

STUDENTS' MOTIVATION IN JOINING ENGLISH EXTRA CLASS

THESIS

Submitted by

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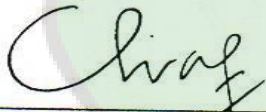
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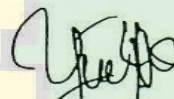
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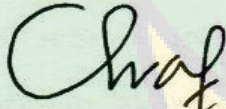
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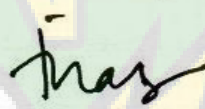
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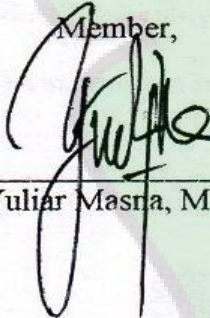
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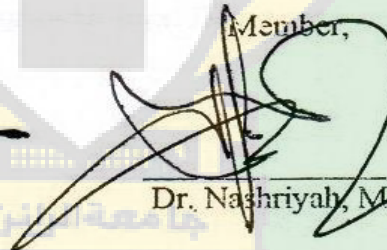
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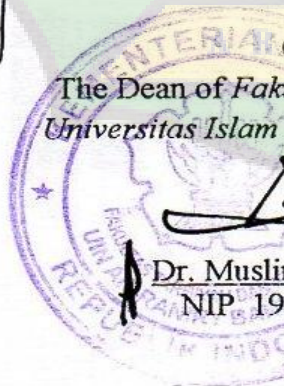
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DECLARATION OF ORIGINALITY

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Students' Motivation In Joining English Extra Class

(A Study at Senior High School SMAN 1 Kuta Cane South East Aceh)

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

Banda Aceh, 9 Desember 2019

Saya yang membuat surat pernyataan,



Fereni Nuris Salami

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Banda Aceh, December, 16st 2019

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ABSTRACT

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Thesis working title : The Effect of English Extra Class on Female and Male Students' Motivation.
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Keywords : English extra class, female and male students, motivation

This research investigates the effect of English extra class on female and male students' motivation. It aims (1) to find out the effects of English extra class on female and male students' motivation; and (2) to investigate the different effect on female and male students' motivation. The research was conducted at SMAN 1 Kutacane. It employed a quantitative descriptive research in which the data were quantitatively collected through questionnaire method. The population of this research was the second grade students of SMAN 1 Kutacane that included students of XI IPA Inti 1 as the sample. The research found that: (1) English extra class program gave some effectiveness and benefits for female and male students' motivation; they were more confident in speaking English, they enjoyed doing exercises given by teachers and enthusiasm in learning English increased after attending the English extra class, (2) English extra class gave different effect on female and male students' motivation. Female students show higher motivation in learning English comparing to male students after attending English extra class. It can be proven that from t-test calculation, the significant value $(0.000) < (0.5)$ which means that H_a (it is not only effective to motivate students in the second grade IPA Inti 1 of SMA N 1 Kutacane but there is also significant difference motivation between female and male students) was accepted. Thus, the English extra class has an effect on female and male students' motivation.

