INVESTIGATING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MAN 1 SIGLI

THESIS

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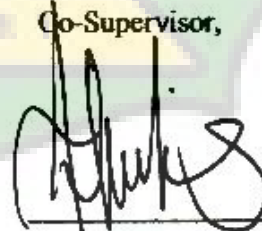
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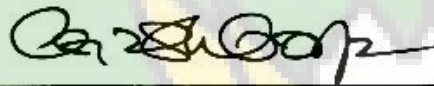for Bachelor of Education Degree in English Language Teaching

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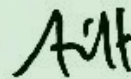Syarifah Dahliana, M.Ag., M.Ed., Ph.D

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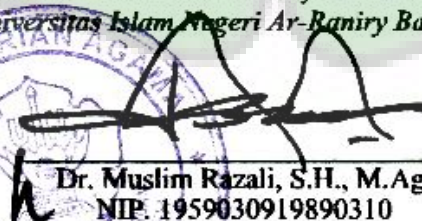
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

"Investigating students' motivation in learning English at MAN 1 Sigli"

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka sepenuhnya akan menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Desember 2020
Saya yang membuat surat pernyataan,

Cut Bismi Adela Rizkina

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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ABSTRACT

Name   : Cut Bismi Adela Rizkina
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Thesis working : Students' motivation in learning English
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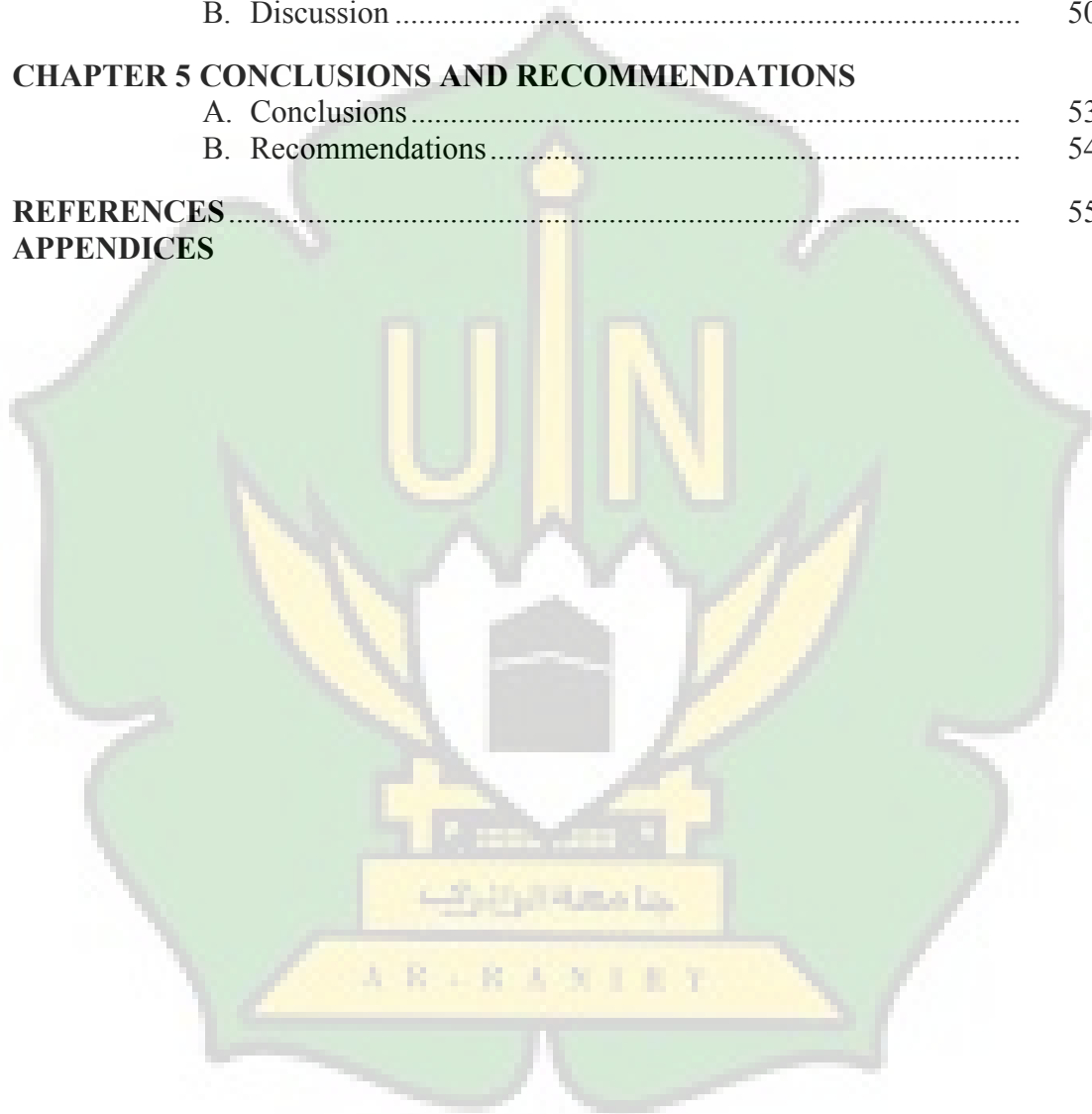Keywords   : Motivation; learning English

Motivation is crucial in learning English as it leads a person to have desire and enthusiasm in learning. The aim of this study is to find out the level of students' motivation in learning English and to figure out the dominant motivation among the students in MAN 1 Sigli. This research employs survey research which is part of quantitative research. The instrument of this research is questionnaire and used a five-point likert scale as motivation level measurement. The participants of this study are fifty students of the first grade of MAN 1 Sigli. The writer took the sample by using convinience sampling. The findings of this research are; there are 21 students have high motivation and 29 students have moderate motivation which the total score is 3.57. Therefore, in average the students have moderate level of motivation, based on the interpretation from the total score (3.57) of Five-Point Likert scale; and the dominant motivation among the students in learning English is intrinsic motivation which the total score is 3.79, meanwhile the extrinsic motivation score is 3.36 which is interpreted as a moderate motivation level.

Keywords*: motivation, learning English.*

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CHAPTER I

INTRODUCTION

This chapter presents and introduces the background of the study, the research problems, the scope of the study, the significance of the study, and definition of key terms. This part is made as an introduction to the study that will be conducted then.

A. Background of the Study

Learning English nowadays is really important because it is considered as an international language. As believed by Singh (2016), English language also known as world language that is used in all spheres of social life, for instance, in education, business, technology, economic, fashion, entertainment, arts, etc. Therefore, people who understand English will be able to communicate globally.

In order to master English as a foreign language, a student needs to have motivation to learn the language. According to Dornyei (as cited in Wadho, 2016), motivation is a key role in every learning; without motivation, it seems difficult to learn or to teach. Motivation is usually defined as the reasons for human's desires, needs and actions (Yuntao, 2019).

Furthermore, Oxford and Shearin (as cited in Alizadeh, 2016, p. 12) defined motivation as "a desire to gain an objective, combined with the energy to work towards that objective". According to Narayanan (as cited in Alizadeh, 2016),

motivation is the reason or reasons behind one's actions or behaviors. It is supported by Wen Qiufang (as cited in long, Ming & Chen, 2013) who states that motivation simply as reasons and goals of learning English. Winke (as cited in Pratiwi, 2015) emphasizes that motivation is a fundamental point in gaining success of students.

