# AN ANALYSIS OF MOTIVATION IN LEARNING ENGLISH AT THE GRADE VIII STUDENTS OF MTS S ISLAMIYAH KOTAPINANG LABUHANBATU SELATAN

## A THESIS

Submitted to The State Institute for Islamic Studies

Padangsidimpuan as a Partial Fulfillment of the Requirement for

the Graduate Degree of Education (S.Pd) in English

Written by :
**NIA SYAHRI**
Reg. No. 1720300022

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING**

**FACULTY** STATE INSTITUTE FOR ISLAMIC

STUDIES PADANGSIDIMPUAN

2022

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# LETTER AGREEMENT

Term : Munaqosyah          Padangsidimpuan, 03 June 2022

Item : 7 (seven) Examplers     a.n. **NIA SYAHRI**

To:**Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nia Syahri**, entitled **"An Analysis Of Motivation In Learning English At The Grade VIII Students Of Mts S Islamiyah Kotapinang Labuhanbatu Selatan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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The name who signed here:

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## LEGALIZATION

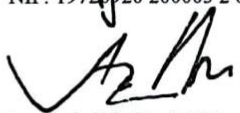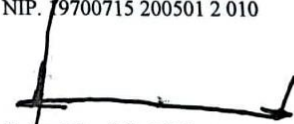| | |
|---|---|
| **Thesis** | : An Analysis of Motivation in Learning English at The Grade VIII Students of MTs S Islamiyah Kotapinang Labuhanbatu Selatan |
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| **The Title of the Thesis** | **: An Analysis Of Motivation In Learning English At The Grade VIII Students Of MTs S Islamiyah Kotapinang Labuhanbatu Selatan** |

## ABSTRACT

This research discussed about students 'Motivation in Learning English at Grade VIII  MTs S Islamiyah Kotapinang Labuhanbatu Selatan. The problem of the research that the students  had low desire and enthusiasm in learning especially learning English. The purpose was to know students' dominant motivation and to found out how was the students' motivation level in learning English at Grade VIII MTs.S Islamiyah Kotapinang Labuhanbatu Selatan. So, some of the students did not enjoy with learning English. The aim of this research was to analysis students'motivation in learning English at grade VIII MTs S Islamiyah Kotapinang.

. The kind of this research was quantitative research where the method was descriptive method. The population of this research was grade VIII MTs S Islamiyah Kotapinang Labuhanbatu Selatan. The sample of this research 39 students of the second grade of MTs S Islamiyah Kotapinang. The researher took the sample by using simple random sampling. To collect the data, the researcher used questionnaire to know students'motivation in learning English. Then, to analyzed the data, the researcher used the SPSS, Microsoft Excel, and a fivepoint likert scale as motivation level measurement.

At the result of this research, the researcher found that the total score of students' intrinsic motivation was 1288, the mean score was 3.29. The total score of students'extrinsic motivation was 1417 and the mean score was 3.63. The researher found that there were 11 students had high motivation and 28 students had moderate motivation which the total score was 3.47. Therefore, in average the students have moderate level of motivation, based on the interpretation from the total score (3.47) of Five-Point Likert scale. The students'motivation dominant in learning English was extrinsic motivation which the total score was 3.63, meanwhile the intrinsic motivation score was 3.29 which was interpreted as a moderate motivation level.

*Keywords*: motivation, learning English

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**The Title of the Thesis**    : An Analysis Of Motivation In Learning English At The Grade VIII Students Of MTs S Islamiyah Kotapinang Labuhanbatu Selatan

## ABSTRACT

Penelitian ini membahas tentang motivasi murid dalam bahasa inggris di kelas VIII MTs S Islamiyah Kotapinang Labuhanbatu Selatan. Permasalahan dalam peneletian in yaitu murid mempunyai keinginan dan antusias yang rendah dalam belajar terutama belajar bahasa inggris. Tujuannya untuk mengetahui motivasi murid yang dominan dan mengetahui bagaimana level motivasi murid dalam belajar bahasa inggris di kelas VIII MTs.S Islamiyah Kotapinang Labuhanbatu Selatan. Maka, beberapa murid tidak menyukai dengan belajar bahasa inggris. Tujuan penelitian ini untuk menganalisis motivasi murid dalam belajar bahasa inggris dikelas VIII MTs S Islamiyah Kotapinang.

Jenis penelitian ini adalah penelitian kuantitatif dimana dengan metode deskriptif. Populasi penelitian ini adalah kelas VIII di MTs S Islamiyah Kotapinang Labuhanbatu Selatan. Sampel penelitian ini berjumlah 39 murid tingkat kedua di MTs S Islamiyah Kotapinang. Peneliti ini mengambil sampel dengan menggunakan simple random sampling. Untuk mengumpulkan data, peneliti menggunakan angket untuk mengetahui motivasi murid dalam pembelajaran bahasa inggris. Kemudian untuk menganalisis data, peneliti menggunakan SPSS, Microsoft Excel, dan skala likert lima poin sebagai tingkat pengukuran motivasi.

Pada hasil penelitian ini, peneliti menemukan total nilai motivasi intrinsik murid adalah 1288, nilai rata-rata adalah 3.29, 48 % persentase dan 0.28 S.D yaitu tingkat motivasi yang sedang. Total nilai ekstrinsik motivasi murid adalah 1417 , nilai rata-rata adalah 3.63, 52% persentase, and S.D 0.63 yaitu tingkat motivasi yang sedang. Peneliti menemukan ada 11 murid mempunyai motivasi yang tinggi dan 28 murid mempunyai motivasi sedang dengan total nilai 3.46. Oleh karena itu, rata-rata murid mempunyai tingkat motivasi yang sedang, berdasarkan penafsiran dari total nilai (3.46) pada skala likert lima poin. Motivasi murid yang dominan dalam pembelajaran bahasa inggris adalah motivasi ekstrinsik dengan total nilai adalah 3.63, sementara itu nilai motivasi intrinsik adalah 3.29 dengan ditafsirkan sebagai level motivasi yang sedang.

*Kata kunci*: motivasi, pembelajaran bahasa inggris.

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,    June 2022
Researcher
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# CHAPTER I

# INTRODUCTION

## A. The Background of the Research

Learning English currently is truely important because it is viewed as an international language. So, it will become an worldwide language received in many fields. For example, when the people beings favor to go to many countries, the humans want to use English to communicate with humans there. Another instance is when the people are going to job interview, so English is a language that will be recommended. That is why most human beings examine English and strive to comply with the world development in science and technology.

Learning English is very essential to be learned and understood. The English is important for people, mainly for a teacher and a student. In Indonesia, the native language is Indonesian language. In Indonesia, the first foreign language is taught as obligatory tutorial situation in secondary and higher schooling is English. The main reason is to supply students' capability to examine English textbooks in related field. The English teacher is concerned about the nice of the students. The teacher feels careworn in giving the average score of KKM due to the fact in general the students'ability in existence capabilities about English are far from expected actuality and just a little college students can speak English, cause the college students do now not use English as 2nd language, so that the students are categorised low in English.

Ministry of education and culture of Indonesia has tried some curriculums to enhance quality of education in Indonesia. The newest curriculum is the 2013 Curriculum or K-13. This curriculum is additionally applied in the Junior High School level and MTs S Islamiyah Kotapinang is entrusted to follow this curriculum in instructing and learning method since 2016. In K-13, the students are demanded to be more active. The reason is because in the trendy curriculum, the mastering procedure is student-centered. The learning model which is scientific approach also needs college students to be independent learning, now not depending on the teachers. Students are expected to examine from many sources, no longer only from the teacher. Students can study from books, articles or journal that they can discover on the internet. Thus, students can improve their know-how by looking for different sources.

However, based on Ministry of Education and Culture Republic of Indonesia Regulation number 36 year 2018, duration of English category solely a week is two lesson hours. The duration is decreasing compared to the preceding curriculum. In the preceding curriculum, the School-Based Curriculum the period of English subject is 4 lesson hours in a week. As a consequence, students do not have a lot time getting to know and improving English skills at the school since they only have two lesson hours in a week.

Knowing English is not easy, some students do not interested and understood in learning it. However, there are a lot of students try to know more about English. Especially during pandemic time of Covid 19, students

seldom use English language in their daily activities. Although the students studied about English, students are still getting some difficulties to understand about English. Therefore, English is taught in Junior High School in which the reason of teaching learning is to enable students to improve the 4 abilities of English they are writing, speaking, listening, and reading, and to use English in daily communication. Motivation is one of the most necessary factors in the success of English learning. When students wishes to be a success one in life, the goals need  motivation. Motivation is needed by everyone, especially to reach desires in the future. It capacity that students wishes motivation to make planning become  true.

The successful in getting to know English will depend on the motivation. In other word, gaining knowledge of and motivation closely sure together, and have an effect on one another heavily. When gaining knowledge of English, one-of-a-kind students have distinctive difficulties and problems. The students can make different errors in English pronunciation, grammar and vocabulary usage. It will supply the affect on students'motivation in gaining knowledge of English. Some of the students feel that English is very hard to study, but they are influenced to study hard for the excellent achievement. In other hand, some students feel nervousness and bored in learn. As the result, they received low achievement in English.

In Budiana and Djuwari journal, Mc Donough mentioned motivation of the student is one of the most significant elements that influence their success or failure in learning the language. Motivation is the reason or

background behaviors'someone.[1] In addition, motivation is a key to motivate the students to analyze English language.[2] When the students have been encouraged to examine English, they will comply with the lesson intensively and they will be interested in practicing English fluently. It can be concluded that motivation is an essential phase in learning language, except having it, students will not have enthusiasm in learning English.

There are two types of motivation. Intrinsic motivation in language studying refers to motivation to involve in an activity due to the fact the undertaking is exciting and interesting to take part. Here the students are indicated through their intrinsic motivation, they study English because of their inner urge. And also, extrinsic motivation refers to a performance which performs in order to gain reward such as top grades or to increase salary, or however to keep away from from punishment. Here the students in learning English are influenced by their exterior eagerness, such as looking for a job, doing examination, and so on.

However, many teachers have lack of understanding related to the students' motivation in learning English. Actually, it is certainly important for the teacher to comprehend what motivation that motivate the students the most in learning English, either it intrinsic or extrinsic motivation. In journal Nailufar,et.al state one part of the teacher roles in motivating the students to

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[1]Mitra Elizadeh, "The Impact Of Motivation On English Language Learning", *International Journal Of Research In English Education,* Vol.1, No.1, 2016, P.12,http://ijjreeonline.com

[2]Budiana & Djuwari, " The Non-Native Students'Motivation in Learning English at STIE Perbanas Surabaya", *Journal of Language and Literature,* Vol.12, No.2,2018, p.196, http://journal.unnes.ac.id

study English is by means of "knowing the specific reason of the students in mastering English and stimulate them to continue to be nice to reap their goals". [3] In addition, having a deeper perception about students' motivation can help the instructor to improve the teaching and getting to know English primarily based on the students' activity and goals.

On january 2022, the researcher interviewed one of the English teacher in MTs S Islamiyah Kotapinang, her name is Mrs.Zubaidah Harahap.[4] It was revealed that the students usually showed their response when the teacher taught English subject. She said that in her teaching, she gave explanation about their material and then gave them the tasks. Sometimes she made some group for the students. So, when the teacher applied discussion in teaching and learning processes, she wass going to know the students' motivation by their active response to the teacher's explanation and question.

The researcher also observed the students when doing practice teaching at MTs S Islamiyah Kotapinang especially in the grade VIII at MTs S Islamiyah Kotapinang, the teaching also is about grammar, the researcher gives the little explanation about grammar that the teacher have explained. And also, when the researcher gives some questions for the students, some students answer the questions. And the researcher also see some the students only enjoy with their game in their seat, and some the students is only silent

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[3] Yuyun Nailufar, "Analysis Of Motivations To Study English And Arabic", English Education Journal, Vol.9, No.2, 2018, P.334

[4] Zubaidah Harahap, interviewed the English teacher MTs S Islamiyah Kotapinang, On January 2022

and do not give the response and sometimes do not do their tasks and homeworks. It is also because the researcher want to find the intrinsic motivation 'students in learning English and to know why they had different motivation in learning English.