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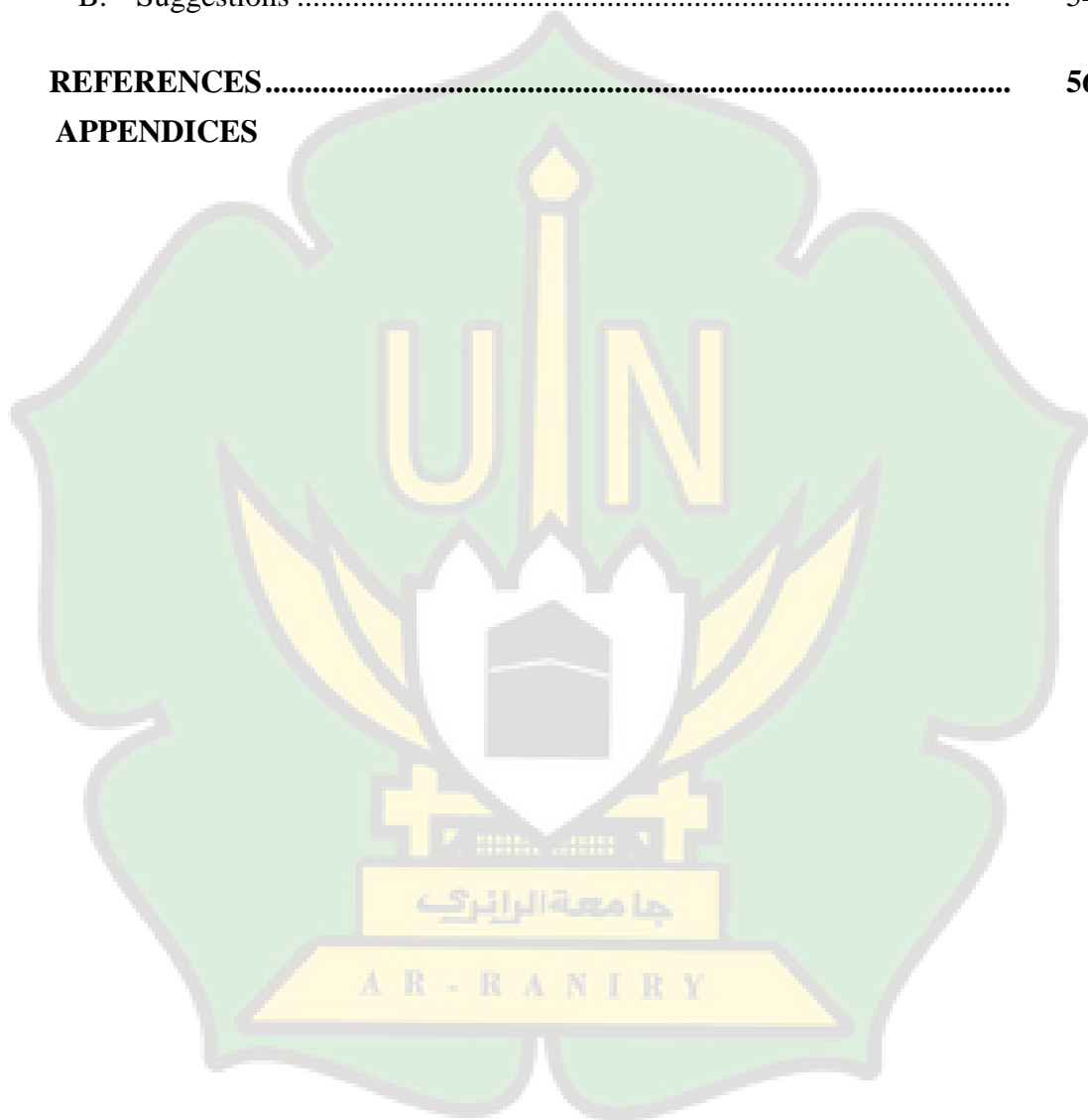
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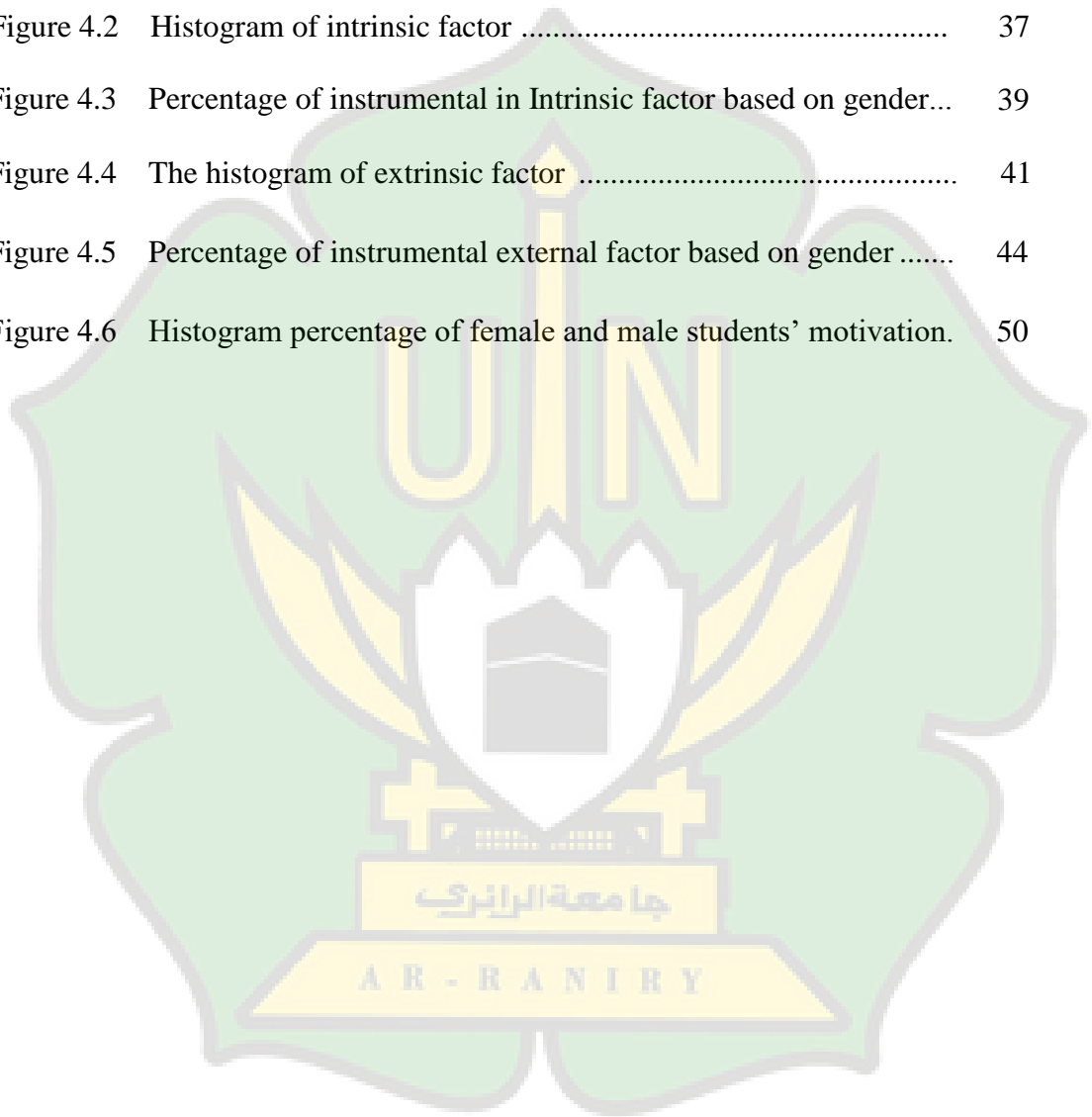
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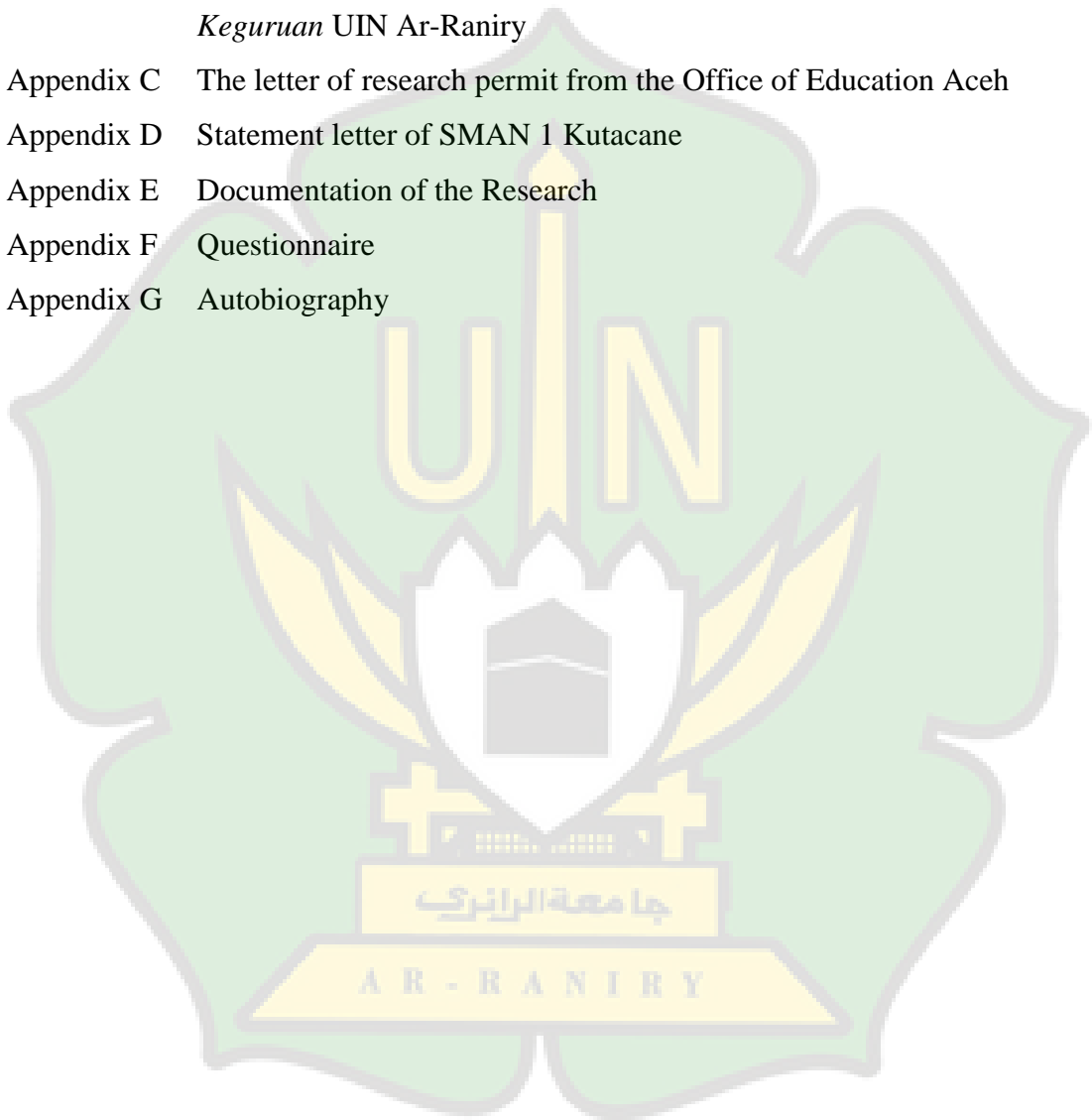
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CHAPTER I

INTRODUCTION

A. Background of Study

Education is one of the ways to measure the quality of human resources in a country. High or low quality of human resources in a country is a fundamental issue discussed in education. The best way to get qualified human resources is through a gradual and sustainable approach namely educational system that is good in its quality both in formal and non formal, started from basic to higher education.

Educational will change the behavior of human beings in order to be able to live independently and creative. With education is expected to produce qualified human and responsible and able to meet the progress of the nation in the future. Education is also working to develop the ability and formed the characters and civilizations' nations of dignity in accordance with the laws of the national education system.

Nowadays, we are faced with a condition where the test becomes a scary thing for the students at the school. One of the subjects considered difficult for students, is English lessons because this lesson requires a special understanding. Therefore, it is not surprisingly if there were students who cried, even fainted when they finished the exam because it was difficult to do the exam questions that exist. They are afraid of getting bad grades, or not even going upstairs or not graduating.

