachers are expected to be able to make good use of newspapers, magazines, radio, television, and nearby study resources to motivate students in their studies.
- 6) The teacher's efforts at diverting students. The teacher's teaching efforts are taking place in schools and outside schools. School learning efforts include the following:

conducting an orderly study in a school, building up learning discipline at all times, taking care of school facilities and time and maintenance, promoting social order, and it promotes the school environment. The schoolteacher's learning efforts are not independent of the school education center. But also outside of school, the important thing is family. Professional teachers are required to offer pedagogical cooperation with these coaching centers the educational effort.²³

²³ Arina Hafadhotul Husna and Rahayu Tri Murtini, 'A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus', *Journal of English Teaching and Research*, 4.2 (2019), 207–20
<<https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/>>

CHAPTER III

RESEARCH METHOD

In this chapter, the research discussed the research approach, research setting, source of data, the technique of collecting data, and the data analyzing technique used in the study.

A. Research Approach

Qualitative research is a study to understanding phenomena that research subjects experience such as behavior, perception, motivation, and action, with a description in the form of words and language, in a special context of nature, and by utilizing various natural methods. This study will reveal the factors of motivation on learning achievement ability in Senior High School students.

The research approach is the procedure or steps, and assumptions, for detailed methods of data collection, analysis, and interpretation. There are two studies, namely quantitative and qualitative research. According to David Williams, qualitative research is data collection in the natural background using scientific methods and conducted by people or researchers who are interested in nature. This application of the perspective of research is inductive, which is focused on the meaning of individuals and describes the complexity of the problem. In the writing of this study, researcher used qualitative research methods and descriptive research design. According to Creswell in Ananda & Kristiana in research approach based on case studies is a model that focuses on limited systems in

which data review is done in detail and profoundly. The focus of this method is to answer the question of why and how. The main key of the study case research approach is to explore an event or event of social conditions to gain insights into explaining how the event can occur.

This case study is very helpful in social life to know what important things are concerned or focus stakeholders. Researcher have done pre-observation related to the study of a motivational case study of students who occurred in Indonesia. This research uses a descriptive approach, as it will be problematic in depth about what motivation to happen in social situations.

B. Research Setting

1. Research Location

This research was conducted in SMAN 1 Boja which is located in Jalan Raya No.203 D, Simbang, Bebengan, Kec. Boja, Kabupaten Kendal, Jawa Tengah 51381, Kec. Boja Kab. Kendal Prov. Jawa Tengah. The reason why the researcher chooses this school is SMAN 1 Boja is famous for its achievements. Entering high school is also not easy to achieve. Since the government has rules for schools it is mandatory to accept any student according to their respective regions.

2. Research Time

The research was started on November 25th – 13th December 2022.

C. Source of Data

There are two types of data; primary data and secondary data. The main data is main data that is directly related to this research. The data needed to support qualitative research is oriented to primary data or secondary data. In this qualitative research, the data source is

1. Primary data

Primary data is the main data in a study. Primary data obtained directly from the field can be through direct observation carried out by researchers as well as from the answers to the questions that have been submitted by the researcher to informants. Primary data sources on research are students of SMAN 1 Boja in the academic year 2022/2023. The primary research data is from twelfth-grade students.

2. Secondary data

Secondary data is a source of data obtained from various sources second or indirect sources. This research uses sources of secondary data, to support the main data. For example journals, theses, research findings, articles, internet resources, etc

D. Technique of Data Collection

1. Interview

According to Zainal, the interview is to obtain information directly to explain a certain thing or situation and condition. An interview is a technique for gathering accurate information by exchanging information, ideas, and ideas through question-and-answer questions resulting from student learning and student merit by interviewing SMAN 1 Boja students. This interview is either done in person or by media intermediary with established sources. The information from one source through answers to questions posed next is analyzed to answer the issues asked by researchers about learning motivation and whether it is relevant to the achievement of learning. In conducting this interview the source that can be the informant of researchers:

- Adinda Aristra as informant 1
- Ahmad Kefin Sugandy as informant 2
- Arita Ameliya Putri as informant 3
- Aulia Nur as informant 4
- Danang Sidiq as informant 5
- Muhamad Lutfi Aqila as informant 6
- Nadine Zaskia Adya Mecca as informant 7
- Nova Ayu Eka Lestari as informant 8
- Revalina Hevy Ardanti as informant 9
- Zaskiyya Salmaa Ardana as informant 10

These ten informants from grade 12 of SMAN 1 Boja were randomly selected who were ready to be interviewed. consists of boys and girls, and their average age is 17-18 years.

Interviews referred to in this research is an interview about how the motivation learning by student in English. The interviews were obtained utilizing carrying out direct questions and answer to the Students at SMAN 1 Boja.

2. Documentation

According to Hamid, the method of documentation is information that comes from important records both from institutions or organizations and from individuals. Documentation is tangible evidence in the form of writing, pictures or other works. This documentation is used as a sign that what is written, recorded, and photographed are the real and original results of the researcher to support research reports.