McDonough (as cited in Budiana & Djuwari, 2018) stated motivation of the student is one of the most significant factors that influence their success or failure in learning the language. In addition, motivation is a key to encourage the students to learn English language. Moreover, Gardner as cited in Budiana & Djuwari, 2018) stated that motivation has been identified as one of the central factors that can affect the English language learning. It can be concluded that motivation is an essential part in learning language, without having it, students will not have enthusiasm in learning English.

Furthermore, there is a positive correlation between motivation and students' achievement. A study conducted by Nur Rafasah indicates that there are a significant correlation between student's motivation in learning English and their achievement (Rafasah, 2019). It's supported by Masgoret and Gardener as cited in Takahashi (2018); they claimed motivation is responsible for achievement in a second language. Moreover, according to Pratiwi (2015), motivation is not only related to students' achievement but also to the learning activities. Hence, motivation can affect the student achievement and succeed in learning English. Therefore, the higher motivation that the students have the better learning activity and achievement they

get. In other words, the success of learning English depends on high or low motivation of the students.

There are two types of motivation. The first one is intrinsic motivation. According to Pintrich and Schunk (as cited in Takashi 2018, p. 170), "Intrinsic motivation refers to motivation to engage in an activity for its own sake", which means that they are doing the activity because they find it enjoyable. The second one is extrinsic motivation, "a motivation to do a work or an activity as a means or way to achieve a target" (Mahadi & Jafari, 2012, p. 233) which mean they are doing the activity expecting the desirable outcome like reward or avoiding a punishment.

However, many teachers have lack of understanding regarding the students' motivation in learning English; actually, it is really important for the teacher to know what motivation that motivate the students the most in learning English, either it intrinsic or extrinsic motivation. Oxford and Shearin (as cited in Nailufar, 2018, p. 334) state one part of the teacher roles in motivating the students to learn English is by "knowing the specific reason of the students in learning English and stimulate them to stay positive to attain their goals". In addition, having a deeper understanding about students' motivation can help the teacher to improve the teaching and learning English based on the students' interest and goals.

Furthermore, all of the students in MAN 1 Sigli, they absolutely have different motivations in learning English. As stated by Fachraini (2017), each student

has variety reasons in learning English, for instance, to get a better job, to be able to communicate internationally, to increase their prestige or to have confidence to go everywhere. Moreover, Wagiyo (2018), emphasized that as an English teacher, he/she has to motivate the students based on their motive in learning English because according to Mahadi and Jafari (2017), every students has different kinds of motivation. Thus, the motivation of learning English among the students is different. For this reason, this study focuses on investigating the dominant motivation among the students.

There are numerous studies have been done in this field. However, this research is different from previous studies in term of sample and its research focus. This study will be conducted at MAN 1 Sigli. The reasons why the writer chooses this school because it is considered as one of popular school in the city and also the school does not implement zones system yet; thus, all of the students who study there come from different places which will lead to variety answers of motivation.

B. Research Question

Based on the background of study described above, this study focused on the following problems:

1. What is the level of motivation in learning English among students at Man 1 Sigli?

2. What is the dominant motivation in learning English whether intrinsic or extrinsic among students at MAN 1 Sigli?

C. The Aim of Study

Based on the problems of the study, the purposes of this study are formulated as follow:

1. To find out the level of motivation in learning English among the students in learning English at Man 1 Sigli.

2. To figure out the dominant motivation in learning English whether intrinsic or extrinsic among the students at MAN 1 Sigli.

D. Significances of Study

The result of this study is expected to be beneficial for the teacher at school, especially at MAN 1 Sigli to improve the teaching and learning English process, by enriching knowledge about the level of motivation of the students and the dominant motivations that encourage the students in learning English as a foreign language. In addition, this study is also expected to increase awareness among students, teachers and researchers to consider that motivation is really important and believed as the key or crucial part in learning English language.

E. Terminology

Terminology refers to an explanation of keywords that related to the title in the study. This section is necessary to make the study is clear, understandable, to avoid misunderstanding and misinterpretation. Some terms used in this study will be defined as follow;

1. Motivation

According to Oxford and Shearin (as cited in Alizadeh, 2016, p.12), motivation defined as "a desire to gain an objective, combined with the energy to work towards that objective". Moreover, Narayanan (cited in Alizadeh, 2016), states motivation is the reason behind one's actions or behaviors. In this study, motivation can be defined as students' enthusiasm or reason in learning English.

2. Learning English

According to Kaya (2016), learning is the process of acquiring new knowledge, skills, and attitudes through experiences. In addition, learning is the process of gaining the knowledge, skills and attitudes from experiences which generally can bring the changes of the individual. In this study, learning is students' activities in order to obtain knowledge or skills through reading, listening, writing, speaking in English language.

CHAPTER II

LITERATURE REVIEW

This part explains the relevant theories used in this study. This chapter discusses the following subtopics: Understanding of motivation, factors affecting motivation in learning English, learning English, and previous Study.

A. Understanding of Motivation

1. Definition of Motivation

The term of motivation derived from the word "motive" which means the reason behind someone action or anything that encourages someone to act in doing something (Purwanto, as cited in Fachraini, 2017). It is common used in the crime cases that the first thing a police do in investigating the case, for instance why did that happen and what is the reason behind the suspect action to commit the crime. However, in learning English context, there are some definitions that are given by some experts.

According to Myers (as cited in Anjomshoa & Sadighi, 2015, p. 128), motivation is "a need or desire that energizes and directs behavior". Moreover, motivation is also defined as "the extent to which an individual works or strives to learn the languages because of desire to do so" (Gardner, as cited in Mohammdi, 2012, p. 2244). Furthermore, in learning language context, motivation is "an inner

cause that pushes the students forward in English learning with enthusiasm and willingness" (Kong, 2009, p.146). In other words, motivation is something that encourages the students whether a desire or need to learn English along with the enthusiasm. Hence, motivated students will perform better because they learn it with interest and there is something that pushes them to learn English.

Some researchers also emphasize that "goal is part of motivation "(Long, Ming & Chen, 2013, p. 137). According to Al-Tamimi and Shuib (as cited in Daif & Aljumah, 2020, p. 66), motivation has been identified as "the learner's goal of learning". It is supported by Wen Qiufang (as cited in Long, Ming & Chen, 2013) that motivation basically refers to the reasons and goals of learning English. The same as Deming and Zhaoxiong (as cited in Long, Ming & Chen, 2013), motivation is defined as the overall goal or orientation of the learners. So basically, motivation is students' reason or goal that directed them in learning English.

From the definition above, it can be concluded that motivation is the reason or desire that makes student enthusiasm in learning English language without being forced which mean that they do it willingly in order to achieve their goal.

2. Types of Motivation

Basically, motivation is divided into two categories; the first one is intrinsic motivation or the motivation that appears inside the individuals itself and the second one is extrinsic motivation which is a motivation that appears from outside the

individual or the motivation come from other sources. More details will be explained as follow.

    a.   Intrinsic Motivation

This kind of motivation appears within the individual itself. For example, someone who wants to get certain knowledge because they think it is necessary or they need to know about it, and then they gain or learn it by themselves without being forced by someone else or their environment. According to Dahliana (2019, p. 77), "intrinsic motivation refers to the motives that come directly from inside the person, not because of pressures from others or the environment". The motivation is pure come from themselves.

Eggen and Kauchak as cited in Kong (2009, p. 146) state that intrinsic motivation is "a response to needs that exist within the learner, such as curiosity and the need to know". Moreover, Oletic (2014, p. 25) confirms that "intrinsic motivation is related to an internal wish to do something". So, intrinsic motivation is something inside the students that push them to learn English.

