

AN ANALYSIS ON ENGLISH LEARNING MOTIVATION AT THE ELEVENTH
GRADE STUDENTS IN SMAN 10 KOTA JAMBI
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A THESIS

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Written by:

Ahmady Chandra

1400888203017

ENGLISH EDUCATIONAL STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION ATSCIENCES
UNIVERSITY OF BATANGHARI
JAMBI
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APPROVAL

This thesis entitled “An Analysis of Pragmatism of Conversational Maxim used in “ Tangled “ a movie by Nathan Greno written by Maya Malinda, student’s number: 1400-888-2030-21, has been corrected and approved to be examined in front of the board of examiners

Jambi, 30th of January, 2019

Approved and Accepted by

The First Advisor,

Dr. Suyadi, S.Pd., M.A

NIDN : 1024037101

The Second Advisor,

Yanti Ismiyanti, M.Pd

NIDN : 1031017302

The Head of English
Education Program,

Yanti Ismiyanti, M.Pd

NIDN: 1031017302

The Dean of Teacher
Training and Education Faculty,

H. AbdoelGafar, S.Pd., M.Pd

NIDN: 1021036502

LETTER OF RATIFICATION

Name :Ahmady Chandra

Student's Number :1400-888-2030-17

Defending her thesis "**An Analysis on English Learning Motivation of the eleventh Grade Students in SMA N 10 kota jambi academic year 2018/2019**" was examined and stated to pass the examination on:

Day : Wednesday

Date : 30th of January, 2019

Team of Examiners:

Names	Positions	Signature
Dr. Suyadi, S.Pd., M.A	Chairman	_____
Yanti Ismiyati, M.Pd	Secretary	_____
Dra.Hj. Wennyta, M.Pd	Examiner I	_____
Nurul Fitri, S.S. M.Hum	Examiner II	_____

Ratified by:

The Head of English Teacher Education Program	The Dean of Training and Education Faculty
Yanti Ismiyati , M.Pd	H. AbdoelGafar, S.Pd.,M.Pd
NIDN: 1031017302	NIDN; 1021036502

STATEMENT OF ORIGINALITY

The undersigned, I:

Name : Ahmady Chandra

Student's Number : 1400-888-2030-17

Faculty of : Teacher Training and Education

Department : English Department

Hereby declare that the thesis entitled “An Analysis on English Learning Motivation of the eleventh Grade Students in SMA N 10 kota jambi academic year 2018/2019 “ and truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotation and bibliography.

One this statement I am ready to bear and the risk or any sanctions imposed to me in accordance with applicable regulations, if the future found a bench of scientific ethics or you have a claim againts the authenticity of my work.

Jambi, 30th of January, 2019

The Writer,

Ahmady Chandara

MOTTO

*To get profit without risk,
Experience without danger,
And reward without work,
Is an impossible as it is live without being born*

*Only begin and then the mind grows heated,
Only begin and the task will be completed*

DEDICATION

THIS THESIS IS DEDICATED TO :

MyBeloved Father Syafriwal

And

My Beloved Mother Yulismar

**Who always give me their irreplaceable endless love and pray the greatest
inspiration in my way**

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The Writer

Ahmady Chandra

ABSTRACT

Chandra, Ahmady, 2019. *An Analysis on English Learning Motivation of the eleventh Grade Students in SMA N 10 kota jambi academic year 2018/2019*. Thesis. English Educational Study Program Faculty of Teacher Training and Educational Sciences University of Batanghari Jambi. Advisor: Dr.Suyadi, S.Pd, MA.

Key Words: Extrinsic motivation student in SMA N 10 Kota Jambi

This study analyzed about extrinsic motivation student in SMA N 10 Kota Jambi. This study is aimed to know about the factor extrinsic motivation student in SMA N 10 Kota Jambi.

After giving the questionnaire, then the data analyzed by using a descriptive qualitative research method. The usage of the qualitative is used to know about the extrinsic motivation student in SMA N 10 Kota Jambi

This study can be concluded from 92 students. From the results of questionnaire we know that the largest percentage is student who answered agree and the second largest is students who answered strongly agree, then disagree and strongly disagree. So we can know that extrinsic factors can greatly influence students' motivation in learning

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

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

Donna (2006) suggest learning English is face the dual challenges of mastering English and acquiring the academic skills and knowledge deemed essential for a sound education and a productive future life. For students this might be a very difficult thing to do because English is not their language everyday, but if they realize that English language skills will be indispensable for their provision in the future. Of course they feel enthusiastic to master English, so their motivation in learning English will emerge naturally. It is related to the purpose of those who want to be skilled in English.

The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives the influence on students' motivation in learning English. Some of the students feel that English is very

difficult to study, but they have motivation to study hard for the good achievement.

Motivation can be considered as a drive to avoid failure (Donald in Hadriana, 2013). In this regard, motivation is considered as an extension of psychological process that drives a person to act. In the principle, motivation is the force to meet biological needs and demands. Motivation is also related to the interest and stimulation. Furthermore, according to Azizi Latif Yahya and Jaafar Sidek in Hadriana (2013), motivation has a significant effect on the areas of growth, development, learning, and achievement. Motivation is a process to encourage certain behaviour as to achieve specific information. Motivational concepts are difficult to understand because their effects cannot be known directly. A teacher has to consider various action motives of one's behaviour as to measure changes, desires, needs, and goals. Indeed, motivation is a very useful stimulant in determining a student's achievement in his or studies.