E. Technique of Data Analysis

Analysis of data interpretation is the stage used in research which consists of sorting, categorizing, and grouping data so that it becomes a finding that can be used in solving a problem. The process of analyzing this data will be supported based on resources related to pattern matching or pattern matching methods. Pattern matching is a match between patterns based on the data used with the predicted patterns. If matching patterns found there are similarities then the results will strengthen the validity of the case study. In case study

qualitative research, this pattern-matching process will be relevant to the pattern of specific variables predicted and determined before data collection. The precision of pattern matching is based on simple pattern explanation with predetermined pattern predictions. According to Creswell in Ananda & Kristiana, there are four forms of data analysis and their interpretation in case study research, namely:

1. Collection of categories, the researcher looks for a collection of data examples.
2. In direct interpretation, the case study researcher looks at an example and draws meaning from it. It is a process of pulling the data apart and putting it back together in order more meaningful.
3. Researcher patterns and look for equivalence between two or more categories. This equivalence can be implemented using pattern matching showing the relationship between the two categories.
4. In the end, researchers can develop naturalistic generalizations through data analysis.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discussed the finding and the discussion.

A. Research Finding

The researcher found the results of the interviews conducted with the ten informants. The interview method is one of the data collection techniques for research. And the following are the results of interviews with informants:

1. Factors of learning motivation within the course of their learning

a. Dream or Aspirations

Dream or aspirations of students is internal factors that also affect learning motivation. For the interview, the researcher asked 10 students who would be called informat. That the interview was conducted in person. Analyze the ideals and aspirations of students in learning English activities. In this case, Of course, students must have a very strong desire which is marked by efforts to achieve achievement in learn English. Students are expected to change for the better to achieve success in learning English.

In line with the statement of Informant 2 in the implementation of students' ideals or aspirations of students towards English:

“I wish to be able to speak English. Therefore, I took additional English tutoring so that my grades would be better too. However, since the Covid 19 pandemic when I was in high school and online-based learning, my enthusiasm for learning English began to fade. Because of the demands of the subject value. In addition, learning English is very important because this language is used as an international language. So as a millennial generation, you have to learn it”

Informant 10 also stated in the interview, as follows:

“Of course, my dream is to be able to know English, one of which is that I take tutoring to supplement my learning. ”

Two of the ten informants answered that there must be a desire to be able to learn English. The two informants explained that they wanted changes in themselves.

b. Student Capabilities

Students capabilities is internal factors also affect learning motivation. Analyzing the desire to learn in English learning activities. In this case, students must have a very strong desire which is marked by an effort to learn English. Learning will

certainly make students motivated. The character of motivation to learn a maximum effort. The existence of students' efforts to make assignments is already classified as they have good learning motivation. Someone who is diligent is someone who does not easily give up any effort they make. The following is an example of a student's diligent effort when given a teacher's assignment, 10 informants said that they submitted assignments on time.

In line with the statement of Informant 2 in the factors of students' capabilities in English.

“I collect assignments according to the time given by the English teacher”

Informant 5 also submitted assignments on time as stated in the interview, as follows:

“Even though I don't understand English, for submitting assignments, I have to be on target and on time, even though I have to be assisted by friends too because submitting assignments on time is a form of discipline.”

Regarding the task of informant 6, and answering the importance of collecting on time because of the student's

obligations, the following is an excerpt from the results of the interview:

“Yes, because submitting assignments on time is an act of discipline as well as a student's obligation.”

Informant 10 also gave almost the same opinion as other informants, as quoted below:

“Yes. I always turn in my English assignments on time. because it is an obligation.”

The interview notes above about assignments are that all students collect assignments on time from 10 informants, and only few informants show the important assignment to be submitted on time because of their obligations. Never giving up was shown by the informant during the interview when they found difficulties working on questions and assignments. When a person faces a challenge in any condition, they keep on trying; that is an example of never giving up. As described in the interview results, they have high resilience in the face of difficulties and obstacles and are responsible for their duties.

As conveyed by informant 3 when he got into trouble:

“I think it's a challenge; I like learning new things about English, so I will try to find answers to these complicated questions.”

Followed by informant 5 who informed:

“Every time you have an assignment, you have to look at the dictionary, but if you have trouble, look it up first in the dictionary, then on the internet, until you find what you're looking for.”

Informant 6 also gave a response that showed never giving up:

“If you have difficulty starting your own business, first look it up in a dictionary or other sources and ask friends for help.”

Student motivation to learn is reduced when the teacher does not provide clear instructions and detailed task explanations so students are confused about the task. Informant 2 argues:

“It's quite a burden, and sometimes I'm too lazy to do it. But it's also fun because the assignments given by my teacher are covering sights, tourist attractions, etc. in the news item material.”

Informant 3 also gave an opinion about the assignment given by the teacher:

“I decided to stop studying. As for other factors, if there were many assignments I didn't understand, I would complain about being given assignments.”

The same thing was said by informant 8, who said that the task was one of the factors:

“Depending on the assignments given by the teacher, sometimes I feel burdened because to be honest, English is difficult for me. The difficulties include difficulty interpreting words and sentences, and sometimes the pronunciation is not quite right.”

