

STUDENTS' MOTIVATION IN LEARNING ENGLISH: A CASE STUDY ON HIGH ACHIEVER STUDENTS

(A Qualitative Research at Second Grade of Darul Ulum Senior High School)

THESIS

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ON HIGH ACHIEVER STUDENTS (A Qualitative Research at Second
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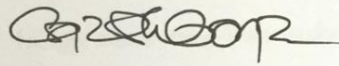
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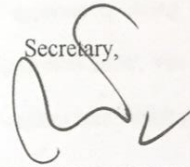
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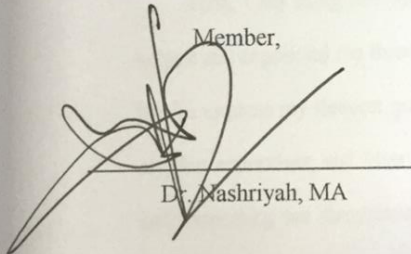
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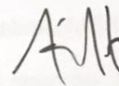
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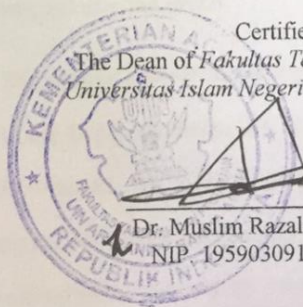
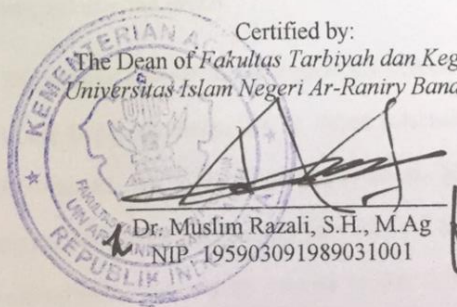
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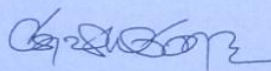
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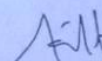
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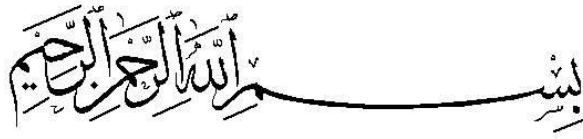
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ABSTRACT

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High achiever students are well-known by their great academic capability. These students not just good in their academic life, but also have outstanding ability in mastering English. This study is conducted in order to investigate the motivation of high achiever students in learning English and to know how high achiever students maintain their motivation in learning English. This study is a qualitative research, which employs case study approach. There are five second grade students of MAS Darul Ulum Banda Aceh to be participant for this study. Data were collected by conducting interview.

The result of this study showed that the students are highly motivated in learning English. It is showed that those high achiever students have several reasons to learn English. Most students told the researcher that, their motivation in learning English are: to communicate in English well, to utilize their capability in speaking English to help each other, to urge other students to practice English, to pursue their study abroad and they like the language very much. In maintaining their motivation in learning English, those high achiever students maintain their motivation trough set of goals, plans and motivation/ encouragement from surrounded and students' strategy to keep motivated in learning English and the other subjects is focus. Focus is major things to do while in English learning process and other subjects as well.

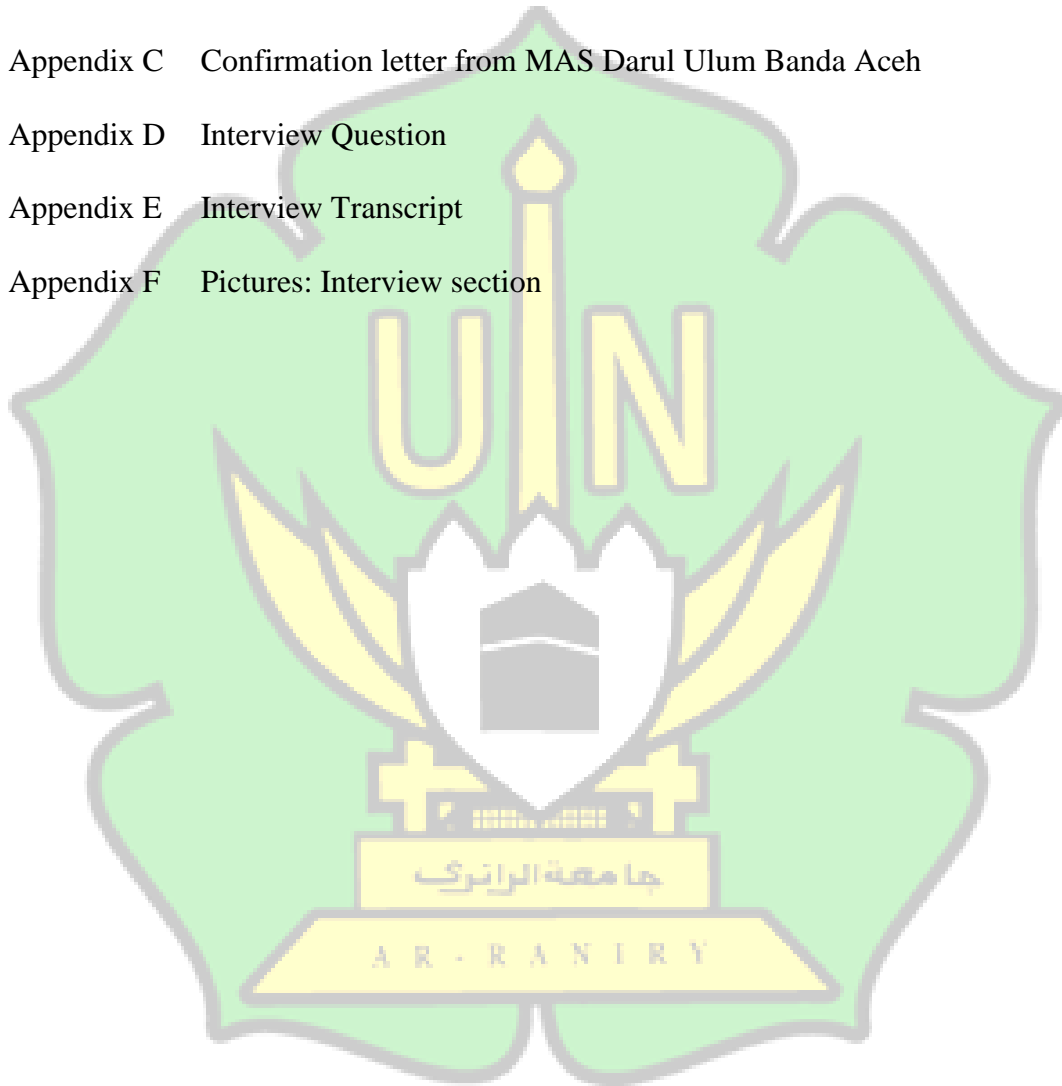
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CHAPTER I

INTRODUCTION

A. Background

In Indonesia, English is an obligatory subject to junior and high school students. K13 curriculum as the national education curriculum obligates the secondary students to study ten subjects for three years study program. One of the subjects is English language. It is a challenge for Indonesian students to master various subjects at school and expected to be proficient in English. According to the Regulation of the Ministry of National Education Number 22 Year 2006: (1) students should be able to communicate both in spoken and written English; (2) communication is to understand information, to express thought and attitudes, and to develop science, technology, and culture; (3) the ability of communication, to understand or to produce written or spoken text which covers the four skills (listening, speaking, reading and writing) (Arifin, 2016). The regulations which are charged on the students have become another challenge to students, alongside the other subjects that must be learnt as well.

English language was first taught in Indonesia in 1914. Since 1950 English has been declared as first foreign language in Indonesia until this present time (Lauder, 2008). Even though the status of English in Indonesia is as foreign language but, English is learnt in various levels of schools, from kindergarten, primary school, junior high school, senior high school, and college.

Despite of English language is an obligatory subject to Indonesian students, it does not mean students learn English merely to follow the house's

rule, but they have reasons to learn it and the reasons that they have made, became their motivation to master it even better. Motivation drives students to learn English, and they may have various types of motivation in learning English (Hanyeq, Suhatmady, & Syamdianita, 2018).

In language learning, motivation is considered as crucial thing that must be in every students or people's mind who want to learn a foreign language. As defined by Williams and Burden (1997, as cited in Kelly, 2005) motivation is an effort that is carried out continuously in order to achieve a result that has been set. Motivation is a major star in L2 learning (Brown, 2007). Both of Brown and Williams agree on the significance of motivation in language learning. As stated by Dornyei(1998)“it is very impossible to reach goals and achievement successfully without sufficient motivation, even people with remarkable abilities” (p. 117). It means, motivation will always link to the success of reaching the goals or the target that have been set.

Studying in English speaking country is one of major reasons why English is widely learnt among students and academics. Besides having big desire to continue study abroad, there are students who learn English because they want to be part of its culture and expect to get great job in future. Those reasons are called motivation.

Based on the interview that was conducted on a group of twenty Japanese students, Hedge (2008) found that, several students learnt English because of the future purposes, such as gaining great job effectively or studying successfully at

an English-speaking country; the other students learnt English because they want to integrate into the activities and culture of another group of people.

Balla(2017) conducted a study on the Albanian students. She found that, the Albanian students learnt English intensively due to find a job in English speaking country. Ghazvini and Milad (2011) also conducted the same study on students' motivation in learning English. In their research, they found that Middle Eastern, Asian and African students show more instrumental motivation to study English compare with students from North America. The major factors that encourage the students to learn English as their L2 are work-related values, social agreeableness and personal warmth (El-Dash, 2001, as cited in Ghazvini & Milad, 2011). Even though there are students who learn English because of the instrumental purposes, Hanyeq et al. (2018) found the opposite result from other studies. They conducted a study about types of motivation on students in a conversation class of Mulawarman University Language Centre. The result in their study presented that the students have both of instrumental and integrative motivation in learning English.

Gardner and Lamberts (1972, as cited in Brown, 2008) stated that, students with integrative motivation in learning English could reach high score and rank in any English proficiency tests. Gardner and Lamberts also believe, integrative motivation is major requirement to every language learning process. The integrativeness has greatest influence on motivation (Gardner, 2007 as cited in Rahma, Sainu, & Weda, 2016). However, it does not mean students who learn English based on the instrumental motivation have less capability in mastering English. Lukmani (1972, as cited in Brown, 2008) conducted a study on Indian

students who speak Marathi; he found that, the Indian students who study English based on the instrumental motivation could get high score in any English proficiency tests as well as students who study English based on the integrative motivation.

There are students who successfully learn English through Integrative or Instrumental motivation. It does not matter whatever the motivation is, the important thing is a learner has to be in really high motivated mode on learning a foreign language. As stated by Broussard and Garrison (2004, as cited in Akcay, Butuner, & Arıkan, 2015) motivation is an attribute that moves us to do or not to do something. For that reason, motivation may influence the students' achievement. It does not matter how smart or genius the student is, the student has to be highly motivated and have big desire to learn or to do something.

Although English has been studied since junior high school, there are several students who could not achieve high and great score in English, but there are students who master it to the advanced level. The students who have capability in mastering English and also have outstanding achievements related to English program activities are called high achiever student.

High achiever students are students who are very well academically at school compared to their peers (Jeremy & Fisher, 2012). High achiever students are not merely very well academically, they also have high motivation in learning. Their enjoyment of academic challenge such as homework, assignments, and exercises that are given to them shows their high motivation in learning process (Jeremy & Fisher, 2012). In 2017 Salikin, Bin-Tahir and Emilia conducted a study

on high achiever students. In their study, they found, high achiever students really considered about the importance of motivation in their English learning progress. These students kept motivating themselves in order to reach the goal of the learning process. As stated by Dornyei(1998) “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals”. Even a high achiever student needs motivation in order to gain the goals that have been set.

Based on the previous phenomenon, the researcher is interested in investigating high achiever students’ motivation in learning English and how they maintain their motivation in learning English at school.

B. Research Questions

1. How is high achiever students’ motivation in learning English?
2. How do high achiever students maintain their motivation in learning English?

C. Aims of Study

1. To investigate the motivation of high achiever students in learning English.
2. To know how high achiever students maintain their motivation in learning English.

D. Significant of Study

This study could be a reference for:

1. Students

Students who have low academic score and less capable in mastering English could follow the footsteps of high achiever students, how to be better in mastering English and good in all subjects at school.

2. Teachers

This study could be a reference to teachers in order to add more information relating to the high achiever students' motivation in learning English. Teachers should have known how high achiever students are motivated to learn English.