Motivation consists of two types, namely: intrinsic motivation and extrinsic motivation. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivated student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivated the students to work on a solution to a problem because the challenge of finding a solution is

provides a sense of pleasure. In neither case does the students work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

On the contrary, Harmer (2007:98) stated that “ Extrinsic motivation is the result of any number of outside factors” . An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

So far, there are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana (2011) with the study about relationship between motivation and

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

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can improve their teaching in learning English. So that is why the researcher is interested in conducting a research entitled "An Analysis on English Learning Motivation of the eleventh Grade Students in SMA N 10 kota jambi academic year 2018/2019".

1.2 Limitasion of the Problem

In this research, it is important to limit the research to make the discussion more specific. The problem is limited to 11th grade students in SMA N 10 Kota Jambi. It focused on their extrinsic motivation in English learning.

1.3 The Formulation of the Problems

Based on the background of the problems that have been described previously, the research problem can be formulated as follows: What are the extrinsic motivation of the elevent grade students in SMA N 10 Kota Jambi academic year 2018/2019?

1.4 Purpose of the Research

Based on the formulation of the problem that has been described above, the purpose of this research is to find out and give explanation about the students' extrinsic motivation in English learning at SMA N 10 kota Jambi academic year 2018/2019.

1.5 Significances of the Research

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

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

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

1. The students

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

2. The English teacher

The result can be used as feedback to improve and evaluate his or her teaching way. It is in order to make the students to be motivated in learning English.

3. The other researchers

This result can be as a description and reference for the next researcher who interested in making a research. So, it is hoped will be useful for them in the next time.

1.6 Definition of key term

To make clear of this research, the terms that used in this research were clarified as follow:

a. Analysis

According to Robert Bogdan (2006). Analysis is systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to enable you to come up with findings. Data interpretation refers to developing ideas about your findings and relating them to the literature and to broader concerns and concepts.

b. Motivation

According to Dembo Myron (2000). motivation is the intrinsic processes that give behavior its energy and direction. These internal processes include your goals, beliefs, perceptions, and expectations. students who have a motive can be a motive that comes from the student self and can also be obtained from students outside students themselves as parents, friends, or motivator.

The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivation by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion.

c. Student Motivation

Student motivation is concerns the reasons or goals that underlie student involvement in academic activities. On the other hand, it is students' desire to participate in the learning process.

d. Learning

Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. Many cognitive psychologist, who focus on the change in knowledge, believe that learning is an internal mental activity that cannot be observed directly, it only can be observed from the activities which are done by the learner in getting an information or knowledge, such as reading, listening, or showing his attention toward the certain object.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theories of Motivation

Many experts have been propose the meaning of motivation with each their angle of views, but its have same understanding. As one of experts, Gorman (2004) stated that motivation concerned with the complex processes that move individuals toward some goal, to try and understand the forces that push them into action. It meant that when we saw motivation as involving mental process in doing an action which it involved a logical assessment of the situation before we decide to act.

Dogles (2000) states that motivation is one of the most important factors in your success in English. Motivation means having a real purpose in learning English, or really wanting to learn English for a reason. Some people are very strongly motivated to learn a language. Others are not, and others are in between. Sometimes someone else, such as a parent or teacher, is pushing a person to learn English. Therefore, someone who wants to succeed in learning English must certainly have motivation in themselves because if they have motivation, of course they also have realistic goals that they must achieve in learning English, from the goals they achieve there will be a strong urge to learn English. Not only that other factors can also encourage someone to do something is a factor that does not come from within a person such as encouragement from other people, for example from parents, teachers or even from their friends.

Meanwhile Jore (2004) motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially

goal-directed behavior. Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). someone who has a goal in a certain case there must be something behind it which is also called a person's motive, from the motive will emerge an effort to achieve the goal they want to achieve then the effort we can call the behavior or strategy. we can also conclude that the motivation is divided into three levels. the first motive or background for someone to do something second action or action and can also be said as a strategy in achieving the goal and the last is the core goal of all. The connection with learning motivation is someone who has a purpose in learning English will be seen actions they do to achieve their goals, all of that there is certainly something that is behind or encouraging them to do it and we can call learning motivation. For example, the willingness of parents who want their children to be skilled in English is also called a motive, while the strategy is that the child is diligent in learning English and the goal is skilled in English.

David (2004) suggest motivation is a quantity that people have in varying degrees and if they have enough of it their intellectual performance will fully reflect their cognitive abilities. it can be concluded that a person's motivation is not the same as each other and that motivation also has different levels or levels in a person. there are those whose motivation is very high and there is also a very low motivation, from the level of motivation if someone has a high motivation for something that he wants to achieve then there will be a high intellectual performance of that person. low intellectual performance is also in an effort to

achieve its goals. Thus students who have high motivation in learning English will see how high seriousness in learning activities, on the contrary students who have low motivation in learning English will see how enthusiastic they are in learning activities.