In response to this problem, some schools have English extra class that is functionalized to mitigate the risks described above. The school hopes that with the extra class the students will be better prepared for learning activities, and can make them ready to take the exam, both the school examination and the government examination. In SMA N 1 Kuta Cane is one of the schools that organize English Extra Class. The English Extra Class held included in the school policy program allocation time of 1-hour/ subjects.

Besides, English teachers not only have to be able to create an affective learning in classroom but also have to perceive the other factors that affect the students learning motivations such as students' motivation, learning style, environment, ect. One of the important factors that become an interest is the gender differences. Students' Interest is the most important element in a learning process in the school, as well as in English subjects. SMA N 1 Kuta Cane is one of the schools whose interests of male students and female students are different. According to Fujimura and Fanselow (1995), the Japanese context shows gender differences in high school students' academic choices.

Grebb (1999, as cited in Tatarintsteva, 2002) explained Gender is one of the factors of student motivation in learning. Men and women have different abilities. As mentioned in the study of the tendency of learning abilities male and female students learn differently from one another. Men tend to be more kinesthetic, tactual, and visual, and they need more mobility in a more informal environment than women. Men are more inappropriate and more motivated than women. Men tend to learn less by listening. According to Marcus (1999) Women,

more than men, tend to be hearing, hearing-oriented, require significantly quieter learning, they are more self-motivated and Authoritative, and more appropriate than men (Pizzo, 2000)

To improve students' understanding of English lessons in English extra class role class is very helpful especially to motivate students to be interested and have interest in English subjects. Besides, English extra class can give effect motivation to students, the role of a teacher here is also important in paying attention to the students more thoroughly whether it is female or male at the time of learning process take place.

Based on the facts and the problems founds in the background that occurred in SMA N 1 Kuta Cane, researchers interested in conducting research focused on female and male students' motivation as an effect of English extra class.

B. Research Question

1. What are the students' motivations in joining of English extra class?
2. Are there any differences gender female and male students' motivation?

C. Objective of Study

Based on the background and the above problem formulation, the purpose of this research is as follows:

1. To find out the students' motivations in joining English extra class
2. To investigate the different gender female and male students' motivation.

D. Significance of Study

The results of this study are expected to be useful theoretically and practically as follows:

a. Teacher

The results of this study are expected to be utilized as a consideration of teacher in choosing English material. Furthermore, it can be reference for teacher to give variation in teaching learning process in English extra class and also be used to upgrade teachers 'creativity on developing teaching learning strategy.

b. Student

The researcher hopes this research can give useful knowledge and motivate the students to study English. As one kind of program, English extra class as study for foreign language will make students be easy to increase their interest in learning English theoretically, especially on developing their motivation and skills in English.

c. School

This research can be a starting point to develop the teaching method which apply in the school and can be as a consideration in increasing knowledge about the differences motivation of female and male students to support learning activities. Furthermore, the study will be beneficial for school in improving the quality of schools.

d. English Education Students

The result of the research is expected to be used as consideration of the students, especially the students of English Education, to better prepare themselves in the practice of teaching in the field or before going into the field (microteaching) after knowing the differences of motivation on female and male students.

E. Scope of study

From the problem identified above, the researcher limits the research problem to the effect problem and the difference of learning interest of male and female students to the learning of English extra class in SMA N 1 Kuta Cane.

F. Hypothesis

The hypothesis is one of fundamental tools for research in any kind of investigation and a tentative solution of a problem. An assumption is the assumed solution of a major problem. It may or not be true.

In this case, the hypothesis is:

H_a : English extra class not only motivate students in the second grade IPA Inti 1 of SMA N 1 Kutacane but also there was significant difference motivation between female and male students.

H_0 : English extra class did not motivate students in the second grade IPA Inti 1 of

SMA N 1 Kutacane and also there was no significant difference motivation between female and male student.

Regarding to her assumption, the writer needs to collect some data to be analyzed in this research. Then to find out the result of this study, consequently a hypothesis can be proven completely.

G. Research Terminology

a. Motivation

According to Sardiman (2007), motivation can be interpreted as an effort to encourage someone to do something. Motivation is often thought of as being one, static characteristic of a person, or that there is a single “level” of motivation that someone has. Motivation can be said as the influence of need and desire on the intensity and direction of female or male who moves the personal to achieve the goal of a certain level especially learn in English extra class.

b. English extra class

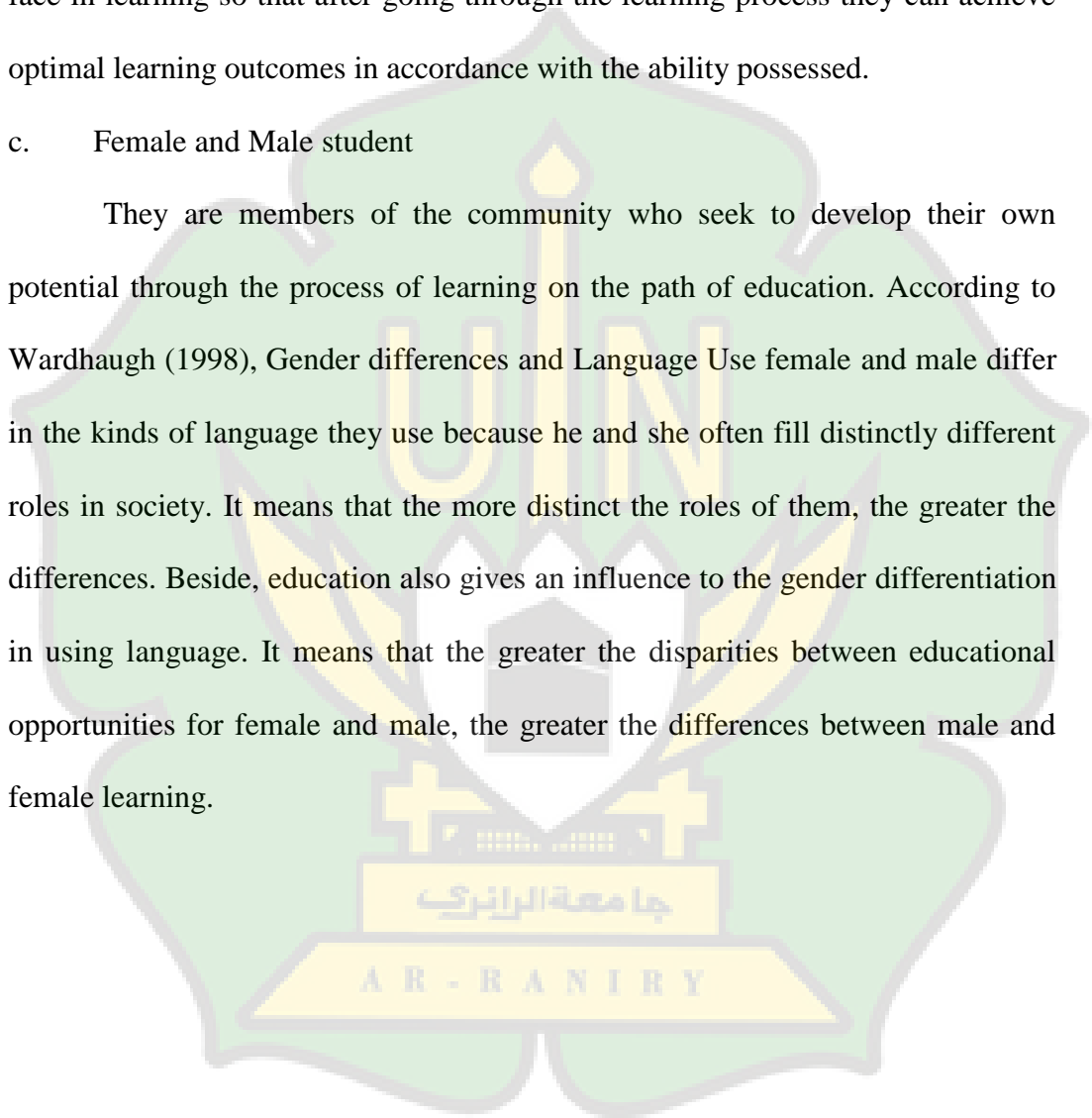
A program implemented as extra class at a school to support the student achievement in learning. Given the importance of this learning motivation in teaching and learning activities, it should be various parties related to the field of education to pay the best attention in helping students from hard learning in school.