E. Research Terminologies

1. Motivation

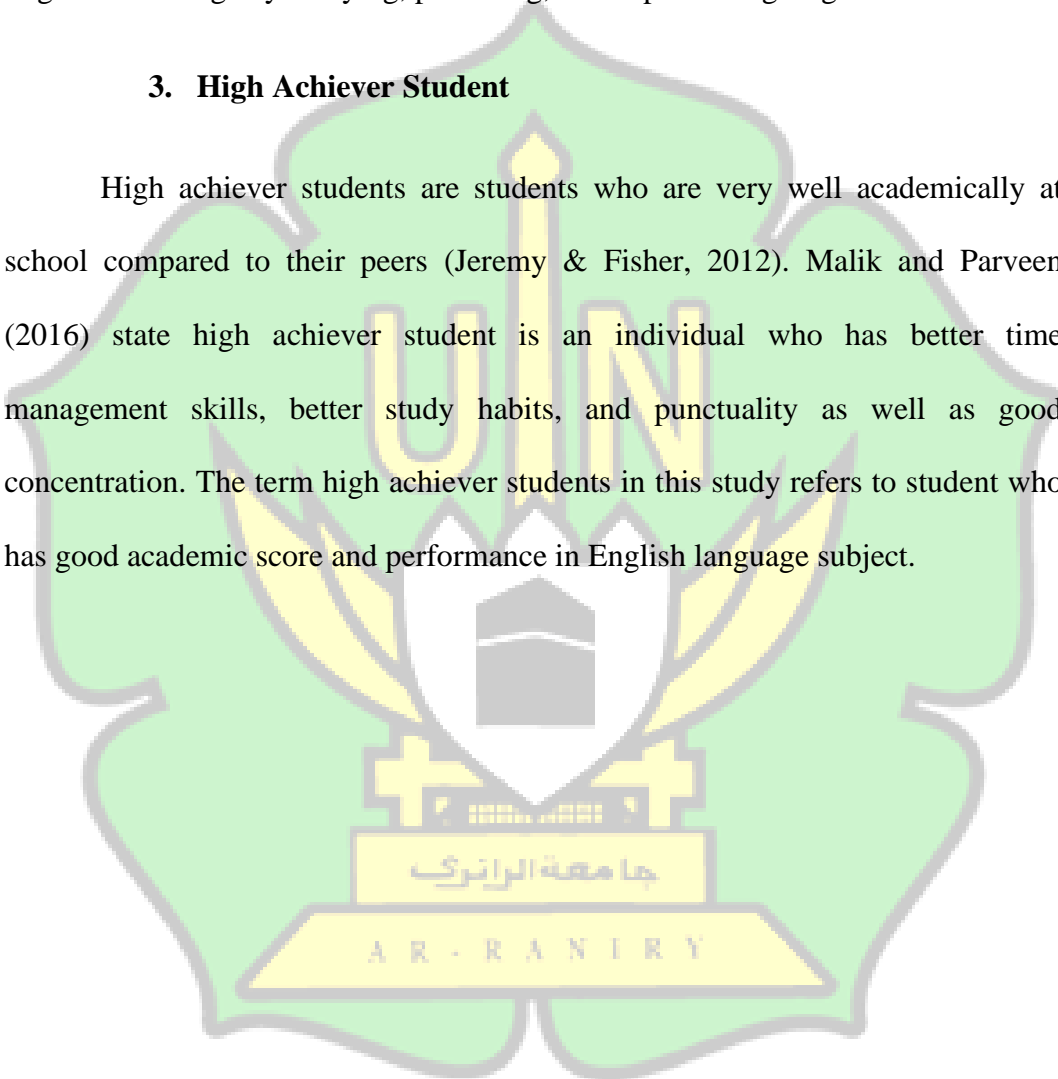
Guay (2011) defines motivation as the reason that underlying behavior. Rahmat, Sainu, and Weda (2016) also consider motivation as an integral part in the achievement of any goals. Brown (2007) also has same opinion toward the importance of motivation in learning a foreign language. According to Brown motivation is the main star in second language learning throughout the world (Brown, 2008). Motivation is an attribute that moves us to do or not to do something (Broussard and Garrison 2004, as cited in Akcay, Butuner, & Arian, 2015). In this study, the term motivation refers to high achiever students' motivation in learning English. Researcher wants to investigate high achiever students' motivation in learning English.

2. Learning English

Houwer, Holmes, and Moors (2013) define learning as a change in behavior that due to the experience and they state learning as an enduring change in the mechanisms of behavior. The term learning in this study refers to an activity to gain knowledge by studying, practicing, and experiencing English.

3. High Achiever Student

High achiever students are students who are very well academically at school compared to their peers (Jeremy & Fisher, 2012). Malik and Parveen (2016) state high achiever student is an individual who has better time management skills, better study habits, and punctuality as well as good concentration. The term high achiever students in this study refers to student who has good academic score and performance in English language subject.



CHAPTER II

LITERATURE REVIEW

This chapter is devoted to review the related literature of the present study. These reviews are expected to serve important background information to support the study and the discussion of the findings.

The literature review in this study reviews literature related to high achiever students' motivation in learning English. This literature review is organized with three sections, they are: motivation section, high achiever students' section and previous studies. In the motivation section, there are some literatures related to motivation, theory of motivation, types of motivation and motivation in learning English. In the high achiever students' section, the researcher provides the definition of high achiever students, features of high achiever students, and high achiever students' motivation in learning English. The last section is previous studies; in this section researcher provides several previous studies that are related to the present study

A. Motivation

1. Definition of Motivation

Within a work or task or in a particular activity that we are working on, we need something that could encourage us to complete the task that is given. The thing that we are talking about is motivation. The aims of this study are to investigate the high achiever students' motivation in learning English and how they maintain their motivation in learning English. Thus, in this literature review

researcher serves the literature form with the inverted pyramid. It means, the relevant literatures are started with a discussion of the related literature from a broad perspective. First discussion is motivation.

The term of motivation come from the Latin verb "*movere*" which means "to move". The idea of movement is reflected in common ideas about motivation as being something that gets us going, keeps us going and makes us finish tasks that we have been assigned (Estliden, 2017). Another expert also stated the same thought about motivation. Motivation is reason underlying behavior (Lai, 2011). Every goals or achievements that have been set or planed need motivation in order to reach it. As stated by William and Burden (2005, as cited in Hanyeq, Suhatmady&Syamdianita, 2018) motivation is continue efforts towards a set goal. Rahmat, Sainu, and Weda(2016) motivation is an integral part in the achievement of any goals.

Motivation affects every parts of human will externally and internally and it also affects students in their learning stage. As its definition motivation could drive somebody to do something (Hanyeq, Suhatmady, & Syamdianita, 2018). Estliden(2017) stated that motivation has been connected to inner forces, enduring traits, sets of beliefs and effects and to behavioral responses to stimuli. As defined by William and Burden (2000, as cited in Li and Pan, 2009) "motivation is constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal. Even though, good plans that have been set, motivation still be a major reason of the success in

reaching the goals that have been set. As delivered by Alizadeh (2016) motivation is a key factor for explaining the success or failure of any difficult activity.

2. Theory of Motivation

Definition is not enough to serve what motivation is. Here researcher provides theories of motivation that has been written by Brown. In his book Brown provides various theories about motivation. Theories of motivation that have been delivered by Brown have been proposed for several studies decades. Follow historical schools that have different perspectives, namely (Brown, 2007):

- a. Behavioristic perspective, in behavioristic perspective motivation is seen in a very definite sense. It is just a reward hope. Motivated to get positive rewards, and driven by the rewards that were previously received due to certain behaviors, we act to achieve further rewards. Skinner, Pavlov, and Thorndike put motivation at the center of their theory of human behavior. In a behavioristic view, performance in activities and motivation to do so - seems to depend on external factors: parents, teachers, peers, educational requirements', work specifications, and so on.
- b. In cognitive terms, motivation places more emphasis on individual decisions, "choices made for the particular experience or purpose they wish to approach or avoid, and the level of effort they will muster in that matter" (Keller, 1983, p. 389). Some cognitive psychologists see basic needs or impulses as urging forces behind our decisions. Ausubel (1968, p. 368-379), for example, identified six needs that underpin the concept of motivation:

- 1) Exploration needs, seeing "the other side of the mountains", investigating the unknown.
- 2) The need for manipulation, influencing in the skinner-environment terms and causing change.
- 3) The need for activities, movements and exercises both physically and mentally.
- 4) Stimulation need, the need to be stimulated by the environment, by others, or by ideas, thoughts, and feelings.
- 5) Knowledge need, the need to process and instill the results of exploration, manipulation, activity, and stimulation, to resolve conflicts, find solutions to various problems and find a stable knowledge system.
- 6) Finally, the need for increased ego, the need for self-recognition and acceptance and approval by others or, by Dornyei (2005, p. 93), is called "self-system".

c. A constructivist view of motivation even further emphasizes both the social context and individual personal choices (Williams & Burden, 1997, p. 120). Everyone is motivated differently, so they will treat their environment in a unique way, but these unique actions are always carried out in a cultural and social environment that cannot be completely separated from that context. A few decades ago, Abraham Maslow (1970) viewed motivation as a concept where the highest attainment of goals was only possible through a hierarchy of needs, three of which were firmly embedded in community, ownership, and social status. Motivation, in a

constructivist view, originates as much both from our interactions with others as from our own encouragement.

From the whole perspective of motivation, Brown (2007) served the motivation from three different of views, they are: behavioristic, cognitive, and constructivist. Behavioristic perspective tells motivation is a thing that could encourage individuals to do something because of the rewards that have been promised. Behavioristic views individuals who are motivated to do something, it is because they hope something at the end of their work, such as getting paid, or rewarded by something, external things such as reward is the biggest urge for people willingly to do something.

In behavioristic theory, Brown (2007) defined motivation as: hope of reward, desire to receive positive rewards and it is also determined by the external of individual force. It means, motivation in behavioristic theory relates to the rewards that would be achieved after doing something, such as employee will get paid in every month after working for thirty days or a five years old boy who studies really hard in order to obtain the toys that have been promised by his parent. Those external reasons like reward and gift encourage individuals to be highly motivated to complete the tasks that have been assigned.

Furthermore, in cognitive perspective, Brown(2007) stated that, motivation is affected by the things, as followed: the urge of human needs, the level of effort that has been endeavored, and individuals' internal force. In other words, cognitive perspective shows motivation is influenced by the internal force. In contrast, behavioristic perspective shows motivation is influenced by the external force.

Behavioristic theory argues that motivation could be influenced from the outside (rewards). On the other hand, cognitive theory argues that motivation could be influenced from the inside (dreams). In constructivist theory, motivation could be influenced from the environment such as people opinion, thought and idea because they are considered as one of the support systems in maintaining our motivation.

3.Types of Motivation

Gardner and Lambert (1972, as cited in Hedge, 2008) conducted a research on French-Canadian students. They were asked to give reasons in learning English, the following statements are:

- a. It will enable me to gain good friends more easily among French-speaking people.
- b. It should enable me to begin to think and behave as the French do.
- c. One needs a good knowledge of at least one foreign language to merit social recognition.
- d. I need it in order to finish high school.

The list suggests two kinds of motivation for learning English, they are: instrumental motivation and integrative motivation. According to Brown (2000, as cited in Alizadeh, 2016) there are two basics types of motivation: integrative and instrumental motivation. Needing a language as an instrument to achieve other purposes such as doing a job effectively or studying successfully at an English-speaking institution are considered to be part of instrumental motivation. As its definition, instrumental motivation is the desire to learn a language for pragmatic purpose, such as employment or obtaining a degree (Gardner & Lambert, 1992 as

cited in Rahmat, Sainu, & Weda, 2016). Gardner and Lambert stated that instrumental motivation shows the acquirers of a language as a means of achieving instrumental goals: improving careers, reading technical materials, translators, etc. (Brown, 2007, p. 186).

In term of English language learning, instrumental motivation established people more to be highly motivated in learning English. Among Indian students who speak Marathi and learn English as foreign language in India, they could reach high score for English proficiency test, because they were oriented with instrumental motivation in mastering their English. Braj Kachru (1992, as cited in Brown, 2007) said that, English in India is only one example of various English languages learned, especially in countries where English is an international language, can be obtained very successfully for instrumental purposes only. In the other words, instrumental motivation is a motive that encourages people to learn English as meant to reach better job or salary. As (Hanyeq, Suhatmady, & Syamdianita, 2018) cited Mun (2011) stated that instrumental motivation is a motivation that drives learners to learn a language with a more useful purpose of the language such as applying for a well-paid job or achieving higher social status.

However, pragmatic purpose does not always be a major motivation, why people end up learning English. Several people encourage themselves to learn English because they want to be a part of its culture. Wishing to integrate into the activities or culture of another group of people (Hedge, 2008, p. 23) is definition of integrative motivation. Torabi and Trabizi (2016) defined integrative motivation is language that is learnt merely to be integrated in that language and

its culture. Mun (2011, as cited in Hanyeq et al., 2018) also defined integrative motivation as a motivation that moves learners to learn a language because of the positive attitudes toward the target language group and their intention to join together with the target language community.

4.Motivation in Learning English

Learning process motivation is a crucial thing which it must be laid in every student mind. Without sufficient motivation, even individual with the most remarkable abilities cannot accomplish long-term goals (Dornyei, 1998). Especially in learning foreign language, teachers and researchers agree on motivation as a key factor that influences the rate and success of second and foreign language learning (Dornyei, 1998). In this present time people, especially students do not learn English merely because it is an obligatory subject. Most students are ware of its benefits in the future. There are many programs that are offered to these students to experience studying or living abroad.

Living or studying abroad is one of the major reasons English is learnt widely among students and academics. The dreams of living in an English-speaking country become reason that motivates students in learning English. Reasons, goals and dreams encourage students to be more motivated in learning. Students who are motivated to learn try harder to understand the material and learn more deeply, so the result is that they have better ability to apply what they have learned into their life (Mayer, 2010 as stated by Hanyeq, Suhatmady, &Syamdianita, 2018).