According to Nasution (as cited in Rafasah, 2019, p. 9), intrinsic motivation is "willingness to reach the goal within the action itself". In addition, intrinsic motivation is a motivation that appears within the individual without being affected by other factor outside the individual itself in order to achieve their goals in learning English.

Moreover, Brown (as cited in Fachraini, 2017) divided intrinsic motivation into two categories namely integrative motivation and instrumental motivation.

(a). Integrative motivation

Integrative motivation has to do with "wanting to be accepted by another community" (Anjomshoa & Sadighi, 2015, p. 127). Students with integrative motivation are integrating themselves within a culture to become a part of that society which in this context is English. Khasinah (2014, p. 258) said that student who integratively motivated learn the language because she or he is interested in the citizens and the culture of the language or to be able to communicate with the native speakers of the language.

According to Wagiyo (2018, p. 8), integrative motivation is "characterized by the learner's positive attitudes towards the target language group and desire to integrate themselves into the target language community"; which mean that the sign of a student who had integrative motivation is when their motive behind learning English is to learn more about its language, the culture, and people and also integrate themselves more within the English language society; or in other words the reason they learn English is culture-oriented.

(b). Instrumental motivation

According to Anjomshoa and Sadighi (2015), if a student learns English basically for a certain purpose, for instance; for getting a job or fulfilling an academic

requirement, then the student is affected by instrumental motivation. Moreover, Gilakjani (as cited in Fachraini, 2017, p. 50) claims that "instrumental motivation is as arising out of a need to learn the L2 for functional or external reasons". Furthermore according to Keith (as cited in Wagiyo, 2018, p. 2), instrumental motivation refers to "learning involvement in order to achieve some others aims such as being able to speak English in order to get a better job".

In other words, instrumental motivation refers to the motivation to acquire the English as means of achieving goals such as promoting a career or job or reading technical texts. Therefore, students with instrumental motivation, the primary reason why they learn English is to achieve their goal whether to get a good job opportunity or to fulfill the academic duty. So, unlike the integrative motivation that has cultural-oriented, the instrumental motivation is based on goals or task-oriented.

However, although Brown (as cited in Fachraini, 2017) grouped integrative and instrumental motivation into intrinsic motivation, he further explained that intrinsic motivation can turn out to be integrative motivation if the students want to integrate with the English culture; intrinsic motivation can also turn out to be instrumental motivation if the student wishes to gain aims using English language. And likewise, an extrinsic motivation may turn out to be integrative motivation if someone for instance a teacher, family, friend or anyone wants the students to know or learn the English language for integrative purposes; extrinsic motivation may turn

out to be instrumental motivation if an external power wishes the students to learn the English (Brown, as cited in Alizadeh, 2016).

In addition, integrative and instrumental motivation can also turn out to be extrinsic motivation. It depends on the reason or goals of students in learning English; for instance, they learn English for integrative or instrumental purposes but there is someone else that encourages them to do so. In short, it depends on their goal and what push them to do it.

b. Extrinsic Motivation

Unlike the intrinsic motivation that appears within the individual itself, extrinsic motivation is the motivation that appears outside the individual. According to Anjomshoa and Sadighi (2015), extrinsic motivation refers to people who get motivated from an outside source rather than inside themselves which means that the person is motivated only if they get stimulus from outside themselves and there is an anticipation of reward from the outside.

Furthermore, Ryan and Deci (as cited in Samejon, 2015, p. 2) emphasize that extrinsic motivation is "the execution of an activity in order to receive external rewards". For instance, students only want to study English in order to get the teacher's praise, expect the reward such as a small gift or good score from their teacher. Aydogan (2016) points out that students who are extrinsically motivated to learn English mainly to gain some reward, acknowledgement or recognition.

Moreover, Nailufar (2018, p. 330) emphasized that "extrinsic motivated students are motivated to learn English because someone else (externally) is either going to reward them for doing it or penalize them for not doing it". In other words, the reason they learn English is to get a reward or to avoid punishment.

In addition, students who have extrinsic motivation, they tend to learn English because the stimulus that they acquire from outside themselves such as their teachers, friends or environment to learn English besides expecting the reward or for instance, to avoid the punishment given by their teacher. So, they will do the tasks that are given by the teacher to get desirable outcomes even though they have little interest in it.

B. Factors affecting Motivation in learning English

Motivation is crucial in learning English language, without having it, students will not have enthusiasm in learning even though the material or the lesson is easy. Thohir (2017, p. 20) stated that "without such motivation, one will almost certainly do not engage in some activities or do not make the necessary effort to complete an action or to achieve a specific goal". Therefore, motivation is really important in learning English.

There are some factors affecting students' motivation in learning English; namely; teacher influence, personal attitude, and parental influence (Rahman et al., 2017).

1. Teacher influence

One factor that influences the students in learning English in school is their English teacher, which means that their interest in learning English depends on the performance of the teacher in the class, either it can motivate them or reduce their interests in learning English. Rahman et al. (2017, p. 545) claim that" students are highly dependent on their teachers in supporting them learning the language". Their findings also indicated that teachers really have a high influence in encouraging and motivating the students in learning English.

Furthermore, Rafasah (2019) states that in teaching and learning process, a teacher has a great influence on students' motivation. Moreover, Dornyei and Ushioda (as cited in Shagdarsuren, p. 184) revealed "teacher can be the most demotivating factors for students to learn English". They define demotivating factors as "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Dornyei & Ushioda, as cited in Shagdarsuren, 2020, p.184). Consequently, the teacher needs to be creative and innovative in determining the right strategies and methods in teaching and learning process to boost students' motivation in learning English.

2. Personal attitude

Personal attitude refers to students' attitude toward learning English process. The attitude toward English learning is really important (Alizadeh, 2016). Kaharah

(as cited in Rahman et al., 2017), emphasizes that positive language attitudes let the students have positive orientations towards learning English. Attitude could play an important role as it would determine the students' success in learning English. Rafasah (2019) points out that students' attitude affect their motivation in learning process. In addition, students with positive attitudes will have a better motivation levels and have better opportunity to success in learning compared to those with negative attitudes.

3. Parental influence

One of the essential factors that influence students' motivation in learning English is their parent. Parents have crucial role as they become the first educator of their children (Rafasah, 2019). Rahman et al. (2017), consider that the first educator who takes responsibility for the students' education is their parent. They also become a role model for their children through their behavior and attitude which could assist the children to succeed in the future, because parents with positive attitude toward English can support and develop the English interest of their children which lead them success in learning English. Risfayanti, Sofian and Husin (2015) emphasize that even though the parents do not contribute in students' learning process in school directly, they support their children by providing all the facilities needed in learning English, paying for the school tuition, encouraging them to do homework and so forth.

C. Learning English

1. Definition of Learning

Learning has numerous theories, however in learning language theory there is a theory called behaviorism that is common used in defining learning. In Behaviorism theory, "learning emphasizes changes in behavior that result from stimulus-response associations made by the learner" (Zhoe & Brown, 2015). This definition means that someone who has learned something, there is a behavioral change within themselves that arise from their stimulus-response association. Meanwhile, if they do not have any changes, then that means they did not learn.

