

**THE MOTIVATIONAL FACTORS OF STUDENTS IN LEARNING ENGLISH  
AT CLASS 9<sup>TH</sup> OF SMPN 9 KOTA JAMBI  
ACADEMIC YEAR 2018/2019**

**THESIS**



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Similarly, this declaration is made by the researcher to be understood.

Jambi, September , 2019

The researcher,

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## MOTTO

- ✚ Education is not only for the young but for all ages
- ✚ Failure is an opportunity to start over
- ✚ **Mistakes will make people learn and become better**

## **DEDICATION**

This thesis is dedicated with love and gratitude to:

Both of my beloved parents,

For all the loves that you've given to me,

For all you've done for me.

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Thanks a lot I prayed to Jesus Chirst, for all of Its mercy and grace as well as our lord great, because of his grace and guidance, I can finish this thesis.

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10. Finally, A huge thanks for both of my parents who always support my education life and never stop praying for the successful of this thesis.

As a researcher of this thesis, I realize that it has so many shortcomings and errors in writing this thesis. So the I do apologize. The researcher hopes this thesis can be useful for those who read and conduct this thesis in the further research.

Jambi, September , 2019

The researcher,

Eliriko Nainggolan



## **ABSTRACT**

Nainggolan Eliriko, 2019. The Motivational Factors Of Male And Female Students In Learning English At Class 9<sup>th</sup> Of Smp N 9 Kota Jambi Academic Year 2018/2019. Thesis English Education Program. Faculty of Teacher Training And Education of Batanghari University In Academic Year 2018/2019. The first advisor, Dr. Suyadi, S.Pd., MA the second advisor, Yanti Ismiati

Keywords : Motivational Factor, learning English

This research aim to find the factors that motivated students to learn English In the school. The number of students in this research is 35 students. This research is a qualitative and to collect data using random sampling techniques for the selection of the participation. For the data collection, used instrument of questionnaire and interview. While the questionnaire, the researcher distributed a questionnaire containing 20 items of statements and 10 questions for interviewing. Researcher can deduce the motivational factors of male and female students in learning English is extrinsic factors that highest value 84.4% while intrinsic factors that lowest value is 50.2 . The researcher concludes that extrinsic and intrinsic motivations are important for students in learning English. But, from the data extrinsic factors with the indicator the environment condition of students more dominant than intrinsic factors as motivation for students.

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# **APPENDIXES**



## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. If the teachers or the parents can motivate their students in learning something it can of course initiate their willingness in learning. Giving motivation can make the students realize the benefits and the goal of what they are learning. The motivated students can make learning as their habit and giving motivation can improve their achievement in learning.

Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So motivation is an important aspect in each student to reach the goal of study.

Brown (2000:115), said that motivation is an inner drive or stimulus, which can be like self-esteem, be global, a situational, or task oriented. Learning a foreign language requires some of all these levels of motivation. For example a learner may process high “global” motivation but low “task” motivation to perform well in the written mode of the language. He also states that success in any task is due simply to the fact that someone is motivated. It is easy, to claim that in the second language learning, a learner will be successful if they have high

motivation. While Luthans (2002) “Motivation is a process that starts with a psychological deficiency or need, a drive that is aimed at a goal or incentive”. Motivation is not strange for us since we often hear it in our daily life, moreover in our educational life. Motivation will encourage students to study English if it is followed by some factors. The factors of motivation come from internal and external sources. Motivation is very important for any kind of learning. In the learning process, motivation will support a student to study hard to achieve his/her success in studying. A lot of motivation influencing factors in English learning. The kinds of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that grows in self-students and extrinsic motivation is a motivation that comes from outside self-students, that is teacher, parents and peers. If the students have high motivation that can help them to get achievement in the learning process.

Deci and Ryan's theory (2000), the main division of motivation in research is intrinsic motivation, which is the enjoyment or satisfaction someone gets from an activity in itself, without any other goal, and extrinsic motivation, of which there are several kinds (external regulation, identification and integration), that have a purpose outside of doing something because it is enjoyable (Ryan & Deci, 2000). Most people are not purely intrinsically motivated to put in the effort to learn how to do something; it is usually a combination of types of motivation.

Mori & Gobel (2006), males and females differ in general academic motivation and in particular females are more motivated to learn English than



males, which might explain their overall superiority in English. The degree of fear and apprehension regarding negative outcomes may also affect motivation. The levels of fear and apprehension vary among males and females, however females tend to experience more emotions than males. As a result, females work as hard as possible to overcome such fears and nervousness (Saidi& Al-Mahrooqi, 2012).

Language learning motivation is also affected by students' attitudes. According to the results of Saidi& Al-Mahrooqi, (2012), males and females do not have the same enthusiasm in learning English. Females are more enthusiastic than males. Since learner motivation affects self-efficacy in learning English, females have been shown to possess more self-efficacy than males.

From the definition above, it can be concluded that motivation is an inner strength in order to achieve a set of goal and which there is a physical or intellectual efforts as well. It influences the success or failure of the second or foreign language learning. Learners with higher motivation will be more successful than those with lower rate of motivation. And from definition above motivate between female and male are differ in general academic and in particular females are more motivated to learn English than males, usually females more spirit than male to achieve the goals.

For the first experience, the researcher had been practically teaching inLearning English At Class 9<sup>th</sup> Of SMP N 9 Kota Jambi Academic Year 2018/2019” , the researcher can see that their motivation and interest in learning English is not bad, because at the first experience when the researcher firstly taught there, the researcher can see that students have high interest in learning

English because when teaching and learning activity was occurred the students always keep in eyes for the teacher demonstration and teaching, and also, they are rather active in asking something what they want to know. Then, finally that's why the researcher also want to know what the factors of motivations female and male students, and why it can happen in learning English. So, in this thesis the researcher will be examining some of the main ideas that have been researched and argues in the field of motivation, the current views of factors which motivated students in learning English and how these idea have common characteristics.