In 2008, Tricia Hedge conducted a research on a group of twenty Japanese students. They were asked to give four major motivations for learning

English, the following statements below represent general reasons that were given by the students, the statements are:

- a. To be able to communicate with people in an international language, both at home in Japan and while travelling in other countries.
- b. To be able to read a wide range of English language sources for study purposes in the UK and in Japan.
- c. To have a better chance of employment, status, and financial reward in the job market.
- d. To be able to read and listen to English language media for information and pleasure.
- e. To find out more about the people, place, politics etc. of English-speaking culture.
- f. To take up a particular career, e.g. English language teaching, work in an international company.
- g. To be able to participate successfully in the country I will be living in for six months.
- h. To read English-language literature.
- i. Because of parental pressure.

These reasons showed that, English was not merely learnt because it is an obligatory subject at school. Those students saw a promising result that they could get in the future and the only way to reach all of the goals that had been set is by learning English. Most of the reasons relate to something beneficial for the students' future life, such as, getting qualified job, getting higher salary, and social status. Beside those pragmatics reasons, some students gave different

reasons; some students not merely learn English to gain good job in the future or want to pursue study in the English speaking country, but they want to know more about the culture, people and the place.

Based on the research that was conducted by Alizadeh in 2016, there are three key factors that could motivate students in learning English, they are: positive attitude towards L2 community, enjoyment of learning, and external pressures. *Positive attitude toward L2 Community* means motivation to learn L2 depends on the attitude toward the L2 community and the desire to become a member of that community (Gardner & Lambert, 1959 as stated by Alizadeh, 2016). *The enjoyment of learning* is the students who are intrinsically motivated in learning English. Intrinsically motivated students who learn English are more likely to continue their studies and simply participate in an activity for the pleasure of learning (Alizadeh, 2016). *External pressure* is thing that encourages students externally, such as, to please parents, receive reward, or fulfill several pragmatic aims. This phenomenon could be happened to both second/foreign languages. Whatever the motivation that is being held by the students, sense of motivation to learn must be laid in every student mind, motivation is an important factor in learning a foreign language which is influenced by different variables (Alizadeh, 2016).

B. High Achiever Student

According to Salikin, Bin-Tahir and Emelia (2017) learners are divided into high and low achiever. In Indonesia the phenomenon of high achiever student relates to student who has capabilities in understanding and mastering the whole lessons at school. As the policy of K-13 curriculum, it requires students in each

level of schools to learn a number of lessons at schools. Each lesson has its own regulation that must be followed by the students, such as English language subject. According to the Regulation of the Ministry of National Education Number 22 Year 2006: (1) students should be able to communicate both in spoken and written English; (2) communication is to understand information, to express thought and attitudes, and to develop science, technology, and culture; (3) the ability of communication, to understand or to produce written or spoken text which covers the four skills (listening, speaking, reading and writing). The regulation that has been carried out by the government must be followed by the all students.

However, most students could not deal with the regulations that have been carried out by the government. As stated by Gregorc (1979, as stated in Kamarulzaman, 2013) people differ in the way they acquire information, individuals have the basic capability to learn however, they are not able to learn effectively in the same exact way. Only some students who could keep up with the regulations and they are called high achiever students.

According to Jeremy and Fisher (2012) High achiever students are students who are very well academically at school compared to their peers. Jeremy and Fisher clearly argued that not all students could be able to master or understand the whole subjects at school, only some students who could reach great score and understand the lessons that are required to learn in the school.

Some experts believe on the students' attitude toward the lesson such as their desire, time management, and learning strategies could affect to their academic ability. As stated by Malik and Parveen (2016) high achiever student is

an individual who has better time management skills, better study habits, and punctuality as well as good concentration. On the Malik and Parveen side, high achiever students do not just define who high achiever students are, they also state what made they are labeled as high achiever student.

There must be reasons or features why there are students who are labeled as high achiever student. One of the features that have been told by Malik and Parveen is better study habits. Students, who are determined to master a subject at school, will be in dedicated mode to achieve it. Students who are meant to learn, they will hand over their best effort to achieve goals or plans that have been set and set their time wisely to study. As stated by Salikin, Bin-Tahir and Emelia (2017), a high achiever learner is an individual who knows what it takes to be successful in school and is willing to put in the time and effort.

The other features of high achiever student are: interest to study, generate advance ideas, work hard to achieve, perform at the top of the group, respond with interest and opinion, learn with ease, comprehend at high level, enjoy the company of age peers, complete assignment on time, Enjoy school often, please with own learning. Those are Bertie Kingore's features of high achiever student. The feature shows that high achiever students are students who are determined and dedicated toward something, in this case is interest to master and understand subjects at school (Kingore, 2004).

The Kingore features of high achiever students, in line with the feature of high motivated students which were stated by Alizadeh (2016). One of the Kingore features is work hard to achieve, it is in line with the positive attitude toward the L2. It means, student who is highly motivated to learn English has big

desire to be able to communicate/ integrate (become a member of English community). The other features of high achiever student is please with own learning. Students who highly motivated to learn English is simply continuing/ participating in an activity for the pleasure of learning (Alizadeh, 2016).

C. Previous Studies

In conducting a research about students, there were a lot of studies that were conducted relating to students, such as students' learning strategy, students' learning style and students' motivation. One of the most studies that had been conducted by the scholars is students' motivation, especially students' motivation in learning English. There are a lot of researchers who are interested in conducting a research on the motivation field, especially students' motivation in learning English.

Since 2012 there are lot students of UIN ArRaniry had conducted study about students' motivation in learning English. Majority of the students conducted research that related to the encouragement, stimulation and improvement of students' motivation in learning English. Although, there are a lot of students conducted research about students' motivation in learning English, there are only a few students conducted study on students' motivation in learning English that employed case study approach.

In 2018, Rafasah conducted a study on students' motivation in learning English. She found there was positive significant correlation between students' motivation and students' achievement. In addition, Irsanti conducted a study on students' motivation in learning English and she found that students were motivated to learn English instrumentally and integratively.

Study about students' motivation in learning English is also popular among other scholars and researchers. Budjana and Djuwari in 2018 conducted a study on students' motivation in learning English. They found that students motivated to learn English because it is an obligatory subject in the college. Beside of the reason, those students also had been influenced by some factors they are: local education system, attitudes toward the target language and teacher factor.

In addition, Mali in 2015 also conducted the same study. He found that teacher's positive performance, inspiring classmates, motivational parents and positive classroom atmosphere were major factors influenced the students' learning motivation in their classroom.

Another relevance study on students' motivation in learning English was conducted by Juniar. In 2016, Juniar conducted a study on motivation in learning English. She found that motivated learners are more enthusiastic, goal-oriented, committed, persistent and confident in their learning.

Most of studies show that motivation in learning has a very significant impact on student achievement and final results. The other examples show that people are motivated to learn instrumentally and intengratively. In addition, Budjana and Mali found that student learning factors were also influenced from in and outside as well which were almost the same as the research findings conducted by Irsanti.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is about the procedure of conducting the research which includes research design, research participants, brief description of the school, data collection, and data analysis.

A. Research Design

This study is a qualitative research and employs case study approach. The researcher employs case study approach in order to investigate the phenomenon within an individual. According to Wallace (2006) “case studies concentrate on what is unique (i.e. with individual units: an individual student; a particular class; a particular school, etc)” (p. 161).

Qualitative research is chosen in order to describe the data which are amenable to be counted such as, behavior, thought, attitudes and so on (Wallace, 2006). Due to this study aims to investigate the phenomenon of motivation; qualitative study fits to this study. Punch (2013, as cited in Mohajan, 2018) stated that qualitative research is type of social science research that collects and works with non-numerical data that seeks to interpret meaning from data that help us to understand social life through the study of targeted population or place.

B. Research Participants

According to Amirullah (2015) there are two sampling techniques, they are: Non-Probability Sampling and Probability Sampling. Non-probability sampling consists of several techniques, they are: Comfort Sampling, Judgemental/ Purposive Sampling, Quota Sampling, and Snowball Sampling. In this study the

researcher employs purposive sampling technique in choosing particular participants. Purposive sampling is employed due to researcher wants investigate particular participants. As stated by Lewis & Sheppard (2006) “researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience”. Particular participants are chosen based on researcher features to obtain data.

Participants in this research are students in second grade of Madrasah Aliyah Darul Ulum Banda Aceh. The numbers of subjects in this study are five students. Informants are chosen based on their outstanding score in every academic subject, great score in English subject, and good in performing English in their everyday life.

C. Brief description of the school

Darul Ulum is one of Islamic boarding schools located in Banda Aceh. Darul Ulum has three school's institution, they are: SMP Islam Darul Ulum, MTs Darul Ulum, and Madrasah Aliyah Darul Ulum. This study took place in Madrasah Aliyah of Darul Ulum.

Madrasah Aliyah Darul Ulum has two classes, they are: science class and social class. Each class is divided into two classes, they are: IPA 1, IPA 2, IPS 1 and IPS 2. Each class consists of 30 students in average. For teachers, Madrasah Aliyah Darul Ulum has four English teachers who actively teach English in Madrasah Aliyah Darul Ulum.

Darul Ulum is well-known by its Islamic subjects, due to it has a lot of subjects to be followed, students have to manage their own time well, thus, they can master all of the subjects well. Darul Ulum also obligates its students to speak

in English or Arabic in their daily life. There are merely few students who can manage their time well and maintain both of their school activities and to be proficient in English, these students are well-known by ‘high achiever students’. Those students are the reason why this study is conducted. Researcher wants to investigate the motivation of high achiever students in learning English and how high achiever students maintain their motivation in learning English.

D. Method Data Collection

In this case to get the detail data researcher need to select the appropriate data collection method. In this study, the researcher employed interview as data collection method. As Wallace (2006) stated in his book, “interview is employed when we want to tap into the knowledge, opinions, ideas, and experiences of our learners, fellow teachers, parents or whatever (p. 124). Thus, because this is a case study research, employing interview is appropriate to obtain data. During interview, this study applied one-to-one technique. Researcher also employed semi-structured interview in questioning the interviewee. According to Wallace (2006) semi-structured interview fits to the qualitative study because the follow-up questions that come out from the main questions could encourage the interviewee to give fuller, more detailed responses.

For this interview, the researcher provided approximately 23 questions which were given to the interviewee. These questions included the information about high achiever students’ motivation in learning English and how they maintain their motivation in learning English.

E. Method of Data Analysis

All interviews are transcribed into words by the researcher. In addition, noticeable non-verbal gestures such as, pauses, cut-offs, laughter, emphasis and sound stretching are marked in the transcripts by using symbols (Hutchby & Wooffitt, 1998 as cited in Schimdt, 2014). Academy for Educational Development (2006) also states, in analyzing qualitative data, data are arranged in a manageable format that will facilitate the process of assigning codes and themes to sections of the transcript. The aim of this stage is to use the data to think with, and one looks to see whether any needed pattern can be identified (Hammersley & Atkinson, 1983 as cited in Mohajan, 2018).

After transcribing the raw data from interview, the researcher reads to the entire transcripts in order to reflect the needed data and to take a look on the participants general thought before concluding into the specific data that are needed. Next step is giving code. Code is the process of organizing the data by bracketing text and writing a word representing a category in the margins; within this stage, researcher describes the codes that have been assigned in order to render the detail information about people, place, or events in a setting. In presenting the description of the codes that have been assigned, the researcher presents in narrative form. The most popular approach is to use a narrative passage to convey the findings of the analysis. Last step is taking the interpretation; interpretation is a meaning derives from a comparison of the findings with information which is obtained from the literature or theories (Creswell, 2014).

CHAPTER IV

FINDING AND DISCUSION

This chapter serves the research findings and discussion based on the data that are gained from the interview from the students of Madrasah Aliyah Darul Ulum Banda Aceh.

A. Findings

The findings in this research are displayed based on two research questions. The first research question is *how high achiever students' motivation in learning English?* And the second question is *how do high achiever students maintain their motivation in learning English?* To answer both of research questions, the researcher conducted interview to five students of second grade of Darul Ulum senior high school. The students were chosen based on the criteria and teacher recommendation. The selected students are in initials of WDP, SR, SBS, RRD, and CS. Interview was conducted on June 13th – 16th 2019 at Madrasah Aliyah Darul Ulum Banda Aceh.