The presence of extra-school learning guidance (Extra class) is very important in order to help students to be able to make academic adjustments, social, and psychological demands in accordance with their potential. Extra-class

service will run integrated with the learning program at school. Therefore, extra class activities are closely related to the task and role of teachers. According to Astamie (2015), by taking extra classes students can overcome the problems they face in learning so that after going through the learning process they can achieve optimal learning outcomes in accordance with the ability possessed.

c. Female and Male student

They are members of the community who seek to develop their own potential through the process of learning on the path of education. According to Wardhaugh (1998), Gender differences and Language Use female and male differ in the kinds of language they use because he and she often fill distinctly different roles in society. It means that the more distinct the roles of them, the greater the differences. Beside, education also gives an influence to the gender differentiation in using language. It means that the greater the disparities between educational opportunities for female and male, the greater the differences between male and female learning.



CHAPTER II

LITERATURE REVIEW

This chapter, explains several things related to the theories and idea of the research. Which consists of four sub chapters: 1) Motivation, 2) Gender, 3) Extra class and 4) Relevant studies.

A. Motivation

a. Definition of Motivation

Motivation is one of the factors that help determine effectiveness in learning. A learner will learn well if there is a motivating factor that is learning motivation. Learners will learn earnestly if they have high learning motivation. According to Slameto (2010), motivation is a process that determining the level of activity, intensity, consistency, and general direction of human behavior. According to Walgito (2003), motivation is a condition in an individual or organism driving behavior toward a goal. There are wants, hopes, needs, goals, objectives, and incentives. In motivation it can active, move, distribute, and direct the attitudes and behavior of students.

According to A.M. Sardiman (2007), motivation is a kind of power action that has become active. It also becomes active at certain times, especially when the needs are felt or urgent. Motivation can be said to be the overall driving force in students that gives rise to learning activities, which ensures continuity of learning activities and gives direction to learning activities, so that the desired

goals of the learning subject can be achieved. Therefore, motivation is a conscious effort or power to encourage individual desires in doing something for the achievement of certain goals. Motivation is a driving force from within students that lead to learning activities, which ensures the continuity of learning activities and gives direction to learning activities, so that the desired goals of students are achieved.

According to Donald (n.d, as cited in Hamalik, 2005), motivation is a change in energy in a person characterized by the emergence of feelings and reactions to achieve goals. With this understanding, it can be said that motivation is something complex. Motivation will cause a change in energy that exists in man, so that will be a psychiatric symptoms, feelings and emotions, to then act or do something. According to Morgan, saying that learning is any relatively settled change in behavior that occurs as a result of practice or experience (Wisnubrata, 1983).

Motivation can be said as the influence of need and desire on the intensity and direction of someone who moves the person to achieve the goal of a certain level. According to Purwanto (2007), the definition of motivation is a conscious effort to influence one's behavior so that someone is able to do something to achieve the results and goals. Meanwhile, W.S.Winkel (2004) said that motivation is a stimulus that found in a person to carry out activities to achieve the goals.

In the learning process, motivation is very necessary because it decisive the process of teaching and learning activities. According to Hamalik (2005), motivation determines the level of success or failure of student learning. Learning

without motivation will be very difficult to be held. Someone who has no motivation in learning will not be able to do learning activity. This is a sign that something that will be done is not related to their needs. Everything that attracting other people's interests may not necessarily attract other interests during something is not related to their need.

Many experts have put forward the notion of motivation from various perspectives of their respective. From the various opinions that have the same core, motivation is a stimulation that converts energy in a person into the real form activities to achieve the goals. According to the meanings above, it can be concluded that the notion of motivation is the impetus that exists within and outside the individual by doing something to achieve goals.

b. The Purpose of Motivation

According to Hamalik (2005, p. 175), "the purpose of motivation is something that is to be achieved by an action that if achieved will satisfy the individual". Besides Purwanto (2007, p. 73) added, "the purpose of motivation is to move or arouse someone so that it arises from the will and willingness to achieve certain goals."

Based on the description above it can be concluded that the more clearly the goals expected or achieved, also clearer how motivating actions are carried out. Motivating action will be more successful if the goal is clear and based on the motivated and in accordance with the needs of motivated people. Therefore, everyone who will provide motivation must know and understand really behind the life, the needs and personality of people who will be motivated.

c. The Function of Motivation

According to Hamlik (2005), there are three motivational functions, those are:

1. Encourage behavior or actions. Without motivation, learning process will not be conducted such as Learning.
2. As a guide it means directing actions achieving the desired goal.
3. As an activator, the size of motivation will be large determine slow work quickly.

Meanwhile, Sardiman (2007) stated that functions of motivation are:

1. Encourage people to act, so as a driver or a motor that releases energy.
2. Determine the direction of action, which is towards the intended destination achieved.
3. Selecting deeds, namely determining what actions to do that are harmonious to use achieving goals.

Based on the description above, motivation is very big role in encouraging behavior and influence and change behavior. In addition, there is another function of learning motivation according to Purwanto (2007), which is to move, direct, and sustain human behavior.

d. Various of Motivations

According to Prayitno (1989) there are two kinds of learning motivation, namely (1) Intrinsic motivation, and (2) Extrinsic motivation:

1) Intrinsic motivation

Thornburgh (n.d, as cited in Prayitno, 1989), intrinsic motivation is the desire to act because there are motivating factors from within (internal) individuals. Individuals who are driven by intrinsic motivation will feel satisfied when they achieve the desired results. According to Gunarsa (2008), intrinsic motivation is encouragement or will strong that comes from within a person. Stronger the intrinsic motivation possessed by someone, the greater chances are he shows strong behavior for achieving goals.

According to Sardiman (2007), intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside because in each individual there is an urge to do something, that students who has definite intrinsic motivation will be diligent in learning, because it does not require encouragement from outside. Students learn because they want to achieve goals to gain knowledge, values and skills.

In the learning process, students who have intellectual motivation can be seen from their learning. Learning activities begin and continue based on an impulse that is in itself and will be related to learning. A student feels a need and has the desire to learn so that he can achieve learning goals, not because he only wants a compliment or reward.

2) **Extrinsic Motivation**

According to Gunarsa (2008), extrinsic motivation is everything that is obtained through self observation, or through suggestions, suggestions or encouragement from others. These motives are active and functioning because there is an external stimulator. Motivation is said to be extrinsic when learners place their learning objectives outside of the learning situation factors. Various ways can be done so that students are motivated to learn.

Extrinsic motivation when viewed in terms of its purpose does not directly depend on the essence that is done. It can also be said as a form of motivation in learning activities that starts and continues based on external encouragement.

While the motivation for extrinsic in learning, according to Prayitno (1989. p. 13), "motivation of extrinsic learning is the motivation of its existence because of the influence of external stimuli." So the purpose of someone doing learning activities is to achieve goals that lie outside of learning activities. There are also some extrinsic drives that teachers use to stimulate students' interest in learning, such as giving rewards and reproach, competition or competition, prizes and punishments, and notices about student learning progress.

In accordance with the above statement, the motivation of learning that exists in a person is divided into two namely intrinsic motivation (in individuals) and extrinsic motivation (outside the individual).

e. Motivation in learning

According to Sugihartono (2007), learning is a process of behavior change as a result of the interaction of individuals with their environment in meeting their needs. Meanwhile, according to Dalyono (2009), learning can be defined, a business or activity that aims to make changes in a person, including changes in behavior, attitudes, habits, science, skills and so on.