Therefore, the researcher interesting to conduct research under the title "The Motivational Factors of Male And Female Students In Learning English At Class 9<sup>th</sup> Of SMP N 9 Kota Jambi Academic Year 2018/2019" Through this research, Teacher know what the factors of motivations between female and male students, and why it can happen in learning English.

## **1.2 Focus of the Research**

The problem that will discuss in this research is just focus on "The Motivational Factors of Male and Female Students in Learning English at Class 9<sup>th</sup> Of SMP N 9 Kota Jambi Academic Year 2018/2019"

## **1.3 Problem of the Research**

In this research, the researcher has problem formulated based on this question. What are factors of motivation between female and male students, and why can it happen in learning English at SMP N 9 Kota Jambi?

## **1.4 Objective of the Research**

The purpose of the research is to analyze the factors that motivate students in learning English at SMP N 9 Kota Jambi.

### **1.5 Significance of the Research**

Doing one research with a certain purpose is the one which is called a scientific research. Therefore, the researcher wants to mention two of the significances of this research as follows :

The finding of this study is expected to be useful for :

1. The students, to motivate themselves in learning English
2. The teachers, in order to be able to use a useful approach, method or strategy and practicing them in teaching learning processes.

### **1.6 Definition of Key Terms**

The definition of key terms useful as following :

1. The factors here are meant as a term referring to any physical or abstract items that give influences to someone or something. The meaning of influence itself is force that cause certain change within an individual concerning with their mental or emotional condition.
2. Motivation is an internal and external state that arouses, directs and sustains student's behavior. Motivation meant is spirit and seriously of students in teaching learning process, especially for English subject. In Sardiman (2008:84) motivation is an essential condition of learning.

3. Learning English according to Arikunto (1992) “learning English is defined as a process that happens due to effort to enhance human’s quality either for gaining knowledge, skills, and behavior.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Theories of Motivation

Motivation is the key to success for second language acquisition because it has a strong influence on all of the internal and external aspects of learning for the student, such as self-confidence, aptitude, intelligence, effectiveness of learning strategies, and many others (Moskovsky, Alrabai, Paolini, & Ratcheva, 2012). In fact, it has been suggested by some researchers that because motivation is what inspires students to learn something in the first place and helps them continue studying through difficulties (Baker & MacIntyre, 2000) that “without sufficient motivation even highly competent and cognitively capable individuals may be unable to accomplish long-term goals” (Moskovsky et al., 2012, p. 35) Motivation can even “compensate for a deficiency in aptitude” (Baker & Macintyre, 2000, p. 317). For example, a student who may be very clever at learning languages may not succeed without motivation, while a student with no talent but a strong desire to succeed may be far more successful.

According to Shcunk, Pintrich and Meece (2009: 4) there are three main terms related to the definition of motivation. First is process, motivation is a process rather than a product that may be inferred by action not verbalization. Second, motivation involves goals. Goals provide impetus for action. Last, motivation requires activity both mentally and physically. Thus, motivation is mentally and physically thing that keep us do the activity to achieve specific goals.

Sardiman A.M. (2011:75) says the motivation as a series of attempts to provide certain conditions, so that someone is willing to and wants to do something, and if one doesn't like it, then one will attempt to negate or avoids dislike feelings. Motivation is physiological and psychological conditions that are present in a person that encourage him to undertake certain activities in order to achieve a goal (needs) (Djaali, 2012:101).

From definitions above, it can be inferred that the motivation is the impetus arising from oneself either physiologically or psychologically to do an act in achieving specific objectives. Motivation is the internal trend and strength which inspire people to take action (it includes personal will, wish, psychological conflict or intending to reach the goal etc.) It is the psychological state which motive and sustains people's action. Motivation is what moves us from boredom to interest. It is something like the engine and steering wheel of an automobile. The motivation of foreign language learning manifests the desire of language learning and desire for knowledge. It is one of the internal motivations, which directly motivate the foreign language learning.

### **2.1.1 Kinds of Motivation**

According to Brophy (2010:8,12) has kind of motivation :

#### 1. Intrinsic motivation

The shift in emphasis from motivation as response to felt pressure to motivation as self-determination of goals and self-regulation of action is most obvious in theories of intrinsic motivation. Even if they include need

concepts, theories of intrinsic motivation depict people as pursuing their own doing what they do because they want to, rather than because they need to.

## 2. Extrinsic motivation

Extrinsic motivation is closely related to the difference between learning and performance. Learning refers to the information processing, sense making and advances in comprehension or mastery that occur when one is acquiring knowledge or skill; performance refers to the demonstration of that knowledge or skill after it has been acquired. Strategies for stimulating students' motivation to learn apply not only to performance (work on assignments or test) but also to the information processing that is involved in learning content or skills in the first place (attending to lessons, reading for understanding, comprehending instruction, putting things into one's own words).

Simply, Hersey and Blanchard (1995) posit that motivation is a willingness to do something, while motive is a need, willingness, encouragement, or impulse. Robbins (2001) defines motivation as "The process that account for an individual's intensity, direction, and persistence of effort toward attaining a goal". Based on various research findings on motivation, there are many kinds of theories about human that can be developed and motivation is suggested to be a complex phenomenon, which characteristically differentiates humans from other creatures. Stoner (1982) classifies several motivation theories into 3 categories, they are: (a) content theory, (b) process theory, and (c) reinforcement theory.

**a. Content theory**

Focuses on “what” motivation is, emphasizes on the importance of recognizing a factor inside an individual which drives them to act. This theory attempts to satisfy kinds of needs that make humans to act.

**b. Process theory**

focuses on the “how” and “in what purpose” an individual motivates and is motivated.

**c. Reinforcement theory**

Emphasizes on techniques of studying behavior. It emphasizes on how the actions that were taken in the past influence the actions that are about to be taken in a learning process cycle.