In the interview process, the researcher questioned the students in Indonesian language. The interview questions were intended to collect the primary data of the research. The questions in this research are formulated based on the research questions by the researcher. First following data would draw the high achiever students' motivation in learning English and the second data draw high achiever students' habitual or strategies to maintain their motivation in learning English:

1. Students' motivation in learning English

a. The reasons of learning English

- 1) **WDP:** *"I want to be able to communicate in English well and it becomes the biggest motivation for me and the attraction to learn English seriously".*
- 2) **SR:** *"I am interested in learning English because I want to utilize my capability in speaking English to help each other, likes the example, if there is a western man wants to convert to Islam, fortunately he could do that because I could lead him due to I can speak English and it becomes my biggest motivation in learning English".*
- 3) **SBS:** *"I want to urge other students to practice English, because I feel these students still have lack interest in practicing their English, so in order to urge these students to practice their English that why I have to master English well and encourage other students to learn and practice their English. Now, that is my current motivation to keep learning English".*
- 4) **RRD:** *"I am interested in learning English because I like the language and I want to be able to communicate with native speakers and having study abroad. And the mandate of my parents that I have to master English becomes major motivation for me to keep learning English".*
- 5) **CS:** *"I want to be able to communicate like the native speakers. I like their accent and the way they talk. My desire becomes my biggest motivation to keep learning English".*

For the first question, the researcher found that most of students are interested to learn English because they want to be able to communicate in English. They do not merely want to have capability in speaking English but, they want to utilize it as beneficial thing not merely for their own self but for everybody else. The reason that they have mentioned to the researcher becomes their own motivation. Kelly (2005, as cited in Hanyeq, Suhatmady & Syamdianita, 2018) stated that motivation as continuous efforts towards a set goal.

b. Students' source of motivation

- 1) **WDP:** *"Friend who has been able to communicate in English and the desire to study abroad, I made them as the encouragement for me to keep learning English".*
- 2) **ST:** *"English has brought success to my teachers. Their success experience becomes a motivation for me to keep learning English".*
- 3) **SBS:** *"The Motivation that encourages me to learn is game. Game made us learn English due to it uses a lot of terms in English".*
- 4) **RRD:** *"My father is my major motivation and encouragement for me in learning English".*
- 5) **CS:** *"Motivations that I got from teachers, I made them as reminder and their motivations become the encouragement for me to keep learning English".*

The answers for the second question, researcher found that, most of students need a lot of motivations and encouragements to keep learning English. The encouragement may come from anywhere. The encouragement to study English may come from parents, teachers, friends and even game.

c. Support from environment

- 1) **WDP:** *"Yes, I am living in the environment that supports me in learning English. If I am not in the same environment, I will keep practicing English even with my own self".*
- 2) **ST:** *"Yes, this kind of environment is really helpful. If I am not living in the same environment, I will find a friend who can I talk to".*
- 3) **SBS:** *"Personally, I do not consider this environment supports my English learning process fully, because I have difficulty to find someone who I can talk to. To cope with situation, usually I am just practicing my English with my own self".*
- 4) **RRD:** *"Yes, I am living in the supportive environment. If I am not living in the same environment, I will find a place like a course in order to keep me practicing English".*

- 5) CS: "Yes, the environment that I am living in now supports my English learning process. If I am not living in this environment anymore, I will keep practicing English with my friend's through chat and even communicate with the native speaker through face book".

The answers for the third question that are given by the students, they said that, most of students agreed and said that the environment that they are living right now supports their learning process. They could find someone they can talk to and they could keep practicing communicate in English. However, there is a student who said that the environment they she is living in, has a supportive side and unsupportive side. Friends who have same interest in learning English is a supportive side for her and the unsupportive side to her is friends who tease her.

The environment where the students live right now supports them to practice their English. They could easily communicate in English with their friends and teachers but the environment that they are living right now could not stand more than three years. At the end of the study program the students will graduate and they will not live in the same environment any more. The students stated that if they do not live in the same environment any more, they will keep practicing their English. They do not want to lose their English skill. These students told their future plan. Two of them will keep practicing their English outside the school with speaking to their siblings or to their own self. Other student wants to go to the English course, otherwise the knowledge that was obtained from the school will keep remaining in their memory. Two other students will keep practicing their English by communicating to their friend through text or Face book chat.

d. Strategy in learning difficult material

- 1) **WDP:** *"It depends on the material itself, if there is a difficult material that cannot I understand, I will wait for the teacher to explain it for me and vice versa, if the material is understandable, I will learn it by my own self".*
- 2) **ST:** *"I try to learn the material by myself first and if I found any difficulties in it, I will wait for the teacher to explain it for me".*
- 3) **SBS:** *"If I found a difficult material or lesson, I will try to learn it by myself. Then for the further explanation, I will ask teacher to explain it to me".*
- 4) **RRD:** *"If I found something that a little bit confusing in the material, I used to try to solve and find the answer by myself first".*
- 5) **CS:** *"Sometimes, I will look for the explanation for several particular materials by myself then for the further explanation. I will ask the teacher to explain them for me".*

The answers for the fourth question, the researcher found that, all the students do find the initial explanation before they go to their teacher to ask the further explanation. It means instead they go straight away to their teacher to get the further explanation; they go to find the explanation by themselves then they confirm to their teacher next later.

e. Passion in learning English

- 1) **WDP:** *"I will keep learning English, although it is not an obligatory subject, because I like English language very much".*
- 2) **ST:** *"I will keep studying English, even though English is not an obligatory subject. I will keep learning English, because its' beneficial things that I could get in the future".*
- 3) **SBS:** *"Yes, I still want to learn English, although English is not an obligatory subject. There is a hope from both of my parents who wish their kids could be able to communicate in English well".*

- 4) **RRD:** *“Yes, I still want to study English, because I have a will to study in abroad”.*
- 5) **CS:** *“Even though, English is not an obligatory subject I still want to learn English, because I need advance knowledge on foreign language”.*

The responses for the fifth that are obtained by the researcher are all of the students want to keep learning English language, although it is not an obligatory subject. They gave different reasons why they want to keep learning English; the reasons are: the desire to study in abroad, the mandate from the parents, and they want to master a foreign language, and the beneficial things that they could get in their future life. And of the students said that no matter what she will keep learning English because she is already like it.

Based on the interview process, the researcher gained that all the answer that were given by the students relates to this research. As the first research questions wants to investigate the motivation of high achiever students in learning English. Based on the answer as well, the researcher can assume that these high achiever students are highly motivated to learn English language. The result showed that students are interested in learning English, it is not because English as an obligatory subject they are interested in English because: they want to be able to communicate in English well, they want to utilize their capability in English to help each other, they want to urge other students to practice English, they like the language, and they want to pursue their further study in abroad. These students made reasons and the reasons become their motivation to learn English.

The urge to learn English does not merely come from these students' own mind. They also get the motivations from their teachers and parents. Motivation really gives impact to their will to learn English. The other factors that influences their motivation is environment. They live in the environment that requires them to communicate in English. They are surrounded by a lot of people who can they talk to for 24 hours and they are also surrounded by teachers who can always give them motivation to keep learning English. However, they will keep learning English even they are not living in the supportive environment any more.

In understanding the materials those students do not wait for the teacher to explain any particular material for them but they will figure it out first by themselves. For any further explanation they will ask the teacher to explain it for them. Even though English is not part of the obligatory subjects in schools those students will keep learning it, it is because they are already like it.

2. High achiever students' strategy in maintaining their motivation in learning English.

a. Something to keep motivated in learning English

- 1) **WDP:** *"Yes there is something that makes me keep motivated in learning English. I do not want to forget things such as, vocabularies, the grammar and how to speak English properly, that what makes me keep motivated in learning English".*
- 2) **ST:** *"Thing that could keep me motivated to learn English is the success story of my teachers and my seniors who have good capability in English".*
- 3) **SBS:** *"The support from Ustad and Ustazah (teachers) could make me keep motivated to study English language".*
- 4) **RRD:** *"Thing that could make me keep motivated in learning English is both of my parents".*

- 5) **CS:** *"I always remind myself to keep studying English by remembering the will to study abroad and remind myself as well to not forget to the materials that have been learnt".*

The answers for the first question, the researcher found that there are things that could make students keep motivated in learning English. The desire to study in abroad is one of the reasons that are given by the student in the interview. Other students make their parents' mandate to keep them motivated in learning English. People success story also be their motivation to learn English and they also do not want to forget the lessons that they have learnt for a decade.

b. Activities to keep motivated in learning English

- 1) **WDP:** *"Thing that I do to be keep motivated is reminding me on the dream to study in abroad".*
- 2) **ST:** *"Thing that could make me keep motivated to learn English is reminding my own self on great things that I could get by learning English. Second, I have to be motivated, so I will be always in excited mode to learn English".*
- 3) **SBS:** *"Ignoring people negative opinion that what I do to keep motivated in learning English. I will keep learning, although there will be people who tease me over my effort in learning English".*
- 4) **RRD:** *"Remembering the message and the mandate from my parent that what I do to keep me motivated".*
- 5) **CS:** *"I used to read the book in order to remember to all the materials that have been learnt".*

First question showed thing that could make these students keep motivated in learning English. Thus, in this second question, researcher found that, students have something to do to make them keep motivated in learning English. There are students who remind them self of the desire to study in abroad. Other student read; thus, she will not forget to the lesson the she has learnt. The other student

gets teased and to get rid of it, she always ignores them and moves on. Another student keeps their parent mandate to keep motivated in learning English.

c. Strategies to maintain English skill among the other subjects

- 1) **WDP:** *“The strategy that I used to do in order to keep maintaining my English skill among the other subjects and activities is keeping practicing it”.*
- 2) **ST:** *“In order to English subject runs well along with the other subject, I personally communicate in English in order to keep it remain in my memory then I have to stay focus on the other subjects, not just on English language subject, so all of the subjects remain in my memory”.*
- 3) **SBS:** *“My strategy in aligning the English learning process along with other subjects and activities is maximizing the spare time that I have wisely both in school and dormitory”.*
- 4) **RRD:** *“Focus is a major thing to do while in the learning process. Not just in English, we got to be focus on every subject”.*
- 5) **CS:** *“Focus is important thing to do. In order to make English and the other subjects remain balance we have to be focus on each other. If you are studying English, you have to focus on it and vice versa. Do not forget to keep practicing”.*

The answers for the third question, researcher found that, most of the students said that, focus is a major thing to do both of in learning English and the other subjects at school and use the spare time wisely. In order to maintain their English skill, these students always try to communicate in English as much as they can.

In maintaining their motivation in learning English, the researcher found that there are things could keep students' motivation in learning English, they are: the desire to study abroad, teachers' success story, parents' supports, teachers' support, and these students do not want to forget the lesson that have been already

learnt for a decade. These are things that keep their motivation in learning English. In addition, the things that the students do to keep them motivated in learning English are: always reminding themselves the desire to study in abroad, keep in learning English to make them will not forget the lesson that have been already learnt, ignoring negative comment from others and move on, and keep their parents' mandate to keep motivated in learning English.

Besides, the students have good score and capability in learning English, these students also have good score and master other subjects well. The strategy of these students in maintaining their motivation both in learning English and other subject are: focus on learning English and other subjects, they use their spare time wisely in order to review the subjects and these students always try to communicate in English as much as they can.

B. Discussion

The researcher conducted the research and obtained the complete data. To gain the objective of the research, the researcher has analyzed the data systematically and accurately. The data were analyzed in order to draw conclusion about the objective of the study. The researcher discussed the findings in this chapter based on the research questions. They would be described as follows:

Based on the findings for first research question, the researcher found that, these high achiever students are highly motivated to learn English language. The result showed that students are interested in learning English; it is not because English as an obligatory subject. They are interested in English because: they want to be able to communicate in English well, they want to utilize their

capability in English to help each other, they want to urge other students to practice English, they like the language, and they want to pursue their further study in abroad. The reasons that were given by the students are in accordance with the types of motivation (Gardner & Lambert, 1972 as cited in, Hedge, 2008). Gardner and Lambert (1972, as cited in, Hedge, 2008) termed these reasons as integrative and instrumental motivation. Integrative motivation is referring to the desire to learn English in order become part of an English-speaking community. Instrumental motivation refers to the desire to learn English as a means of achieving something else (Watkins, 2005). In general, most of students are motivated to learn English instrumentally and intergratively (Hedge, 2008; Hanyeq, Suhatmady & Syamdianita, 2018; Torabi & Tabrizi, 2016).

These students made reasons and the reasons become their motivation to learn English. As stated, that there is reason that encourages and stimulates students to learn English (Hanyeq, Suhatmady, & Syamdianita, 2018).

The urge to learn English does not merely come from these students' own mind. They also get the motivations from their teachers and parents. The motivation that comes from others is in line with the one of the characteristics of the cognitive motivation theories that is the need (motivation) is stimulated by the environment, others, ideas, thoughts, and feelings (Brown, 2007). Motivation from others really gives impact to their will to learn English. The other factors that influences their motivation is environment.

They live in the environment that requires them to communicate in English. They are surrounded by a lot of people who can talk to them for 24 hours and they are also surrounded by teachers who can always give them motivation to

keep learning English. However, they will keep learning English even they are not living in the supportive environment any more. The willingness to keep learning English is coherence with the intrinsic motivation. Intrinsically motivated students who learn English are more likely to continue their studies and simply participate in an activity for the pleasure of learning (Alizadeh, 2016) and even though English is not part of the obligatory subjects in schools those students will keep learning it, because they are already like it.

In understanding the materials, those students do not wait for the teacher to explain any particular material for them but they will figure it out first by themselves. For any further explanation they will ask the teacher to explain it for them. This is one of the characteristics of high achiever student. Students who are high achievers are independent learners (Collinson, 2000, as cited in Kamarulzaman, 2013). Students are motivated to learn, they try harder to understand deeply, thus the outcome, they have better ability to apply what they have learnt into their life (Mayer, 2003 as cited in Hanyeq, Suhatmady & Syamdianita, 2018).

