



**THE ANALYSIS OF GRADE X STUDENTS' MOTIVATION IN
LEARNING ENGLISH AT MADRASAH ALIYAH NEGERI
(MAN) HUTAGODANG LANGGAPAYUNG LABUHANBATU
SELATAN**

A THESIS

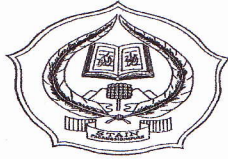
*Submitted to the English Study Program Tarbiyah Department STAIN
Padangsidimpuan as a Partial Fulfilment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) In English Program*

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**ENGLISH EDUCATIONAL STUDY PROGRAM
DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
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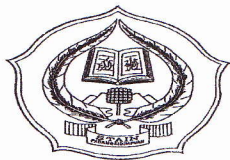
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Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n **Siti Hajar Harahap** yang berjudul ” **The Analysis Of Grade X Students' Motivation In Learning English At Madrasah Aliyah Negeri (Man) Hutagodang Langgapayung Labuhanbatu Selatan** “

Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terima kasih.

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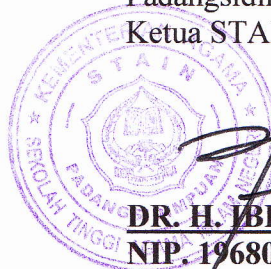
P E N G E S A H A N

**SKRIPSI BERJUDUL : THE ANALYSIS OF GRADE X STUDENTS'
MOTIVATION IN LEARNING ENGLISH
AT MADRASAH ALIYAH NEGERI (MAN)
HUTAGODANG LANGGAPAYUNG
LABUHANBATU SELATAN**

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Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

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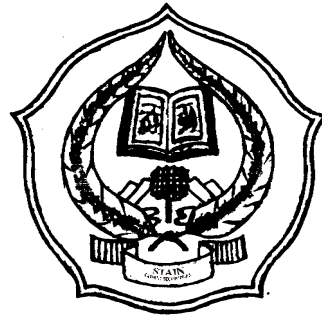
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ENGLISH EDUCATION PROGRAM

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Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb

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Curriculum Vitae

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Appendices

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ABSTRACT

In conducting the research, the problem was formulated as how the grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan is and what the factors that can affect students' motivation at grade X in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan are. So, the purposes of the research are to know grade X students' motivations in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan and to know the factors that can affect students' motivation at grade X students in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

The research was conducted in Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan. The process of the research was done from July 2011 to February 2012. The sources of the data were 0.9% from 90 students. It was about 10 students at the grade X students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan and from the principal, teachers, and administrative officer. The instruments used in this research were observation, and interviews. The techniques of data analysis were reading/memoing, describing, classifying, and interpreting.

Based on the result got in chapter IV, the research has the result as it was known that the students' motivation to learn English in Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu was good with the students understood that they needed English for their life in the future. And there are many factors influenced the motivation of the students of Madrasah Aliyah Negeri (MAN) Huta Godang Langga Payung Labuhanbatu Selatan, they are the students' health, the role of the parent, learning together, the facilities, the techniques used in teaching and the media used by the teachers.

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(MAN) HUTAGODANG LANGGA PAYUNG**

ABSTRACT

In conducting the research, the problem was formulated as how the grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan is and what the factors that can affect students' motivation at grade X in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan are. So, the purposes of the research are to know grade X students' motivations in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan and to know the factors that can affect students' motivation at grade X students in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

The research was conducted in Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan. The process of the research was done from July 2011 to February 2012. The sources of the data were 0.9% from 90 students. It was about 10 students at the grade X students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan and from the principal, teachers, and administrative officer. The instruments used in this research were observation, and interviews. The techniques of data analysis were reading/memoing, describing, classifying, and interpreting.

Based on the result got in chapter IV, the research has the result as it was known that the students' motivation to learn English in Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu was good with the students understood that they needed English for their life in the future. And there are many factors influenced the motivation of the students of Madrasah Aliyah Negeri (MAN) Huta Godang Langga Payung Labuhanbatu Selatan, they are the students' health, the role of the parent, learning together, the facilities, the techniques used in teaching and the media used by the teachers.

CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the popular and important languages in the world is English, beside Germany, French, Japanese, and Arabic. People around the world want to master English well by understanding it from the skills that should be mastered. Language is a mean of communication and English is an aid of international communication which has shown its role importance in a lot of aspects of international activities.

According to the curriculum of English Senior High School, there are many subjects or materials are taught in this level. The materials are vocabulary, reading, writing, and grammar, etc. Furthermore, English is taught in Senior High School in which the purpose is to enable students to use English in daily communication. In addition, the purpose of learning English in Senior High School itself is to be able to communicate in that language both orally and writing¹. Therefore, competency based curriculum the English instruction is basically on the purpose of communication.

Teachers and students are the parts of educational components that play an important role in teaching and learning process, the teacher has to make some efforts to make the students interested in the lesson. The teacher may use many methods, discussion method, explaining method translation method, lecture

¹ Depdiknas, *Kurikulum 2004*, (Jakarta: Diknas, 2003), p. 7.

method, role play method, as well as drill method, constructing compound sentences and grammatical exercises, and so forth. Therefore, English is taught in Senior High School in which the purpose of teaching learning is to enable students to develop the four skills of English they are writing, speaking, listening, and reading; and to use English in daily communication. English as a language has many items that should be learned and mastered by the students.

Motivation is one of the most important factors in the success of English learning. When someone wants to be a success one in life, he/she goals needs motivation. Motivation is needed by everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true.

Motivation plays an important role in gaining the students' success in leaning English as a foreign language. When the students have been motivated to learn English in the classroom activities, they will follow the lesson intensively and they will be interested in practicing English fluently.

It is the driving force of one's work that creates excitement, so they are willing to cooperate, work effectively and integrated with all means to achieve satisfaction. Motivation can also be interpreted as an impulse from within the people overcome all challenges and obstacles in an effort to achieve goals.

From above opinion, it can be drawn a conclusion that motivation is a common understanding and a need for someone to behave, how the behavior started, encouraged, maintained, directed and dismissed. Motivation can also mean something or an answer to why someone is willing to do certain chores. Motivation involves a chain reaction that begins to be a need and targets to be achieve.

The researcher interviewed some students about their experience in learning English. First, they told the researcher that it was hard to follow the English subject especially when it is in the midday. Second, the students of the school do not know how to develop their motivation in learning English. Third, the students also got confused in choosing the appropriate times to represent their study.

These problems can be caused by the lack of motivation from the teachers. So, they cannot explore and develop their English subject, they do not follow the subject material in full concentration. The students' problem and low motivation should be described and explained analytically. It should be proved theoretically. To do so, the researcher analyzed the students' motivation. This research was conducted at grade X Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

B. Focus of the Research

It was stated previously that there were problems faced in this case. In this study the researcher focused this research on the analysis of grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung.

C. Formulation of the Problem

Before conducting the research, the problem should be formulated in order to know what should be done in the research field. Based on the background of the problem described previously, it can be formulated as follows:

1. How was grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan?
2. What were the factors that can affect students' motivation at grade X in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan?

D. Purposes of the Research

- a. To know grade X students' motivations in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.
- b. To know the factors that can affect students' motivation at grade X students in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

E. Significance of the Research

The results of the research are expected to give some contribution as follows:

- a. Headmaster of Madrasah Aliyah Negeri (MAN) Hutagodang, to encourage English teacher to motivate his/her students in learning English.
- b. English teacher, to motivate the students in teaching and learning process.
- c. Other researchers, to further the same or different research.
- d. Readers, to enlarge their knowledge about the motivation in teaching and learning English.

F. Definition of the Key Term

In order to avoid misunderstanding in this study, the researcher defines specific key terms as follow: Analysis is a set of techniques for exploring underlying motives. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes succeeded in the future. Learning English is the cognitive process of acquiring skill about English.

G. The Outline of Thesis

To facilitate the writing of this thesis was made a systematic discussion of the following: The first chapter is composed of background of the problem, focus of the research, formulation of the problem, purposes of the research, significance of the research, definition of key and systematic discussion.

The second chapter discusses the theory of the study consisted of definition of motivation, Kinds of motivation, and learning English.