According zahitjan (2016) kind of motivation are :

1. Teachers’ attitudes

Students’ learning motivationis directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Learners appreciate the distinctive paths offered to them to follow for better understanding and learning. Appropriate guidance or advice to students and fully-developed learning strategies support the flow of knowledge from the teacher to the learner. Motivation actsas a driving force that encourages the learner to learn, initiate the learners to adopt appropriate skills as well as facilitate them to use for gaining knowledge. Furthermore, teachers and their teaching methods also affect students’ motivation.



Students' interest in school and wish for learning are affected by such factors as teachers, instructors, school circumstances, and their friends in classroom. But when compared, teachers are seen to be the most important factor due to the fact that they have important role in the students' learning. Teachers' feedback influences students' learning motivation when they realize that s/he follows their individual development (Trong Tuan, 2012).

Teachers should motivate students towards the topic of the day just at the opening stages of the lessons. Moreover, teachers should vary the activities, tasks and materials because students are reassured by the existence of classroom routines that they can depend on. Thus varying the activities, tasks and materials can help to avoid demotivation and increase students' interest level (Trong Tuan, op. cit.).

## 2. Parental factors

Learning begins in the family. So parents, as a noteworthy social-relevant element impacting kids' inspiration and the accomplishment, have gotten considerable consideration in general education (Butler, 2015). Concentrating on parental inclusion in kids' learning, Cheung and Pomerantz (2012) estimated that the kids' parent-related motivation or what they called parent-oriented motivation would clarify the positive after effects of parental involvement and its part in understudies' scholastic engagement and accomplishment at secondary school level (Butler, op.cit.).

Above all, Cheung and Pomerantz's information demonstrated that parent-oriented inspiration was a novel sort of inspiration, unmistakable from extraneous

and inherent inspirations and that it exceptionally clarified the beneficial outcomes of parental contribution on the students' accomplishment (Butler, op.cit.). The literature suggests that parents' general beliefs about English education showed marginal or no significant correlation with the children's motivation. However, parents' beliefs about their own children's competence and the associations were stronger as the grade level increased (Butler, op.cit.).

In the instance of an outsider with regard to children's L2 learning, significant discoveries on the part of the parental variables in the past studies were incorporated as follows: (1) although lower socioeconomic status parents and dialect minority parents communicated their ability and regularly got intends to help their kids in their scholar duties for school, their help had a tendency to have insignificant effects; (2) making rich proficiency home situations encouraged the kids' dialect and educational improvement and (3) the kids' utilization of L1 and L2 at home connects with education advancement in L1 and L2 separately (Butler, op.cit.).

Wigfield et al.(2006) identified the following four major parental factors influencing children's outcomes, such as school achievement and motivation: (1) parent, family, and neighborhood characteristics (including major socioeconomic status indicators such as household income, parental education and parental occupation); (2) parent specific behaviors (parental involvement in child's study and school, teaching strategies, training values, etc.); (3) parents' general beliefs and behaviors (parenting styles, values of school achievement, efficacy beliefs,

etc.) and (4) parents' child-specific beliefs (perception of their child's competence, expectations for the child's success, etc.)

This model indicates that these four parental factors together with child factors (i.e. child and siblings' characteristics such as gender, aptitude, birth order, etc.) influence the child's outcomes. It's thought that all these factors, including the child outcomes, mutually influence each other, directly and/or indirectly. Moreover, there are cultural differences in the associations among these factors (Butler, 2015).

### 3. Classroom features or environmental factors

Motivating students as well as teachers is not an easy job. It really requires effort. Apart from parental and student-related factors, classroom features or environmental factors also affect students' motivation. These factors are not related to the teacher but to the environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers. Students learn new information in their classroom with their friends. That's why we cannot deny the effect of the peers in the learning process. Like the parental factor; students' peers also affect students' attitudes toward the language learning outcomes

Since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. When they were successful learners before, they would tend to

learn the way of success for their later life. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue studying at present and in the future. Students who have successful learning background can study well at present.

When we begin to talk about classroom features, we can say that physical conditions such as lighting, atmosphere, order of desks, showing all kinds of visuals, useful materials have significant influence on learning. Also, if the classroom has many students and not enough light, it demotivates students because it creates difficulty in studying due to disadvantageous.

### **2.1.2 Characteristic of Students Motivation**

According to Brophy (2010:6), in learning English has the characteristic of students motivation are :

1. Affective goals: entertainment, tranquility, happiness, pleasurable bodily sensations, and physical well-being
2. Cognitive goals: exploration to satisfy one's curiosity, attaining understanding, engaging in intellectual creativity, and maintaining positive self-evaluations
3. Subjective organization goals: unity (experiencing a spiritual sense of harmony or oneness with people, nature, or a greater power) and transcendence (experiencing optimal or extraordinary states of functioning that go beyond ordinary experience)
4. Self-assertive social relationship goals: experiencing a sense of individuality, self-determination, superiority (in comparisons with others), and resource acquisition (obtaining material and social support from others)

5. Integrative social relationship goals: belongingness, social responsibility (meeting one's ethical and social obligations), equity (promoting fairness and justice), and resource provision (giving material and social support to others)
6. Task goals: mastery, task creativity, management (handling everyday tasks with organization and efficiency), material gain, and safety.

According to Sardiman (2011:83) in learning activities, motivation have the following characteristics :

- a) Diligence in doing the tasks (hard worker and never stopped before the tasks were finished) .
- b) Always being encouraged. He is not easily satisfied with his achievements.
- c) Showing interest in all kinds of problems for adults (e.g.development issues, religion, politics, economics, justice, era diction of corruption, against any criminal, immoral, and so on).
- d) Usually working independently.
- e) Quickly being bored with routine tasks (things that are mechanical, repetitive, and less creative).
- f) Being able to defend his opinion.
- g) Not easy to let go of these beliefs.\
- h) Diligence to locate and troubleshoot problems.Students who have high motivation will not easily give up but will still fight for something they believed and would seek how to achieve things that are believed to be it.