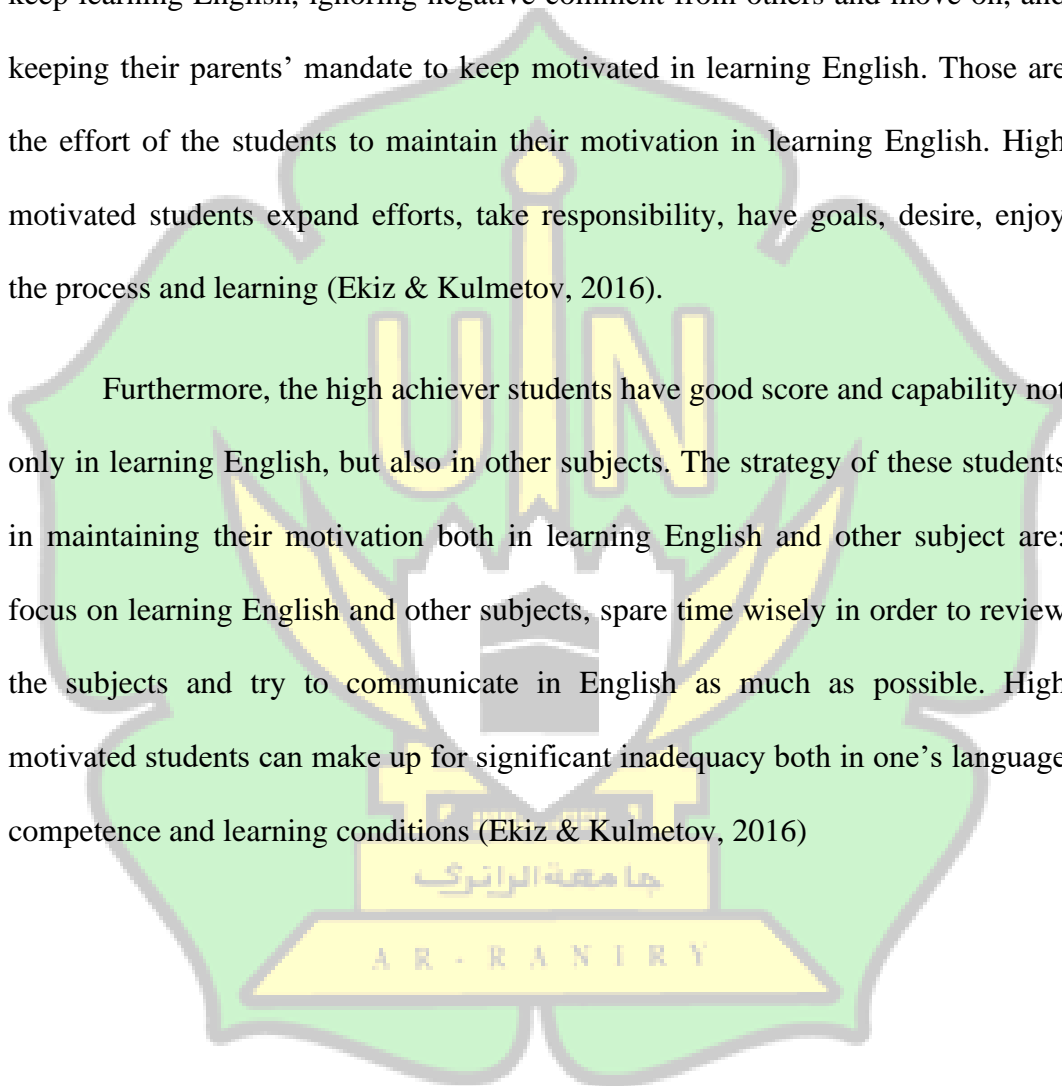
The first research question is discussing the students' motivation in learning English. The second research question is discussing how high achiever students maintain their motivation in learning English.

In maintaining their motivation in learning English, the researcher found that there are things could keep students' motivation in learning English, they are: the desire to study in abroad, teachers' success story, parents' supports, teachers' support, and these students do not want to forget the lesson that have been already learnt for a decade. These are things that keep their motivation in learning

English. As stated by Ekiz and Kulmetove (2016) motivation provides the primary impetus to start learning L2 and later the driving force to maintain.

In additional, the things that the students do to keep them motivated in learning English are: always reminding themselves the desire to study abroad, keep learning English, ignoring negative comment from others and move on, and keeping their parents' mandate to keep motivated in learning English. Those are the effort of the students to maintain their motivation in learning English. High motivated students expand efforts, take responsibility, have goals, desire, enjoy the process and learning (Ekiz & Kulmetov, 2016).

Furthermore, the high achiever students have good score and capability not only in learning English, but also in other subjects. The strategy of these students in maintaining their motivation both in learning English and other subject are: focus on learning English and other subjects, spare time wisely in order to review the subjects and try to communicate in English as much as possible. High motivated students can make up for significant inadequacy both in one's language competence and learning conditions (Ekiz & Kulmetov, 2016)



CHAPTER V

CONCLUSSION AND SUGGESTIONS

A. Conclusion

The result of this study showed that the students are highly motivated in learning English. They have several reasons to learn English. Most students told the researcher that their motivation in learning English are: to communicate in English well, to utilize their capability in speaking English to help each other, to urge other students to practice English, to pursue their study abroad; and they like the language very much.

In maintaining their motivation in learning English, high achiever students maintain their motivation in learning English trough set of goals and plans (study abroad), trough encouragement from surrounded (parents, teachers, and friends), and focus while in the learning process both of English and the other subjects.

A. Suggestion

After conducting the research at MAS Darul Ulum, researcher suggests some suggestions based on the findings, in order to improve the students' motivation in learning English.

First, teachers should be more encouraging and giving a lot motivation to the students. Although the students are the high achiever students who are recognized as students who are well academically among other pupils, these students said that they still need motivation.

Second, the environment requires them to communicate in English, but it will be more impactful if all the teachers and the Uzstazah communicate in

English as well to all of the students, thus the teachers should be a role model for all the students.

Third, it is really necessary to know the students' need, in order to encourage students to learn English. Thus, the teachers should employ various games and media in order to urge students to study. Some students like learning through game, listening section and utilizing other instructional media.



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APPENDICES

Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 4797/UN.08/FTK/KP.07.6/04/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-1602/UN.08/FTK/KP.07.6/02/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Meringkat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Merapahatkan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- Menetapkan : **MEMUTUSKAN**
- PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1602/UN.08/FTK/KP.07.6/02/2019 tanggal 18 Februari 2018
- KEDUA : Menunjuk Saudara:
1. Syarifah Dahiana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Pertama
2. Azizah, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siti Yuli Maulizar
- NIM : 140203154
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Students' Motivation in Learning English: A Case Study on High Achiever Student
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KELIMA : 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: 23 April 2019



Tembusan:

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-6274/Un.08/FTK.1/TL.00/05/2019

29 Mei 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun 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 : SITI YULI MAULIZAR
N I M : 140203154
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
A l a m a t : Gampong Rukoh Syiah Kuala Banda Aceh

Untuk mengumpulkan data pada:

MAN Darul Ulum Banda Aceh

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

Students Motivation in Learning English : A Case Study on High Achiever Student

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

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 7019

Appendix C



YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
MADRASAH ALIYAH DARUL 'ULUM

(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)

NSM : 131211710006

Jln. Syiah Kuala No. 5 Telp. (0651) 33312

KOTA BANDA ACEH 23123



N o m o r : MA.01.94/PP.00.6/066/06/2019
Lampiran : -
Perihal : **Penelitian An. SITI YULI MAULIZAR**

Banda Aceh, 26 Juni 2019

Kepada Yth.
Wakil Dekan Bidang Akademik
dan Kelembagaan
di-
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor : B-6274/Un.08/FTK.1/TL.00/05/2019 tanggal 29 Mei 2019, dengan ini menyatakan bahwa :

N a m a : **SITI YULI MAULIZAR**
N I M : 140203154
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Alamat : Gampong Rukoh Syiah Kuala Banda Aceh

Telah selesai mengadakan **PENELITIAN** pada tanggal 13 s/d 16 Juni 2019 dalam rangka penyusunan skripsi yang berjudul :

"Students Motivation in Learning English : A Case Study on High Achiever Students"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.



KEPALA

MARIANI, S. Ag. MA

NIP. 197309141999052001

Appendix D

Interview Questions

A. Students' motivation in learning English.

1. When did you start learn English?
2. What made you learn English?
3. Have you ever followed English competition?
4. How many times did you follow English competitions so far?
5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?
6. What factors that could influence your motivation in learning English? Explain your reasons!
7. Is there something/ someone that motivates or encourages you to learn English?
8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make grub of five to keep doing what you are doing right now?
9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?
10. Does the teachers' teaching style affect your will to learn English? Why?
11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!
12. Does your teacher assign you more than two assignments in a week?

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

14. Do you do the same thing to other subjects? Why

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

16. Occasionally, your teacher does not come to teach, do you learn by yourself or make a grub of five to study/ review the lesson or you just skip it?

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

18. If English is not an obligatory subject at school, would you like to keep learning it?

B. Students' strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

2. What do you do to keep motivated in learning English?

3. You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?

4. You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them through computer/ cell-phone, how do you cope with this situation?

5. Any message for your friend or students out there who want to master English as good as you are right now?

Appendix E

Interview transcript

- **Students 1**

A. Students' motivation in learning English.

1. When did you start learn English?

WDP: Saya mulai belajar bahasa inggris dari kelas satu SD.

"I have started to learn English since in the elementary school."

2. What made you learn English?

WDP: Saya termotivasi oleh seorang teman saya yang mampu berkomunikasi dalam bahasa inggris secara baik. Secara personal dia tidak langsung memberikan motivasinya kepada saya akan tetapi melihat kemampuannya dalam berbicara bahasa inggris, itu menjadikan saya termotivasi untuk belajar bahasa inggris secara serius.

"I was motivated by a friend of mine who has good capability in communicating in English. Actually she never gave me direct motivation, but by seeing her ability in communicating in English has made me motivated to learn English seriously".

The other reason what made me wants to learn English is I want to be able to speak to the native speaker".

3. Have you ever followed English competition?

WDP: Ya, saya pernah mengikuti lomba berbahasa inggris. Saya pernah beberapa kali mengikuti lomba debat bahasa inggris.

“Yes, I have ever followed English competition. I have ever participated in debate competition in several times.”

4. How many times did you follow English competitions so far?

WDP: Saya sudah mengikuti lomba sebanyak empat kali.

“I have participated in competition for four times.”

5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?

WDP: Saya ingin mampu berkomunikasi dalam bahasa inggris dengan baik dan itu menjadi motivasi terbesar dan ketertarikan saya untuk belajar bahasa inggris dengan serius.

“I want to be able to communicate in English well and it becomes the biggest motivation for me and the attraction to learn English seriously”.

6. What factors that could influence your motivation in learning English?

Explain your reasons!

WDP: Yang dapat membuat motivasi belajar bahasa inggris saya menurun adalah ketika saya mendapatkan komentar yang kurang mengenakkan perihal kemampuan bahasa inggris saya dan yang dapat untuk meningkatkan kembali motivasi saya adalah wejangan motivasi dari orang-orang di sekitar saya, jadi yang bisa meningkatkan motivasi saya adalah motivasi dari orang lain. Orang-orang disekitar saya selalu mengatakan untuk tidak menyerah untuk belajar

"Thing that could influence my motivation to the low level is comment from others about my English capability and thing that could boost my motivation is motivation that I got from people around me. They told me to not giving up in learning English".

7. Are there something/ someone that motivates or encourages you to learn English?

WDP: Teman yang sudah mahir berbahasa inggris dan keinginan untuk belajar di luar negri menjadi pendorong untuk saya belajar bahasa inggris.

"Friend who has been able to communicate and the desire to study in abroad, I made them as the encouragement for to keep learning English".

8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make grub of five to keep doing what you are doing right now?

WDP: Ya. Saya berada di lingkungan yang sangat membantu saya dalam mempelajari bahasa inggris. Dan jika saya tidak berada di dalam lingkungan seperti ini, saya akan tetap berlatih, walaupun dengan diri saya sendiri.

"Yes, I am living in the environment that supports me in learning English. If I am not in the same environment, I will keep practicing English even with my own self".

9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?

WDP: Ya, termotivasi, karena kalau kita berkomunikasi dengan menggunakan bahasa inggris dengan sendiri lawan bicara akan merespon dengan menggunakan bahasa inggris pula dan saya juga termotivasi untuk memperbaiki bahasa inggris saya, agar saya mampu berkomunikasi secara baik.

“Yes, I motivated, because if I talk to somebody in English she must be replaying me back by English too and I also motivated to improve my English skill, in order to I could communicate in English properly.”

10. Does the teaching style affect your will to learn English? Why?

WDP: Ya, karena saya secara pribadi mudah bosan, dan akan semangat dan termotivasi belajar nya jika sang guru tidak mengajar secara monoton.

“Yes, it does affect my will, because personally I get bore really quick in the class if the teacher teaches monotonically. I will be very excited and motivated to learn, if the teacher does not teach monotonically.”

11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!

WDP: Ya, saya senang dengan proses pembelajaran, dikarenakan guru selalu mengajak kami untuk melakukan percakapan sebelum memulai pembelajaran.

“I am enjoyed the learning process that I have followed. It because the teacher always do a short conversation with us before she starts the learning.”

12. Does your teacher assign you more than two assignments in a week?

WDP: Guru jarang memberikan pekerjaan rumah.

“The teacher does not give us the home work that much.”

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

WDP: Saya mengerjakan PR untuk menambah nilai dan untuk mengulang pelajaran.

“I do the given home work, in order to raise my score and to review the lesson.”

14. Do you do the same thing to other subjects? Why

WDP: Kalau untuk pelajaran lain saya hanya mengerjakan PR ya hanya karena itu PR.

“I just do the home work because it is a home work toward other subjects.”

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

WDP: Itu semua tergantung pada materinya, jika ada materi yang sulit dimengerti saya akan menunggu guru yang akan menjelaskannya. Jika itu materinya mudah saya akan mempelajarinya sendiri.