Based on the theories above, it can be concluded that motivation is an energy change within the person characterized by effective arousal anticipatory goal reaction, and which moves someone, or something cause people to do something. If the urge that arises is a strong impulse then someone will also show a strong reaction also to achieve the intended purpose. Strong encouragement can com from within the person and can also come from not themselves.

2.2 Types of Motivation

Micheal Bolduc (2000) he says in his book two types of motivation are as follows; the biological push (intrinsic motivation) and the cultural pulls (extrinsic motivation). All motives fall into either one of these types of motivation. By being aware of these motivators we can explain why people do what they do. So based on the source, the motivation is divided into two parts, the first is intrinsic motivation and the second is extrinsic motivation.

a. Intrinsic motivation

Micheal Bolduc (2000) proposes internal motivation or intrinsic drive is biological. Maslow's popular hierarchy of needs identifies the structure of both our lower and higher needs. In fact, motivation is nothing but an unsatisfied need. in a person biologically there is a very relative level of desire, one can have a very low desire for something he wants or needs, and one can also have a very high wealth of what he needs. From this desire a person can be very motivated for

what he needs or his goals. Therefore there is a specific order of needs that fuels our drive. When we succeed at meeting our basic needs, we move up the pyramid in the hierarchy of needs. There is a priority in our lives that is independent of the circumstances of our lives. Motivation can be as simple as our need to gain pleasure and avoid pain. But in order to understand why we do what we do, we need to see how the hierarchy of needs does not explain all there is to know about motivation. That is why we need to understand what is a priority in our lives. What are the main things that we must and need to do thus will arise by themselves these motivations. And there will be a desire to do something.

Dogles (2000) he say in his book Intrinsic motivation means that you are doing something because you want to do it or because you have made your own choice to do it: you don't need a reward from someone well. Your success is your reward: just knowing that you have learned something pleases you. Research has found that when people are motivated by their own wants and needs they are almost always successful. We can know that intrinsic motivation is an impulse that arises on our own accord, we ourselves have decided to do something. This desire is inseparable from human instinct itself.

An expert Darwin suggests in Gorman (2004) that we are born with instincts, which push us towards certain forms of behaviour. The most basic of these behaviours is the instinct to survive. This instinct will prevail at all costs, obviously, without it, we would not survive. And also an element that encourages us to do something because there is already an instinct within us that we have since born, because of that the motivation that arises is said to be internal motivation. Not only that, there are experts who explain internal motives. So,

what is meant by internal motivation is the motives that become active or functioning does not need to be stimulated from the outside, because in each individual there is a drive to do something.

Based on the theories above, it can be concluded that intrinsic motivation is biological desire, or instinct to encourage us to do something because you really want to do it. Internal motivation has already arouse since born. Beside that, intrinsic motivation is the motives that come from human beings.

b. extrinsic motivation

Dogles (2000), proposes extrinsic motivation is when other influences, such as teachers requirements, push you to do something. In this case, you often need to receive rewards, such as good grades, high scoréi, and praise. Without rewards, you may not be motivated enough to study English very hard. reople who are motivated by outside influences are usually not so successful, because their reason for learning does not come trom inside them. Extrinsic motivation is the influence that comes from outside someone's influence. This influence can come from other people such as parents, teachers, even from friends around us. Extrinsic motivation can also arise because of expectations of wanting to get prizes, praise, and expecting other things that are desired.

Furthermore, Extrinsic motivation is something which derives from the influence of some kinds of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example: the desire of students to please some other authority figures such as parents, their wish to succeed in an

internal exam, or peer groups influence. However, other sources are certainly affected by teacher action (Penny in Kusumawati, 2014).

Harmer stated that external motivation has some external factors, as follow:

1. The goal

According to Harmer in Kusumawati (2014):

Goal is the one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam and this respect it is no surprise to note that teachers often find their exam classes more committed than other groups who do not have something definite to work towards.

Here the students want to learn English because some external factors. The external factors derive the students to learn English because the students want to achieve it. For example some students have any goals when they learn English, such as they want to get a good score in final exam. Then, they want to learn English because they want to get a good job, and they want to continue their studies overseas.

2. The society we live in

“Outside any classroom there are attitudes to language learning and the English language in particular” (Harmer in Kusumawati, 2014). The students want to learn English because they want to get prestige from the society.

3. The people around us

In addition to the culture of the world around them, students’ attitudes to language learning will be greatly influenced by the people who are closed to them (Harmer in Kusumawati, 2014). Learning English are very important to

communicate with people around the world. Sometimes people want to learn English because they feel confidence if they can master English language.

4. Curiosity

We should not underestimate a student's natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lesson. When students start to study English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult (Harmer in Kusumawati, 2014).