The third chapter discusses the research methodology consisting of Location and Time of the research, types of research, population and sample, types of research data, instruments of the Research, data analysis.

The fourth chapter discusses the results of the study consisted of students motivation and factors affecting motivation of students in Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu.

Closing, the fifth chapter contains the conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Description

1. Analysis of Motivation

The word ‘motivation’ is written down in Holy Book and Hadits as follows:

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ
مُؤْمِنِينَ ﴿١٣٩﴾

So, do not weaken and do not grieve, and you will be superior if you are [true] believers. (Al-Imran: 139)¹

عن أنس بن مالك رضي الله عنه قال: كان رسول الله صلى الله عليه وسلم يقول اللهم
والكسل، والجبن والبخل، و أعوذ بك من عذاب القبر و فتنة إني أعوذ بك من العجز
المحيا والممات، رواه مسلم

From Anas bin Malik RA said: Prophet SAW said: O Allah I ask is precisely the protection you from weakness and laziness, and bahil and faint of heart, and I ask for your protection and punishment of the grave slander dar in life and death”. Narrated by Muslim²

Sigmund Freud defines that analysis is a set of techniques for exploring and underlying motives and a method of treating various mental disorders.³

Analysis does not equal description (but can use description for the research had done). The second example is clearly stronger, since it "gets beneath the

¹ Al-Quran dan Terjemahnya, (Jakarta : CV Darus Sunnah, 2007), p. 68

² Muslim, *Shohih Muslim*, (Beirut : Maktabah Beirut, 2001), p. 102

³ Sigmund Freud. <http://www.artikara.com/arti-6876-analysis.html>, accessed 5 July, 2011

surface," going beyond describing ideas to examining the relationship between ideas.

Example : This quotation comes from Freud's *Civilization and its Discontents*. Here, Freud implies that man will only be happy when living according to the pleasure principle. The pleasure principle leads people to do or desire things that bring them pleasure. Freud presents a good point here, and he uses many examples throughout the text to support it.⁴

The writer clearly presents the second example, showing the reader how Freud makes the leap from individual to society. In the first case, the writer tells us what Freud says, not how or why Freud drew his conclusions.

There are many sorts of analysis. The one is given "stay within the text." Another possible analysis might involve applying Freud's ideas to another text or a current issue. Any analysis will consider the data in enough depth, and with enough clarity, to convince the reader, even one who disagrees with the writer's conclusions, that the analysis has been made well.

Motivation is a word which derives from the Latin verb 'meaning' to move. Thus, simply defined, motivation concerns what moves a person to make certain choices, to engage in action, and to persist in action.⁵ The need for personal motivation is a message that resonates across so many stories of major and minor human endeavor, whether in the single minded dedication of an athlete pursuing an Olympic dream, the drive ladder, or the willpower and self-discipline of someone determined to lose weight or to give up smoking.

⁴ *Ibid.*, accessed 5 July, 2011

⁵ Wikipedia, *Motivation*, www.google.com: retrieved Friday August, 2011

Without motivation, success will be hard to come by, and the case of learning a second or foreign language is little different.

Zolta defines motivation as convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.⁶ Motivation is needed by everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. According to Sutrisno "Motivasi adalah segala sesuatu yang mendorong seseorang untuk bertindak melakukan sesuatu."⁷ It means motivation is everything that encourages a person to act to do something. Wasty Soemanto says, "Motivasi sebagai suatu perubahan tenaga di dalam diri/pribadi seseorang yang di tandai oleh dorongan efektif dan reaksi-reaksi dalam usaha mencapai tujuan."⁸ It means motivation as a force of change in the self / personal mark by a person who on the effective encouragement and reactions to accomplish goals.

Next, Purwanto says "Motivasi mengacu kepada suatu proses yang mempengaruhi pilihan-pilihan individu terhadap bermacam-macam bentuk kegiatan yang dikehendaki."⁹ It means Motivation refers to a process that affects individual choices of the various forms of activity are desired. Huita also explains that motivation can be categorized as either extrinsic (outside

⁶ Zolta DoË rnyei, *Motivational Strategies in the Language Classroom*, (Cambridge: Cambridge University Press, 2001), p. 6

⁷ Sutrisno Ahmad, et.al., *Psikologi Pendidikan*, (Ponorogo, Darussalam Press, 2003), p. 52

⁸ Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta: PT. Asdi Mahasatya, 2006), p. 203

⁹ M. Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2004), p. 72

the person) or intrinsic (internal to the person).¹⁰ In addition, Riduan says, “Motivasi adalah keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar siswa dan member arah pada kegiatan belajar, sehingga tujuan yang dikehendaki oleh subjek itu dapat tercapai.”¹¹ It means motivation is the overall driving force in students that lead to learning activities, which ensure the continuity of the learning activities of students and members direction on learning activities, so that the desired goal can be achieved by the subject.

This statement is also supported by Wikipedia presented as follows :

Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes succeed in the future. A motivated person can be reaching for-term goal such as a professional writer or a more short ternn goal like leaning how particular word.¹²

Ushioda defines motivation as interest effort and dynamic state that should not be caused personality or emotion, and is having the desire and willingness to do something.¹³ It means that motivation is really necessary and important for the students to gain their goals. Sardiman “Motivasi adalah perubahan energy dalam diri seseorang yang ditandai dengan munculnya rasa dan didahului dengan tanggapan terhadap adanya tujuan.”¹⁴ It means

¹⁰ Huit, *Motivation to Learn : An Overview*, (<http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html>/retrieved on August, 2011

¹¹ Riduwan, *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), p. 200

¹² Wikipedia, *Motivation*, (www.google.com: retrieved Friday August, 2011

¹³ Hornby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), p.1179

¹⁴ Sardiman, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: Raja Grafindo, 2011), p. 73

Motivation is the energy change in a person who is marked by the emergence of sense and is preceded by a response to the goal.

In addition, J. Winardi said “Motivasi adalah proses manajemen di mana perilaku orang-orang dipengaruhi yang didasarkan atas pengetahuan tentang apa yang menyebabkan orang-orang melakukan sesuatu tindakan.”¹⁵

It means Motivation is the management process in which the behavior of those affected are based on knowledge of what causes people to do something action. Menurut Mustaqim & Abdul Wahab “Motivasi adalah suatu tujuan jiwa yang mendorong individu untuk aktifitas-aktifitas tertentu dan untuk tujuan tertentu terhadap situasi disekitarnya.”¹⁶ It means Motivation is an objective spirit which encourages individuals to specific activities and for the specific purpose of the situation around. While Oemar Hamalik states “Motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction.”¹⁷

Djaali said, “Motivasi merupakan kondisi fisiologis & psikologis yang terdapat dalam diri seseorang yang mendorongnya untuk melakukan aktivitas tertentu guna mencapai suatu tujuan.”¹⁸ It means Motivation is a psychological and physiological conditions contained in the one who encouraged him to do certain activities in order to achieve a goal. According to Dalyono, “Motivasi adalah daya penggerak/pendorong untuk melakukan

¹⁵ J. Winardi, *Motivasi & Pemotivasian*, (Jakarta: Rajagrafindo Persada, 2004), p. 66

¹⁶ Mustaqim & Abdul Wahab, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 1991), p. 72

¹⁷ Oemar Hamalik, *Proses Belajar Mengajar*, (Bandung: PT. Bumi Aksara, 2001), p. 158

¹⁸ Djaali, *Psikologi Pendidikan*, (Jakarta: PT. Bumi Aksara, 2011), p. 101

sesuatu pekerjaan.”¹⁹ It means Motivation is the driving force / driving force to do any work. For example; the students learn English in order to communicate to native speakers fluently. To gain that goal, the students must practice English in their daily conversation.

From those quotations, the researcher concludes that motivation can encourage the students to speak English during teaching and learning process. If they speak English because of their own, it belongs to intrinsic motivation. In other words, they realize that learning English is very important because it is dealing with individual goal and they eager to do something because of their own. On contrast if the students have been influenced by someone or other forces, it means that belongs to extrinsic motivation.

