



**A BRIEF STUDY OF STUDENTS' INTEREST AND  
MOTIVATION IN CHOOSING ENGLISH EDUCATION  
STUDY PROGRAM AT STAIN PADANGSIDIMPUAN  
(The Second Semester of 2010/2011 Academic Year)**

**A THESIS**

*Submitted to the English Program of State College for Islamic Studies (STAIN)  
Padangsidimpuan in Partial Fulfillment of the Requirement for the Degree  
of Islamic Scholar Educational in English Program (S.Pd.I)*

**BY:**

**DEBBI PANE**  
Reg. No. 07 340 0077

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN  
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**BY:**

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**ENGLISH EDUCATION STUDY PROGRAM**

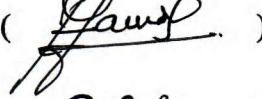





**TARBIYAH DEPARTMENT  
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2012**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

**DEWAN PENGUJI  
UJIAN MUNAQASYAH SARJANA**

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Judul : **A BRIEF STUDY OF STUDENTS' INTEREST AND  
MOTIVATION IN CHOOSING ENGLISH EDUCATION  
STUDY PROGRAM AT STAIN PADANGSIDIMPUAN  
(The Second Semester of 2010/2011 Academic Year)**

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Diuji di Padangsidimpuan pada tanggal 31 Januari 2012  
Pukul: 09.00 s.d 12.00 WIB  
Hasil/Nilai: 80,37 ( A )  
Indeks Prestasi Kumulatif (IPK): 3,51  
Predikat: Cum Laude



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

## **PENGESAHAN**

**Judul Skripsi : A BRIEF STUDY OF STUDENTS' INTEREST AND  
MOTIVATION IN CHOOSING ENGLISH EDUCATION  
STUDY PROGRAM AT STAIN PADANGSIDIMPUAN  
(The Second Semester of 2010/2011 Academic Year)**

**Ditulis oleh : DEBBI PANE**

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Telah dapat diterima sebagai salah satu syarat memperoleh gelar  
**Sarjana Pendidikan Islam (S. Pd. I)**

Padangsidimpuan, 31 Januari 2012

Ketua/ Ketua Senat



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Padangsidimpuan, 24 Januari 2011

Lamp : 5 (Lima) exemplar

Kepada Yth,

Bapak Ketua STAIN Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Debbi Pane yang berjudul: A Brief Study of Students' Interest and Motivation in Choosing English Education Study Program at Stain Padangsidimpuan (The Second Semester of 2010/2011 Academic Year). Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

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

*Wassalamu 'alaikum Wr. Wb.*

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**DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

Name : Debbi Pane  
Registration Number : 07 340 0077  
Department/ Study Program : TARBIYAH/ TBI- 3  
The Title of Thesis : **A Brief Study of Students' Interest and Motivation in Choosing English Education Study Program at STAIN Padangsidimpuan (The Second Semester of 2010/ 2011 Academic Year)**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there is a devition and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 24 Januari 2012

Declaration maker,



**DEBBI PANE**

Reg. No. 07 340 0077

**SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI**

Saya yang bertanda tangan di bawah ini:

Nama : DEBBI PANE  
NIM : 07 340 0077  
Jurusan/Program Studi : TARBIYAH / TBI-3  
Judul Skripsi : **A Brief Study of Students' Interest and Motivation in  
Choosing English Education Study Program at Stain  
Padangsidimpuan (The Second Semester Of 2010/2011  
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Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidimpuan, 24 Januari 2012

Saya yang menyatakan,



**DEBBI PANE**  
NIM. 07 340 0077



## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, He was the Most Gracious and Most Merciful. First researcher would like to thank to Allah SWT who has given me the chances in finishing my thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, the researcher faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore researcher would like to thank:

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5. My beloved sister Sutriani Pane and my brothers Najamuddin Pane and Sorimuda Pane who have motivated me and supported me to finish my thesis and for all families who cared me.

6. Especially my beloved parent, who have given me support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.

Last but not least, researcher just wants to say thank you very much for their helping, Allah bless them and researcher hope this thesis useful for all.

Padangsidimpuan, Januari 24<sup>th</sup> 2012

Researcher,

A handwritten signature in black ink, appearing to read 'DMP', with a long horizontal line extending to the right.

**DEBBI PANE**  
Reg. No. 07 340 0077

Name : Debbi Pane  
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Department/ Study Program : Tarbiyah/ Tadris Bahasa Inggris - 3  
Title of Thesis : **A Brief Study of Students' Interest and Motivation  
in Choosing English Education Study Program at  
Stain Padangsidimpuan.**  
Year : 2011 – 2012

### **ABSTRACT**

This research is backgrounded by English Education Study Program as a new program at STAIN Padangsidimpuan. Enthusiast of the students on this program was very high. STAIN Padangsidimpuan open the English Education Study Program in 2007/2008 Academic Years. Based on pre-observation of researcher, the populations of students in English Education Study Program increase every year. The students who choose English Education Study Program come from various schools. They graduated from Senior High School (SMU), Vocational High School (SMK), State Boarding School (MAN), Private Boarding School (MAS) and Boarding School (Pesantren). Until 2010 /2011 Academic Years the students in English Education Study Program, it is about 318 students.

Based on focus of the problem this research, the aims of this research were to know the students' interest and motivation in choosing English Education Study Program at STAIN Padangsidimpuan and to know the reasons of the students in choosing English Education Study Program at STAIN Padangsidimpuan.

The method that used in this research was conducted through descriptive analysis with qualitative research that described the data has been obtained, it aimed to systematically and accurately describe the facts and the characteristics of a particular population. Data collection is done with interview and document. Data analytical is done with data editing, data reduction, interpret data and take conclusion.

With research a brief study of students' interest and motivation in choosing English Education Study Program at STAIN Padangsidimpuan, the students' reasons in choosing English Education Study Program, the students' interest and motivation in choosing English Education Study Program, can be concluded that the students' interest and motivation in choosing English Education Study Program was dominate came from their self. From 30 informants, 29 persons (96.66%) have intrinsic interest and 1 person (3.33%) has extrinsic interest. Then, the students' motivation in choosing English Education Study Program consist of intrinsic motivation and extrinsic motivation. From 30 informants, 28 persons (93.33%) have intrinsic motivation and 2 persons (6.66%) have extrinsic motivation.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

There were many students choose their program without thinking whether it was suitable or not to their talent and interest. They chose a program because forcible by their parents, follow their friends so that when they study, they have not known their program. They also view, choose a program that was easy, easy in and easy to pass.

Actually, choose a program was not an easy matter. Error in choosing a program, has a significant impacts on students life in the future. This error affects in students psychology problem, students academic problem, and students relational problem. According to psychology, students felt unhappy to study the lessons that disagree with interest, talent, and their ability. They studied feelingly forced, sad, peevish, and angry so that lesson is digested by brain difficultly and their study motivation even retarded.

From academic aspect, students face problem, such as students accomplishment was not optimum, students repeat many lessons, students difficulty in realize lesson matter, and students could not self-supporting in study. Besides, students' presence level also influenced. If students more often do not enter to study, students more difficulties realize lesson matter. Finally, students index value low.

In relational problem, the students did not feel pleasant and unconvinced self. They felt low confidence and felt inferior that they thought that they are stupid compared with other friends. Students could also watch over distance from their other friends, students withdraw from association, because students afraid their friends know their deficit.

The program that chosen best as according to students' ability and students' interest concerned. If students choose a program as according to their ability and their interest, so they could survive in face of difficulties during study, but if they did not have ability and interest in program that they choose, it could influence their motivation and accomplishment study of students. In other hand, before choosing a program at college, the students would have extensive information detail, from the vision and mission, the education system and curriculum up to date, the practice field, lecturers, university, community, social, campus activities, cost, alternative work profession, the status of accreditation, and quality of alumni.

English Education Study Program was a new program at STAIN Padangsidimpuan. Enthusiasts of the students on this program was very high. STAIN Padangsidimpuan opened the English Education Study Program in 2007/2008 academic year. Based on pre-observation of researcher, the populations of students in English Education Study Program increased every year. The students who choose English Education Study Program come from various schools. They graduated from Senior High School (SMU), Vocational High

School (SMK), State Boarding School (MAN), Private Boarding School (MAS) and Boarding School (Pesantren). Until 2010 /2011 academic year the students in English Education Study Program, it was about 318 students.<sup>1</sup>

Based on from the description above, the researcher wanted to examine how did interest and motivation of students' English Education Study Program at STAIN Padangsidimpuan. So that, the researcher interested to choose the title of this research, about "A BRIEF STUDY OF STUDENTS' INTEREST AND MOTIVATION IN CHOOSING ENGLISH EDUCATION STUDY PROGRAM AT STAIN PADANGSIDIMPUAN."

## **B. Focus of the Problem**

Choosing was not an easy job, because choosing means determines one of the many things that have meaning to voters. The concerned with the necessities of life are very important to them at the time, this matter would complicate of choice. The higher the value of goals to be achieved by students, the more earn and increasingly long in making their choice. Choosing was an act that is active, especially the activities of the student's soul. It was not only take one of many things that need to be selected. It also done after the vote motive considerations done with as well possible, considering impressed with a purpose, good or bad, lucky to lose, positive and negative, and least useful. In choosing a program, students need to take into account several factors such as ability, interest, talent,

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<sup>1</sup>Rekapitulasi Daftar Mahasiswa Aktif Program Studi TBI Jurusan Tarbiyah STAIN Padangsidimpuan.

motivation, and personality. In this research, the researcher only focused on the interest and motivation of students in choosing English Education Study Program.

### C. Definition of the Key Term

To avoid the sense of term contained in this research, the researcher would explain as follows:

#### 1. Interest

Interest is a condition of wanting to know or learn about something or somebody.<sup>2</sup> Whiterington said that interest is somebody cognizance, that an object, somebody, a situation contains in respect of cling with his self.<sup>3</sup> Based on Winken, interest is an inclination of somebody to felt interested in certain study program and felt glad to study the matter.<sup>4</sup> So that, interest is a special attention towards a certain matter that is created fully desire, interest taste, willing, and delights.

#### 2. Motivation

In Wasty Sumantos' book, Mc Donald said that motivation is the energy change within a person that is characterized by the effective encouragement and the reactions to reach the goal.<sup>5</sup> Hoy and Miskel said that motivation is a complex force, impulses, needs, statements, tension, or other mechanisms that initiate and maintain the desired activities towards the

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<sup>2</sup>AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), p. 565.

<sup>3</sup>Whiterington, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1999), p. 135.

<sup>4</sup>[http:// scrib. com/doc/37574647/4/Pengertian-Minat-Tembolok. html](http://scrib.com/doc/37574647/4/Pengertian-Minat-Tembolok.html), accessed on June 15<sup>th</sup>, 2011.

<sup>5</sup>Wasty Sumanto, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 1990), p. 203.

achievement of personal goals.<sup>6</sup> Therefore, motivation is the fuel to drive the vehicle of daily routine actions necessary to persistent endeavor towards accomplishing the goal.

3. Students English Program STAIN Padangsidimpuan. They are students who study at second semester in 2010/2011 academic year.

#### **D. Formulations of the Problem**

The formulations of this research were:

1. Why do the students choose English Education Study Program at STAIN Padangsidimpuan?
2. How do the students' interest and motivation in choosing English Program at STAIN Padangsidimpuan?