And then, all of the students in the grade VIII at MTs S Islamiyah Kotapinang, the students actually have different motivations in studying English. As cited by Fachraini, every student has variety reasons in getting to know English, for instance, to get a better job, to be able to talk internationally, to make bigger their status or to have self belief to go everywhere.[5] Especially, Kinanti stated that the student who have intrinsic motivation will be more active in the class.[6] Moreover, in Wagiyo's journal, said that as an English teacher, the teacher has to motivate the students based totally on their purpose in learning English, [7] Because according to Mahadi and Jafari, every students has specific kinds of motivation. [8] Thus, the motivation of getting to know English among the students is different.

Related with that condition, the researcher got that the students have different characteristics in learning English at grade VIII MTs S Islamiyah Kotapinang. The researcher also want to see the motivation from the students. If the students have the motivation, the students will be active and

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[5]Siti Fachraini, "An Analysis Of Students' Motivation In Studying English (A Survey Study At Uin Ar-Raniry Banda Aceh)",2017, https://www.neliti.com

[6]Ayu Kinanti,"The Students'Motivation..., https://repository.usd.ac.id

[7]Supiah Wagiyo,"Analysis Of Students'motivation In Learning English At Senior High Schools" , Iain Bangka Belitung, 2018, http://www.researchgate.net

[8]Mahadi & Jafari," Motivasi, Jenis, dan Dampaknya Dalam Pembelajaran Bahasa", Vol.3, No.24, 2012, Acsessed From 15 November 2017, Http://Ijbssnet.Com/Journal/Vol_3_No_24_Special_Issue_December_2012/24.Pdf

happy in learning English. For instance, the students will show their low or high interest in learning English since the condition is supported by their spirit as well as the class and the time. The majority of them are the students with low enthusiasm in learning English.

For this reason, this research is exclusive from previous research in time period of sample and it is research focus. This study will be behavior at MTs S Islamiyah Kotapinang. The motives why the researcher chooses this faculty due to the fact it is considered as one of the private schools in the city. Thus, all of the students who study there come from different locations which will lead to variety solutions of motivation. And also, the students can't discover and improve their English subject, they do not observe the subject material in full concentration.

By understanding about the motivation of students, teachers also can know their students 'interest in learning English. Thus, the teacher can improve their teaching in learning English. It should be proved theoretically. The researcher focused on discussing students who are intrinsically motivated and extrinsically motivation in learning English. It was because the researcher found to figure out which students who study English because their own willingness. So, the researcher interested to choose the topic: **"An Analysis Of Motivation in Learning English at The Grade VIII Students Of MTs. S Islamiyah Kotapinang Labuhanbatu Selatan".**

## B. The Limitation of the Research

This research was held in MTs. S Islamiyah Kotapinang. The participants were grade VIII students in year 2021/2022. The focus of this research was to analyze the students of MTs S Islamiyah Kotapinang Labuhanbatu Selatan have motivation in learning English especially intrinsic motivation and extrinsic motivation. This research was a descriptive research.

## C. The Definition of Operational Variables

1 Analysis

Analysis is a set of techniques for exploring underlying motives.

2 Students

Student is a person who is learning at school or college.[9] It means students are at MTs. S Islamiyah Kotapinang Labuhanbatu Selatan.

3 Motivation

Motivation is the power change inside a character that is characterised by using the high-quality encouragement and the reactions to reach the goal. Motivation is having wish and willingness to do something which is wanted by everybody to make his/her desires will become succeeded in the future.

4 Learning English

Learning English is the cognitive process of acquiring skill about English language. Learning English is what people do when the student

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[9]AS. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oford University press, 2002), p. 1187

want to use the English language. Language skills include that are speaking, listening, reading, and writing. Language system includes vocabularry, grammar and pronouncation.

5. MTs.S Islamiyah Kotapinang

MTs.S Islamiyah Kotapinang is private junior high school in Kotapinang. It is located in Jl. Mesjid Raya No 13 Kotapinang. The total classes are 16 classes. There are 5 classes for first grade, 5 classes is for second grade, and 6 classes is for third grade.

## D. The Formulation of the Research

Based on the explanation above, so the writer takes the formulation of the research as below:

1 What is students' dominant motivation in learning English at Grade VIII MTs.S Islamiyah Kotapinang Labuhanbatu Selatan?

2 How is the students' motivation level in learning English at Grade VIII MTs.S Islamiyah Kotapinang Labuhanbatu Selatan?

## E. The Objectives of the Research

Based on the formulation of the problem above, there are three purposes of this research, they are:

1 To know what is students'dominant motivation in learning English at Grade VIII MTs S Islamiyah Kotapinang Labuhanbatu Selatan.

2 To find out how is the students' motivation level in learning English at Grade VIII MTs S Islamiyah Kotapinang Labuhanbatu Selatan.

**F. The Significances of the Research**

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

1. The Teachers

The teacher, to improve the teaching and gaining knowledge of English process, through enriching understanding about the level of motivation of the students and the dominant motivations that motivate the students in getting to know English as a foreign language. Especially, the English teacher will get data and description about the level and dominant types of motivation of the students.

2. The Students

After the students are researched, they will be aware of the types of motivation that they have in learning English.

3. The researcher

By conducting the study, the researcher understands the types and dominant types of motivation of the students.

**CHAPTER II**

**LITERATURE REVIEW**

## A. THEORETICAL DESCRIPTION

### 1. The Concept of Language Learning

#### a. The Definition of Learning

Rossum and Harmer states that, getting to know is an interpretive process that goals to apprehend the truth that exists.[10]Ahmadi and Supriyono states that studying is a structure of change experienced by students in terms of potential to behave in new ways as a result of interaction between stimulus and response.[11] Brown states that, learning is the system of gaining or acquiring knowledge about a subject or skill through learning, experience, or instruction. [12] It is a mental trade from the learning process due to an increase or absorption of expertise so that it can direct one's behavior to act in accordance to what they are learning.

Learning is an active process, here is active in mental and physical. In Sadirman' book, according to Lee J. Croucbach stated that learning is shown by using change in behavior as result of experience. [13] And in Eveline and Hartini' book, in accordance to Ernest R.Hilgard says that learning is the process by way of which an activity priginates or is changed through responding a situation. Learning is a system of modern

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[10]Erik Jan van Rossum., and Rebecca Hamer. *The meaning of learning and knowing.* (Netherland: Sense Publishers, 2010), P. 2

[11]Abu, Ahmadi., and Widodo, Supriyono. *Psikologi belajar* (Cetakan ke-3). (Jakarta: Rineka Cipta, 2013), P. 20

[12]H, Douglas. Brown. *Principles of language learning and teaching* (4th ed). (Addison Wesley Longman, Inc, 2007), P. 7

[13]Sadirman A.M, "Interaksi & Motivasi Belajar Mengajar",( Jakarta:2003),p.20

conduct adaptation and also can change performance as a end result of practice.[14]

From the opinion of the experts above, it can be conclude that studying is a process of interaction between a individual and his environment with a aware situation that causes changes in behavior. Behavior change is the result of mindful learning, these adjustments are non-stop and practical and are permanent. The occurrence of modifications in a person's behavior due to the getting to know method that is not confined to sure components however comprehensively so that it can have an effect on all aspects of conduct and knowledge of students will be interconnected.

**b. The Types of Learning**

Every student has different potential, character, and needs in learning. Learning theory is an attempt to describe someone learns so it helps us understand the process learning complex. Type of learning matches the context and subject matter and this need to be learned. Gagne in Smith & Ragan' book  identifies the eight types of learning as follows:[15]

a) Signal learning. It's mean the people analyze to make popular diffusion in response to a sign or signal.

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[14]Eveline Siregar &Hartini Nara, " Teori Belajar dan Pembelajaran", ( Ghalia Indonesia: Bogor), 2011,p.4

[15]Patricia, L. Smith., and Tillman, J. Ragan. *Impact of R.M. Gagne's work on instructional theory*. (University of Oklahoma, 1996), P. 731

b) Learning stimulants. This stage students get the proper response for the stimulus that will be discriminated against.

c) Chain. The reason of the chain is that students can get two or extra connection stimulus responses.

d) Verbal associations. In this stage, students will get oral chain learning. Such conditions are similar to motors and chains that are interconnected.

e) Various discrimination. It's suggest this stage, the Individuals study to make a number of specific troubles so that they can perceive and respond to many one of a kind stimuli, which may additionally be comparable to each other in bodily appearance to be large or smaller in degree.

f) Concept learning. The Students acquire the potential to make equations and respond to stimulation classes even though individual participants come from different classes.

g) Principle learning. In simple's terms, a principle is a chain of two or extra concepts. Serves to modify behavior and experience.

h) Problem-solving is a type of gaining knowledge of that requires the term "thinking". Before acquiring concepts and concepts that are mixed in a mindful focal point on a series of unresolved or ambiguous events. [16]

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[16] Afi Purnawi, "Psikologi Belajar", ( Yogyakarta:2020), p. 75

So can concluded that style of learning should to know by students and teacher because they are in process learning. For students, with knowing their style of learning, they can get information maximally, depends on process of learning. For teacher, can give facility of learning in the class appropriate with style of learning that students loved. Types of learning are important to know.

c. **The Theories of Learning**

Learning is one of the most necessary methods with the aid of which people are involved in their lives. Various learning theories have been suggested, and these theories have special reasons. The easiest example, principle is a combination of more than a few factors or variables woven collectively in an try to explain what the concept is. In general, theories that have scientific proof will be considered extra valid than theories based on non-public opinions or experiences.

According to behavioristic, learning defined as the process of changing behavior as a result or goal of interaction between stimulus and response.[17] Learn wether or not someone depends on environmental factors. Behaviorism learning idea is the idea that how a scholar behaves is primarily based on their interplay with environment. Teachers in a classroom can make use of nice reinforcement to help students higher analyze a concept Students who acquire nice reinforcement are extra

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[17]Christine Bauer, " Promotive Activities in Technology-Enhanced Learning",2010, p.30

probable to keep facts moving forward, a direct end result of the behavioristic theory. It suggests that behaviors are influenced and realized from external as an alternative than internal.

According to cognitive theory, learning does no longer only contain relationship between stimulus and response. More than that, learning is entails a very complex concept technique. Knowledge that has been previously owned greatly determines learning outcomes.[18] Cognitive theory influences students because their perceptions of their thinking process can help them to learn. Teacher can provide students oppurtunities to ask questions, to fail, and think out loud. These techniques can help students to understand how their concept about process works, and make use of this information to construct better learning opportunities.

According humanistic theory, learning is a natural desire and an attempt to attain our full potential. Learning is focused on the system as an alternative than the result.[19] The learning process is done by learning with giving maximum freedom to the individual. The learners are expected to be able to make their own decisions and be responsible for their decisions.

Constructivist theory understands learning as a learning process (construction of) knowledge is in a person who knows and cannot be

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[18]Christine Bauer, " Promotive Activities...., p.30
[19]Carol Thompson & Peter Wolstencroft, " The Trainee Teacher's andbook:A Companion for Initial Teacher Training",2010

moved just like that from teacher to another student.[20] It is based on the idea that students actually create their own learning based on their previous experiences. Students take what they are being taught and add it to their previous understanding and experiences, creating reality that is special to the students. It is focuses on learning as an lively process which is non-public and individual for each student.

Each theory in learning has advantages and disadvantages. Learning theory can helps teacher to educate and convey students'knowledges. So each the teacher should finds the suitable theory in learning by characteristics from each the student. If the teacher chooses the correct theory in process teaching and learning, It can get the result from the process that have impacts the students.

## 2. The Learning English

These days English is considered as a language which gives you get entry to to the world. [21] It is due to the fact English has become an global language in the world and it is used as a tool for communication. In Indonesia English is a obligatory situation from junior high school to university, so that students need to master English nicely and additionally students should learn English both in formal or informal school. However, even though English is compulsory concern from junior excessive college to university, many students still get difficulties to master English because they do not standard to use English in daily communication.

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[20]Eveline Siregar &Hartini Nara, " Teori Belajar.., p.43-44
[21]Michelle Maxom, *Teaching English as a Foreign Language for Dummies,* (London: John Wiley & Sons, Ltd, 2009), p. 9.

Skill is the combination of knowledge, ability and experience that enables a person to do something well. In Allo journal, Orwig argues that there are 4 basic skills in the English language.[22] They are listening, speaking, reading and writing. Each part of them has the personal material primarily based on the curriculum that has to be learnt by students in grade VIII of junior high School. It is illustrated as follows:

a) Listening

Listening is the language talent which learners usually discover the most difficult skill because they feel under pointless stress to apprehend each word. Listening comprehension is the receptive ability in the oral mode. When people speak of listening what they actually mean is listening and perception what they hear. In the first language, people have all the abilities and history knowledge they want to recognize what they hear. Further, he classifies it into two types of listening situations.[23]

   a) Interactive

   b) Non-interactive

Interactive listening situations consist of face-to-face conversations and phone calls, in which the learners alternately listen and speak, and people have a chance to ask for clarification, repetition, or slower speech from our dialog partner. Some non interactive listening conditions are listening to the radio, TV, films, or lectures.