There are so many, even the common people call the 'motive' to show why someone is doing something. According to Sardiman “Motivation is the energy change in a person who is marked by the emergence of feeling and preceded by a response to the destination.”²⁰ There are three essential elements, namely:

1. That motivation to initiate the self-energy changes of each individual human being. The development of motivation will bring some energy changes in the neurophysiologic systems that exist in the human organism. Because it involves changes in the human energy (although the motivation comes from within man), it will involve human physical activity.
2. Motivation is marked by the emergence of a sense of one's affection. In this case the motivation is relevant to psychiatric problems, affections and emotions that determine human behavior

¹⁹ Dalyono, *Psikologi Pendidikan*, (Jakarta: PT. Rineka Cipta, 2002), p.

²⁰ Sardiman, *op.cit.*, p.74

3. Motivation will be stimulated because of the goal. So the motivation in this case is actually a response from an action that is the goal. Motivation does come from within man, but its emergence as stimulated by the presence of other elements, in this case is the goal. This goal will be concerned about the needs.

With three element above, it can be said that motivation as something complex. Motivation will lead to a change of energy in human beings, so it will cling to the issue of psychiatric symptoms, feelings and emotions, to then acting or doing something. All this encouraged the objectives, needs or desires with satisfaction.

Furthermore, Greens in Wikipedia “Motivation is the driving force by which humans achieve their goals. It is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well.”²¹ According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

However, motivation must be improved to reach the goal that is acquired. There are some techniques to improve motivation for learning English. They are; imagine yourself in the future, remember that you are already god, remember that there is a lot that you don't know, use your

²¹ Hornby, *op.cit.*, p. 1179

English whenever you can talk to people about English, find a friend who is learning English, spend some money on learning English, and remember that learning English requires action. In addition, Griffiths states that there are two kinds of motivations:²²

a. Intrinsic Motivation

Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure; they think it is important, or they feel that they are learning is morally significant. With the move towards more education-friendly and classroom-based approaches to the study of motivation, research attention since the 1990s has increasingly turned to cognitive theories of learner motivation, thus bringing language learner motivation research more in line with the cognitive revolution in mainstream motivational psychology.

Dalyono says “Motivasi yang berasal dari dalam diri (intrinsik) yaitu dorongan yang datang dari hati sanubari, umumnya karena kesadaran akan pentingnya sesuatu. Atau dapat juga karena dorongan bakat apabila ada kesesuaian dengan bidang yang dipelajari.”²³ It means Motivation comes from within (intrinsic) is a boost that comes from the heart, usually due to awareness of the importance of something. Alternatively, due to a boost of talent if there is compliance with the field being studied. Sardiman says also “Yang dimaksud dengan motivasi intrinsik adalah motif-motif yang menjadi

²² Griffiths, *Lessons from Good Language Learners*, (London : Cambridge University Press, 2008), p.4

²³ Dalyono, *op.cit.*, p. 25

aktif atau berfungsinya tidak perlu dirangsang dari luar, karena dalam diri setiap individu sudah ada dorongan untuk melakukan sesuatu.”²⁴ It means The definition of intrinsic motivation are the motives that become activated or malfunction does not need to be stimulated from outside, because inside every individual has no urge to do something.

Cognitive theories focus on the patterns of thinking include, for example, goal setting, mastery versus performance goal-orientation, self-perceptions of competence, self-efficacy beliefs, perceived locus of control, and causal attributions for success or failure (for a pedagogical perspective, a key message emanating from research on cognitive theories of motivation in education and in language learning is the vital importance of learning education and in language learning is the vital importance of learners having their own motivation "from within".

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students evaluation theory. Students are likely to be intrinsically motivated if they:

- 1) Attribute their educational results to factors under their own control (i.e, the effort expended),

²⁴ Sardiman, *op.cit.*, p. 90

- 2) Believe they can be effective agents in reaching desired goals (i.e. The results are not determined by luck),
- 3) Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

Intrinsically motivated learners are deeply concerned to learn things well, in a manner that is intrinsically satisfying and that arouses a sense of optimal challenge appropriate to their current level of skill and competence. Compared to their extrinsically motivated counter-parts, research suggest that such learners are likely to display much higher levels of involvement in learning, engage in more efficient and creative thinking processes, use a wider range of problem-solving strategies, and interact with and retain material more effectively.

As an example of someone who likes to read, no one asked or encouraged him, he was diligent in looking for books to read. Then, when viewed in terms of activities that aim to do (eg learning), then the meaning of this intrinsic motivation is to achieve the objectives contained in the act of learning itself. As a concrete example, a student is doing to learn, because it really wanted to get the knowledge, values or skills to be able to change their behavior in a constructive, not for other purposes. Intrinsic motivations are inherent in the learning-Situations and meet pupil needs and purposes. That is why intrinsic motivation can also be regarded as a form of motivation in which learning activities initiated and passed by an impulse from within ourselves and implicitly linked to learning activities.

As was exemplified that a person learns, really want to know everything, not to praise or reward. Please note that students who have intrinsic motivation will have a goal of becoming an educated person, a knowledgeable, skilled in the particular field of study. The only way to get the objective to be achieved is to learn, without learning is not possible to get knowledge, not possible to be an expert. The urge that drives is rooted in a need, which contains the requirements necessary to become educated and knowledgeable people. So does the motivation come from self-awareness is essential to the goal, not merely symbolic and ceremonial.

There are several kinds of formation of intrinsic motivation in learning activities, among others:

1) The Existence of Needs

According to Ngalim Purwanto: "Tindakan yang dilakukan oleh manusia pada hakikatnya adalah untuk memenuhi kebutuhannya, baik kebutuhan fisik maupun psikis."²⁵ It means the action taken by a man by nature is to meet his needs, both physical and psychological needs. According to Yaumil Agoes: "Understanding the needs of children is simply to provide opportunities for children to choose alternatives that are available in an environment rich in stimulation". So, to the opinion is understandable that parents need to know the needs of children.

²⁵ M. Ngalim Purwanto, *op.cit.*, p. 72

2) The existence of Goals

Further impetus has a major influence is the existence of ideals. An ideal is central to a variety of needs, meaning that those needs are typically realized in these ideals. So the goal is to provide energy to the child to do the learning activities. So one child must have ideals and these ideals can achieve anything they want. Furthermore Zakiah Daradjad explained that: "The benefits of these attitudes and ideals of a child's curiosity. In general, preadolescent children and beginning adolescent have high ideals and they often respond in a game of cooperation, honesty and craft.

Of this opinion, it is understood that the necessary provision of proper motivation for children who do not know the importance of learning support to the achievement of its goals. This is where the role and contribution of families in demand to provide motivation, so that children can do anything that supports the achievement of its goals and in this case, the contribution of family achievement of the ideals and in this case, the contribution of family realized by way of explaining the benefits of learning, so the child feels compelled to continue to learn effectively and efficiently in order to reach his goal.

3) Desire about Progress (the future)

In the process of learning, motivation does play an important role. According Sadirman that: "self-actualization through the development of competence will enhance the progress of one's self. This self-will and

progress to be one person's desires. Desire and self-advancement has become one wishes for every individual ".²⁶

4) Interests

Motivation arises because there is a need, as well as interest so that interest is fitting that the principal motivation tool. The learning process that will run when accompanied with interest.

b. Extrinsic Motivation

Extrinsic motivation comes into play when a student is completed to do something or act a certain way because of factors external to him or her. Extrinsic motivation that is, doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment. There is a considerable body of research evidence to suggest that intrinsic forms of motivation. This may be because the rewards of learning are inherent in the learning process itself, in the shape of feelings of personal satisfaction and enhanced personal competence and skill deriving from and sustaining engagement in learning.