#### **E. Purposes of the Research**

Based on the formulation of the problem above, there were two purposes of this research, they were:

1. To know the reasons of students in choosing English Program at STAIN Padangsidimpuan.
2. To know the students' interest and motivation in choosing English Program at STAIN Padangsidimpuan.

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<sup>6</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam* (Jakarta; Prenada Media, 2004), p. 132.



## **F. Significances of the Research**

The significances of this research were:

1. As information for STAIN Padangsidempuan about the students' interest and motivation in choosing English Education Study Program.
2. As information for the lecturers, especially for English Education Study Program lecturers.
3. As a reference for the researcher in the next time.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Interest

##### 1. Interest Definition

Interest is a feeling which states that an activity, occupation, or object is valuable or meaningful for the individual.<sup>1</sup> Muhibbin Syah said that interest means inclination and excitement high or great desire for something.<sup>2</sup> In simple, interest can be defined as a tendency to give attention and action toward people, activities or situations that become the object of interest by feelings of pleasure.<sup>3</sup>

According to Slamento in Djaali's book, interest is feeling more like and sense of attachment to a thing or activity, without any command.<sup>4</sup> In the same book, Gerungan mentioned that, interest is the deployment of feeling and interpreting for something which has an element of selection.<sup>5</sup> In *Interaksi & Motivasi Belajar Mengajar* book, based on Sardiman interest is interpreted as a condition that happen when somebody see feature or situation that temporary meaning that related with his willing or his needs.<sup>6</sup>

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<sup>1</sup>JP. Chaplin, Penerjemah: Kartini Kartono, *Kamus Lengkap Psikologi* (Jakarta: Raja Grafindo Persada, 2009), p. 255.

<sup>2</sup>Muhibbin Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Persada, 2004), p. 151.

<sup>3</sup>Abdul Rahman Shaleh & Muhib Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam* (Jakarta: Prenada Media, 2004), p. 263.

<sup>4</sup>Djaali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2008), p. 121.

<sup>5</sup>*Ibid*, p. 122.

<sup>6</sup>Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003), p. 76.

Interest can affect the quality of student learning achievement in particular field of study. For example, a student who took great interest in the English language more concentrated than other students who did not take great interest. Then, because of the concentration of intensive attention to the material that enables students had to study harder, and ultimately achieve the desired performance. So, interest is high heart inclination towards something. Interest always tight the connection with individual feeling, object, activity and situation. Interest concern activities in freely chosen by individuals that stimulate happy feeling.

## 2. Kinds of Interest

Interest can be classified into several types, this is very dependent on the angle of view and way of classification, example, based on the emergence of interest, based on the direction of interest, and based on the manner to expressing interest itself.<sup>7</sup>

- a. Berdasarkan timbulnya minat, menurut Whiterington, minat dapat dibedakan menjadi minat primitif dan minat kultural. *Minat primitif* adalah minat yang timbul karena kebutuhan biologis atau jaringan-jaringan tubuh. *Minat kultural* atau minat sosial, adalah minat yang timbulnya karena proses belajar, minat ini tidak secara langsung berhubungan dengan diri kita.
- b. Berdasarkan arahnya, menurut Joner, minat dapat dibedakan menjadi minat intrinsik dan ekstrinsik. *Minat intrinsik* adalah minat yang langsung berhubungan dengan aktivitas itu sendiri, ini merupakan minat yang lebih mendasar atau minat asli. *Minat ekstrinsik* adalah minat yang berhubungan dengan tujuan akhir dari kegiatan tersebut, apabila tujuannya telah tercapai ada kemungkinan minat tersebut hilang.

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<sup>7</sup>Abdul Rahman Shaleh & Muhibb Abdul Wahab, *Op. Cit.*, p. 265-268.

- c. Berdasarkan cara mengungkapkan minat, menurut Super & Crities, minat dapat dibedakan menjadi empat, yaitu: *expressed interest*, *manifest interest*, *tested interest*, *inventoried interest*.
- 1) Expressed interest adalah minat yang diungkapkan dengan cara meminta kepada subyek untuk menyatakan atau menuliskan kegiatan-kegiatan baik berupa tugas maupun bukan tugas yang disenangi dan paling tidak disenangi. Dari jawabannya dapatlah diketahui minatnya.
  - 2) Manifest interest adalah minat yang diungkapkan dengan cara mengobservasi atau melakukan pengamatan secara langsung terhadap aktivitas-aktivitas yang dilakukan subyek atau mengetahui hobinya.
  - 3) Tested interest adalah minat yang diungkapkan dengan cara menyimpulkan dari hasil jawaban tes objektif yang diberikan, nilai-nilai yang tinggi pada suatu objek atau masalah biasanya menunjukkan minat yang tinggi pula terhadap hal tersebut.
  - 4) Inventoried interest adalah minat yang diungkapkan dengan menggunakan alat-alat yang sudah distandarisasikan, dimana biasanya berisi pertanyaan-pertanyaan yang ditujukan kepada subjek apakah ia senang atau tidak senang terhadap sejumlah atau sesuatu objek yang ditanyakan.

Based on the emergence of interest, according to Whiterington, can be differentiated into primitive interests and cultural interests. Primitive interest is interest that arises because of biological necessity or body tissues. Cultural interest or social interest is the emergence of interest in the learning process; this interest is not directly related to our self. The example of primitive interest: the need for food, feeling good or comfortable, freedom of activity and sex. The example of cultural interest: the desire to own a car, property, luxury clothes. By having these things, indirectly we will assume that the position or self-esteem the people who have cars, rich, luxury clothes is rather special.

Based on the direction of interest, according to Joner, can be divided into intrinsic and extrinsic interest. *Intrinsic interest* is interest that directly relates to the activity itself, this is a more fundamental interest or original interest. *Extrinsic interest* is the interest associated with the ultimate goal of an activity, if the goal is reached, there is the possibility of interest is lost. The example of intrinsic interest: a person learns because he is like on science or because he is fun to read, not because he wants to receive praise or awards. The example of extrinsic interest: a person who studied with the aim to become the champion of the class or pass an exam. So, after he becoming champion of the class or pass an exam, his learning interest is down.

Based on the manner to expressing interest itself, according to Super and Crites, can be divided into four, namely: *expressed interest, manifest interest, tested interested, inventoried interest*).

- a. Expressed interest is the interest expressed by asking the subject to state or write down the activities either in the form of duty or not the form of duty that he likes or he dislikes. So, from his answers, it can be known to his interest.
- b. Manifest interest is the interest expressed by way of observing or doing direct observation towards the activities that doing by subject or the subjects' hobby.



- c. Tested interest is the interest expressed by way of conclusion from the answers result of objective test that has given, high values on an object or a problem usually indicates that higher interest on it.
- d. Inventoried interest is the interest expressed by using the tools that have been standardized, which usually contains a question addressed to the subject of whether he is happy or unhappy about a number of activities or an object in question.

### 3. Factors Affecting the Incidence Interest

Quite a lot of factors that could affect the emergence of interest in something, which generally can be grouped into two, which is sourced from within the individual, example: weight, age, gender, experience, feeling capable, personality. And comes from outside that includes the family environment, school environment and community environment.

Crow and Crow said that, there are three factors to be the emergence of interest, namely:<sup>8</sup>

- a. The drive from within the individual. For example: the urge to eat, curious and sex. The urge to eat will generate interest for work or looking for income, interest in food production and others. Encouragement want to know will generate interest for reading, studying, doing research and others. Sex drive will generate interest to establish relationships with the opposite sex, interest in clothes and cosmetics and others.

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<sup>8</sup>*Ibid.*, p. 264-265.

- b. Social motives, it is can be an intriguing factor to perform a specific activity. For example, the interest to learn or to seek knowledge arises because you want to receive an award from the community, as you usually have a broad enough knowledge to get a high and respected position in society.
- c. Emotional factors, interest has a close relationship with emotion. If someone find success in the activity will be feeling happy, and it will strengthen the interest in such activities, otherwise a failure will eliminate the interest on it.

## **B. Motivation**

### **1. Motivation Definition**

Sadirman said that motivation stems from the word “motive” which can mean driving force that lies within a person to perform certain activities in order to achieve a goal.<sup>9</sup> Alex Sobur stated that motivation is a more general term that shows the entire process of movement, including situations that encourage, urge that arise within the individual, the resulting behavior, and the purpose or end of movement or action.<sup>10</sup>

According to Abdul Rahman Salih & Muhib Abdul Wahab in their book,<sup>11</sup> they stated that in defines the concept of motivation is difficult, when there is a term in the discussion of psychological motives in its use sometimes

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<sup>9</sup>Sardiman *Op. Cit.*, p.102.

<sup>10</sup>Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p. 268.

<sup>11</sup>Abdul Rahman Shaleh & Muhib Abdul Wahab, *Op. Cit.*, p. 130.

different in terms of motivation. And sometimes the motives and motivation that are used simultaneously and in the same sense, this is because understanding the motives and motivations of both difficult to distinguish unequivocally.

In their book also<sup>12</sup>, some psychologists have a term that distinguishes motives and motivation; this will be presented under some definitions as follows:

Henry E. Garret said that motive is a need, aspiration, ambition, or purpose. Motive initiates behavior. Motivation is a term which referred “set” or drive within the organism which impel to action. And Dennis Coon said that Motive is a drive or forces within the organism that activities behavior or directs it toward a goal to be more specific. Motivation refers to the dynamics or behavior, the prose of initiating, sustaining and directing activities of the organism. Then, Silverstone said that Motive see drive, drive is stimuli that arise form a need and direct the organism toward a goal, the first state of the motivation process; also called motive. Motivation is general term that referees to driven behavior that seeks to fulfill a need.

From the description definition above, it can be said that the motive is something that is inside a person, which encourages people to behave and act in order to achieve certain goals. The motive may be the ideal. This motif is an early stage of the process of motivation, so a new motive is an internal

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<sup>12</sup> *Ibid.*, p. 131.



condition or disposition only, because motive is not always active. Active motif at certain times only, is when the need to achieve goals that are very urgent. If a perceived urgent need to be met, then the motive and the driving force become active. Motif that has become active this is called motivation. Motivation can be defined by everything that becomes the driving behavior that require or encourage someone to make ends meet.

Then, according to M. Utsman Najat, motivation is the driving force that generates activity in living things, and cause behavior and directing it toward a specific goal. Motivation has three main components, namely:

- a. Menggerakkan. Dalam hal ini motivasi menimbulkan kekuatan pada individu, membawa seseorang untuk bertindak dengan cara tertentu.
- b. Mengarahkan. Berarti motivasi mengarahkan tingkah laku. Dengan demikian ia menyediakan suatu orientasi tujuan. Tingkah laku individu diarahkan terhadap sesuatu.
- c. Menopang. Artinya, motivasi digunakan untuk menjaga dan menopang tingkah laku, lingkungan sekitar harus menguatkan intensitas dan arah dorongan-dorongan dan kekuatan-kekuatan individu.<sup>13</sup>

Moving. In this raises the strength of individual motivation, to bring someone to act a certain way. For example, the strength in terms of memory, effective responses, and a tendency to get pleasure. Directing. Direct means of behavior motivation. As such it provides a goal orientation. Individual behavior directed toward something. Prop. That is, motivation is used to

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<sup>13</sup>*Ibid.*, p. 132.

maintain and sustain the behavior; the environment must strengthen the intensity and direction of the drives and the forces of the individual.

