

THE EFFECT OF ENGLISH EXTRA CLASS ON STUDENTS' MOTIVATION

THESIS

Submitted by

LIZA MALVINA UBAT
NIM. 150203054

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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by:

LIZA MALVINA UBAT

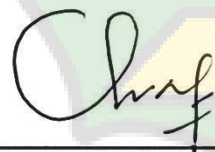
150203054

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

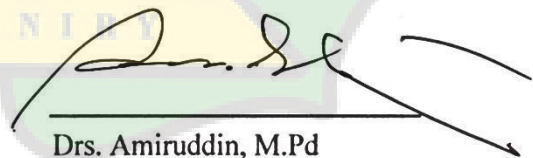
Approved by:

Main Supervisor,

Co-Supervisor,



Siti Khasinah, M.Pd



Drs. Amiruddin, M.Pd

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It has been defended in *Sidang Munaqasyah*
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for Bachelor Degree of Education in English Language Teaching

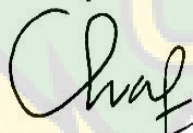
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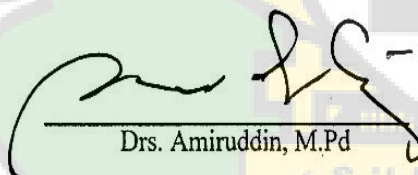
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Member,



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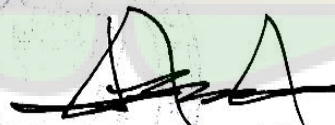
Member,



Safrul Muluk, S.Ag., MA., M.Ed., Ph.D

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id>

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Liza malvina ubat
NIM : 150203054
Tempat/Tgl.Lahir : Sumber Daya, 08 Maret 1997
Alamat : Lr. Rambutan III, Lamgugob, Syiah Kuala, Banda Aceh
Judul Skripsi : The Effect of English extra class on Students' Motivation

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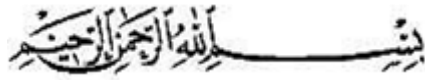
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Saya yang membuat surat pernyataan,



Liza malvina ubat

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Liza Malvina Ubat

ABSTRACT

Name : Liza Malvina Ubat
NIM : 150203054
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Effect of English Extra Class on Students' Motivation
Main Supervisor : Siti Khasinah, M.Pd
Co- Supervisor : Amiruddin, M.Pd
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This study was conducted to find out the effect of English extra class on students' motivation at SMA 1 Seunagan. In this case, the extra class is expected to be able to provide additional material that has not been completed in the school hours and also to be able to solve the problem of students in learning English. The aim of this study is to find out the effect of English extra class on students' motivation and to investigate factors motivating students in taking English extra class. The population in this study are the students in second grade of Senior High School 1 Seunagan, Nagan Raya. The sample are students of XI IPA 1 and XI IPA 2 classes. They were chosen by purposive sampling. This is a quantitative research that used questionnaire to collect the data. The findings of this study shows that 23% students have high motivation in learning English in the extra class and 77% students have very high motivation to learn English in the extra class. The calculation result of students motivation is 3.7, which means the second grade students at Senior High School 1 Seunagan have very high motivation in learning English in the extra class. It can be conclude that the English extra class increases students' motivation.

جامعة الرانيري

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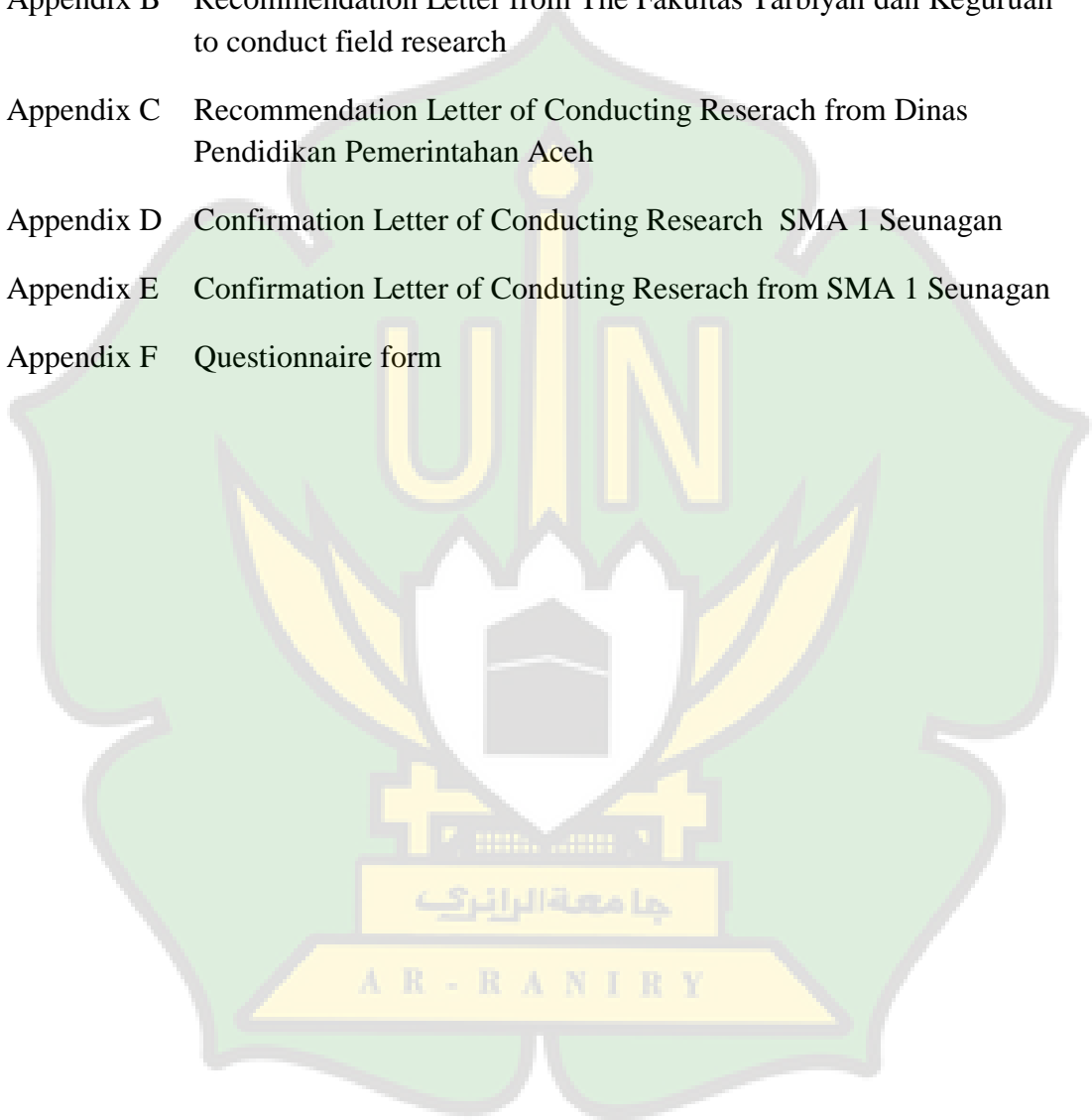
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CHAPTER 1

INTRODUCTION

This chapter discusses the introduction of this study which explain background of study, research question, research aims, significance of study, terminology, and scope of study.

A. Background of Study

One of the biggest problems in education is to improve the performance of students who are far below in learning in specific knowledge, especially in learning English language education. Realizing that, English language skill is needed to be learned in life. Moreover, English has become an international language. The student needs to learn English more to reach their goals. The students need extra classes to enhance their English knowledge. Extra class provide students with a chance of extra practice. Students need extra time to explore what they learn. As we know formal classes have a limited time, it is hard to understand that sometimes teachers did not have enough time in explaining the knowledge. But in the extra class, the students can review and practice what they learn informal ones. They can even acquire more detailed knowledge from such classes.

Santhi (2011), the students who need the extra class is the students who are below average in learning English in the morning hours. Extra class does not teach the student a new knowledge, but more focus on revising what has been learned in school hours. The students need more time to accomplish their

knowledge about a particular field of study. Students who go to the English extra class are the students who have a problem in learning English that cannot be resolved fully by the teachers in school hours, so they need more time to learn English. Besides, the factors that they need more learning about English are because the class size is too large and the teacher did not have time to focus on them, especially for the students who are weak in the subject. Therefore some students go to the extra class because they need extra time to learn the English language to balance their knowledge with other students.

English extra class is important in improving student ability are less motivated to learn English more at school. Motivation has big influences in life. Motivation is a drive inside of the people in doing something. Rosalina (2014) stated that motivation can be as energy fuel in doing everything, included learning. People need motivation that will push them to do something important which will enhance their ability and quality in education. This is indicated that motivation has an important part that can not be separated from education.

According to Pourhosein Gilakjani, Leong, & Saburi (2012), the success of any activity is dependent on the people effort in achieving the goals, along with their desire to do so, it is called psychological factor that generates action as motivation, It is one of the factors influencing teaching-learning processes. The learning process will hardly be successful without motivation. Therefore, a good teacher should empower students in learning English with high motivation. Underlying behaviour is the reason for motivation (Guay et al.,2010). Motivation is used to explain behaviour. It is related to how people's actions, desires, and

needs are. Students with high motivation will learn and do activities with strong desires to get an education and a good result.

Houghton (2015) stated that motivation is the change of someone's energy and it can be seen from their feeling and reactions to achieve their aim. Motivation comes from two sides, internal (from inside of students themselves) and external (from outside of students) is one of the factors contributing to improve students' achievement in the teaching-learning process.

According to Kitjaroonchai (2013), students were highly motivated with good attitudes towards learning English. Motivation is an important factor that has a positive influence on any educational learning process especially in learning the second language. In this case, the teachers have a responsibility to guide the students during the learning process and motivate them to improve their English learning. It can be considered that motivation has an important role in teaching-learning. It can affect students' performances and achievements in learning. Besides, the motivation is intended to grow the willingness of the students in learning English.

Dornyei (2010) stated that understanding students' motivation in learning English by taking an extra class is important to do. Besides, motivation is the problem of how to inspire students in learning that is an important factor in every classroom. English extra class is a program implemented at school and one of the best ways that can enhance students' ability in learning English. In addition, English extra class can help students in learning more about English, so they can easily solve the English lesson task at school.

Based on Andi Rahmad's information, one of Seunagan senior high school 1 alumni in (2016), Students face a lot of obstacles in learning English. They need more attention to their learning. In this case, the schools' stakeholders such as the headmaster and English teachers should think about the solution to solve the problem. In addition, facilities that can address their problem must be facilitated, which one of them is an English extra class. English extra class gives many advantages for students' in developing knowledge about English. The students who attended the English extra class, they felt more serious than in the morning class. Students were interested in the way the teacher deliver the material at English extra class that makes them easier to understand. Students felt comfortable to ask about the difficulties that they faced in learning English to the teacher at the English extra class. The English extra class held in Senior High School 1 Seunagan is the additional class for learning English in the evening. Students need more knowledge about English to get more skills in English. Besides, English supports their future life. Moreover, the students realized that important to have skills in English as an international language. Therefore, students need to learn English more. Considering the problem, the researcher intends to focus on "The effect of English extra class on students' motivation". The researcher conducted research at Senior High School 1 Seunagan, Jeuram, Nagan Raya.