2.3 The Influence Factors of Motivation

According to Harmer (2002:51) "The motivation that brings students to the task of learning English can be affected by the attitude of a number of people." There are some sources that affect the students' motivation in learning English, namely:

a. The society we live in

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

b. Significant others

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

c. Teacher

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

d. Method

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

2.4 Learning English

In Indonesian English isn't the official language but English is a foreign language. In addition to using Indonesian as the official language in communicating everyday, Indonesian people also use their own local language in daily communication. Surely the position of English Open priorities in people's communicating lives in Indonesia. but in the present era English has become the need of people around the world because English is the official international

communication tool, not least in Indonesia. For those needs, the countries whose official language is not English learn English as their second language, and in Indonesia also learn English even in Indonesian English into the Indonesian education curriculum and certainly English is taught in schools in Indonesia in accordance with the level of education.

Learning English means that we also learn the language of the person not only as a language. Byram (2008), believes learning a foreign language for purposes of understanding the high culture of great civilisations to aims of being able to use a language for daily communication and interaction with people from another country. With so little we can know what is our goal of learning English, it is certain that the first is to be able to communicate internationally and the second is to be able to know the British cultures themselves. For this reason, students can be motivated to learn English because they already know the purpose of learning English.

Meanwhile Carolina (2009), suggest English language learning (ELL) are defined as students whose first language is not English and who are in the process of learning English. That's why students need to learn English first because English is not the language they knew before, to master English we need to learn it first. Then with the learning process it will be very easy for us to master the language that we did not know at all, then after going through the learning process we will easily get our goal in learning English.

Susan and Larry (2008), propose learning English language (ELL) is generally differentiated from second language acquisition in that the former refers to the learning of a nonnative language in the environment of one's native

language. Learning English means learning a foreign language or learning a language that we did not know before, you could say learning another language that is different from the language we use everyday in a country or region. Therefore for some people to master English is something that is very difficult to obtain, it is also a problem for every student in learning English at school.

Meanwhile Donna (2006) suggest learning English language is face the dual challenges of mastering English and acquiring the academic skills and knowledge deemed essential for a sound education and a productive future life. For students this might be a very difficult thing to do because English is not their language everyday, but if they realize that English language skills will be indispensable for their provision in the future. Of course they feel enthusiastic and enthusiastic to master English, so their motivation in learning English will emerge naturally related to the purpose of those who want to be skilled in English.

Based on the theories above, it can concluded that learning English language (English language learning) is the former refers to the learning of a nonnative language environment of one's native language, face the dual challenges of mastering English and acquiring the academic skills and knowledge deemed essential for a sound education and a productive future life. Schools face the challenge of designing programs to help English language learners (ELLS) achieve these goals.

2.5 Previous study

Related to this research, the researcher chooses some literatures about previous researches which are relevant to the research, whether thesis or journal.

1. *Students' Motivation in Learning English in the Eleventh Grade Students of SMA PGRI 1 Pati in academic year 2015/2016* written by Jaryati from Muria Kudus University.

In this case study, the writer was focused on two items, namely are: to find out the type of students' motivation in learning English and to describe the effective way to motivate the students to learn English. The result showed that the score of the students' intrinsic motivation is 59% and the students' extrinsic motivation is 41%. Based on the result, the conclusion is the students in SMA PGRI 1 Pati have higher intrinsic motivation than extrinsic motivation. Students' motivated by their internal desire. And some effective ways which can use to motivate the students' such as giving score in form individual or group activity, giving reward like giving praise or scholarship, and use game to teach the material.

2. *The Relationship Between Students' Motivation and Their Achievement in Studying The English Language* written by Preliminary from Ar-Raniry State Islamic University. This research conducted in order to indicate the correlation between students' motivation and students' achievement. Beside that, in this reseach also explains about theories of motivation and the influence of motivation factors. The result of the research is, the effect of students' motivation is 82.25% toward the students' achievement.
3. *Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar* written by Kusumawati from IAIN Tulungagung.

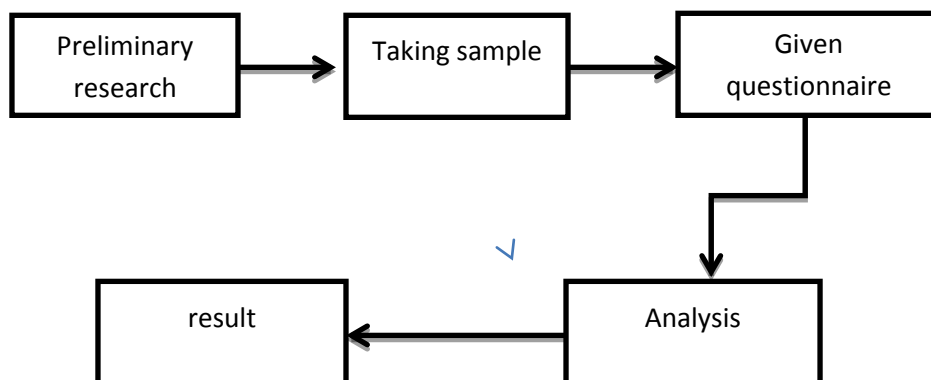
This research purposed to give explanation about intrinsic and extrinsic motivation in learning English in MAN Kunir Wonodadi Blitar.

This research used quantitative method. The result of this research showed from the students' answer in the questionnaire. From the calculation showed that the score of the students' intrinsic motivation is higher than students' extrinsic motivation. Students motivated by the enjoyment of the learning process itself or by their internal desire than motivated by external source.