James W. Vander Zanden's book,<sup>14</sup> Levine said that most of us assume that behavior is functional, that people do certain things because the consequences somehow meet their needs. This premise underlies the concept of motivation. In the same book, Ball said that, motivation involves those inner states and processes that prompt, direct, and sustain activity. It is a central concept in educational psychology. Yet, motivation is something we never directly observe. Instead, we observe people's behavior and the environment in which that behavior occurs. From these observations, we make inferences regarding their motivation.

## **2. Kinds of Motivation**

Motivation influences the rate of learning the retention of information, and performance. Accordingly, psychologists have attempted to identify the factors that affect motivation. They broadly group motives in two general categories. The first group consists of biological motives, since they derive from various physiological needs such as hunger, thirst, sleep, sex, pain avoidance, elimination, oxygen, and temperature control. The second category involves social motives, since they arise in the course of human interaction,

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<sup>14</sup>James W. Vander Zanden, Ann J. Pace, *Educational Psychology in Theory and Practice* (New York: Random House, 1984), p. 344.

for instance, the need for social status, achievement, affiliation, security, and self-esteem.<sup>15</sup>

According to Chaplin,<sup>16</sup> motivation could be divided into two:

- a. Physiological drives, which drive the physical nature, such as hunger, thirst, sex and so forth.
- b. Social Motives, the impulses associated with others, such as aesthetic, the impulse to always do good, and ethical.

While Wood Worth and Marquis,<sup>17</sup> stated that motivation could be classified into three kinds, namely:

- a. These needs are organic, that is motivation related to the self, a case of: eating, drinking, needs to move and rest sleep, and so forth.
- b. Motivation emergency that includes the drive to save themselves, the urge to retaliate, the urge to try, the urge to chase, and so forth. This motivation arises if the situation demands a rapid onset and strong activity of the human self. In this case motivation arising from one's desire, but because the stimulus from the out side.
- c. Motivation objective, namely motivation directed at a specific object or purpose around us, this motif include: the need for exploration, manipulation, took an interest. This motivation arises because of the encouragement to face the world effectively.

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<sup>15</sup>*Ibid.*, p. 344.

<sup>16</sup>*Dark Milk*, [http:// www.drmarkhillman.com/bluedrat.html](http://www.drmarkhillman.com/bluedrat.html), accessed on June 21<sup>st</sup>, 2011.

<sup>17</sup>*Ibid.*

In addition, Wood Worth also said that motivation could be divided into two parts, namely:

- a. Unlearned Motives, that is the main motivation is not learned or innate motivation, such as the urge to eat, drink, sex, movement and rest. This motif is often referred to as the implied biological motivation.
- b. Learned Motives, namely motivation arising studied, such as the urge to learn something branches of science, the pursuit of office, and so forth. Motivation is often called a social motivation that is hinted at, because humans live in social environments.

Therefore, there are few psychologists stated that motivation could be divided into two:

- a. Intrinsic Motivation, motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.<sup>18</sup> The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end. This definition has been interpreted to mean that intrinsically motivated behavior occurs independently of any forms of reinforcement or reward.<sup>19</sup> For example, people who like reading, do not have that drive, he'll find your own books

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<sup>18</sup>Brian H. Ross, *The Psychology of Learning and Motivation* (London: Elsevier Academic Press, 2004), p. 86.

<sup>19</sup>Carol Sansone, Judith M, Harackiewicz, *Intrinsic and Extrinsic Motivation the Search for Optimal Motivation and Performance* (Landon: Academic Press, 2000), p. 315.

to read. Intrinsic motivation also is interpreted as the motivation that the pusher is a direct link with the values contained within their own work goals. For example, a diligent student studying psychology course because she wanted to master that subject. 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.

- d. Extrinsic motivation. Sadirman said that extrinsic motivation is mobile motives and functioned because of the simulation from outside.<sup>20</sup> Then, John W. Santrock said that Extrinsic Motivation is do something to get something else.<sup>21</sup> For example: a student will study hard for exams. Extrinsic motivation can also be interpreted as a pusher motivation has nothing to do with the values contained in the destination job. Extrinsic motivation came from outside of the individual. Common extrinsic motivations were reward like money and grades, coercion and threat of punishment. Competition was 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 were also extrinsic incentives.

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<sup>20</sup>Sardiman, *Op. Cit.*, p. 90.

<sup>21</sup>John W. Santrock, *Psikologi Pendidikan* (Jakarta: Kencana, 2008), p. 514.

### 3. Motivation Philosophy

In Hamzahs' book<sup>22</sup>, motivation theory can be divided into, such as:

#### a. Abraham Maslow's "Need Hierarchy Theory"

One of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator.

Maslow proposes five need levels, those are:

##### 1) Physiological needs

These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction.

##### 2) Security or Safety needs

These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm.

##### 3) Social needs

Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship.

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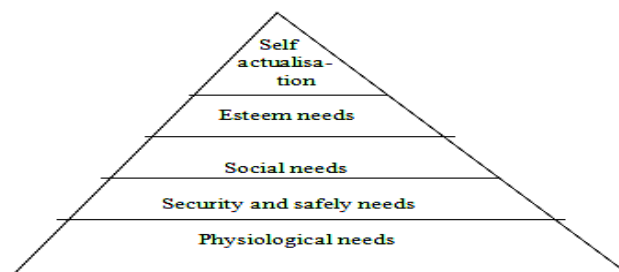
<sup>22</sup>Hamzah B. Uno, *Teori Motivasi & Pengukurannya* (Jakarta: Bumi Aksara, 2009), p. 40-45.

#### 4) Esteem needs

According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as states, recognition and attention.

#### 5) Need for self-actualization

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something.



Source: Hamzah B. *Uno Teori Motivasi & Pengukurannya*.<sup>23</sup>

#### b. “Theory X and Theory Y” of Douglas McGregor

Mc. Gregor, in his book “The Human side of Enterprise” states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X and the other is

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<sup>23</sup>*Ibid.*, p. 46.

basically positive, which falls under the category Y. After viewing the way in which the manager dealt with employees, McGregor concluded that a manager's view of the nature of human beings is based on a certain grouping of assumptions and that he or she tends to mold his or her behavior towards subordinates according to these assumptions.

**c. Frederick Herzberg's motivation-hygiene theory**

Frederick has tried to modify Maslow's need Hierarchy theory. His theory is also known as two-factor theory or Hygiene theory. He stated that there are certain satisfiers and dissatisfies for employees at work. Intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. He devised his theory on the question: "What do people want from their jobs?" He asked people to describe in detail, such situations when they felt exceptionally good or exceptionally bad. From the responses that he received, he concluded that opposite of satisfaction is not dissatisfaction. Removing dissatisfying characteristics from a job does not necessarily make the job satisfying. He states that presence of certain factors in the organization is natural and the presence of the same does not lead to motivation. However, their no presence leads to motivation. In similar manner there are certain factors, the absence of which causes no dissatisfaction, but their presence has motivational impact.



### C. The Effect of Interest and Motivation in Determining the Attitude

Sadirman said that motivation is closely related to interests. Motivation comes from the need, as well as interest if the interest is so fitting that the principal motivation tool.<sup>24</sup> Dimiyati and Mudjiono stated that motivation is seen as a mental boost unlocks, move, deliver, and direct the individual's attitudes and behavior study.<sup>25</sup> Pushing strong self will bear great interest to perform an attitude. Just as in the attitude of learning after choosing certain majors in college.

Attitude is a learned pattern. The characteristics of attitudes, namely:

1. Merupakan kecenderungan berfikir, merasa, kemudian bertindak.
2. Memiliki daya dorong bertindak.
3. Relatif bersifat tetap.
4. Cenderung melakukan penilaian.
5. Dapat timbul dari pengalaman, dapat dipelajari atau berubah.<sup>26</sup>

So that the characteristics of attitude are: a tendency to think, feel, and then act; having driving for acting; relatively fixed; inclined to evaluation; and can arise from experience, can be learned or changed.

In other case, an attitude is hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person place thing or event, this is often referred to

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<sup>24</sup>Sardiman A.M, *Op. Cit.*, p. 95.

<sup>25</sup>Dimiyati, Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Rineka Cipta, 2006), p. 80.

<sup>26</sup>*Ibid.*, p. 89.

as the attitude object. Attitudes can be changed through persuasion and we should understand attitude change as a response to communication.

Moreover, attitude is a person's view on something. Attitude affects the choices that people make. Since attitude influences how students behave and the choices they make instruction to change attitudes or influence attitude formation is important.

Motivation can affect attitudes and human behavior. In the case of students, for example, when a student became diligent student in learning, he almost certainly motivated by something, like want to be smart or want to become the overall champion and awarded. Students, who have strong motivation and clear, must be diligent and successful in their learning. The assurance was made possible by reason of the third function of motivation as follows:<sup>27</sup>

1. Penolong untuk berbuat dalam mencapai tujuan.
2. Penentu arah perbuatan yakni kea rah yang akan dicapai.
3. Penyeleksi perbuatan sehingga perbuatan manusia senantiasa selektif dan tetap terarah kepada tujuan yang ingin dicapai.

So that, the functions of motivation are: helper to do in reaching goals; determinants of direction towards the action that is to be achieved; selectors act so that human actions always remain selective and focused on objectives to be achieved. Thus if humans were found in attitudes and behavior unfocused and without a goal, we can said that the person does not has motivation.

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<sup>27</sup>Abdul Rahman Shaleh & Muhib Abdul Wahab, *Op. Cit.*, p. 148-149.

In the other case of interest, in The Liang Gie's book, Lester and Alice Crow also emphasized the importance of interests to achieve success in one's life and in all respects. They said that an interest in learning is an obligation which goes with you to class and accompanies you during each study assignment, thereby enabling you to succeed in the study activity. Likewise, interest is basic to your life's work if you are to reach your anticipated goal or goals. Interest in your work, in your study, or in your recreation project is necessary for genuine success in the outcome.<sup>28</sup>

In the sequel, a student whose major interest will bring satisfactory results of a study because he can concentrate, easy to understand lessons, be able to study for long stretches, and even get pleasure from the study because the inner growing knowledge. Satisfactory results of a study that will ultimately be self-motivated stronger again. Thus, there was a chain of circles that are mutually beneficial boost in the study.

#### **D. English Program and the Development**

English Program has the same purpose with STAIN Padangsidimpuan, it is: To be a great major in develop teaching and research English Program and develop Islamic value and science in English Program to get Madani Public.<sup>29</sup>

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<sup>28</sup>The Liang Gie, *Cara Belajar Yang Efisien Jilid II* (Yogyakarta: Liberty Yogyakarta, 1995), p. 129.

<sup>29</sup>Baharuddin, et. al., *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2009), p. 13.

It is proved with Syllabus English Program,<sup>30</sup> not only has subjects about English, but also includes religious subject.