B. Research Question

Based on the background above, the writer formulates research questions as follow:

1. Does English extra class effect students' motivation?
2. What factors motivate students in taking English extra class?

C. Research Aims

According to research question above, the objective of study are to find out:

1. The effect of English extra class on students' motivation.
2. The factors motivate students in taking English extra class

D. Significance of the Study

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

1. For the Teacher

This research will be beneficial for English teacher to provide material and to motivate students in learning English. A Teacher can see the effort and achievement of the students in learning English by teaching in an Extra class. The English extra class is an effective way to enhance students' English learning. It makes a teacher easier to apply a lot of strategies in the teaching-learning process. Besides, a teacher can be asked about the practices of English extra class. Undoubtedly, the students will get more knowledge by taking English extra class

and know a lot more vocabulary which makes them improve their English skills. Therefore, it is very beneficial to the teacher in order to be easier in delivering material in teaching and learning processes.

2. For School

This research can support and help the teacher and other stakeholders at school in designing a relevant curriculum and they will be able to create a good atmosphere of the school environment. By joining the English extra class the students are motivated to learn more about English. Additionally, it gives a positive effect on the school and produces a good chance of learning, especially in English learning. The institution also will produce the best graduate increasing the quality of the school. Therefore, it is essential to create the generation having expertise in English education to support their careers in the future.

3. For English learners

This research can be used to develop English learners' knowledge in learning English. Moreover, it gives motivation to the students by attending English extra class. They can be more educated in English and they can prepare their future life by studying English. The English learners will know the benefits and factors that encourage them to learn English in the extra class.

E. Terminology

To avoid the misunderstanding in this research, there are several terminologies that the researcher feels necessary to explain. The terminologies are as follow :

1. *English Extra Class*

English Extra Class is the additional class for learners who study English, besides the regular class. In this research, English extra class is the activity of teaching and learning in the afternoon. The extra class aims to prepare the student to be able to pass through the goals in the school and support their future life, by following the English extra class the learners can get more education in English learning skill and support them to reach good English achievement at school. According to Prinsloo (2008), students do not learn at the same rate and have a different level of understanding, some particularly slow ones, and need extra time to master the content compared to the fast learners to achieve their goal.

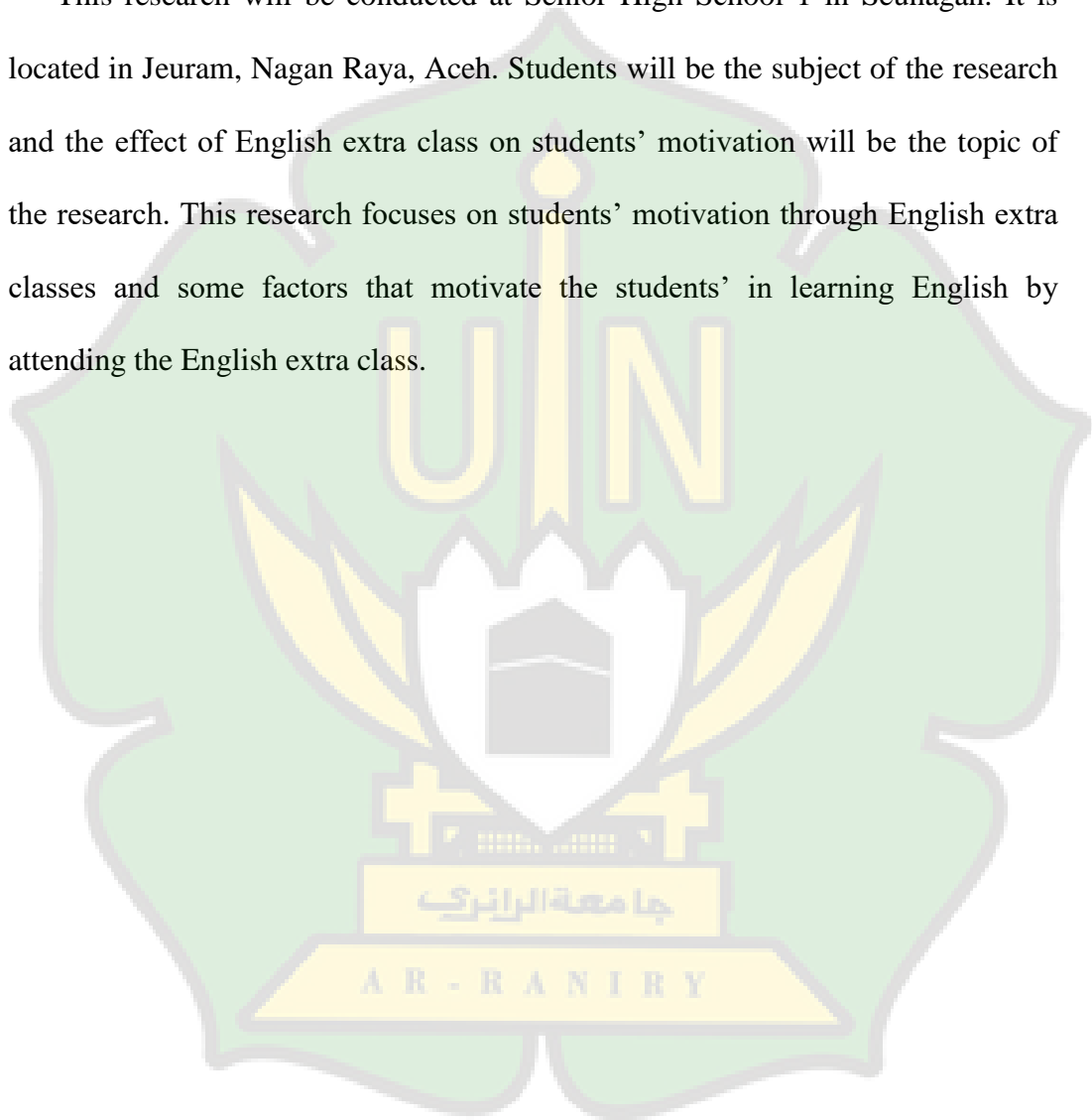
2. *Students' motivation*

Motivation is a process that stimulates our behaviour to take action. There are two types of motivations, intrinsic and extrinsic motivation. Both it is motivations are very influential in learning. According to David & Anderzej (2010), Motivation can be understood as a cognitive decision to create behaviors which aimed at achieving a certain goal. Besides, motivation is meant as a condition that can guide and support the students' attitude in learning English in the extra class.

Therefore, motivation influences students' behaviour in the teaching-learning including in the English classroom.

F. Scope of Study

This research will be conducted at Senior High School 1 in Seunagan. It is located in Jeuram, Nagan Raya, Aceh. Students will be the subject of the research and the effect of English extra class on students' motivation will be the topic of the research. This research focuses on students' motivation through English extra classes and some factors that motivate the students' in learning English by attending the English extra class.



CHAPTER 2

LITERATURE REVIEW

The chapter presents the theories related to this research. Part A focuses on English extra class, Part B focuses on the definition of motivation and Part C focuses on the type of motivation and Part D focuses on factors influencing students' motivation and Part E focuses on motivation and language learning.

A. English extra class

One of the education system's biggest challenges is to improve the performance of learners who are far below, although students should stay in the classroom to get more education, especially in English. This is a way to enhance their English knowledge. According to Prinsloo (2008), students do not learn at the same rate and have a different level of understanding, some particularly slow ones, and need extra time to master the content compared to the fast learners to achieve their goal. So, the English extra class is the solution for the students to gain more knowledge that will help them easier to understand English lessons.

B. Definition of Motivation

Motivation is very important in the teaching and learning process. Though, it can make the teaching-learning process easier. As we know in many resources to motivate people to get a better life and also push them to be better than before, that is why motivation is very influential in our life. According to Alizadeh (2016), motivation is a desire to achieve a goal combined with the energy to work

toward the goal. Motivation has been a major research topic in psychology. Studies on motivation in psychology have sought to determine “ what moved a resting organism to a state of activity” (Estliden, 2017).

Motivation has been described as what energizes and sustains behavior. Some peoples are motivated because of the goals that they will reach in the end. Reeve (2014) stated that there are a variety of sources for motivation, such as the need for achievement, biological needs, and relatedness, among many others. As Butler (2014) notes“ Motivation is often inferred from learning, and learning usually is an indicator of motivation for the educational psychologist”. Most language teachers believe that motivation is a key factor for success in language learning. According to David & Anderzej (2010), Motivation can be understood as a cognitive decision to create behaviors which aimed at achieving a certain goal.

C. The Type of Motivation

Motivation can be divided into two types. These types of motivation are divided into how the motivation arrives and the influences around the person itself. They are extrinsic motivation and intrinsic motivation.

1. Extrinsic Motivation

Motivation can be stated as extrinsic motivation in the condition of external influence. The influences can be rewards and punishment. It is the same as Reeve's (2014) perception is “ Extrinsic motivation occurs when students engage in activities for external reasons, such as praise, grades. Special privileges,

and certificates or material rewards. From the statement above, it can be concluded that extrinsic motivation is the one that comes from outside of individuals, for example, a reward that will be motivated and achieve the target expected.

2. Intrinsic Motivation

According to Santrock (2011), intrinsic motivation involves the internal motivation to do something for its own sake. With intrinsic motivation, the student does not need to be pushed into doing something. This statement is the same as this next statement that “ Intrinsic motivation describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity itself. The researcher also finds that " a number of researchers define intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end." It means that intrinsic motivation can be a parameter to someone in doing the job. If the person feels interesting to do learning, it means that they have intrinsic motivation.

Students who have intrinsic motivation are shoved to stay with complicated problems for their mistakes (Carreira, 2013). Besides, intrinsic motivation is important for the integration process with new knowledge. Nakata (2017) stated that promoting intrinsic motivation is often a central concern in teaching foreign languages for students.

To sum up the point, a person who is intrinsically motivated, they did some activities because they feel enjoyable. on the other hand, extrinsic motivation did an activity based on the target to achieve some goals.

D. Factor influencing students' motivation

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

1. *Internal factor*

Harmer (2005) stated that internal factors include physiological and psychological aspects. However, the physiological condition can influence the spirit of the students during the teaching-learning process such as an unhealthy body can decrease cognitive competence, so the students are unable to comprehend the material well. On the other hand, the negative students' attitudes to the teacher and the subject cause the student difficult to learn.

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

1.1 Age

Age is one factor that affects the motivation of students. Liu (2015) stated that student of different age has different needs, competence, and cognitive skill. Children learn a foreign language for fun through play, sing songs; the language should be first presented through sounds. Some people say that children learn a language faster than adults do because children use their young brain to memorize quickly then it is easy for them to remember or recognize something in their ear.