Furthermore, according to Hamalik (as cited in Kharisma, 2018), learning is defined as a behavior change process caused by training and experience. So, training and experience have taken part in the process of learning that bringing changes in one's behavior. Moreover, Cronbach, Harold, Spears and Geoch (as cited in Ratnasari & Mela, 2011, p. 13) stated that "learning as behavior change or performance by the series of activities for example by reading, investigating, listening, and imitating". Ratnasari and Mela (2011, p.13) further explained sample of behavior change include "changing from unknowing to knowing, appearing some new understanding, changing in attitude, skill, emotional and etc".

In learning English context, learning is "a systematic process that is planned by teacher in order to help students to achieve and implement learning objectives in a

way to interact with all the learning resources" (Kharisma, 2018, p. 27). Learning means a process or activity of acquiring English skills set by the teacher or tutor based on the learning objectives. Those skills are listening, reading, speaking and writing.

To sum up, learning is something that can bring changes in someone between before and after learning. In learning English context, it means that gaining the English skills through several activities that are set by the teacher in order to achieve the learning objectives.

2. Learning Activity

Learning activity is an activity in classroom that is designed by the teacher in order to achieve the learning objective. According to Wasserman, Davis and Astrab (2009) there are some common activities the teacher can use in learning activity; they are: Guided-Discovery learning, student teaching, problem solving, project, reading, students presentation, and role playing.

    a.   Guided-Discovery learning

In this type of activity, teacher provided students with key resources and background of information along with some question that guide the students to construct knowledge in five forms, they are; conceptual, process, tool, context, or way of being (Wasserman, Davis & Astrab, 2009). According to Destrini, Nirwana and Sakti (2018), this type of learning provides opportunities for students to be

actively involved in finding concepts and knowledge and practicing their thinking skills.

    b.   Student teaching

According to Wasserman, Davis and Astrab (2009), the best way to test students' understanding is by asking them to teach others because those who teach usually learn the most. Furthermore, they suggested that the assessment of students' performance in teaching should be based on their ability in delivering the knowledge associated with the activity.

    c.   Problem solving

Fadilah (2015, p. 11) stated that "problem-solving activities is a way of presenting the lesson by presenting the material as a starting point the discussion of issues to be analyzed and synthesized in an attempt to find a solution or answer by the students". This activity is basically problem-based learning that "requires the students to apply knowledge to new contexts, integrating complex relationships with the prior knowledge" (Wasserman, Davis & Astrab, 2009, p. 7). They suggested the problem should be challenging and motivating.

    d.   Project

Project-based learning has been widely recognized as "collaborative, progressive, student-centered, interactive, active and deep learning approach"

(Jalinus, Nabawi & Mardin, 2017, p. 252). This activity is good for students to develop their learning skills in the social because the project activity involves team formation and emphasizing on communicating the results in a formal manner (Wasserman, Davis & Astrab, 2009).

e. Reading

In this activity, "students are responsible for comprehending written material" (Wasserman, Davis & Astrab, 2009, p. 8). Typically, teacher gives the students reading material along with some questions regarding the materials. This can help the students to understand more about the material by answering those questions.

f. Students presentation

In students presentation, "students display some aspect of a performance in the class, such as homework solutions, answer the quizzes, findings from reading assignment, peer assessments and team assessments" (Wasserman, Davis & Astrab, 2009, p. 7). This activity can help students practicing some skills such as "communication and arguing skills as well as building self-confidents in speaking in the class forum" (2018, Sugeng & Suryani, p. 178). Moreover, through presentation activity, students will understand more about the content because they search and organized it independently by themselves.

g. Role playing

Role playing is included in an active learning. Erturk (2015, p.150) stated "role playing is an interesting sample of an active learning, it can incorporate drama, simulations, games, and demonstrations of real life cases related to any topic". In this kind of activity, students are encouraged to think about new perspective and issues related with a situation in the role playing (Wasserman, Davis & Astrab, 2009).

D. Previous Study regarding students' motivation in learning English

This study has been conducted by many researchers. Closely a research conducted by Fachraini, "An analysis of students' motivation in studying English" (2017). This research is about what kind of motivation had by English students of state Islamic university (UIN) Ar-Raniry Banda Aceh in learning English. The sampling technique used in this survey research is random sampling. The participant of her research was 142 English students from first, third, fifth and seventh semesters. The instrument used in this research is questionnaire. The result showed that English students at UIN Ar-Raniry had higher intrinsic motivation rather than extrinsic motivation in learning English.

Additionally, Zuniarti, Salam and Arifin conducted a study about students' motivation in learning English (2016). The purpose of the study is to figure out the motivation types that the students mostly have and the level of students' motivation in learning English. This study employed a descriptive-survey research and the

sample was 34 students of third grade students of SMPN 2 Pontianak in academic year 2014/2015. The data were collected through questionnaire and interview. The result shows that 91.2% of students' motivation in learning English mostly qualified in average to good motivation level and 58.8% from the questionnaire showed the students had intrinsic motivation. So, the findings of the study proved that motivation of the students in learning English placed in average to good level of motivation.

Another research has been done by Oletic, "Intrinsic and extrinsic motivation for learning English as a foreign language" (2014). The focus of this study is to examine intrinsic and extrinsic motivation of Serbian students of English. The sample of this study consisted of 30 high school students and 30 third year university students at the English department of the faculty of Philosophy in Novi Sad, Serbia. They were given the post experimental intrinsic inventory test and the method used in analyzing the results was descriptive statistics. The outcome of the research shows that there are generally low levels of intrinsic motivation among both high school and university students.

Furthermore, a study conducted by Gharib, "Student motivation towards learning English" (2019). The purpose of this research is to identify university students' towards learning English. The design of this research is qualitative case study and the instrument used in order to collect the data is unstructured interview. The participants of this research are 11 undergraduates' students of English department in Cihan University Slemani. The results indicate that most of the

university students lack intrinsic motivation and most of them are instrumentally motivated.

Moreover, Dauyah and Yulinar also conducted a research in this field, "Faktor-faktor yang mempengaruhi motivasi belajar bahasa Inggris mahasiswa non-Pendidikan Bahasa Inggris"(2018). The aim of this research is to identify the factors that affect the students motivation of Non-English students' of teacher training and education faculty (FKIP). The research utilized qualitative research method and questionnaire as the instrument of data collection and was analyzed by using statistical procedure and explained descriptively. The sample was 50 students from different major of FKIP that was chosen by using purposive random sampling. The finding shows that the extrinsic motivation was more contributive towards students' motivation compare to intrinsic motivation.

Another study was conducted by Saltos, "Intrinsic and extrinsic motivation in senior high school students" (2017). The main purpose of this research is to determine which types of motivation (Extrinsic and Intrinsic) the students experienced in the first year of Baccalaureate of Accounting and Informatics from Margarata Cortes high school. 58 students were taken as sample of this research. The design of this research was survey based on the attitude and motivation test battery from Gardner. The result indicates that extrinsic motivation was more experienced than intrinsic motivation type.

The similarity of this study with the previous one is on finding out the kind of motivation had by students, either they have intrinsic motivation or extrinsic motivation in learning English; while the differences come from the research sample and its focus on the level of students' motivation in learning English. These differences will provide different result.

CHAPTER III

RESEARCH METHOD

This chapter is about the procedure of conducting the study, starting from research design, population and sample, method of data collection, to method of data analysis.

A. Research Design

According to Sukardi (as cited in Fachraini, 2017, p. 51), research design refers to "all the processes needed in designing and implementing research". Therefore, research design is a necessary part in conducting a research. It helps a researcher to determine the right steps in order to obtain the proper result of the research question.