The religious subject are:

- a. Pendidikan Akhlak
- b. Ilmu Tauhid
- c. Metode Studi Islam
- d. Tafsir
- e. Bahasa Arab I dan II
- f. Hadist
- g. Fiqh
- h. Filsafat Pendidikan Islam
- i. Sejarah Peradaban Islam
- j. English for Islamic Studies

With these courses, students of English are expected to have knowledge of religion. They are able to apply it in their daily life. Thus, Islamic English teacher to be achieved who consistently are expected to do the *Islamization of Science*, so there is no science dichotomy.

Students' graduated of English Program are also expected to compete with English graduated from other campuses. Therefore, students are given courses in English language to suit the demands of education today, namely:

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<sup>30</sup> Eka Sustris Harida, et. al., *Syllabus English Section*, (Padangsidempuan: STAIN, 2010).

1. Vocabulary
2. Pronunciation Practice I and II
3. Speaking I and II
4. Listening Comprehension I and II
5. English I and II
6. Structure I and II
7. Grammar I and II
8. Reading Comprehension I, II and III
9. Writing I and II
10. Introduction to Linguistics
11. English Language Learning Strategies
12. Translation I and II
13. Phonology
14. Morphology
15. Teaching English as a Foreign Language (TEFL) I and II
16. History of English
17. Language Testing Evaluation
18. Speech
19. Scientific Writing
20. Syntax
21. Dictation
22. Psycholinguistics

23. Semantics and Pragmatics
24. Sociolinguistics
25. English Error Analysis
26. English for Specific Purpose (ESP)
27. Research in English Language Teaching
28. Introduction to Literature
29. TOEFL Preparation
30. Filsafat Bahasa
31. Bahasa Jerman
32. English for Tourism and Hotel
33. English for Science and Technology
34. Cross Culture Understanding

In addition to vocational courses above, English Program also has a course on general knowledge and teacher training, namely:

1. Pancasila
2. Civic Education
3. Ilmu Sosial Dasar
4. Bahasa Indonesia
5. Dasar-dasar Kependidikan
6. Psikologi Pendidikan
7. Perkembangan Peserta Didik
8. Teaching Media

9. Manajemen Pendidikan
10. Curriculum and Material Development
11. Statistics
12. Etika Profesi Keguruan

One of the most fundamental aspect in improving professionalism quality and student is to improve the practical activities in the professional field of specialization, students get used to seeing, the field will also be determined by the treasury of practical work they have previously. Practicum is an activity that aims to guide and train students as an effort to equip students with practical experience, so has the professional competence and quality in education. The types of lab work are as follows:<sup>31</sup>

1. Praktek Karya Tulis Ilmiah. Aim to prepare students who have an insight into the writing of scientific works, such as paper, thesis, and dissertation.
2. Praktek Ibadah I. Aim to improve students' ability in the field of worship, especially in terms Thoharoh according to Islam.
3. Praktek Ibadah II. Aim to improve students' ability in the field of prayer and *dzikr*.
4. Course Design. Aims to equip students about how to prepare lesson plans in perform in local learning.
5. Micro Teaching. Aim to provide an understanding and teaching skills for students.

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<sup>31</sup>Baharuddin, et. al., *Panduan Akademik* (Padangsidempuan: STAIN, 2009), p. 53-60.

6. Research Methodology. Aim to provide an understanding and skill on script writing for students.
7. Practice Field Experience (PPL). Aim to train students in the task of their profession as an educator.
8. Computer Practice. Aim to introduce students operating a computer.
9. Leadership Practicum. Aiming to provide insight into the leadership to students, through the practicum, students are expected to have leadership skills.

As an application of Tridarma Perguruan Tinggi, English Program students also participated in the Kuliah Kerja Lapangan (KKL) for two months. This activity aims to provide opportunities for students to be able to add knowledge. It is also developing self-potential and creativity in the community to be able to live independently.

Students of English Program also play an active role in following all the activities of students at each institution of intra-campus organizations, such as UKM LDK (Lembaga Dakwah Kampus), UKM WKSB (Wadah Kreasi Seni dan Budaya), UKM Lasma (Lembaga Sosial Mahasiswa), UKM PIK KRR (Pusat Informasi dan Konsultasi Kesehatan Reproduksi Remaja), HMPS (Himpunan Mahasiswa Program Study), HMJ (Himpunan Mahasiswa Jurusan), eventhough in higher institutions DEMA (Dewan Mahasiswa), and the highest institution MUSMA (Musyawarah Senat Mahasiswa). This proves that English Program majors have not only a capable student in English only, but also capable of



preaching, be creative and have the souls of leadership. So, the goal of English Program to shore hopefully the realization of civil society can be achieved.

#### **E. Review of Related Findings**

This research was a beginner, because researcher has not ever red the thesis that same with title. However, the researcher has red some thesis that relevant with this research, they are:

First, Edwin Arfiani did the research in his thesis about An Analysis of Students' Motivation Factors Chooses Education Administration Program in Universitas Negeri Malang. Based on the result of his thesis, he concluded that there were 8 motivation factors of student chooses education administration program in Universitas Negeri Malang, they are: talent factor, cost factor, facilities factor, other push factor, career factor, interest factor, lecturer factor, and hope factor.<sup>32</sup>

Second, the research did by Siti Jamila Ritonga in her thesis: Faktor-Faktor yang Mempengaruhi Minat Siswa MAS Darussalam Parmeraan Melanjutkan Studi ke STAIN Padangsidempuan. She stated that there were 6 factors, which influence interest of students' MAS Darussalam Parmeraan to continue their studi in STAIN Padangsidempuan. They are cheap cost factor, talent factor, hope factor, parent push factor, and economic condition factor.<sup>33</sup>

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<sup>32</sup>Edwin Arfiani, from <http://www.biomedcentral.com>, accessed on December 19<sup>th</sup>, 2011.

<sup>33</sup>Siti Jamila Ritonga, *Faktor-Faktor yang mempengaruhi Minat Siswa MAS Darussalam Parmeraan Melanjutkan Studi ke STAIN Padangsidempuan* (Unpublishid Thesis), (Padangsidempuan: STAIN, 2009), p. 64.

And the last, the research was done by Nur Adelila in her thesis: *Faktor-Faktor yang Mempengaruhi Minat Siswa Melanjutkan Pendidikan ke SMA Nurul ‘Ilmi Padangsidimpuan*. She concluded that the factors, which influence students’ interest to continue study in SMA Nurul ‘Ilmi Padangsidimpuan are: push of parent, own self willing, out put Nurul ‘Ilmi, boarding school program, construction of character, and cheap cost.<sup>34</sup>

From the findings above, the researcher concluded that there are many factors that influence students’ interest and motivation in choosing program and continue study. Each of the result of the research above gave contribute of thinking and methodology about problem that was researched in this research. So, the researcher interested to made title of the research about “A brief of students’ interest and motivation in choosing English Education Study Program at STAIN Padangsidimpuan (The second semester of 2010/2011 Academic Year).

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<sup>34</sup>Nur Adelila, *Faktor-Faktor yang Mempengaruhi Minat Siswa Melanjutkan Pendidikan ke SMA Nurul ‘Ilmi Padangsidimpuan* (Unpublished Thesis), ( Padangsidimpuan: STAIN, 2010), p. 82.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Schedule of the Research**

##### 1. Location of the Research

This research conducted at STAIN Padangsidimpuan on Jl. T. Rizal Nurdin, Sub-district of Sihitang, District of South East Padangsidimpuan, Municipality of Padangsidimpuan, Porovinsi of North Sumatera, Indonesia. It was about 4,5 km from center of Padangsidimpuan city.

##### 2. Schedule of the Research

This research had been done for ten months. Started on April 2011 until Januari 2012.

#### **B. Kinds of the Research**

This research was conducted through descriptive analysis with qualitative research. Descriptive data were usually collected by questionnaire, interview, telephone, or observation.<sup>1</sup> Then, this research is a descriptive qualitative research that describes the data has been obtained, it aims to systematically and accurately describe the facts and the characteristics of a particular population. In generally, this research was non hypothesis, so that the measure of this research does not need the hypothesis. Descriptive method was a investigation to determine and allocate the technical investigation with interviews, questionnaires, observation,

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<sup>1</sup>L.R Gay, Peter Airasian. *Education Research Competencies for Analysis and Application* (New Jersey: Merrill, 2000), p.275.

or technical tests, case studies time and motion, comparative analysis or operational.<sup>2</sup>

Thus it was clear that this method aims to describe students' interest and motivation in choosing the English Program at STAIN Padangsidimpuan.

### **C. Sources of Data**

Sources of research data were taken from primary and secondary data. Primary data include interview. Interview means here, getting interview with some students of second semesters' English Education Study Program of STAIN Padangsidimpuan. They were consists of three classes with 115 students. Therefore, the researcher took ten students from every class. So, the totals of informants were 30 students. Secondary data was document, means document of students' English Education Study Program on second semester of STAIN Padangsidimpuan that related to the research needs.

### **D. Technique Data Collections**

Jhon W. Cresswell said that there were steps in collecting data of qualitative research include setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.<sup>3</sup>

To get an accurate data, the writer collects data by doing those activities:

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<sup>2</sup>Winarno Surakhman. *Pengantar Penelitian Ilmiah Dasar Metode dan Tehnik* (Bandung: Karsito, 1982), p. 2.

<sup>3</sup>Jhon W. Crewsell. *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.

## 1. Interview

Interview is to find answers from respondents through face to face.<sup>4</sup> Interview is given for second semester of English students of STAIN Padangsidempuan, the questions are appropriated with the list of interview. Interview is done for getting data about interest and motivation of second semester English students of STAIN Padangsidempuan in choosing English Education Study Program. Researchers' interview is unstructured interview because the information obtained is more compact and complete the respondents were given the freedom in expressing their opinions. This interview was conducted on respondents who are considered to provide valid information.

## 2. Document

Document is matters or variable shaped note, transcript, book, newspaper, magazine, inscription and agenda.<sup>5</sup> Document was held to find and learn documents that related to the need of research. Something likes a number of English lecturers, number of students, list value of students and all aspects that related on interest and motivation students in choosing English Education Study Program at STAIN Padangsidempuan.

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<sup>4</sup>Hadari Nawawi. *Metode Penelitian dalam Bidang Sosial* (Yogyakarta: Gajahmada University Press, 1996), p. 133.

<sup>5</sup>Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 231.

### **E. Validity of Data**

Lexy J. Meleong said that triangulation is a form of cross validation that seeks regularities in the data by comparing the different participants, settings, and methods to identify recurring result. The aim is to obtain similar information from different independent sources.<sup>6</sup> So, in this research, researcher used triangulation strategy to check the accuracy and the credibility of data. The researcher did triangulation by source of data triangulation, which means, researcher compared between result of interview and document of the students' list value.

### **F. Tehnique of Data Analysis**

After collecting data, researcher analyzed data by using descriptive analysis. Researcher collected the result of interview that has done to 30 students of 115 students on English Education Study Program second semester at STAIN Padangsidimpuan. Then those data is processed, analyzed and classified with descriptive analyzing.

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<sup>6</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2006), p. 225.

## **CHAPTER IV**

### **RESULT OF RESEACH**

#### **A. General Finding**

Academically, the lecturers of STAIN consist of about 100 lecturers. All of them have got S2 and a view of them have got S3. STAIN Padangsidimpuan is about 7,0 ha. The facilities consist of office room, study room, library, language laboratorium, computer laboratorium, mosque, and sport facilities. The position and the status of STAIN Padangsidimpuan is not different from IAIN. STAIN Padangsidimpuan established to form the Islamic scholars who believe and fear to Allah and loveable, competent and skilled in Islamic studies and has a high responsibility for the safety of the people and nation.