According to Winkel (2004), learning is a mental or psychological activity that takes place in active interactions with the environment, which results in a number of changes in understanding knowledge, skills and value-attitudes. These changes are relatively constant and trace. Meanwhile, Uno (2010) said that learning is a change in behavior that is relatively permanent and potentially occurs as a result of practice or reinforced practice based on the goal to achieve certain goals.

Based on some of the meanings mentioned above, it can be concluded that what is meant by learning is a continuous business process in active interaction with the environment carried out by individuals to obtain changes in behavior as a whole, in the form of knowledge, skills, personality, and attitudes gained from experience and practice.

According to Uno (2010), there are several indicators of learning motivation that can be classified as follows: first, there is curiosity and a strong desire to succeed; second, there is encouragement and learning needs; third, there are hopes and dreams for the future; fourth, there is appreciation in learning; fifth, there are interesting activities in learning; and finally, the

existence of a conducive learning environment, thus enabling a student to learn well.

Slameto (2010) stated that several factors that determine and influence learning outcomes are as follows:

a. Internal factor

1. Health

Physical and spiritual health is very influential on the ability to learn. If someone is not healthy, it can result in not being eager to learn. In order for a person to learn well, he must ensure that his body's health is guaranteed by always observing the provisions regarding work, study, rest, sleep, eat, and exercise.

2. Attention

Ahmadi (2011), attention is the activity of the soul which is directed towards an object, both within and outside himself. To be able to guarantee good results, then students must have attention to the material learned, if the subject matter is not a concern of students, then boredom arises, so that he no longer likes learning. So that students can learn well, try to study the material according to their hobbies or talents.

3. Interest

According to suryabrata (2002, p. 68), "a sense of preferability and a sense of interest in a thing or activity without anyone asking." Its means interest is a constant tendency to pay attention to and remember some activities. Activities that are interest will be noticed continuously

accompanied by pleasure. So different from attention, because attention is temporary (not for a long time) and not necessarily followed by feelings of pleasure, whereas interest is always followed by feelings of pleasure and from that satisfaction is obtained.

Holland (n.d, as cited in Djaali, 2007), interest is also the highest choice of heart for doing something. Slameto (2010), also argued that an interest can be expressed through a statement to shows that students prefer one thing to another, it can also manifested through participation in one activity. Students who are having an interest in a particular subject tend to give greater attention to the subject.

4. Talent

Talent or aptitude according to Hilgard (2003, p. 57), stated that: "the city to learn". In other words, talent is the ability to learn. The ability is only realized into tangible skills after learning or practicing. People who are gifted with typing, for example, will be able to type fluently faster compared to others who are less / not talented in their fields.

From the description above explained that talent influences learning. If the learning material is studied according to their talents, the learning outcomes will be better because they are happy to learn, surely they will be more active in learning.

b. External factor

1. The method of teaching

According to Sutikno (2014), the teaching method is a way / path that must be passed in teaching. Teachers' teaching methods that are not

good will affect student learning to be not good too. According to Komalasari (2010), poor teaching methods can occur, for example, because teachers lack preparation and are lacking in learning material. Teachers usually teach using the lecture method only. Students become bored, sleepy, passive and just take notes. Progressive teachers dare to try new methods, which can help improve teaching and learning activities, and increase student motivation for learning. So students can be enthusiastic in learning process.

2. Learning tools

According to Sudjana (1996), argued that props or learning tools are a tool to educate or teach so what is taught easily understood by students. It also closely related to student learning methods that are used to help smooth the learning process, because the learning tools used by teachers when teaching to clarify certain concepts, theories and ways of working. Complete and appropriate learning tools will facilitate the reception of learning materials provided to students. If students readily accept lessons and master them, their learning will become more active and advanced.

3. School time and environment

The role of schools is very important as a basis for the formation of quality human resources. Through school children learn to know and build their characteristics as provisions for the future. According to Berns (2004), argued that the school function as a socializing agent by providing

the intellectual and social experiences from which children develop the skill, knowledge, interest, and attitudes that characterize them as individuals and that shape their abilities to perform adult roles.

School time is the time of the teaching and learning process at school, it can be morning, or evening. School time also influences student learning. Slameto (2010), stated that if students are forced to go to school in the afternoon, according to him it cannot be accounted for unless there is an urgent matter such as class room limitations. Where students have to rest, but are forced to go to school to listen to the lesson while sleepy. Instead students learn in the morning, the mind is still fresh, physically in good condition. If students go to school when their body condition is tired and weak, for example during the day, they will experience difficulties in receiving lessons. The difficulty is caused by students having difficulty concentrating and thinking on the condition of the weak body earlier.

Based on explanation before, it can be concluded that motivation and learning are two things that influence each other. Learning is a change in behavior that is relatively permanent and potentially occurs as a result of reinforced practice based on the goal of achieving the goals. Regarding to Slameto (2010), Learning motivation can arise due to intrinsic factors, such as health, attention, interest and also talent. It's in the form of curiosity and desire to succeed and stimulus for learning needs, hopes for ideals. While the extrinsic factor that was mentioned before such as method of teaching, props, time and school environment. They are

the existence of appreciation, conducive of learning environment, and interesting learning activities. The nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general with several indicators or supporting elements.

B. Gender

a. Definition of Gender

According to Santrock (2008), gender is the socio-cultural and psychological dimension of the male and female. The term of gender is differentiated from the term sex. Sex is related to the biological dimension of male and female. In addition, Yuliningsih (2012), gender is all of things that are associated with sex of someone, including also roles, behaviors, preferences, and other attributes that describing masculine or femininity in the culture. Male are expected stronger, dominant, religiously, while female should have the nature of care, sensitive and expressive. Some behavioral scientists argued that male and female comparing two-dimensional personality stands alone. Male embraced greater self-assertion and their aggressiveness more expressing distress in directly or indirectly, more rugged indeed, language and feeling. Female express themselves more easily distressed and sympathetic, more ashamed of shame, more voters and culturally sensitive aesthetic appearance, in general more emotional, stronger hold moral, more weak in controlling emotions and weak in physical things.

b. Gender in Education

Wardhaugh (1998) said that men and women differ in the kinds of language they use because men and women often fill distinctly different roles in society. It means that the more distinct the roles of them, the greater the differences. Besides, Spolky (1998) added education also gives an influence to the gender differentiation in using language. It means that the greater the disparities between educational opportunities for boys and girls, the greater the differences between male and female speech. There are some differences between male and female such as verbal voice, phonology, morphology, vocabulary, gesture, self-confidence, and so on.

Male and female learn differently from each other (Grebbe, 1999; Canvanagh, 2002). Girls are likely to receive praise, to feel accepted, and to be validated based on their behavior. Girls tend to be more engaged with academic materials. They are more likely to put effort in class, pay attention, and participate in class. In addition, they appear to have greater concern for their academic performance. In contrast, many boys appear to perceive the school and classroom climate to be less than hospitable and sometimes unresponsive to their needs.

According to Dayioglu (2004), Compares to girls, boys read fewer books and get poorer grades in all subjects with the exception of some math and science courses. Girls are more likely to do their homework than their male counterparts. Therefore, girls are reinforced for their gender-stereotypic behavior, whereas boys are punished for theirs.

Gender differences in students' individual characteristics contribute to a significant extent to gender differences in school performance. According to Vassiliou (2010), the effects of gender differences in students' individual characteristics can partially but not fully account for gender differences in school performance. Girls are somewhat better adapted to today's school environments, especially because of their better verbal intelligence, higher agreeableness, stronger self-discipline, as well as certain aspects of their motivation. In light of these specific differences, it is argued that changing certain aspects of school environments might help boys to better succeed in school and reduce educational inequality.