This study employs quantitative approach. Referring to Apuke (2017), quantitative research is an approach of measuring and analyzing variables to get the result which involves utilization and analysis the numeral data using specific statistical technique, to answer the research questions such as what, who, where, when, how, how many and how much.

According to Sukamolson (as cited in Apuke, 2017), there are four types of quantitative research, first is survey research, second is correlation research, the third is experimental research and finally, causal-comparative research. In this study, the

writer used survey research in order to acquire the data about students' motivation in learning English whether it is intrinsic or extrinsic motivation. "Survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population" (Creswell, 2014, p.41). Type of survey used in this study is Cross-sectional survey which is used to gather information on a population at a single point in time (Fachraini, 2017).

B. Population and Sample

Sugiyono (2014, p. 119) says that population is a part of generalization that consists of subjects or objects that have certain qualities and characteristics set by the writer itself to be studied and followed by drawing the conclusions. Therefore, the populations in this study are all the first grade students at MAN 1 Sigli.

According to Kabir (2016, p. 169), sample is part of the population that represents the characteristics of the population. There are 180 students in the first grade at MAN 1 Sigli, so the sample would be 50 students. It is based on the statement of Cohen in his book that "a sample size of thirty is held by many to be the minimum number of cases if the researchers plan to use some form of statistical analysis on their data, though this is very small number and we would advise very considerably more" (2007, p. 101). Moreover, the technique used to select the participant is a convenience sampling.

"Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study". (Dornyei as cited in Etikan, Musa & Alkassim, 2016, p. 2).

The writer chose this technique due to the condition in the pandemic that is impossible for the writer to use random sampling at the time. So, the participants were chosen by the principle based on what class is available at the time since there is no specific characteristic of the students to become the sample of this study.

C. Methods of Data Collection

The writer used questionnaire as the method of collecting data of the study. According to Roopa and Rani (2012, p. 273), questionnaire is "a series of questions asked to individuals to obtain statistically useful information about given topic". The questionnaire type used in this study is close-ended questions that provide the respondents with multiple choice answers. Thus, respondents' answers are limited to a specified set of responses (Roopa & Rani, 2012). Close-ended question is used as it is suitable to this research needs.

The questionnaire is adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner. The writer chooses AMTB as questionnaire because AMTB provides good validity, reliability of the questionnaire and has been used in numerous researches in all over the world including Indonesia. There are 104 statements about attitude and motivation but the writer took 20 statements that related to the research questions. The writer divided the statements into two categories; there are intrinsic

and extrinsic motivations. To avoid misunderstanding and make the participants easier to answer the questions, the writer translated the statements from English to Indonesian language. The participants were asked to answer the questionnaire by choosing the categories SA (Strongly agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly disagree).

The score of the questionnaire is based on the table below:

Table 3.1

The score of the questionnaire

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

By applying this instrument, the writer is able to measure the level of students' motivation in learning English whether intrinsic or extrinsic motivation in MAN 1 Sigli.

D. Methods of Data Analysis

After obtaining the data from the questionnaire, the data are analyzed by calculating the mean for each question; the writer used A Five-Point Likert scale to measure the level and types motivation in learning English, whether the motivation is

intrinsic or extrinsic motivation. The criteria of scale used to determine the level of

motivation based on the participants' answer as follow:

Table 3.2

Mean range of A Five-Point Likert Scale

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

By utilizing the scale, the writer can determine the level of students'

motivation and the dominant motivation among the students either intrinsic or

extrinsic motivation in learning English.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This section presents interpretation and discussion of the data finding that have been gathered from the questionnaires distributed to the respondents.

A. Research finding

The results of this study are obtained from a questionnaire used to find out the level and the dominant motivation in learning English among the students in MAN 1 Sigli. This research was conducted in November 2020. The study focused on the first grade MAN 1 Sigli. The writer distributed the questionnaire to 50 students; 24 students from the class X IPA-1, and 26 students from the class X IPA-4.

The data of students' motivation score is obtained from a questionnaire that consists of 20 statements; 1-10 statements are about intrinsic motivation and 11-20 statements are related to extrinsic motivation. Each of the statement has five alternative answers. Moreover, each option has a different score; strongly agree has five scores, agree has four scores, neutral has three scores, disagree has two scores and strongly disagree with one score. The mean score results are interpreted according to the Five-Point Likert scale. The range is: 3.68-500 as a high degree of motivation, 2.34-3.67 as a moderate degree of motivation, and 1.00-2.33 is interpreted as a low degree of motivation.

The following tables are the result of the questionnaire:

Table 4.1

Learning English will allows me to get closer with English speakers.

Options	Frequency	Score
Strongly Agree	14	14 x 5 = 70
Agree	23	23 x 4 = 92
Neutral	8	8 x 3 = 24
Disagree	5	5 x 2 = 10
Strongly Disagree	-	-
Total	**50**	**196**

Table 4.1 shows that the majority of the students chose to agree (23 students) and strongly agree (14 students) with the statement. Only a few students (five students) disagreed and the rest chose neutral. This statement's mean score is the total score divided by the total frequency which is 196:50 = 3.92. According to the Five-Point Likert scale's mean range, the interpretation of the score 3.92 is a high degree of motivation. So, it indicates that most students are agreed that their reason for learning is because it will allow them to get closer to English speakers.

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Table 4.2

I have a strong desire to know all aspects of English

Options	Frequency	Score
Strongly Agree	10	10 x 5 = 50
Agree	23	23 x 4 = 92
Neutral	13	13 x 3 = 39
Disagree	4	4 x 2 = 8
Strongly Disagree	-	-
Total	**50**	**189**

The table indicates four students chose the forth alternative to the statement, while 23 students chose the second option. The mean of this statement is 3.78, which means a high level of motivation. As a result, generally, the students agree that they have a strong desire to know many English aspects.

Table 4.3

I really enjoy learning English

Options	Frequency	Score
Strongly Agree	7	7 x 5 = 35
Agree	23	23 x 4 = 92
Neutral	18	18 x 3 = 54
Disagree	2	2 x 2 = 4
Strongly Disagree	-	-
Total	**50**	**185**

The table describes 18 students' response to the statement by choosing the third option and the most selected alternative by the students as their answer is the

second alternative (23 students). Meanwhile, only two students decided to disagree. Therefore, this statement's mean score is 3.7 which belongs to a high degree of motivation. In addition, the majority of the students agree that they are enjoying learning English.

Table 4.4

Learning English will allows me to meet and communicate with varied people

Options	Frequency	Score
Strongly Agree	21	21 x 5 = 105
Agree	26	26 x 4 = 104
Neutral	3	3 x 3 = 9
Disagree	-	-
Strongly Disagree	-	-
Total	**50**	**218**

As shown in table 4.4, almost entirely of the students agreed to the statement where 21 students chose strongly agree and 26 students chose agree that learning English can allow them to communicate and meet people from many places. Therefore, the mean score of this statement is 4.36, which is a high degree of motivation. It means that, in general, they learn English because it will help them to be able to interact with various people in the world.

Table 4.5

I enjoy the activities of our English class

Options	Frequency	Score
Strongly Agree	5	5 x 5 = 25
Agree	17	17 x 4 = 68
Neutral	25	25 x 3 = 75
Disagree	3	3 x 2 = 6
Strongly Disagree	-	-
Total	**50**	**174**

Based on the table above, the students mostly chose neutral (25 students) to the statement followed by the second option (17 students). The other five students responded to the statement by selecting the first alternative; meanwhile, the rest three students disagreed that they learn English because they like English activities in the class. As a result, the mean score is 3.48, which includes to moderate level of motivation. This indicates that not all students learn English because they are enjoying the English activity in their class.