"It depends on the material itself, if there is a difficult material that cannot I understand, I will wait for the teacher to explain it for me and vice versa, if the material that understandable, I will learn it by my own self".

16. Occasionally, your teacher do not come to teach, do you learn by yourself or make a grub of five to study/ review the lesson or you just skip it?

WDP: Biasanya saya tidak mengerjakan atau melakukan hal yang lain dikarenakan guru selalu memberikan tugas jika beliau berhalangan untuk hadir.

"Usually I do not do anything else because the teacher who does not to the class will hand us some assignments."

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

WDP: Saya belajar bahasa inggris karena saya ingin mampu berkomunikasi dalam bahasa inggris dengan baik dan berkeinginan untuk bekerja di luar negeri bersama para penutur asing.

"To be able to communicate properly in English, to have a job abroad and to be able to work along with the native speakers are my reasons to learn English."

18. If English is not an obligatory subject at school, would you like to keep learning it?

WDP: Saya akan tetap akan mempelajari bahasa inggris walaupun itu bukan pelajaran wajib, karena saya sangat menyukai pelajaran bahasa inggris.

“I will keep learning English, although it is not an obligatory subject, because I like English language very much”.

B. Students’ strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

WDP: Ada. Sesuatu yang membuat saya tetap termotivasi itu saya tidak ingin menjadi lupa, seperti lupa akan kosa kata, tata cara berbahasa dan cara bertutur kata yang baik.

“Yes there is something that makes me keep motivated in learning English. I do not want to forget things such as, vocabularies, the grammar and how to speak English properly, that what makes me keep motivated in learning English”.

2. What do you do to keep motivated in learning English?

WDP: Hal yang saya lakukan agar saya tetap termotivasi itu mengingat kembali keinginan saya untuk belajar keluar negeri.

“Thing that I do to be keep motivated is reminding myself on the dream to study in abroad”.

3. You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?

WDP: Strategi yang saya lakukan untuk tetap mempertahankan kemampuan bahasa inggris diantara banya aktivitas yang saya kerja saya itu dengan sering mempraktekkan bahasa nya.

“The strategy that I used to do in order to keep maintaining my English skill among the other subjects and activities is keeping practicing It”.

- 4. You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them trough computer/ cell-phone, how do you cipe with this situation?**

WDP: Biasanya, saya belajar bersama teman untuk hal materi baru. Saya juga mencari materi bahasa inggris lainnya dari buku dan kamus.

“Usually, I will ask my friend to study together to the new material that I have known before. I also seek for another English materials trough books and dictionaries”.

- 5. Any message for your friend or students out there who want to master English as good as you are right now?**

WDP: Saran saya untuk teman-teman yang ingin memiliki kemampuan dalam bahasa inggris jangan tunda keinginan untuk belajar.

“My suggestion to everyone who wants to be skilled in foreign language especially English, thing you must do is not to postpone to study. If you have a will in your heart do it as soon as possible”.

- **Students 2**

A. Students' motivation in learning English.

- 1. When did you start learn English?**

SR: Saya belajar bahasa inggris sejak saya berada di bangku SMP.

"I have learnt English since junior high school."

2. What made you learn English?

SR: Yang membuat saya belajar bahasa inggris secara serius itu dikarenakan manfaat dari bahasa inggris yang akan saya dapatkan di kemudian hari.

"What made me to learn English seriously is because it's beneficial that would I get in the future."

3. Have you ever followed English competition?

SR: Ya, saya pernah berpartisipasi dalam mengikuti lomba bahasa inggris.

"Yes, I have ever participated in English competition."

4. How many times did you follow English competitions so far?

SR: Saya pernah beberapa kali mengikuti lomba cerdas cermat bahasa inggris.

"I have participated in several English quiz competitions."

5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?

SR: Saya tertarik untuk belajar bahasa inggris karena saya ingin memanfaatkan kemampuan berkomunikasi dalam berbahasa inggris saya untuk menolong satu sama lain, contohnya membantu orang barat yang ingin masuk agama Islam dan ini menjadi motivasi terbesar saya dalam belajar bahasa inggris.

"I am interested to learn English because I want to utilize my capability in speaking English to help each other, likes the example, if there is a western man wants to converts to Islam, fortunately he could do that because I could lead him

because I can speak English and it becomes my biggest motivation in learning English and this becomes my biggest motivation in learning English.”

6. What factors that could influence your motivation in learning English?

Explain your reasons!

SR: *Inshaallah* sampai saat ini tidak ada yang mempengaruhi motivasi saya dalam belajar bahasa inggris, jika motivasi saya sedikit menurun, saya akan mengingat motivasi-motivasi yang telah dikatakan oleh teman dan guru-guru saya untuk kembali termotivasi untuk belajar.

”Inshaallah nothing affected my motivation in learning English, if sometimes I have lack motivation in learning English, I will remember all of the motivation that I got from my friends and my teachers in order to boost my motivation.”

7. Is there something/ someone that motivates or encourages you to learn English?

ST: Pengalaman dari guru-guru yang berhasil dikarenakan kemampuan bahasa inggris mereka saya jadikan itu sebagai motivasi untuk belajar.

“English has brought success to my teachers. Their success experience becomes a motivation for me to keep learning English.”

- 8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make grub of five to keep doing what you are doing right now?**

ST: Ya, lingkungan yang seperti ini sangat membantu. Jika saya tidak lagi berada di lingkungan yang seperti ini saya akan mencari teman yang bisa saya jadikan lawan bicara.

" Yes, this kind of environment is really helpful. If I am not living in the same environment, I will find a friend who can I talk to."

- 9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?**

ST: Ya, lingkungan yang saya tempati sekarang ini memotivasi untuk belajar bahasa inggris, di karenakan saya bisa mudah menemukan lawan bicara dan teman yang sudah mahir dapat membantu saya memperbaiki bahasa inggris saya.

"Yes, the environment that I am living right now motivates me to learn English, because I am able to find a friend that I can talk to and some friends could help me to improve my English skill."

- 10. Does the teachers' teaching style affect your will to learn English? Why?**

ST: Cara mengajar guru mempengaruhi kemauan belajar saya. Saya menyukai proses belajar yang menyenangkan dan tidak monoton.

“The teacher teaching learning style affects my will to study English. The learning process that I like is fun learning and I do not like learning monotonically.”

11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!

SR: Ya, saya menikmati proses pembelajaran. Saya senang dengan proses belajar yang menyenangkan, seperti yang guru saya lakukan. Beliau sering menggunakan game dalam proses belajar dan beliau juga sering mengajak kami berdiskusi kecil agar kami mempraktekkan bahasa inggris.

“Yes, I do enjoy the learning process. I am happy with the fun learning process. My teacher teaches us in fun way. She quiet often uses game while in the learning process and she also often to do a small discussion in order to us practice our English.”

12. Does your teacher assign you more than two assignments in a week?

ST: Guru saya jarang memberikan kami pekerjaan rumah.

“My teacher rarely gives us home work.”

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

ST: Saya mengerjakan pekerjaan rumah yang diberikan sekaligus untuk mengulang lagi pelajaran yang telah dipelajari.

"I do the given home work along with reviewing the lesson that has been learnt."

14. Do you do the same thing to other subjects? Why

SR: Saya juga melakukan hal yang sama dengan pelajaran lainnya, khusus nya matematika.

"I also do the same thing to the other subjects, especially math. I do that in order to follow the examination day well."

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

ST: Saya akan mencoba untuk mempelajari terlebih dahulu dan jika materi tersebut terlalu sukar untuk dipelajari maka saya akan menunggu guru untuk menerangkan materinya.

"I try to learn the material by myself first and if I found a difficulty in it, I will wait for the teacher to explain it for me."

16. Occasionally, your teacher do not come to teach, do you learn by yourself or make a grub of five to study/ review the lesson or you just skip it?

SR: Biasanya kami diberikan tugas oleh guru jika beliau tidak bisa hadir.

"Usually we are assigned to do some assignments, if the teacher does not come to teach."

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

SR: Bagi saya sendiri, saya belajar bahasa inggris ini agar menjadi bekal saya di masa akan datang. Setelah saya mampu menguasai bahasa inggris dengan baik dengan sendirinya kemampuan saya aka menghantarkan saya untuk dapat bekerja di tempat yang bagus dan hal baik lainnya.

“Personally, I learn English language in order to make it as my asset in the future. After mastering English well, it would be really easy for me to find a good job and other good things that I could achieve in the future.”

18. If English is not an obligatory subject at school, would you like to keep learning it?

ST: Saya akan tettap belajar, karena tujuan saya belajar bahasa inggris bukan hanya karena ini sebuah pelajaran wajib akan tetapi manfaat yang akan saya dapat di masa depan .

“I will keep studying English, even though English is not an obligatory subject. I will keep learning English, because its' beneficial things that I could get in the future.”

B. Students' strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

ST: Hal yang bisa membuat saya tetap termotivasi unutm belajar adalah kisah sukses guru-guru dan para senior saya dikarenakan kemampuan bahasa inggris mereka.

“Thing that could keep me motivated to learn English is the success story of my teachers and my seniors who have good capability in English.”

2. What do you do to keep motivated in learning English?

ST: Hal yang biasa saya lakukan agar tetap termotivasi untuk belajar bahasa inggris itu dengan mengingatkan diri saya sendiri akan hal-hal baik yang akan saya dapatkan dari belajar bahasa inggris. Yang kedua saya harus selalu dimotivasi agar selalu semangat untuk belajar bahasa inggris.

“Thing that could make me keep motivated to learn English is reminding my own self on great things that I could get by learning English. Second, I have to be motivated, so I will be always in excited mode to learn English”.

3. You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?

ST: Agar pelajaran bahasa inggris dan pelajaran yang lain berjalan dengan selaras, yang biasa saya lakukan itu saya akan mempraktekkan bahasa inggris melalui komunikasi sehari-hari bersama teman-teman. Yang kedua fokus ketika pembelajaran sedang berlangsung baik itu untuk pelajaran bahasa inggris dan pelajaran lainnya.

“In order to English subject runs well along with the other subject, I personally communicate in English in order to keep it remain in my memory then I have to stay focus on the other subjects, not just on English language subject”. So all of the subjects remain in my memory”.

4. **You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them trough computer/ cell-phone, how do you coupe with this situation?**

ST: Kalau saya tidak bisa mendapatkan materi bahasa inggri melalui internet biasa nya saya akan mencari di buku.

“If I cannot get any English materials trough the internet, I will seek for them trough books”.

5. **Any message for your friend or students out there who want to master English as good as you are right now?**

ST: Jika ingin bisa berbahasa inggris yang harus ditanamkan di dalam hati itu “keinginan”. Jika ingin mahir berbahasa inggris, kita harus bersungguh dalam belajar, dan harus rajin praktek. Dan “tempatkan sesuatu pada tempatnya”, jika sudah disekolah yang harus dilakukan agar pelajaran yang lain berjalan dengan baik, kita harus fokus dan meperhatikan guru dengan seksama, dan ketika ujian pun tidak ada timpang dari satu pelajaran ke pelajaran yang lainnya.

“If You want to be able to communicate in English, first thing that you have to do is you have to have a will. If you already had a will, then you have to work and study hard on your English. You have to be super diligent and you have to practice to communicate in English in your everyday life. In the other hand, if you want to have good score in all the subjects at school so you have to be focus on all subjects and pay attention to your teacher explanation. Then when the exam comes you will be able to follow the exam well, because you focus not just on your favorite subject but all of them”.

- **Student 3**

A. Students' motivation in learning English.

1. When did you start learn English?

SBS: Awal saya belajar bahasa inggris itu di mulai dari rumah. Saya belajar bersama abang dirumah. Kalau di sekolah pertama saya mulai belajar bahasa inggris dari kelas dua SD.

"I learnt English along with my brother for the first time. At the school, I started to learn English at the second grade of elementary school."

2. What made you learn English?

SBS: Rasa keinginan untuk belajar bahasa inggris lebih serius itu awalnya muncul ketika saya mengikuti lomba debat. Setelah beberapa kali mengikuti lomba debat, saya merasa kalau bahasa inggris perlu untuk dikuasai untuk mengutarakan pendapat dan lain-lain.

"The desire to learn English language more serious that was when I followed English debate competition. After participating in several debate competitions, I do think that we, especially the students need to learn English language in order to deliver our thoughts and so on."

3. Have you ever followed English competition?

SBS: Ya saya pernah beberapa kali mengikuti lomba berbahasa inggris.

"Yes, I have ever followed some English competition."

4. How many times did you follow English competitions so far?

SBS: Kira-kira saya sudah pernah mengikuti lomba debat lebih dari lima kali dan saya juga pernah mengikuti lomba pidato bahasa inggris beberapa kali.

"I have participated in debate competition more than five times and I also have ever participated in several speech competitions."

5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?

SBS: Saya ingin mengajak orang lain khususnya para santri di Darul Ulum untuk mempraktekan bahasa inggris, karena saya merasa minat para santri untuk mempraktekan bahasa inggris masih sangat kurang oleh karena itu saya ingin menguasai bahasa inggris secara baik dan mengajak santri lain untuk belajar bahasa inggris dan untuk sekarang itu menjadi motivasi untuk saya untuk terus belajar bahasa inggris.

"I want to urge other students to practice English, because I feel these students still have lack interest in practicing their English, so in order to urge these students to practice their English that why I have to master English well and encourage other students to learn and practice their English. Now, that is my current motivation to keep learning English."