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[22]Girik Allo,et,al., " The Students'Priority Skill of English Needs by the Eleventh Grade Students at SMK Toraja Wisata", Al-lisan Journal,Vol.3, No.1, 2018, p.64, https://journal.iaingorontalo.ac.id

[23]H.Douglas Brown,"Teaching by principles an interactive approach to language pedagogy, Third Edition,",San Fransisco State University, 2007,p.299

Based on syllabus of English Subject at grade Eight of Junior High School, in listening, the students have to recognize simple transactional and interpersonal dialog for interaction with the environment. The subjects are responding of accepting and rejecting service, asking and refusing things, and responding of asking and giving opinion.

b) Speaking

Speaking is the productive skill in the oral mode.[24] It is classified into three speaking situations:

a) Interactive,

b) Partially interactive

c) Non-interactive

Furthermore, Interactive speaking situations consist of face-to-face conversations and telephone calls, in this case, the speakers alternately alternate messages and they have possibilities to ask for clarification or repetition. Some speaking conditions are partially interactive, such as when giving a speech to a live audience. The speaker although can see the target market and choose from the expressions on their faces and body language whether or not or no longer he or she is being understood. Non- interactive talking is when the speaker giving a speech, no longer to a stay audience, such as the speakers in radio or TV.

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[24]H.Douglas Brown,"Teaching by principles...., p.322

Based on syllabus of English Subject at grade VIII of Junior High School, in speaking the students have to utterance the meaning of short oral transactional and interpersonal dialog for doing interaction with others. The subjects are asking and giving services, point out the utterances such as : let me help you, thank you so much, can I have a bit, Did you break the mirror ?

c) Reading

Reading is the receptive skill in the mode of written.[25] It can increase independently of listening and speaking skills however regularly develops along with them, in particular in societies with a highly-developed literary tradition. Reading can help build the vocabulary that further helps listening comprehension, specially at the later stages.

Based on syllabus of English Subject at grade Eight of Junior High School, in analyzing students are ordered to comprehend a text in descriptive and recount textual content that has relation with the environment. The subjects are analyzing fluency of short text, identify of the information in the text and perceive the function of the textual content such as invitation message..

d) Writing

Writing is the productive skill in the mode of written.[26] It can increase independently of listening and speaking skills however regularly develops along with them, in particular in societies with a highly-

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[25]Eka Sustri Harida, " Reading Comprehension I", Dictate, 2019, p.1

[26]Sanggam Siahaan, " The English Paragraph, ( Yogyakarta : Graha Ilmu,2017),p.2

developed literary tradition. Reading can help build the vocabulary that further helps listening comprehension, specially at the later stages.

Based on syllabus of English Subject at grade Eight of Junior High School, in analyzing students are ordered to comprehend a text in descriptive and recount textual content that has relation with the environment. The subjects are analyzing fluency of short text, identify of the information in the text and perceive the function of the textual content such as invitation message.

## 3. The Definition of Motivation In Learning English

### a. The Definition Of Motivation

Motivation is the most important components of learning process for students. It is considered as an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, such as vocabulary, pronunciation, grammar, and the four basic skills of the language.[27] Without motivation, students will be difficult to achieve the success. Students need the motivation when they have to do something to succeed. In general, everyone knows what motivation is, but it is not always easy to understand what motivation actually is. Without motivation the people almost certainly fail to make the necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When

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[27]Alpino Susanto, "The Important Role Of Motivation In Foreign Language Learning: A Review", Vol.6,No.1, 2018, P.51

learners are not motivated, the learners will not be able to learn English or even pay attention to it to learn it.

Motivation is person's desire to make the necessary effort to achieve a goal. It comes from outside and inside of human. Motivation is related to words such as motor, motion, and emotion. All of these words included some form of activity, some kind of movement. This is one of the principal features of life, a kind of restless movement that appears to arise from sources within the organism. These sources are called motives. A motive is a state of physiological arousal that is assumed to play a causal role in behavior, physiological arousal refers to such states as hunger and thirst.[28]

In Indah journal, argues that motivation comes from the Latin Movere meaning moving.[29] Motivation is a key learning. It is the willingness, the need, the desire and the drive to realize the learning process and succeed in the learning process. It is essential to the operation of organizations and classroom activities. So that, try to interest of students' motivation, try to know students' need in teaching learning process. Students who are confident and motivated to learn, spend more time and effort and desired goals than those who are not confident and unmotivated.

The word motivation in teaching and learning process can be defined as the reason of the students for doing something. Many experts have given

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[28]Bruno J., and Frank J*., Psychology: A Self-Teaching Guide (e-book)* (Canada: John Willey & Sons, Inc, 2002) p. 91, Accessed from *https://goo.gl/28wbJt*, Retrieved on November, 26th 2017

[29]Indah sari, " Motivasi Belajar Mahasiswa Program Studi Manajemen Dalam Penguasaan Keterampilan Berbicara (*Speaking*) Bahasa Inggris''*Journal manajemen tools,* Vol. 9 No. 1 Juni 2018, 24, https://jurnal.pancabudi.ac.id

definitions of motivation. According to Alderman, motivation is something that can give the students resources for developing aspiration, independent learning, achieving goals, and fostering resiliency in the face of setbacks.[30] It means that motivation is essential for students to support all of students' activities in learning process. Therefore, students that have high motivation to learn will have good competence and also they will achieve learning goals.

David and friends states that when motivation is applied in second language learning it will provide energy to students to create unexpected achievements and some improvement in the ability to learn a second language both in a short or long time span.[31] Lalonde and Gardner in Spolsky'book states that motivated students tend to learn more and learn faster than less motivated students, because motivation is a combination of effort, desire, and affective reaction to second language learning.[32] Students who do not get attention tend to behave inappropriately, causing discipline problems when they are not motivated in learning English.

While, according to Hilgard and Russel in Wasty Soemanto'book, stated that motivation is "the evidence seems rather clear, too, that motivation is not something applied apart from the learning situation but is

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[30]M. Kay Alderman, *Motivation for Achievement-Possibilities for Teaching and Learning,* (2nd Ed),(New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p. 3.

[31]David, L., Aintzane, D., and Juan, M. S. (Ed). *Motivation and foreign language learning: from theory to practice.* (Amsterdam: John Benjamins Publishing Company, 2014), P. 9

[32]Bernard, Spolsky. *A condition for second language learning.* (Hong Kong: Oxford University Press, 1989), P. 156

an intrinsic part of it.[33] So, motivation is the change of energy in individual itself. It is signed by effective supporting and reacts to achieve the goal, and it is a part of learning. Lack of motivation, it is caused of miss or lose of understanding the important of reading, then, they think that reading is an activity that make them bored, in fact, motivation becomes the supporter their concentration and help to produce the complete understanding whether in reason or emotional.

According to Harmer stated the motivation that drives someone to learn English is influenced by the attitude of the community in which they are located, certain people who are close to them, including the teacher and the methods he uses in the learning process.[34] In Djamarah book, According to MC. Donald that motivation is a change of energy within the person characterized by affective arousal and anticipatory goal reaction.[35] Motivation can be effort to make someone will do something or will effort to avoid if someone not like. Motivation helps someone to try the new things, to have good spirit to change be better and the best.

Motivation is something that encourages someone to move consciously and unconsciously. The teacher must give motivation and give satisfaction to students in learning English. Lisna also said that learning to speak in a foreign language is indeed difficult because it is not the own

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[33]Wasty Soemanto. *Psikology Pendidikan*, ( Jakarta: Rineka Cipta, 2003), p. 201.

[34]Jeremy, Harmer. *The practice of English language teaching* (3rd ed). (New York: Longman Pearson Education Limited, 2001), p. 51-52

[35] Syaiful Bahri Djamarah, "Psikologi Belajar Edisi 2011",(Jakarta ; Rineka Cipta, 2011), p.148

language.[36] Students who are motivated in the learning process, students will do more learning activities than those who are less motivated to learn. It means that motivation is one of the several things which determine the success of the students in learning. With motivation, students will study harder and have full concentration in the teaching and learning process.[37]

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.[38] Motivation is defined as the feeling based on which a person acts or behaves regarding a particular way. When the motivation is positive, a person is happy, energetic, enthusiastic and self-driven. When it is negative motivation, a person is demoralized, sad, lethargic and pessimistic.

Motivation is the reason or what cause someone to do of achieving something. Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of foreign language learning. When the subjects really have positive attitude towards the target culture and English-speaking people, they will enjoy learning English as much as possible and thinking English as an important part of learning and will put great effort to learn. Therefore, they will improve their

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[36] Alfi Syahrin & Amru Bin As,"Pengaruh Penggunaan Audiovisual Dan Motivasi Belajar Terhadap Keterampilan Berbicara Bahasa Inggris Di Sma Negeri 3 Takengon", *Jurnal Kande*, Vol. 1, No. 1, 2020, p.23, https://ojs.unimal.ac.id

[37] Syafrizal.,et,al, "The Correlation of Students' Learning Styles, Learning Motivation, and Speaking Ability", *JELTS* Vol. 3 No. 2, 2020, p.74, https://jurnal.untirta.ac.id

[38] H.Douglas Brown. *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p. 112

language skill also. It means motivation is one the key factors influencing the success of foreign language learning.[39]

Based on the explanation above, the researcher conclude that motivation is the desire and effort which drive people to do anything act in achieve the goal. Motivation is an essential factor in learning because it has an influence toward students 'success or failure as language learners, the teacher must develop an understanding of the motivation in learning. And then, the researcher can conclude that  motivation in learning English is  one of the things which determines the success of the students in learning and needed by all of students to encourage the will in learning English that make the students has desire and have ability in English. Motivation can be seen as the successful aspect when learning a target language deals with speak the language.

### b. The Theories of Motivation In Learning English

1) Brown's Theory

Brown state that "Motivation is something that can, like self-esteem, be global, situational, or task oriented".[40] Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learning

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[39]Fitri Rayani Siregar & Rahmadiny Siregar, " Students' Motivation in Learning English", *English Journal for Teaching and Learning,*Vol.08,No.02,2020, p.178 http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ
[40] Pham Duc Thuan, "Attitude and Motivation in Language Learning", journal ELT and AL,Vol.3, No.5,2021, p. 68, http://www.researhgate.net/publication/351979376_Attitude_and_motiation_in_language_learning_a_review

for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

Based on Brown, there are three different perspectives emerge. From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.

a) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example, Ausbel in Brown identified six needs undergirding the construct of motivation:[41]

   1. The need for exploration

   2. The need for manipulation

   3. The need for activity, for movement and exercise, both physical and mental.

   4. The need for stimulation, the need to be stimulate by the environment, by other people, or by ideas, thoughts, and feelings.

   5. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to

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[41] Ibid

resolve contradiction, to quest for solutions to problems and for self consist systems or knowledge.

6. The need for ego enhancement, for the self to be known and to be accepted and approved of by others.

b) A constructivist. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

The "needs" concept of motivation in some ways belongs to all three schools of though. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

2) Maslow's Theory

Maslow is, one of the founders of a humanist approach to management, he wrote a paper on the influence of five basic human needs and their hierarchical nature. The theory of human needs according

to Maslow's motivation provides an impression on people to achieve their goals. If people have psychological, security, love and respect needs, if these needs are met, then people become motivated to satisfy their needs for knowledge, understanding, aesthetics, and self-actualization.[42] The five needs theory Maslow cited in Brown:

a) Psychological needs

It has something to do with the maintenance of the human body when it is not healthy so we will wait until the condition of the body to recover.

b) Security needs

This is related to how to bow your head and keep you from danger, if we are rich, strong and powerful or have good friends, we can make ourselves safe.

c) Love needs

These needs acceptance from teachers, parents, and friends.

d) Esteem needs

These needs encompass this reaction of other to as an individual and our opinion of our selves.

e) Needs for self-actualization

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[42] Brown, H. Douglas. *Teaching by principle: an interactive approach to language pedagogy* (2rd ed). (Addison Wesley Longman, Inc. A Pearson Education Company, 2001), P. 74

Needs for self the actualization is a need which consists of self-fulfillment and achivement of personal. It becomes what we are able to become, which will be ours the greatest achievement.

c. **The Kinds of Motivation in Learning English**

In teaching and learning activities at school, it is important for students to have motivation for learning because the activity will be good if the children have strong motivation. Motivation as general can be categorized into two kinds. They are intrinsic and extrinsic motivation. According to Djamarah, motivation has two main categories there are extrinsic motivation and intrinsic motivation which comes from outside and from inside.[43] Dimiyati and Mudjiono also says that motivation is divided in to two parts, namely extrinsic motivation and intrinsic motivation.[44]Both of extrinsic motivation and intrinsic motivation have an important part to play in the teaching learning process. More details will be explained as follow:

1) Intrinsic Motivation

This kind of motivation appears within the individual itself. For example, someone who wants to get certain knowledge because they think it is necessary or they need to know about it, and then they gain or learn it by themselves without being forced by someone else or their environment. Intrinsic motivation, motivation is derived from a person without stimulation from the outside. A

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[43]Syaiful Bahri Djamarah, "Psikologi Belajar ..........,p.149
[44]Dimiayti and Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: PT. RinekaCipta, 2013). p. 90

stimulus is a temporally discrete, momentary happening in the life of an organism.[45] The most common definition of intrinsic motivation involves performing an activity for its own sake rather than as a means to an end.