Dalyono says, "Motivasi yang berasal dari luar (ekstrinsik) yaitu dorongan yang datang dari luar diri (lingkungan), misalnya dari orang tua, guru, teman-teman dan anggota masyarakat. Seseorang yang belajar dengan motivasi kuat, akan melaksanakan semua kegiatan belaiarnya dengan sungguh-sungguh, penuh gairah atau semangat. Sebaliknya, belajar dengan motivasi yang lemah, akan malas bahkan tidak mau mengerjakan tugas-tugas yang berhubungan dengan pelajaran."²⁷

²⁶ Sardiman, *op.cit.*, p. 91

²⁷ Dalyono, *op.cit.*, p. 63

It means the motivation that comes from outside (extrinsic) the encouragement that comes from outside the self (the environment), for example from parents, teachers, friends and community members. Someone's learning with strong motivation will carry out all learning activities, full of passion or enthusiasm. In contrast, learning with a weak motivation, be lazy not even do the tasks related to the lesson. Strong weak motivation also influences a person's success. Therefore need to be cultivated mainly learning motivation that comes from within ourselves by thinking as a future full of challenges and must overcome to achieve your goals. Always put a round embroidery and always optimistic that goals can be achieved by learning.

In addition, Sardiman says "Motif-motif yang aktif dan berfungsinya karena adanya perangsang dari luar."²⁸ It means these motifs are active and functioning due to external stimuli. Extrinsic motivation comes from outside of the individual as rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less

²⁸ Sardiman, *op.cit.*, p. 91

time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

In conclusion, motivation plays an important role in gaining the students' success in leaning English as a foreign language. When the students have been motivated to speak in the classroom activities; they will follow the lesson intensively and they are interested to practice English fluently.

As an example of a person's learning, because it knows will test tomorrow morning in hopes of getting good grades, so it will be praised by his girlfriend, or his friends. So it is important not to learn to know something, but want to get good grades, or to get a prize. So, if viewed in terms of objective activity does not directly clings to the essence of what it does. Therefore, extrinsic motivation also can be regarded as a form of motivation in which the activity started and learned to be passed by a push from outside the absolutely not related to learning activities. It should be emphasized, does not mean that the extrinsic motivation is not good and not important. In teaching and learning activities remain important. Because students are most likely situation is dynamic, and also possibly other components in the learning process there is less attractive to students, requiring extrinsic motivation.

Based on the explanation above, motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure; they think it is important, or they feel that they are learning is morally significant. Extrinsic motivation comes into play when a student is completed to do something or act a certain way because of factors external to him or her.

There are several ways to nurture and raise children in order to perform the learning activities, such as:

1) Giving Gifts

Gift is an educational tool that is positive and its function as a repressive tool of positive educators. Gifts are also a driving tool for learning more active. Families can choose a variety of gifts with situation and adapted to specific conditions. Motivation in the form of gifts can be led to learn the spirit of learning in learning materials. A family must choose the right time, ie when the prize will be awarded to bring a positive influence on children.

2) Competence

Rival or competencies can be used as a tool to promote children's learning, both individual and group competition in order to improve learning achievement of children. It's a competitive element that is widely used in industry and commerce, but very good if used to enhance children's learning activities.

3) Punishment

Punishment is an education that is not fun, educational tool that is negative, however, can be a driving motivation tool to encourage children's learning. Children will try to get a job that falls Javanese, in order to avoid punishment. Ishom Ahmadi said, "The penalty is included repressive educational tool that aims to realize the students to do things properly and in accordance with the applicable regulations". Before the punishment awarded, or education should parents know about the stages as mentioned by Ishom Ahmadi, among others: a) Notice b) Reprimand c) Warning d) Punishment.

4) Reinforcement

According to Sadirman "A form of positive reinforcement and is a good motivation". If the kids succeed in learning activities, the family needs to give praise to the child. Positive praise can be motivated to improve performance, but the praise given to children are not excessive. Because if too frequent, then the child will become a big headache and spoiled. Therefore, praise should be given only natural to be a motivation for children.

2. Learning English

1. The definitions of learning

Learning is an active process, active here is active in mental and physical. According to Lee J. Croubach: "Learning is shown by change in behavior as result of experience," artinya: Belajar itu tampak oleh perubahan tingkah laku sebagai akibat dari pengalaman. And according to Ernest R.

Hilgard: “Learning is the process by which an activity originates or is changed through responding a situation,” Belajar adalah suatu proses yang menghasilkan suatu aktivitas atau yang mengubah suatu aktivitas dengan perantaraan tanggapan kepada satu situasi.

While Charles E. Skinner states that: “Learning is a process of progressive behavior adaptation,” bahwa belajar adalah proses penyesuaian tingkah laku kearah yang lebih maju. Then, Mc. Gooch says: “Learning is a change in performance as a result of practice.” belajar adalah perubahan pada perbuatan sebagai akibat dari latihan.²⁹

The experts of educational technology, Gagne, Briggs, and Wager state that “Process of learning is affected by internal factor and external factor. Learning process becomes with long and short range, trough students’ five sense, they will pervade materials differently.”³⁰

People always full with activities that are done intentionally or unintentionally, planned or come suddenly. Activities appear a life experience, while the life experience basicly is result of learning have been learned. Talks about learning is talking about changing of individual’s behaviour because of doing something.

In a good education system, the learning have active character that is concreted in the instructional purpose form. According to Percival and Ellington in Sudjarwo “Learning is a changes which is becomes because

²⁹Dalyono. *Psikologi Pendidikan* (Jakarta: Rineka Cipta,2009) , p. 212.

³⁰Dewi Salma Prawiradilaga. *Prinsip Desain Pembelajaran* (Jakarta: Kencana, 2008), p. 24.

there is stable correlation between stimulus that is received by organism individually with response that is done.”³¹

In Oxford dictionary, learning is gain knowledge or skill in a subject or activity, the activity is situation in which something is happening or a lot of state, “Learning relates with changes of individual behavior to a situation.”³² Actually the learning activity should be begun with preparation.³³ For instance learning purpose for what, what become introduction of learning or its qualifications, so that in learning process can be got the maximal aim.

2. Parts of learning activities

Schools is one of learning centre to develop activities. Activities are done by students in the school. Learning activities can be divided to 8 parts, they are:

- a. Visual activities included; reading, look at the picture demonstration, trial, people’s working
- b. Oral activities such as; states, formulates, asking, give a suggestion, give the opinion, hold interviews, discusses and interruption.
- c. Listening activities example; listening, conversation, music, speech.
- d. Writing activities likes; writing stories, composing, report, questionnaire, changes.
- e. Drawing activities example; drawing, making graphic, map, and diagram.
- f. Motoric activities included; doing trial, makes constructions, playing, farming, breeding

³¹ Sudjarwo. *Beberapa Aspek Pengembangan Sumber Belajar* (Jakarta: PT. Mediatatma Sarana Perkasa, 1989), p. 139-140.

³² M. Ngalim Purwanto. *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya Offset, 2004), p. 84.

³³ Harjanto. *Perencanaan Pengajaran* (Jakarta: Rineka Cipta, 2010), p. 255.

- g. Mental activities such as; perceived, remind, solving the question, analyzing, to see the correlation, take a decision
- h. Emotional activities such as; put interest, feel boring, happy, braved, quite, nervous.³⁴

With the classification of activities above, show that activities are complex and various, likes activities of visual, such as: reading, look at the picture demonstration, trial, working. Activities of oral such as: states, formulates, asking, give suggestion, give opinion, discussion. Activities of listening. Activities of writing such as: writes story, composing, report, and conclude the material. Activities of drawing likes: makes graphic, map, or diagram. Activities of motoric likes: doing trial. Activities of mental likes: perceive, remind, solve the problem, analyzes and take decision, while the activities of emotional included: put the interest, and braved, quiet, nervous.

To get the purpose is affected with situation. The situation give chance of learning for individual. The situation determines the learning attitude. This following is stated examples of learning activities in some situation.

a. Listening

In process of teaching-learning the teacher talk about material, students listen to the teacher. If their listening aren't motivated with a needs, motivation, and the purpose, so their work is useless.

b. looking at

Every stimulus of visual give the chance for individual to learn. In daily life lot of cases that we can see, but not all of our views is said as learning.

c. Feeling

Feeling is sensory activity likes on the listening and looking at. To feel is a situation that give chance for individual to learn. Feeling activity is said with learning, if the activities are motivated with need, motivation to achieve the purpose by using attitude to get the behavior changing.