Based on the previous case studies above, I am interested in doing research that is almost the same as the previous research with the title "An Analysis on English Learning Motivation of the Eleventh Grade Students in SMAN 10 kota jambi academic year 2018/2019". I hope this research will get maximum results can be evaluated for students and teachers in an effort to increase students' motivation in learning English, especially in SMAN 10 Kota Jambi. Distinguishes it is this research I will do for English lessons and I will focus on students' motivation in learning English, especially for motivation in English learning from the external side.

2.6 Conceptual framework

The steps that researchers did in this study from beginning to end be seen from the chart as follows:



As has been explained above about how researcher will conduct the research, more or less looks like conceptual framework as above. At the first step, the researcher will distribute the questionnaires to the students in IX IPA 1, IX IPS 1, and IX IPS 2. The number of students are 96 persons who consist of 46 males and 46 females. The second step, the students have to answer the questionnaires given by the researcher, the questionnaire numbered 20 questions and each student has to answer all the questions. After giving questionnaires to students and they have answered all these questions, the next step is to analyze all the results obtained from each student. After all stages one, two and three have been passed, the conclusions of this study will be drawn which will be the result of this study.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The most important requirements and the essential factors in conducting a research is a method of the research. By using a method of the research, the researcher can do the research. Tanzeh (2001:56) stated that the research design is considered by the types of the research.

The method used in this research is a survey design in quantitative method. According to Cresswell (2008:201), a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population.

In this research, the researcher wants to find the students' extrinsic motivation in English learning. In this research, the researcher uses survey research design with the use of quantitative approach. Survey is useful when a researcher collects the data on phenomena that cannot be directly observed (such as motivation in learning English).

3.2 Setting of the Research

The time of the research is held in first semester academic 2018/2019 year. The researcher will use the time of research for two weeks, started in October 4th 2018 until October 12th 2018. This research is held in SMAN 10 Kota Jambi.

3.3. Variable of the Research

Sugiyono (2010) stated that variable in the research is attributing of a group of object that researched which have various between one and other groups. Variable is object of the research or what is point of attention in a research. In this research has two variables, namely independent variable and dependent variable:

A. Independent Variable

Independent variable is variable which becomes causing change of dependent variable. In this research, independent variable is Students' extrinsic motivation.

B. Dependent Variable

Dependent variable is variable which affected because there is independent variable. In this research, dependent variable is the result of English learning.

3.4 Population and Sample

A. Population

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher (Sugiyono, 2010: 117). Population based on Ary et al in Sukardi (2003: 53) population is all numbers of well defined class of people, events or object.

This research was conducted in SMAN 10 Kota Jambi. The researcher chooses SMAN 10 Kota Jambi as the research object because the school good enough quality and the reseacher has conducted PPL there. In this research, the population is all the students of Eleventh grade in SMAN 10 Kota Jambi. Those

consist of seven classes, namely: IX IPA 1, IX IPA 2, IX IPA 3, IX IPA 4, IX IPS 1, IX IPS 2, and IX IPS 3. Each class has different number of students.

B. Sample

According to Arikunto (2010: 174) sample is a part of population which is researched. From the technique of taking sample above, the researcher gets three classes as samples, they are IX IPA 1, IX IPS 1, and IX IPS 2 grades. The total numbers of sample are 92 students. They consists of 46 males and 46 females.

3.5 Technique of Data Collection

Based on the explanation above, the technique applied to collect the data in this research are, as follows:

A. Questionnaire

The survey data are collected through questionnaires. The questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings, and data themselves are more amenable to quantification than discursive data such as free-form fieldnotes, participant observers' journals, and the transcripts of oral language (Nunan, 1992: 143).

To get data of students' extrinsic motivation in English learning at Eleventh grade in SMAN 10 Kota Jambi, the researcher uses a questionnaire as the instrument. The questionnaire is divided into two parts, the background of the students in Part A included class, age, gender, parents' occupation, and the Gardner's Attitude/ Motivation Test Battery (AMTB) based on the socio-

educational model adapted by Zao and Gao (2003) in Part B. The questionnaire is translated into *Indonesian* to make easy for students to understand. Gardner (1985) stated that The Attitude/Motivation Test Battery is a reseach instrument which has been developed to assess the major affective components shown to be involved in second language learning.

The Attitude/Motivation Test Battery (AMTB) tests on three types of motivation, e.g. Attitude towards teacher, Attitude towards friend, and Attitude towards parental encouragement. It is a four-point Likert Scale questionnaire, namely: Strongly Agree (Sangat Setuju), Agree (Setuju), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). We can see four categories scale the following table:

Table 1. The Likert Scale Rating

Optional	Score
	Extrinsic Motivation
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The questionnaire survey consists of 12 questions. Three items are to measure students' extrinsic interest. Five items are to measure Attitude towards teacher; the numbers are 1, 2, 3, 4, 5, as follow:

Question 1: Saya senang belajar bahasa Inggris apabila guru memulai pelajaran dengan menyampaikan tujuan pembelajaran terlebih dahulu.

Question 2: Saya bersemangat belajar bahasa Inggris apabila guru menggunakan metode yang bervariasi.