1.2 Goals

Chalerpon (2011) explained that motivation encourages to achieve the goal. If the goal is clear and useful for the students, then they will attempt to achieve that goal. And motivation is also closely related to a personal desire to achieve the goal.

1.3 Need

It suit of the learner needs to study this language. For example, they need to learn the English language to provide their career or to continue the study abroad. It means the student needs to learn more about English to achieve their aim.

2. *External factor*

There are two features of external factor they are :

2.1 *Social environment*

Tarhan & Balban (2014) investigated that there are two factors included in this environment those are :

2.1.1 Teacher

In teaching-learning process, the teacher has a great effect on students' motivation. A Teacher needs to find a creative way of delivering material in teaching to improve students' motivation.

2.1.2 Society

Society is very influential toward students' motivation to learn. The students who live in a village that still primitive, which most people work as

farmer or sailors, they will not study well. So the student will help their parents are working in the field. So that is why society also determines students' motivation.

2.2 Non-social environment

Non-social environment including time for studying, home and facilities are also play an important role in childhood development. The complete facilities such as language laboratories, the book that related to language in the library will make students more interested in learning and easy to comprehend the material. Waseem (2013,p.151).

E. Motivation and language learning

Motivation is a basic and essential part of learning. Paying attention to the role of motivation in the teaching process can be some effective and helpful factor in the process of learning the language. A student with strong motivation will learn hard to reach their aim. Jafari (2013), stated that with the intention of being motivated, the learner will needs rationale having to do with the aim. Therefore, motivation has an important role in learning languages, because there must be something that the learner desires to achieve the goals.

Carreira (2013) said that the performances of the learners in foreign language learning are improved because they are motivated. In addition, a process of language learning occurs when a person is motivated. Relating to this case, it is

why the teachers need knowledge about motivation theory, at least they know the students are motivated in learning.

F. Previous Studies

Some relevant studies have been conducted by many researchers. Similarly, the thesis was done by Abidin (2012) to study students' motivation in joining an English course. He found out there was a significant correlation between students' motivation and gender factor in joining the English course. Students were motivated to learn English instrumentally and integratively. The result of his study showed that female students had higher motivation rather than male students.

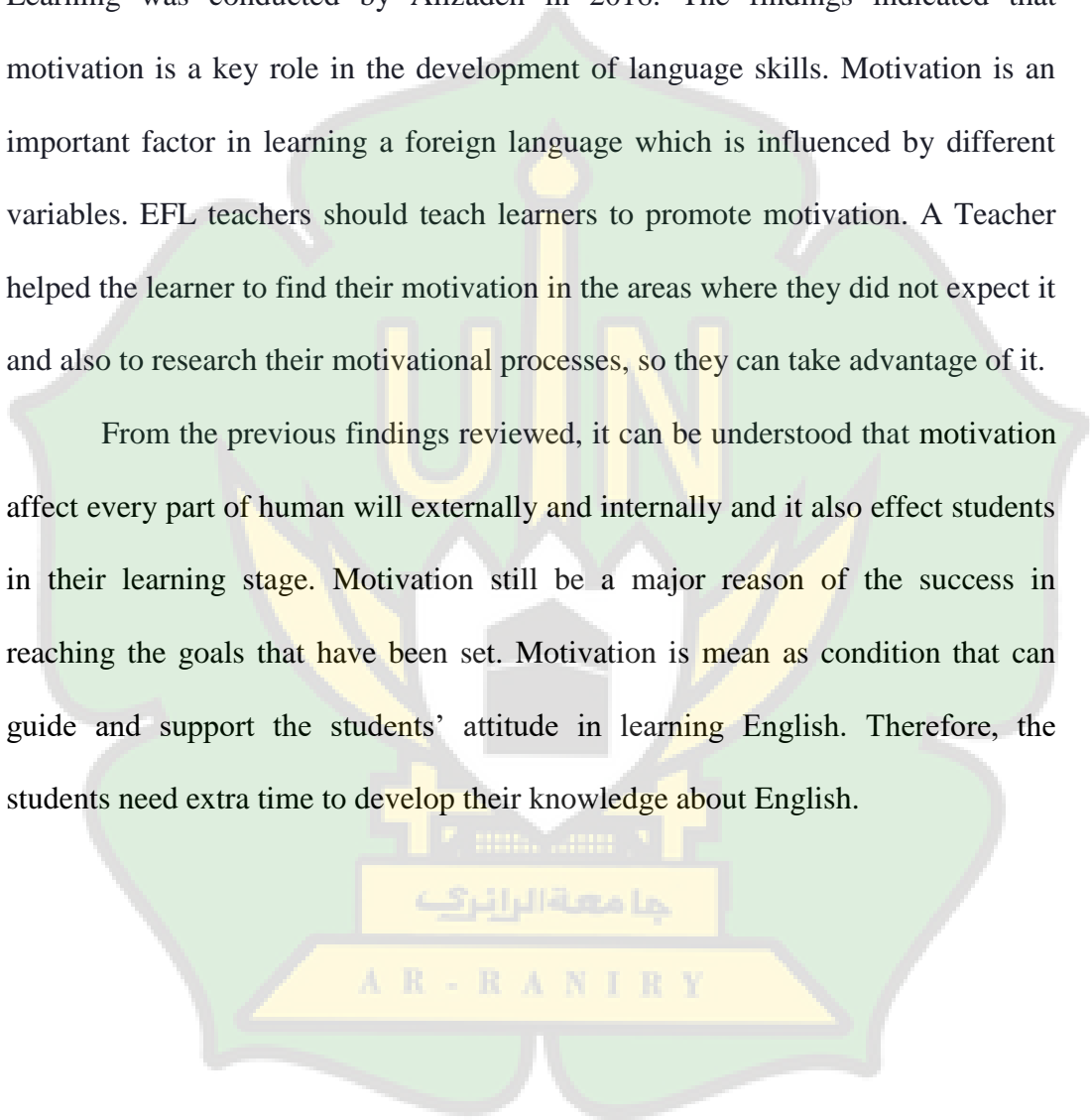
Wahyudi in 2016 conducted a study on the strategies of the teacher in motivating their students in learning English. The study is descriptive qualitative research. Data sources of this study were the English teacher and the tenth grade of MAN 2 Boyolali. He conducted observations and interviews to collect the required data. This study was analyzed by using Miles and Huberman's interactive model of data analysis including reducing the data, displaying the data and taking the conclusion and also verification. The findings indicated the strategies of the English teacher to improve motivation in teaching English are giving praise, giving a suggestion, playing motivation videos and idol stories.

In addition, Mali (2015) also conducted a study on Motivational factors in learning a foreign language. He found that teacher's performance, inspiring

classmates, motivational parents, and positive classroom atmosphere were primary factors influencing the students learning motivation in their classroom.

Another relevance study the Impact of motivation on English Language Learning was conducted by Alizadeh in 2016. The findings indicated that motivation is a key role in the development of language skills. Motivation is an important factor in learning a foreign language which is influenced by different variables. EFL teachers should teach learners to promote motivation. A Teacher helped the learner to find their motivation in the areas where they did not expect it and also to research their motivational processes, so they can take advantage of it.

From the previous findings reviewed, it can be understood that motivation affect every part of human will externally and internally and it also effect students in their learning stage. Motivation still be a major reason of the success in reaching the goals that have been set. Motivation is mean as condition that can guide and support the students' attitude in learning English. Therefore, the students need extra time to develop their knowledge about English.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the research methodology which consists of research design, setting place and time the study, population, and sample, a brief description of English extra class, methods of data collection, method of data analysis and instruments for data collection.

A. Research Design

This study is a quantative research. Quantitative research involves the collection of data so that information can be qualified and subjected to statistical treatment in order to support “alternate knowledge claims” (Creswell, 2014). In addition, quantitative research is dealt with a number in a systematic way to investigate phenomena. Walliman (2011) stated that it is used to answer a question on relationships in measurable variables with predict, an intention to explain and control phenomena. Researchers using the quantitative method is to identify some variables that intend to use in the research with data collection related to the variable.

B. Setting Place and Time The Study

This study was conducted at SMAN 1 Seunagan. This school is located at Jl. Teuku Ben No. 1 Jeuram, Nagan Raya. The study was carried out from Monday morning, 17th June until Tuesday 18th June 2019 in two days, consisting of

asking permission to the headmaster of the school, did an observation in giving a questionnaire to students in the last meeting.

C. Population and Sample

a. Population

There are populations and samples investigated in this research. According to Creswell (2014) population is a group of individuals who have the same characteristic. A target population is a group of individuals (or a group of organizations) with some common defining characteristics that the researcher can identify and study. The group that the researcher took for the research was the second grade of Senior High School 1 Seunagan. There were two classes of the second grade. The number of population was 230 students.

b. Sample

To do this research, sample is taken by drawing classes one after another from the population-based on Gupta & Kabe (2011). In this study, the researcher employs the purposive sampling technique in choosing particular participants. The student was purposively selected. Taherdoost (2016) stated that purposive sampling is particularly setting persons are selected considerably in order to provide important information that cannot be obtained from another choice. It is where the researcher includes participants in the sample because of believing that participants guarantee they have the information which appropriates with this study.

Participants in this study were the students in the second grade of Senior High School 1 Seunagan, Jeoram, Nagan Raya. The number of subjects in this study are fifty students of two classes, both classes were XI IPA 1 and XI IPA 2 which selected based on the consideration such as the class which have an English extra class, the students are motivated by following the English extra class and the students who improved in learning English during they joined the English extra class.

However, before taking a sample and conducting research, I had asked to get permission to do my research at senior high school 1 Seunagan. Then, I had contacted the teacher, her name is Miss bay to get approval to conduct the research there. I told her that I need to have a sample is specifically for the main object that will be researched based on their motivation and the factors that they joined the English extra class. I also had asked the permission of the students about my purpose to conduct the research and I need their help in finishing my thesis.

D. A Brief Description of English Extra Class

The research was conducted in senior high school 1 Seunagan, located in Jeoram, Nagan Raya. The English extra class is the additional class in the evening which only held for the students had been selected based on consideration to input into a special class at three levels. Every level had two classes.

According to the teacher who teaches in English extra class, especially in second grade, English extra class is the additional class in the evening which starts at 14.00 – 16.00 o'clock. English extra class is the school program for the special

class which is to develop their knowledge about English skills. Besides, it is also to prepare them to follow the national examination and has a specific skill in the English lesson. In the English extra class they more focused on the practice, repeated the material and answered the questions.

The vision of English extra class is to create a student who has good skills in English, to prepare national examinations and to prepare their future life. Then, the mission of English extra class is to produce the best graduated who has the ability in English skills.

The headmaster of senior high school 1 Seunagan, said that the English extra class program will be continued because it really makes the students improved in English skills. He also said the school will add the new program that is “ English day “ which is the student who has to speak English fully on that day, to support their teaching-learning process. Therefore, that is a way how to make the students qualified in English.