³⁴ Dalyono. *Op.cit.*, p. 219-225.

d. Make conclusion

Make conclusions help students to remind or to look for material in the book.

e. Observe the tables, diagrams and drafts

We always find the tables diagrams or drafts in the book, to help our understanding about something.

f. Compose the paper

To make paper, firstly, formulate the topic. Students can determine the relevant material from the formulation of topic, then we collect materials that will be written into the paper by noting on the notebook or cards. The good paper needs a good planning by collecting ideas that support of relevant sources.

g. Remind

Remind is based on the needs and conscious to attain the learning purpose. Reminds relates with other learning activities.

h. Think

Thinking is called as activities of learning, with the thinking, the people get new invention, and know about relations of something.

i. Drill

Drill is included as activity of learning. In drilling, there is a interaction between subjects and environment. The result of drill is a experiences that changes self-subject and the environment.³⁵

Most of activities is said as doing learning, likes: get repertory of new words, memorize the poem, memorize songs, and etc. there are some of activities classified as action of learning, likes; to get social attitude (example prejudice), hobby, the choosing and etc.³⁶

Student's learning activities is on the corridor of learning activity in the class. The learning activities concerns with teaching that is done by teacher in teaching – learning process, are; Student's activities on stage of instructional, when the teacher presents material, and the end of instructional.

Pada kegiatan tahap pembukaan pembelajaran, siswa merespon dan menjawab pertanyaan-pertanyaan yang diajukan guru, Memusatkan

³⁵ *Ibid.*, p. 219-225.

³⁶ Sumadi Suryabrata. *Psikologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 230.

perhatian kepada pelajaran. Dalam hal ini guru juga harus mengemukakan kegiatan-kegiatan yang menarik di permulaan pembelajaran, selain itu berkonsentrasi dalam mendengarkan penjelasan guru tentang tujuan pembelajaran.³⁷

(On the stage of opening –instructional activities, students responses and answers the question which is proposed by teacher. Focused attention to the lesson, here, the teacher must states activities that extracts in beginning instructional. Besides that, constricted on listening teacher’s explanation about the instructional purpose).

Dalam fase kegiatan inti termasuk, menjawab, merespon serta menanggapi pertanyaan-pertanyaan guru, aktif mengerjakan tugas/latihan yang diberikan guru baik dalam bentuk inquiry, problem solving, dan mengulang membaca pelajaran, konsentrasi dan penuh perhatian dalam mengikuti penyampaian materi pelajaran oleh guru dari awal sampai akhir pelajaran, rajin mencatat pelajaran yang diberikan guru.³⁸

(In face of core activities, included; to answer, response and perceived the teacher’s question, active to do the task/practices that is given by teacher, either on inquiry form, problem solving, and reviews to read the lesson, concentration and full attention in following the delivery of material by teacher from the beginning until the end lesson, diligent to note lesson that is given by teacher).

Di akhir pelajaran, yaitu turut berperan serta secara aktif dalam membuat rumusan pelajaran bersama-sama dengan guru. Disamping itu, penuh perhatian mendengarkan pembacaan kesimpulan pelajaran oleh guru dan selalu mencatat kesimpulan yang dituliskan guru di papan tulis atau didiktekan.³⁹

³⁷ *Ibid*, p. 233

³⁸ Syafruddin Nurdin. *Model Pembelajaran Yang Memperhatikan Keragaman Individu Siswa* (Jakarta: PT Ciputat Press, 2005), p. 182-183.

³⁹ *Ibid*, p. 182-183.

(In the end lesson, to have a role to make formulation of lesson that is written or dictated by teacher in the blackboard. actively with the teacher together. Besides that, full attention on listening the conclusion of material that is read by teacher, and always notes conclusion).

The factors affect learning process (a) factor intelligent (b) factor learning (c) factor attitude (d) factor physic (e) factor emotional and social (f) factor environment (g) factor teacher.⁴⁰

Instructional activity is not only done in the classroom. Sometimes the students are invited to outdoor class to know the environment in around school. Outdoor activities can enrich repertory vocabularies of student, because there are some cases aren't taught in the class. Except that, by grouped, students can interacted with other group. Before students are invited to outdoor, the teacher must give directive, what should be done by students. This activities is a strategy to make "learning community", where the student communicate and discuss, and learn to look the information .⁴¹

The expertise in increasing the activities of student doesn't release from competence of teacher. The competences included:

Melalui menguasai bahan, mengelola program belajar mengajar, mengelola kelas, menggunakan media/sumber, mwnguasai landasan kependidikan, mengelola interaksi belajar mengajar, menilai prestasi siswa untuk kepentingan pengajaran, mengenal fungsi dan pelayanan bimbingan dan penyuluhan, mengenal dan menyelenggarakan

⁴⁰ E.P. Hutabarat. *Cara Belajar* (Jakarta: PT Gunung Mulia, 1995), p. 18.

⁴¹ Kasihani K. E. Suyanto. *English For Young Learners* (Jakarta : PT Bumi Aksara, 2008), p. 97.

administrasi sekolah serta memahami prinsip-prinsip dan hasil penelitian pendidikan guna keperluan pengajaran.⁴²

(With mastered materials, manage program learning-teaching, organize the classroom, using media or sources, mastered the basic of education, organizing interacting of teaching-learning, valuated student's achievement for using of instruction, knows the function and servicing guidance, then illumination, knows and implement administration of school, then understanding the principles and result education research uses for the instruction need).

Teacher assigns to prepare materials, but to manage and dissolve are students, appropriately with their talent. the ability and the background knowledge have process to make student should be active, like in a allegory, to teach a student for getting fish, don't give the fish but you just give him the tonsillitis. Actually, this allegory have a meaning in teaching- learning, because of the student must be active, included; how the strategies should be assailed to get knowledge and value, the teacher just give mold or tool (likes: tonsillitis), this all show us that to be active and dominate activities is student, this is appropriately with the student's reality as human have potential develops optimally if their condition supporting. So, important for the teacher to prepare conducive situations.

⁴² E.P. Hutabarat, *op.cit*, p. 18.

B. Review of Related Findings

There were some findings related to this research. First, Harold F. O'neil JR⁴³, in his research, he investigated that 1) It is not known whether educational interventions by themselves can make a substantial dent in the problem of the at-risk student, 2) it is clear that the typical at-risk student suffers from major learning and motivational problems, 3) It is also clear that, given the severity of the students' problem, for any educational intervention to have major effects it must be carefully designed, highly systematic and creative, and provide extensive services.

Second, Dewi Maarifah⁴⁴, in her research, she investigated "Influence of Motivation and Cultural Organizations Working on The Performance of Social Workers in Social Service Units Implementing Technical East Java Province". She found that 1) Work motivation and organizational culture are together (simultaneously) significantly influence the performance of social workers, 2) The most dominant variable affecting the performance of social workers is the organizational culture data showed a positive (same direction) between the organizational culture with the social worker's performance, 3) Despite the significant of the influence work motivation and organizational culture either partially or jointly against the social worker's performance, but suspected there were other variables that will determine the achievement of social performance.