In this task factor, informant 9 also gave a few additional responses as follows:

“In my opinion, assignments outside of class hours are very burdensome because rest time is cut off because of them. It's a different story if assignments take place during class hours.”

From the interviews described above, internal factors show a lack of motivation to learn in a sample of students at SMAN 1 Boja.

c. Physical Condition

Internal factors also affect students' motivation, and their motivational power decreases when they have no intrinsic interest in learning English. Some students complain that they are too lazy to learn English because of certain factors. Some students complain that English is difficult to understand. But they also realize the importance of learning English. They hope that they want to learn English. can put pressure on students and make them lose motivation in learning English.

Motivation to learn internal factors This result is in line with Dörnyei (2001), who considers reduced self-confidence as an internal motivating factor. motivating students think that learning English is difficult for them, and low-ability students feel dissatisfied. with their performance, thus leading to a decrease in motivation to learn English further.(Falout & Maruyama, 2004).

This unconfidence factor is also described by informant 2 as follows:

“If I can't answer questions, the teacher becomes tense, and if I don't understand the material, I will lose confidence.”

Other informants also argued about their lack of confidence when learning English, especially in speaking lessons, informant 5 said:

“There is a little self-doubt when learning to speak English because one is afraid of being wrong.”

From the informants above, it can be concluded that informants do not believe in themselves when learning English. This requires a sense of confidence in one's ability to perform tasks and choose an effective approach. This includes confidence in his ability to deal with increasingly challenging environments and confidence in his decisions or opinions.

Internal factors that can reduce student learning motivation include physical, intelligence, attitudes, interests, talents, and emotions (Oemar Hamalik, 2001: 167).

As explained by informant 1 about the internal factors that happened to her, she mention:

“It's unhappy because the language is difficult to understand and I don't interest in it.”

The same thing was said by informant 8:

“My feelings when learning English I feel normal, but there are times when I am not interested in English because I am lazy with the lesson.”

d. Environment Condition

Environment condition is external factors that also affect learning motivation. Students also complain if the loss of motivation comes from the learning environment, such as at home or school. The learning environment is noisy, there is no support from people around, and there are no facilities to speak English. These results are in line with the findings of previous research from Xaypanya et al. (2017), which state that students' learning motivation is influenced by available support systems, and learners who experience no motivation are often dissatisfied with their existing learning conditions. For example, they often feel unmotivated if there are no students who want to be invited to learn English.

As said informant 1, as follows:

“Environment because they can't speak English every day, and English material is mainly part of the vocabulary and assignments.”

In addition, informant 9 also added about his response regarding environmental factors:

“The people closest to me don't really like English, either in the family or school environment.”

3 out of 10 informants who had the same factor followed by the informant 2 stated:

“The factor that made me less motivated to learn English was when I was at home. During the COVID-19 pandemic, I also declined.”

e. Dynamic Elements Learning

Dynamic elements learning is external factors also affect learning motivation. Textbooks are textbooks for certain subjects, namely standard books compiled by experts on certain subjects to achieve teaching goals and equipped with visual aids that are compatible with and easily understood by students. Textbooks related to English lessons must be studied by students. In this book, there will be English materials.

Lack of motivation factors related to textbooks, the students' complaints were about the different vocabulary, grammar, and translation meanings. Another student stated that the passages in the English textbook were too long and

too difficult to understand. Some students also mentioned that English books looked very boring.

3 out of 10 informants said material, textbooks, and translating were their factors, as conveyed by informant 1:

“Environment because they can't speak English every day, and English material is mainly part of the vocabulary and assignments”

As explained by informant 8 about the textbook, which is:

”The textbook factor is boring; there are a lot of hard-to-understand English words in the text. Another factor that makes you not want to learn English is that it's difficult to memorize and pronounce. Obstacles to learning English are difficulties in reading, hearing, and pronouncing it because it is very different from the Indonesian language.”

Informant 7 adds material on textbook factors in English:

“The textbook factor, if there is a material that I don't understand, makes me lazy to read the book.”

f. Teachers and Teaching Methods

Teachers and teaching methods are external factors also affect learning motivation. The teacher is one of the factors determining whether students will like English lessons or not. The way the teacher teaches, the teacher's attitude toward mastery of the method, mastery of the material, and awareness of the environment will be a factor in determining whether students are motivated or not with English lessons.

4 out of 10 informants said that students attributed their lack of the teacher's teaching methods, such as giving teaching in boring classes would make them lazy with English lessons. Many students said in their reports that when they were in elementary, junior high, and high school, the classroom was teacher-centered.

As explained informant 2 conveyed the following:

“When at school, teaching in the classroom is only centered on the teacher. The teacher often spends a lot of time explaining without getting my attention.”

Informant 5 also had an opinion about the teacher's factors and teaching methods:

“The factor that doesn't motivate me is that the methods and programs applied by the teacher must be able to trigger student enthusiasm for learning. Apart from that, it is also

because it is driven by the determination of the desire to have it. Teachers and parents do not motivate them to learn English at all.”