6. What factors that could influence your motivation in learning English?

Explain your reasons!

SBS: Saya akan merasa down kalau ada teman-teman yang menggoda saya perihal kemampuan saya dalam berbahasa inggris. Hal yang mampu mengembalikan motivasi saya untuk belajar itu adalah dorongan untuk tetap belajar dari guru-guru saya.

"My motivation will be down if I am being teased by my friends. They made fun of me, they teased me on the capability that I have, but there will be always my teacher who encourages me and motivates to keep learning."

7. Is there something/ someone that motivates or encourages you to learn English?

SBS: Motivasi lain untuk belajar itu game. Game membuat kita belajar bahasa inggris karena banyak game yang menggunakan istilah dalam bahasa inggris.

"The Motivation that encourages me to learn is game. Game made us learn English due it uses a lot of terms in English."

8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make grub of five to keep doing what you are doing right now?

SBS: Saya secara pribadi berpendapat kalau lingkungan yang sekarang saya tempati kurang mendukung saya, karena tidak semua murid di sini bisa saya

jadikan lawan bicara. Cara mengatasi situasi yang saya hadapi ini, saya biasa hanya melatih bahasa Inggris saya dengan diri saya sendiri.

“Personally, I do not consider this environment supports my English learning process fully, because I have difficulty to find someone who I can talk to. To cope with situation, usually I am just practicing my English with my own self.”

9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?

SBS: Ya sepertinya saya katakan sebelumnya, bahwa ada dua sisi, yaitu sisi yang mendukung dan sisi yang tidak.

“Like I said before, there are two sides; there is a supportive side and the opposite ones.”

10. Does the teacher teaching style affect your will to learn English? Why?

SBS: Saya secara pribadi tidak bermasalah dengan gaya atau pun cara mengajar guru, karena saya suka bahasa Inggris jadi bagaimana pun cara mengajar guru saya akan tetap belajar.

“Personally, I do not really consider the teacher learning style. No matter what she does in front of the class, no matter what the activity that she gives to us, I still want to learn English.”

11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!

SBS: Saya secara pribadi menikmati semua proses pembelajaran yang selama ini telah diberikan oleh guru, karena saya menyukai pelajaran bahasa inggris jadi saya akan mengikuti apa pun gaya mengajar sang guru.

“Personally, I have been enjoyed the whole learning process. I love English language subject, so I will follow all the teachers’ teaching style, whatever it is. “

12. Does your teacher assign you more than two assignments in a week?

SBS: Tidak, guru jarang memberikan kami pekerjaan rumah.

“No, the teacher rarely assigns us to do the home work.”

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

SBS: Saya mengerjakan pekerjaan rumah yang diberikan juga untuk mengulang kembali pelajaran yang telah dipelajari.

“I do the given home work along with reviewing the lesson that has been learnt.”

14. Do you do the same thing to other subjects? Why?

SBS: Saya melakukan hal yang sama terhadap pelajaran lainnya.

“I do the same thing to the other subjects.”

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

SBS: Jika ada materi yang sukar dimengerti saya akan mencoba untuk mempelajarinya terlebih dahulu, setelah itu baru saya akan meminta penjelasan lebih lanjut dari guru.

“If I found a difficult material or lesson, I will try to learn it by myself. Then for the further explanation, I will ask teacher to explain it to me.”

16. Occasionally, your teacher do not come to teach, do you learn by yourself or make a group of five to study/ review the lesson or you just skip it?

SBS: Biasanya guru jika tidak bisa berhadir, guru akan memberikan kami tugas untuk di kerjakan. Dan setelah mengerjakan tugas biasa nya saya membantu teman-teman lain jika mereka kesulitan mengerjakan tugas yang diberikan. Jika masih ada waktu yan tersisa saya biasa membaca beberapa percakapan atau cerita pendek di buku.

“Usually, we are assigned to do assignment by the teacher who does not come to the class. After doing it, I used to help other friends, if they could not understand the assignment. If there is still enough spare time, I will read some short conversations or story in book.”

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

SBS: Saya belum mempunyai perencanaan yang pasti untuk ke depan, untuk sekarang saya belajar bahasa inggris agar saya mampu berkomunikasi dengan baik nantinya jika saya bertemu dengan penutur asli.

“I do not have specific plan for the future. Now, I learn English in order to be able to communicate well with native speaker I met.”

18. If English is not an obligatory subject at school, would you like to keep learning it?

SBS: Ya walaupun bahasa inggris bukan pelajaran wajib, saya akan tetap mempelajari bahasa inggris. Ada harapan dari kedua orang tua yaitu anak-anaknya bisa berkomunikasi dengan baik dalam bahasa inggris.

“Yes, I still want to learn English, although English is not an obligatory subject. There is a hope from both of my parents who wish their kids could be able to communicate in English well.”

B. Students' strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

SBS: Dukungan dari orang sekitar seperti Ustazah dan Ustad selalu bisa membuat saya tetap termotivasi untuk tetap belajar bahasa inggris.

“The support from Ustad and Ustazah (teachers) could make me keep motivated to study English language”.

2. What do you do to keep motivated in learning English?

SBS: Tidak menghiraukan perkataan buruk dari orang lain. Itu yang saya lakukan agar saya tetap semangat untuk belajar bahasa Inggris. Saya akan tetap belajar meskipun ada sebagian orang yang menggoda usaha saya dalam mempelajari bahasa Inggris.

“Ignoring people negative opinion that what I do to keep motivated in learning English. I will keep learning, although there will be people who tease me over my effort in learning English.”

3. You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?

SBS: Strategi saya dalam menyelaraskan pembelajaran bahasa Inggris saya dengan pelajaran dan kegiatan lainnya itu saya memaksimalkan waktu senggang yang saya miliki secara maksimal, baik itu di sekolah maupun di asrama.

“My strategy in aligning the English learning process along with other subjects and activities is maximizing the spare time that I have wisely both in school and dormitory.”

4. You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them through computer/ cell-phone, how do you cope with this situation?

SBS: Saya biasanya mencari bahan materi bahasa Inggris melalui buku.

"I used to seek the English materials through books".

5. Any message for your friend or students out there who want to master English as good as you are right now?

SBS: Untuk orang-orang yang memiliki kesibukan yang padat. Manfaatkan waktu senggang secara maksimal untuk belajar bahasa Inggris.

"To all people that have solid activities you have to use your spare time maximally in order to master English."

• **Students 4**

A. Students' motivation in learning English.

1. When did you start learn English?

RRD: Saya mulai belajar bahasa Inggris dari kelas tiga SD.

"I started learning English language in third grade of elementary school."

2. What made you learn English?

RRD: Keunikan dari bahasa Inggris membuat saya suka dan belajar bahasa Inggris. Saya suka gaya mereka berbicara yang terdengar sangat keren ketika berbicara dalam bahasa Inggris. Dorongan dari orang tua juga membuat saya lebih menyukai dan belajar bahasa Inggris.

"The uniqueness of English language made me love and starts to learn English. I love the way they talk. It sounds very cool when you speak in English, not just the uniqueness of it, the parent also urges me as well to learn English."

3. Have you ever followed English competition?

RRD: Ya saya pernah berpartisipasi di lomba berbahasa Inggris.

"Yes, I have participated in English competition."

4. How many times did you follow English competitions so far?

RRD: Saya pernah beberapa kali mengikuti lomba debat bahasa inggris.

"I have participated in several debate English competitions."

5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?

RRD: Saya tertarik untuk belajar bahasa inggris karena saya suka dengan bahasanya dan keinginan saya untuk dapat berkomunikasi dengan penutur asing dan melanjutkan studi ke luar negri. Dan amanah dari orang tua agar mampu menguasai bahasa inggris saya jadikan motivasi untuk tetap belajar bahasa inggris.

"I am interested in learning English because I like the language and I want to be able to communicate with native speakers and having study in abroad. And the mandate of my parents that I have to master English becomes major motivation for me to keep learning English."

6. What factors that could influence your motivation in learning English? Explain your reasons!

RRD: Kurangnya teman yang bisa saya jadikan lawan berbicara bisa membuat motivasi belajar saya sedikit berkurang. Rasa kurang percaya diri juga bisa mempengaruhi motivasi belajar saya, ditambah lagi jika saya tidak bisa memenangkan sebuah perlombaan itu juga bisa beimbis kepada motivasi belajar saya. Yang bisa membuat motivasi saya kembali naik itu ketika saya melihat kepada teman-teman ataupun guru-guru saya yang bisa sukses dikarenakan bahasa inggris mereka.

"Lack of friends that I can talk to, it could make my motivation gone a little bit. Lack of confidence also could affect my motivation in learning English. Moreover, sometime I could not reach the first place at a competition it also makes me feel down in learning English. Thing that could boost my motivation is when I remember teachers who were success because of their capability in speaking English."

7. Is there something/ someone that motivates or encourages you to learn English?

RRD: Ayah yang menjadi dorongan atau pun motivasi terbesar saya dalam belajar bahasa Inggris.

"My father is my major motivation and encouragement for me in learning English."

8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make a group of five to keep doing what you are doing right now?

RRD: Ya, mendukung. Jika saya tidak berada di lingkungan yang sama, saya akan mencari tempat belajar bahasa Inggris seperti les, agar saya tetap mempraktekan bahasa Inggris saya

"Yes, I am living in the supportive environment. If I am not living in the same environment, I will find a place like a course in order to keep me practicing English."

9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?

RRD: Ya, lingkungan seperti ini memotivasi saya untuk belajar bahasa inggris, karena saya bisa dengan mudah menemukan lawan bicara untuk praktek berhasa inggris.

“Yes, this kind of environment motivates me to learn English language, because I could easily find a friend who I can talk to.”

10. Does the teacher teaching style affect your will to learn English? Why?

RRD: Ya, saya lebih senang belajar menggunakan media dan game.

“Yes, it does affect my will in the learning process. I prefer study using other instructional media and game.”

11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!

RRD: Saya tidak terlalu suka akan proses pembelajaran yang sekarang, karena tidak terlalu menyenangkan seperti proses pembelajaran yang saya pernah ikuti ketika saya SD.

“I do not really like the present learning process, because it is not really fun compare to the learning process that I had when I was in elementary school.”

12. Does your teacher assign you more than two assignments in a week?

RRD: Guru jarang memberikan pekerjaan rumah.

“The teacher does not really often give us the home work.”

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

RRD: Saya mengerjakan tugas yang diberikan sekaligus mengulang kembali pelajaran yang telah dipelajari.

"I do the given home work as long as reviewing the lesson that has been learnt."

14. Do you do the same thing to other subjects? Why?

RRD: Untuk pelajaran lain, saya biasanya hanya fokus saat di kelas saja.

"For other subjects, I used to focus on them while in the class."

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

RRD: Jika ada materi yang sukar dimengerti saya akan mencoba untuk mempelajarinya terlebih dahulu, setelah itu baru saya akan meminta penjelasan lebih lanjut dari guru.

"If I found a difficult material or lesson, I will try to learn it by myself. Then for the further explanation, I will ask teacher to explain it to me."

16. Occasionally, your teacher do not come to teach, do you learn by yourself or make a group of five to study/ review the lesson or you just skip it?

RRD: Biasa nya jika guru tidak bisa berhadir, guru akan memberikan kami tugas. Setelah mengerjakan tugas biasa nya saya membaca beberapa dialog yang ada di dalam buku.

"The teacher used to give us some assignments to do, if she does not come to the class. After doing them, I read some dialogues in the book."

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

RRD: Saya belajar bahasa inggris karena saya ingin mampu berkomunikasi dengan para penutur asli dan belajar ke luar negeri.

"I learn English language because I want to be able to communicate with the native speakers and I want to study abroad."

18. If English is not an obligatory subject at school, would you like to keep learning it?

RRD: Ya, Saya akan tetap belajar bahasa inggris, karena saya punya keinginan untuk belajar keluar negeri.

"Yes, I still want to study English, because I have a will to study abroad."

B. Students' strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

RRD: Hal yang membuat saya tetap termotivasi itu adalah kedua orang tua saya.

"Thing that could make me keep motivated in learning English is both of my parents."

2. What do you do to keep motivated in learning English?

RRD: Mengingat pesan dari kedua orang tua saya, itu yang saya lakukan agar tetap termotivasi

"Remembering the message and the mandate from my parent that what I do to keep me motivated."