According to Santrock that intrinsic motivation involves the internal motivation to do something for its own sake.[46] For example, a student do exam because they are happy with the subject being tested. According to Dahliana says that intrinsic motivation refers to the motives that come directly from inside the person, not because of pressures from others or the environment".[47] The motivation is pure come from themselves. It can be assumed that the students who have intrinsic motivation will enjoy in teaching learning process and interest to study because they have desire to do it from inside themselves.

Kember states that intrinsic motivation is normally interpreted as motivation through an interest in the learning task undertaken.[48] In wahab' book stated that according syaiful djamarah, intrinsic motivation is the motives that become active or the function do not need to be stimulated.[49] It means that intrinsic

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[45]Brian H. Ross, The *Psychology Of Learning And Motivation* (London: Elsevier Academic Press, 2004), p. 86.

[46]John W. Santrock, Psikologi Pendidikan Edisi kedua, (Jakarta: Kencana, 2008), p. 514.

[47]Syarifah Dahliana, "Students'motivation And Responsive Pedagogy In Language Classroom", Englisia Journal, Vol.6, No.2,2019,p.77, https://jurnal.ar.raniry.ac.id

[48]David Kember, *Understanding the Nature of Motivation and Motivating Students through Teaching and Learning in Higher Education,* (Singapore: Springer Science, 2016), p. 22.

[49]Rohmalina wahab, ''Psikologi Belajar'',( PT Raja Grafindo:Jakarta, 2015), p.131

motivation comes from inside that is through an interest in the learning task. Dai and Stemberg also states that "Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself".[50] From this statement, it is clear that intrinsic motivation derives from inside of person and without external factors.

According Deci & Ryan, Intrinsic motivation is the energy source that is central to the active nature of the organism.[51] Intrinsic motivation is a response to needs that exist within the learner, such as curiosity and the need to know. Intrinsic motivation is related to an internal wish to do something". When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards." So, intrinsic motivation is something inside the students that push them to learn English.

Intrinsic motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they desire to do everything from inside themselves.[52] The students do activities

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[50] David Yun Dai and Robert J. Sternberg, *Motivation, Emotion, and Cognition,* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), p.329

[51] Edward L. Deci & Richard M. Ryan, " Intrinsic motivation and self determination in human behavior", ( New york: Plenium press, 2013), p.11

[52] Dr. Dimiayti And Drs. Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: PT. Rineka Cipta, 2013). 91

because they have own desire and reward from themselves and do not depend on the external rewards.

Intrinsic motivation is willingness to reach the goal within the action itself.[53] The students can learn the language with themselves'desire.[54] In addition, intrinsic motivation is a motivation that appears within the individual without being affected by other factor outside the individual itself in order to achieve their goals in learning English.

The researcher concludes all of the intrinsic motivation definitions. Intrinsic motivation is kind of motivation that encourages students to learn English because they love and interested in it. They do not just want to know about the language, but also every detail that related to the language, like English culture. They learn it because they want it. No one forces them tolearn English. They will be more engage in English language and become integrated on it.

Moskovsky and Alrabai state in literature there are different conceptualization in intrinsic motivation.[55] Intrinsic motivation enhances people's self-conceptby engaging them in activities that motivate them. In Moskovsky and Alrabai journal, Lepper and

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[53]Siti Rafasah, " The Correlation Between Students'motivation And Their Achievement In Studying English ", Thesis, 2019, P.9, http://e-repository.perpus.iainsalatiga.ac.id

[54]Novilia Hardianti & Marlin P. Marpaung,**"Pengaruh Efikasi Diri, Motivasi Belajar Dan Minat Baca Terhadap Hasil Belajar Speaking Siswa Kelas X", *Jurnal Pendidikan*, Volume 22, Nomor 1, Maret 2021,P.50, http:jurnal.ut.ac.id

[55]Christo moskovsky & Fakieh Alrabai, " intrinsic motivation in Saudi learners of english as a foreign language", *linguistic journal,* Vol.2, No.1, 2009, p.1 , https://www.researcgate.net

Hodell state that propose four main factors as the principal sources of intrinsic motivation, which are challenge, curiosity, control and fantasy.[56] In Moskovsky and Alrabai journal, Vockell indicates that curiosity involves the assumption that learners would be more motivated if they are provided with a more interesting and stimulating sensory and cognitive environment.[57] Control refers to the learners' level of control over what they do and how they do it. Learners will get a stronger sense of being in control if they recognize their learning activities to be relevant to what they are trying to accomplish.The last is fantasy that refers to the learners'ability to use their imagination to visualize make-believe event/ situations which are related to the information being learned and at the same time satisfy learners' emotional needs.

By knowing the four principal sources of intrinsic motivation, the teacher can improve students' intrinsic motivation in learning English. The first source which is challenge, the teacher can give more difficult task to the students. It will make they feel efficacious accomplishing the task. The teacher can improve students' intrinsic motivation from the curiosity. The teacher prepares some surprising information that motivates the students to

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[56]Christo moskovsky & Fakieh Alrabai, " intrinsic motivation....,p.1 , https://www.researcgate.net
[57]Christo moskovsky & Fakieh Alrabai, " intrinsic motivation....,p.2

understand it. The third source is control. The teacher can improve students' intrinsic motivation by providing the students with choices and a sense of control over their learning outcomes. The last source is fantasy. The teacher can involve the students through simulations and games. These points have important implications for designing learning environments and activities to enhance students' intrinsic motivation for learning.

It shows that intrinsic motivation has important meaning for students who learn English language. It is because they can engage in activities that enhance learning. Thus, developing intrinsic motivation is important not only for motivation but also for learning.

2) Extrinsic Motivation

Extrinsic motivation is the motivation that appears outside the individual. According to Tuan that extrinsic motivation occurs if external elements such as parents, teachers, friends, past experience, especially benefit and penalty work.[58] An Extrinsic motivation is dependent upon the consequential rewards and punishments resulting from the behavior.[59] For instance, students only want to study English in order to get the teacher's praise, expect the reward such as a small gift or good score from their

[58]Tuan, L. T. An Empirical Research into EFL Learners" Motivation. *Theory and Practice inLanguage Studies,* 2(3), 430-439. 2012. Retrieved January 6th, 2019 from: http://www.ojs.academypublisher.com/index.php/tpls/article/download/tpl s0203430439/4411

[59]Lois V.Brown, " Psychology of motivation", (New York :Nova Science Publisher,2007), p.8

teacher. Aydogan points out that students who are extrinsically motivated to learn English mainly to gain some reward, acknowledgement or recognition.[60]

Ryan and Deci also have the definition about extrinsic motivation. Extrinsic motivation is "a construct that pertains whenever anactivity is done in order to attain some separable outcome".[61]According Syaiful Djamarah in Wahab'book that extrinsic motiation is the motives that became active cause there are stimulated from outside.[62]In other words, extrinsic motivation is an encouragement that comes from outside which leads them to do certain activities. The extrinsic motivation does not have a correlation to the task that they do. They learn English because they have some intentions or there is an obligation to learn it.

Jerremy Hammer state that:

> "Extrinsic motivation caused by any, number of outside factors, for example the need to pass an exam the hope financial reward, or the possibility of future travel".[63]

In the other words, extrinsic motivation is related to external factors. Students learn English not because they love it, but it is because they have external reasons. It can be school requirement, afraid of punishment or reward expectation.

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[60]Hakan aydogan, " Intrinsic and Extrinsic motivation or english learning scale (IEMELS): A physicolinguistics study of reliability and validity", vol.14, no.3,2016, p.57, http://www.academia.edu/29884139

[61]Edward L Deci & Richard M Ryan, " Handbook of Self – determination Research", University Rochester Press, 2004, p.37

[62]Rohmalina wahab, ''Psikologi ..., p.131

[63]Jerremy Hammer , *How...*, p, 51

Moreover, Nailufar emphasized that extrinsic motivated students are motivated to learn English because someone else (externally) is either going to reward them for doing it or penalize them for not doing it.[64] W. Santrock also said that Extrinsic Motivation is do something to get something else.[65] In other words, the reason they learn English is to get a reward or to avoid punishment. For example, a student may study hard for an exam to get good grade.

Based on some definitions above, it can be concluded that extrinsic motivation is one of kind of motivation that comes from outside of someone to do particular action. Students who have extrinsic motivation, they tend to learn English because the stimulus that they acquire from outside themselves such as their teachers, parents, friends or environment to learn English besides expecting the reward or for instance, to avoid the punishment given by their teacher. So, they will do the tasks that are given by the teacher to get desirable outcomes even though they have little interest in it.

d. **The Characteristic of Motivation in Learning English**

Motivation is much needed in doing everything, including in learning something. In learning language, a learner needs motivation because it helps in trying and developing understanding of a new language.

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[64]Yuyun Nailufar, "Analysis ..., p.330
[65]John W. Santrock, Psikologi Pendidikan Edisi kedua, (Jakarta: Kencana, 2008), p. 514.

With motivation, a learner wants to succeed. So, without it, will certainly fail to make the necessary effort.

According to Hammer, Motivation is a kind of internal drive that encourages somebody to pursue a course of action.[66] Because the motivation is related to the internal drive of somebody, that the teacher duty to make that the internal drive is still on while learning and teaching process. The function of teachers' management role is to motivate the learners who are demotivated and to nurture those who are already motivated to the task of learning a foreign language.

Furthermore, Harmer gives some characteristics of good classroom learners, which have: a willingness to listen, a willingness to experiment, a willingness to ask questions, a willingness to think about how to learn and a willingness to accept correction. So, it is part of a teacher's job to encourage students and create a good atmosphere for them to study.

According to Gardner, motivation involves four aspects: a goal, effortful behaviour, a desire to attain the goal and favourable attitudes towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor such as interest, need, value, attitude, aspiration, and incentives. One of the characteristics of good teaching English as a Foreign Language is

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[66]Umiyati Jabri, "Developing Students' Motivation at MTS Negeri Papi Enrekang in Speaking English through Selected Games",*Jurnal Edumaspul*, 2 (2), Oktober 2018 , p.72, https://ummaspul.e-journal.id

motivation; it is suggested that students'motivation towards the subject should be maintained before starting a program.[67]

In journal Aulia, Carlton explains some behavioral characteristics which are the indicators of high motivation.[68]

1) Persistence.

It is the ability to stay with a task for a reasonably long period of time. A highly motivated child will stay involved for a long period of time, whereas an unmotivated child will give up very easily when not instantly successful. Children learn persistently when they are successful at a challenging task. The art in building persistence is in offering a task that is just challenging enough, but not overwhelming.

2) Choice of challenge

It is another characteristic of motivation. Children who experience success in meeting one challenge will become motivated, welcoming another. There motivated learners will choose an activity that is slightly difficult for them, but provides an appropriate challenge. When they successfully complete such a task, children gain a high level of satisfaction. Unmotivated children (those who have not experienced early success) will pick something that is very easy and ensures an instant success.

3) The amount of dependency on adult

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[67]Mas Dahrul Ihsan, Students' Motivation in Speaking English, Universitas Gresik, 2016, p.3, http://ojs.umsida.Mas.ac.id/index.php/jess.