Gender differences and language use, It cannot be disowned that male and female are different in physics. Besides, they are different in using language. According to his book entitled *An Introduction to Sociolinguistics*, Wardhaugh (1998), wrote that sexes are giving contribution in language variation. He stated that the differences in using language may come from power and influence in society. For both male and female, power and influence are also associated with education, social class, regional origin, and so on.

Research reports are not explicit on the effect of gender on achievement. Zember (2011), report that most studies show that girls perform more better than boys in schools. Males tend to be more kinesthetic, tactual and visual and they need more mobility in a more informal than females. Male are more nonconforming and peer motivated than female. Males tend to learn less by listening. Females, more than males, tend to be auditory, authority-oriented, need

significantly more quite while learning, they are more self and authorities-motivated, and are more conforming than males (Pizzo, 2003).

C. Extra class in The School

a. Definition of Extra class

Education is organized through three channels, namely formal, non formal and informal. If formal education is a pathway to education a structured and tiered stand basic education, secondary education, and higher education. Non-formal education is the pathway education outside formal education that can be carried out structured and tiered. informal education is a pathway to education family and environment (Depdiknas, 2003).

From the description above, extra class is included in the group or education group non-formal. Non-formal education is basically a business conducted in order to complement the existing formal education.

According to Sukmadinata (2007, p. 6), “extra class (guidance) is one of the fields and programs of education aimed at helping to optimize student development. Guidance is an effort taken to help students optimize potential development and skills. These developments cover all aspects student personality, physical motoric, intellectual, social and affective aspects”. Indriyani (2010) also explained that extra class is guidance directed at helping individuals deal with and solve academic problems by developing conducive teaching and learning environments avoid learning difficulties. The teacher help individuals overcome learning difficulties, develop effective ways of learning, help individuals to be

successful in learning and to be able adjust to all program / education demands. In tutoring, counselors strive to facilitate individuals in achieving expected academic goals.

From the understanding of guidance and learning above, can be taken the conclusion that tutoring (extra class) is a program activities carried out as an effort to help students to develop knowledge and skills possessed. While the extra class in school is guidance program learning done by parties at school.

b. English extra class

Learning at school from at 07.45 until 13.15 of course this is a very short time to maximize the lesson caused the students receive one to five subjects in a days. Especially for English subject only 2 x 45 minutes in every face-to-face and only have two meetings in a week. This became the cause of students and teachers would not be able to discuss at length. So by following the English extra class at school students can ask and talk about the things that frightened still puzzled him.

Learning is the core of learning activities itself. Many students who have difficulty learning English and can be overcome with help with extra class English activities. This condition makes extra class considered play a major role in the advancement of education.

Sukardi (2008) mentioned that extra class is intended to achieve the goals and tasks of development education. In the aspect of the task of developing education, guidance intended to help students to: First, can carry out learning skills or techniques effective; Second, Can set educational goals and planning;

Third, able to learn effectively; finally that, having skills and abilities in dealing with evaluation / exam (Sukardi, 2008).

Based on the explanation above, it can be seen that at the point is the implementation of tutoring outside of school system (formal) intended to help guidance participants or students for develop themselves so that it becomes better. Manager English extra class at school always strives to the maximum achieves the goals previously stated. More and more goals achieved from the implementation of the extra class are increasingly increase satisfaction for students.

c. Function and purpose of English extra class

According to Supriyono (2004), the purpose of extra class services in general is to help students get good adjustments in learning situations, so that each student can learn efficiently according to his abilities, achieving optimal development.

Extra class program is mounting that where and how youth spend their time outside of normal school hours that has important implications for their development. According to Martin (2006) on the negative side, it is estimated that more than 7 million children in the United States are without adult supervision for some period of time after school. This unsupervised time puts youth at risk for such negative outcomes as academic and behavioral problems, drug use and other types of risky behavior (Weisman & Gottfredson, 2001). On the positive side, young people benefit when they spend time engaged in structured pursuits that offer opportunities for positive interactions with adults and peers, encourage them

to contribute and take initiative, and contain challenging and engaging tasks that help them develop and apply new skills and personal talents.

D. Relevant Studies

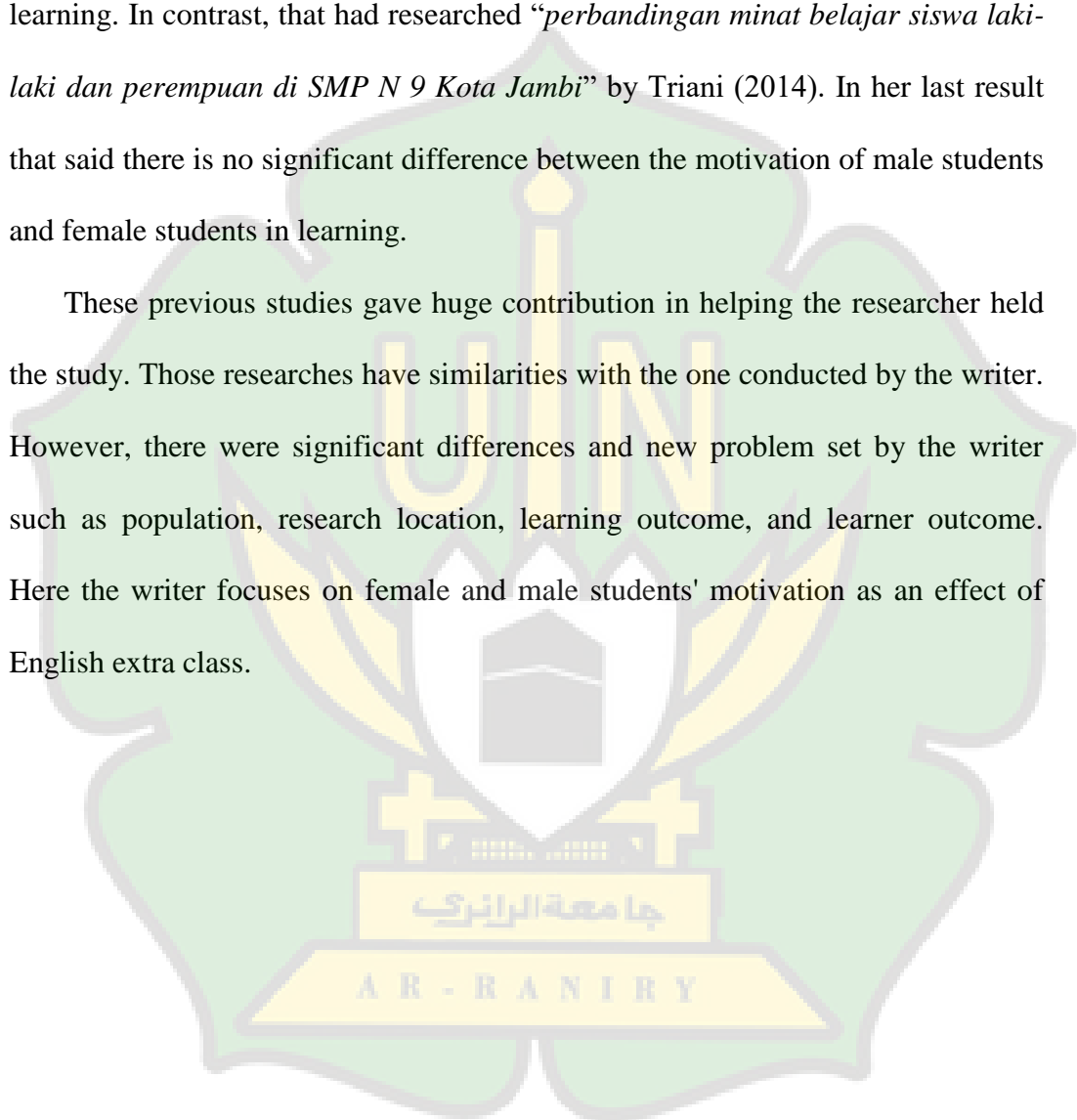
A number of research have been conducted about the application of extra class and students' motivation. Hidayah (2017), conducted a classroom action research "*The Influence of Gender and Bimbel to The Fifth Grade Students in Learning at MIN 2 Kota Malang*". The result shows that there is a significant difference in learning English between students who were followed by bimbel and those who learnt only at school, also gender give significant affect in learning achievement mostly female were more successful than male. The second had researched "*Pengaruh Bimbingan Belajar Terhadap Kepercayaan Diri Siswa dalam Belajar Bahasa Inggris Bagi Siswa Kelas VIII SMP N 1 Pancur*" by Narayanan (2014).

