

**STUDENTS' ENGLISH LEARNING MOTIVATION
THROUGH EXTRA ENGLISH COURSE
(A Case Study at GTI English Course)**

THESIS

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**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH
2017 M / 1438 H**

THESIS

**Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In Partial Fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education**

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It has been defended in Munaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree (S-1) on Teacher Education

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Friday, August 3rd, 2017 M
Dzulqaidah 10th, 1438 H


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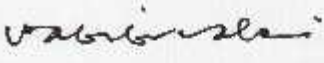

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ACKNOWLEDGEMENT



Sitting on the bench in my house, I reflected that my dream to complete my study and this thesis is hardly to come true unless I have received strength, health and capability from Allah. Therefore, I would like to thank Allah the Almighty for everything. Greeting and praying are also presented to Prophet Muhammad *shallallahu 'alaihi wa sallam* who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

My deepest gratitude goes to my supervisors Mr. Jarjani Usman and Mrs. Syarifah Dahliana who have given a great deal of time and provided me valuable guidance to accomplish this research during the whole process of my work. Also, I would like to acknowledge my academic supervisor Mrs. Nashriyah and all lecturers of English Education Department for every support. As well, I am grateful for the cooperation of the manager Mr. Nuril and field coordinator Ms. Rita Zahara of *Go Talk International English* (GTI English) course where I conducted the research.

Moreover, I owe my deepest thank and my sincere gratitude to my beloved father (Alm) Muhammad Thaib and my beloved mother Hasanah, and to my brothers and sisters then all of members of Mth's big family for their great kindness, endless love, and everlasting support both financial and moral.

Though only my name that appears on the cover of this thesis, many great people have contributed to its production. I would like to thank all of my friends of PBI 2013 especially for unit three, also to all my friends who always support and motivate me all the time until I can finish this thesis. I proudly thank you all for all the encouragements and may Allah bless you forever and it's such a privilege to know you everyone. Thank you buddies.

Finally, I wish this thesis can give valuable and useful information for the reader. For every critic and suggestions, I sincerely appreciate it and will accept all of it.

Banda Aceh, July 27th 2017

Irsanti

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ABSTRACT

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Keywords : *English Course, Motivation, Students, Learning English*

Motivation has long been identified as one of the main factors affecting students' English learning. However, students' motivation to learn English at course has received less attention. This study investigated what factors encouraged students to study at GTI English course, private English institution residing in Banda Aceh. To do so, quantitative method has employed, using questionnaires to collect data. The research shows that reaching good achievement in English subject at school is the dominant factor. Other factors include having ability to communicate with English speakers. Hence, it can be concluded that their motivation is both instrumental and integrative. Another finding is that female students study English because their intrinsic motivation and male students study English by extrinsic motivation.

CHAPTER I

INTRODUCTION

A. Background of study

Learning English is compulsory for K12 students in Indonesia; however, some students still take extra English course outside of their school time. This may mean vary, such as studying English at school does not give adequate experiences and knowledge about English, or the complexity of the English subject at school is so high, that students search for the other alternative ways to learn English. Many students in Aceh also do the same thing.

Nevertheless, students' motivation to undertake extra English course in Aceh has received less attention in research. Understanding students' motivation to learn English by taking extra course is important to do. Understanding students' motivation can help schools and other stakeholders to provide supports that can sustain their motivation, and teacher in understanding and selecting their strategies to teach students of different age (Wong, 2008).

Motivation is positive energy that keeps students reaching better achievement in learning process. This statement is supported by Paul (1994, p. 4 as cited in Cut Rahmi, 2013) that motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is what stimulates students to acquire, transform and use knowledge. Students' motivation in learning is

naturally students' desire to participate in the learning process. Although students may be equally motivated to perform a task, the sources of their motivation may be different.

Regarding students taking extra English course for studying English and motivation of learning English have been carried out by several researchers. Wu (2006) investigated about what factors were significant in students' motivation and learning strategies and the relationship between motivation and learning strategies while students participated in English courses at one private university in southern Taiwan. The results showed that students will have higher self-efficacy for learning and performance if they are motivated to learn intrinsically. Zerlin and Zafar (2013) investigated about how the struggling learners are equally coping up with the regular classes learners and even doing better after getting constant feedback in attending the tutorial session once in a week. The result is positive in fact motivating for the researchers as they constantly work on improving students' language skills. And Yunani (2010) investigated about the influence of joining English course towards English achievement of the second grade students and her analysis shows that there is an influence of joining English course towards students' English achievement.

However, none of the studies reviewed focuses on students' motivation to take extra English course for learning English. That is why this study focuses on students' motivation of learning English through extra English course. Here, I want to know and describe about the motivation of students who are learning English by additional tutoring or extra course, then the students' reason about why

they follow the extra courses whereas they can learn English at school. Then, I want to know what factors that influence them to learn English at extra courses such as personal goal (academic achievements) and the environment (parents' command, friends' invitation, etc). Besides, this research also intends to find out the influence of gender and their motivation to learn English through English course.

B. Research questions

In this research, I have two questions that would like to be answered, it is as follow:

1. What are the students' motivations of learning English through extra English course?
2. Does the gender influence students' motivation in learning English through extra English course?

C. The aims of study

The objectives of this research are:

1. To investigate the students' motivation of learning English through extra English course.
2. To find out the influence of gender and students' motivation in learning English through extra English course.

D. The significance of study

This research will contribute some benefits for the teachers, school, and English learners.

- a. Teachers: the findings will be beneficial for English teachers to provide and appealing materials and many interesting strategies to motivate students in learning English.
- b. School: this research can supports and help teachers and other stakeholders at school in designing relevant curriculum and they will be able to create the good atmosphere of school environment, so the students are motivated in learning English at school.
- c. English learners: they will be able to support themselves to learn English, they will know that learning English not only through one place but there are many places to learn English such as English courses, and English learners will know the benefits and factors that encourage them to learn English at course.

E. Terms used

There are several main terms that need for the clarification in this study including motivation and extra English course.

a. Motivation

According to the APA College Dictionary of Psychology (2009, p. 252) motivation refers to:

The impetus that gives purpose or direction to human behaviour and it can function either on a conscious or an unconscious level. The term can further be differentiated into *extrinsic* (an external incentive, such as the expectation of punishment or a reward) and *intrinsic* (e.g. a genuine interest in a subject) motivation.

Dörnyei and Otto (1998, p. 64 as cited in Kitjaroonchai, 2012) stated in a general sense, motivation can be defined as the dynamically

changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operational, and (successfully or unsuccessfully) acted out

In this study, motivation is meant as a condition that can guide and supports the students' behaviour in learning English at English course. Therefore, motivation influences students' behaviours in teaching learning including in English classroom.

b. Extra English course

According to Cambridge Dictionary, course means “a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification”. However, extra English course in this refers to private institution that provide English training of various levels for those interested in learning the language ranging from basic to adult level.