[68]Aulia Putri , "Low Motivation in Learning Speaking"*Journal Anglo-Saxon* Vol. 7 No. 1 (Mei, 2016 ), p.15,
https://journal.unrika.ac.id/index.php/jurnalanglo-saxonarticle/download491/360

It is another indicator of motivation. Children with strong intrinsic motivation do not need an adult constantly watching and helping with activities. Children who have a lower level of motivation or are extrinsically motivated need constant attention from adults and cannot function independently. Since independence is an important aspect of quality learning, this dependence on adults will greatly limit children's ability to succeed in school.

4) Indicator of motivational level is emotion.

Students who are clearly motivated will have a positive display of emotion. They are satisfied with their work and show more enjoyment in the activity. Students without appropriate motivation will appear quiet, sullen and bored. They will not take any apparent in their activity and will often complain.

**e. The Function of Motivation in Learning English**

The motivation function is a supporter or stimulus for student in learning English, so the goal of learning can be reached easily. High or low students' motivation in learning influences the success of learning itself. If students do not have any motivation, they will be lazy to learn because there is no any stimulus that drives them in learning. Students motivation is one's direction to behavior or what causes students to want to repeat a behavior and vice versa and it is a desire in a student that causes the students' acts, usually the students' acting for a reason to

achieve the goal. It means that the function of motivation is as the direction of the action to be achieved something.[69]

In Indah journal, Hamalik argues that, motivation has three function, namely [70]:

1) Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.

2) Determining the direction of action, towards the goal to be achieved such motivation can provide direction and activities that must be done according to its purposes.

3) Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

So, From the explanation above, the researcher concludes that there are many function of motivation. Motivation gives students stimulus and encourage students to learn hardly. So, the goal of learning can be reached easily. With Motivation, students can get the knowledge in English learning easyly. Without motivation, the goal of learning is difficult to be reached.

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[69]Fitri Rayani Siregar & Rahmadiny Siregar, " Students' Motivation..., p.179http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ,
[70]Indah sari, " Motivasi ..., p.44

**f.** **The Factors affecting of Motivation in learning English**

Motivation is crucial in learning English language, without having it, students will not have enthusiasm in learning even though the material or the lesson is easy. Thohir stated that without such motivation, one will almost certainly do not engage in some activities or do not make the necessary effort to complete an action or to achieve a specific goal.[71] Therefore, motivation is really important in learning English.

There are some factors affecting students' motivation in learning English, namely; teacher influence, personal attitude, and parental influence.[72]

1) Teacher influence

One factor that influences the students in learning English in school is their English teacher, which means that their interest in learning English depends on the performance of the teacher in the class, either it can motivate them or reduce their interests in learning English. In Rahman journal claim that students are highly dependent on their teachers in supporting them learning the language.[73] Their findings also indicated that teachers really have a high influence in encouraging and motivating the students in learning English.Consequently, the teacher needs to be creative and innovative in determining the right strategies

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[71]Lalu thohir, " Motivation in a Foreign Teaching and Learning", Journal for Language and Foreign Lan guage Learning, Vol.6, No.1, 2017, p.20, https://journal.walisongo.ac.id

[72]Hamidah Abdul Rahman,et,al., " Factor Affecting Motivation in Language Learning", Interbational journal of Infformation and Education Technology, Vol.7, No.7, 2017, p.544, https://www.researchgate.net/publication/311998480

[73]Hamidah Abdul Rahman,et,al., " Factor Affecting...., p.544

and methods in teaching and learning process to boost students'
motivation in learning English.

2) Personal attitude

Personal attitude refers to students' attitude toward learning
English process. The attitude toward English learning is really
important .[74] Kaharah emphasizes that positive language attitudes let
the students have positive orientations towards learning English[75].
Attitude could play an important role as it would determine the
students' success in learning English.

Rafasah points out that students' attitude affect their motivation
in learning process.[76] In addition, students 2with positive attitudes will
have a better motivation levels and have better opportunity to success in
learning compared to those with negative attitudes.

3) Parental influence

One of the essential factors that influence students' motivation
in learning English is their parent. Parents have crucial role as they
become the first educator of their children. Rahman et al consider that
the first educator who takes responsibility for the students' education is
their parent.[77] They also become a role model for their children through
their behavior and attitude which could assist the children to succeed in
the future, because parents with positive attitude toward English can

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[74]Mitra Alizadeh, " The impact ..., p.12
[75]Hamidah Abdul Rahman,et,al., " Factor Affecting Motivation..., p.543
[76]Siti Rafasah, " The correlation..., p.10
[77]Hamidah Abdul Rahman,et,al., " Factor Affecting Motivation..., p.543

support and develop the English interest of their children which lead them success in learning English. The parents do not contribute in students' learning process in school directly, they support their children by providing all the facilities needed in learning English, paying for the school tuition, encouraging them to do homework and so forth.

g. **The Students' Motivation in Learning English**

There are so many reasons for students to learn English. One of them is because these students really like English lessons or they learn English only for school requirements. Students had the motivation to learn because of the tendency to find academic benefits from these activities. This happens because motivation to learn can direct students to the goal and spend effort to achieve that goal.[78] The point here is that motivated students will make any academic activities into meaningful activities so they can improve their skills. When students have motivation in learning, they tend to take their academic work seriously and try to do the best of it. Through motivation, students will have the ability to face all obstacles or failure because they already have a strong determination to realize their dreams.

A teacher must know the motivation of his students in learning English. Scheidecker and Freeman in Dornyei'bookstates that motivation is the most complex and challenging problem faced by teachers today.[79]

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[78]Robert, C, Gardner. *Social psychology and second language learning: The role of attitude and motivation.* (Australia: Edward Arnold, 1985), P. 50

[79]Zoltan, Dornyei. *Motivational strategies in the language classroom.* (Cambridge: Cambridge University Press, 2001), P. 1

In this problem, motivation can affect new learning, the performance of skills, strategies, and behaviors that were previously studied. It shows that the role of motivation in learning is equally important.

It's can lead to reciprocal relationships that are, motivation affects learning and performance and what students do and what they learn can influence their motivation. The point is, when students know their purpose, they will be more motivated. After knowing the motivation for learning, students will realize how important it is to improve themselves, especially in their learning. Therefore, they can improve their abilities and efforts.

So the researcher conclude that motivation is very important in English learning. Motivation can be a reference for students and teachers to improve achievement in learning. When students have known their motivation, students will learn in a direction that is in accordance with the motivation they have. And also the teacher must know the motivation of the students to be able to develop learning materials in accordance with the goals of the students.

**h. The Role of motivation in Learning English**

Motivation is crucial in learning other languages. Pinter stated, When we learn our first language, it is all a natural part of growing up.[80] Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. Some of the

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[80]Pinter, Annamaria. *Teaching young language learner*. (China: Oxford University Press, 2006). P. 36

children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

**i. The Measure of Motivation in Learning English**

According to Hanafiah there are some measurements that can be used to know the motivation that are: [81]

1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.

2) Questionnaire is to know the persistence and loyalty.

3) Free compose is to understand information about the vision and aspirations.

4) Achievement test is to get the information about the achievement of the students' academic.

5) Scale is to understand information about attitude.

In this research the researcher used the one of the measurement above that is questionnaire. In the questionnaire, there are four options that are strongly agree, agree, disagree and strongly disagree. The answer of the questionnaire would be change become score by using liker scale.

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[81]Hanafiah, Nanang. *Konsep strategi pembelajaran.* (Bandung: Rafika Aditama, 2010). P. 28

**B. Review of Related Finding**

The research was related to Bopita in IAIN Bengkulu. This research used descriptive quantitative analysis. The technique used in collecting data was questionnaires and interview. The modified motivational survey of items adapted from Gardner's Attitude / Motivation Test Battery (AMTB) was carried out. Data was presented statistically using percentage, frequency, arithmetic mean, and standard division. The results showed that the mean score of integrative motivation (3.83) was higher than the mean score of instrumental motivation (3.64). However, the overall mean motivation of 3.73 was considered a high level of motivation.[82]

The second, Sonya in IAIN Bengkulu, had done research, the research find out the level of motivation and orientation (instrumental and integrative) motivation of first year students at SMP IT Khairunnas Bengkulu towards English language learning.[83] Motivational Test Battery (AMTB) in the form of a 5-point scale. Frequency, percentage, arithmetic mean and standard deviation were used in analysis data. The main findings indicate that students are relatively "highly" motivated and found to be slightly more "integrative" motivated to learn English

The Third, Siti Hajar in IAIN Padangsidimpuan had done research, the research has the result as it was known that the students' motivation to learn English in Madrasah Aliyah Negeri (MAN) Hutagodang Langga

[82]Bopita Sari, Students' Motivation In English Language Learning Viewed From Gardner Theory (A Survey Study at Second Years Students of TBI IAIN Bengkulu in Academic Year 2018/2019), IAIN Bengkulu, . http://repository.iainbengkulu.ac.id

[83]Sonya, "Motivation In Learning English (A Study At 1st Year Students' Of Smp It Khairunnas Bengkulu In Academic Year 2018/2019)", IAIN Bengkulu

Payung Labuhanbatu was good with the students understood that they needed English for their life in the future. And there are many factors influenced the motivation of the students of Madrasah Aliyah Negeri (MAN) Huta Godang Langga Payung Labuhanbatu Selatan they are the students' health, the role of the parent, learning together, the facilities, the techniques used in teaching and the media used by the teachers.[84]

The fourth, kasmirah had done the research, The result of this research showed from the students'answer in the questionnaires. From the calculation showed that the mean score of the students' intrinsic motivation is high . It meant that the student in SMA Muhammadiyah 9 Makassar have intermediate intrinsic motivation in learning English.[85]

The fifth, Cut Bismi had done the research**,** This research employs survey research which is part of quantitative research. The instrument of this research is questionnaire and used a five point likert scale as motivation level measurement. The participants of this study are  fifty  students of the first grade of MAN 1 Sigli. The writer took the sample by using convinience sampling. The findings of this research are; there are 21 students have high motivation and 29 students have moderate motivation which the total score is  3.57.  Therefore,  in  average  the  students  have  moderate  level  of motivation, based on the interpretation from the total score (3.57) of Five-

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[84]Siti Hajar, "The Analysis Of Grade X Students' Motivation In Learning English Madrasah Aliyah Negeri (MAN) Hutagodang Langgapayung Labuhanbatu Selatan",2012, IAIN Padangsidimpuan

[85]Ira Kasmirah, "A Descriptive Study On The Students' Motivation In Learning English At Sma Muhammadiyah 9 Makassar In Academic Year 2017/2018", Thesis, 2018,  Universitas Muhammadiyah Makassar, https://digilibadmin.unismuh.ac.id

Point Likert scale; and the dominant motivation among the students in learning English is intrinsic motivation which the total score is 3.79, meanwhile the extrinsic motivation score is 3.36 which is interpreted as a moderate motivation level.[86]

From the explanation above the researcher can conclude that the differentiate between my research with them is they use many technique to know students'motivation in learning English mastery but the researcher has two of the formulation of the problem. The first, the researcher want to know the students' dominant motivation in learning English. and the second, the researcher want to find out the students'motivation level in Learning English, cause Students who have extrinsic motivation will try to get somethiung or outcome that they learn English. And the similar my research with their research actually to know about students' motivation in learning English.

## C. HYPOTHESIS

The hypothesis is that the students at the grade VIII of MTs S Islamiyah Kotapinang have intrinsic motivation and extrinsic motivation in learning English.

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[86]Cut Bismi," Investigating ....,p.1 repository.ar-raniry.ac.id

# CHAPTER III

# RESEARCH METHODOLOGY

## A. The Place and Time

This research was at MTs S Islamiyah Kotapinang. MTs S Islamiyah Kotapinang was one of school that took place in street Kotapinang. It was on Jl. Mesjid Raya No.13 Kotapinang. It was not far only about 20 minutes from the researcher's house. This research took the data in April 2022 until May 2022.

## B. The Research Design

This kind of this research was quantitative research where the method was descriptive method. Descriptive method was carried out to obtain information about the references, attitudes, practices or interest some group of people. Descriptive method was a method which describe condition of the present time naturally. In this research, the researcher conducted descriptive method to know the students motivation in learning English at grade VIII MTs S Islamiyah Kotapinang. From the above explanation, this research was aimed to find out the dominant types and the level of students' motivation in learning English.

Based on the explanation above, the researcher concluded that descriptive research means to make a sense perception (descriptive) about situation or event. It was used to describe how was students' motivation level and students'motivation dominant in learning English at grade VIII MTs S Islamiyah Kotapinang.