As explained by informant 7:

“When I study in the classroom, I pay less attention to the English teacher who teaches because I didn't understand what he or she said.”

Informant 10 said the following:

"I pay attention to every material that the English teacher teaches because I have a goal to get the maximum score."

Based on the results of interviews with students, it shows that students feel less motivated to learn because of teacher factors and teaching methods. This is also supported by the following theory, the lack of motivation of students toward teachers and the methods that teachers teach. Which is, students will also tend to be unmotivated to learn if faced with an unpleasant teacher personality showing favoritism (Falout, Elwood, & Hood, 2009). What're more, teachers who are not enthusiastic about teaching harm students' motivation (Gorham & Christophel, 1992).

2. Students' view of learning motivation factors in the result of learning English

Motivation learning and high learning interest in English Subjects, students will get good learning results. Therefore, students who want to obtain high academic achievement must have the motivation to learn and an interest in learning high too.

After knowing the students' status learning motivation factors, the researcher asked the informants to identify whether their learning motivation had a factor in their learning achievement:

Informant 2 argues:

“Yes very influential. At least with my efforts to learn English, my grades are good, although not optimal”

Another opinion from informant 7:

“In my opinion, because I am not good at learning English, my grades are not optimal. motivation to study should be embedded in me so that I study hard and get good grades.”

From the interview above, followed by the existing theory that it is proven that there is motivation and that lack of motivation affects learning achievement

B. Discussion

1. Factors of learning motivation within the course of their learning

This section presents information about the results of the discussion of the findings after getting the results of the research. According to the data analysis, the researcher knows the students' view on the factors of learning motivation within the course of their learning relates to the theory.

Student motivation in learning is influenced by several factors. These factors include the dream or aspirations of students, student abilities, student conditions, student environmental conditions, dynamic elements in learning, and the teacher's efforts to teach students.

2. Students' view of learning motivation factors in the results of learning English

Regarding the findings of students' view of learning motivation factors in the results of learning English, it can be concluded that relates to the theory. Without enough motivation, even students with the most outstanding capabilities cannot reach long-term objectives; neither are suitable curricula and good learning sufficient to guarantee students' achievement. Research confirms that less motivated students are less likely to become successful during their language-learning process (Lasagabaster, Doiz, & Sierra, 2014).

This effort proves the existence of a motivation to learn. While not motivated, it shows that students do not have the effort to learn English. Student motivation is the power in students that encourages students to make efforts to achieve learning goals, in addition to indicating the student orientation of student behavior in the achievement of learning goals.

Motivation, students will be encouraged to learn to achieve goals and objectives because they believe and are aware of goodness challenge the interests and benefits of learning. For students, motivation is very important because it can move student behavior in a positive direction. At least in achieving goals so that the greater the motivation, the greater the success of learning. Motivation as the main factor in learning that functions to generate, underlie, and drive learning actions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter of the research comprises conclusions and suggestions of what has been discussed in this study.

A. Conclusion

1. Factors of learning motivation within the course of their learning

The students of SMAN 1 Boja have the motivation to know the English language but not for learning motivation. Students are still not optimal for learning. From the experience of the informants themselves, it can be seen that many like English but few students have not effort to study.

Students have less motivated and motivated in certain aspects. The way the teacher motivates and educates students can be accepted or rejected depending on the character of each teacher. The environment depends on each student, and there are many more factors for the lack of student learning motivation. Some students are motivated to learn, and they show that they are motivated by adding study outside of school, have dreams or aspiration, and work hard to study English. These attitudes are already a good start for learning motivation.

Motivation to learn, which so far has not been practiced by students, still needs to be improved for the education system in Indonesia so that education can progress. From the informants, it

can be concluded that internal factors can increase motivation to learn English. What the informant shows is the attitude physical, and emotional, each informant's talent, interest, and intelligence were quite good. While external factors motivation to learn at SMAN 1 Boja high school chemistry students, which is families, schools, teachers, and communities must be improved.

2. Students' view of learning motivation factors in the results of learning English

Based on the results of research that has been carried out by researchers through interviews and supported by the data that has been obtained, learning motivation factors is one of the right ways used by teachers to persuade and seduce students to want to learn English. The success of learning motivation can be seen from the learning achievements of students who want to try to learn and give maximum results.

The results of learning achievement show that only several students who want to study diligently get good scores. Here, it is proven that there is a relationship between learning achievement and student motivation.

B. Suggestion

Based on the results of research on student motivation at SMAN 1 Boja in handling this case, there are several suggestions from researchers as follows:

1. For the Researcher

This is the first experience for researcher to conduct research, several barriers arise in research. The teacher only gave two students informants, chosen from students who excelled in and less in English Subject. Other informants were randomly selected; many students did not want to be interviewed.

2. For the Students

Students should be more aware of the importance of motivation to learn beforehand. If they find the motivation to learn, they must hope to prove that they don't only like learning English but that there is effort. Given this case, the school should conduct a direct survey of students to determine how familiar they are with learning motivation and their responses to the factors that make them less motivated to learn.