F. Organization of the thesis

This thesis consists of five chapters. Chapter 1 introduces the problem statement and described the specific problem addressed in the study which is include background of study, research questions, the aims of study, the significance of study, terms used, and organization of the thesis. Chapter 2 reviews relevant literature and relevant research associated with the problem addressed in this study ranging from learning and motivation, types of motivation, factors influencing students'

motivation, factors affecting motivation in foreign language learning, motivation and gender and previous studies on motivation to learn English are also reviewed.

Chapter 3 discusses the methodology and procedures in this research discussed in this chapter are research design, population and sampling, brief description of the course, data collection, and data analysis. Chapter 4 presents and discusses the findings which included analyses of questionnaire, analyses of motivation and gender and discussions. And chapter 5 comes up a summary and discussion of the researcher's findings, and recommendations for future research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews literature related to motivation section focuses on of motivation and learning, types of motivation, factors influencing students' motivation, factors affecting motivation in foreign language learning, motivation and gender and previous studies.

A. Motivation and learning

The form “motivation” has been variably defined by many experts. According to Harmer (1991, p.3 as cited in Wimolmas, 2013, p.905) the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we have to try to reach that goal; this is called “the action driven by motivation” (p.3).

In the same vein, Parsons, Hinson and Brown (2001, p. 28) defined motivation as an important component or factor in the learning process. Learning and motivation have the same importance to achieve something. Learning makes us gain new knowledge and skills and motivation pushes or encourage us to go through the learning process; meanwhile motivation is defined as the condition which can initiate, guide and maintain our behaviours until a goal has been reached or response has been blocked (Arno, 2001, p. 172). In similar to Anita (1980, p. 320 as cited in Cut

Rahmi, 2012) said “motivation is something that energizes and direct behaviour”.

Harmer, (2001 as cited in Mattarima & Hamdan, 2011, p.102) defined motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". In similar to Brown (2001), motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001 as cited in Mattarima & Hamdan, 2011, p.102). Ryan and Deci (2000 as cited in Mattarima & Hamdan, 2011, p.102) stated that "to be motivated means to be moved to do something". Unlike unmotivated people who have lost impetus and inspiration to act, motivated people are energized and activated to the end of a task.

Based on the definition above, it can be understood that motivation is defined as an important energy that every people has to have, because it can be as a direction to do and achieve something that will change someone's life to be better than before.

In more specific definition, Wlodowski (1985 as cited in Mattarima & Hamdan, 2011, p.102) explained motivation as “the processes that can arouse and instigate behaviour, give direction or purpose to behaviour, continue to allow behaviour to persist, and lead to choosing or preferring a particular behaviour”. Ruesch (2009 as cited in Mattarima and Hamdan,

2011, p.103) stated that motivation to achieve is tied to individuals' personal, scholastic, and professional goals, as well as to their self-concept and identities, both imagined and real.

In brief, motivation is the action that has impact to human' life to increase personal behaviour then they can create their self-concept to think more about everything that they want to get.

The following are learning motivation models:

1. Gardner's model

Gardner's model is one of the models of motivation that has carried by Robert. C. Gardner in 1972 to 1985. Gardner is one of the pioneering researchers in second language acquisition (SLA) that focus on motivation. He defines motivation by specifying a goal, effortful behaviour to reach the goal, a desire to attain the goal, and positive attitudes toward the goal as four aspects of motivation. (Gardner, 1985 as cited in Mattarima & Hamdan, 2011, p.103)

A goal, however, is not necessarily a measurable component of motivation. Instead, a goal is a stimulus that gave rise to motivation. Gardner focuses on classifying reasons for second language study, which he then identifies as orientations (Gardner, 1985 as cited in Mattarima & Hamdan, 2011, p.103). He finds two main orientations through his research:

1. Integrative: a favourable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.

2. Instrumental: a more functional reason for learning the target language, such as job promotion, or a language requirement.

Gardner's socio-educational model of motivation focused on the integrative motive. Motivation was the central concept of the model, but there were also some factors which affected this, such as integrativeness and attitudes.

2. Dörnyei's model

Dörnyei's model was introduced by Zoltan Dörnyei in 1994. Dörnyei is concerned with exploring the model of motivation, specifically in a FL setting. Dörnyei's (1994 as cited in Mattarima and Hamdan, 2011) model has three different levels of factors.

- a. The first level in Dörnyei's model is the language level, which encompasses both integrative and instrumental motivational subsystems focusing on reactions and attitudes toward the target language. It considers the language and the community as well as the instrumental and integrative motivations proposed by Gardner.
- b. The second level is the learner level, which focuses on the individual's reaction to the language and the learning situation. It involves the learner's personal traits and cognitive processes.

- c. The third level is the learning situation level, which takes into account specific motivational factors connected with the teacher, the course, and the group of language learners with which an individual interacts.

This level consists of extrinsic and intrinsic motives in different areas. Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation constructs with intrinsic motivation, which refers to doing a simply activity for the enjoyment of the activity itself, rather than its instrumental value (Ryan and Deci, 2000 as cited in Mattarima and Hamdan, 2011). These two motives are not necessarily mutually antagonistic. However, extrinsic motivation can undermine intrinsic motivation. Traditional school settings often cultivate extrinsic motivation (Brown, 2001), but under certain circumstances classroom rewards can be combined with or lead to intrinsic motivation.

B. Types of motivation

After explaining the concept of motivation, the discussion in this section is investigating the types of motivation. Harmer (1991, p.3 as cited in Wimolmas, 2013) used the word 'goal' to categorize the motivation in second language learning into two types:

- a. *Short-term goal* means when students wish to succeed in doing something in the near future. For example, students who want to pass their examination or to get good grade or high scores.

- b. *Long-term goal* refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

It can be concluded that short-term goal is the motivation as the wish of everyone who wants to achieve and succeed in the near future. Then long-term goal is the motivation which has the connection with the future plan that someone wants to achieve in creating their better life.

Krashen (1988, p.22 as cited in Wimolmas, 2013) mentioned the following factors which are related to motivation that will attempt to relate the second language ability to these two functions.

- a. *Integrative motivation*, defined as:

The desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal (Saville-Troike, 2006, p. 86).

- b. *Instrumental motivation* involves:

The concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (Saville-Troike, 2006, p. 86).

Then, from both factors above this can be concluded that integrative motivation is motivation that is created in learning second

language to increase someone skill and the need that have to be learned because important to their community or society. For example, learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. Integrative motivation may have significant others such as boyfriend or girlfriend or family members who speak the language. On the other hand, instrumental motivation is the motivation that is related to someone need in the future such as their careers or their achievements. For example, someone who wants to work in the bank, so directly the people learn English which related to bank and also the instrument used in connection with bank.