Table 4.6

I plan to learn as much English as possible

Options	Frequency	Score
Strongly Agree	11	11 x 5 = 55
Agree	16	16 x 4 = 64
Neutral	17	17 x 3 = 51
Disagree	6	6 x 2 = 12
Strongly Disagree	-	-
Total	**50**	**182**

The table 4.6 explains that 17 students chose neutral, followed by 16 students who decided to choose agree to the statement. Meanwhile, six students disagreed and the rest selected strongly disagree. The mean score of this statement is 3.64, which included to a moderate degree of motivation. This shows that some of the students have planned to learn English as much as possible.

Table 4.7

I learn English because I would like to know more about native English speakers

Options	Frequency	Score
Strongly Agree	10	10 x 5 = 50
Agree	23	23 x 4 = 92
Neutral	11	11 x 3 = 33
Disagree	6	6 x 2 = 12
Strongly Disagree	-	-
Total	50	187

The table indicates that the majority of the students chose to agree (23 students) and ten students chose strongly agree with the statement. Eleven students decided to choose neutral and six students selected disagree as to their response to the statement. The mean score in this statement is 3.74, which means a high level of motivation. As a result, most of them agree that they learn English because they want to know more about native English speakers.

Table 4.8

Studying English is important because I will be able to interact more easily with speakers of English

Options	Frequency	Score
Strongly Agree	17	17 x 5 = 85
Agree	27	27 x 4 = 108
Neutral	6	6 x 3 = 18
Disagree	-	-
Strongly Disagree	-	-
Total	**50**	**211**

According to the table above, no one chose the fourth and the fifth alternative as the response to the statement. Almost all of the students agreed to the statement; 17 students chose strongly agree, and 27 students chose to agree. Only six students selected neutral. Therefore, the mean score of this statement is 4.22, which is a high degree of motivation. It indicates that mostly the students learn English because they believe that learning English can make them easier to interact with English speakers.

Table 4.9

I love learning English

Options	Frequency	Score
Strongly Agree	14	14 x 5 = 70
Agree	17	17 x 4 = 68
Neutral	16	16 x 3 = 48
Disagree	3	3 x 2 = 6
Strongly Disagree	-	-
Total	**50**	**192**

The table 4.9 describes that three students dislike learning English. Meanwhile, more than half of the participants like to learn English by selecting the first option (14 students) and the second option (17 students) to the statement. And the rest 16 students decided to choose neutral. The mean score of this statement is 3.84, which includes a high level of motivation. This means that, in general, the students love learning English.

Table 4.10

English is one of my favorite courses

Options	Frequency	Score
Strongly Agree	5	5 x 5 = 25
Agree	15	15 x 4 = 60
Neutral	17	17 x 3 = 51
Disagree	13	13 x 2 = 26
Strongly Disagree	-	-
Total	**50**	**162**

As shown in the table above, 13 students disagreed that English is one of their favorite courses. Only five students chose strongly agree and 15 students selected agree as to their response to the statement. Therefore, the mean score of this statement is 3.24, which means a moderate degree of motivation. As a result, some of the students learn English because it is one of their favorite courses.

Table 4.11

I learn English because I need it to my future career

Options	Frequency	Score
Strongly Agree	11	11 x 5 = 55
Agree	25	25 x 4 = 100
Neutral	8	8 x 3 = 24
Disagree	6	6 x 2 = 12
Strongly Disagree	-	-
Total	**50**	**191**

The table 4.11 describes that eight students chose neutral, and six students chose to disagree with the statement. The majorities of the students selected agree (25 students) and strongly agree with the statement. As a result, the mean score of the statement is 3.82, which means a high motivation level. So, most of the students agree that they learn English because they will need it in their future careers.

Table 4.12

I study English because I want to please my family

Options	Frequency	Score
Strongly Agree	5	5 x 5 = 25
Agree	13	13 x 4 = 52
Neutral	18	18 x 3 = 54
Disagree	11	11 x 2 = 22
Strongly Disagree	3	3 x 1 = 3
Total	**50**	**156**

The table explains that students had various answers to the statement. The amounts of each option agree and disagree is almost the same; 13 students agreed and 11 students disagreed. Meanwhile, five students chose strongly agree, three students chose strongly disagree, and 18 students chose neutral. Therefore 3.12 is the mean score of the statement, which includes to moderate degree of motivation. As a result, the average of the students agrees that they learn English because they want to make their family happy.

Table 4.13

I study English because my parents ask me to

Options	Frequency	Score
Strongly Agree	-	
Agree	6	6 x 4 = 24
Neutral	6	6 x 3 = 18
Disagree	27	27 x 2 = 54
Strongly Disagree	11	11 x 1 = 11
Total	**50**	**107**

The table above indicates that most students disagree that they learn English because their parents ask them to (27 students disagree and eleven students strongly disagree). Only six students who agreed to the statement meanwhile the rest chose the neutral option. The mean score of this statement is 2.14 that categories as low degree of motivation. It means that mostly students did not learn English because their parents ask them to.

Table 4.14

I study English because I want to do well in my examination

Options	Frequency	Score
Strongly Agree	11	11 x 5 = 55
Agree	26	26 x 4 = 104
Neutral	9	9 x 3 = 27
Disagree	3	3 x 2 = 6
Strongly Disagree	1	1 x 1 = 1
Total	**50**	**193**

The table 4.14 shows only a few students (three students disagreed and one student strongly disagreed) that learning English is not because they had an exam, whereas in contrast, the majority of them learn English is to get a good remark in the exam. Therefore, the level of motivation in this statement is high because the mean score is 3.86. In conclusion, most of the students learn English because they want to do well in an English exam.

Table 4.15

I learn English because my parents emphasized English is important to me when I left school

Options	Frequency	Score
Strongly Agree	4	4 x 5 = 20
Agree	6	6 x 4 = 24
Neutral	16	16 x 3 = 48
Disagree	18	18 x 2 = 36
Strongly Disagree	6	6 x 1 = 6
Total	**50**	**134**

The table indicates many students chose to disagree rather than agree. There were ten students who agreed; four of them strongly agreed and six of them chose to agree with the statement, and the other 18 students decided to choose neutral as their response to the statement. The mean score of the statement is 2.68, which means a moderate degree of motivation. In addition, some of their parents tell them that learning English is essential for them after graduation and some are not.

Table 4.16

I study English because it will be useful in getting a good job

Options	Frequency	Score
Strongly Agree	8	8 x 5 = 40
Agree	28	28 x 4 = 112
Neutral	14	14 x 3 = 42
Disagree	-	-
Strongly Disagree	-	-
Total	**50**	**194**

As shown in the table above, the majority of the students chose to agree (28 students) and strongly agree (8 students), and the rest chose neutral (14 students). As a result, the level of motivation in this statement is high because the mean score is 3.88. In conclusion, more than half of the total respondents agree that studying English can help them to get a good job.

Table 4.17

Studying English is important because other people will respect me more if I know English

Options	Frequency	Score
Strongly Agree	2	2 x 5 = 10
Agree	25	25 x 4 = 100
Neutral	13	13 x 3 = 39
Disagree	8	8 x 2 = 16
Strongly Disagree	2	2 x 1 = 2
Total	**50**	**167**

The table describes that 13 students chose neutral to the statement that other people will respect them more if they understand English. Meanwhile most of them chose to agree with the statement (two students strongly agreed and 25 students agreed). The rest ten students disagreed to the statement that includes eight of them chose agree and the other two chose strongly disagree. The mean score of the statement is 3.34, which categories into a moderate level of motivation. Therefore, some students did not believe that understanding more English will make other people respect them more.