STAIN Padangsidimpuan disebut dalam Statuta bertipe A. Dengan demikian STAIN Padangsidimpuan berhak membuka semua Jurusan dan Program Studi yang ada di IAIN. STAIN padangsidimpuan didirikan untuk membentuk sarjana Agama Islam yang beriman dan bertakwa serta berakhlak mulia, cakap, dan terampil dalam kajian-kajian keislaman serta mempunyai tanggungjawab yang tinggi bagi keselamatan umat, bangsa, dan Negara Republik Indonesia yang berdasarkan Pancasila dan Undang-Undang Dasar 1945.<sup>1</sup>

STAIN Padangsidimpuan presently carried for three Departments, namely:

1. Department of Da'wah
2. Department of Syari'ah
3. Department of Tarbiyah

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<sup>1</sup>Ibrahim Siregar, et. al., *Panduan Akademik* (Padangsidimpuan: STAIN, 2010), p. 10-11.

English Education Study Program was one of Studies Programs of Tarbiyah Department. The purpose of English Education Study Program has the same with STAIN Padangsidimpuan. It is: “Menjadi program studi yang unggul dalam pengembangan pembelajaran dan penelitian Tadris Bahasa Inggris serta mengembangkan nilai keislaman dan keilmuan dalam Tadris Bahasa Inggris untuk menopang terwujudnya masyarakat Madani”.<sup>2</sup> (to become a study program, which develops Islamic value and science value in English Education Study program to realize religious public). English Education Study Program has the Vision, Mission, Goals, Characteristics, Function and Duties Graduated.

**a. Vision**

The vision of English Education Study Program STAIN Padangsidimpuan was:

Menjadikan Program Studi Tadris Bahasa Inggris (TBI) menjadi pusat pengkajian dan pengembangan keilmuan dan pengajaran Bahasa Inggris yang terdepan di lingkungan Perguruan Tinggi dalam menyiapkan tenaga pendidik bahasa Inggris yang sesuai dengan tuntutan dan kebutuhan masyarakat lokal, nasional, dan internasional, dengan memiliki kekokohan keimanan dan kedalaman spiritual, keluasan ilmu dan kematangan profesional.<sup>3</sup>

It means making English Education Study Program (TBI) to be the center of the assessment and development of science and English language teaching environment at the forefront in Higher Education in prepares educators in English language to suit the demands and needs of local

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<sup>2</sup>Baharuddin, et. al., *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2009), p. 13.

<sup>3</sup>Baharuddin, et. al., *Panduan Akademik* (Padangsidimpuan: STAIN, 2009), p. 14-15.



communities, national, and international, with faith sturdiness and depth spiritual, breadth of knowledge and professional maturity.

## **b. Mission**

The mission of English Education Study Program STAIN

Padangsidempuan were:

1. Menyelenggarakan pendidikan yang unggul yang dirancang untuk menghasilkan lulusan yang siap menjadi pendidik bahasa Inggris di sekolah dan madrasah.
2. Mengembangkan dan menjaga nilai etika, profesional dan moral akademis untuk pengendalian mutu program studi.
3. Mendidik dan membina mahasiswa sehingga mampu mengembangkan potensi keilmuan di bidang bahasa Inggris serta mengaplikasikannya secara kritis, obyektif dan berakhlak mulia, sehingga tercipta sarjana Bahasa Inggris yang profesional, bermoral akademis, dan berakhlak mulia.
4. Mengembangkan jaringan kerja sama/kemitraan dengan perguruan tinggi di luar negeri, masyarakat pengguna lulusan, dan stockholders lainnya.<sup>4</sup>

It means the missions of English Education Study Program are conducting a superior education that is designed to produce graduates who are ready to become English teacher in schools, develop and maintain the values ethics, professional and moral academic for control quality studies program, educate and nurture students so that they can develop the potential of science in the field of English and apply them critically, objectively and morals, so as to create a professional English scholars, academic moral, and morality, and develop a network of cooperation/partnership with universities in foreign country, user community of graduate and other stockholders.

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<sup>4</sup>*Ibid.*, p. 15.

### c. Goals

The goals of English Education Study Program STAIN

Padangsidempuan were:

1. Menghasilkan pendidik bidang studi Bahasa Inggris yang memiliki pengetahuan, sikap, keterampilan, dan nilai yang diperlukan untuk menjadi pendidik serta pembimbing dan penggerak yang berhubungan dengan bidang studi Bahasa Inggris di sekolah/madrasah.
2. Menghasilkan pendidik bahasa Inggris yang memiliki pengetahuan, sikap, keterampilan, dan nilai yang diperlukan untuk menjadi pendidik bahasa Inggris yang berakhlak mulia.
3. Menghasilkan pendidik bahasa Inggris yang memiliki pengetahuan, sikap, keterampilan, dan nilai yang diperlukan untuk menjadi pendidik bahasa Inggris yang cakap di bidangnya.
4. Menghasilkan lulusan yang memiliki kemampuan tambahan yang membentuk, mengelola, merencanakan, mengorganisasikan, melaksanakan, menyupervisi, memonitoring, mengevaluasi dan mengembangkan inovasi Program Pengembangan di Tadris Bahasa Inggris.
5. Menghasilkan sarjana yang memiliki kemampuan dalam empat bidang keahlian Bahasa Inggris, reading, writing, speaking, dan listening.
6. Menghasilkan lulusan yang dapat menjadi guide, translator/penerjemah, dan lainnya yang berkaitan dengan dunia Bahasa Inggris.<sup>5</sup>

It means the goals of English Education Study Program are to produce English teachers who have the knowledge, attitudes, skills and values necessary to become educators and counselors, and driving-related subject of study English at school, to produce English teachers who have a knowledge, attitude, skills, and values educators needed to become competent in their subject, produce English teachers who have a knowledge, attitude, skills, and values necessary to become a noble educators, to produce graduates who have

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<sup>5</sup>*Ibid.*, p. 15-16.

additional capabilities that make, manage, plan, organize, implement, supervise, monitor, evaluate and develop innovation Development Program in English Education Study Program, to produce graduates who have skills in four areas of English language skills, reading, writing, speaking, and listening, to produce graduates who can be a guide, translator/interpreter, and others associated with the world of English.

#### **d. Characteristics**

The characteristics of English Education Study Program STAIN

Padangsidempuan are:

1. Program studi yang mengkaji penyelenggaraan pendidikan Bahasa Inggris pada jenis pendidikan dan/atau pendidikan formal dan non formal dijenjang dasar dan menengah.
2. Kajiannya mencakup pemahaman tentang bidang keahlian dalam merencanakan dan melaksanakan proses pembelajaran Pendidikan Bahasa Inggris (TBI), menilai hasil pembelajaran TBI, serta melakukan pembimbingan dan pelatihan dalam bidang TBI.
3. Pengalaman belajar dirancang secara terpadu antara konsep teori dengan aplikasi pembelajaran TBI di lapangan.
4. Pendekatan dalam proses pembelajaran menekankan pada penggunaan andragogis.<sup>6</sup>

It means the characteristics of English Education Study Program were that it is which examines the implementation of English education on formal and non formal education in primary and secondary education, the study include understanding about subject of expertise in planning and implementing the learning process of English Language Education (TBI), TBI assess learning outcomes, and conduct coaching and training in the subject of

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<sup>6</sup>*Ibid.*, p. 16.

TBI, learning experience is designed integrated between the concepts with applications of TBI learning theory in the field, the approach in the learning process emphasized the use of andragogis.

**e. Functions and Duties Graduated**

The functions and duties graduated of English Education Study Program STAIN Padangsidempuan were:

1. Merencanakan dan melaksanakan pembelajaran Bahasa Inggris menilai hasil pembelajaran Bahasa Inggris, melakukan pembimbingan dan pelatihan pada jenjang pendidikan Dasar dan Menengah dan jenis pendidikan Bahasa Inggris pada jalur formal dan non formal.
2. Membimbing dan menggerakkan kegiatan yang berhubungan dengan Pendidikan Bahasa Inggris yang ditunjang oleh kegiatan beragama yang baik, sehingga menjadikan alumnus yang professional di bidangnya sekaligus berakhlakul karimah.<sup>7</sup>

It means the functions and duties graduates of English Education Study Program were plan and implement learning English, assessing the results of learning English, doing coaching and training in Primary and Secondary education levels and types of English language education in formal and non formal education, guide and govern the operations related to English language education, supported by good religious activities, thus making professional graduate in their subject and they have good morals.

According to vision, mission and aim that submitted above, generally it is realistic and future orientation, especially in answer demand and period development with region need, nation and religion. It is related with survey which

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<sup>7</sup>*Ibid.*

done to Religion Department office and to several schools on year 2005 that English teacher is needed in MAN/MAS and MTsN/MTsS esteemed more than 155 persons.<sup>8</sup>

## **B. Specific Finding**

### **1. The Students' Reasons in Chosing English Education Study Program at STAIN Padangsidimpuan.**

Every body has certain reason in choosing a choice. In this case, the students have also various reasons in choosing English Education Study Program as their choice study program. The result from interview with several English Education Study Program students of second semester as informants in this research were: the college which has state status, achievable of cost, availability of study facilities, the lecturer quality, strategic college location and safe, good curriculum and accreditation C, and alternative choice.

#### **a. The college which has State Status**

The college, which has state status was target every student. STAIN was only state college at Padangsidimpuan city. From 30 persons of informant, 20 persons gave the reason that they choose English Education Study Program at STAIN Padangsidipuan because of STAIN was state college. This matter was according to statement of informants as follow:

“Lulusan Perguruan Tinggi Negeri lebih diutamakan oleh masyarakat/instansi dari pada lulusan Perguruan Tinggi Swasta. Indeks Prestasi yang lebih rendah di Perguruan Tinggi Negeri

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<sup>8</sup>Baharuddin, et. al., *Buku Panduan Mahasiswa Baru* (STAIN; 2009), p. 14.

lebih berbobot dan lebih tinggi nilainya dibandingkan dengan Indeks Prestasi yang tinggi di Perguruan Tinggi Swasta”.<sup>9</sup>

Then,

“Sekolah Tinggi Negeri sebagian besar memiliki dosen tetap, proses pembelajarannya lebih aktif, mahasiswa yang belajar di dalamnya juga mahasiswa pilihan karena pendaftaran ke sekolah tinggi negeri harus melalui ujian SPMB, selain itu fasilitasnya juga lebih memadai”.<sup>10</sup>

So, from statement above showed that they choose English Education Study Program at STAIN because of graduated from state college more admitted than graduated from private college. State college also has many permanent lecturers, the facilities enough, the teaching and learning process is more active, and the students cleverer.

b. Achievable of Cost

Cost often was principle hindrance in demands science for students. The high cost in study sure not hope for every student, even less students of STAIN majority come from family that have economic intermediate and economic low. Although many chance to get scholarship, but not all students can get it, so that achievable of cost study is deliberation of vital importance in choose a college. From 30 persons of informants, 19 persons gave the reason that they choose English Education Study

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<sup>9</sup>Nur Azizah Lubis, et. al., Mahasiswi TBI-3 Sem. II STAIN Padangsidempuan, *Private Interview*, June 09<sup>th</sup> 2011.