In addition, experts also classify motivation into extrinsic and intrinsic.

a. Extrinsic motivation

Arnold (2000, p. 14) explained extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991, p. 4 as cited in Wimolmas, 2013). Besides, those who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment (Topalov, 2011).

Extrinsic goals can vary from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc).

Extrinsic motivation is based on external outcomes such as reward and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because of the rewards, he will be highly motivated to come to classes and learn to achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

b. Intrinsic motivation

Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p. 14). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation.

In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999, p. 56-57 as cited in Wimolmas, 2013) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

C. Factors influencing students' motivation

There are two factors that influence the students' motivation those are:

1. Internal factor.

Harmer (2005, p.290) stated that internal factors include physiological and psychological aspect. However, the physiological condition can influence the spirit of the students during teaching learning process such as unhealthy body can decrease the cognitive competence, so the students are unable to comprehend the material well. Besides, psychological aspect concerns to the positive students' attitude especially to the teacher and subject itself is a good beginning for the students in teaching learning process. On the other hand, the negative students' attitude to the teacher and the subject cause the students difficult to learn.

In another theory, internal factor also can be classified into three factors as the following:

a. Age

Age is one factor that influences motivation of students. Setiyadi (2006, p. 181) stated that student of different age have different needs, competence and cognitive skill. Children learn foreign language for fun through play, sing song; the language should be first presented through sounds. Some people say that children learn the language faster than adult do because children use their young brain to memorize quickly then it is easy for them to remember or recognize something new in their ear. Gawi (2012) conducted a research about the effect of age factor on learning English. Then, he explained the widespread belief that the *younger the better* in second or foreign language learning is partly grounded on observations of many English teachers and experts all over the world. Evidence for this is drawn from majority language children in schools who start learning English at a very early age in Dawadmi, KSA.

b. Goals

Harmer (2005, p. 37) explained that motivation encourages to achieve the goal. If the goal is clear and useful for the students, then they will attempt to achieve that goal. And motivation is also closely related with a person desire to achieve the goal. It could be long term goal and short term goal.

c. Need

How much the learner needs to study this language? For example, a student wants to continue the study abroad and citizens in that country use English as their official language. It is mean that the student needs to learn English language.

2. External factor

There are two kinds of external factor they are:

a. Social environment

Myra and Sacker (2005, p. 75) investigated that there are three things included in this environment those are:

1. Teacher

In teaching learning process, the teacher has a great influence on students' motivation. Teacher needs to find creative and innovative way or method in teaching to improve students' motivation. Nunan (1989, as cited in Cut Rahmi, 2012) stated on how to be an effective teacher:

Start by making the students love you. You have to be funny and make the lesson interesting. Once the students love you and think your lesson is interesting, they act up so much and they will learn a lot more. And get your students to respect you. You need to make learning for fun for your students and teaching for fun you. Be fair to all your students, do not pick favourite and give everyone a chance (Roberta, 2004, p.29).

2. Society

The students who live in hinterland, which most of the people work as farmers or sailors, they will not study well. The students will help their parents or take care of their brothers or sisters while their parents are working in the field. That is why society also influences students' motivation.

3. Peers

The peer group as the micro system in that it comprises relationship, roles, and activities. Peers are equal; they usually of the same gender and age. They have similar interest of social statuses. Students can share everything with their peers.

There are some ways that peers can influence one another, they are:

a. Reinforcement

Heffner (2014) explained the term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of a specific response. For example, if you want your dog to sit on command, you may give him a treat every time he sits for you. The dog will eventually come to understand that sitting when told will result in a treat. This treat is reinforcing because he likes it and will result in him sitting when instructed to do so.

b. Modelling

Modelling is imitation; one observes other peer's behaviour. According to Bandura as quoted by Roberta (2004 as cited in Cut Rahmi, 2012), "the observing child may learn how to do something new that she or he previously could not do or that she or he would probably not have thought of doing such as riding a bike with 'no hand'".

c. Punishment

Gilston (2017) explained that punishment is another form of reinforcement, and it can be both positive and negative, as well. Just as with positive and negative reinforcement, the words positive and negative are not related to good or bad; instead they mean adding or removing a punishment. As opposed to reinforcement, punishment is intended to *decrease* the likelihood of an undesirable behaviour.

Positive punishment occurs when we introduce something to stop an unwanted behaviour. For example, if a child behaves in a manner that a parent sees as wrong or even dangerous, like running into a busy street with cars driving by, the parent might scold or spank the child (Gilston 2017). Both of those serve to decrease the likelihood that the dangerous and unwanted behaviour will occur again (Gilston, 2017).

Negative punishment is when we take something away after an undesirable behaviour occurs. Again, the goal of punishment is to decrease the behaviour. So, if a child is fighting with her brother, a parent may take away her favourite toy or suspend her TV privileges. By doing so, the parent will decrease the likelihood that the unwanted behaviour will continue. (Gilston, 2017)

d. Competition

Cut Rahmi (2012) explained competition is divided into two kinds, they are; achievement competition and competition to other people. In achievement competition, the students must know the result that is achieved then attempt to increase the result. Meanwhile, in competition to other people, the students learn and compare the result achieved with other students.

e. Parents

Parents' role in educating their children is very important because it gives strong influence on children's development. Petterson and Lather in similar to Muhibbin (as cited in Cut Rahmi, 2012) said that the habits that applied by parents in managing the family will give impact to the children. For instance, the parents' careless in monitoring the

children activities will give bad impact for the children. In this case, not only the students do not want to study but also they tend to act delinquent.

b. Nonsocial environment

Nonsocial environment including time for studying, home, and facilities are also play an important role in children development. According to Gagne as quoted by Rahardjito (2008, p.6) stated that facilities or media is various components in students' environment that can stimulate them to learn. The facilities of study are needed by teacher and students to encourage the teaching program. The complete facilities such as language laboratories, book that related to language in the library will make students more interested in learning and easy to comprehend the material. Incomplete learning tool makes learning process could not run well especially for subject that need to practice.

Based on Douglas (2007), human motivation stems from four main sources. First, someone can be motivated by biological factors such as the need for food, water, sex, and temperature regulation. Second, emotional factors can motivate behaviour such as panic, fear, anger, love, and hatred underlie behaviour ranging from selfless giving to a brutal murder. Cognitive factors provide a third source motivation, such as someone's perception of the world, someone belief about what he or she can do and someone's expectation how others respond to certain behaviour. Fourth, motivation can come from social factors,

including reaction to parents, teachers, siblings, friends, television, and other socio cultural forces.