3. For the Next Research

Future research is expected to be able to review more about learning motivation strategies in handling a case. Moreover, it can provide another implementation of the use of learning motivation based on the learning motivation theory used.

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LIST OF APPENDIX

A. Interview

1.1 Interview Guideline

Class :

Gender :

Age :

1. Do you have aspirations to English subject? What has been your struggle to achieve it?
2. Does the English assignment burden you? And what do you do when you encounter difficult questions in English?
3. Mention the external factors that make you less motivated to learn English?
4. How do you feel when learning English?
5. What is the student's view of the learning motivation factors on their learning achievement?

1.2 Interview Transcript

- Q as the interviewer
- A as an informant

1. Source: Adinda Aristra (A)

Class :12 IPS 3

Gender : Female

Age : 17

Q : Good morning, let's you introduce yourself first before we start the interview

A : Okay, my name is Adinda Aristra, a student of SMAN 1 Boja, class 12 IPS 3

Q : Okay, could you briefly describe your experience learning English from the beginning to the present?

A : Middle school years, also took tutoring and experienced interviewing foreigners in the Borobudur Temple area.

Q : Do you have aspirations to English subject? What has been your struggle to achieve it?

A : I started to be unmotivated to learn English since junior high school but I dont struggle to achieve it

Q : Mention the external factors that make you less motivated to learn English?

A : Environment because they can't speak English every day, and English material is mainly part of the vocabulary and assignments.

Q : Does the English assignment burden you? give an explanation.

A : No, because we can learn from the teacher so we can understand the tasks to be done

Q : How do you feel when learning English in the classroom?

A : It's unhappy because the language is difficult to understand and I don't interest in it.

Q : From learning, speaking, grammar, and English materials, what made you not confident and made you lazy to learn English?

A : Speaking makes me feel insecure. because it's so hard to say.

Q : Did you turn in your English assignments on time?

A : Yes, I did

Q : What do you do when you encounter difficult questions in English?

A : Open the dictionaries

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : Yes, learning motivation factors effect learning achievement.

2. Source: Ahmad Kefin Sugandy (A)

Class : 12 MIPA 1

Gender : Male

Age : 18

Q : Good morning, let's you introduce yourself first before we start the interview.

A : Okay, my name is Ahmad Kefin Sugandy, a student of SMAN 1 Boja, class 12 MIPA 1

Q : All right, please describe your experience of learning English from the first time until now?

A : My first experience learning English was when I entered 7th grade (junior high school). In elementary school, I never received English lessons because there were no teachers. So it was very difficult for me to learn English in junior high school. even though the subject matter was getting difficult. Luckily, the teacher who taught at that time was kind and patient, so I started to understand a little about learning English.

Q : Do you have aspirations to English subject? What has been your struggle to achieve it?

A : I wish to be able to speak English. Therefore, I took additional English tutoring so that my grades would be better too. However, since the Covid-19 pandemic when I was in high school and online-based learning, my enthusiasm for learning English began to fade. Because of the demands of the subject value. In addition, learning English is very important because this language is used as an international language. So as a millennial generation, you have to learn it”

Q : Mention the external factors that make you less motivated to learn English?

A : The factor that made me less motivated to learn English was when I was at home. During the COVID-19 pandemic, I also declined. Difficult assignments make me unmotivated, and the teacher factor can also make me less motivated if the teacher is not calm during learning.

Q : Why does the teacher factor make your learning motivation lower?

A : When at school, teaching in the classroom is only centered on the teacher. The teacher often spends a lot of time explaining without getting my attention.

Q : Does the English assignment burden you? give an explanation.

A : It's quite a burden, and sometimes I'm too lazy to do it. But it's also fun because the assignments given by my teacher are covering sights, tourist attractions, etc. in the news item material.

Q How do you feel when learning English in the classroom?

A : My feelings are quite tense because the teacher who now teaches English is quite strict.

Q : What made you tense during the lesson, and did your tension make you feel unconfident?

A : If I can't answer questions, the teacher becomes tense, and if I don't understand the material, I will lose confidence.

Q : Did you turn in your English assignments on time?

A : Yes. I always turn in my English assignments on time. because it is an obligation.

Q : What do you do when you encounter difficult questions in English?

A : I'm trying to find a complicated answer to find the answer.

Q What is the student's view of the learning motivation factors on their learning achievement?

A : Yes very influential. At least with my efforts to learn English my grades are good, although not optimal.

3. Source: Arita Ameliya Putri (A)

Class : 12 MIPA 2

Gender : Female

Age : 17

Q : Good morning, let's you introduce yourself first before we start the interview.

A : Okay, my name is Arita Ameliya Putri, a student of SMAN 1 Boja, class 12 MIPA 2

Q : All right, please describe your experience of learning English from the first time until now?

A : When I entered the second middle level, I first started learning English. I learned from watching outdoor movies

and listening to English songs, both of which are great fun because they can teach me new vocabulary every day.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : I am interested since the level of high school is up and I am starting to learn. I am motivated by the movie because I want to watch movies without seeing subtitles

Q : Mention the external factors that make you less motivated to learn English?

A : The factor that made me less motivated to learn English was when the material was difficult.