### 2.1.3 The Function of Motivation

According to Sardiman (2011:85) there are the three functions of motivation:

- 1) Encourage a person to do something, motivation serves as a driver or a motor that releases energy for any kind of activity that is going to be conducted.
- 2) Determine the direction of an action and it is also directing the goal to be achieved. Thus the motivation to provide direction and activities that should be undertaken in accordance with the formulation of objectives
- 3) Selecting actions to determine what execution needed to be done to achieve the goal then matching and set aside the deeds that are not useful for the determined purpose. In the term of learning there is the other function of motivation in which formed to reach the academic achievements. The existence of good motivation in learning will also show good result in the amount of achievements students

According to Oemar Hamalik (2011: 161), Motivation functions are:

- 1) Encouraging the emerge of behavior or an action. Without motivation, learning might not be happened.
- 2) Motivation serves as a guidance, that directs actions to achieve the objectives.
- 3) Motivation as a driving force, like an engine in a car. The motivation quality will determine how fast someone finishes a work. From the explanations above, it can be interpreted that Learning Motivation

encourages, affects and changes the behavior of someone who was previously bad to good, and previously ignorant to knowledgeable.

## **2.2 The Definition of Learning**

Learning by SuhaenahSuparno (2001: 2) “is an activity that causes a relatively permanent change as a result of efforts done”. Definitions of learning according to Hamzah (2014: 54): “Learning is essentially a conscious activity for achieving a change, concerning the knowledge, skills, attitudes, and values “. While the definition of learning by Hilgard and Brower in OemarHamalik (2014: 45); “Learning is a change in the act through activities, practice, and experience”.

From the above quotes, the writer summarizes the information that in the learning process will be obtained changes that include changes in knowledge, skills, attitudes, and values through conscious effort, training and experience. So the knowledge, skills, attitudes, and values that belongs to a student in fact obtained from the learning. Similarly, the ability to understand the reading text of students do not come instantly, but derived from a variety of exercises in learning activities.

According to A. Hargreaves (2003), the change can be linked to globalization, the emergence of ‘the knowledge society’ and an enhanced focus on innovation and creativity. Knowledge and learning are considered as fundamental resources for future development. Sustainability, learning in terms of learning outcomes, and lifelong learning have become increasingly recognized as important factors in the ‘global competition’ (Jarvis 2007).

### 2.2.1 Kinds of Learning

According to Robert M. Gagne kinds of learning

1. Signal Learning

The learner associates an already available response with a new stimulus or signal

2. Stimulus-Response Learning

The learner responds precisely to a discriminated stimulus

3. Chaining

The learner acquires a connection to a set of individual stimulus-responses in a sequence (two or more stimulus response connections equals a chain)

4. Verbal Association

The learner acquires a connection to a set of verbal chains

5. Discrimination Learning

The learner makes different identifying responses to many different and seemingly similar stimuli

6. Concept Learning

The learner becomes capable of making a common response to a class of stimuli

7. Principle Learning

The learner recognizes a chain of two or more concepts

8. Problem Solving

The learner recalls and connects a combination of previously learned rules which can be applied to achieve a solution for a novel situation.



## **2.2.2 The Elements Affecting Motivation in Learning**

Baharudin and Wahyu (2010:19) the factors affecting motivation learning result divided into two categories, there are intrinsic and extrinsic factors. Both of these factors affect each learning result in the individual learning process that determines the quality of learning result.

### 1. The Internal Factors

#### a. Interests of the students

In a simple, interests mean a great desire for something. interests as well as the intelligence of the learning activity, because if someone does not have the interest to learn, he/she will not be eager or even willing to learn.

#### b. The ability of the students

A child has wills, which should be followed by ability to achieve a will for instance : a will to read should be followed by the ability in recognizing and pronouncing letters. Student wishes to be followed the ability or skills to achieve it. Capabilities will strengthen students' motivation to perform development tasks.

#### c. The condition of the students

The condition of the student which involves of body and soul can affect motivation in studying. The students who are sick, hungry, or angry will disturb their own concentration in learning, so that they can bad score and they don't understand to lesson well.

## 2. The External Factors

### a. The Environment Condition of The Student.

The student environment can comprise nature condition, surroundings condition, social interaction, and social life. As a member of community, their environment affect student. The factors that can disturb students' concentration are natural disaster, the worse condition of house and the threat of naughty friends. MuhibbinSyah (2010:154-155), the students environmental is the condition where the students' life and how their interaction with it. The environment condition will be influence to students' attitude. It means the good condition in the school and where the students' interaction can reinforce students' motivation.

### b. The Dynamic Elements in Learning

Students have feeling will, attention, memory, and mind. All of them can b changed and it is caused by life experience. Peer will influence motivation and behavior in study. The development of student will getting better if it has been developed and shaped, which is included into dynamic condition of students. The Teacher's Role in Teaching Students

- c. According to Gunarsa (1996:99) Teacher is a professional educator. He/she has social interaction with hundreds of students for about 5 hours in a day. The average interaction time of teachers with students in elementary school is for about 10-20 minutes per students. Teacher can use statement "your sound is very good", to the student who is reading a book. This act can emerge student reading interest.

- d. Teacher is a growing educator. His/her professional task demands him/her to study all the time. Teachers are not alone in doing professional task. Teacher's social environment and life style are necessary to be considered by teacher. As an educator, teacher must be able to select the best choices from the worse one. This has become an effort in educating students.

### **2.3 Previous Study**

In composing this research, there are some previous researcher related to the research. Three of them will be mention here. The fist of research was conducted by SuryYuliAsri (UNBARI, 2009) the title of the research is the factors motivating students in learning English at SMA PGRI 2 Jambi in Academic Year 2008/2009. In her research, she concluded that the factors which motivate students in learning English at SMA PGRI 2 Jambi in Academic Year 2008/2009 were good. It can be seen from the result of the questionnaires. The factor that motivate students in learning English is consist of students' expectation or aspiration as intrinsic factors, indicators, knowing the goal, giving present of prize, and competition and knowing the result, and the teacher's roles in teaching the students as extrinsic factors, indicators, character of teacher, method used by teacher, and the way of explaining the lesson.