D. Factors affecting motivation in foreign language learning

Harmer (1991, p. 4 as cited in Wimolmas, 2013) investigated that there are four factors that can be dangerous to the learners' motivation, they are:

1. *Physical condition* which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.
2. *Method of teaching* which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As Harmer (1991, p. 5 as cited in Wimolmas, 2013) said, "*If the students loses confidence in the method, they will become demotivated*".
3. *The teachers* as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.
4. *Success* refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As

Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

E. Motivation and gender

Al-Khasawneh and Al-Omari (2015) explained an extensive research have been done to investigate the relationship between L2 learning and gender. Gender has long seen as a factor that could affect the learning of second or foreign language. Most of these studies concluded that there are differences in L2 learning according to gender with superiority to female learners. Williams, Burden, and Lanvers (2002) found that female British elementary students had a higher level of motivation compared to their male counterparts. Dornyei et al. (2006) conducted a study among Hungarian school students to investigate the motivation differences in L2 learning taking into consideration gender variable. The results showed significant motivational differences in favor of female students. Ghazivini and Khajehpour's (2011) study reported that Iranian Secondary students had higher motivation to learn English than male students. In spite of the frequent study results that showed female superiority in L2 motivation, a few studies indicated opposite results.

F. Previous studies

Many studies on students's motivation of learning English have been carried (e.g., Al-Khasawneh & Al-Omari 2015; Kitjaroonchai & Kitjaroonchai 2012; Wimolmas 2012;:). Al-Khasawneh and Al-Omari (2015) discussed about

identifying the students' level of motivation towards learning English which aimed to investigate the motivational orientations of Jordanian gifted school students in Ajloun governorate. The findings revealed that the students were highly motivated towards learning English language with higher scores reported for the sake of instrumental motivation. Kitjaroonchai and Kitjaroonchai (2012) investigated the level and types of English language learning motivation that Thai university students hold. The findings unveiled that the students indicated slightly higher degree of instrumental than integrative ones. The investigation also demonstrated that there is a significant positive relation between students' learning motivation and their academic achievement (GPA).

Wimolmas (2013) examined the type and level of English language learning motivation (instrumental or integrative) of first-year undergraduate students at an international institute of engineering and technology in Thailand. The main findings show that the students are relatively highly motivated and found to be slightly more instrumentally motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English.

From the previous findings reviewed, it can be understood that instrumental motivation is the main factor of the students in learning English language. They are more interest in learning English for the sake of their careers, future plan or improving their achievements.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedure of conducting the research ranging from research design, population and sampling, a brief description of the course, data collection, to data analysis.

A. Research Design

This is by nature quantitative research because it is in line with the research questions. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003, p.153).

The research questions require quantitative and qualitative data to address the problem. Even though, quantitative research is involved, this research is not an experimental one. No intervention was involved to make change to the students’ motivation. Students’ motivation was explored in natural settings.

B. Population and Sampling

To do this research, students studying at GTI English were involved. They were purposively selected. There were 50 students participating in this research; 23 males, 27 females. Their range of age 15-18 years old and they are freshmen, sophomores, and seniors of senior

high school. I chose students at Senior High School because of understanding about the importance of study English as foreign language and they have known the purpose of study.

However, before taking the sample and conducting the research, I had asked to get permission for some English courses in Banda Aceh, then there was one course allowed to conduct the research which was GTI English course while another courses rejected because shortage of students, waste time in answering the questionnaire and so on . Then, I had met the authority of GTI English course to get consent to conduct the research there. I told them that I need to have purposive sampling because I only focus on students of senior high school who are undertaking the course. Mackey (2005) stated that purposive sampling is specifically for the main object that will be researched based on their knowledge and to elicit data which they are interested. I also had asked the permission of the students about my purpose to conduct the research and I need their help in finishing my research.

C. A brief description of the course

The research was conducted in *Go Talk International English* (GTI English) located on Jl. Tgk. Daud Beureueh, No. 193C, next to Mekkah hotel and Agung Al-Makmur mosque in Banda Aceh. The English course was at first established in Medan on August 10, 2010, with a branch of the course in Banda Aceh and another one in Subulussalam. But now GTI

English course is only in Banda Aceh, and the course in Medan and Subulussalam have been closed.

According to the manager and field coordinator of the course, GTI English is a training institute and English language education using method REAL (Rapid English Acquisition Learning). REAL method is the method of learning English in 36 meetings, and students are expected to be able to communicate fluently. By the method and system of REAL, GTI English provides assurance and guarantee for students to be able to communicate worldwide.

The vision of GTI English course is to create English as a second language for Indonesian society. Then the mission of the course is to develop the course to be number one of English acquisition epicentre in Indonesia. And, the motto of the course is “If you speak English, world will be in your hand”.¹

The manager of GTI English course in Banda Aceh is Mr. Nuril Huda; and Ms. Rita Zahara acts as both field coordinator and the tutor of the course. Totally there are five tutors at this course as follows:

¹ Interview with the manager of GTI English course on June 12, 2017

Table 3.1 The tutor at GTI English

No.	Name of Tutors	Teaching & Training Experiences	Years of Teaching
1.	Ghina Putri	<ul style="list-style-type: none"> - Bachelor degree from English Education Department at State Islamic University of Ar-raniry - Private tutor - English teacher - Involving in organization outside and inside campus, one of it is an environmental organization. 	5 years
2.	Naziratul Husna	<ul style="list-style-type: none"> - Bachelor degree from English Education Department at Syiah Kuala University - Involving in business 	5 years
3.	Reza Gafara	<ul style="list-style-type: none"> - A Student studying at English Education Department at The Syiah Kuala University 	1 year
4.	Riko Riangga	<ul style="list-style-type: none"> - Bachelor degree from English Education Department at Syiah Kuala University - Private tutor - Managing library - Writer - Teaching debate 	2 years
5.	Rita Zahara	<ul style="list-style-type: none"> - Bachelor degree from English Education Department at The State Islamic University of Ar-raniry - English teacher in MAN Model Banda Aceh 	5 years

Table 3.1 displays the number of English tutors at GTI English course, and their teaching experiences. They teach courses from the lowest level (basic) to the highest level (adult).²

D. Data collection

The instrument used was questionnaires. The questionnaires were used to collect the data on students' motivation of learning English at the

² Interview with each tutor at GTI English course on July 14, 2017

course. The questionnaires had been validated through piloting before they were distributed to the students in order to obtain more valid and reliable data. The questionnaires were in closed-ended item questions form. The questionnaires used were in Likert's Scale form then the students were supposed to choose an option that best represents their ideas. Specifically the questionnaires were to find out the students' motivation in learning English through joining extra courses.

The questionnaires are composed of three parts; students' identity background, their attitude and motivation. There were 4 items of questionnaire (1, 2, 3, and 4) belonged to identity background part , 10 items (5, 6, 7, 8, 9, 10, 11, 12, 13, and 14) in attitude part and 14 items (15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, and 28) to motivation part. The last part is designed to find out their factors, willingness and needs to attend the English course. The questionnaires were administered to 50 senior high school students at GTI English course. All questionnaires distributed were returned after they have filled in.