C. **The Population and Sample**

1. **The Population**

Population is a part of generalization that consists of subjects or objects that have certain qualities and characteristics set by the researcher itself to be studied and followed by drawing the conclusions.[87] Therefore, the populations in this research were all the students at grade VIII MTs S Islamiyah Kotapinang.

The source of data from the students MTs S Islamiyah Kotapinang.The class have five classes. The classes VIII-1 are 40 students,VIII-2 are 39 students,VIII-3 are 38 students, VIII-4 are 38 students,VIII-5 are 38 students.

**Tabel 3.1**
**The Population at Grade VIII MTs S Islamiyah Kotapinang**

| No | Kelas | Jumlah Siswa |
|---|---|---|
| 1 | Vlll-1 | 40 Siswa |
| 2 | Vlll-2 | 39 Siswa |
| 3 | Vlll-3 | 38 Siswa |
| 4 | Vlll-4 | 38 Siswa |
| 5 | Vlll-5 | 38 Siswa |
| Jumlah | | 193 Siswa |

*(Source: data of students MTs S Islamiyah Kotapinang)*

2. **The Sample**

Sample is part of the population that represents the characteristics of the population.[88] There were 193 students in the

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[87]Ary Gumanti,et,al., " Metode Penelitian Pendidikan",( Jakarta: Mitra Wacana Media, .2016), p.186

[88]Sugiyono, Metode Penelitian Pendidikan", (Bandung: Alfabeta, 2017),p.118

eightgrade at MTs S Islamiyah Kotapinang. The researcher used the formulation for selecting the good sample. According to L.R Gay Peter Airaisan "for descriptive research, it was common to sample 10 to 20% of the population although this range will change with the size of the population.[89] The reason of the researcher uses 20% from population was that be easier for the researcher take the sample.

Based on the results of the calculation, 20% from 193 students were 38,6. The number of the samples were 39 samples. The classes at grade VIII consisted of five classes. The name of the classes were VIII-1,VIII-2,VIII-3,VIII-4,and VIII-5 at grade VIII MTs S Islamiyah Kotapinang. The researcher took 7-8 students each class for samples.

**Table 3.2**
**The Sample of the Research**

| No | Class | Total Of Students |
|----|-------|-------------------|
| 1 | VIII-1 | 8 |
| 2 | VIII-2 | 8 |
| 3 | VIII-3 | 8 |
| 4 | VIII-4 | 8 |
| 5 | VIII-5 | 7 |
| Total of Students | | 39 |

In this research, researcher used simple random sampling in taking the sample. Random sampling was the process of selecting a

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[89]L.R Gay Peter Airaisan, p.134

sample in such a way that all individuals in define population had an equal and independent chance of being selected for the sample. The researcher's reason used simple random sampling technique was because of all the sample had the same chance to be chosen and it was the best single way to obtain a representative sample.

## D. The Research of The Instrument

The instrument of the research was a tool of facility that used by the researcher in collecting data. Instrument was very important to support every research. It was find out the level and the dominant between the students'intrinsic and students'extrinsic motivation in learning English. The researcher used questionnaire as the instrument to collect data. The type of research that provided a number of questionnaires to the respondent in order to obtain information needed by the researcher to answer a research question.

The questionnaire was adapted from Gardner's Attitude Motivation Test Battery (AMTB),[90] which had been edited by Cut Bismi using the intrinsic and ekstrinsic orientation scales.[91] The researcher divided the statements into two categories; there were intrinsic and extrinsic motivations. Questions number 1-10 were questions to gather information about intrinsic motivation and questions number 11-20 were questions for extrinsic motivation. The researcher chose AMTB as

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[90]Gardner. R. C. "*Attitude/Motivation Test Battery: International AMTB Research Project (English version")*2004.. http://publish.uwo.ca/~gardner/docs/Englishamtb.pdf3

[91]Bopita, *Students' Motivation ...*, p.33, , http://repository.iainbengkulu.ac.id

questionnaire because AMTB provided good validity, reliability of the questionnaire and hadbeen used in numerous research in all over the world including Indonesia. There were 104 statements about attitude and motivation but the researcher took 20 statements that related to the research questions. The researcher avoided misunderstanding and made the participants easier to answer the questions, the researcher translated the statements from English to Indonesian language. In this questionnaire, students were asked to answer questions by choosing five categories SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

Each student was given a question based on their opinions and feelings. In questions about language skill, problems used the Rating Scale. The data obtained was interpreted in a quantitative sense based on their opinions in the questions. The researcher chose the statements that were most suitable for the respondents and the reality of their cultural context. The researcheredited the questionnaire to make it suitable for Indonesian context.

The questionnaire consists of 20 statements. In this questionnaire, there were two categories that are intrinsic and extrinsic motivation. The questionnaire used the Likert scale items (on a scale of 1-5, ranging from strongly disagree = 1 to strongly agree = 5).[92]In this questionnaire, students were asked to answer questions by choosing five categories:

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[92]Candrianto, " Kepuasan pelanggan suatu pengantar",( Malang: Literasi nusantara), 2021, p.114

SA= 5, A = 4, N = 3, D = 2, and SD = 1. So, the highest score in the

statement item is 5 until the lowest is. We can see the table below:

**Table 3.3**
**The Likert Scale Rating**

| Optional | Score | |
|---|---|---|
| | intrinsic | Extrinsic |
| Strongly agree | 5 | 5 |
| Agree | 4 | 4 |
| Neutral | 3 | 3 |
| Disagree | 2 | 2 |
| Strongly disagree | 1 | 1 |

Then, each item of the questionnaire is developed from indicator that

has been described in the following below:

**Table 3.4**
**The Indicators of Inxtrinsic Motivation**

| No | Indicator | Sub Indicator | Number of Items | Total of Statements |
|---|---|---|---|---|
| 1 | Intrinsic Motivation | Interest | 1,2,3 | 3 |
| | | Curiosity | 4,5,6,7 | 4 |
| | | Enjoyment | 8,9,10 | 3 |
| | **Total** | | | **10** |

**Table 3.5**
**The Table Indicators of Extrinsic Motivation**

| No | Indicator | Sub Indicator | Number of Items | Total of Statements |
|----|-----------|---------------|-----------------|---------------------|
| 2 | Extrinsic Motivation | Teacher | 1,2,3 | 3 |
| | | Parent | 4,5,6,7 | 4 |
| | | Environment | 8,9,10 | 3 |
| | **Total** | | | **10** |

E. **The Validity and Reliability Instrument**

a. Validity

In this research, the researcher used content validity to establish validity of the instrument. *Content validity* concerns the qualities that the task measures, how far it actually represents the abilities in learning English.

So in this research, the questionnaire was adapted from Gardner's Attitude Motivation Test Battery (AMTB). The researcher chose AMTB as questionnaire because AMTB provides good validity, reliability of the questionnaire and has been used in numerous researches in all over the world including Indonesia

b. Reliability

Reliability was also needed to create a good test because a test must be reliable as a measuring instrument. The instrument was said

reliable when the instrument believable to used as an instrument of collecting data because the instrument was good.

## F. The Techniques of Data Analysis

This method tell, analyzed, and classified; investigated by descriptive quantitative. It concluded that this descriptive method was a method that tells and interprets existing data, about a situation experienced, a relationship, an activity, a view, an attitude that is visible, or about an ongoing process. The data obtained from the questionnaires were analyzed using the SPSS program and Microsoft Excel. Quantitative data from the questionnaire were analyzed in terms of frequency, means, and persentages. A five-point Likert scale will be used to measure the level and type of motivation for learning subjects. The scale was used in the questionnaire to determine the level of agreement or disagreement based on the following criteria:

$$P = \frac{F}{n} x 100\%$$

Notation:

P = Percentage of questionnaire

F = Number of frequency

N = Number of students.[93]

To rate students'motivation, the researcher use the criteria as follows:

1. Score 81-100 is categorized very high

2. Score 61-80 is categorized high

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[93]Ira Kasmirah, "A Descriptive ..., p.31

3. Score 41-60 is categorized intermediate

4. Score 21-40 is categorized low

5. Score 0 – 20 is categorized very low)[94]

After obtaining the data from the questionnaire, the data were analyzed by calculating the mean for each question; the researcher used A Five-Point Likert scale to measure the level and types motivation in learning English, whether the motivation was intrinsic or extrinsic motivation. The criteria of scale used to determined the level of motivation based on the participants' answer as follow:

**Table 3.6**

***The Standard of Mean***

| Mean | Range Interpretation |
|---|---|
| 3.68-5.00 | High degree of motivation |
| 2.34-3.67 | Moderate degree of motivation |
| 1.00-2.33 | Low degree of motivation |

*(adopted from Subakhthiasih & Putri' journal).*[95]

Mean ( Average )
The formula used is :

$$Mx = \frac{fx}{N}$$

Description :
Mx  =  Mean ( average )
Fx   =  The sum of multiplication of each score with a frequency
N    =  Number of students[96]

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[94]Kasmirah, "A Descriptive Study...,P.32

[95]Putu Subakhthiasih & I Gusti.A.V.W.Putri, " An Analysis Of Students' Motivation In Studying English During Covid-19 Pandemic Linguistic", English Education And Art (LEEA) Journal, Vol 4, No 1, 2020, Https://Doi.Org/10.31539/Leea.V4i1.1728

[96]Sugiyono, *Metode Penelitan Kuantitatif Kualitatif dan R&D,* (Bandung : Alfabeta ,2008 ), p. 81

By the likert scale, the researcher can determine the level of students' motivation and the students'dominant motivation either intrinsic or extrinsic motivation in learning English.

## G. The Research Procedure

There were some steps in doing survey. The researcher divided research procedures in descriptive into 6 steps. Those steps were:

1) Defining the problem and objectives of the research.

The researcher must define the problem that was important to be investigated and interesting to motivate people to respond. After finding the research problem, the researcher knew the objectives of the research. These would be the aim of conducting the research.

2) Identifying the target population

In descriptive, the target of population in this research was students at grade VIII of MTs S Islamiyah Kotapinang. After that, the researcher decided the sample used simple random sampling. The researcher tookall of classes at grade VIII that were 5 classes of the grade VIII classes. The researcher took 7-8 students each class. The total of students were 39 students.

3) Choosing and preparing the  research instrument

In this research, the researcher used questionnaire as the research instrument. The researcher chose closed-ended questionnaire. Moreover, the researcher provide likert-scale model with 5 five degree of agreements and disagreement. There are 20 statements in

the questionnaire.

4) Distributing the questionnaire

After preparing the instrument, the researcher distributed the questionnaire to the students at grade VIII of *MTs S Islamiyah Kotapinang*. The researcher came to 5 classes at grade VIII MTs S Islamiyah Kotapinang. The researcher distributed the questionnaire to 39 respondents.

5) Analyzing the data

After the data was got, the researcher processed the data. The data was counted and interpreted through some steps that had been discussed in Chapter III that the methodology of the research. The researcher used Likert scale and SPSS to analyze the data. The researcher also analyzed the data using Microsoft Excel to measured the level of students' motivation by analyzing SUM formula, MEAN and SD.

6) Reporting the result

The last step in descriptive procedure was reporting the result. The researcher reported the data that has been calculated and analyze to answer the research problem in this research. After reporting the result, the researcher  could make the conclusion. The conclusion would be used to answer the  research  question in this research.

# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

In this chapter the researcher discussed and interpretation of the data finding that have been gathered from the questionnaires distributed to the respondents. This chapter presented research findings and discussions which provide an answer to the research questions. The result of this research conducted the students' motivation in learning English at grade VIII MTs S Islamiyah Kotapinang. The answers of the research questions about students' motivation level and the students' motivation dominant in learning English at grade VIII MTs S Islamiyah Kotapinang. The description of the answers to research questions presented the result then completed in the discussion.

## A. The Description of Data

The results of this study were obtained from a questionnaire used to find out the level and the dominant motivation in learning English from the students at grade VIII MTs S Islamiyah Kotapinang. This research was conducted in April 2022. The research focused on the second grade MTs S Islamiyah Kotapinang. The researcher distributed the questionnaire to 39 students; 8 students from the class VIII-1, 8 students from the class VIII-2, 8 students from the class VIII-3, 8 students from the class VIII-4, and 7 students from the class VIII-5. The data of students' motivation score was obtained from a questionnaire that consists of 20 statements; 1-10 statements were about intrinsic motivation and 11-20 statements were related to extrinsic motivation. Each of the statement has five alternative

answers. Moreover, each option has a different score; strongly agree has five scores, agree has four scores, neutral has three scores, disagree has two scores and strongly disagree has one score. The mean score results were interpreted according to the Five-Point Likert scale. The range was: 3.68-500 as a high degree of motivation, 2.34-3.67 as a moderate degree of motivation, and 1.00-2.33 was interpreted as a low degree of motivation.