Question 3: Saya akan termotivasi belajar bahasa Inggris apabila guru menggunakan sarana belajar yang lengkap.

Question 4: Saya senang belajar bahasa Inggris apabila guru menjelaskan materi dengan cara yang menarik.

Question 5: Saya senang belajar bahasa Inggris karena guru menghargai hasil pekerjaan saya.

Four items are to measure Attitude towards friend; the numbers are 6, 7, 8, 9, as follow:

Question 6 : Saya belajar keras agar prestasi belajar bahasa Inggris saya lebih baik dari teman-teman di kelas.

Question 7 : Saya mendapat dorongan dari teman-teman untuk belajar bahasa Inggris lebih bersemangat.

Question 8 : Saya mempunyai rival/saingan dalam belajar bahasa Inggris di kelas.

Question 9 : Saya mendiskusikan dengan teman jika terdapat materi pelajaran bahasa Inggris yang dianggap sulit.

Three items are to measure Attitude toward Parental Encouragement, the numbers are 10, 11, 12, as follow:

Question 10 : Saya belajar bahasa Inggris karena ada dorongan orang tua.

Question 11 : Saya belajar bahasa Inggris karena orang tua memberikan sarana yang lengkap.

Question 12 : Saya senang belajar bahasa Inggris karena orang tua memberikan kursus tambahan untuk saya.

However, the questionnaire is translated into *Indonesian* using the back-translation procedure in order to avoid the difficulties and misunderstanding.

3.6 Technique of Data Analysis

As stated in the earlier chapter, the researcher takes 92 students as the sample. We can see the detail of sample in the following table:

Table 2. Data Respondents

Class	Total Respondents
IX IPA 1	33
IX IPS 1	30
IX IPS 2	29
Total	92

To know about the students' extrinsic motivation in English learning in SMAN 10 Kota Jambi, the researcher uses descriptive quantitative method based how many students answer each item in the questionnaires.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The researcher distributed the questionnaire to the students in SMAN 10 Kota Academic Year 2018/2019. The questionnaires were distributed to the students to know the students' extrinsic motivation. In this research, the researcher takes students' data by using 12 items questionnaire that are question number 1 up to number 12 with 4 likert scales.

The questionnaire was distributed to three classes that are class XI IPS 1, XI IPS 2, and XI IPA 1. In XI IPS 1, there are 30 students. In XI IPS 2, there are 29 students. In the XI IPA 3 there are 33 students. The result can be seen in the table below :

Table 4.1 Result From The Questionnaire at XI IPS 1

number of the statement	SS	S	TS	STS
1	14	16	0	0
2	13	17	0	0
3	17	13	0	0
4	16	14	0	0
5	27	3	0	0
6	12	17	1	0
7	8	18	4	0
8	7	14	7	2
9	17	12	1	0
10	10	18	2	0
11	7	19	4	0
12	10	11	9	0

Based on the table we can see at XI IPS 1 from statement number 1 any 14 student answered strongly agree and 16 student answered agree. Then statement number 2 any 13 student strongly agree and 17 student agree. In statement number 3 any 17 student strongly agree and 13 student answered agree. Statement number 4 any 16 student strongly agree and 14 student agree. Then statement number 5 any 27 student strongly agree and 3 student answered agree. In statement number 6 any 12 student answered strongly agree, 17 student agree and 1 student disagree. Statement number 7 any 8 student strongly agree, 18 student agree and 4 student disagree. Then statement number 8 any 7 student strongly agree, 14 student agree, 7 student disagree, and 2 student strongly disagree. At statement number 9 any 17 student strongly agree, 12 student agree and 1 student disagree. Then statement number 10 any 10 student answered strongly agree, 18 student agree and 2 student disagree. Statement number 11 any 7 student answered strongly agree, 19 student agree and 4 student disagree. And the last statement 10 student strongly agree, 11 student agree and 9 student disagree.

Table 4.2 Result From The Questionnaire at XI IPS 2

number of the statement	SS	S	TS	STS
1	11	18	0	0
2	9	17	3	0
3	10	19	0	0
4	16	13	0	0
5	11	18	0	0
6	9	17	3	0
7	4	20	4	1
8	3	14	9	3
9	11	15	1	1
10	5	12	9	3
11	6	15	7	0
12	0	13	11	5

Based on the table we can see at XI IPS 2 from statement number 1 any 11 student answered strongly agree and 18 student answered agree. Then statement number 2 any 9 student strongly agree, 17 student agree and 3 student disagree. In statement number 3 any 10 student strongly agree and 19 student answered agree. Statement number 4 any 16 student strongly agree and 13 student agree. Then statement number 5 any 11 student strongly agree and 18 student answered agree. In statement number 6 any 9 student answered strongly agree, 17 student agree and 3 student disagree. Statement number 7 any 4 student strongly agree, 20 student agree, 4 student disagree and 1 student strongly disagree. Then statement number 8 any 3 student strongly agree, 14 student agree, 9 student disagree, and 3 student strongly disagree. At statement number 9 any 11 student strongly agree, 15 student agree, 1 student disagree and 1 student strongly disagree. Then statement number 10 any 5 student answered strongly agree, 12 student agree, 9 student disagree and 3 student strongly disagree. Statement number 11 any 6 student answered strongly agree, 15 student agree and 7 student disagree. And the last statement 0 student strongly agree, 13 student agree 11 student disagree, and 5 student strongly disagree.