E. Data analysis

The data from the questionnaires were analyzed by using the following formula:

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

Where,

P = Percentage

f = frequency of respondents

n = number of sample

100 = constants value

The formula used was to calculate the percentage of students' motivation by thematic analysis of the questionnaires. Having calculated the percentage, the tendency of students' motivation included factors and motivation based on gender.

CHAPTER IV

THE RESULTS AND DISCUSSIONS

This chapter discusses the procedure of conducting the research ranging from data analysis, analyses of students' motivation and gender to discussions.

A. Data Analysis

The analyzed in this study are mainly from questionnaire. The data from questionnaires can be presented and analyzed in the following tables:

Table 4.1 I like learning English language

No	Response	Frequency	Percentage	Gender	
				Male	Female
1	a. Strongly Agree	9	18%	2	7
	b. Agree	37	74%	17	20
	c. Neutral	2	4%	1	1
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.1 shows that most of students (74%) like learning English language. This suggests that all of students join English learning because of their intrinsic motivation. Most of female students like to learn English language. Then, only 4% dislike learning English language was male students. This may mean that they learn English because of extrinsic motivation or external factors.

Table 4.2 I enjoy learning English

No	Response	Frequency	Percentage	Gender	
				Male	Female
2	a. Strongly Agree	11	22%	5	6
	b. Agree	31	62%	15	16
	c. Neutral	4	8%	1	3
	d. Disagree	3	6%	2	1
	e. Strongly Disagree	1	2%	0	1
Total		50	100%	23	27

Table 4.2 shows that majority of the students enjoyed learning English. This may mean that they have a huge interest in learning English. However, because there 8% who were neutral and 6% who did not enjoy, so learning English can be designed with interactive, enjoyable and meaningful activities. Then, considering on motivation and gender, both male and female students enjoy learning English.

Table 4.3 My parents think that English is the important language to be learned

No	Response	Frequency	Percentage	Gender	
				Male	Female
3	a. Strongly Agree	11	22%	4	7
	b. Agree	37	74%	17	20
	c. Neutral	2	4%	2	0
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.3 shows that 74% of students agree that their parents think English is one of the important language to be learned. This suggests that parents' support to their children to learning English is high. This can pave the way for English course and school to get involve with parents in order to

encourage students to learn English. The parents of male and female students are really support their children to learn English as the important language that has to be master.

Table 4.4 I do not mind spending money for learning English at course

No	Response	Frequency	Percentage	Gender	
				Male	Female
4	a. Strongly Agree	6	12%	2	4
	b. Agree	35	70%	15	20
	c. Neutral	5	10%	2	3
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	3	6%	3	0
Total		50	100%	23	27

Table 4.4 indicates that majority of the students both male and female students do not mind to spend money for learning English through extra English course. This suggests that when they want to get knowledge, they will spend money. However, not all people are in good financial, but they have an effort to get knowledge. Then, there were 10% of the students chose neutral, this may mean that they have to consider about spending money to follow English course.

Table 4.5 Learning English is easy

No	Response	Frequency	Percentage	Gender	
				Male	Female
5	a. Strongly Agree	3	6%	0	3
	b. Agree	11	22%	4	7
	c. Neutral	27	54%	10	17
	d. Disagree	7	14%	7	0
	e. Strongly Disagree	2	4%	2	0
Total		50	100%	23	27

Table 4.5 shows that most of female and male students chose neutral. This can be explained the students felt that sometimes English is easy but

sometimes it is not, this may cause of the materials or the way in receiving the learning. Although, this can be seen that 22% of them agree that learning English is easy, and 14% of them disagree, this may because they felt difficult in understanding English.

Table 4.6 English is a tool to get an easy interaction with foreigners

No	Response	Frequency	Percentage	Gender	
				Male	Female
6	a. Strongly Agree	14	28%	8	6
	b. Agree	35	70%	17	20
	c. Neutral	1	2%	0	1
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.6 illustrates that all of students agree about the statement that English is a tool to interact with foreigners. They may think that when they can communicate in English, they easy to interact with the foreigners whenever they meet. Female students are more agree while the male students also agree. Therefore, they explained that English is a language that has to be learned and they can face and get interaction with foreigners if they can speak in English.

Table 4.7 I prefer learning English at course to learning at school

No	Response	Frequency	Percentage	Gender	
				Male	Female
7	a. Strongly Agree	5	10%	3	2
	b. Agree	30	60%	14	16
	c. Neutral	14	28%	5	9
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.7 explains about the students' preference in learning English whether at course or school. The table shows that most of female and male students chose the course as the place to learn English. However, there were 28% of the students answered neutral. This may mean that they prefer learning English at course and school and this may cause of the facilities, teachers, and other things that influence their motivation in learning English. And there were 10% of students that strongly agree and prefer learning English at course.

Table 4.8 I like the strategies used at the course

No	Response	Frequency	Percentage	Gender	
				Male	Female
8	a. Strongly Agree	7	14%	3	4
	b. Agree	42	84%	20	22
	c. Neutral	1	2%	0	1
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.8 shows that 84% or majority of female and male students agree that the material provided and taught at course is specifically and the tutors give many appropriate strategies to prevent boredom and to make learning easy. The percentage shows 14% of the students were strongly agree, this suggests that they really know about how the learning process and learning material at course. Therefore, none of the students disagree about the statement.

Table 4.9 I get many strategies or methods through the way in learning English at course

No	Response	Frequency	Percentage	Gender	
				Male	Female
9	a. Strongly Agree	6	12%	2	4
	b. Agree	43	43%	20	23
	c. Neutral	1	2%	1	0
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.9 indicates that the statement number 9 in questionnaire was related to strategies or methods in English teaching learning process at course. All of female and male students chose “agree” and this may mean that they definitely agree to the tutor at course provide and give many strategies or methods in teaching English. Even, some of students were strongly agree that they get many strategies or methods. Students’ intrinsic motivation influences them to learn English at course in order to get many appealing strategies.

Table 4.10 Course is the right place to improve English skill

No	Response	Frequency	Percentage	Gender	
				Male	Female
10	a. Strongly Agree	7	14%	1	6
	b. Agree	32	64%	13	19
	c. Neutral	9	18%	7	2
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.10 shows that most of female students agree if the course is the right place to improve their English skill while some male students also agree. However, there were seven male and two female students chose “neutral”, this may mean that their needs have yet been met in the English course. Therefore, the English course needs to evaluate their services to the students.