The second research was done by Mustika Sari (UNBARI, 2013) the research is entitled The Factors That Influences the Interest in Learning English by Third Grade Students of Madrasah AliyahNurullhsanPemunduran (Kumpeh). She concluded that many factors that influences the students' interest in learning English at academic year 2012/2013. In fact, there was only two factors

considered good enough influencing students' interest in learning English, they were the school factor that related to homework and society factor that relate to playmate. It can be seen from the result of the questionnaire.

The third research has been done by YayahKudsiyah (2009) the research is Analysis of Students' Problem in learning English at Second Grade Students of SMP Al-Inayah, Karawang. The result of the research is the most dominant causal factors of English learning problem to the second grade students of SMP Al-Inayah, Kutumukti, Karawang comes from family factor it can be seen from the table in data description, where the percentage of negative (no) answer is the highest one. It means that most of the students have not felt yet the role of family in supporting, paying attention, guiding and monitoring the learning and the achievement of the students in learning English.

Based on explanation above, the researcher concludes that similarity with the previous studies is the purpose of the research is about factor. The other similarity is the research engaging students. The difference is the method and the result. The researchers above use some instrument, whereas this research only uses one instrument.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Method

This research uses a qualitative research with a case study approach. Qualitative research was a kind of educational research in which the researcher focused on the views of participants; asked general questions and the participants experience; collected data consisted words from the participants; described and analyzed that words and conducts it in subjective (Creswell, 2008).

According to Sugiyono (2007) qualitative research method is a method of research used to examine the condition of the natural objects, (is an experiment) where the researcher is a key instrument.

Christensen and Jhonson (2008) said that a case study is a focus on each case as a whole unit as it existed in real-life content. This study focused on find out the studentsmotivation a case study on EFL learning problem at SMPN 9 Kota Jambi.

Based on the statement above, researcher conclude that in a qualitative study where the problem was initially unclear and uncertain, then that becomes the instrument is the researcher. But after the problem to be studied is clear, it can be developed in an instrument using the data measurement tools such as questionnaire sheet.

### 3.2 Setting of the research

The site of the research is a Junior High School in Kota Jambi. SMPN 9 Kota Jambi, This school is one of the favorite school in Kota Jambi and also accredited 'A'. Considered from the facility and the quality of learning and teaching, this school already had Laboratory and library with some English books. The location of the school is on Jl. MW Maramis, Sulanjana, Kota Jambi, Jambi. For this research, the ninth grade students at ninth of Junior High School in Kota Jambi were the participants.

### 3.3 Subject of the Research

#### 3.3.1 Population

Population is a group of individuals who has one or more characteristics in common or population is the total number of student to them the result of the research is going to be generalized Gay (1996:121). According to Margono (2010:118), population is all data which were concerned in the scope and the time that we set. In this research, the researcher took the ninth grade of SMPN 9 Kota Jambi in academic year 2018-2019 as the population. At this school, there were seven classes of the ninth grade students.

**Table 1**

**The Number of Students Ninth Grade SMPN 9 Kota Jambi In Academic Year 2018/2019**

No	CLASS	MALE	FEMALE	TOTAL
1	IX A	18	20	38

2	IX B	19	19	38
3	IX C	16	22	38
4	IX D	11	24	35
5	IX E	15	20	35
6	IX F	15	23	38
7	IX G	19	19	38
TOTAL				260

(Source : SMPN 9 Kota Jambi, 2017/2018)

### 3.3.2 Sample

In this research, the researcher employed both random and available sampling techniques. Simple random sampling technique was employed to select sample from the population of students for the number of population was too large. The process taking the sample for this research are described below: the researcher write the name of the class on a piece of small paper (for example, class A,B,C,D,E,F,G), the researcher roll the seven pieces of paper and put them into a box, then the researcher shake the box about three times or more, takes a piece of paper from the box and it is used as the sample of the research. Finally the researcher get class IXD which consist of one class and 35 students as the sample and 35 students to following a questionnaire.

**Table 2**

**Subject of the research Table**

CLASS	SUBJECT OF THE RESEARCH IN CLASS		
	MALE	FEMALE	TOTAL
IXD	11	24	35

Source : SMPN 9 Kota Jambi

### **3.4 Technique of Data Collection**

#### **3.4.1 Questionnaire**

In research, questionnaire is widely used to obtain information about certain conditions of an individual or groups. In this study, the researcher used a questionnaire since it is one of the most popular instruments to gather data. Therefore, in this study the researcher used a questionnaire in order to explore the causes that lead to students' reluctance in EFL speaking classroom. According to Arikunto (2002:12), a questionnaire is a list of written questions which they should be answered in order to get information or fact from respondent. In this research, the questionnaire sheet were distributed to the students on the grade as they are choose as the samples. The questionnaire was written and answered in Indonesian language in order to avoid the students misinterpretation toward the question's purpose and also in regarding the effectiveness of the data.

In this research the researcher will give questionnaire, it will describe data about factors motivating students in learning English, there are intrinsic extrinsic factor. The numbers of question to questionnaire are 20 items, consist of 10 items



questions for internal factor and 10 items question to external factors. The questionnaires were scored by using Likert Scale type. Likert Scale is used measure attitude, opinion, and perception of individual or group about social phenomena. Likert scale was a five point scale in the internal between each point on the scale is assumed to be equal as follow : Strongly agree : 5, Agree : 4, Undecided : 3, Disagree : 2, and strongly Disagree : 1 (Sugiyono, 2012:94)

The specification of questionnaire can be seen in the table below :

**Table 3**  
**The Likert Scale Rating**

Optimal	Score
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Source :Riduwan (2010)

The question of questionnaire are taken from indicator of intrinsic and extrinsic motivation, namely : interest or willingness of students, the ability of students, the condition of students, family factors, the environment condition of students, the dynamic element in learning, the teacher roles in teaching students, community factors.