⁴³ www.google.com/Harold F. O'neil/html. Accessed on March 3, 2012

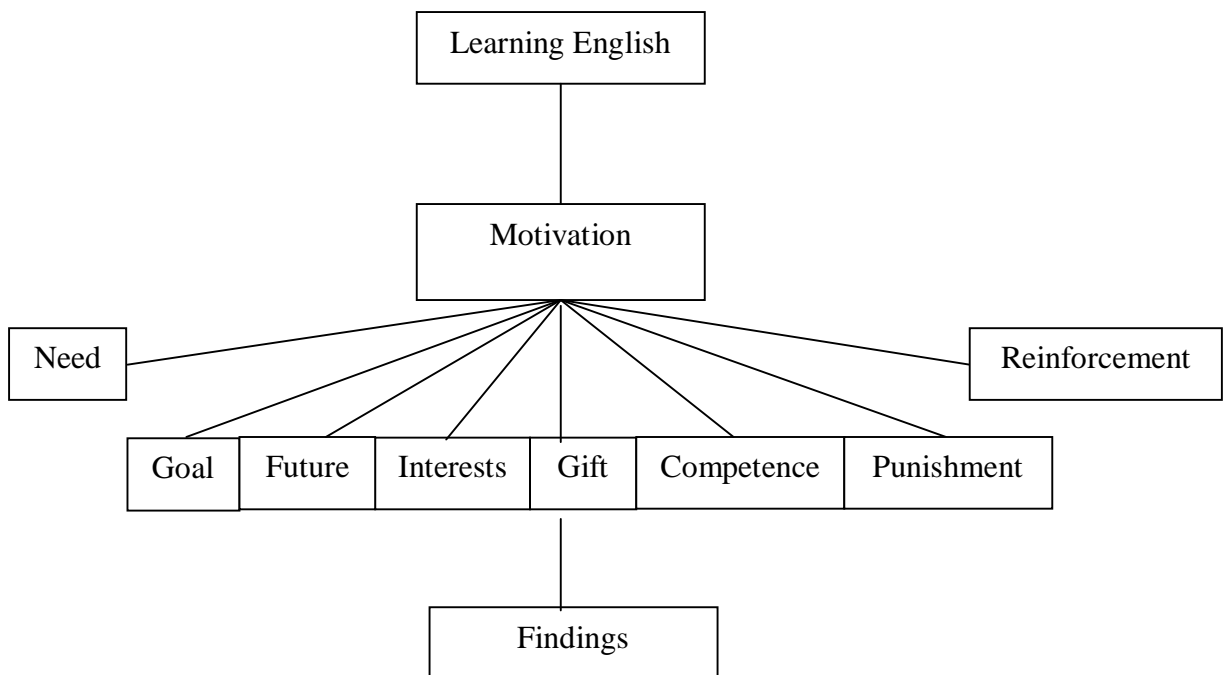
⁴⁴ www.google.com/Dewi Maarifah /html. Accessed on March 3, 2012

From the above findings, the researcher was interested in the analyses of students' motivation in learning English at grade X MAN Hutagodang-Langga Payung-Labuhan Batu Selatan.

C. Conceptual Framework

Due to the theories above, motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes succeed in the future. A motivated person can be reaching for-term goal such as a professional writer or a more short term goal like leaning how particular word. The research framework can be conceptualized as below:

Figure 1. Conceptual framework of the research.



CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

The research was conducted in Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan. The writer chooses this school because the writer is interested in doing the research about the analysis of students' motivation at grade X Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

The process of the research was done from July 2011 to February 2012.

B. Research Design

This research was descriptive. Gay and Airasian¹ explained that "Descriptive study determines and describes the things are". Robson² stated that research designs are concerned with turning the research question into a testing project. The best design depends on your research questions. Every design has its positive and negative sides. The research design has been considered as a "blueprint" for research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results. They also stated that descriptive study is useful for investigating a variety of educational problems and issues in addition, descriptive studies mainly concern

¹ Gay, LR and P. Airasian. 2000. *Educational Research: Competencies for Analysis and Application*. New Jersey: Printice Hall, Inc. 210

²Robson, C. 1993. *Real-world reseuch: A resource for Social Scientists and Practitioner or Researchers*. Malden: Blackwell Publishing

with the assessment of attitudes, opinions, preferences, demographics, practices, and procedures.

From their explanation, it is known that descriptive educational research will study about the variety of educational problems and issues which concerned with the assessment of attitudes, opinions, and practices of education. They also explain that in descriptive research the researcher makes an interpretation of the data that includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally or theoretically therefore, in this research the researcher tries to describe the data about the analyses of students motivation in learning English at grade X Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

C. Sources of the Data

1. The Primary Source of Data

Primary sources are the main sources that form the basis for other studies. This source is usually the first formal presentation of research results in the literature printed or electronic (eg, the first publication of the results of scientific research is a primary source). These sources provide the information in the original form, not in-interpretation or summarized or evaluated by other authors. This source is the source of the relevant time period (eg: something that is written at a time close to the time of the incident may well as primary

sources). Primary sources present original thinking, report the discovery, or share new information.

So, the source of the primary data was 0.9% from 90 students. It was about 10 students at the grade X students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan.

2. The Secondary Source of Data

The secondary source of the data means to describe, interpret, analyze and evaluate primary sources. Comment (review) and discuss the evidence from primary sources. Is the work within one or more steps of the events or information that a reference, because it was written after the incident, and after a lot of things revealed and can be learned. So, the secondary sources of data get from the principal, teachers, and administrative officer.

D. Instrument

To obtain the necessary data in this study, it is used the following instruments:

1. Observation

Observation can be interpreted as the experience and the systematic recording of the symptoms that appear on the object of research. Observation is also a data collection instrument used to observe the behavior of individuals or the occurrence of an activity that can be observed in a real situation where observation is used to see exactly how the students' motivation to learn English at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu.

2. Interviews

Interview data collection instrument was used to collect information from individuals by asking some questions to be answered orally. In this case addressed to the students, principal, a teacher, administrative board as a representative to support the data.

E. Techniques of Data Analysis

Data analysis in qualitative research involve summarizing data in dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undeniability. It critical steps in the research process that require the researcher both to know and to understand the data. Gay, LR and P. Airasian³ say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classfying research data.

The data were analyzed by using the techniques suggested by Gay, LR and P. Airasian⁴

1. Reading/memoing

In first step in analysis is to read and write memos about all field notes, transcripts, and observer comments to get an initial sense of the data. Krathwohl in Gay, L.R and P. Airasian wisely pointed out that “The first time you sit down to read your data is the only time you come to that particular set fresh.” In the

³ Gay, LR and P. Airasian. *Op.cit.*, p. 449

⁴ *Ibid*, p. 449

margins or underline sections or issues that seem important to thoughts and sense of the data.

2. Describing

The next step, describing, involves developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aims of this step is to provide a narrative picture of the setting and events that take place in it so you will have an understanding of the context in which the study is taking place. So, descriptions should make note of how interactions and social relations among the participants may have changed during the course of the study.

3. Classifying

Qualitative data analysis is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form. Qualitative data are typically broken down through the process of classifying or coding; the pieces of data are then categorized. A category is a classification of ideas or concepts; categorization, then, is grouping the data into themes.

4. Interpreting

The researcher interpreted the data about the grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang-Langga Payung-Labuhan Batu Selatan.

CHAPTER IV
THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

The research was conducted at grade X of Madrasah Aliyah Negeri (MAN) Hutagodang Langgapayung Labuhanbatu Selatan. This school was built in 2000. The first Headmaster was Mr. Donni Sipahutar, S.Pd the recent Headmaster of this school, Drs. Mugan Harahap. He said that there are facilities of Madrasah Aliyah Negeri (MAN) Hutagodang Langgapayung Labuhanbatu Selatan as drawn on the table bellow:

Table 1
Infrastructures of Madrasah Aliyah Negeri (MAN)
Hutagodang Langgapayung Labuhanbatu Selatan

No	Infrastructures		
	Object	Number	Info
1	Class	8	Old
2	Office Room	1	Old
3	Headmaster Room	1	Old
4	Administration Room	1	Old
5	Laboratory	3	Old
6	Computer Room	1	Old
7	Sport Room	1	Old
8	Toilet	4	Old
9	Mushollah	1	Old
10	Canteen	1	Old
11	Meeting Hall	1	Old
12	UKS Room	1	Old
13	Library	1	Old

Table 2
Students Number of Madrasah Aliyah Negeri (MAN)
Hutagodang Langgapayung Labuhanbatu Selatan

No	Grade	Male	Female	Total
1	X	30	60	90
2	XI	20	50	70
3	XII	20	40	60
Total		70	150	220

There are two hundred and twenty students of Madrasah Aliyah Negeri (MAN) Hutagodang Labuhanbatu Selatan in 2012. Ninety students for X Grade and they are in three classes, seventy students for XI Grade and they are in three classes, sixty students for XII Grade and they are two classes.