Table 4.11 The way in delivering the learning at school is difficult to understand

No	Response	Frequency	Percentage	Gender	
				Male	Female
11	a. Strongly Agree	6	12%	2	4
	b. Agree	20	40%	11	9
	c. Neutral	23	46%	10	13
	d. Disagree	1	2%	0	1
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.11 indicates about the information that can be seen on the table above was 23 male and female students answered neutral for the statement, they considered that the way in delivering the English learning at school whether difficult or not. This suggests that the school has to create more interesting way in delivering the learning to the students to increase their motivation in learning English. Although, there were some male and female students agree that teachers at school difficult in delivering the learning and cannot be understood. Even, there were 12% of students strongly agreed about the statement.

Table 4.12 The way in delivering the learning at course is easy to understand

No	Response	Frequency	Percentage	Gender	
				Male	Female
12	a. Strongly Agree	10	20%	6	4
	b. Agree	32	64%	12	20
	c. Neutral	8	16%	5	3
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.12 indicates that most of female students agree that the way in delivering learning of tutor at course is easier to understand than at school while male students are also agree that the tutors deliver good learning process. However, some students were strongly agree on the statement, this may mean that they really can differ how the way in delivering learning at course and school and the tutors at course can be as their external factor in increasing their motivation in learning English.

Table 4.13 The tutors at course provide the clear answers to all my questions

No	Response	Frequency	Percentage	Gender	
				Male	Female
13	a. Strongly Agree	10	20%	8	2
	b. Agree	38	76%	14	24
	c. Neutral	1	2%	0	1
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.13 shows that majority of male and female students chose “agree”. This can be explained the students felt that they get clear answers from the tutors to all of their English problems. Even, it can be seen that

20% of them strongly agreed on the statement and they really know how tutors fixed their English problems while learning, and there was a male student disagree, this may because he found another way to answer his English problems.

Table 4.14 I feel comfort to ask all about my problems in learning English to the tutors at course

No	Response	Frequency	Percentage	Gender	
				Male	Female
14	a. Strongly Agree	11	22%	2	9
	b. Agree	33	66%	16	17
	c. Neutral	5	10%	4	1
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.14 indicates that most of students agree about the statement that they feel comfort in asking about their English problem to the tutors at course. While majority of the female and male students agree that all their English problem can be solved at course by asking the tutors. This may because the class members at course not many as at school and the situation is not overcrowded, so they can ask the questions easily.

Table 4.15 I can communicate with foreigners by learning English language

No	Response	Frequency	Percentage	Gender	
				Male	Female
15	a. Strongly Agree	12	24%	8	4
	b. Agree	36	72%	14	22
	c. Neutral	0	0%	0	0
	d. Disagree	1	2%	0	1
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.15 shows that most of female students and some of male students chose “agree”. This can be explained the students felt that when they learn English language, so they can communicate with foreigners. Even, this can be seen that 24% of them strongly agree on the statement and they really believe that English will get them close with foreigners. And a female and a male student disagree, this may because they do not sure and feel hard to communicate with foreigners.

Table 4.16 I learn English at course because of parents’ will

No	Response	Frequency	Percentage	Gender	
				Male	Female
16	a. Strongly Agree	3	6%	2	1
	b. Agree	17	34%	12	5
	c. Neutral	9	18%	2	7
	d. Disagree	18	36%	7	11
	f. Strongly Disagree	3	6%	0	3
Total		50	100%	23	27

Table 4.16 illustrates about the students’ learn English at course because of parents’ command. The data in the table above shows that most of female students disagree on the statement. This may mean that their intrinsic motivation encourages them to learn English at course. While male students come with their extrinsic motivation, this explains that their parent’ will encourage them to learn English at course. However, there were 34% of students learn English at course because of their parents’ will or extrinsic motivation. And some of students chose “neutral”, this suggests that besides another factors, parents’ will also included to be as one of the factors they learn English at course.

Table 4.17 I learn English at course because of friends' invitation

No	Response	Frequency	Percentage	Gender	
				Male	Female
17	a. Strongly Agree	1	2%	1	0
	b. Agree	3	6%	2	1
	c. Neutral	7	14%	5	2
	d. Disagree	36	72%	15	21
	e. Strongly Disagree	3	6%	0	3
Total		50	100%	23	27

Table 4.17 indicates about the statement number 17 in questionnaire was related to learning English at course because of friends' invitation. The table shows that majority of male and female students disagree, this may mean that they follow the course to learn English is not because of friends' invitation or extrinsic motivation. Then, there were some of students chose "neutral", this explained friends' invitation is one of the factors that support them to learn English at course.

Table 4.18 I learn English at course because of my own initiative

No	Response	Frequency	Percentage	Gender	
				Male	Female
18	a. Strongly Agree	12	24%	5	7
	b. Agree	31	62%	12	19
	c. Neutral	5	10%	4	1
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	2	4%	2	0
Total		50	100%	23	27

Table 4.18 indicates that most of students through female and male were learning English at course because of their intrinsic motivation and internal factors, the factors they learn English at course comes out from themselves or their own initiative. This can be concluded that most of students really want to learn English without compulsion. Although, there

were two male students were disagreed about the statement, and this may come with their external factors.

Table 4.19 I am more serious in learning English at course than at school

No	Response	Frequency	Percentage	Gender	
				Male	Female
19	a. Strongly Agree	10	20%	4	6
	b. Agree	29	58%	10	19
	a. Neutral	10	20%	8	2
	b. Disagree	0	0%	0	0
	c. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.19 shows the degree to which students were serious in learning English. It indicates that female students were more serious in learning English at course than at school. Then, some of the students were strongly agree. This may cause of the condition and the atmosphere of the course is good enough than school. However ten students chose “neutral”. This may mean the students not only serious in learning English at course but also at school.

Table 4.20 Learning English at course improves my English skills

No	Response	Frequency	Percentage	Gender	
				Male	Female
20	a. Strongly Agree	9	18%	2	7
	b. Agree	34	68%	14	20
	c. Neutral	6	12%	6	0
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.20 shows the information that all female students agree, and some of male students were also agree. This may mean that most of students answered “agree” for the statement, they felt that their English skill

increased while learning at course. This suggests that the course give a good effect in improving their English skill, and following the course is one of the factors to get better English skills than before. However, there were a male student did not felt that learning English at course improves his English skill, this may because he found other way in improving his skill.

Table 4.21 The tutors at course deliver lesson material in interesting and fun ways

No	Response	Frequency	Percentage	Gender	
				Male	Female
21	a. Strongly Agree	9	18%	2	7
	b. Agree	39	78%	19	20
	c. Neutral	1	2%	1	0
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	1	2%	1	0
Total		50	100%	23	27

Table 4.21 shows that all female students and most of male students agree that the tutors at course use the interesting and fun ways in delivering the material at course. The way in delivering the lesson causes the students' motivation, students will be motivated in learning English in appealing and fun ways. However, there was a student did not agree, this may because he dislike the tutors' ways in delivering lesson at course.