### 3.4.2 Interview

Esterberg (2002) stated that interview is a meeting or two persons to exchange information an idea through question and responses, resulting in communication and joint construction of meaning about a particular meaning. To support the data collected, an interview is presented for further information. In this research, the researcher interviews the English teachers in order to find the reasons dealing with the teachers in teaching English vocabulary.

**Table 4**  
**Specification of Interview**

No	Variable	Indicator	Items
1	Motivational factors	To find out what are the distinguishes motivation between male and female students.	1until 8

Source :Arikunto (2010:207)

### 3.5 Technique of Data Analysis

Technique of analysis data in this research use the statistic, analysis data is activity after data from respondents is collect, after the data gathered then the data divided, next made presentation of the data. To find the score percentage of each answer, used the formula (Sudjiono, 2010;43) :

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

P = Represent the percentage of calculated item

F = Represent the score total of calculated item

N = Represent of respondent total

The meaning of percentage is to know the number of answer if the percentage is made for each answer on the answer sheet.

To analyze is the data in this research, the researcher will use the data analysis with three stages namely, data reduction, data display, and conclusion or verification (Sugiyono. 2015:338).

a. Data Reduction

Data reduction is summarizing, selecting, focusing, finding the research, and finding the pattern of the data

The researcher concludes that data reduction is the first of three stages to eliminate the data, and only taking the useful one..

b. Data Display

Data display is displaying data in narrative text, chart, relationship between categories, flowchart and so on. Through displaying the data will be organized and are easier to be understood.

The researcher concludes that data display is the stage of data analysis where the data is display in table and text. The researcher will display the data in the form of table and text as it is to be easily understood by the reader.

c. Conclusion

Data conclusion and verification are the stage of data analysis to conclude the data has been collected.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

As the researcher stated in previous chapter, the data gathered were classified.

In this chapter some motivations with the same categories were isolated and analyzed as the factors of motivating students in learning English. There were two categories of students motivation considered to analyze. They are intrinsic and extrinsic motivation at the ninth grade of SMPN 9 Kota Jambi in academic years 2018/2019. The findings were obtained from the analysis of questionnaire followed by discussion.

##### 4.1.1 Questionnaire Result

In the research the researcher analyzed about the factors of motivating students in learning English of SMPN 9 Kota Jambi in academic years 2018/2019. The researcher took the questionnaire from the book which is used by students.

**Table 5**

#### **The Result of Motivation**

<b>No</b>	<b>Indicator</b>	<b>Average</b>	<b>TCR</b>	<b>Rate of Achievement</b>
1.	Interest or willingness of students	3.58	71.60	Kuat
2.	The ability of students	3.74	74.8	Kuat

3.	The condition of students	2.51	50.2	Cukupkuat
4.	Family factors	3.37	67.4	Kuat
5.	The environment condition of students	4.14	82.8	Sangatkuat
6.	The dynamic element in learning	3.40	68	Kuat
7.	The teacher roles in teaching students	4.22	84.4	Sangatkuat

#### 4.2.2 Interview Result

Interview is needed to add information from observation sheet. The interview result from teacher is presented below. Researcher interviewed 6 students to add this research, 3 boys and 3 girls.

##### a. First Student (Female)

Researcher : Do you like study English?

Student 1 : I like to study English

Researcher : According to you , is English important for you?

Student 1 : Yes, English is really important for our life.

Researcher : What your motivation to learn English?

Student 1 : I want to know more about English, English is fun and I would like be a foreignthat so fluency to chit chat.

Researcher : If there is a difficult word, what should you do?

Student 1 : I find the difficult word in translate Google and sometimes use a dictionary.

Researcher : If you have a difficulties to learn English, do you tell it to your EnglishTeacher ofNo?

Student 1 : Yes, of course, because if I ask my friend, my friend sometimes doesn'tknow also.

Researcher : Are you forgo the materials that you still not comprehend? Even not try tounderstand it in your house?

Student 1 : No, I'm not. Because I like English, so if I didn't understand, I always try tocomprehend it and find the explaining about the material.

Researcher : To encourage your study English, what's your another efforts to learn English ?

Student 1 : I watch some movie that get English subtitle, and I try to listen carefully, I repeatand repeat if I still didn't get the meaning of the sound. In addition, I like to playmusic.

Based on the interview result above, researcher can conclude that student 1 has a high motivation to learn English, love English very much. Student 1 also do some efforts to get the best for English. Even she is still in junior high school researcher so proud to know she is.

**b. Second Student (Male)**

Researcher : Do you like to study English?

Student 2 : Yes, I do. I like it very much

Researcher : According to you , is English important for you?

Student 2 : Yes, it is because if we want to get job in countryside, we must understand to speak English and certainly easy to find a job.

Researcher : What your motivation to learn English?

Student 2 : I want to know more about English, English is fun and I would like be a foreigner that so fluency to chat.

Researcher : If there is a difficult word, what should you do?

Student 2 : I find the difficult word in translate Google and sometimes use a dictionary.

Researcher : If you have a difficulties to learn English, do you tell it to your English Teacher or No?

Student 2 : Yes, of course.



Researcher : Are you forgo the materials that you still not comprehend? Even not try tounderstand it in your house?

Student 2 : No, I'm not. Because I like English, so if I didn't understand, I always find themeaning of the sentences..

Researcher : To encourage your study English, what's your another efforts to learn English ?

Student 2 : I listen music and find the meaning of it.

### **c. Third Student (Female)**

Researcher : Do you like study English?

Student 3 : Not really.

Researcher : According to you , is English important for you?

Student 3 : Yes, English is really important for our future.

Researcher : What your motivation to learn English?

Student 3 : I want to know more about English, English is fun and I would like be a foreign that so fluency to chit chat.