<sup>10</sup>Samrah Marlija, et. al., Mahasiswi TBI-3 Sem. II STAIN Padangsidempuan, *Private Interview*, June 09<sup>th</sup> 2011.

Program at STAIN Padangsidimpuan because the achievable of cost. This matter was according to their statement:

“STAIN Padangsidimpuan adalah Perguruan Tinggi Negeri yang biaya kuliahnya masih bisa terjangkau oleh masyarakat yang taraf ekonominya menengah ke bawah. Biaya kuliah di STAIN Padangsidimpuan jauh lebih murah dibandingkan dengan biaya kuliah Perguruan Tinggi Swasta lainnya. Mahasiswa hanya membayar biaya kuliah di awal setiap semester, dan tidak ada lagi pembayaran biaya ketika ujian mid semester dan ujian semester seperti yang berlaku di Perguruan Tinggi lainnya”.<sup>11</sup>

Based on the statement above showed that they chose English Education Study Program at STAIN Padangsidimpuan because the cost study at STAIN still can achievable of is a state college which the cost study still can achievable by student of STAIN who majority come from family that have economic intermediate and economic low.

c. Availability of Study Facilities

Many matters that were must do in teaching process. Not only listening lesson from the lecturer, but also read, write even look for matter via internet. Therefore, availability of study facilities very influential towards yardstick in chooses college. From 30 persons of informants, 10 persons gave the reason that they choose English Education Study Program because of availability of study facilities. This matter was according to their statement as follow:

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<sup>11</sup>Masida Daulay, et. al., Mahasiswi TBI-3 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 09<sup>th</sup> 2011.

“Fasilitas pembelajaran bahasa Inggris di STAIN Padangsidimpuan cukup memadai. Seperti tersedianya laboratorium bahasa, perpustakaan, in-focus dalam setiap ruangan, laboratorium computer, ruangan belajar, kursi belajar yang bisa dilipat dan ringan sehingga memudahkan mahasiswa untuk berpindah tempat duduk sesuai dengan kelompok- kelompok diskusinya pada mata kuliah tertentu. Selain itu tersedia juga jaringan internet sehingga semua mahasiswa bisa mengakses materi/bahan pembelajaran secara gratis. Selain ruangan belajar, ada juga ruangan aula dan auditorium yang dijadikan sebagai tempat melaksanakan berbagai kegiatan organisasi mahasiswa intra kampus, seperti seminar, talk show, lomba pidato pertandingan-pertandingan olah raga dan sebagainya”.<sup>12</sup>

The statements above showed that availability of teaching facilities make the students’ interest in choosing English Education Study Program at STAIN Padangsidimpuan. They can use the facilities to support their study and develop their potential and their talent.

d. The lecturers’ quality

Lecturer was a spear end exists in college to sharpen patterned thinking and sensitivity students. Lecturer, that gives instruction and enlightenment in study activity, and guide cavities academic. From 30 persons of informants, 11 persons gave the reason that they chose English Education Study Program at STAIN Padangsidimpuan because of the lecturers’ quality. This matter was according to their statement:

“Dosen bahasa Inggris di STAIN Padangsidimpuan berpendidikan S2, ini menunjukkan bahwa mereka memiliki ilmu yang tinggi, bahkan ada juga dosen bahasa Inggris yang akan menyelesaikan pendidikan S3. Mereka menyampaikan materi pelajaran dengan

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<sup>12</sup>Sartika Pulungan, et. al., Mahasiswi TBI-3 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 09<sup>th</sup> 2011.



semangat dan menyenangkan. Selain menyampaikan materi pelajaran, kami juga sering diberikan motivasi dan nasehat-nasehat keagamaan yang sangat berguna”.<sup>13</sup>

Based on statement above showed that they like and enjoy with the English lecturers who have high education, religious and professional.

It concerned with database of TBI lecturers.<sup>14</sup>

<b>NO</b>	<b>Names of Lecture</b>	<b>Graduated</b>
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 IKIP
2.	Rayendriani Fahmei Lubis, M.Ag.	S-2 IAIN
3.	Zainuddin, M.Hum.	S-2 USU
4.	Eka Sustri Harida, M.Pd.	S-2 UNP
5.	Fitri Rayani Siregar, M.Hum.	S-2 UNIMED
6.	Hamka, M.Hum.	S-2 UNIMED
7.	Eli Nondang Saragih, S.S.	S-1 USU
8.	Sojuangon Rambe, M.Pd.	S-2 UNP
9.	Yusni Sinaga, M.Hum.	S-2 UNIMED
10.	Aprianti, M.Hum.	S-2 UNIMED
11.	Nursaima, M.Hum.	S-2 UNIMED

Source: *Database of TBI lecturers 2011*

e. Strategic College Location and Safe

Strategic location sure makes easy for students to reach the college and make easy student fulfils their study need. The safety campus also can subsidize activity cavities academic. From 30 persons of informant, 9 persons said that they choose English Education Study Program at STAIN Padangsidimpuan because of strategic location and safe. This matter was according to their statement as follow:

<sup>13</sup> Suryani Harahap, et. al., Mahasiswi TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 10<sup>th</sup> 2011.

<sup>14</sup> Data Base Dosen TBI.

“Lokasi STAIN Padangsidimpuan adalah lokasi yang strategis karena dilalui oleh berbagai mobil penumpang (bus kota) dan pengangkutan umum sehingga mudah dicapai oleh para mahasiswa. Kondisi kampus juga aman dan nyaman, tidak pernah terdapat bentrokan antar sesama mahasiswa STAIN atau pun dengan mahasiswa Perguruan Tinggi lainnya. Ruangan belajar nyaman dan lingkungan kampus juga sejuk karena banyak pohon-pohon rindang”.<sup>15</sup>

The other said:

“Lokasi STAIN dekat dari perumahan masyarakat dan biaya rumah kos juga relative murah”.<sup>16</sup>

From the statement above, it could be known that they felt easy to reach the location of STAIN Padangsidimpuan. They felt safe and pleasant study there. They can also stay in house cost that near from campus and the cost was relative cheap.

f. Good Curriculum and Accreditation “C”

Good curriculum and accreditation made student interest to continue their study at the college. From 30 persons of informant, 24 persons gave the reason that they choose English Program at STAIN Padangsidimpuan because of good curriculum and accreditation. This matter was according to their statement as follow:

“Kurikulum program studi Bahasa Inggris memiliki mata kuliah agama. Ini sangat bagus supaya mahasiswa tidak hanya mempelajari ilmu umum saja tetapi juga mempelajari ilmu agama. Dengan demikian diharapkan lulusan program studi Bahasa

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<sup>15</sup>Samrah Marlija, et. al., *Loc. Cit.*

<sup>16</sup>Jon Piter, et. al., Mahasiswa TBI-3 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 09<sup>th</sup> 2011.

Inggris nanti bisa menjadi seorang guru yang mampu menguasai bidangnya dan berkepribadian Islami. Program Studi Bahasa Inggris juga sudah memperoleh Akreditasi C. Ini menunjukkan bahwa program studi Bahasa Inggris di STAIN Padangsidimpuan telah memenuhi syarat kebakuan dan criteria tertentu yang ditentukan oleh BAN-PT (Badan Akreditasi Nasional-Perguruan Tinggi”.<sup>17</sup>

From statement above, it could be known that they interest to curriculum of English Study Program, which has religion matter. They hoped the graduated of English program could be a teacher that can to powering their subject and they have Islamic personality. Accreditation “C” that got by English Program also makes they interest to choose it. The accreditation concern with letter of Keputusan Badan Akreditasi Nasional Perguruan Tinggi, Nomor: 003/BAN-PT/AK-XIII/S1/V/2010 Tentang Status, Nilai, Peringkat, dan Masa Berlaku Hasil Akreditasi, Program Sarjana di Perguruan Tinggi.

g. Alternative Choice

A few of students made English program at STAIN Padangsidimpuan not as a principal choice, but as second choice and alternative. From 30 persons of informant, 9 persons gave the reason that they choose English Program because of they did not receive in other program and other campus. This matter was according to their statement as follow:

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<sup>17</sup>Lonni Nur Iffah Nasution et. al., Mahasiswi TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 10<sup>th</sup> 2011.

“Pada awalnya saya mendaftar di USU (Universitas Sumatera Utara), karena tidak lulus, saya memilih untuk melanjutkan studi di STAIN Padangsidempuan. Jurusan pilihan utama saya adalah Perbankan Syar’iah. Sedangkan Bahasa Inggris adalah jurusan pilihan kedua bagi saya. Karena saya tidak lulus juga di Perbankan Syari’ah, makanya saya beralih ke pilihan kedua saya. Walaupun jurusan Bahasa Inggris sebagai pilihan kedua saya, tetapi saya menyukai semua mata kuliah Bahasa Inggris”.<sup>18</sup>

Next,

“Sebenarnya saya sudah lulus di IAIN Sumatera Utara, tetapi karena jurusan yang lulus itu bukan jurusan keguruan dan orang tua saya juga tidak mengizinkan saya kuliah di luar kota, makanya saya memilih jurusan Bahasa Inggris di STAIN Padangsidempuan yang merupakan jurusan pilihan kedua saya di IAIN Sumatera Utara”.<sup>19</sup>

Then,

“Saya memilih jurusan bahasa Inggris di STAIN karena saya tidak lulus di kampus lain”.<sup>20</sup>

From statement above, it showed that English Program at STAIN Padangsidempuan was the second choice and alternative for them. Although like that, it was not mean that they did not like English. They like English as their second choice.

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<sup>18</sup>Nur Syahadah Nasution, Mahasiswi TBI-3 Sem. II STAIN Padangsidempuan, *Private Interview*, June 09<sup>th</sup> 2011.

<sup>19</sup>Lonni Nur Iffah Nasution, *Loc. Cit.*

<sup>20</sup>Sandi Melan, Mahasiswi TBI-3 Sem. II STAIN Padangsidempuan, *Private Interview*, June 09<sup>th</sup> 2011.

## **2. The Students' Interest and Motivation in choosing English Education Study Program at STAIN Padangsidimpuan.**

### **a. The Students' Interest in choosing English Education Study Program at STAIN Padangsidimpuan.**

Interest was interpreted as an inclination to give attention towards an activity or situation caused by a need and aim towards object with espoused glad feeling. Interest was not brought from the day borne, but interest arising from purpose existence towards something that aims to fulfill willing to be successful. Interest was attention centralization not intentionally that borne fully desire, interest taste, willing, and delights. STAIN Padangsidimpuan was one of college, which interested by public and generally they saw that STAIN Padangsidimpuan was a correct college as a place to continue education. After done research towards English Education Study Program students of STAIN Padangsidimpuan about how their interest in choosing English program at STAIN Padangsidimpuan, so that the results were:

#### **1) Intrinsic Interest**

Intrinsic interest was interest that directly relates to the activity itself, this was a more fundamental interest or original interest. A lot of student of English Education Study Program have intrinsic interest in choosing English Education Study Program at STAIN Padangsidimpuan. From 30 persons of informant, 29 persons gave the

statement that they choose English Education Study Program at STAIN Padangsidimpuan because of:

a) Like and interest with English

Most of students of English Education Study program said that they like and interest with English so that they choose English Education Study Program. This matter was according to their statement as follow:

“Saya berminat memilih jurusan bahasa Inggris karena saya sangat menyukai bahasa Inggris”.<sup>21</sup>

The others said:

“Saya berminat memilih bahasa Inggris karena saya senang dan menyukai bahasa Inggris”.<sup>22</sup>

Next,

“Saya memilih jurusan Bahasa Inggris karena saya sangat tertarik dengan jurusan Bahasa Inggris”.<sup>23</sup>

Then,

“Minat saya memilih jurusan bahasa Inggris karena saya menyukai bahasa Inggris sejak saya belajar di sekolah dasar”.<sup>24</sup>

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<sup>21</sup>Widya Noor, et. al., Mahasiswi TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 11<sup>th</sup> 2011.