E. Method of Data Collection

This research uses some methods to gather evidence which is appropriate to be collected in the classroom and can be done to support the research. In this research, the researcher collected the data by using a questionnaire. The aim of using this technique is to investigate what is motivation and factors of students' through following the English extra class. To get data on students' motivation in English extra class, the researcher used a questionnaire. The questionnaire has consisted of a number of questions that should be answered by the respondent to

find out their actions and beliefs. The questionnaires were in close-ended item question form.

According to Rani (2017), close-ended questions was a limited answer fixed set of responses by respondents'. In addition, the close-ended question provided a scaled question which includes Likert scales which is commonly involved in a study that employs questionnaires to measure social attitudes. Besides, the questionnaires used were in Likert's Scale form which the students supposed to choose an option that best represents their ideas. It is specifically to find out students' motivation in learning English by taking an extra class.

In this questionnaire, they were asked to choose where the statement that they felt true based on their experience while joining the extra class. The students have a chance to choose a statement based on what they feel. They can choose the answer choice that has been provided in the questionnaire. There was four standardization scale for the statements, which has a specific value. In this research, the writer used a questionnaire to answer two research questions which have been mentioned in chapter 1. Therefore the instrument has some alternative options based on the Likert Scale, Such as Strongly Agree, Agree, Disagree, Strongly Disagree. As seen below :

Table 3.1
The Likert Scale

Alternative options	Favorable
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

The questions of the questionnaire was about the student's motivation in learning English at the extra class. Based on that purpose, I formulated some statements in the questionnaire. Then, there is an option that is a Likert scales that has the specific value itself. The model of Likert scales adopted from Suharsimi (2013). The questionnaire consists of 30 item questions that have to be answered by students. The questionnaire was administered to 50 students in second grade of two classes that learn in English extra class at senior high school 1 Seunagan. The questionnaires distributed were returned after they have filled in.

F. Method of Data Analysis

After the researcher got the data from the questionnaire, it is necessary to analyze the data to see the result in students' motivation for attending the English extra class.

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

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

Where,

P = percentage

F = frequency of respondents

N = number of sample

100 = constants value

The formula used was to calculate the percentage of students' motivation by using thematic analysis of the questionnaires. Having calculated the percentage, the propensity of students' motivation in taking English extra class included the factors of students' taking English extra class.

G. An Instrument for data collection

For this research, the researcher used a questionnaire as an instrument. The questionnaires were used to collect the data on students' motivation for learning English at the extra class. The questionnaire has been validated. The questionnaire was in a closed-ended item question form. The questionnaire was to find out the students' motivation in learning English through Extra class.

The questionnaire contains statements about students' perceptions and expectations of the English extra class and what are the factors motivated them in joining the English extra class.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter discusses the procedure of conducting the research ranging from data analysis, analysis of students' motivation and factors students' participated in the English extra class.

A. Data Analysis

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

Table 4.1

I Love English language lesson, so I am interested in taking English extra class.

NO	Response	Frequency	Amount	Percentage
1	a. Strongly Agree (4)	2	8	4%
	b. Agree (3)	48	144	96%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	152	100%
Average	3.04 (Strongly Agree)			

Table 4.1 according to the questionnaire results, 96 percent of the students (48/50) were loved English language lesson and they are interested in taking English extra class and 4 percent of the students (2/50) strongly agree with this statement. The average of this statement was 3.04 which included Strongly agree with category, this shows that the students in the second grade of Senior High school 1 Seunagan loved English lessons and they were interested to learn more about English in the extra class. In addition, the students suggest taking English

extra class because of their intrinsic motivation which they need and love to learn English more in the extra class.

Table 4.2 *I realized English language lesson is really needed in life*

NO	Response	Frequency	Amount	Percentage
2	a. Strongly Agree (4)	4	16	8%
	b. Agree (3)	46	138	92%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	154	100%
Average	3.08 (Strongly Agree)			

Table 4.2 the result showed that 92 percent of the students (46/50) realized that English language lesson is needed in life. In addition, they realized that English is one of the important languages to be learned, this one the reason that pushes them to learn more about English in the extra class. Also, 8 percent of students (4/50) strongly agreed that English language is needed in life. The average 3.08 shows that the statements included the strongly agree category, which means that the students need to learn more about English. To sum up, It included in the intrinsic motivations, because they realized that they needed to learn English more to face their modern life.

Table 4.3

English extra class is the solution to support students continue study abroad

NO	Response	Frequency	Amount	Percentage
3	a. Strongly Agree (4)	16	64	32%
	b. Agree (3)	33	99	66%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	165	100%
Average	3.3 (Strongly Agree)			

Table 4.3 shows that 32 percent of the student (16/50) realized that learning more about English in the extra class is the solution to support the student to continue their study abroad. Besides that, there was 66 percent of students (33/50) were strongly agreed that English extra is the solution to learn English more in the extra class which supports them to continue study abroad. But there were only 1 (2 %) students disagreed with that. This may mean that they have a huge motivation to join learning English. In addition, English extra class gives a good effect on them to reach their goals. it is included in the extrinsic factors of motivation which effected by the social environments.

Table 4.4

My motivation to attend English extra class is to prepare for National Examination (UN)

NO	Response	Frequency	Amount	Percentage
4	a. Strongly Agree (4)	14	56	28%
	b. Agree (3)	36	108	72%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	164	100%
Average	3.28 (Strongly Agree)			

Table 4.4 explained the student needs to prepare well to face National Examination. According to the questionnaire results, 72 percent of the students

(36/50) needed to learn English more. It is because they have to learn English more in the extra class to make well preparation for their National Examination. Besides, the English language is important to support their life and also to help them in passing the national examination. In addition, they were 28 percent of the students (14/50) were strongly agreed that English extra class fully supports their preparation for the exam. This may mean learning English at the extra class help them in improving their English skill. Therefore, the average of this statement shows that 3.28 included to strongly agree which the students were motivated to participate in the English extra class to prepare their National examination.

Table 4.5 *My motivation to attend English extra class to support my future career*

NO	Response	Frequency	Amount	Percentage
5	a. Strongly Agree (4)	16	64	32%
	b. Agree (3)	30	90	60%
	c. Disagree (2)	4	8	8%
	d. Strongly Disagree	-	-	-
Total		50	162	100%
Average	3.24 (Strongly Agree)			

Table 4.5 according to the questionnaire results, 32 percent of the students (16/50) were motivated in attending English extra classes to support their future careers. Also, there was 60 percent of the students (30/50) agreed that they are motivated to attend English extra classes o support their future careers. But there was 8 percent (4/50) of the students show that they disagreed with this statement. To sum up, the average (3.24) of this statement was included in the strongly

agree, whereas the English extra class helped students in improving their English lesson to get their good future career.

Table 4.6. *English extra class helps me do my assignment in English learning lesson*

NO	Response	Frequency	Amount	Percentage
6	a. Strongly Agree (4)	5	20	10%
	b. Agree (3)	39	117	78%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	6	6	12%
Total		50	164	100%
Average	2.86 (Agree)			

Table 4.6 showed that 10 percent of the students (5/50) were helped did an English assignment by joining the English extra class. Also, there was 78 percent of students (39/50) agreed with this statement. But there were 6 students (12%) strongly disagree that English extra helps them did assignments in English learning subjects. The averages of this statement were 2,86 which included the agreement that they learn English through the English extra class helped them to do their assignment in learning English in the school and in the extra class. This may mean the student thought about their improvement in learning English, it included to intrinsic motivation. They realized that they need to learn English more to help them in answering the assignment or task given by the teacher.

Table 4.7 *I got a good score during attending the English extra class activities*

NO	Response	Frequency	Amount	Percentage
7	a. Strongly Agree (4)	1	4	2%
	b. Agree (3)	45	135	90%
	c. Disagree (2)	3	6	6%
	d. Strongly Disagree	1	1	2%
Total		50	164	100%
Average	2.92 (Agree)			

Table 4.7 the results of the statement show that 2 percent of the students (1/50) strongly agreed that they go a good score during attending English extra class. Besides that, there was 90 percent of students (45/50) agreed with this statement. But, there was 6 percent of students (3/50) disagreed with the statement above and there was only 1 student (2%) who strongly disagreed with this statement. It shows that attending English extra class will allow the opportunity for them in getting a high score both in school and outside school. This may mean that students think about their future that English is used all over the world and many countries admitted English as a second language nowadays. To sum up, the average of this statement shows that (2.92) agreed with the statement.

Table 4.8

I like to attend English extra class because it has a lot of strategies to solve my difficulties in English language lesson

NO	Response	Frequency	Amount	Percentage
8	a. Strongly Agree (4)	2	8	4%
	b. Agree (3)	40	120	80%
	c. Disagree (2)	8	16	16%
	d. Strongly Disagree	-	-	-
Total		50	144	100%
Average	2.88 (Agree)			

Table 4.8 the average shows that most students agree (2.88) by attending English extra classes to solve their difficulties in an English language lesson. In English extra class, they get a lot of strategies to solve their problem in learning English. The program held by school helped students in learning English more. The strategy in delivering material at the English extra class motivated student to learn English a lot, although 16 percent (8/50) of the students disagree, this may because some of them did not like the teachers' strategy in delivering lessons at English extra class. It was included in the extrinsic factors because a lot of the strategies given by the teacher which make the students loved to attend English extra class.

Table 4.9 *English extra class motivated me to learn English more*

NO	Response	Frequency	Amount	Percentage
9	a. Strongly Agree (4)	8	32	16%
	b. Agree (3)	42	126	84%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	158	100%
Average	3.16 (Strongly Agree)			

Table 4.9 according to the result of the statement above, there was 16 percent of the students (8/50) were more motivated to learn English in the extra class. Also, 84% of the students (42/50) agreed that English extra class motivated them in learning English more. Therefore, the average of the statement shows that most of the students (3.16) included to strongly agree that English extra class motivated them to learn English more. This may mean the teacher's method of delivering material at the extra class more fun, so they can get what they learn at the extra class. The English extra class is the facilities which helped the students to get knowledge about English more which supported the students in improving their English skills.

Table 4.10

I could easily answer the question given by the teacher in the school after attending the English extra class.

NO	Response	Frequency	Amount	Percentage
10	a. Strongly Agree (4)	6	24	12%
	b. Agree (3)	39	117	78%
	c. Disagree (2)	5	10	10%
	d. Strongly Disagree	-	-	-
Total		50	151	100%
Average	3.02 (Agree)			

Table 4.10 the average of the statement above indicated that most of the students (3,02) strongly agreed that they could easily answer the question given by the teacher in the school after joining the English extra class. This may mean that they will be interested in joining an extra class to get a good achievement in learning English. They realized that in the extra class the teacher gave a fun way of learning English. Even, 10 percent of the students (5/50) were unable to answer

the question given by the teacher at school hour. It was because they were not serious to follow the English learning process at extra class.