Researcher : If there is a difficult word, what should you do?

Student 3 : I find the difficult word in translate Google and sometimes use a dictionary.

Researcher : If you have a difficulties to learn English, do you tell it to your English Teacher of No?

Student 3 : Yes, of course, if teacher still stay in the class, but teacher already go outside from the class, so I discuss it with my friend.

Researcher : Are you forgo the materials that you still not comprehend? Even not to try understand it in your house?

Student 3 : if the material already past or finish to learn it in the class, just let it go. But if still have the next meeting and discuss the same material, I try to understand it.

Researcher : To encourage your study English, what's your another efforts to learn English ?

Student 3 : I like to play music.

**d. Fourth student (Male)**

Researcher : Do you like study English?

Student 4 : Yes, I do.

Researcher : According to you , is English important for you?

Student 4 : Yes, English is really important specially for students. It can motivate them to get skill in another country.

Researcher : What your motivation to learn English?

Student 4 : Nothing. Because English is one of subject in Junior high school, so I must follow it.

Researcher : If there is a difficult word, what should you do?

Student 4 : I find the difficult word in a dictionary.

Researcher : If you have a difficulties to learn English, do you tell it to your EnglishTeacherof No?

Student 4 : Yes, of course, because if I ask my friend, my friend sometimes doesn't knowalso.

Researcher : Are you forgo the materials that you still not comprehend? Even not try tounderstand it in your house?

Student 4 : No, I'm not. Because I like English, so if I didn't understand, I always try tocomprehend it and find the explaining about the material.

Researcher : To encourage your study English, what's your another efforts to learn English ?

Student 4 : I watch some movies that get English subtitle, and I try to listen carefully, repeat and repeat if I still didn't get the meaning of the sound. In addition, I liketo play music.

Based on the interview result from student 4, researcher can conclude that the student has a motivation to learn English but not really love to learn English. She said because English is one of a subject in SMP that's why she still want to try to understand it, because she also doesn't want her value is low.

Based on the interview result above, shows that the highest level of student's motivation is female, students' female more spirit to learn about English than male students. Researcher could conclude it because from four students, students' female have efforts and practice English in the school even in their house. Although they are still young but their spirit is like a burn fire, their way to learn English such as watch some movies, listened to the music, find the meaning of the lyrics and subtitle. They did exercise for the sounds and try to comprehend every sentences.

## **4.2 Discussion**

### **a. Intrinsic Factors**

(In Uno, Teori Motivasi dan Pengukurannya ; Analisis di Bidang Pendidikan, 2008:4) Intrinsic factors or intrinsic motive the onset of not require stimuli from the outside because there has been within the individual itself, which is appropriate or in line with its needs. From the research, it was clear that largely student interested in learning English, in which case, it can be seen that the students really seriously to learning English with notice and listening when the teacher explains English lessons. There are also some students who are not interested in learning English because they are lack of interest to learning English.

This is supported by Hamanik (Proses BelajarMengajar, 2008:33) that learning with the interest in can encourage students to learn better than learning without interest. This interest arises when students are interested in something because according to his/her needs, however, interest in the absence of a good effort the studying difficult to succeed. To achieve student success in learning can also be seen from the condition of the students. Students will concentrate in learning English in a healthy condition. Conversely, if the physical condition of the student is weak and sick will impede the achievement of maximum learning results.

#### b. Extrinsic Factors

In condition to intrinsic factors, extrinsic factors also influences the students in learning English. (In Uno, TeoriMotivasidanPengukurannya; Analisisdibidangpendidikan, 2008:4) extrinsic factors or extrinsic motive arises because of the stimulus from outside the individual; for example in the field of education there is a positive interest of the activities of education arise due to see the benefits. Extrinsic factors that affect learning, there are several groups, there are: the condition of the student environment, the dynamic elements in learning, the teacher roles in teaching students. Based on the research, the first on the condition of the environment is very influential in students learning, that students will concentration in learning English if its classrooms clean, comfortable, and not noisy. Second, the material provided by the English teachers easily understood by students. Third, on the teacher roles in teaching students, in this case, the role of

the teacher is crucial in improving student's motivation. Where students will love to learning, especially to learning English if the teacher pleasure.

According to Slameto (2010) that the students would like teacher, also will love the subject that it provides, so the students trying to learn as well as possible. So does the role of the teacher in teaching methods. Students also will be motivated if the teacher gave praise to the students.

Based on the explanation above the researcher can conclude that intrinsic factors and extrinsic factors strongly motivate students in learning, especially learning English.

Based on the questionnaire result the researcher got the data relate to the factors motivating at the ninth grade students of SMPN 9 Kota Jambi in academic year 2019/2020. Shows that student's response for extrinsic factors aspect in learning English. The extrinsic factors related to " You feel happy to learn English if the classroom is clean", 14 students stated strongly agree, 16 students stated agree, 4 students stated undecided and 1 student stated disagree. And this aspect get the highest value is 84.4

(In Uno, Teori Motivasi dan Pengukurannya; Analisis di Bidang Pendidikan, 2008:23) says the motivation and learning are the two things that affect each other. Learning is a change in the relative behavior of harvesters and the potential to substantially occur as a result of practice of amplifier that is based on the goal of achieving a particular goal. Motivation can arise due to intrinsic factors, such as passion and desire and drive successful learning needs, hopes a dreams. While,

extrinsic factors are lack of respect, a conducive learning environment, and engaging learning activities.

Based the explanation above, the researcher concluded that there is encouragement from intrinsic factors and extrinsic factors on students to Improve their learning. The research makes an interpretation that intrinsic and extrinsic factors very important for students in learning English.

Based on the result above, the researcher concluded that ninth grade students on SPMN 9 Jambi, especially class IX D had intrinsic and extrinsic factors in learning English. But, from the data result that extrinsic factors more dominant that intrinsic factors to motivate students.