Q : Why does the teacher factor make your learning motivation lower?

A : I decided to stop studying. As for other factors, if there were many assignments I didn't understand, I would complain about being given assignments.

Q : How do you feel when learning English in the classroom?

A : I enjoy and have fun because I like it.

Q : If you enjoy learning, are there still feelings that make you feel insecure?

A : There isn't any.

Q : Did you turn in your English assignments on time?

A : I collect assignments according to the time given by the English teacher”

Q : What do you do when you encounter difficult questions in English?

A : I think it's a challenge; I like learning new things about English, so I will try to find answers to these complicated questions.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : I think it's true that I am not motivated to learn, therefore my English score is still lacking

4. Source: Aulia Nur (A)

Class : 12 MIPA 2

Gender : Female

Age : 17

Q : Good morning, let's you introduce yourself first before we start the interview.

A : Okay, my name is Aulia Nur, a student of SMAN 1 Boja, class 12 MIPA 2

Q : All right, please describe your experience of learning English from the first time until now?

A : My experience was from the first time I learned English, namely when I was in high school. It can be said that it is very difficult because I don't repeat what I learn and I forget easily.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : Since elementary school in grade 5 if I'm not mistaken and I was motivated because I couldn't speak English at all at that time and at school I was getting those lessons so I felt embarrassed if I couldn't follow.

Q : Mention the factors that make you less motivated to learn English?

A : The teacher factor is grumpy and unfriendly to students.

Q : Does the English assignment burden you? give an explanation.

A : No, because Google translate makes it easier for me to translate languages that I don't understand

Q : How do you feel when learning English in classroom?

A : My feeling depends on the teacher who teaches, if the teacher is humble and not fierce, I won't be tense.

Q : If you don't get tense while studying, are there still feelings that make you feel insecure?

A : No

Q : Did you turn in your English assignments on time?

A : Yes, on time

Q : What do you do when you encounter difficult questions in English?

A : Just look it up in the dictionary.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : If I had the motivation to study, I think I would get the best results, but I am lacking in learning, therefore I haven't gotten the best score.

5. Source: Danang Sidiq (A)

Class : 12 MIPA 2

Gender : Male

Age : 18

Q : Good morning, let's you introduce yourself first before we start the interview.

A : Okay, my name is Danang Sidiq, a student of SMAN 1 Boja, class 12 MIPA 2

Q : All right, please describe your experience of learning English from the first time until now?

A : My English learning experience began in junior high school and continues to this day. In my opinion, English is unique; the first time learning English is very difficult because you don't know the meaning of the existing vocabulary at all, but over time and knowing a lot of vocabulary, actually English can be mastered by each

person who has more persistence to learn it. That's why English is unique.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : In middle school, I still didn't like English, but after entering high school, I started to think about how important English would be for my future, and from there, I often watched movies and listened to songs in English. That was the beginning of my love of English.

Q : Mention the factors that make you less motivated to learn English?

A : The factor that doesn't motivate me is that the methods and programs applied by the teacher must be able to trigger student enthusiasm for learning. Apart from that, it is also because it is driven by the determination of the desire to have it. Teachers and parents do not motivate them to learn English at all. What happened was that my mindset opened up about how important English would be in my future life. The astonishment factor is because English is different from other subjects that must know the meaning and how to understand it (material factor). Sometimes some of the English assignments are burdensome because

we are required to be able to speak, listen, and understand knowledge that I have not been able to fully master.

Does the English assignment burden you? give an explanation.

Sometimes some of the English assignments are burdensome because we are required to be able to speak, listen, and understand knowledge that I have not been able to fully master.

Q : How do you feel when learning English in the classroom?

A : My feelings are, of course, surprised because English is different from other subjects in which you have to know the meaning and how to understand it.

Q : If you don't get tense while studying, are there still feelings that make you feel insecure?

A : There is a little self-doubt when learning to speak English because one is afraid of being wrong.

Q : Did you turn in your English assignments on time?

A : Even though I don't fully understand English, for submitting assignments, I have to be on target and on time,

even though I have to be assisted by friends too, because submitting assignments on time is a form of discipline.

Q : What do you do when you encounter difficult questions in English?

A : Every time you have an assignment, you have to look at the dictionary, but if you have trouble, look it up first in the dictionary, then on the internet, until you find what you're looking for.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : The lack of motivation to learn makes the grades unsatisfactory

6. Source: Muhamad Lutfi Aqila (A)

Class :12 MIPA 2

Gender : Male

Age : 17

Q : Good morning, let's you introduce yourself first before we start the interview.

A : Okay, my name is Muhamad Lutfi Aqila, a student of SMAN 1 Boja, class 12 MIPA 2

Q : All right, please describe your experience of learning English from the first time until now?

A : I studied English from elementary school to junior high school, and now from high school.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : I was interested in English when I was in elementary school, I learned English through online games and music. During elementary school, I wanted to communicate with foreign players

Q : Mention the factors that make you less motivated to learn English?

A : I feel that if the teacher uses less interesting learning methods, I will be less motivated to learn. The noisy environment also makes me lazy to study. Moreover, English is not the main language.