Table 4.11 *The way in delivering material in English extra class is easy to understand*

NO	Response	Frequency	Amount	Percentage
11	a. Strongly Agree (4)	7	28	14%
	b. Agree (3)	36	108	72%
	c. Disagree (2)	7	14	14%
	d. Strongly Disagree	-	-	-
Total		50	150	100%
Average	3 (Agree)			

Table 4.11 according to the questionnaire results, 14 percent of the students (7/50) strongly agreed that the way in delivering material in the English extra class is easier to understand. Also, 72 percent of students (36/50) agreed that they easily understand the material delivered in the extra class. But there was 14 percent of the students (7/50) disagreed with this statement. It shows that the teacher used interesting ways of delivering the material at the extra class so that it is easy for the students to understand. Besides, the student was more motivated in learning English at the extra class. However, 14 percent of the students (7/50) disagreed with this statement. this may because they dislike the teacher's ways of delivering a lesson in the extra class.

Table 4.12

My English language lesson has improved during participating English extra class

NO	Response	Frequency	Amount	Percentage
12	a. Strongly Agree (4)	33	132	66%
	b. Agree (3)	11	33	22%
	c. Disagree (2)	6	12	142%
	d. Strongly Disagree	-	-	-
Total		50	177	100%
Average	3.54 (Strongly Agree)			

Table 4.12 based on the information results above, the average of students shows that the students strongly agree (3.54) with this statement. This may mean that most of the students felt that their English skills increased while learning at the extra class. This suggests that the extra class gave them a good effect on improving their English skills. Even there is 12% (6/50) of the students disagreed that their English language skills improved during participating in the extra class, this may because they found the other way in improving their learning skills.

Table 4.13 *English extra class is supporting the material taught in school hours*

NO	Response	Frequency	Amount	Percentage
13	a. Strongly Agree (4)	37	148	74%
	b. Agree (3)	13	39	26%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	187	100%
Average	3.74 (Strongly Agree)			

Table 4.13 almost all of the students (74 percent)strongly agreed that the material provided at the extra class was supported by the material taught in school hours. Also, 26 percent of the students (13/50) agreed with this statement. It

shows that almost all students strongly agreed (3.74) that English extra provided the material which supported the materials were taught in the school hours. This may mean that the teacher at English extra class teaches the lessons to fulfill students' needs in the school. The student attends the English extra class to get more knowledge and strategies in learning English. This program supports them in achieving the target of learning English. The students get a material that supports the material at school, so they will more understand in learning English.

Table 4.14

Since, I joined the English extra class I got a good progress in English language lesson

NO	Response	Frequency	Amount	Percentage
14	a. Strongly Agree (4)	30	120	60%
	b. Agree (3)	16	48	32%
	c. Disagree (2)	4	8	8%
	d. Strongly Disagree	-	-	-
Total		50	176	100%
Average	3.52 (Strongly Agree)			

Table 4.14 indicated that the majority of students strongly agree (3.52) that English extra class gave a good effect on them. They realized that during joining the English extra class their English language improve and get good progress in learning it. This suggests that learning at extra class gave them a wide opportunity in receiving a good score at school. However, there were some of the students 8 percent (4/50) who felt their English lesson did not improve during joining the extra class because they did not love to learn the English language

Table 4.15 *In English extra class I got many strategies to learn English easily*

NO	Response	Frequency	Amount	Percentage
15	a. Strongly Agree (4)	12	48	24%
	b. Agree (3)	32	96	64%
	c. Disagree (2)	6	12	12%
	d. Strongly Disagree	-	-	-
Total		50	156	100%
Average	3.12 (Strongly Agree)			

Table 4.15 showed that almost all students strongly agree (3,12) that they got a lot of strategies during learning English at the extra class that makes them easily understood. Although there were some students 12% (6/50) realized during joining English extra class did not help them in learning English. They disagreed that extra class gave them a lot of strategies in learning English, it is may mean they did not understand how to apply the strategy because they did not focus on the teaching-learning process at extra class. It is affected by the intrinsic factors of motivation.

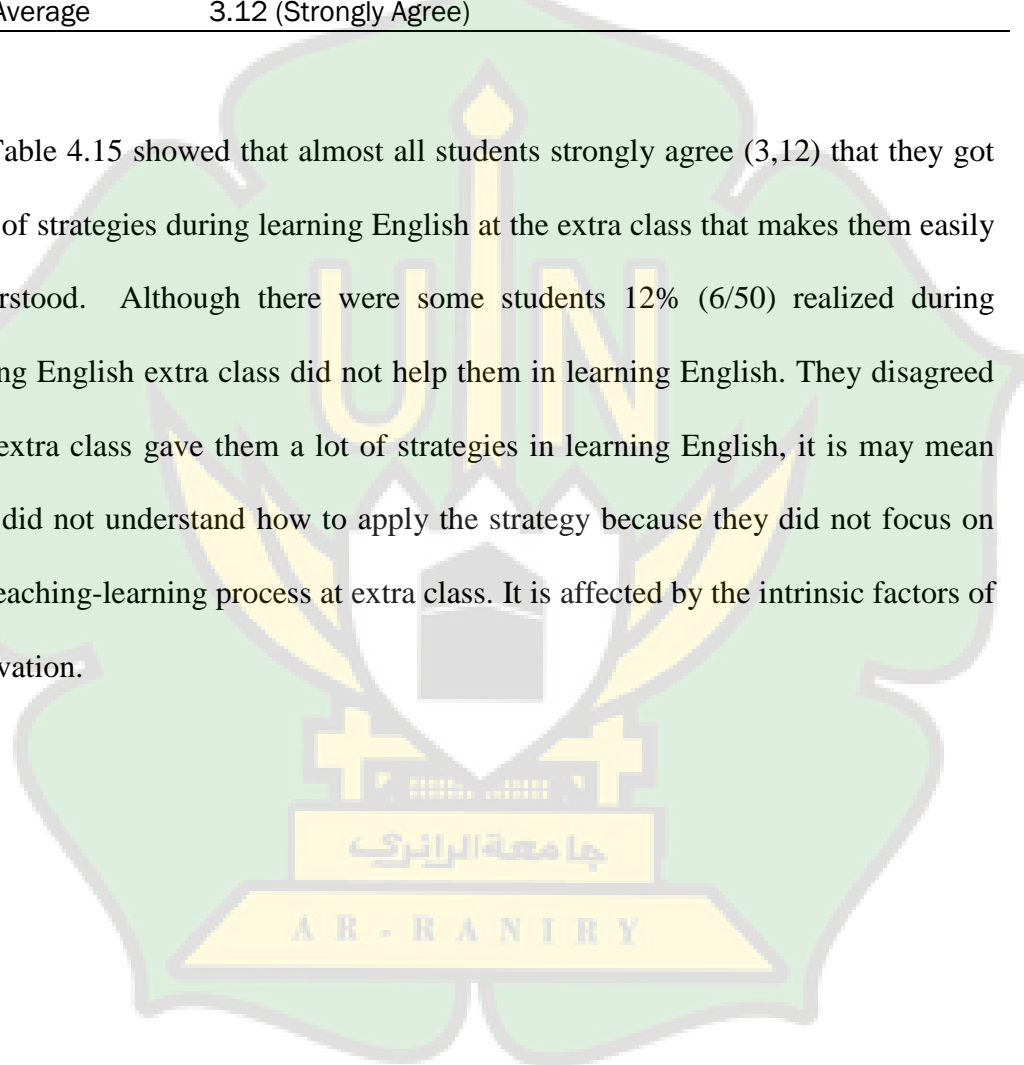


Table 4.16

After, I attended English extra class at school, I can answer the questions given by teacher easily

NO	Response	Frequency	Amount	Percentage
16	a. Strongly Agree (4)	10	40	20%
	b. Agree (3)	28	84	56%
	c. Disagree (2)	12	24	24%
	d. Strongly Disagree	-	-	-
Total		50	148	100%
Average	2.96 (Agree)			

Table 4.16 showed that the majority of the students agreed (2.96) that they can answer the question given by the teacher. Since they joined the English extra class they believed that extra class helped them in doing a task at school. English extra class is the program that facilitates them to learn English more. Although there were some students 24% (12/50) were disagree with this statement. They did not take advantage of joining the English extra class.

Table 4.17

The result of my English language lessons improved during participating in English extra class at school

NO	Response	Frequency	Amount	Percentage
17	a. Strongly Agree (4)	27	108	54%
	b. Agree (3)	18	54	36%
	c. Disagree (2)	5	10	10%
	d. Strongly Disagree	-	-	-
Total		50	172	100%
Average	3.44 (Strongly Agree)			

Table 4.17 indicated that almost all the students 54% (27/50) were strongly agreed that their result in English lessons increased during participating English extra class. Also, there were students 36% (18/50) agreed with this statement. This may indicate that they enjoyed the teaching-learning process at English extra

class. English extra class is one of the aspects that make them interested in learning English more. However, some of them 10% (5/50) disagreed with the statement, because they did not get the attention while the teaching-learning process explained by the teacher.

Table 4.18

I like to participate in English extra class because the teaching method used by the teacher is easily to understand.

NO	Response	Frequency	Amount	Percentage
18	a. Strongly Agree (4)	16	64	32%
	b. Agree (3)	31	93	62%
	c. Disagree (2)	2	4	4%
	d. Strongly Disagree	1	1	2%
Total		50	162	100%
Average	3.24 (Strongly Agree)			

Table 4.18 showed that almost all the students strongly agree (3.24) that they loved to participate in English extra class. They easily understood what the teacher taught by a fun method in the English lesson. So they interested in learning English in the extra class. Nevertheless, there was some of them disagree about the statement. They did not love participating in English extra class, it could be they did not love to learn English.

Table 4.19

English extra class is the way to improve my English learning to support my future life

NO	Response	Frequency	Amount	Percentage
19	a. Strongly Agree (4)	8	32	16%
	b. Agree (3)	40	120	80%
	c. Disagree (2)	2	4	4%
	d. Strongly Disagree	-	-	-
Total		50	156	100%
Average	3.12 (Strongly Agree)			

Table 4.19 indicated that almost all the students, about 16 percent (8/50) strongly agreed that English extra class is the way for them to increase English lessons which supported their future life. Even there was 4 percent (2/50) of students disagree on the statement. They feel that English extra class did not give the effect for them in increasing their understanding of English lesson so they thought that did not support their future life.

Table 4.20

I feel that I have to attend the English extra class held by the school to broaden my knowledge about English

NO	Response	Frequency	Amount	Percentage
20	a. Strongly Agree (4)	34	136	68%
	b. Agree (3)	9	27	18%
	c. Disagree (2)	7	14	14%
	d. Strongly Disagree	-	-	-
Total		50	177	100%
Average	3.54 (Strongly Agree)			

Table 4.20 showed the information that almost all the students strongly agreed (3.54) about the statement above. They feel lucky that they have the opportunity to join an English extra class held by the school to improve their knowledge about

English. Although there were some of the students disagreed 14 percent (7/50) of the statement. It is because of the intrinsic factors that they did not love to learn English and did not need to join it.