Table 4.3 Result From The Questionnaire at XI IPA 1

number of the statement	SS	S	TS	STS
1	24	9	0	0
2	28	5	0	0
3	27	6	0	0
4	29	4	0	0
5	25	8	0	0
6	14	17	2	0
7	11	17	4	1
8	5	21	7	0
9	19	14	0	0
10	9	8	14	2
11	12	15	4	2
12	10	17	3	3

Baset on the table we can see at XI IPA 1 from statement number 1 any 24 student answere strongly agree and 9 student answere agree. Than statement number 2 any 28 sudent strongly agree, and 5 student agree. In statemen number 3 any 27 student strongly agree and 6 student answere agree. Statement number 4 any 29 student strongly agree and 4 student agree. Than statement number 5 any 25 student stongly agree and 8 student answere agree. In staremant number 6 any 14 student answere strongly agree, 17 student agree and 2 student disagree. Statement number 7 any 11 student strongly agree, 17 student agree, 4 student disegree and 1 student strongly disegree. Than statement number 8 any 5 student unswere stongly agree, 21 student agree, and 7 student disegree. At statement number 9 any 19 student strongly agree,and 14 student agree. Than statement number 10 any 9 student answere strongly agree, 15 student egree, 14 student disegree and 2 student strongly disegree. Statement number 11 any 12 student

aswere strongly agree, 15 student agree, 4 student disagree and 2 student strongly disagree. And the last statement 10 student strongly agree, 17 student agree 3 student disagree, and 3 student strongly disagree.

Table 4.4 Result Total From The Questionnaire

number of the statement	SS	S	TS	STS
1	49	43	0	0
2	50	39	3	0
3	54	38	0	0
4	61	31	0	0
5	63	29	0	0
6	35	51	6	0
7	23	55	12	2
8	15	49	23	5
9	47	41	2	1
10	24	38	25	5
11	25	49	15	2
12	20	41	23	8

Baset on the table we can see all of respondent from statement number 1 any 43 student answere strongly agree and 43 student answere agree. Than statement number 2 any 50 sudent strongly agree, 39 student agree and 3 student disagree. In statemen number 3 any 54 student strongly agree and 38 student answere agree. Statement number 4 any 61 student strongly agree and 31 student agree. Than statement number 5 any 63 student stongly agree and 29 student answere agree. In staremant number 6 any 35 student answere strongly agree, 51 student agree and 6 student disagree. Statement number 7 any 23 student strongly agree, 55 student agree, 12 student disagree and 2 student strongly

disagree. Than statement number 8 any 15 student unswere stongly agree, 49 student agree, 23 student disagree and 5 student strongly disagree. At statement number 9 any 47 student strongly agree, 41 student agree, 2 student disegre and 1 student strongly disagree. Than statement number 10 any 24 student answeere strongly agree, 38 student egree, 25 student disagree and 5 student strongly disagree. Statement number 11 any 25 student aswere strongly agree, 49 student agree, 15 student disagree and 2 student strongly disagree. And the last statement 20 student strongly egree, 41 student agree, 23 student disagree, and 8 student strongly disagree.

To find out the dominat result of student motifation toward the extrensic facrors as student motifation in learning english at SMA N 10 Kota Jambi academic year 2018/2019, the result provide 12 statements with 92 respondent from 3 clas, the answer of questionner were tabulated in the below:

Table 4.5 Result From The Questionnaire of Students' Extrinsic Motivation.

Number of the statement	N	SS		S		TS		STS	
		F	P (%) P=F/N x100	F	P (%) P=F/N x100	F	P (%) P=F/N x100	F	P (%) P=F/N x100
1	92	49	53%	43	47%	0	0%	0	0%
2		50	54%	39	22%	3	3%	0	0%
3		54	59%	38	41%	0	0%	0	0%
4		61	66%	31	33%	0	0%	0	0%
5		63	68%	29	32%	0	0%	0	0%
6		35	38%	51	55%	6	7%	0	0%
7		23	25%	55	60%	12	13%	2	2%
8		15	16%	49	53%	23	25%	5	5%
9		47	51%	41	45%	2	2%	1	1%
10		24	26%	38	41%	25	27%	5	5%
11		25	27%	49	53%	15	16%	2	2%
12		20	22%	41	45%	23	25%	8	9%

$$P = F/N \times 100$$

Explanations:

P= Percentage

F= Score total of

N= The respondent total

Based on the table above, the researcher will explain about the students' conception as follows:

1. From the statement number (1), *I am glad to study English if teacher start learning by saying the purpose of learning before*. Got the result 53% students strongly agree and 47% agree with this statement. It was give the information that most of students have good extrinsic motivation in learning English.
2. From the statement number (2), *I am enthusiastic to study English if teacher uses various methods*. Got result 54% students strongly agree, 42% agree, and 3% disagree with this statement. It was give the information most of students have good extrinsic motivation in learning English and 3% students disagree with this extrinsic motivation.
3. From the statement number (3), *I will motivated to study English if teacher uses complete media*. Got result 59% students strongly agree, 41% students agree. It was give the information most of students have good extrinsic motivation because the complete facilities can help students when learning English.