## 1. The Dominant Types Of Motivation

The tables below show the result of intrinsic and extrinsic motivation. To find out the results of the details see the following table.

### a. Intrinsic Motivation

**Table 4.1**

**The Students'Intrinsic Motivation**

| No | Statements | Scores | Mean | Interpretation |
|----|-----------|--------|------|----------------|
| 1 | English is one of my favorite courses | 143 | 3,67 | Moderate degree of motivation |
| 2 | I love learning English | 139 | 3,50 | Moderate degree of motivation |
| 3 | I have a strong desire to know all aspects of English | 132 | 3,38 | Moderate degree of motivation |
| 4 | Learning English will allows me to meet and communicate with varied people | 130 | 3,33 | Moderate degree of motivation |
| 5 | I learn English because I would like to know more about native English speakers | 114 | 2,92 | Moderate degree of motivation |
| 6 | Learning English will allows me to get closer with English speakers | 107 | 2,72 | Moderate degree of motivation |

| | | | | |
|---|---|---|---|---|
| 7 | Studying English is important because I will be able to interact more easily with speakers of English. | 129 | 3,31 | Moderate degree of motivation |
| 8 | I plan to learn as much English as Possible | 138 | 3,54 | Moderate degree of motivation |
| 9 | I really enjoy learning English | 128 | 3,28 | Moderate degree of motivation |
| 10 | I enjoy the activities of our English class | 128 | 3,28 | Moderate degree of motivation |
| | TOTAL | 1288 | 3,29 | Moderate degree of motivation |

From the all of questions, it was give the information that most of students have motivation in learning English. The mean score of the first statement until the tenth statements were moderete degree motivation. It informed that all of the statements were included to a moderete degree of motivation. Therefore, the total of score was 1288 and the total mean score of intrinsic motivation statements was 3.29. According to the mean range of the Five-Point Likert scale, the interpretation of 3.29 was a moderete degree of motivation. In conclusion, students have a moderete level of intrinsic motivation in learning English.

b.  **Extrinsic motivation**

**Table 4.2**

**The Students'Extrinsic motivation**

| No | Statements | Scores | Mean | Interpretation |
|---|---|---|---|---|
| 1 | I learn English because I want to please my family | 162 | 4,15 | High degree of motivation |
| 2 | I learn English because my parents ask me to | 118 | 3,03 | Moderate degree of motivation |
| 3 | I learn English because my parents emphasized English is important to me when I left school | 131 | 3,36 | Moderate degree of motivation |
| 4 | I learn English because I want to do well in my examination | 177 | 4,54 | High degree of motivation |
| 5 | I learn English because I like my English teacher | 120 | 3,08 | Moderate degree of motivation |
| 6 | I like to learn English because my  English teacher has interesting teaching style | 117 | 3,00 | Moderate degree of motivation |
| 7 | Learning English is important because  it will make me more educated | 162 | 4,15 | High degree of motivation |
| 8 | I learn English because I need it to my future career | 157 | 4,03 | High degree of motivation |
| 9 | I learn English because it will be useful in getting a good job | 163 | 4,18 | High degree of motivation |
| 10 | Learning English is important because other people will respect me more if I know English | 110 | 2,82 | Moderate degree of motivation |
|  | TOTAL | 1417 | 3.63 | Moderate degree of motivation |

The table above shows that the five statements showed a high degree of motivation, and five statements were included to a moderete degree of motivation. The total of score was 1417. The total mean score of the extrinsic motivation statements was 3.63 which is interpreted as a moderate degree of motivation. So, it can be concluded that the students have moderate extrinsic  motivation in learning English.

**Table 4.3**

**The Students' Dominant Motivation In Learning English At Grade VIII MTs.S Islamiyah Kotapinang Labuhanbatu Selatan**

| Item | Score | Mean | Percentage | S.D | Interpretation |
|------|-------|------|-----------|-----|----------------|
| Intrinsic Motivation | 1288 | 3,29 | 48% | 0,28 | Moderete |
| Extrinsic Motivation | 1417 | 3,63 | 52% | 0,63 | Moderete |
| Total | 2705 | 3,46 | 100% | 0,5 | Moderete |

Table 4.3 presented the summary of the result between Intrinsic and Extrinsic Motivation. Intrinsic motivation get score was 1288, mean was 3,29, percentage was 48% and S.D was 0,28 at moderete motivation level. Extrinsic motivation get score was 1417, mean was 3,63, perentage was 52% and S.D 0,63 at moderete motivation level. So it can be revealed that the average score of extrinsic motivation that the mean score was higher than the average score of intrinsic motivation.

Data obtained through the administration of the questionnaire were subjected to a number of basic statistical analyses, such as mean,

percentage, and standard deviation that using Microsoft Excel software. The 'mean' of hits to a particular questionnaire item was used to establish the relative level of a particular motivational type: a higher mean presumably indicating a higher level of this type. Standard deviation was used to establish the relative disagreement in the responses provided for each questionnaire item.

2. **The Level of Students'Motivation**

**Table 4.4**

**The Students' Motivation Level In Learning English At Grade VIII Mts.S Islamiyah Kotapinang Labuhanbatu Selatan**

| Students' Motivation Score | | | | |
|---|---|---|---|---|
| No | Initial Name | Total Score | Mean Score | Interpretation |
| 1 | ARN | 70 | 3,5 | Moderete Degree of Motivation |
| 2 | AG | 68 | 3,4 | Moderete Degree of Motivation |
| 3 | BR | 71 | 3,55 | Moderete Degree of Motivation |
| 4 | CAH | 64 | 3,2 | Moderete Degree of Motivation |
| 5 | EPA | 67 | 3,35 | Moderete Degree of Motivation |
| 6 | FA | 69 | 3,45 | Moderete Degree of Motivation |
| 7 | NK | 76 | 3,8 | High Degree of Motivation |
| 8 | NR | 74 | 3,7 | High Degree of Motivation |
| 9 | AN | 74 | 3,7 | High Degree of Motivation |
| 10 | AR | 68 | 3,4 | Moderete Degree of Motivation |
| 11 | DSN | 59 | 2,95 | Moderete Degree of Motivation |
| 12 | DI | 76 | 3,8 | High Degree of Motivation |
| 13 | DYA | 68 | 3,4 | Moderete Degree of Motivation |
| 14 | NH | 72 | 3,6 | Moderete Degree of Motivation |
| 15 | NA | 68 | 3,4 | Moderete Degree of Motivation |
| 16 | PINS | 73 | 3,65 | Moderete Degree of Motivation |
| 17 | CA | 66 | 3,3 | Moderete Degree of Motivation |
| 18 | DMR | 63 | 3,15 | Moderete Degree of Motivation |
| 19 | FH | 75 | 3,75 | High Degree of Motivation |

| 20 | IHN | 74 | 3,7 | High Degree of Motivation |
|----|-----|------|------|-----------------------------|
| 21 | IH | 68 | 3,4 | Moderete Degree of Motivation |
| 22 | KDK | 69 | 3,45 | Moderete Degree of Motivation |
| 23 | SHM | 76 | 3,8 | High Degree of Motivation |
| 24 | WSS | 79 | 3,95 | High Degree of Motivation |
| 25 | HSA | 69 | 3,45 | Moderete Degree of Motivation |
| 26 | HAN | 67 | 3,35 | Moderete Degree of Motivation |
| 27 | IPS | 65 | 3,25 | Moderete Degree of Motivation |
| 28 | PHH | 71 | 3,55 | Moderete Degree of Motivation |
| 29 | PIR | 67 | 3,35 | Moderete Degree of Motivation |
| 30 | RR | 57 | 2,85 | High Degree of Motivation |
| 31 | RK | 65 | 3,25 | Moderete Degree of Motivation |
| 32 | ZAH | 71 | 3,55 | Moderete Degree of Motivation |
| 33 | FD | 66 | 3,3 | Moderete Degree of Motivation |
| 34 | HJ | 64 | 3,2 | Moderete Degree of Motivation |
| 35 | IN | 72 | 3,6 | Moderete Degree of Motivation |
| 36 | JS | 70 | 3,5 | Moderete Degree of Motivation |
| 37 | JR | 74 | 3,7 | High Degree of Motivation |
| 38 | KH | 65 | 3,25 | Moderete Degree of Motivation |
| 39 | MRH | 74 | 3,7 | High Degree of Motivation |
|    | TOTAL | 2704 | 3,46 | Moderete Degree of Motivation |

The data analysis of the mean score showed that the students'motivation in learning English at Grade VIII MTs S Islamiyah Kotapinang was in moderete level. The mean score of students' motivation was achieved by dividing the sum of all scores to the subjects. From 39 of students, total score of the questionnaires was 2704 and total number of item was 20 for the questionnairess using Likert Scale. Thus, the mean score was 69,3.

As shown in the table above, each student has different motivation score. However, in learning English, mostly the students had a moderate level of motivation meanwhile only 11 students have a

moderete degree of motivation and the average motivation score of the students had was 69.3. Therefore, overall the students have a moderate degree of motivation according to the result of the total mean score, which is 3.46. The interpretation of 3.47 based on the Five-Point Likert range scale was a moderate degree of motivation.

## B. The Discussion of The Result

First, the discussion was about students motivation in learning English at grade VIII MTs S Islamiyah Kotapinang. According Deci & Ryan, motivation divided into two kinds. They were intrinsic motivation and extrinsic motivation. Intrinsic motivation is the energy source that is central to the active nature of the organism.[97] Extrinsic motivation is "a construct that pertains whenever anactivity is done in order to attain some separable outcome".[98] The purpose of this research was to find out the level of motivation in learning English and figuring out the dominant motivation in learning English for the students at grade VIII MTs S Islamiyah Kotapinang. In conducting the research, the researcher used one instrument to collect the data to answer the research questions which in this research, there were two research questions.

The first question was about the level of motivation the students had in learning English at grade VIII MTs S Islamiyah Kotapinang. The researcher used questionnaire. The total of the sample was 39 students.

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[97]Edward L. Deci & Richard M. Ryan, " Intrinsic motivation and self determination in human behavior", ( New york: Plenium press, 2013), p.11
[98]Edward L Deci & Richard M Ryan, " Handbook of Self – determination Research", University Rochester Press, 2004, p.37

The result from the questionnaire presented that the students have different motivation score; it showed the students have moderete level. The total of mean score was 3.47. Therefore, over all of the students In MTs S Islamiyah Kotapinang, especially at the second grade have moderate motivation in learning English. It is apported by the result of a study conducted by Asifa N Laeli that identified the students' motivation in learning English has a moderete level of motivation.[99]

The second research question is about the dominant motivation in learning English at grade VIII MTs S Islamiyah Kotapinang. The researcher used the score of the questionnaire to answer the question. The result showed that the total score of intrinsic motivation was 1288 , and the mean score was 3.29, which indicates to a moderete degree of motivation. Then, the total score of extrinsic motivation was 1417, and the mean score was 3.63, which was categorized as a moderate degree of motivation. Based on the result above, it can be concluded that the dominant types of motivation at grade VIII MTs S Islamiyah Kotapinang in learning English was Extrinsic motivation. Extrinsic motivation was a type of motivation that comes from outside of the students. There were some reasons why the students had extrinsic motivation in learning English such as they want to please their parent or family, they want to

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[99]Asfia N. Laeli, " Students' Intrinsic And Extrinsic Motivation In Learning English Writing At Senior High School A Case Of The Eleventh Grade Students Of Sma N 1 Kaliwiro Wonosobo In The Academic Year Of 2018/2019'', Universitas Negri Semarang, Http;//Lin.Unnes.A.Id/34246

do examination well, they want to get good job, and they want to be more educated.

This was similar with a research conducted by Asifa N.Laeli in her thesis, that the level of students' intrinsic and extrinsic motivation was in moderate rating of motivational level where total mean for intrinsic motivation was 3.33 and extrinsic motivation was 3.66.[100] The result of the research is the same result from this research, that the students had the same intrinsic and extrinsic motivation level. However, the result was different with other previous, the extrinsic motivation contributes more towards the reasons of the students in learning English. Actually, having both intrinsic and extrinsic motivation was important as it can be affect the success in learning English.