Table 4.21 *My target is I can speak English fluently by participating English extra class.*

NO	Response	Frequency	Amount	Percentage
21	a. Strongly Agree (4)	16	64	32%
	b. Agree (3)	33	99	66%
	c. Disagree (2)	1	2	2%
	d. Strongly Disagree	-	-	-
Total		50	165	100%
Average	3.3 (Strongly Agree)			

Table 4.21 showed the information that there were (3.3) students strongly agree that they can speak English fluently, while they participated in English extra class. This may mean they love to learn English more in the extra class. Even though, there was only 1 student feel that he did not get the target which he can speak fluently in English. It may because he did not like the way the teacher teaches or he did not love English. So far, it includes two factors, it could be affected by intrinsic or extrinsic factors.

Table 4.22 *I expect by joining English extra class, I will pass the National Examination (UN)*

NO	Response	Frequency	Amount	Percentage
22	a. Strongly Agree (4)	31	124	62%
	b. Agree (3)	14	42	28%
	c. Disagree (2)	5	10	10%
	d. Strongly Disagree	-	-	-
Total Average		50	176	100%
	3.52 (Strongly Agree)			

Table 4.22 indicates that the statement affects the students in joining the English extra class. Almost all of the students 62 percent (31/50) strongly agreed that after they participated in the English extra class that they will able passed the National Examination. It shows that they were serious to learn English in the extra class. They were confident that they can answer the question in the exam. They feel helped by this program. However, there was 10 percent (5/50) of the students were disagree with this statement. Therefore, it is maybe they felt the English extra class did not affect them in increasing knowledge about English, but so far English gave a good effect on almost all of the students based on the result on the table.

Table 4.23

I could apply any university to continue my study abroad by participating English extra class

NO	Response	Frequency	Amount	Percentage
23	a. Strongly Agree (4)	7	28	14%
	b. Agree (3)	34	102	68%
	c. Disagree (2)	9	18	18%
	d. Strongly Disagree	-	-	-
Total		50	148	100%
Average	2.96 (Agree)			

Table 4.23 shows that the information almost all of the students 68 percent (34/50) realized that by joining English extra class it will help them in applying any university to continue their study. They thought about their future education, even they were still in the second grade. This means that they worried about their future life, to reach a better one they have to study hard, especially English lessons. Although, there was 18 percent (9/50) disagreed with that statement. They did not care about their future education and they were thought that English extra class did not give an effect on learning English. This can be effect by the intrinsic factor which they dislike the English lesson. Therefore, they were not serious in learning at the extra class and they felt the extra class none help them in improving English skills to continue their education in any university.

Table 4.24 *I expect English extra class can support my future career*

NO	Response	Frequency	Amount	Percentage
24	a. Strongly Agree (4)	11	44	22%
	b. Agree (3)	27	81	54%
	c. Disagree (2)	12	24	24%
	d. Strongly Disagree	-	-	-
Total		50	149	100%
Average	2.98 (Agree)			

Table 4.24 shows that the majority of students (2.98) agreed with the statement above. This can be explained as the students felt that they need to explore English lessons more to support their future careers. Even though it can be seen that there were some of the students 24 percent (12/50) disagreed with that statement, maybe they thought that English did not influence their career. Besides, this may because they found another way to get support for their career. But, So far almost all of the students agree. It includes intrinsic factors.

Table 4.25 *I could do all my assignments given by the teacher*

NO	Response	Frequency	Amount	Percentage
25	a. Strongly Agree (4)	38	152	76%
	b. Agree (3)	12	36	24%
	c. Disagree (2)	-	-	-
	d. Strongly Disagree	-	-	-
Total		50	188	100%
Average	3.76 (Strongly Agree)			

Table 4.25 indicated that almost all of the students strongly agreed (3.76) with the statement. They felt by joining the English extra class, it helped them in doing all the assignments given by the teacher. This may means their intrinsic motivation encourages them to learn English at the extra class. It helped them in improving their knowledge of English.

Table 4.26

After, I took the English extra class, my English language lesson improve to be better

NO	Response	Frequency	Amount	Percentage
26	a. Strongly Agree (4)	35	140	70%
	b. Agree (3)	8	24	16%
	c. Disagree (2)	7	14	14%
	d. Strongly Disagree	-	-	-
Total		50	178	100%
Average	3.56 (Strongly Agree)			

Table 4.26 shows that almost all the students 70 percent (35/50) strongly agreed that their English skill is improved while they followed the English extra class. It can be an effect of the way the teacher taught them in the extra class and the temperature that makes the students enjoyed the learning in the extra class. Even, there were some of the students 14 percent (7/50) disagree with the statement. But the average showed that almost all of them strongly agree with the statement.

Table 4.27 *I became better in English language lesson after taking English extra class.*

NO	Response	Frequency	Amount	Percentage
27	a. Strongly Agree (4)	38	152	76%
	b. Agree (3)	10	30	20%
	c. Disagree (2)	2	4	4%
	d. Strongly Disagree	-	-	-
Total		50	186	100%
Average	3.72 (Strongly Agree)			

Table 4.27 indicates the information that almost all of the students 76 percent (38/50) strongly agreed that they felt better in English lessons after taking English extra class. This is because the students can explore more about English in the extra class. Also, besides the teacher's method in teaching is very interesting that affected students to learn English at the extra class. This may be caused by two factors affect them that is intrinsic and extrinsic factors. Even though, 2 students who disagreed with the statement. But the average showed that almost all of the students strongly agree with the statement on the table.

Table 4. 28 *I will continue to participating the English extra class that held by school*

NO	Response	Frequency	Amount	Percentage
28	a. Strongly Agree (4)	8	32	16%
	b. Agree (3)	37	111	74%
	c. Disagree (2)	5	10	10%
	d. Strongly Disagree	-	-	-
Total		50	153	100%
Average	3.06 (Strongly Agree)			

Table 4.28 the average shows that the information about the statement above is they strongly agreed (3.06) that they realized that English extra class affected them to learn English more interesting. They will continue to study at the extra class because they felt that they improved in English skills after joining the extra class. This may mean that they realize that the program gave them a benefit in learning, especially learning English.

Table 4.29

After attending English extra class, I got a lot of strategies how to learn English well

NO	Response	Frequency	Amount	Percentage
29	a. Strongly Agree (4)	32	128	64%
	b. Agree (3)	12	36	24%
	c. Disagree (2)	6	12	12%
	d. Strongly Disagree	-	-	-
Total		50	176	100%
Average	3.52 (Strongly Agree)			

Table 4.29 above shows that (3.52) the majority of the students strongly agreed that there is a lot of material provided at the English extra class which increased their enthusiasm for learning English. The teacher gave an appropriate strategy of how to learn English well and to prevent boredom until it looks easier. Even, there were some of the students 12 percent (6/50) disagree with that statement, it may be because they did not love to learn English or they did not like the way the teacher taught them. So far, English extra class gave them a lot of benefits on how to learn English more.

Table 4. 30 *I hope by attending English extra class I can communicate with foreigner*

NO	Response	Frequency	Amount	Percentage
30	a. Strongly Agree (4)	15	60	30%
	b. Agree (3)	27	81	54%
	c. Disagree (2)	8	16	16%
	d. Strongly Disagree	-	-	-
Total		50	157	100%
Average	3.14 (Strongly Agree)			

Table 4.30 shows that almost all of the students (3.14) strongly agreed about the statement above. Since they followed the English extra class they felt more confident to speak in the English language. They could try to communicate with the foreigner. Therefore, English extra class gave them a good effect on improving English skills.

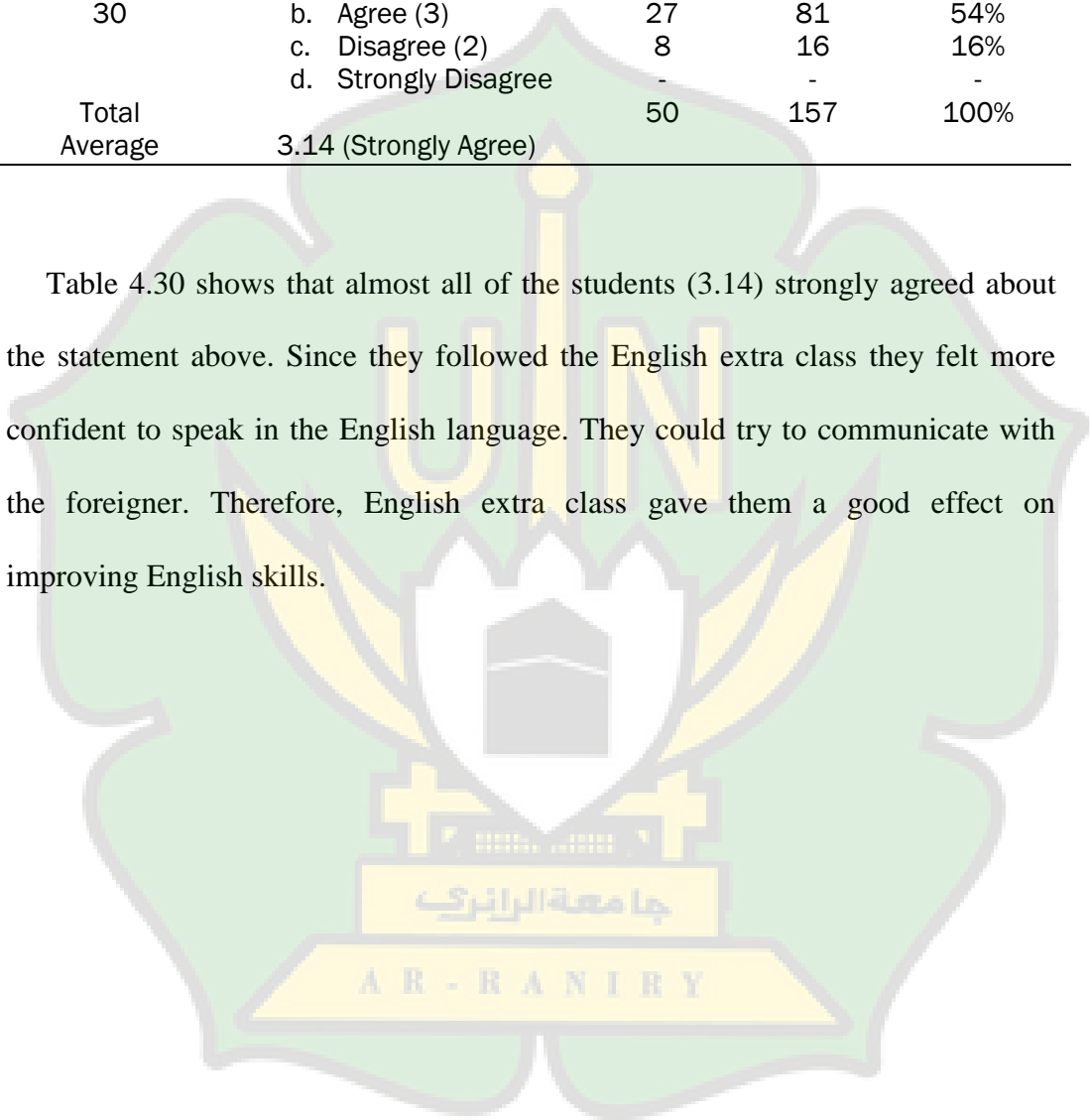


Table 4.31 *The result of students average responses*

No	Statement	Answer choice				Number of Respondents
		SA	A	D	SD	
		(4)	(3)	(2)	(1)	
1.	I love English language lesson, so I am interested in taking English extra class.	√				
2.	I realized English language lesson is really needed in life	√				
3.	English extra class is the solution to support student continue study abroad	√				
4.	My motivation to attend English extra class is to prepare for National Examination (UN).	√				
5.	My motivation to attend English extra class to support my future career.	√				
6.	English extra class helps me do my assignments in English learning lesson.		√			
7.	I got a good score during attending the English extra class activities.		√			
8.	I like to attend English extra class because it has a lot of strategies to solve my difficulties in English language lesson		√			