3. **You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?**

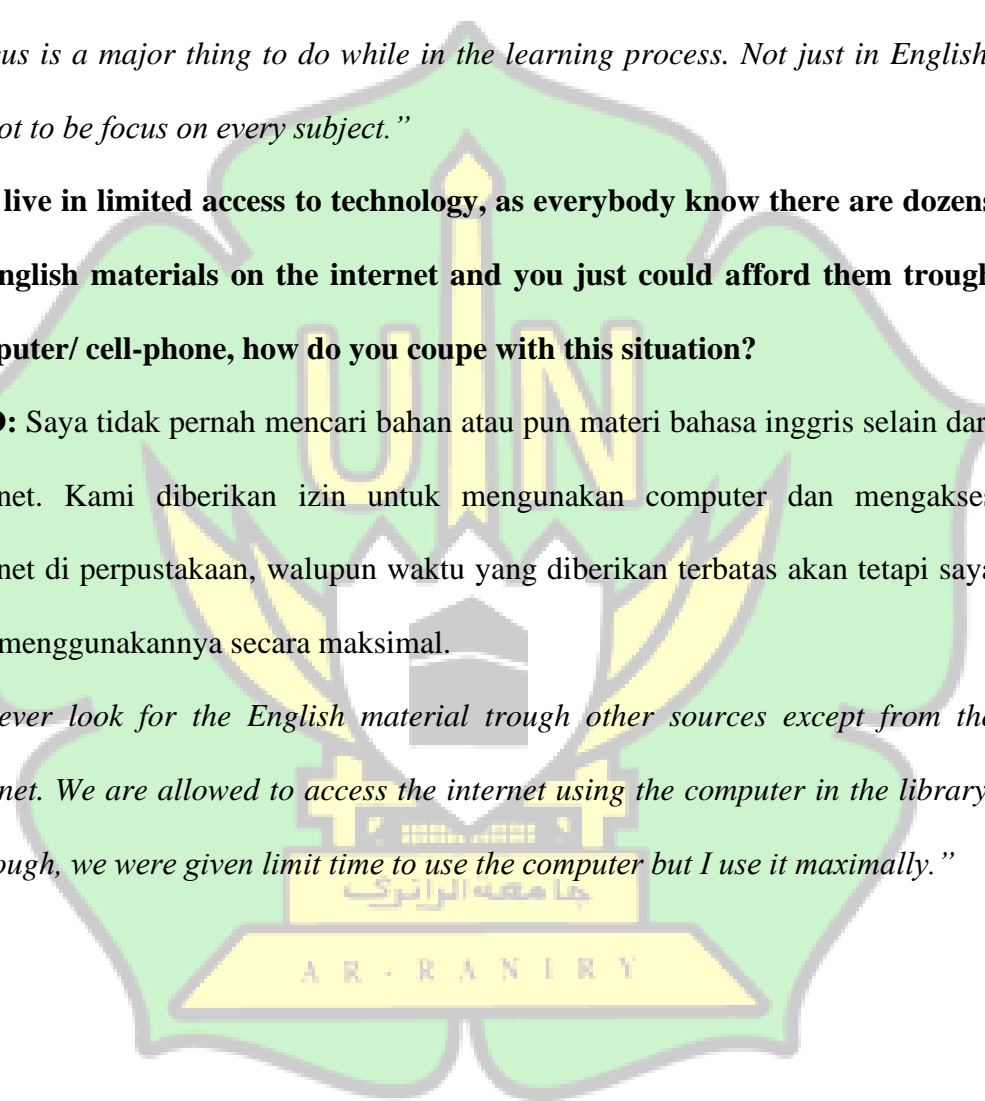
RRD: Fokus itu hal utama yang harus dilakukan, bukan hanya di pelajaran bahasa Inggris saja tapi itu juga dilakukan pada semua pelajaran.

“Focus is a major thing to do while in the learning process. Not just in English, we got to be focus on every subject.”

4. **You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them through computer/ cell-phone, how do you cope with this situation?**

RRD: Saya tidak pernah mencari bahan atau pun materi bahasa Inggris selain dari internet. Kami diberikan izin untuk menggunakan komputer dan mengakses internet di perpustakaan, walaupun waktu yang diberikan terbatas akan tetapi saya bisa menggunakannya secara maksimal.

“I never look for the English material through other sources except from the internet. We are allowed to access the internet using the computer in the library. Although, we were given limit time to use the computer but I use it maximally.”



5. Any message for your friend or students out there who want to master English as good as you are right now?

RRD: Pesan untuk semua yang ingin dan yang sedang belajar bahasa Inggris, walaupun pengetahuan tentang bahasa Inggris masih sangat terbatas, kosa kata juga masih terbatas, itu semua bukan menjadi penghalang untuk memulai belajar bahasa Inggris dan jangan lupa untuk praktek.

“Message for all who want and who are learning English, even though knowledge of English is still very limited, vocabulary is also still limited, it is not a barrier to starting learning English and don't forget to practice.”

• **Students 5**

A. Students' motivation in learning English.

1. When did you start learn English?

CS: Saya sudah belajar bahasa Inggris sejak kelas satu SD.

“I have learnt English language subject since I was in the first grade in elementary school.”

2. What made you learn English?

CS: ketidaktahuan saya terhadap bahasa Inggris membuat saya belajar bahasa Inggris, akan tetapi lama kelamaan bahasa Inggris bukan hanya pelajaran wajib untuk saya, bahasa Inggris menjadi salah satu hal penting untuk saya.

“My ignorance of English language made me learn English, but overtime English language not just an obligatory subject for me, English language becomes one of the important things for me.”

3. Have you ever followed English competition?

CS: Ya pernah. Saya pernah beberapa kali mengikuti lomba.

"Yes, I have participated in several competitions."

4. How many times did you follow English competitions so far?

CS: Saya sudah sering kali mengikuti lomba, mungkin sudah lebih dari lima kali.

"I have participated in several competitions quite often; maybe I have participated in English competitions more than five times."

5. You have learnt English and followed a bunch of English activities and I may assume that you are interested in learning English? And what is your biggest motivation in learning English?

CS: Saya ingin mampu berkomunikasi layaknya penutur asing. Saya suka dengan aksen dan cara mereka bertutur kata. Keinginan saya yang ingin mampu bertutur kata dengan penutur asing saya jadikan sebagai motivasi untuk tetap belajar bahasa Inggris. *"I want to be able to communicate like the native speakers. I like their accent and the way they talk. My desire becomes my biggest motivation to keep learning English."*

6. What factors that could influence your motivation in learning English?

Explain your reasons!

CS: Tingkatan materi yang semakin sulit dan sukar untuk dimengerti terkadang membuat motivasi belajar saya sedikit menurun, tetapi saya tidak menyerah untuk

belajar bahasa inggris hanya karena materinya yang susah. Rintangan yang saya temui disaat saya belajar ini saya jadikan motivasi dalam process belajar ini.

"Thing that could affect my motivation is difficult materials that I face when I am learning English. Now, the barrier that I face in the learning process becomes my motivation".

7. Is there something/ someone that motivates or encourages you to learn English?

CS: Motivasi yang saya terima dari guru-guru saya jadikan pengingat dan motivasi-motivasi dari mereka lah yang menjadi dorongan untuk saya agar tetap mempelajari bahasa inggris.

"Motivations that I got from teachers, I made them as reminder and their motivation becomes the encouragement for me to keep learning English".

8. Does your environment support you in learning English? Now, if you are not in the environment that supports you in learning English, will you find another community or make grub of five to keep doing what you are doing right now?

CS: Ya, lingkungan yang seperti ini mendukung pembelajara bahasa inggris saya. Jika saya tidak tinggal di lingkungan yang seperti ini, maka saya akan melatih komunikasi bahasa inggris saya dengan berkomunikasi dengan tema-teman saya melalui pesan singkat dengan menggunakan bahasa inggris atau mencoba berkomunikasi dengan penutur asli melalui facebook.

” Yes, the environment that I am living in now supports my English learning process. If I am not living in this environment anymore, I will keep practicing English with my friends trough chat and even communicate with the native speaker trough face book.”

9. You are living in the environment that requires you to communicate in English in your daily life. Does it motivate you in learning English? Why?

CS: Ya, memotivasi karena saya tinggal dekat dengan guru-guru yang selalu memberikan motivasi untuk saya. Dan guru saya juga sering mengajak saya untuk praktik berbahasa.

“Yes, this environment motivates me, because I live close to my teachers who always give me motivation/ encouragement and my teacher also always ask me to practice English with her.”

10. Does the teacher teaching style affect your will to learn English? Why?

CS: Ya gaya mengajar guru mempengaruhi keinginan saya untuk belajar dikarenakan saya lebih suka belajar dengan cara yang menyenangkan. Jika guru hanya memberikan tugas, saya merasa seperti sedang berada di kelas matematika.

“The teacher learning style affects my will in learning process. It is because I like fun learning process. If the teacher just gives us a bunch of assignments, it feels like I am not in the English class but it feels like I am in a math class.”

11. Are you enjoyed to follow the learning process? Please describe the learning process that you followed and why you have felt so!

CS: Saya menikmati suasana belajar yang seru, seperti belajar dengan game, praktik bahasa dengan game, dan listening to conversation/ music, karena saya tidak suka dengan proses pembelajaran yang hanya mengerjakan tugas.

"I do enjoy fun learning process, such as learning trough game, practicing trough game and listening to conversation/ music, it is because I do not like toward monotonous learning process, such as doing the assignments for the whole day."

12. Does your teacher assign you more than two assignments in a week?

CS: Ya, guru sering memberikan PR.

"Yes, she does. She often gives us home work."

13. If she does, do you do the home work because you want to review the lesson that had been learnt or you do it in order to complete it as an assignment or you do your assignment to reach the higher score?

CS: Saya akan mengulang pelajaran melalui pekerjaan rumah yang diberikan, kalau saya memiliki waktu yang cukup.

"I will review lesson that has been learnt trough given home work, if I have much enough time."

14. Do you do the same thing to other subjects? Why?

CS: Ya, tetapi saya hanya melakukan hal yang sama pada pelajaran ekonomi saja.

"Yes, I do review while doing a home work, but I do the same thing toward economics subject."

15. If you could not understand a particular English material, do you figure it out by yourself or wait for teacher to explain it for you?

CS: Terkadang saya mencari sendiri penjelasan untuk beberapa materi dan untuk penjelasan yang lebih lanjut saya akan bertanya ke guru.

“Sometimes, I will look for the explanation for several particular materials by myself then for the further explanation. I will ask the teacher to explain them for me.”

16. Occasionally, your teacher do not come to teach, do you learn by yourself or make a grub of five to study/ review the lesson or you just skip it?

CS: Biasanya guru memberikan kami tugas, jika beliau berhalangan untuk hadir. Setelah mengerjakan tugas yang diberikan biasa saya tidak melakukan hal yang lain dikarenakan tugas yang diberikan cukup menghabiskan waktu pelajaran bahasa inggris.

“Usually, teacher gives us assignments, if she cannot come to the class. After doing the assignments that have been assigned by the teacher, I used to do nothing; the assignments could spend our time in doing them.”

17. Do you learn English because you want to communicate with the native speakers or do you learn English because its benefits in the future? Explain your reason specifically!

CS: Saya mempunyai rencana untuk belajar di luar negeri, sampai saat in itu menjadi alasan saya untuk saya belajar bahasa inggris.

“I have planned to study abroad, and until this present time it becomes my major reason to learn English.”

18. If English is not an obligatory subject at school, would you like to keep learning it?

CS: Walaupun bahasa inggris bukan pelajaran yang wajib dipelajari saya tetap mempelajari bahasa inggris, dikarenakan saya butuh pengetahuan yang lebih pada bahasa asing.

“Even though, English is not an obligatory subject I still want to learn English, because I need advance knowledge on foreign language.”

B. Students' strategy in maintaining their motivation in learning English.

1. Is there something that make you keep motivated in learning English?

CS: Saya selalu mengingat kan diri saya sendiri untk tetap belajar bahasa inggris dengan cara mengingat kembali keinginan untuk belajar keluar negri dan saya juga tidak ingin lupa akan materi yang sudah dipelajari.

“I always remind myself to keep studying English by remembering the will to study in abroad and remind myself as well to not forget to the materials that have been learnt.”

2. What do you do to keep motivated in learning English?

CS: Biasanya saya membaca buku untuk agar tetap mengingat semua materi yang telah dipelajari.

“I used to read the book in order to remember to all the materials that have been learnt.”

- 3. You are the top students in the class, and you have excellent skill in English, do you have any strategy to maintain your English skill among the other subjects and activities that you are doing right now?**

CS: Yang saya lakukan agar bahasa inggris dan pelajaran lainnya berjalan dengan lancar secara bersamaan, yang dilakukan itu fokus kepada satu hal. Jika belajar bahasa inggris fokus inggris, dan sebaliknya, dan saya juga tidak lupa untuk praktek.

“Focus is important thing to do. In order to make English and the other subjects remain balance we have to be focus on each other. If you are studying English, you have to focus on it and vice versa. Do not forget to keep practicing.”

- 4. You live in limited access to technology, as everybody know there are dozens of English materials on the internet and you just could afford them trough computer/ cell-phone, how do you coupe with this situation?**

CS: Jika saya tidak bisa menggunakan computer untuk mengakses internet untuk mencari bahan atau materi bahasa inggris biasanya saya datang ke guru untuk menanyakan materi yang sedang dan yang akan dipelajari.

“If I can't use a computer to access the internet to search the English material, I usually come to the teacher to ask about the material that is being and will be learned”.

5. Any message for your friend or students out there who want to master English as good as you are right now?

CS: Yang harus dilakukan untuk memulai mempelajari bahasa inggris adalah barang sapa yang ingin memulai, yang harus dilakukan pertama kali itu menyukai, karena kalau sudah suka pasti akan mudah belajarnya. Dan jangan lupa untu praktek.

“What must be done to start learning English is the person who wants to start, which must be done the first time Is the desire that must be laid in our mind, because if you already like it, it will definitely be easy to learn and don't forget to practice.”



Appendix F



First interview was conducted on June, 13th 2019



Second interview was conducted on June, 14th 2019



Third interview was conducted on June, 15th 2019



Fourth interview was conducted on June, 16th 2019

AUTHOBIOGRHAFY

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Banda Aceh, 10 July 2019
The Writer

Siti Yuli Maulizar