Q : Does the English assignment burden you? give an explanation.

A : No, because I do it with pleasure.

Q : How do you feel when learning English in the classroom?

A : Yes, I enjoy it. Because I think English is a very fun lesson

Q : What kind of fun?

A : It's fun because I try to learn even though it's hard to understand

Q : Did you turn in your English assignments on time?

A : Yes, because submitting assignments on time is an act of discipline as well as a student's obligation.

Q : What do you do when you encounter difficult questions in English?

A : If you have difficulty starting your own business, first look it up in a dictionary or other sources and ask friends for help.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : I think learning motivation factors in their learning achievement are important.

7. Source: Nadine Zaskia Adya Mecca (A)

Class : 12 MIPA 2

Gender : Female

Age : 17

Q : Good morning. Let's have you introduce yourself first before we start the interview.

A : Okay, my name is Nadine Zaskia Adya Mecca, a student of SMAN 1 Boja, class 12 MIPA 2

Q : Okay, could you briefly describe your experience learning English from the beginning to the present?

A : The experience of learning English starting from elementary school until now, starting from elementary school learning basic English.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : I realized and was motivated to learn English starting from junior high school because I spoke an international language

Q : Mention the factors that make you less motivated to learn English?

A : The textbook factor, if there is material that I don't understand, makes me lazy to read the book.

Q : Does the English assignment burden you? give an explanation.

A : Not really, if there is an English assignment I can do it and can find out if there are words that I don't know.

Q : How do you feel when learning English in the classroom?

A : Just normal

Q : Never feel lazy?

A : I feel lazy sometimes because English is not my field.

Q : Did you turn in your English assignments on time?

A : Yes, I am

Q : What do you do when you encounter difficult questions in English?

A : Look for answers on the internet and in dictionaries

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : In my opinion, because I am not good at learning English, my grades are not optimal. motivation to study should be embedded in me so that I study hard and get good grades.

8. Source: Nova Ayu Eka Lestari (A)

Class : 12 MIPA 2

Gender : Female

Age : 18

Q : Good morning. Let's have you introduce yourself first before we start the interview.

A : Okay, my name is Nova Ayu Eka Lestari, a student of SMAN 1 Boja, class 12 MIPA 2

Q : Okay, could you briefly describe your experience learning English from the beginning to the present?

A : My first experience of learning English in the 4th grade was teaching elementary English, such as the names of objects, colors, and family trees. The next step was more complex, such as creating a sentence and being asked questions. Junior high and high school students were already coming to terms with the long, direct practice when I was using the 9th-grade exam to practice juice production in English and the last time I was assigned to do the story in English.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : I began to be encouraged to study through high school, as English was so much needed in the future.

Q : Mention the factors that make you less motivated to learn English?

A : The factor of textbook

Q : Why does the textbook factor make your learning motivation lower?

A : The textbook factor is boring; there are a lot of hard-to-understand English words in the text. Another factor that makes you not want to learn English is that it's difficult to memorize and pronounce. Obstacles to learning English are difficulties in reading, hearing, and pronouncing it because it is very different from Indonesian.

Q : Does the English assignment burden you? give an explanation.

A : Depending on the assignments given by the teacher, sometimes I feel burdened, because to be honest, English is difficult for me. The difficulties include difficulty

interpreting words and sentences, and sometimes the pronunciation is not quite right.

Q : How do you feel when learning English in the classroom?

A : My feelings when learning English I feel normal, but there are times when I am not interested in English, because I am lazy with the lesson.

Q : Did you turn in your English assignments on time?

A : Yes, I did

Q : What do you do when you encounter difficult questions in English?

A : Definitely look it up in the dictionary

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : Its influential

9. Source: Revalina Hevy Ardanti (A)

Class : 12 MIPA 2

Gender : Female

Age : 17

Q : Good morning. Let's have you introduce yourself first before we start the interview.

A : Okay, my name is Revalina Hevy Ardanti, a student of SMAN 1 Boja, class 12 MIPA 2

Q : Okay, could you briefly describe your experience learning English from the beginning to the present?

A : I first learned English at kindergarten, learning about colors and numbers, until now entering grade 3 of high school, learning further such as making job application texts and practicing reporting news using English.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : I started to get motivated when I was in junior high school because I liked listening to and singing English songs since middle school, even though I wasn't fluent.

Q : Mention the factors that make you less motivated to learn English?

A : The people closest to me don't really like English, either in the family or school environment.

Q : Does the English assignment burden you? give an explanation.

A : In my opinion, assignments outside of class hours are very burdensome because rest time is cut off them. It's a different story if assignments take place during class hours.

Q : How do you feel when learning English in the classroom?

A : My feeling when learning English is that I feel normal like during another subject

Q : Did you turn in your English assignments on time?

A : Yes I collected it on time because the teacher is scary

Q : What do you do when you encounter difficult questions in English?

A : All this time, I look up in the dictionary if I have trouble.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : Yes, if I have the motivation to study, the results will be good

10.Source: Zaskia Salmaa Ardana(A)

Class : 12 MIPA 2

Gender : Female

Age : 18

Q : Good morning. Let's have you introduce yourself first before we start the interview.