9. English extra class motivated me to learning English more ✓
10. I could easily answer the question given by the teacher in the school after attending the English extra class. ✓
11. The way in delivering material in English extra class is easy to understand ✓
12. My English language lesson has improved during participating English extra class. ✓
13. The material provided at the English extra class is supporting the material taught in school hours ✓
14. Since, I joined the English extra class I got a good progress in English lesson. ✓
15. In English extra class I got many strategies to learn english easily. ✓
16. After, I attended English extra class at school, I can answer the question given by teacher easily. ✓
17. The result of my English language lessons improved during participating in English extra class at school. ✓
18. I like to participate in English extra class because the teaching method used by the ✓

teacher is easily to understand.

19. English extra class is the way to improve my English learning to support my future life ✓
20. I feel that I have to attend the English extra class held by the school to broaden my knowledge about English. ✓
21. My target is I can speak English fluently by participating English extra class. ✓
22. I expect by joining English extra class, I will pass the National Examination (UN). ✓
23. I could apply any university to continue my study abroad by participating English extra class. ✓
24. I expect English extra class can support my future career ✓
25. I could do all my assignments given by the teacher ✓
26. After, I taking English extra class, my English language lesson improve to be better. ✓
27. I became better in English language lesson after taking English extra class. ✓
28. I will continue to participating the English extra class ✓

that held by school.

29. After attended English extra class, I got a lot of strategies how to learn English well. ✓
30. I hope by attending English extra class I can communicate with foreigner. ✓

Amount	92	21	-	-	113
Percentage	77%	23%			100%
Average	The number of answer ÷ the number of statements = 113÷30 = 3.7 (Strongly Agree)				

According to the result of the average response of the students, it showed that 77 % of the students strongly agree that English extra effected them in learning English more and motivated them to join it. Also, 23% of students agree. It shows that they were motivated to join the English extra class. It included two factors which make them followed the English extra class. Both of them were intrinsic and extrinsic motivation. Besides, The result of the questionnaire was (3.7) strongly agree. It showed that the English extra class affected students in second grade at Senior High School 1 Seunagan, which improved the students in learning English skills. In summary, the program held by the school was successful to produce a good quality of the students who wanted to study has English more.

B. Discussion

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

1. Does English extra class affect students' motivation?
2. What factors motivate students in taking English extra class?

The researcher elaborated some brief explanation concerning the research data which had been obtained through the questionnaire. The first research questions was whether English extra class affects students' motivation. According to the result of questionnaires, So far the results show that English extra class has a good effect on increasing students' knowledge of learning English. It is proved by the result of students average responses to the questionnaire in table 4.31. The result showed that 77 % of the students strongly agree and 23% of students agree. they were motivated to join the English extra class. It includes two factors which make them followed the English extra class. Both of them were intrinsic and extrinsic motivation. as Reeve's (2014) perception is “ Extrinsic motivation occurs when students engage in activities for external reasons, such as praise, grades. Special privileges, and certificates or material rewards. Besides, Santrock (2011) said that, intrinsic motivation involves the internal motivation to do something for its own sake (see chapter II, p. 11).

The main purpose of the school held this program is to enhance students' quality of English skills. It is proved by the answer to the questionnaire in table 4.17 and table 4.20. the students feel lucky that they had the opportunity to join an

English extra class to get more knowledge about English. Besides, it is also their initiative to get good learning to reach high and good achievements at school. Based on mentioned in chapter II, Noels (2013) explained that motivation encourages to achieve the goal. While most of students agree that English extra class is the right place to improve their English skills to reach some goals. In the other hand, in the table 4.11 and 4.13 showed that the students agree that English extra class provided a good material that easy to understand and the teacher used an interesting ways in delivering the material based on the module (see chapter IV p. 35-37). In the chapter II of the previous study, the result of research by Abidin (2010) showed that, students' motivation in joining English extra class it depend on their attract that occur from students' personal reason themselves, teacher competence and teaching styles. While, English extra class provided a material that supported the material's taught in school hours (P.15).

Then, the expectation of English extra class also gave influence on students' motivation, such as they can speak English fluently by joining the English extra class, being able to pass the National Examination, could apply any university to continue their study , could do all the assignments given by the teacher, and they expect by learning English in the extra class could supported their future career, etc. As we can see the information in the questionnaire in table 4.21- 4.30 (p. 45-54). Most of student strongly agreed that some statements related on what they get and expected after joining the English extra class.

The result of the questionnaire to the second research question showed that the students' motivation in learning English at the extra class was caused by both

intrinsic and extrinsic because the factors not only came from themselves but also include their social environment or nonsocial environment. As we can see the intrinsic factor's, it showed in the table 4.18 that almost of students strongly agree, they loved to participate in English extra class because of the method used by the teacher is easily to understand. Tahar and Balban (2014) investigated they are two factors included the social environment, those are: the first one is a teacher who need's to find a creative way to deliver material in teaching to make students' motivate in learning. The second one is the society which is very influential toward students' motivation to learn. they live in village that still primitive, which most people work as farmer, they will not study well. Gagne (2008) in the chapter II said, non-social environment also has an important factor that influence students' motivation. It included the time for studying and the facilities to make students' more interested in learning. Besides, some of the students learning English because of their initiative to reach the goals and they love to learn it. Moreover, they also like the English language because they want to communicate with foreigners and travel around the world. two factors that make this program succeed. It could be intrinsic or extrinsic factors that make the students' motivated in learning English in the extra class. In the English extra class that they got clearer answers about their question than at school time were also the reason why they more enjoy learning at extra class than school (see chapter IV).

In summary, dominantly most of the students were in instrumental motivation because they learn English for the sake of learning English that is related to their

needs in the future such as their study, career or their achievements in passing the course of their study at school. And some of the students were also in integrative to learn English because they want to communicate in English fluently or to communicate with a foreigner. So far the English extra class gave a good effect and increased students' motivation in the second grade at senior high school 1 Seunagan.



CHAPTER 5

CONCLUSION AND SUGGESTION

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

A. Conclusion

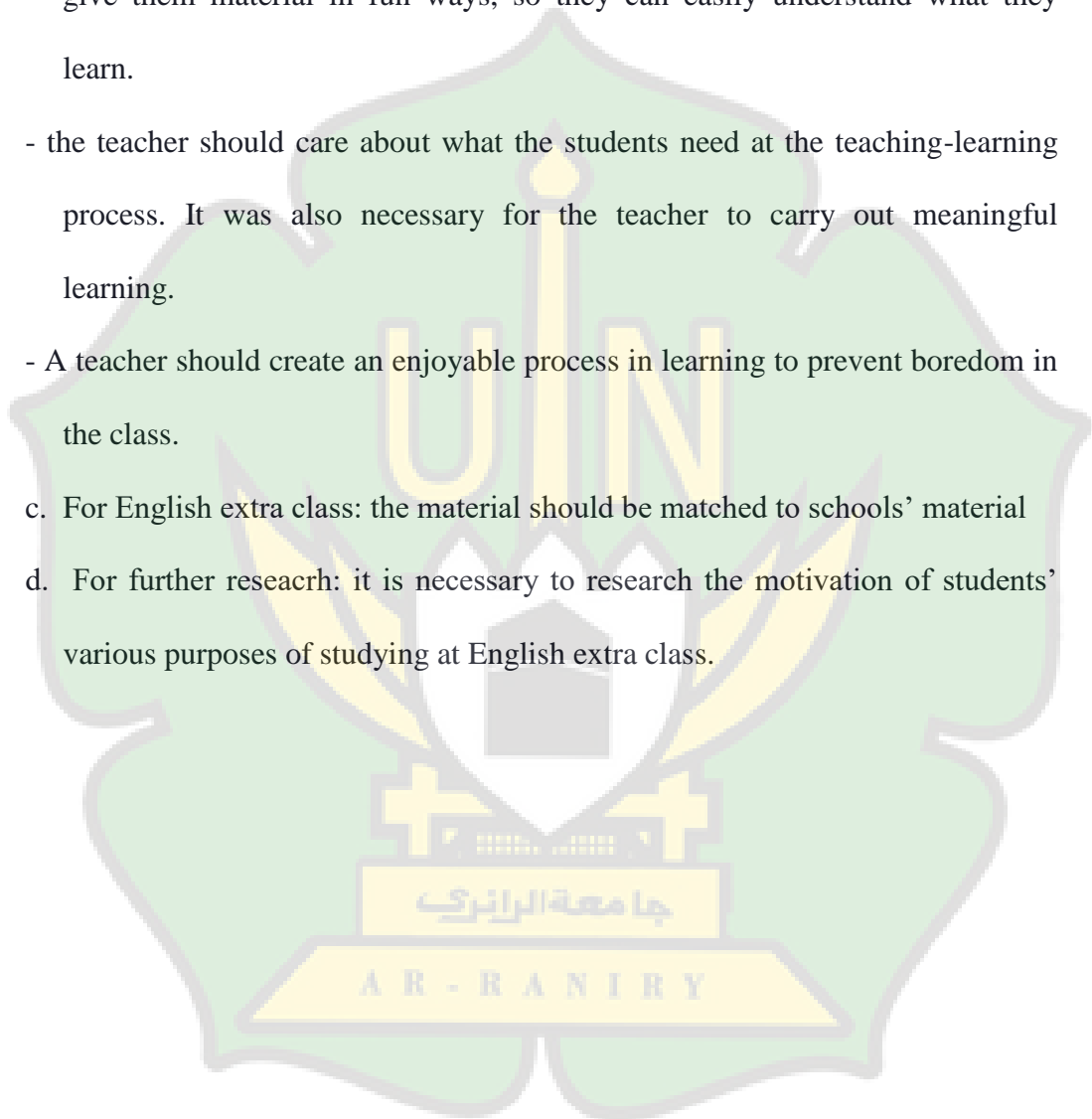
Based on the research findings and data analysis in the previous chapter, it can be concluded that the students were mostly intrinsically motivated to learn English at the English extra class. They were both instrumental and integrative. The student who was integratively motivated, they want to learn the language was to know how the people communicate fluently in the English language. It included their need to learn, and socialize with the people who use the same language in that community. Then, instrumental motivation showed that learning English in extra class increases learners' careers or business opportunities, and give them more prestige and power to pass a course of their study in school. Both kinds of motivations is to fulfill their needs for learning English as a foreign language.