<sup>22</sup>Ermina Seri Wati Nainggolan, et. al., Mahasiswa TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 11<sup>th</sup> 2011.

<sup>23</sup>Hanifah Paradipta, et. al., Mahasiswi TBI-2 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 13<sup>th</sup> 2011.

- b) To be a speaker and to be a communicator in English well.

The students of English Education Study Program stated that they wanted to be a speaker and to be a communicator in English well. This matter was according to their statement as follow:

“Minat saya memilih jurusan bahasa Inggris adalah saya ingin lebih menguasai bahasa Inggris dan dapat berkomunikasi dengan bahasa Inggris”.<sup>25</sup>

Then,

“Saya memilih jurusan bahasa Inggris karena saya ingin pandai berbahasa Inggris dan bahasa Inggris adalah bahasa internasional dan dengan bahasa Inggris saya dapat mengenal dunia luar”.<sup>26</sup>

- c) To be a professional English teacher.

Professionalism was one of competent that must have by a teacher. English Education Study Program as a program that believed by students to get their want to be a professional English teacher. This matter was according to their statement as follow:

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<sup>24</sup>Indah Permata Sari, et. al., Mahasiswi TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 11<sup>th</sup> 2011.

<sup>25</sup>Dasima Nasution, Mahasiswi TBI-1 Sem.II, STAIN Padangsidimpuan, *Private Interview*, June 11<sup>th</sup> 2011.

<sup>26</sup>Sabban Simbolon, Mahasiswa TBI-1 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 11<sup>th</sup> 2011.

“Minat saya memilih jurusan bahasa Inggris adalah saya ingin menjadi orang yang professional di bidang bahasa Inggris”.<sup>27</sup>

Then,

“Saya berminat memilih jurusan bahasa Inggris karena saya ingin menjadi guru bahasa Inggris yang professional”.<sup>28</sup>

Next,

“Saya berminat memilih jurusan bahasa Inggris karena saya ingin menjadi guru bahasa Inggris yang professional dan memiliki pemahaman agama juga”.<sup>29</sup>

d) To powering English and to have a religion comprehension.

Beside to powering English, the students in choosing English Education Study Program also want to have a religion comprehension. This matter was according to their statement as follow:

“Saya berminat memilih jurusan bahasa Inggris karena jurusan bahasa Inggris di STAIN Padangsidimpuan

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<sup>28</sup>Khoridah, Mahasiswi TBI-2 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 13<sup>th</sup> 2011.

<sup>29</sup>Riska Yusnita, Mahasiswi TBI-2 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 13<sup>th</sup> 2011.



memiliki mata kuliah agama juga, jadi kita tidak hanya belajar ilmu dunia tetapi sekaligus belajar ilmu akhirat”.<sup>30</sup>

The other said:

“Saya berminat memilih jurusan bahasa inggris karena saya ingin menguasai bahasa inggris dan ahli dalam bahasa Inggris”.<sup>31</sup>

Next,

“Saya berminat memilih jurusan bahasa Inggris karena saya ingin mengetahui dan memperdalam minat saya dalam bahasa Inggris. Kita juga tahu bahwa bahasa inggris adalah bahasa international. Jadi agar kita tidak terbelakang atau ketinggalan zaman maka ada baiknya kita memperdalam pemahaman kita dalam berbahasa Inggris”.<sup>32</sup>

From their statements above, could be known that they choose English Education Study Program at STAIN Padangsidempuan because they like English since long time. They also want to be speaker and to be communicator in English well. They want to be a professional English teacher. They wanted powering English and have a religion comprehension. So, it could be said that their interest come from their self or it was called intrinsic interest.

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<sup>30</sup>Fitriani Hasibuan, et. al., Mahasiswi TBI-2 Sem. II STAIN Padangsidempuan, *Private Interview*, June 13<sup>th</sup> 2011.

<sup>31</sup>Siti Aisyah, Mahasiswi TBI-1 Sem. II STAIN Padangsidempuan, *Private Interview*, June 11<sup>th</sup> 2011.

<sup>32</sup>Resdilla Pratiwi, Mahasiswi TBI-1 Sem. II STAIN Padangsidempuan, *Private Interview*, June 10<sup>th</sup> 2011.

## 2) Extrinsic interest

Extrinsic interest was the interest associated with the ultimate goal of an activity, if the goal was reached, there was the possibility of interest is lost. One person of 30 persons informant gave the statement that she chooses English Education Study Program because she did not has other program choice at STAIN Padangsidempuan. This matter as according her statement:

“Saya kurang berminat memilih jurusan bahasa Inggris tapi karena tidak ada lagi pilihan jurusan lain yang lebih saya minati, maka saya terpaksa memilih jurusan bahasa Inggris”.<sup>33</sup>

Based on her statement, could be known that she less interest in choose English Education Study Program. She was forced to choose the program because she did not have other program choice that she more interest. So, it could be said that her interest come from out her self or called intrinsic interest.

### b. The Students Motivation in Choosing English Section at STAIN Padangsidempuan.

Motivation was the driving force which help causes us to achieve goals. In this case, motivation was divided in to intrinsic and extrinsic. After done research towards English Education Study Program students of

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<sup>33</sup>Nursaidah Pohan, Mahasiswi TBI-3 Sem. II STAIN Padangsidempuan, *Private Interview*, June 09<sup>th</sup> 2011.

STAIN Padangsidimpuan about how their interest in choosing English Education Study Program at STAIN Padangsidimpuan, so that the results were:

1) Intrinsic Motivation

Intrinsic motivation refers to motivation that was driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation comes from inside of the individual. A lot of student of English Education Study Program have intrinsic motivation in choosing English Education Study Program at STAIN Padangsidimpuan. From 30 persons of informant, 29 persons gave the statement that their motivation in choosing English Education Study Program at STAIN Padangsidimpuan came from inside their self, they are:

a) English is a favorite program

English Education Study Program students said that they like English and English was their favorite program. They also said that they could also like other whom capable in English. This matter was according to their statement as follow:

“Saya memiliki motivasi dari diri saya sendiri memilih jurusan bahasa Inggris karena jurusan bahasa Inggris adalah jurusan kesukaan saya”.<sup>34</sup>

The other said:

“Saya memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena ada dorongan dari diri saya sendiri, dimana jurusan bahasa Inggris adalah pilihan utama saya dan saya tidak pernah mengikuti ujian PMDK di kampus lain karena sejak dulu saya hanya ingin melanjutkan kuliah di jurusan bahasa Inggris”.<sup>35</sup>

Then,

“Motivasi saya memilih jurusan bahasa Inggris berasal dari diri saya sendiri. Saya sudah memiliki potensi di bidang bahasa Inggris. Bahasa Inggris juga pelajaran yang paling saya senang”.<sup>36</sup>

Next,

“Motivasi saya memilih jurusan bahasa Inggris adalah karena saya yakin bahwa saya bisa seperti orang lain yang pandai dalam bahasa Inggris”.<sup>37</sup>

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<sup>34</sup> Khoridah, *Loc. Cit.*

<sup>35</sup> Suryani Harahap, *Loc. Cit.*

<sup>36</sup> Faisal Rahmat, *Loc. Cit.*

<sup>37</sup> *Ibid.*

- b) To be a professional and religious teacher.

Students of English Education Study Program choose the program cause of they want to be a professional and religious teacher. This matter was according to their statement as follow:

“Motivasi saya memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena saya ingin menjadi guru professional yang bukan hanya bisa berbahasa Inggris tapi juga menjadi guru bahasa Inggris yang bisa dan paham mengenai ilmu agama. Jika kita paham dengan ilmu agama maka otomatis akhlak kita bisa terjaga dari hal-hal yang buruk. Seorang guru adalah guru yang bisa menjaga akhlaknya dan ahli dalam bidangnya. Oleh karena itu saya memilih jurusan bahasa Inggris di STAIN Padangsidempuan supaya saya mendapatkan semua itu”.<sup>38</sup>

The others said:

“Saya termotivasi memilih bahasa Inggris karena saya yakin bahwa saya juga bisa seperti orang yang pandai dan bisa menguasai bahasa Inggris. Selain itu saya termotivasi karena jurusan bahasa Inggris di STAIN Padangsidempuan mempelajari ilmu agama juga”.<sup>39</sup>

From their statements above, it could be known that their motivation in choosing English Education Study Program was intrinsic motivation. Their motivations came from their self. They want to be capable in English, to be a professional English teacher and they want to be an English teacher who has religion personality.

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<sup>38</sup>Resdilla Pretiwi, *Loc. Cit.*

<sup>39</sup>Efnita, et. al., Mahasiswi TBI-2 Sem. II STAIN Padangsidempuan, *Private Interview*, June 13<sup>th</sup> 2011.

Beside, from 29 persons that have intrinsic motivation in choosing English Education Study Program at STAIN Padangsidempuan, 9 persons of them also got motivate from their family and their friends. This matter was according to their statement as follow:

“Motivasi saya memilih jurusan bahasa Inggris di STAIN Padangsidempuan adalah berasal dari diri saya sendiri dan juga dianjurkan oleh orang tua dan teman-teman saya”.<sup>40</sup>

The others said:

“Motivasi saya memilih jurusan bahasa Inggris di STAIN Padangsidempuan adalah berasal dari diri saya sendiri dan juga didorong oleh orang tua dan guru bahasa Inggris saya ketika di Sekolah Menengah”.<sup>41</sup>

Next,

“Saya memilih jurusan bahasa Inggris karena pelajarannya berbau dengan pelajaran agama, selain itu saya juga dimotivasi keluarga saya untuk memilih jurusan bahasa Inggris di STAIN Padangsidempuan”.<sup>42</sup>

Based statement above, they also have motivation that came from outside their self. This case could make supported their interest

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<sup>40</sup>Samrah Marlija, et. al. , *Loc. Cit.*

<sup>41</sup> Nur Adimah, et. al. , *Loc. Cit.*

<sup>42</sup> Fitriani Hasibuan, *Loc. Cit.*

motivation to be stronger. Intrinsic and extrinsic motivation combined in choosing their program.