Other studies also have shown positive result that was conducted by Rhepon in Psikopedagogia Journal (2014), "*Upaya Meningkatkan Motivasi Belajar Bahasa Inggris Melalui Bimbingan Belajar dan Diskusi Kelompok*". The result shows that the application of English extra class and group discussion can improve the student's confidence and interest to learning English. In addition the implementation of extra class can make the students' interested in improving their English skill.

Tatarintseva (2002) also did a research "*The influence of the gender factor to the learning styles of secondary students in the process of language learning*".

From her research also found that female students have a higher score rather than male students in the process of language learning. It can be seen from $t_{count} = (3,465) > t_{table} = (2,021)$, so gender influences in the process of language learning. In contrast, that had researched "*perbandingan minat belajar siswa laki-laki dan perempuan di SMP N 9 Kota Jambi*" by Triani (2014). In her last result that said there is no significant difference between the motivation of male students and female students in learning.

These previous studies gave huge contribution in helping the researcher held the study. Those researches have similarities with the one conducted by the writer. However, there were significant differences and new problem set by the writer such as population, research location, learning outcome, and learner outcome. Here the writer focuses on female and male students' motivation as an effect of English extra class.



CHAPTER III

RESEARCH METHODOLOGY

Method in a research is to be one of important factors to determining the goals that want to be gained by researcher. In this chapter, the researcher explored method of investigation concerning research approach, data source, subjects of the research, data collection technique, and data analysis technique.

A. Research Approach

In this research, researcher used quantitative descriptive research. The data obtained in the form of numbers which are then translated into sentences. Descriptive research is research that seeks to describe a phenomenon, event, event that is happening at the present time (Sudjana, 2006).

The research method used by researcher is quantitative research method that is a process to verify and describe of questionnaire as information that obtained from participants. According to Creswell (2008), quantative approach is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. In this study the researcher describes and clarifies the results of the data that have been collected which related to the effect of English extra class on female and male students' motivation.

B. Data Source

1. Time and Place

The researcher had a plan to about time schedule to do research. The schedule would be used to do observation, conducted research, and analyzed the result. Further explanation for time and setting the research are such as: 1) time for research; from February 11, 2019 until February 15, 2019, 2) research setting; a study at Second Grade of SMA N 1 Kutacane.

General Illustration of SMA N 1 Kutacane.

a. History of Establishing School

The school established in 1959 under licensed Education Authorities (Dinas Pendidikan). This high school is the first / oldest senior high school in Southeast Aceh District (including Gayo Lues which at that time was still part of Southeast Aceh). This school has produced many alumni who are able to compete both in Southeast Aceh itself specifically and throughout Indonesia. The School Principle is Aliyas,S.Pd, M.Pd.

b. School Facilities

SMA N 1 Kutacane has enough facilities to support teaching learning process. It has 20 classes with good condition, while the 7 others are broken. There is 2 science laboratories. The library still needs books more to support teaching learning process. However, it has computer laboratory to conduct teaching learning process well.

c. School Location

SMA N 1 Kutacane is located in Iskandar Muda street No.2, Babel, Kutacane, South East Aceh District, Aceh 246551. Phone (0629) – 21178. This school is located in mountain range area, so the weather is cool and it makes the students comfortable to study.

d. School Curriculum

Generally, SMA N 1 Kutacane has formal curriculum from National Education Affair (Kementrian Pendidikan Nasional) that is Curriculum of 13.

C. Subject of the Research

In the method of research, there are stages or procedures that are usually done and followed by a researcher. The researcher's writing steps are as follows:

a. Population

According to Singh (2007), a population is a group of individuals, objects, or items from among which samples are taken for measurement. In addition, Arikunto (2006) said that also adds that the population is the total number of the research subject. In this research, the population was all of the second grade students of SMA N 1 SMA N 1 Kuta Cane in academic year 2018/2019. There were ten classes of the second grade. The number of population was 378 students.

b. Sample

According to Singh (2007), a sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey. Technique of sampling used in this research was purposive sampling. Sugiono (2016) explained that purposive sampling is a technique for sampling data sources with certain considerations. The sample of this research consisted of 34 students which is 20 females and 14 males in second grade of SMA N 1, Kuta Cane, in academic year 2018/2019. The consideration of researcher to choice this class as the sample was, this class holds English extra class also was a core class in that school, male and female students were the most balance from the other classes, it was also recommended by the teacher and the vice of principal curriculum.

D. Data Collection Technique

To collect the data, the writer used the following methods:

a. Questionnaire

According to Arikunto (2010), questioner is a document containing questions and other types of items designed to solicit information appropriate for analysis. A questionnaire will be used to collect the data of study. It was adapted from Hidayah (2014). The researcher chose such research instrument since the benefits offered some relevance to the study.

Research instrument is a tool or a research facility used by researcher in collecting the data. To measure the desired variable, she used Likert scales which consisted of five answers. The answers included of SA (Strongly Agree), A (Agree), D (Doubtful), DA (Disagree), SDA (Strongly Disagree), but the researcher discarded the D (Doubt) answer. According to Irawan, (2010, p. 80), "the answer D (Doubt) can be removed with consideration to avoid the central tendency effect, namely the tendency to choose the symptom center ". Nasution (2003, p. 63) also argues, " if the researcher wishes to prevent the existence of a neutral group or does not indicate a particular stance, the researcher may force respondent chooses one position, for example "Strongly Agree" - "Agreed" - "Disagree" -Very Disagree ". Likert scale is used to measure attitudes, opinions, and perceptions of someone or a group of people about social phenomena (Sugiyono, 2010).

Table. 3.1 The alternative score of respondents

No.	Alternative statement	Scores for Statements	
		Positive	Negative
1	Strong Agree (SA)	4	1
2	Agree (A)	3	2
3	Disagree (DA)	2	3
4	Strongly Disagree (SDA)	1	4

b. Interview

According to Esterberg as cited in Sugiyono (2013), an interview is two-person meeting to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about particular topic. Thus, in this study the writer applied face to face interview.

The interview technique chosen was unstructured interview. According to Parker (2011, as cited in Mursyida 2015), unstructured interview is “the interview in which the researcher do not use interview guidelines that have been arranged in a structured manner systematic and complete data collection. The interview guide used only outlines the issues that will be asked”. Researcher has conducted the unstructured interview technique with open-ended questions as one data collection technique. This is based on the research methods used by researcher highly dependent on the researchers' understanding and data information obtained from observations and interviews. Interview in this research was conducted at SMAN 1 Kutacane.

E. Data Analysis Technique.

In this research, the researcher used quantitative descriptive. To answer the first and the second research questions, the data were collected through questioner. The results of the students' answers in the questioner were to find out whether there was the effect of English extra class on female and male students motivation.

In a descriptive analysis, Sudjono (2009) said that the technique used is the use of group norms in the form of classification actions into five categories with percentage techniques that are very low, low, medium, high and very high. The division of classification into five groups is based on calculating the mean and standard deviation.