Table 4.18

I learn English because I like my English teacher

Options	Frequency	Score
Strongly Agree	2	2 x 5 = 10
Agree	13	13 x 4 = 52
Neutral	29	29 x 3 = 87
Disagree	5	5 x 2 = 10
Strongly Disagree	1	1 x 1 = 1
Total	**50**	**160**

Based on the table above, five students disagreed to the statement plus one student strongly disagreed. The majority of the students chose the third option as their response to the statement (29 students). Meanwhile, there were 13 students choose the second alternative, which means they learn English because they like their English teacher. The mean score of the statement is 3.2. It indicates the level of

motivation of the students is moderate. In conclusion, some students are motivated to learn English because they like their English teacher.

Table 4.19

Studying English is important because it will make me more educated

Options	Frequency	Score
Strongly Agree	12	12 x 5 = 60
Agree	31	31 x 4 = 124
Neutral	6	6 x 3 = 18
Disagree	-	-
Strongly Disagree	1	1 x 1 = 1
Total	**50**	**203**

The table 4.19 informs that only one student chose strongly disagree, six students chose neutral, and most of them chose the second option followed by the first alternative as their response to the statement. Therefore, the mean score of the statement is 4.06. It means a high degree of motivation. In conclusion, mostly students believe that learning English is important to make them more educated.

Table 4.20

I like to study English because my English teacher has interesting teaching style

Options	Frequency	Score
Strongly Agree	7	7 x 5 = 35
Agree	16	16 x 4 = 64
Neutral	25	25 x 3 = 75
Disagree	2	2 x 2 = 4
Strongly Disagree	-	-
Total	**50**	**178**

The table indicates most of the students chose the third alternative as their response to the statement followed by the second option. Whereas only two students decided to disagree, and the rest seven students chose strongly agree. As a result, the mean score of the statement is 3.56, which means a moderate degree of motivation. So, partly students learn English because their teacher has an attractive teaching style.

The table below shows the result of students' motivation in learning English.

Table 4.21

Students' motivation score

No	Initial name	Total score	Mean score	Interpretation
1	MR	63	3.15	Moderate degree of motivation
2	F	67	3.35	Moderate degree of motivation
3	R	65	3.25	Moderate degree of motivation
4	Fr	58	2.9	Moderate degree of motivation
5	RJ	62	3.1	Moderate degree of motivation
6	MR	65	3.25	Moderate degree of motivation
7	EM	66	3.3	Moderate degree of motivation
8	MZ	74	3.7	High degree of motivation
9	Sy	86	4.3	High degree of motivation
10	TM	82	4.1	High degree of motivation
11	SA	62	3.1	Moderate degree of motivation
12	SM	62	3.1	Moderate degree of motivation
13	ZQ	87	4.35	High degree of motivation
14	IN	67	3.35	Moderate degree of motivation
15	AM	69	3.45	Moderate degree of motivation

16	RAP	70	3.5	Moderate degree of motivation
17	NR	76	3.8	High degree of motivation
18	SF	67	3.35	Moderate degree of motivation
19	RSS	63	3.15	Moderate degree of motivation
20	MRa	62	3.1	Moderate degree of motivation
21	NFi	54	2.7	Moderate degree of motivation
22	AS	78	3.9	High degree of motivation
23	KNi	73	3.65	Moderate degree of motivation
24	CF	76	3.8	High degree of motivation
25	Ana	84	4.2	High degree of motivation
26	DH	79	3.95	High degree of motivation
27	NSa	84	4.2	High degree of motivation
28	SSR	66	3.3	Moderate degree of motivation
29	SMA	77	3.85	High degree of motivation
30	SMu	75	3.75	High degree of motivation
31	MJ	71	3.55	Moderate degree of motivation
32	DP	67	3.35	Moderate degree of motivation
33	IA	80	4	High degree of motivation
34	SZ	63	3.15	Moderate degree of motivation

35	TN	75	3.75	High degree of motivation
36	Amu	72	3.6	Moderate degree of motivation
37	Fi	65	3.25	Moderate degree of motivation
38	NA	79	3.95	High degree of motivation
39	RM	71	3.55	Moderate degree of motivation
40	RMY	84	4.2	High degree of motivation
41	MF	63	3.15	Moderate degree of motivation
42	NS	81	4.05	High degree of motivation
43	NNA	77	3.85	High degree of motivation
44	MS	82	4.1	High degree of motivation
45	AD	74	3.7	High degree of motivation
46	NSa	65	3.25	Moderate degree of motivation
47	FRP	69	3.45	Moderate degree of motivation
48	NH	66	3.3	Moderate degree of motivation
49	SNa	83	4.15	High degree of motivation
50	RMu	73	3.65	Moderate degree of motivation
Total		**3579**	**3.57**	**Moderate degree of motivation**

As shown in the table above, each student has different motivation score. However, in learning English, mostly they have a moderate level of motivation (29

students) meanwhile 21 students have a high degree of motivation and the average

motivation score of the students had is 71.58. Therefore, overall the students have a

moderate degree of motivation according to the result of the total mean score, which

is 3.57. The interpretation of 3.57 based on the Five-Point Likert range scale is a

moderate degree of motivation.

The tables below show the result of intrinsic and extrinsic motivation.

Table 4.22

Intrinsic motivation

No	Statement	Score	Mean	Interpretation
1	Learning English will allows me to get closer with English speakers.	196	3.92	High degree of motivation
2	I have a strong desire to know all aspects of English.	189	3.78	High degree of motivation
3	I really enjoy learning English.	185	3.7	High degree of motivation
4	Learning English will allows me to meet and communicate with varied people.	218	4.36	High degree of motivation
5	I enjoy the activities of our English class.	174	3.48	Moderate degree of motivation
6	I plan to learn as much English as possible.	182	3.64	Moderate degree of motivation
7	I learn English because I would like to know more about native English speakers.	187	3.74	High degree of motivation
8	Studying English is important because I will be able to interact more easily with speakers of English.	211	4.22	High degree of motivation

9	I love learning English.	192	3.84	High degree of motivation
10	English is one of my favorite courses.	162	3.24	Moderate degree of motivation
	Total	**189.60**	**3.79**	**High degree of motivation**

The table 4.22 informs that seven statements are included to a high degree of motivation, and the rest three statements are included to moderate degree of motivation. Therefore, the total mean score of intrinsic motivation statements is 3.79. According to the mean range of the Five-Point Likert scale, the interpretation of 3.79 is a high degree of motivation. In conclusion, students have a high level of intrinsic motivation in learning English.