Table 4.22 I follow the course to fill my spare time

No	Response	Frequency	Percentage	Gender	
				Male	Female
22	a. Strongly Agree	3	6%	1	2
	b. Agree	32	64%	17	15
	c. Neutral	9	18%	5	4
	d. Disagree	5	10%	0	5
	e. Strongly Disagree	1	2%	0	1
Total		50	100%	23	27

Table 4.22 indicates that most female and of students follow the course to fill and spend their spare time. There were 64% of them answered “agree”, this may mean that they their intrinsic motivation encourages them to spend their spare time not for the useless activities, but they want search for knowledge. Besides, there were 18% of them chose “neutral”, this explained that they follow the course not only to fill their spare time but also there are other factors.

Table 4.23 Learning English at course gives comfortable and relax feelings

No	Response	Frequency	Percentage	Gender	
				Male	Female
23	a. Strongly Agree	8	16%	1	7
	b. Agree	36	72%	16	20
	c. Neutral	4	8%	4	0
	d. Disagree	0	0%	0	0
	e. Strongly Disagree	2	4%	2	0
Total		50	100%	23	27

Table 4.23 illustrates about the statement that course gives comfortable and relax feeling in learning English. The table displayed the result that most of students agreed and they feel comfortable and relax to learn at course. Even, there were 16% students strongly agreed and they really feel that course gave the feelings. This suggests that the course provides good learning situation and atmosphere to the students in order to get better learning for them. Female students are really impressed with the atmosphere at course.

Table 4.24 The course provides appealing module and enough learning facilities

No	Response	Frequency	Percentage	Gender	
				Male	Female
24	a. Strongly Agree	11	22%	4	7
	b. Agree	36	72%	17	19
	c. Neutral	2	4%	1	1
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.24 shows that majority of male and female students agree that the course provide the interesting module in learning English to make students easy to understand and the course also provides enough facilities in order to get a better learning. Then, 22% students were strongly agree, this may mean that they can differ how school and course provides the material and facilities, because enough facilities will support the students in learning process.

Table 4.25 Learning English at course supports me to reach good English achievements at school

No	Response	Frequency	Percentage	Gender	
				Male	Female
25	a. Strongly Agree	20	40%	9	11
	b. Agree	27	54%	12	15
	c. Neutral	0	0%	0	0
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	2	4%	1	1
Total		50	100%	23	27

Table 4.25 shows that most of male and female students agree even strongly agree that they learn English through course will give the opportunity for them in getting high and good achievements both in school

and outside school. This may mean that the students really think about their future which English has used over the world and many countries admitted English as a second language nowadays.

Table 4.26 The English lessons in the course correspond my needs

No	Response	Frequency	Percentage	Gender	
				Male	Female
26	a. Strongly Agree	7	14%	2	5
	b. Agree	39	78%	18	21
	c. Neutral	3	6%	2	1
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.26 indicates that majority of the students agree that the lessons teach at course meet their needs. This may mean that the tutors at course teach the lessons in order to fulfil students' needs in the school, the students attend to English course to get more knowledge and strategies in learning English. Then, only 2% of the students feel that the lessons at course do not meet the need. Female students are really motivated with the lesson at course that fulfilled their need at school.

Table 4.27 Learning at the course increase my English scores at school

No	Response	Frequency	Percentage	Gender	
				Male	Female
27	a. Strongly Agree	10	20%	4	6
	b. Agree	35	70%	17	18
	c. Neutral	4	8%	1	3
	d. Disagree	1	2%	1	0
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.27 shows that majority of male and female students' English scores increased through learning at English course, all of the students were

really realize that their English scores improved. This suggests that learning at course give a wide opportunity to them in receiving good scores at school, this because most of them feel that their English scores improved while learning at English course.

Table 4.28 Learning English at course, enable me to solve the English lesson tasks at school

No	Response	Frequency	Percentage	Gender	
				Male	Female
28	a. Strongly Agree	8	16%	2	6
	b. Agree	36	72%	16	20
	c. Neutral	3	6%	3	0
	d. Disagree	3	6%	2	1
	e. Strongly Disagree	0	0%	0	0
Total		50	100%	23	27

Table 4.28 shows that majority of the students can solve their English lesson tasks at school easily by learning at course. This may mean that the tutors at course take time for them to teach and solve their tasks at school, so the students can finish their tasks easily. Only 6% of them disagreed on the statement, this may mean that they hard to comprehend the tutors in receiving the learning, so they cannot solve English lesson tasks. All of female students and some of male students were really feel that learning English at course can help them to do their task at school.

B. Discussions

The discussions in this section is to answer the research questions stated in Chapter I. There are two research questions:

1. What are the students' motivations in learning English through extra English course?
2. Does the gender influence students' motivation in learning English through extra English course?

The result of questionnaires to the first research questions was the students' motivation in learning English through course because of their own initiative to get good learning in order to reach high and good achievements at school. Most of them were agree that course is the right place to improve their English skill, and the tutors at course deliver the learning specifically in interesting ways using the module.

In addition, the students' motivation factors were also because the facilities served at course are good enough than at school. And the tutors can fix all of their English problems because they feel comfortable in asking question with the tutors at course than the teacher at school. In short, the students' motivation in learning English through Extra English course was both intrinsic and extrinsic, because the factors not only came from themselves but also include their environment.

The result of questionnaires to the second research questions also showed there was the influence of students' motivation factors in learning English through course. Female students were more motivated in learning English than male students. However, male students are most likely follow the extra English course by extrinsic motivation in order to fill their parents' will, although some of them were learning English by their own

initiative. But, they mostly like English language to communicate with foreigners and around the world. Another reason is male students do not think that learning English at course will improve their English skill but there were other ways to improve it.

Female students' factors of learning English as a foreign language came from their own initiative or intrinsic motivation to get a good English achievement at school. Then, they were also motivated that learning English will make them easy to communicate with foreigners. In addition, the way of delivering the learning and the tutors at course that gave them clearer answers than at school were also the reason.

In summary, dominantly most of students were in instrumental motivation because they learn English for the sake of learning English that is related to their needs in the future such as their careers or their achievements or just or just passing a course of their study in school. And some of students were also in integrative motivation in order to learn English to communicate with foreigners.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes up with conclusion and suggestions based on findings and discussions in the previous chapter.

A. Conclusions

The main purpose of this research is to investigate about students' motivation in learning English through extra English course, and also to find out the influence of gender and motivation. Based on the result and discussions in chapter IV, can be drawn as the following:

1. The students were mostly intrinsically motivated to learn English at the English course. They were in both instrumental and integrative. According to Krashen (1988, p. 22 as cited in Wimolmas, 2013) integrative motivation based on interest in learning the language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the language using the same language in that community. Then, instrumental motivation in order to increase learners' careers or business opportunities, giving them more prestige and power or just passing a course of their study in school. Both motivations in order to fulfil their needs of learning English as foreign language.
2. Gender is an influential factor for the students in learning English through course. This can be understood from the data that female

students were more motivated in learning English at course than male students. For instance, most female students (70%) held intrinsic motivation to learn English at the course, whereas male students (30%) extrinsic motivation.