4. From the statement number (4), *I am glad to study English if teacher explain the lesson with interesting ways*. Got result 66% students strongly agree, and 33% students agree. It was give information most of students have extrinsic motivation because they want study English with interesting ways.
5. From the statement number (5), *I am glad to study English because my teacher appreciates my work result*. Got result 68% students strongly agree, 32% students agree. It was give information most of students have good extrinsic motivation when the teacher can appreciates their task.
6. From the statement number (6), *I study hard in order that my result of English learning is better than my friends in the classroom*. Got result 38% students strongly agree, 55% agree, and 7% disagree with statement. It was give information most students agree if they study hard they can get good achievement more than other.
7. From the statement number (7), *I get support from friends to study English more enthusiastic*. Got result 25% students strongly agree, 60% agree. Because they need extrinsic motivation to study english. But 13% disagree, 2% strongly disagree student didn't need motivation from other people.
8. From statement number (8), *I have rival in studying English in the classroom*. Got result 16% strongly agree, 53% agree, if rival can increase motivation for study english. And 25% disagree, 5% strongly agree if rival became motivation for study.
9. From statement number (9), *I discuss with friend if there are difficult materials*. Got result 51% strongly agree, 45% agree, with this statement if

discussion can help they study English. And 2% disagree, 1% strongly agree with tis statement.

10. From statement number (10), *I study English because of the parents' support*. Got result 26% strongly agree, 41% agree, if support by parents can give good motivation. 27% disagree, 5% strongly agree with this extrinsic motivation.
11. From statement number (11), *I am glad to study English because the parents give complete facilities*. Got result 27% strongly agree, 53% agree, with this statement and 16% disagree, 2% strongly agree if suggestion from parents good extrinsic motivation.
12. From statement (12), *I am glad to study English because the parents take English course for me*. Got result 22% strongly agree, 45% agree, if English course can give good motivation and 25% disagree, 9% strongly agree with this statement.

Furthermore, from the analysis table above got the data if extrinsic motivation is better influenced from teacher than from friends and parents.

Table 4.2 the result of student english daily test

Clas	The number of student	KKM at School	KKM Up	KKM Down	Students total (N)	Total KKM Up (F)	Total KKM Down (F)
IPS 1	30	75	18	12	92	64	28
IPS 2	29		24	5			
IPA 1	33		22	11			
Percentage (P) ($P=F/N \times 100$)						70%	30%

$$P=F/N \times 100$$

Explanations:

P= Percentage

F= Score total of

N= The respondent total

Based on the table above, it can be showed that the result of students' english dauly test are in up to standard score 70%, so thus the students' extrinsic motivation affect the result of english daily test.

4.2 Discussion

Students' Extrinsic Motivation

From the explanation about extrinsic motivation, it is clearly showed that students in SMAN 10 Kota Jambi have good extrinsic motivation in learning

English. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will easier to join with other habit groups in other country and they will be easier to communicate with English speaker. So, they can get many information easily.

From this finding showed that the students in SMAN 10 Kota Jambi have high extrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which affects students' attitude and achievement. Furthermore, if it is related to the finding above, the fact is that the biggest factor which affects the students' extrinsic motivation is from teacher at school. So, It will be useful for the teacher to bring to the student to be successful in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the finding and discussion in the previous section, it can be concluded that the eleventh grade students in SMA N 10 Kota Jambi in general can be seen the extrinsic factor motivation based on school environment (teacher) that the highest value of 100%.

1. From the statement number 1,2,3,4 and 5. We can see 60% student strongly agree the motivation factor based on school environment than just 35% student answered agree.
2. So the factor motivation based on school environment the percentage of student who answered strongly agree was greater than the students who answered agreed.

The extrinsic factor motivation based on learning environment (friend) that the highest value of 100%.

1. From the statement number 6,7,8 and 9. We can see 32,5% student answered strongly agree, 53,25% student answered agree, 11,75% student answered disagree, and just 2% student answered strongly disagree.
2. From the results above we know that the largest percentage is student who answered agree and the second largest is students who answered strongly agree, than disagree and strongly disagree.

The extrinsic factor motivation based on home environment (parents) that gthe highest value of 100%.

1. From the statement number 10.11 and 12. We can see 25% student aswere strongly agree, 46,3% student aswere agree, 22,6% student aswere disagree, and just 5,3% student aswere strongly disagree.
2. From the results above we know that the largest percentage is student who answere agree and the second lesrgest is students who answere strogly agree, than disagree and strogly disagree.

5.2 Suggestions

Observing the above conclusion, giving some suggestions to the students, teachers and parents are as follows:

1. Student

Should be able to have the interest to learn English to improve their motivation.

2. Teacher

Theacher should observe student' extrinsic motivation because they are the foundation that affect their interest in learning, and always tell the students the advantage of the English language to increase their interest in learning English.

3. Parents

Parents should care about their children's motivation. Parents should support their children to learn more, and also back up their motivation with many things that relate to their needs.