## **Chapter V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on finding and discussion on the previous chapter, it can be concluded that, the ninth grade students of SMPN 9 Kota Jambi in general can be seen from extrinsic factors that highest value 84.4% with the indicator is the teacher roles in teaching students, and then the next indicator is the environment condition of students with the value 82.8%, then, the indicator the ability of students with the value 74.8%, the next indicator is interest or willingness of students with the value 71.60, then the next indicators is the dynamic element in learning with the value 68%, then the next indicator is Family factors with the value 67.4%, and the last indicator is the condition of students with the value 50.2%, which is the lowest value.

In this case, the researcher concludes that extrinsic and intrinsic motivations are important for students in learning English. But, from the data extrinsic factors with the indicator the environment condition of students more dominant than intrinsic factors as motivation for students.

#### **5.2 Suggestions**

Observing the conclusion above, it was provided some suggestions to the students, teacher, and parents are as follows :



a. Students

- Should be able to have an interest to learn English in improving their motivation.
- The students hoped to keep their motivation which important for their learning activities.

b. English Teacher

- English teacher expected to do teaching procedure such, strategy and method more effective, to increase student's motivation. And the teachers are hoped to understand the importance of interest in teaching learning activity. Teachers are the people who directly interest interact with the students during their learning process in the class. They determine the atmosphere of the class. Therefore, it would be better for teacher able to create a conducive situation of a good learning activity. In this way, students can learn better.

c. Parents

- Parents must care of their children motivations. Parents have to support their children to learn more, and also reserve their motivations with many things connected with their needs. For example : in learning English, children need dictionary, tape recorder, etc ad also join with English course.
- Parents should aware about the education for their children. They should fulfill what their children needed for their better education.

Parents also created comfortable home atmosphere, so their children will feel happy when they stay at home.

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## Appendix 1

### Scores Squared Calculation TCR Learning Motivation Questionnaire

Formula =  $TCR = \frac{\text{Rata-Rata Skor}}{5} \times 100\%$

5

1.  $TCR = \frac{4.31}{5} \times 100\% = 86.2\%$

5

2.  $TCR = \frac{3.97}{5} \times 100\% = 79.4\%$

5

3.  $TCR = \frac{4.08}{5} \times 100\% = 81.6$

5

4.  $TCR = \frac{1.65}{5} \times 100\% = 33\%$

5

5.  $TCR = \frac{3.88}{5} \times 100\% = 77.6\%$

5

6.  $TCR = \frac{3.25}{5} \times 100\% = 65$

5

7.  $TCR = \frac{3.82}{5} \times 100\% = 76.4$

5

8.  $TCR = \frac{3.74}{5} \times 100\% = 74.8$

5

9.  $TCR = \frac{4.14}{5} \times 100\% = 82.8$

5



$$10. \text{TCR} = \frac{2.51}{5} \times 100 \% = 50.2$$

The average of indicator interest or willingness of students

$$\frac{\text{Total score}}{\text{Total n}} = \frac{627}{175} = 3.58\%$$

Total n      175

$$\text{TCR} = \frac{3.58}{5} \times 100 \% = 71.60 \%$$

The average of indicator the ability of students

$$\frac{\text{Total score}}{\text{Total n}} = \frac{524}{140} = 3.74 \%$$

Total n      140

$$\text{TCR} = \frac{3.74}{5} \times 100 \% = 74.8 \%$$

No	Indicator	Num of gst	SS (5)		S (4)		RG (3)		TS (2)		STS (1)		n	Skor	Rata-Rata	TCR	Tingkat Capaian
			Fi	%	fi	%	Fi	%	Fi	%	Fi	%		Total			
1.	Interest or willingness of students	1	17	48.57	12	34.28	6	17.14	0	0	0	0	35	151	4.31	86.2	Sangatkuat
		2	6	17.14	23	65.71	5	14.28	1	2.85	0	0	35	139	3.97	79.4	Kuat
		3	15	42.85	12	34.28	5	14.28	2	5.71	1	2.85	35	143	4.08	81.6	Sangatkuat
		4	0	0	0	0	4	11.42	15	42.85	16	45.71	35	58	1.65	33	Lemah
		5	10	28.57	17	48.57	4	11.42	2	5.71	2	5.71	35	136	3.88	77.6	Kuat
	Amount												175	627			
	Average														<b>3.58</b>		
2.	The ability of students	6	6	17.14	9	25.71	10	28.57	8	22.85	2	5.71	35	114	3.25	65	Kuat
		7	10	28.57	15	42.85	5	14.28	4	11.42	1	2.85	35	134	3.82	76.4	Kuat
		8	10	28.57	13	37.14	7	20	3	8.57	2	5.71	35	131	3.74	74.8	Kuat
		9	13	37.14	14	40	8	22.85	0	0	0	0	35	145	4.14	82.8	Sangatkuat
	Amount												<b>140</b>	<b>524</b>			
	Average														<b>3.74</b>		
3.	The condition of students	10	0	0	5	14.28	15	42.85	8	22.85	7	20	35	88	2.51	50.2	Cukupkuat
4.	Family factors	11	5	14.28	14	40	8	22.85	5	14.28	3	8.57	35	118	3.37	67.4	Kuat
5.	The environment condition of students	17	13	37.14	15	42.85	6	17.14	1	2.85	0	0	35	145	4.14	82.8	Sangatkuat
6.	The dynamic element in learning	13	15	42.85	15	42.85	5	14.28	0	0	0	0	35	150	4.28	85.6	Sangatkuat

		14	5	14.28	7	20	10	28.57	7	20	6	17.14	35	103	2.94	58.8	Cukupkuat
		18	9	25.71	10	28.57	14	40	4	11.42	0	0	35	135	3.85	77	Kuat
	Amount												<b>70</b>	<b>238</b>			
	Average														<b>3.40</b>		
7.	The teacher roles in teaching students	12	14	40	16	45.71	4	11.42	1	2.85	0	0	35	148	4.22	84.4	Sangatkuat