B. Suggestions

Drawing upon the conclusions, some suggestions can be made as in the following:

1. For school: the school curriculum and learning facilities should be designed by relying on students' needs to learn English.
2. For English teachers:
 - a. It is necessary for English teachers to develop learning materials and learning process based on students' needs and motivation.
 - b. Teachers should motivate students during teaching and learning process. It is also necessary for teacher to carry out meaningful learning.
3. For English course: their curriculum should be matched to schools' curriculum.
4. For further research: it is necessary to do research on the motivation of students of various ages studying at English course.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/78/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

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Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Irsanti

NIM : 231324235

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' English Learning Motivation through Extra English Course

KEDUA :

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA :

Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh

Pada Tanggal: 10 Januari 2017

An. Rektor
Dekan

Dr. Mujiburrahman, M. Ag
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2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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08 Juni 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Irsanti
N I M : 231 324 235
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Darussalam

Untuk mengumpulkan data pada:

GTI English, Banda Aceh

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students' English Learning Motivation Through Extra English Course

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode: 5845

SURAT KETERANGAN

Manager GTI English Banda Aceh, dengan ini menerangkan bahwa:

Nama : Irsanti
Nim : 231324235
Prodi : Pendidikan Bahasa Inggris (PBI)
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Benar yang namanya tersebut diatas telah melakukan penelitian pada *Go Talk International English* (GTI English) Banda Aceh dalam rangka untuk penyusunan skripsi dengan judul :

“Students’ English Learning Motivation through Extra English Course”

Demikianlah surat keterangan agar dapat dipergunakan seperlunya.

Banda Aceh, 19 Juni 2017

Manager GTI English,

A handwritten signature in black ink, appearing to read 'Nuril Huda', is written over the GTI English logo.

NURIL HUDA

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**ANGKET MOTIVASI SISWA DALAM BELAJAR BAHASA INGGRIS MELALUI
KURSUS/LES**

Petunjuk :

1. Isilah Identitas responden yang terdapat di tabel bawah.
2. Angket ini berisi 28 item pernyataan dengan 3 bagian; Identity background, attitude dan motivation tentang motivasi siswa dalam belajar Bahasa Inggris. Bacalah dengan cermat setiap pernyataan tersebut.
3. Kemudian, berikanlah jawaban dengan cara memberi tanda cek (√) pada salah satu pilihan jawaban yang paling sesuai dengan tingkat persetujuan Anda, dengan pilihan jawaban sebagai berikut :

SS : Sangat Setuju
S : Setuju
N : Netral
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Kesungguhan dan kejujuran Anda dalam menjawab merupakan bantuan yang amat berguna. Karena itu diharapkan Anda menjawab semua soal yang tersedia.

Atas bantuan dan kerjasamanya, diucapkan terima kasih.

Background:

Kelas :	X <input type="checkbox"/>	XI <input type="checkbox"/>	XII <input type="checkbox"/>				
Umur :	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	Tahun
Jenis Kelamin :	Laki-Laki <input type="checkbox"/>	Perempuan <input type="checkbox"/>					
Jumlah waktu yang dihabiskan untuk belajar bahasa inggris di kursus:							
-1 Jam <input type="checkbox"/>	1 Jam <input type="checkbox"/>	-2 Jam <input type="checkbox"/>	2 Jam <input type="checkbox"/>				

1. Identity Background

No.	Pernyataan	Pilihan				
		SS	S	N	TS	STS
1.	Saya suka Bahasa Inggris					
2.	Saya menikmati belajar Bahasa Inggris					
3.	Orang tua saya berpikir bahwa Bahasa Inggris merupakan bahasa yang sangat penting untuk dipelajari					
4.	Saya tidak keberatan mengeluarkan uang untuk belajar Bahasa Inggris pada kursus					

2. Attitude

No.	Pernyataan	Pilihan				
		SS	S	N	TS	STS
5.	Menurut saya, belajar Bahasa Inggris itu mudah					
6.	Bahasa Inggris merupakan salah satu alat untuk mempermudah berinteraksi dengan orang asing					
7.	Saya lebih senang belajar Bahasa Inggris di kursus daripada disekolah					
8.	Materi pada kursus diajarkan lebih khusus dengan berbagai strategi yang sesuai					
9.	Saya mendapatkan banyak strategi atau metode mengenai cara belajar Bahasa Inggris pada kursus					
10.	Kursus merupakan wadah yang tepat untuk meningkatkan skill Bahasa Inggris					
11.	Penyampaian pembelajaran Bahasa Inggris disekolah sulit dipahami					
12.	Penyampaian pembelajaran Bahasa Inggris pada kursus mudah dipahami					
13.	Tutor pada kursus memberikan jawaban terhadap permasalahan saya mengenai pembelajaran Bahasa Inggris dengan sangat jelas					
14.	Saya merasa nyaman untuk menanyakan tentang masalah dalam belajar Bahasa Inggris kepada tutor di kursus					

3. Motivation

No.	Pernyataan	Pilihan				
		SS	S	N	TS	STS
15.	Belajar Bahasa Inggris supaya saya bisa berkomunikasi dengan orang asing					
16.	Saya belajar Bahasa Inggris melalui kursus karena perintah orang tua					
17.	Saya belajar Bahasa Inggris melalui kursus karena ajakan dari teman					
18.	Saya belajar Bahasa Inggris melalui kursus karena inisiatif/kemauan saya sendiri					
19.	Saya lebih serius mempelajari Bahasa Inggris di kursus daripada disekolah					
20.	Dengan mengikuti kursus kemampuan Bahasa Inggris saya meningkat					
21.	Pada kursus, tutor/pengajar menyampaikan materi dengan cara yang menarik dan menyenangkan					
22.	Saya mengikuti kursus bahasa inggris untuk mengisi waktu luang					
23.	Belajar Bahasa Inggris pada kursus terasa nyaman dan santai					
24.	Kursus menyediakan modul yang menarik juga mudah dipahami dan sarana yang mencukupi untuk kelangsungan pembelajaran yang baik					
25.	Belajar Bahasa Inggris melalui kursus memberi peluang kepada saya untuk meraih prestasi tinggi baik disekolah maupun diluar sekolah.					
26.	Pelajaran di kursus sesuai dengan kebutuhan saya					
27.	Dengan belajar di kursus, nilai bahasa Inggris saya meningkat					
28.	Dengan belajar di kursus, saya menjadi mudah dalam menyelesaikan tugas-tugas pelajaran bahasa Inggris					

(Silahkan diisi apabila jawaban anda tidak termasuk pada pertanyaan-pertanyaan diatas)

--

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Banda Aceh, July 27th 2017

Irsanti