A : Okay, my name is Zaskiya Salmaa Ardana, a student of SMAN 1 Boja, class 12 MIPA 2

Q : Okay, could you describe your experience learning English from the beginning to the present?

A : I studied English starting in junior high school. When I entered junior high school, I was interested in learning English until now. The junior high school level is motivated because English is a world language.

Q : From your experience learning English, at what level were you motivated to learn English? And give you a reason?

A : When I entered junior high school, I was interested in learning English until now. The junior high school level is motivated because English is a world language.

Q : Mention the factors that make you less motivated to learn English?

A : Because of my laziness

Q Does the English assignment burden you? give an explanation.

A : It's not too burdensome, because I understand enough of the material and it's assisted by my tutor

Q : How do you feel when learning English in the classroom?

A : Fun because I quite like it

Q : Did you turn in your English assignments on time?

A : Yes, I collect assignments according to the specified time

Q : What do you do when you encounter difficult questions in English?

A : I'm trying to find it, and since I have a tutor, I can ask her.

Q : What is the student's view of the learning motivation factors on their learning achievement?

A : In my opinion, because I have good learning motivation, the results I get are also maximum

B. Documentation

2.1 Research License



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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Semarang, 6 Desember 2022

Lamp :-

Hal : Mohon Izin Riset

a.n. : Gita Charlinta

NIM : 1803046083

Yth.

Kepala Sekolah
di SMAN 1 Boja

Assalamu'alaikum Warrahmatullahi Wabarakatuh.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Gita Charlinta

NIM : 1803046083

Alamat : Salakan Limbangan Kec. Limbangan Kab.Kendal

Judul Skripsi : **EXPLORING THE LEARNING MOTIVATION AND THE
RELATIONSHIP TO LEARNING ACHIEVEMENT IN
ENGLISH SUBJECT**

Pembimbing : Nadiyah Ma'mun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas mulai tanggal 8 Desember 2022 sampai dengan tanggal 14 Desember 2022.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Warrahmatullahi Wabarakatuh.



....., Dekan,

....., Wakil Dekan Bidang Akademik

....., Muhammad Junaedi

Tembusan :

Dekan FITK UIN Walisongo (sebagai laporan)



PENDAHULUAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
BOJA**

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LEMBAR DISPOSISI

RAHASIA [] PENTING [] BIASA []

Nomor Agenda : 4211/G1 /SMANI/ 2022
Tanggal : 8-12-2022 Tanggal penyelesaian
Perihal : Mohon izin riset an,
Coita, Charlinta
Tgl./No. : 6-12-2022 / 5754 / U.P. 10.3/D1/
TA. 00.01/12/2022
Asal : UIN Smg

Diteruskan kepada Yth.

1. *Dr. Kurikulum*
2.
3.
4.
5.

INSTRUKSI / INFORMASI

*Mohon dibantu
mehantwa too*

Catatan :

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Kepala Sekolah,

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Mohon setelah dibaca dan dipahami agar dikembalikan ke petugas agenda.

2.2 Interview with informant





2.3 Classroom learning





2.4 Information about SMAN 1 Boja

SMAN 1 Boja is an educational unit with a high school level in Bebengan, Kec. Boja, Kab. Kendal, Central Java. In carrying out its activities, SMAN 1 BOJA is under the auspices of the Ministry of Education and Culture. SMAN 1 Boja address SMAN 1 Boja is located at JL. RAYA BEBENGAN NO. 203 D BOJA, Bebengan, Kec. Boja, Kab. Kendal, Central Java, with zip code 51381.

Facilities Provided by SMAN 1 Boja provides electricity to assist teaching and learning activities. The source of electricity used by SMAN 1 BOJA comes from PLN. SMAN 1 Boja provides

internet access that can be used to support teaching and learning activities more easily. The provider used by SMAN 1 Boja for its internet connection is Other (Wavelan).

Learning hours at SMAN 1 BOJA Learning at SMAN 1 Boja is carried out in a full day. In a week, learning is carried out for 5 days. ACCREDITATION SMAN 1 Boja has accreditation A, based on certificate 220/BAP-SM/X/2016

SMA Negeri 1 Boja has a vision to make it happen A high school that is religious, globally competitive, environmentally sound and rooted in national culture.

As for mission is:

1. Increase the availability of educational services in SMA Negeri 1 Boja in the form of infrastructure and facilities educational infrastructure (schools) and support other.
2. Expand the affordability of education services namely seeking the cost of education needs accessible by the community, by searching legitimate sources.
3. Improving the quality and relevance of services education, as an effort to achieve quality education in order to improve the quality and competitiveness in the global era.
4. Realizing equality in obtaining services education, regardless of educational services between regions, ethnicities, religions, social status as well gender.

5. Ensure certainty of obtaining services education.
6. There is a guarantee for school graduates to continue to the next level of education or get jobs according to competence.

CURRICULUM VITAE

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Semarang, 19 Desember 2022

The Researcher

Gita Charlinta

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