## 2) Extrinsic Motivation

Extrinsic motivation came from outside of the individual. Common extrinsic motivation was reward like money and grades, coercion, threat of punishment and because of other people. Two persons of 30 person's informant give the statement that their motivation in choosing English program at STAIN Padangsidimpuan not comes from their self. This matter was according to their statement as follow:

“Motivasi saya memilih jurusan bahasa Inggris di STAIN Padangsidimpuan karena sarana dan prasarananya mencukupi”.<sup>43</sup>

Then,

“Motivasi saya memilih jurusan bahasa Inggris di STAIN Padangsidimpuan berasal dari guru saya ketika saya sekolah di MTsN dan dorongan dari teman-teman saya”.<sup>44</sup>

From their statement above, could be known that their motivation came from outside their self. Their teacher, their friends

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<sup>43</sup>Rasmianur, Mahasiswi TBI-3 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 09<sup>th</sup> 2011.

<sup>44</sup>Harisma Matondang, Mahasiswi TBI-3 Sem. II STAIN Padangsidimpuan, *Private Interview*, June 09<sup>th</sup> 2011.

and facilities of the program motivated them. Their motivation in choosing English Education Study Program at STAIN Padangsidempuan was extrinsic motivation.

### **C. Discussion**

In choosing a program, students need to take into account several factors such as ability, interest, talent, motivation, and personality. These factors came from inside and outside of self. Beside, it was called intrinsic and extrinsic factors.

Based on the result of the second semester students' interest and motivation in choosing English Education Study Program, their interest and motivation came from their self and outside their self. It was called intrinsic and extrinsic interest, and intrinsic and extrinsic interest. From 30 informants, 29 persons (96.66%) have intrinsic interest and 1 person (3.33%) has extrinsic interest. Then, the students' motivation in choosing English Education Study Program consist of intrinsic motivation and extrinsic motivation. From 30 informants, 28 persons (93.33%) have intrinsic motivation and 2 persons (6.66%) have extrinsic motivation. This result same with theory of Joner that he stated that intrinsic interest was interest that directly relates to the activity itself, this was a more fundamental interest or original interest. Extrinsic interest is the interest associated with the ultimate goal of an activity, if the goal is reached, there is the



possibility of interest is lost.<sup>45</sup> Then the theory of Brian H. Ross that he stated that intrinsic Motivation, motivation is derived from a person without stimulation from the outside. A stimulus is a temporally discrete, momentary happening in the life of an organism.<sup>46</sup> And the theory of Sadirman that he said that extrinsic motivation is mobile motives and functioned because of the simulation from outside.<sup>47</sup>

The result of this research also related with the result of Edwin Arfianis' thesis: "An Analysis of Students' Motivation Factors Chooses Education Administration Program in Universitas Negeri Malang", there were 8 motivation factors of student chooses education administration program, they are: talent factor, cost factor, facilities factor, other push factor, career factor, interest factor, lecturer factor, and hope factor.<sup>48</sup>

Beside, the research did by Siti Jamila Ritonga in her thesis: "Faktor-Faktor yang Mempengaruhi Minat Siswa MAS Darussalam Parmeraan Melanjutkan Studi ke STAIN Padangsidimpuan." She stated that there were factors, which influence interest of students' MAS Darussalam Parmeraan to

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<sup>45</sup>Abdul Rahman Shaleh & Muhib Abdul Wahab, *Psikologi Suatu Pengantar dalam Perspektif Islam* (Jakarta: Prenada Media, 2004), p. 265-267.

<sup>46</sup>Brian H. Ross, *The Psychology of Learning and Motivation* (London: Elsevier Academic Press, 2004), p. 86.

<sup>47</sup>Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003), p. 90.

<sup>48</sup>Edwin Arfiani, from <http://www.biomedcentral.com>, accessed on December 19th 2011.

continue their study in STAIN Padangsidempuan. They are cheap cost factor, talent factor, hope factor, parent push factor, and economic condition factor.<sup>49</sup>

For supporting that, based the aim of tringulation that the aim was to obtain similar information from independent sources. So, the researcher concluded that based on result of interview that a student choose a program because of factors internal and external interest, then because of internal and external motivation.

#### **D. The Threats of the Research**

In this research, the researcher believed that there were many the threats of the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was so far from the best one.

The researcher has many mistakes and many weaknesses. It caused by many aspects. In doing the interview, there were the threats of time, because the students have activities. Beside, the time which was given to the students was not enough and also the students did not give answer seriously. So, the researcher took the sheets answers directly without care about it.

To end this research, the writer realized there were many weaknesses in doing this research. Then, the researcher feels this is the maximal effort that the researcher has done. And the expects to the generations will be able to do the best for the better future.

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<sup>49</sup>Siti Jamila Ritonga, *Faktor-Faktor yang mempengaruhi Minat Siswa MAS Darussalam Parmeraan Melanjutkan Studi ke STAIN Padangsidempuan* (Unpublishid Thesis), (Padangsidempuan: STAIN, 2009), p. 64.

## **CHAPTER V**

### **THE CONCLUSION AND SUGGESTION**

#### **A. The Conclusions**

Based on the result of interview which done by the researcher about the students' interest and motivation in choosing English Education Study Program at STAIN Padangsidimpuan, the writer can conclude as follow:

1. The students' reasons in choosing English Education Study Program at STAIN Padangsidimpuan were: the college which has state status, achievable of cost, availability of study facilities, the lecturer quality, strategic college location and safe, good curriculum and accreditation, and alternative choice.
2. A lot of students' interests in choose English Education Study Program at STAIN Padangsidimpuan because of intrinsic interest and extrinsic education. Most of them choose the program because of intrinsic interest. From 30 persons of informant, 29 persons have intrinsic interest. They choose English Education Study Program because they like English and pleasant to study English. Besides, one person of informant has extrinsic interest in choosing English program, where she has a certain aim outside willing her self. Then, a lot of students' motivation in choosing English Education Study Program at STAIN Padangsidimpuan because of intrinsic motivation and extrinsic motivation. From 30 persons of informant, 28 persons have intrinsic motivation. It can saw from their statement that their motivations in choosing

English Education Study Program come from their self. Two persons of informant has extrinsic motivation, their motivation come from outside their self, they motivated by their parents and their friends.

## **B. The Suggestions**

Based on the conclusions above, research give some suggestions as follow:

1. For STAIN side, so that give better facilities for English Education Study Program, like language laboratory and English books in library that still a little now.
2. For the lecturer:
  - a. The lecturers so that pay attention discipline time in teaching. Lecturers who teach disagree with timetable teaching that determined, it could influence students' interest and motivation in following teaching process. Influence that meant here is the high students' interest and motivation becomes decreased so that it can influence for students' interest and motivation.
  - b. The lecturers increase their capability, credibility and professionalism in teaching. They are model, motivator and adviser for students so that it can help students to Islamic creation personality.

3. For students:
  - a. Students should foster cognizance towards loyalty in program that they have chosen. So that students can study autodidact without having to depend on thoroughly to their lecturers.
  - b. Students have to necessary embedded sincere intention in do all the academic activity only to expect blessed from Allah the Almighty. Thereby all challenge and hindrance learns that come from intra and extra students can be passed well.
  - c. Student must obey Student Code Ethic and more crass elaborate their choice program to appropriate English graduate who according to vision and mission English program of STAIN Padangsidempuan.

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**APPENDICES**

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2. Rayendriani Fahmei Lubis, M.Ag  
di-  
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Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

Nama/NIM : DEBBI PANE/07.340.0077  
Jurusan/Prog. Studi : Tarbiyah / B. Inggris-3  
Judul Skripsi : A BRIEF STUDY OF STUDENTS' INTEREST AND MOTIVATION IN CHOOSING ENGLISH SECTION AT STAIN PADANGSIDIMPUAN

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

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.  
Wassalamu'alaikum Wr. Wb.

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Kepada Yth.  
Ketua STAIN Padangsidimpuan  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

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

Nama : Debbi Pane  
Nomor induk mahasiswa : 07.340.0077  
Jurusan/prog.Studi : Tarbiyah/TBI-3  
Alamat : Gg. Bengkel Ack Tampang Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul "A Brief Study of Students' Interest and Motivation in Choosing  
English Section at STAIN Padangsidimpuan".

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.

a.n. Ketua  
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Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dengan ini menerangkan bahwa :

Nama : **Debbi Pane**  
Nim : 07.340.0077  
Jur/Prodi : Tarbiyah/TBI-3  
Alamat : Gg. Bengkel Aek Tampang Padangsidimpuan

adalah benar telah melaksanakan penelitian di (STAIN) Padangsidimpuan, dengan judul skripsi "A Brief Study of Students' Interest and Motivation in Choosing English Section at STAIN Padangsidimpuan".

Demikian kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, September 2011

a.n. Ketua  
Pembantu Ketua I



Drs. H. Irwan Saleh Dalimunthe, MA  
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**LIST OF INTERVIEW FOR SECOND SEMESTER STUDENTS OF  
ENGLISH PROGRAM AT STAIN PADANGSIDIMPUAN**

1. Mengapa anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan?
2. Apakah anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena anda tidak diterima di kampus lain? Mengapa?
3. Apakah anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena fasilitasnya memadai? Mengapa?
4. Apakah anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena lokasinya strategis? Mengapa?
5. Apakah anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena karena statusnya sudah terakreditasi dan kurikulumnya memiliki mata kuliah agama? Mengapa?
6. Apa minat anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan?
7. Bagaimana minat anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan?
8. Apakah minat anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan berasal dari diri anda sendiri?
9. Apakah anda berminat memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena dipengaruhi oleh orang lain atau hal-hal di luar diri anda?
10. Apakah anda menyukai semua mata kuliah jurusan bahasa Inggris di STAIN Padangsidempuan? Mengapa?
11. Apa motivasi anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan?
12. Bagaimana motivasi anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan?
13. Apakah motivasi anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan berasal dari diri anda sendiri?
14. Apakah motivasi anda memilih jurusan bahasa Inggris di STAIN Padangsidempuan karena dipengaruhi oleh orang lain atau hal-hal di luar diri anda?
15. Apakah anda merasa senang mengikuti semua mata kuliah jurusan bahasa Inggris di STAIN Padangsidempuan? Mengapa?

**LIST OF INTERVIEW FOR SECOND SEMESTER STUDENTS OF  
ENGLISH PROGRAM AT STAIN PADANGSIDIMPUAN**

1. Why did you choose English program at STAIN Padangsidimpuan?
2. Did you choose English program at STAIN Padangsidimpuan because you did not accept in other campus? Why?
3. Did you choose English program at STAIN Padangsidimpuan because of the facilities is enough? Why?
4. Did you choose English program at STAIN Padangsidimpuan because of the location was strategic? Why?
5. Did you choose English program at STAIN Padangsidimpuan because of the status had accredited and it has religion curriculum? Why?
6. What was your interest in choosing English section at STAIN Padangsidimpuan?
7. How did your interest in choosing English section at STAIN Padangsidimpuan?
8. Was your interest in choosing English program at STAIN Padangsidimpuan come from your self?
9. Did you choose English program at STAIN Padangsidimpuan because influenced by other person or other matter from outside your self?
10. Did you like all English program lessons at STAIN Padangsidimpuan? Why?
11. What was your motivation in choosing English program at STAIN Padangsidimpuan?
12. How did your motivation in choosing English program at STAIN Padangsidimpua?
13. Was your motivation in choosing English program at STAIN Padangsidimpuan come from your self?
14. Did you choose English program at STAIN Padangsidimpuan because influenced by other person or other matter from outside your self?
15. Did you glad in following all lesson of English program at STAIN Padangsidimpuan? Why?