B. Suggestion

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

- a. For school: the school curriculum and learning facilities should be designed by relying on students' needs to learn English.
- b. For English teachers:

- It is necessary for English teachers must develop learning materials learning process based on students' needs and motivation
 - Teachers should motivate students during the teaching-learning process and give them material in fun ways, so they can easily understand what they learn.
 - the teacher should care about what the students need at the teaching-learning process. It was also necessary for the teacher to carry out meaningful learning.
 - A teacher should create an enjoyable process in learning to prevent boredom in the class.
- c. For English extra class: the material should be matched to schools' material
- d. For further reseacrh: it is necessary to research the motivation of students' various purposes of studying at English extra class.



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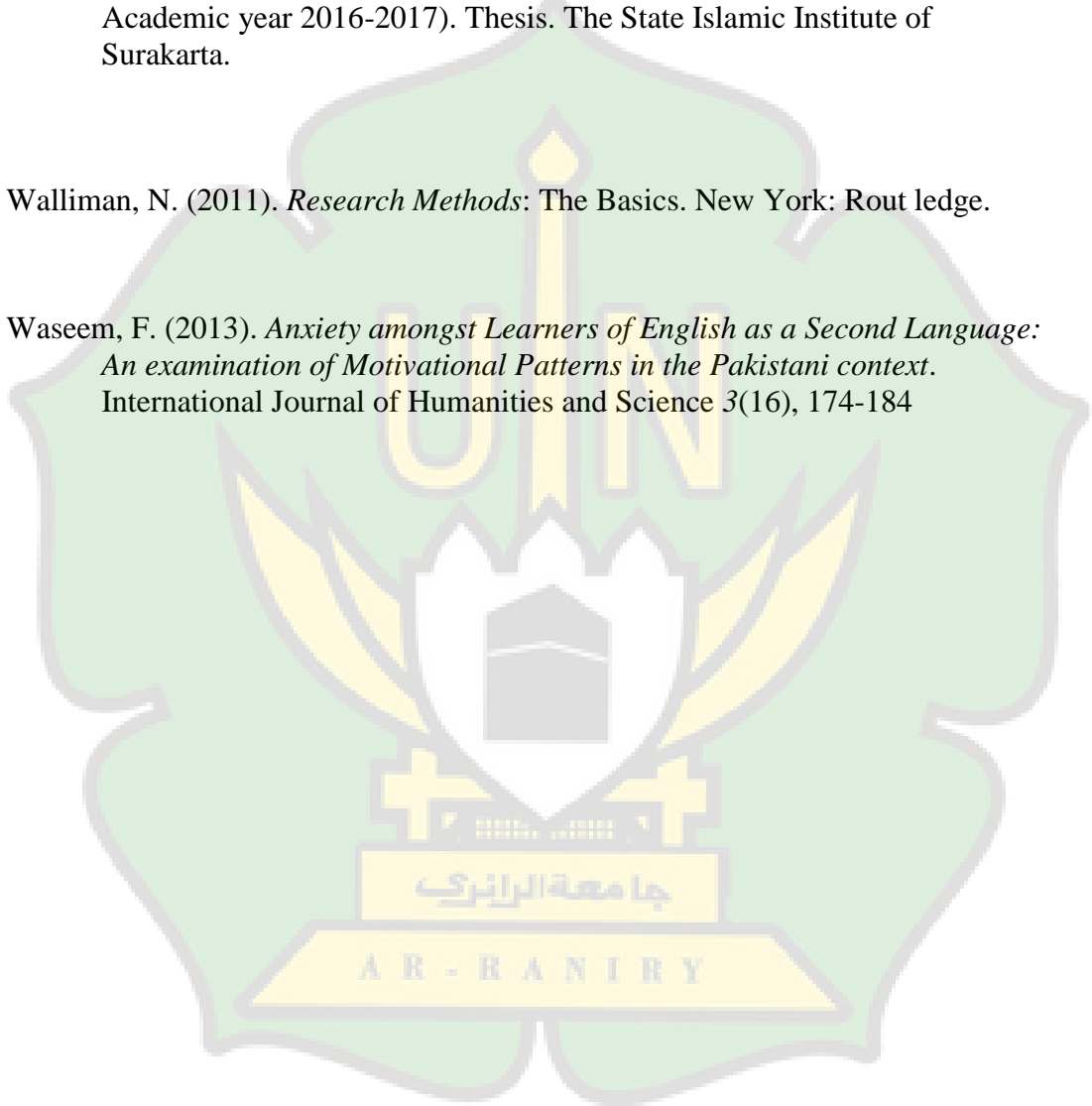
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH 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-6686/UN.08/FTK/KP.07.6/06/2018 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.
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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;
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- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018

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|--------------------------|----------------------------|
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| 2. Drs. Amiruddin, M. Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|---|
| Nama | : Liza Malvina Ubat |
| NIM | : 150203054 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : The Effect of English Extra Class on Students' Motivation |
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebaskan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
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Ditetapkan di: Banda Aceh
Pada Tanggal: 17 September 2019
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Dekan


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12 Juni 2019

Kepada Yth.

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N a m a : Liza Malvina Ubat
N I M : 150 203 054
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
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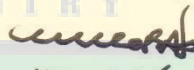
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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effect of English Extra Class on Students' Motivation

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



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Telepon (0651) 22620, Faks (0651) 32386

Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

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Nama : Liza Malvina Ubat
NIM : 150 203 054
Program Studi : Pendidikan Bahasa Inggris
Judul : "EFFECT OF ENGLISH EXTRA CLASS ON STUDENTS' MOTIVATION"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswi yang bersangkutan dan Kepala Sekolah;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

a.n KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK



ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I

NIP. 19700210 199801 1 001



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 SEUNAGAN**

Jl. Teuku Ben No. 1 Jeuram - Nagan Raya Telp. (0655) 41003 Kode Pos. 23671
Website : sman1seunagan.sch.id. Email : sman1naganraya67@gmail.com

SURAT KETERANGAN

No : 421.3/105/2019

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Seunagan, dengan ini menerangkan bahwa :

Nama : LIZA MALVINA UBAT
NIM : 150203054
Fakultas : Tarbiyah
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : "THE EFFECT OF ENGLISH EXTRA CLASS ON
STUDENT'S MOTIVATION"

Yang tersebut namanya diatas telah selesai melaksanakan pengumpulan data untuk melengkapi data skripsinya di Sekolah Menengah Atas (SMA) Negeri 1 Seunagan pada tanggal 18 Juni 2019.

Demikian Surat Keterangan ini dikeluarkan untuk dapat digunakan seperlunya, terima kasih.



Muhammad Tahir, S.Pd
Nip. 196312081989011003

APPENDIX E

DOCUMENTATION OF RESERACH



Figure 1.



Figure 2.



Figure 3.



Figure 4.



Figure 5.



Figure 6.

QUESTIONNAIRE



**FACULTY OF TARBIYAH AND TEACHER
TRAINING**
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH

This questionnaire contains statements about your perception and expectation toward the English extra class. You will be asked to express your agreement on each statement. There are no “rights” or “wrong” answers. Your opinion is what is wanted. Think about how well each statement describes your perception about the implementation of English extra class.

Give a check (✓) to the answer

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

Be sure to give an answer for all questions. If you change your mind about an answer, just cross it out and choose another. Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all statements.

Name :

Phone Number:

Class :

Gender : Male/Female

No	Statements	SD	D	A	SA
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1	<i>I love English language lesson, so I am interested in taking English extra class.</i>				
2	<i>I realized English language lesson is really needed in life.</i>				
3	English extra class is the solution to support students continue study abroad.				
4	My motivation to attend English extra class is to prepare for National Examinaton (UN).				
5	My motivation to attend English extra class to support my future career.				
6	<i>English extra class helps me do my assignment in English learning lesson.</i>				
7	<i>I got a good score during atteding the English extra class activities.</i>				
8	<i>I like to attend English extra class because it has a lot of strategies to solve my difficulties in English language lesson.</i>				
9.	<i>English extra class motivated me to learn English more</i>				
10.	<i>I could easily answer the question given by the teacher in the school after attending the English extra class.</i>				
11.	The way in delivering material in English extra class is easy to understand.				
12.	My English language lesson has increased during participating English Extra Class.				
13.	The material provided at the English Extra class is supporting the material taught in school hours.				
14	Since, I joined the English Extra class I got a good progress in English language lesson.				
15.	In English extra class i got many strategies to				

	learn English easily.				
16.	After, I attended English extra class at school, I can answer the questions given by teacher easily.				
17.	The result of my English language lessons improved during participating in English extra class at school.				
18.	I like to participate in English extra class because the teaching method used by the teacher is easily to understand.				
19.	English extra class is the way to improve my english learning to support my future life.				
20.	I feel that I have to attend the English extra class held by the school to broaden my knowledge about English.				
21.	My target is I can speak English fluently by participating English extra class.				
22.	I expect by joining English extra class, I will pass the National examintion (UN)				
23.	I could apply any university to continue my study abroad by participating English extra class.				
24.	I expect English extra class can support my future career.				
25.	<i>I could do all my assigments given by teacher.</i>				
26.	After, I taking english extra class, my English languge lesson improve to be better.				
27.	<i>I became better in English languge lesson after taking English extra class.</i>				
28.	<i>I will continue to participating English extra class that</i>				

	<i>held by school.</i>				
29.	<i>After attending English extra class, I got a lot of strategies how to learn English well.</i>				
30.	<i>I hope by attendant English extra class I can communicate with foreigner.</i>				



AUTOBIOGRAPHY

Personal Identity

Name : Liza Malvina Ubat
Place and Date of Birth : Sumber Daya, March 8th 1997
Sex : Female
Religion : Islam
Nationality : Indonesian, Acehnese
Marital Status : Single
Occupation : Student
Address : Lr. Rambutan III, Lamgugob, Syiah Kuala, Banda Aceh
Email : lizamalvina88@gmail.com

Parent

Father's Name : Anwar Ubat
Occupation : PNS (Teacher)
Mother's Name : Savi Manidar
Occupation : Housewife
Address : Ds. Alue Bata, Kec. Tadu Raya, Kab. Nagan Raya

Educational Background

Primary School : SDN 2 Simpang Peut, Nagan Raya (2003-2009)
Junior High School : MTsS Nurul Falah, Aceh Barat (2009-2012)
Senior High School : MAN 1 Aceh Barat, Meulaboh (2012-2015)
University : Universitas Islam Negeri Ar-Raniry, Banda Aceh (2015-2019)

Banda Aceh, December 16th 2019

Liza Malvina Ubat