They are three English teacher for Grade X of Madrasah Aliyah Negeri (MAN) Hutagodang Langgapayung Labuhanbatu Selatan as described on the table below:

Table 3
The English teacher of Madrasah Aliyah Negeri (MAN) Hutagodang
Langgapayung Labuhanbatu Selatan

No	Nama	Agama	Guru Mata Pelajaran
1	Purnama Sari, S.Pd	Islam	Bahasa Inggris
2	Imelda S. Pd	Islam	IPA
3	Syarifuddin S.Pd	Islam	Bahasa Inggris
4	Dra. Lisbet Sibarani	Islam	Matematika
5	Hakamuddin Harahap, BA	Islam	Staff Administrasi
6	Hafsah Lubis	Islam	PKn

7	Dra. Siti Aisyah Burhan	Islam	Agama Islam
8	Nurlela Siahaan	Islam	B. Indonesia
9	Asran Daulay, BA	Islam	BK
10	Robert Aritonang	Islam	B. Inggris
11	Lismalia Lubis, BA	Islam	B. Indonesia
12	Mahyudin, S.Pd., M.Hum	Islam	B. Inggris
13	Immanisa	Islam	Kesenian
14	Lamria Sihombing	Islam	BK
15	Eslia Gorat	Islam	IPS
16	Lasmarolan	Islam	B. Inggris
17	Hasanuddin Pane	Islam	PKn
18	Nurlina, S.Pd	Islam	B. Inggris
19	Nurmala Harahap	Islam	Agama Islam
20	Benny Safri Siregar	Islam	IPS

There are three departements for Madrasah Aliyah Negeri (MAN) Hutagodang

Langga Payung Labuhan Selatan as follows:

1. Natural science departement (IPA)
2. Social science departement (IPS)
3. Religion departement (Department Agama)
 - a. Vision of Madrasah Aliyah Negeri (MAN) Hutagodang

The vision for Madrasah Aliyah Negeri (MAN) Hutagodang

Langga Payung Labuhanbatu Selatan as follow:

Menuju peserta didik yang unggul, islami dan populis

(to be the best students, islamic, and popular)

b. The mission Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan

The mission for Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan as follow:

- 1) Menyelenggarakan pendidikan yang unggul yang dirancang untuk menyelenggarakan proses pembelajaran yang berorientasi pada mutu kelulusan baik secara keilmuan maupun moral dan sosial. (a superior education that is designed to organize the learning process-oriented quality of good quality graduates in science, moral and social)
- 2) Meningkatkan pencapaian prestasi akademik maupun non akademik. (Improving academic and non academic achievement)
- 3) Membentuk peserta didik yang berakhlak dan berbudi pekerti luhur. (learners who moral and noble character)
- 4) Mengoptimalkan penghayatan peserta didik terhadap nilai-nilai keislaman untuk menjadikan sumber kearifan bertindak. (Optimize the learner appreciation of islamic values to make the source of wisdom to act).
- 5) Meningkatkan kemampuan siswa sebagai anggota masyarakat dalam mengadakan hubungan sosial, budaya dan alam sekitarnya yang dijiwai dengan nilai-nilai islam. (Improve the ability of student as

members of the public in the conduct of social relation of cultural and natural surrounding imbued with islamic values).

- 6) Meningkatkan prestasi dibidang pengembangan diri dan ekstrakuler. (Improve achievement in the field of floating away and extracurricular).

2. Specific Findings

Motivation to learn English at the Madrasah Aliyah Negeri (MAN) Hutagodang Langgapayung Labuhanbatu can be viewed in full and will be described in a systematic effort after collecting data from interviews with students, principals, teachers and administrative staff. The description is as follows:

- 1) The grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan.

Students in Madrasah Aliyah Negeri (MAN) Hutagodang highly motivated to learn English. This is due to the observation and interviews as follows:

- a. The students interact each other by using English in the classroom.

The researcher looked at the students to use English when interacting in the classroom. The students are trying to convey ideas or wishes to friends and teachers by using English. They don't feel shy and hesitant in using it. All brand needs to say in English as to consent to the bathroom, like to ask, ask again explained, borrow, and so on. Questions, license or statement

delivered with the English language. No matter they are only able to say, for example, "I go to the toilet" to asked permission to go to the bathroom.

b. English teachers used English in interaction each other.

English teachers used English when they interact with their fellow English teachers. In the office of teacher, school canteens and in particular in the classroom, they were talking with each other using English. the teacher should always maintain the ability to converse in English in order to maintain fluency. This is necessary because it can motivate students to be able to speak English fluently.

c. Holding English Speech Contest

In order to encourage students to learn English as an international language of instruction in the era of globalization, Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan organizes English speech contest. The competition was held for students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan from class X to class XII. Students are trying to learn English to be able to express their ideas in the form of speech.

d. English language is a part of life

Humans cannot be separated from language. Evident from its use for everyday conversation, there is certainly making the role of language can communicate with each other, each point across. Not only in oral form, of course, the language also used in writing. One person's opinion would be more recognition when it was "written" so that others who read will know

what to say of a writer. Basically all human activity will be very closely related languages. Whether just chatting with friends or in formal activities such as school, college and even in work. It means that English language is a part of life today.¹

e. English is the international language.

In order to communicate with people of different cultural backgrounds and nationalities, English has become the main option that is often used in communication. Examples are easily seen in the world of tourism. If you want to travel to other countries, English is the language most standards to be under our control. In international community must use the English language to communicate each other.²

f. Technology used English language

English is the language most widely used and spoken in the world of technology. We need to know English to learn the science of computer languages. If we do not know English, we would be hard to understand the use of technology that we use. Today we cannot deny the importance of English in our lives; one of them is the internet.³

¹ Adi Syaputra Harahap, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

² Ahmad Badawi, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

³ Heri Paradista, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

g. Information

Information in the world is mostly published in English. For the authors, to gain broad market, they published a book in English. As with magazines, newspapers, broadcast television and the Internet, mostly using English. If there is any writing or books that use non-English language, would be directly translated into English.⁴

h. English teachers motivated the students

English teacher at Madrasah Aliyah Negeri (MAN) Hutagodang often motivates students to learn English. It is considered necessary for mastering English is the key to success in life at this time. Where in communication, trade, education in the majority of the international use of English. Technology tools and communication using the English language is one of the world net.⁵

- 2) The factors affected the grade X students' motivation in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan.

In learning English, there are many factors cannot be separated because the factors influenced the students' marks. Here, the researcher explained the factors influenced the motivation of the students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan. It was found out that the factors are as follows:

⁴ Rizki Rahmadani, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

⁵ Purnama Sari, S.Pd., *An English Teacher*, the Interview had done in March 3, 2012

a. Environment

Environment is greatly affected learning English. This is based on a number of writings of the English language both in the classroom and outside the classroom. Objects that exist in the classroom are labeled with the English language as well as objects that exist outside the classroom. Students read the text there is to know the English language objects.⁶

b. Facility

Facility can be defined as a place, tools, or materials that are used to achieve the goal. English language learning facility of choice for students such as language laboratories, dictionary, English-language pictures. The students used language laboratories for improving their English.⁷

c. The role of the parent

Parents as first and foremost the environment in which children interact as the oldest educational institution, that is where the beginning of a process of education. So that parents act as educators for their children. Family environment is also said to be the most important environment, because most of the lives of children in the family, so the education of children is the most widely accepted in the family. Parents role can be realized by adding private tutoring English at home. They control their children in

⁶ Rahmad Wahyudi, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

⁷ Juliana, *The student of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

learning English. They told to the researcher that parents played an important role to motivate them in their learning English.⁸

d. Techniques

The techniques used by the teachers are various. Cause of various teaching techniques so that students do not feel tired and keen to keep abreast of English language lessons. Teachers use communicative techniques so that students participate in learning. It was found that the various techniques used by teacher made the students motivated to follow the class of English.⁹

B. The Discussion

The findings that had gathered from the result of interview and observation known that the students' motivation to learn English in Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan was good with the students understood that they needed English for their life in the future.

The factors can influence the motivation of the students in learning English at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan contains many factors as environment (there are many words in English surrounding the school), facility (the school provided the language laboratories), techniques used by the teachers of English language are various, and the role of

⁸ Junita Kusuma and Nurhajjah, *The students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan*, The Interview had done in June 6, 2012

⁹ Lasma Rolan, *An English Teacher*, the Interview had done in June 6, 2012

the parent also helps the students to learn English by providing English language private at the house.