## C. The Limitation of the Research

The researcher found the threats of this research as follows:

1. The researcher didn't know how serious the students were in answering the questionnaire.

2. Some students asked the answer to their friends or only guest the answer.

3. Time was limited, because the students grade VIII MTs S Islamiyah Kotapinang at the time was fasting for the first semester that caused researcher difficult to decide the appropriate time to do a research.

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[100]Asfia N. Laeli, " Students' Intrinsic And Extrinsic Motivation In Learning English Writing At Senior High School A Case Of The Eleventh Grade Students Of Sma N 1 Kaliwiro Wonosobo In The Academic Year Of 2018/2019'', Universitas Negri Semarang, Http;//Lin.Unnes.A.Id/34246

# CHAPTER V

## CONCLUSION AND RECOMMENDATION

### A. The Conclusions

Motivation is important in learning languages, including English, without motivation, one will do not have desire or enthusiasm in learning which can affect their learning success. In general, motivation is divided into two categories; the first one is intrinsic motivation or motivation that appears inside individuals itself and the second one is extrinsic motivation or the motivation that comes from outside the individual.

After getting the result of the research, the research came to describe the data as follows:

1. The students' intrinsic motivation of grade VIII Mts S Islamiyah Kotapinang was "moderete level of motivation'' getting mean score was 3.29.

2. The students' students' extrinsic motivation of grade VIII Mts S Islamiyah Kotapinang was "moderete level of motivation'' getting mean score was 3.63.

3. Based on the research findings and data analysis in the previous chapter, it can be concluded that overall the students at grade VIII MTs S Islamiyah Kotapinang have a moderate level of motivation in learning English. The data shows that 11 students that have high motivation in learning English whilst the other 28 students have moderate motivation. The result described that the total score of

extrinsic motivation is higher than intrinsic motivation where the score differences between the two are 129. Therefore, The calculation of the data also indicated the dominant motivation between intrinsic and extrinsic motivation at grade VIII MTs S Islamiyah Kotapinang in learning English was extrinsic motivation that comes from outside them.

## B. The Suggestions

To enhance the students' motivation in learning English, the researcher have suggestions that could be implemented in the teaching and learning process as follow:

1. For Headmaster

    Headmaster of MTs S Islamiyah Kotapinang was hoped to support all English teachers to teach well and provide facilities involves with learning English.

2. For teachers

    The English teacher should give the students with more motivation in learning English because the students have motivation especially extrinsic motivation within them as their dominant motivation in learning English. It means the teacher have strong effect to the process of learning English. English teachers should give a positive stimulus to increase students Extrinsic motivation. The teacher also have to improve their intrinsic motivation because having both motivations is crucial to success in learning English.

3. For students

The students should expected to motivate themselves more, since most of them have moderate motivation in learning English. The students should increase their motivation to make be succeed in learning English. So, having a high degree of motivation can help the students to succeed in learning English.

4. For the next researchers

The researcher hopes that the others researchers who want to conduct the research in this field, this research is expected to be an illustration, information, and a reference about the students' motivation in learning English. in order to motivate readers more critics and consider whatever they read.

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**CURRICULUM VITAE**



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**B. Parents**

Father's Name         : Syahrul AR
Mother's Name         : Irma Epiyanti

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1. Elementary School      : SD Negeri118273 Mampang, 2011
2. Junior High School     : SMP Negeri3 Kotapinang, 2014
3. Senior High School     : SMA Negeri2 Kotapinang, 2017
4. University             : IAIN Padangsidimpuan, 2017- 2022

**Appendix 1**
**Identity of respondents**

Name :

Class :

**Questionnaire 1**

Pernyataan ini menentukan tingkat motivasi siswa dalam pembelajaran bahasa inggris. Bacalah semua pernyataan-pernyataan dan pilihlah (a,b,c,d,e) jawaban yang cocok buat kamu.

SS : Sangat setuju

S : Setuju

N : Neutral /Biasa biasa saja

TS : Tidak setuju

STS : Sangat tidak setuju

1. Bahasa inggris adalah salah satu pelajaran kesukaan saya.
   a. Sangat  setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju
2. Saya menyukai Bahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju
3. Saya mempunyai keinginan yang kuat menetahui semua aspek bahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju
4. Pembelajaran bahasa inggris akan membuat saya bertemu dan berkomunikasi dengan bermacam orang.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

5. Saya belajar bahasa inggris karena saya ingin lebih mengetahui bahasa inggris aslinya( bahasa bule)
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

6. Belajar bahasa inggris akan membuat saya dekat dengan pembicara bahasa inggris ( bule).
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

7. Belajar bahasa inggris membuat saya lebih mudah berinteraksi dengan bule.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

8. Saya berencana belajar bahasa inggris sebanyak mungkin
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

9. Saya sungguh menikmati belajar bahasa inggris.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

10. Saya menikmati kegiatan kegiatan dikelas kita
    a. Sangat setuju
    b. Setuju
    c. Biasa biasa saja
    d. Tidak setuju
    e. Sangat tidak setuju

11 Saya belajar bahasa inggris karena saya ingin menyenangkan keluarga saya
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

12 Saya belajar bahasa inggris karena orangtua menyuruh saya.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

13 Saya belajar bahasa inggris karena orangtua saya memberitahukan bahasa inggris penting buat saya ketika saya keluar sekolah.
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

14 Saya belajar bahasa inggris karena saya ingin melakukan terbaik dalam ujian saya
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

15 Saya belajar bahasa inggris karena saya menyukai guru bahasa inggris saya
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

16 Saya menyukai belajar bahasa inggris karena guru bahasa inggris saya mempunyai gaya mengajar yan g menarik
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

17 Belajar bahasa inggris penting karena akan membuat saya lebih berpendidikan
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

18 Saya belajar bahasa inggris karena saya membutuhkan itu untuk pekerjaan dimasa yang akan datang
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

19 Saya belajar bahasa inggris karena berguna dalam mendapatkan pekerjaan yang baik
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

20. Belajar bahasa inggris penting karena orang lain akan lebih peduli jika saya berbahasa inggris
   a. Sangat setuju
   b. Setuju
   c. Biasa biasa saja
   d. Tidak setuju
   e. Sangat tidak setuju

## THE RESULT OF QUESTIONNAIRE

| VII 1 | | | | | | | JUMLAH | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | | |
| Agung | 2 | 8 | 8 | 2 | 0 | 20 | 10 | 32 | 24 | 4 | 0 | | 70 |
| Diki | 1 | 9 | 7 | 3 | 0 | 20 | 5 | 36 | 21 | 6 | 0 | | 68 |
| Fadhli | 2 | 8 | 9 | 1 | 0 | 20 | 10 | 32 | 27 | 2 | 0 | | 71 |
| Aidil | 0 | 10 | 4 | 6 | 0 | 20 | 0 | 40 | 12 | 12 | 0 | | 64 |
| Bulan | 1 | 8 | 10 | 0 | 1 | 20 | 5 | 32 | 30 | 0 | 0 | | 67 |
| Cindy | 0 | 9 | 11 | 0 | 0 | 20 | 0 | 36 | 33 | 0 | 0 | | 69 |
| Naila | 2 | 14 | 2 | 2 | 0 | 20 | 10 | 56 | 6 | 4 | 0 | | 76 |
| Nurmalasari | 2 | 10 | 8 | 0 | 0 | 20 | 10 | 40 | 24 | 0 | 0 | | 74 |
| Total | 10 | 76 | 59 | 14 | 1 | 160 | 50 | 304 | 177 | 28 | 0 | | 559 |

| VII 2 | | | | | | | JUMLAH | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | | |
| Ahmad | 4 | 9 | 4 | 3 | 0 | 20 | 20 | 36 | 12 | 6 | 0 | | 74 |
| Agus | 2 | 5 | 12 | 1 | 0 | 20 | 10 | 20 | 36 | 2 | 0 | | 68 |
| Ari | 0 | 4 | 11 | 5 | 0 | 20 | 0 | 16 | 33 | 10 | 0 | | 59 |
| M Anjuna | 4 | 8 | 8 | 0 | 0 | 20 | 20 | 32 | 24 | 0 | 0 | | 76 |
| Dini | 0 | 9 | 10 | 1 | 0 | 20 | 0 | 36 | 30 | 2 | 0 | | 68 |

| | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nur Aini | 2 | 11 | 4 | 3 | 0 | 20 | 10 | 44 | 12 | 6 | 0 | 72 |
| Putri Afsari | 0 | 10 | 8 | 2 | 0 | 20 | 0 | 40 | 24 | 4 | 0 | 68 |
| Salsa | 2 | 12 | 3 | 3 | 0 | 20 | 10 | 48 | 9 | 6 | 0 | 73 |
| TOTAL | 14 | 68 | 60 | 18 | 0 | 160 | | | | | | 558 |

| VII 3 | | | | | | | JUMLAH | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | |
| Abil | 0 | 10 | 6 | 4 | 0 | 20 | 0 | 40 | 18 | 8 | 0 | 66 |
| M. Ikhsan | 0 | 8 | 7 | 5 | 0 | 20 | 0 | 32 | 21 | 10 | 0 | 63 |
| Ihsan | 5 | 7 | 6 | 2 | 0 | 20 | 25 | 28 | 18 | 4 | 0 | 75 |
| Radin | 3 | 10 | 5 | 2 | 0 | 20 | 15 | 40 | 15 | 4 | 0 | 74 |
| Laila | 2 | 11 | 2 | 3 | 2 | 20 | 10 | 44 | 6 | 6 | 2 | 68 |
| Neny | 1 | 9 | 8 | 2 | 0 | 20 | 5 | 36 | 24 | 4 | 0 | 69 |
| Mariah | 4 | 8 | 8 | 0 | 0 | 20 | 20 | 32 | 24 | 0 | 0 | 76 |
| Zulaikha | 2 | 15 | 3 | 0 | 0 | 20 | 10 | 60 | 9 | 0 | 0 | 79 |
| TOTAL | 17 | 78 | 45 | 18 | 2 | 160 | | | | | 2 | 570 |

| VII 4 | | | | | | | JUMLAH | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | |
| Abi | 4 | 6 | 5 | 5 | 0 | 20 | 20 | 24 | 15 | 10 | 0 | 69 |
| Aswan | 0 | 10 | 7 | 3 | 0 | 20 | 0 | 40 | 21 | 6 | 0 | 67 |
| Diki | 3 | 4 | 8 | 5 | 0 | 20 | 15 | 16 | 24 | 10 | 0 | 65 |
| M. Rahmad | 1 | 11 | 6 | 2 | 0 | 20 | 5 | 44 | 18 | 4 | 0 | 71 |
| Ayu | 1 | 7 | 10 | 2 | 0 | 20 | 5 | 28 | 30 | 4 | 0 | 67 |
| Hafizah | 0 | 3 | 11 | 6 | 0 | 20 | 0 | 12 | 33 | 12 | 0 | 57 |

| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hanifah | 2 | 5 | 9 | 4 | 0 | 20 | 10 | 20 | 27 | 8 | 0 | | 65 |
| Nazwa | 1 | 9 | 10 | 0 | 0 | 20 | 5 | 36 | 30 | 0 | 0 | | 71 |
| TOTAL | 12 | 55 | 66 | 27 | 0 | 160 | | | | | | | 532 |

| | VII 5 | | | | | | JUMLAH | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME | SA | A | N | D | SD | TOTAL | SA | A | N | D | SD | | |
| Alif | 0 | 8 | 10 | 2 | 0 | 20 | 0 | 32 | 30 | 4 | 0 | | 66 |
| Desi | 0 | 6 | 12 | 2 | 0 | 20 | 0 | 24 | 36 | 4 | 0 | | 64 |
| Fahri | 6 | 2 | 10 | 2 | 0 | 20 | 30 | 8 | 30 | 4 | 0 | | 72 |
| Helga | 1 | 9 | 9 | 1 | 0 | 20 | 5 | 36 | 27 | 2 | 0 | | 70 |
| Putri Yani D | 5 | 5 | 9 | 1 | 0 | 20 | 25 | 20 | 27 | 2 | 0 | | 74 |
| Putri Yani S | 0 | 6 | 13 | 1 | 0 | 20 | 0 | 24 | 39 | 2 | 0 | | 65 |
| Widya | 3 | 8 | 9 | 0 | 0 | 20 | 15 | 32 | 27 | 0 | 0 | | 74 |
| TOTAL | 15 | 44 | 72 | 9 | 0 | 140 | | | | | | | 485 |
| JUMLAH | 68 | 321 | 302 | 86 | 3 | 780 | | | | | | | **2704** |