Table 4.23

Extrinsic motivation

No	Statement	Score	Mean	Interpretation
1	I learn English because I need it to my future career.	191	3.82	High degree of motivation
2	I study English because I want to please my family.	156	3.12	Moderate degree of motivation
3	I study English because my parents ask me to.	107	2.14	Low degree of motivation
4	I study English because I want to do well in my examination.	193	3.86	High degree of motivation
5	I learn English because my parents emphasized English is important to me when I left school.	134	2.68	Moderate degree of motivation
6	I study English because it will be useful in getting a good	194	3.88	High degree of motivation

	job.			
7	Studying English is important because other people will respect me more if I know English.	167	3.34	Moderate degree of motivation
8	I learn English because I like my English teacher.	160	3.2	Moderate degree of motivation
9	Studying English is important because it will make me more educated.	203	4.06	High degree of motivation
10	I like to study English because my English teacher has interesting teaching style.	178	3.56	Moderate degree of motivation
	Total	**168.30**	**3.36**	**Moderate degree of motivation**

The table above shows that only one statement is categorized as a low degree of motivation, the other five statements showed a moderate degree of motivation, and four statements are included to a high degree of motivation. The total mean score of the extrinsic motivation statements is 3.36 which is interpreted as a moderate degree of motivation. So, it can be concluded that the students have moderate extrinsic motivation in learning English.

B. Discussion

The purpose of this study was to find out the level of motivation in learning English and figuring out the dominant motivation in learning English among the students at MAN 1 Sigli. In conducting the research, the writer used one instrument

to collect the data to answer the research questions which in this study, there were two research questions.

The first question is about the level of motivation the students had in learning English at Man 1 Sigli. The writer used questionnaire. The total of the sample is 50 students. The result from the questionnaire presented that the students have different motivation score; it showed there were zero students have low motivation, 29 students have moderate motivation and 21 students have high motivation. This proved that motivation of learning English among students is different because every student has different kind of motivation (Mahadi & Jafari, 2017). Furthermore, the total of mean score is 3.579. According to the Five-Point Likert scale, the mean score indicates that the students have a moderate level of motivation. Therefore, over all of the students In MAN 1 Sigli, especially at the first grade have moderate motivation in learning English. It is supported by the result of a study conducted by Zuniarti, Salam, & Arifin (2015) that identified the students' motivation in learning English is placed in an average to a high level of motivation.

The second research question is about the dominant motivation in learning English among students at MAN 1 Sigli, especially at first grade. The writer used the score of the questionnaire to answer the question. The result shows that the total score of intrinsic motivation is 1896, and the mean score is 3.792, which indicates to a high degree of motivation. On the other hand, the total score of extrinsic motivation is 1683, and the mean score is 3.366, which is categorized as a moderate degree of motivation. Based on the result above, it can be concluded that the dominant

motivation among the students in MAN 1 Sigli, especially the first grade, in learning English is intrinsic motivation. Intrinsic motivation is a type of motivation that comes from inside of the students. There are some reasons why the students have intrinsic motivation in learning English such as they are enjoying learning English, they love learning English, English is one of their favorite subject in their school, they want to know more and get closer to English native speakers, and they want to meet, interact and communicate with varied people around the world as English is considered as an international language. This is similar with a research conducted by Fachraini (2017). However, this result is different with other previous studies conducted by Oletic (2014), Intriago (2017) and Gharib (2019); they found that generally the students had lack intrinsic motivation in learning English; and the extrinsic motivation contributes more towards the reasons of the students in learning English. Actually, having both intrinsic and extrinsic motivation is crucial as it can affect the success in learning English.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This section presents the conclusions of the study and recommendations offered to further research in the future regarding to students' motivation in learning English.

A. Conclusion

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

Based on the research findings and data analysis in the previous chapter, it can be concluded that overall the students in MAN 1 Sigli have a moderate level of motivation in learning English. The data shows that 21 students that have high motivation in learning English whilst the other 29 students have moderate motivation. The calculation of the data also indicates the dominant motivation between intrinsic and extrinsic motivation among students in MAN 1 Sigli. The result describes that the total score of intrinsic motivation is more than extrinsic motivation where the score differences between the two are 213. Therefore, the dominant motivation among the

students in learning English is intrinsic motivation or motivation that comes from inside them.

B. Recommendation

To enhance the students' motivation in learning English, the writer suggested some recommendations that could be implemented in the teaching and learning process as follow:

1. For teachers, they should provide the students with more motivation in learning because of the students already have intrinsic motivation within them as their dominant motivation in learning English. It means the teacher duty is to present the learning and teaching activity as interesting and creative as possible to maintain the intrinsic motivation the students had and also to improve their extrinsic motivation because having both motivations is crucial to success in learning.

2. For students are expected to motivate themselves more, since most of them have moderate motivation in learning English, because the more motivation you have, the more chance you will succeed in learning English. So, having a high degree of motivation can help you to succeed in learning English.

3. For the next researchers who will conduct the research in this field, this research is expected to be an illustration, information, and a reference about the students' motivation in learning English.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5298/UN.08/FTK/KP.07.6/06/2020

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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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;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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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;

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Menetapkan :

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Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Investigating Students' Motivation in Learning English at MAN 1 Sigli**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021

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

Ditetapkan di: Banda Aceh
Pada Tanggal: 04 Juni 2020
An. Rektor
Dekan,

Muslim Razali

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

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Nomor   : B-12008/Un.08/FTK.1/TL.00/11/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah MAN 1 Sigli

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **CUT BISMI ADELA RIZKINA / 160203138**
Semester/Jurusan   : IX / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampong Peulanggahan, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Investigating Students' Motivation in Learning English at MAN 1 Sigli*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 06 November
2021

Dr. M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor : 652 /Ma.01.05.01/PP.00.7/11/2020

Yang bertandatangan di bawah ini:

Nama	:	Mustafa, S.Ag
NIP	:	197003081996031002
Jabatan	:	Kepala MAN 1 Pidie

Dengan ini menerangkan bahwa:

Nama	:	CUT BISMI ADELA RIZKINA
NIM	:	-
Prodi	:	S1-Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah UIN Ar-Raniry Banda Aceh
Semester	:	IX
Tahun Akademik	:	2020/2021
Alamat	:	Gampong Pelanggahan Banda Aceh

Benar yang namanya tersebut telah malaksanakan Penelitian pada MAN 1 Pidie pada Tanggal 10 Nopember 2020. Penelitian ini dilakukan untuk mengumpukan data dalam rangka penyusunan Skripsi yang berjudul : "INVESTIGATING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT MAN 1 SIGLI"

Demikian surat keterangan ini diberikan untuk digunakan seperlunya.

Sigli, 10 Nopember 2020
Kepala,

Mustafa

Questionnaire on investigating students' motivation in learning English at MAN 1 Sigli

Name :

Class :

Directions : 1. Write your name and class in the upper left corner
2. Your answer will not affect your scores
3. Answer the questions honestly
4. Put a checklist (✓) on your answer

Information : SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree).

* *Adopted from The Attitude / Motivation Test Battery by R. C. Gardner*

No	Statement	SA	A	N	D	SD
1	Learning English will allows me to get closer with English speakers.					
2	I have a strong desire to know all aspects of English.					
3	I really enjoy learning English.					
4	Learning English will allows me to meet and communicate with varied people.					
5	I enjoy the activities of our English class.					
6	I plan to learn as much English as possible.					
7	I learn English because I would like to know more about native English speakers.					
8	Studying English is important because I will be able to interact more easily with speakers of English.					
9	I love learning English.					
10	English is one of my favorite courses.					
11	I learn English because I need it to my future career.					

12	I study English because I want to please my family.					
13	I study English because my parents ask me to.					
14	I study English because I want to do well in my examination.					
15	I learn English because my parents emphasized English is important to me when I left school.					
16	I study English because it will be useful in getting a good job.					
17	Studying English is important because other people will respect me more if I know English.					
18	I learn English because i like my English teacher.					
19	Studying English is important because it will make me more educated					
20	I like to study English because my English teacher has interesting teaching style.					

☺ *Thanks for your participation* ☺