C. The Limitation of the Research

The study produced a simple paper in the form of thesis with various limitations. The author faced limitations in carrying out the study and the completion of this thesis are:

1. Researchers cannot ascertain the level of honesty and seriousness of the respondents in filling in the questionnaire answers provided.
2. Limitations of knowledge, insight and the existing literature on a particular author relating to the issue discussed is also one of the obstacles in the completion of this thesis.
3. Limited funding and time is also an obstacle in the completion of this thesis.

The limitations mentioned above to give effect to the implementation and completion of this thesis, which in turn also affect the results obtained in research. But with all the effort and hard work of the author plus with the help of all the authors tried to minimize the barriers faced by these limitations because of factors that can result in this paper although in a simple form.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result got in the chapter IV before, it can be concluded that the research has the result as follows:

1. The findings that had gathered from the result of interview and observation known that the students' motivation to learn English in Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan was good with the students understood that they needed English for their life in the future.
2. There are many factors influenced the motivation of the students of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan, they are the environment, facilities, the role of the parent, the techniques used in teaching by the teachers.

B. Suggestion

Based on the conclusion above, the writer wants to give some suggestion as follows:

1. The students of English Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan should have to do practice in English as much with their classmate or may be with their English teacher.

2. For the teacher to increase their capability, credibility and professionalism in teaching English. They are model, motivator and advisor for students so that it can motivate students to learn English for their future.
3. To the Headmaster of Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan to repair the curriculum of English subject to be better.
4. The writer hopes that this script can help people who are interested in this field in order to solve problems.
5. For other researcher, as the source of research to be conducted in the future as about the motivation of students at Madrasah Aliyah Negeri (MAN) Hutagodang Langga Payung Labuhanbatu Selatan.

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CURRICULUM VITAE

A. Identity

Name : Siti Hajar Harahap
Reg. No : 07 340 0067
Place and Birthday : Huta Godang, 12 Juli 1989
Sex : Female
Religion : Islam
Adress : Huta Godang (Labuhan Batu Selatan)

B. Parents

1. Father's name : H. Pardomuan Harahap
2. Mother's name : Hj. Mardiah Siagian

C. Brothers

Brother's name : Asrul Munandar Harahap

D. Sister

Sister's name : Suhanni Rupaída Harahap

E. Little Brothers

Little brother's name : Parnando Ardiansyah Harahap
Ismail Marzuki Harahap
Muhammad Ya Habibi

F. Education Background

1. Graduated from Elementary School in SD Negri 112247 Hutagodang Kab. Labuhanbatu from 1994-2000
2. Graduated from Junior High School in Islamic Bording School of Dar Al-Ma'arif Basilam Baru Kotapinang from 2000-2004
3. Graduated from Senior High School in Islamic Bording School of Dar Al-Ma'arif Basilam Baru Kotapinang from 2004-2007
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidimpuan

Appendix 1

THE FORM OF OBSERVATION SHEET

**INFRASTRUCTURES OF MAN HUTAGODANG
LANGGAPAYUNG
LABUHAN BATU SELATAN**

No	Object	Number	Info
1	Class		
2	Office Room		
3	Headmaster Room		
4	Administration Room		
5	Laboratory		
6	Computer Room		
7	Sport Room		
8	Toilet		
9	Mushollah		
10	Canteen		
11	Meeting Hall		
12	UKS Room		
13	Library		

**THE INTERVIEW SHEET OF
GRADE X STUDENTS OF MADRASAH ALIYAH NEGERI (MAN)
HUTAGODANG LANGGA-PAYUNG LABUHAN BATU SELATAN**

The Lists of Interview Guide :

a. For Students

1. Apakah Adik termotivasi dalam belajar bahasa Inggris?
2. Dalam sehari, berapa jam Adik belajar bahasa Inggris?
3. Apakah Adik tekun mengerjakan tugas bahasa Inggris?
4. Apakah tugas bahasa Inggris dikerjakan lebih dulu daripada pelajaran lain?
5. Apakah bahasa Inggris itu penting bagi Adik? Mengapa?
6. Faktor-faktor apa saja yang memotivasi Adik dalam belajar bahasa Inggris?

b. For Teachers

1. Apakah ibu sering memotivasi siswa?
2. Apakah siswa ibu termotivasi dalam belajar bahasa Inggris?
3. Apakah siswa ibu mengerjakan tugas dengan tekun?
4. Bagaimana ibu memotivasi siswa dalam belajar bahasa Inggris?
5. Menurut ibu, apa sajakah faktor yang mempengaruhi motivasi siswa belajar bahasa Inggris ?

c. For Headmaster and Staff of Administration



**SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN
JURUSAN TARBIYAH**

Alamat Jln.Imam Bonjol Km. 4, 5 Telp.(0634)22080 Fax.24022 Sihitang Padangsidimpuan 22733

Nomor : Sti. 14/USB/P..../2010
Lamp : _____
Padangsidimpuan, Januari 2011

Hal : Pembimbing Skripsi
Kepada
Yth: 1. Zulhimma,S.Ag. M.Pd
2. Zainuddin, Ss.M.Hum
di-
Padangsidimpuan

Assalamu`alaikum Wr.Wb
Dengan Hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil siding Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut:

Nama/Nim : SITI HAJAR HARAHAHAP/07.340.0067
Jurusan/Prog.Studi : Tarbiyah/TBI-2
Judul Skripsi : **THE ANALYSIS OF GRADE X STUDENTS' MOTIVATION IN LEARNING ENGLISH AT (MAN) HUTAGODANG LANGGAPAYUNG LABUHAN BATU SELATAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerja sama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu`alaikum Wr.Wb

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/ TIDAK BERSEDIA
PEMBIMBING I

BERSEDIA / TIDAK BERSEDIA
PEMBIMBING II



**KEMENTERIAN AGAMA
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website:<http://stainpsp.ac.id>

Padangsidimpunan, 9 Pebruari 2012

Nomor :Sti.14/II.B4/PP.00.9/260 /2012

Lamp. : -

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth,
Kepala MAN Huta Godang
di-

Langga Payung

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpunan menerangkan bahwa :

Nama : Siti Hajar Harahap
Nomor Induk Mahasiswa : 07. 340 0067
Jurusan/Prog.Studi : Tarbiyah/TBI
Alamat : Padang Matinggi

adalah benar Mahasiswa STAIN Padangsidimpunan yang sedang menyelesaikan Skripsi
dengan Judul **"The Analysis Of Grade X Students' Motivation In Learning English
At MAN Huta Godang Langga Payung"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Drs. H. Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004



KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI (MAN)
HUTA GODANG

Alamat : Desa Huta Godang Kecamatan Sungai Kanan
Kabupaten Labuhanbatu Selatan Kode Pos. 21465

SURAT KETERANGAN
Nomor : Ma.02.38/PP.00.6/069/2012

Yang bertanda tangan di bawah ini :

Nama : **Drs.Mugan Harahap**
NIP : 19541231 197711 1 005
Pekerjaan : Kepala MAN Hutagodang
Alamat : Desa Hutagodang

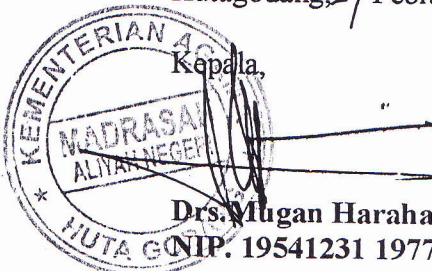
Berdasarkan surat saudara Nomor Sti.14/II.B.4/PP.009/260/2012/ Tanggal 9 Pebruari 2012 Prihal mohon bantuan Informasi Penyelesaian Skiripsi :

Nama : **Siti Hajar Harahap**
NIM : 07.3400067
Jurusan/Prog.Studi : **Tarbiyah/TBI**
Alamat : Padang Tinggi

Bersama ini kami sampaikan,bahwa yang namanya tersebut diatas benar telah melaksanakan Riset pada MAN Hutagodang untuk memperoleh data dan Informasi penyelesaian skiripsinya

Demikian kami sampaikan ,mudah-mudahan dapat dipergunakan seperlunya.

Hutagodang, 29 Pebruari 2012

Kepala,

Drs. Mugan Harahap
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