Table. 3.2 Category formula

No.	Category formula	Category
1	$>M+1,5 \text{ SD}$	Very high
2	$M+0,5 \text{ SD until } M+1,5 \text{ SD}$	High
3	$M-0,5 \text{ SD until } M+0,5 \text{ SD}$	Medium
4	$M-1,5 \text{ SD until } M-0,5 \text{ SD}$	Low
5	$<M-1,5 \text{ SD}$	Very Low

Note : M = Mean

SD = Standard Deviation

To answer the second of research question about the differences levels of female and male students motivation on the second grade of IPA Inti 1, the researcher used descriptive quantitative with percentage and SPSS, based on Sudijono (2009), which is:

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

Notes :

P : Percentage

N : Number of sample

F : Frequency

100% : Constant of value



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter reveals the result of the present study regarding to the research questions, which have been raised in the first chapter. All the data were obtained from the instruments used in collecting the data. The instrument is questioner. The result is presented in the following analyses.

A. Data Analysis

After having all data needed, the writer started to analyze them.

a. The Analysis of Questioner

In the previous chapter, the writer stated that questioner is the only instruments used in collecting the data. The questioner was distributed to the students in the class IX IPA Inti 1 in SMA N 1 Kutacane. It also consisted of 30 statements with score that 4, 3, 2 and 1; thus obtaining an ideal score 30 – 120. The result of this research on students motivation such as; minimum score = 20, maximum = 35, average = 26.45.

Based on description above the whole of students motivation in the English extra class can be seen in the following table:

Table 4.1. The description entirety of students' motivation

Interval	Category	Frequency	Percentage
3.40 – 4.00	Very high	5	14.7
2.80 – 3.39	High	21	61.8
2.20 – 2.79	Medium	3	8.8
1.60 – 2.19	Low	5	14.7
1.00 – 1.59	Very Low	0	0
Total		34	100

If it is displayed in histogram form, it is shown in the figure below:

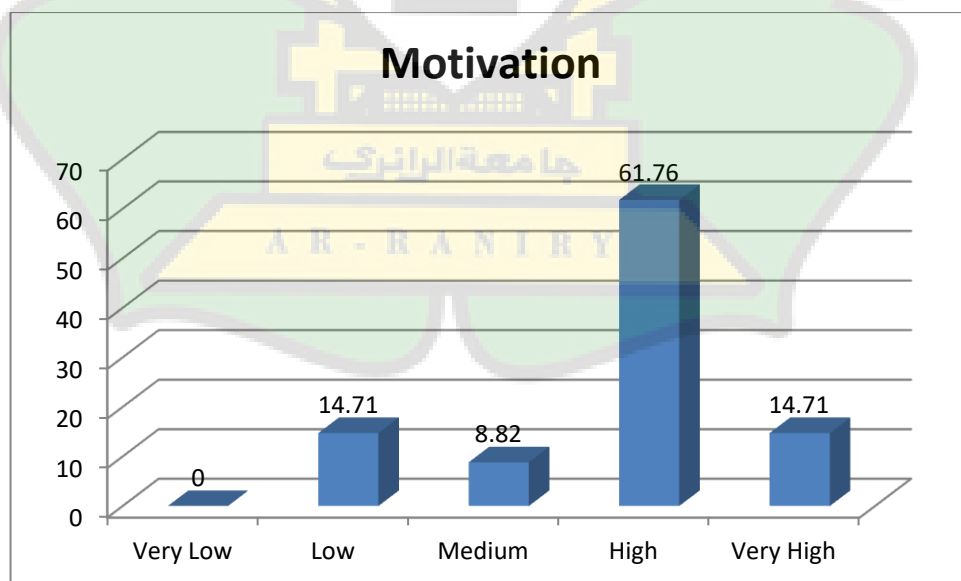


Figure.4.1. Histogram entirety of students' motivation

Regarding to the table and figure above, it shows that the whole of students' motivation in learning English in extra class with very high category yields of 14.71 % (5 students), in the high category of 61.76 % (21 students), the medium category 8.82 % (3 students), while in the low category 14.71 % (5 students) and in very low category is 0 %. So, it can be concluded that their motivation in learning English extra class are variant and the most dominant is in the high category.

The level of students' motivation in the class IX IPA Inti 1 in learning the English extra class program that consisted of two factors, there are intrinsic factor and extrinsic factor. Each factor is described as bellows:

1. Intrinsic Factor

Intrinsic factor consists of three indicators, namely attention, interest and talent, measured by a questionnaire totaling 15 statements with a score of 4, 3, 2 or 1. So, the ideal score is 15 - 60. Based on the description before, the intrinsic of students motivation in the English extra class can be seen in the following table:

Table. 4.2. Description of factor intrinsic

Interval	Category	Frequency	Percentage
3.40 – 4.00	Very high	12	35.3
2.80 – 3.39	High	14	41.2
2.20 – 2.79	Medium	6	17.6
1.60 – 2.19	Low	2	5.9
1.00 – 1.59	Very low	0	0
Total		34	100

If it is displayed in histogram form, it is shown in the figure below:

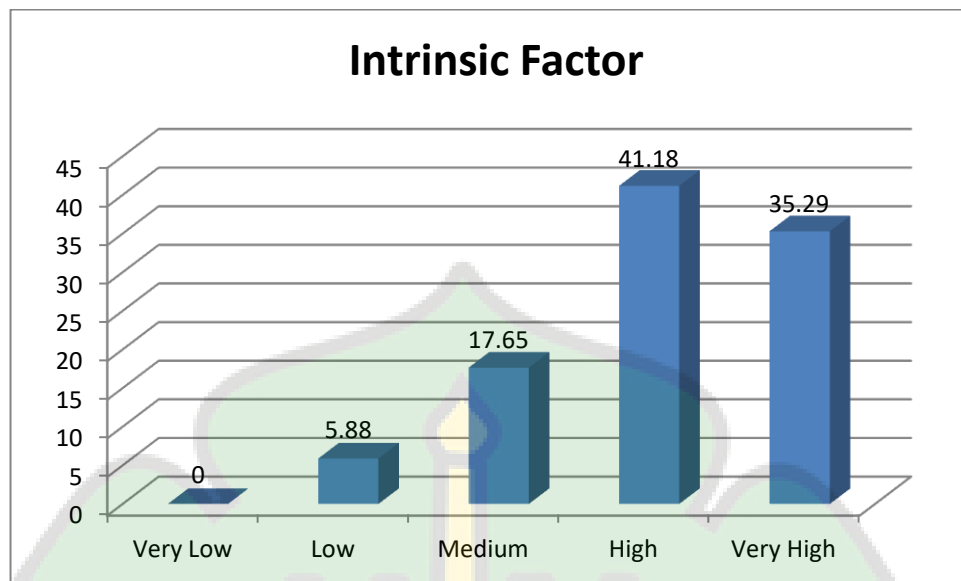


Figure.4.2. Histogram of intrinsic factor.

Based on the table and figure above, it shows that the whole intrinsic factor of students motivation in learn English extra class with very high category yields of 35.29 % (12 students), in the high category of 41.2 % (14 students), the medium category that 17.2 % (6 students), while in the low category 5.9 % (2 students) and in very low category is 0 %. So, it can be concluded that their motivation in learning in English extra class is variant and still that the most dominant one is in the high category.

Next, the differences in intrinsic factors between male and female students in English extra class are shown in the following table.

1. Intrinsic

Table 4.3: Intrinsic motivation items based on gender

Item	Gender	N*	SA*	A*	DA*	SDA*
1. I am interested in taking English extra class because I	Male	14	2	10	2	0
		%	14.20%	71.40%	14.20%	0
	Female	20	10	10	0	0

like English.		%	50%	50%	0	0
2. I am more confident in speaking English after I attended English extra class.	Male	14	2	5	4	4
		%	14.20%	28.50%	28.50%	28.50%
	Female	20	6	12	4	0
		%	30%	60%	20%	0
3. My enthusiasm in learning English has increased during the English extra class.	Male	14	2	8	4	0
		%	14.20%	57.10%	28.50%	0
	Female	20	8	12	0	0
		%	40%	60%	0	0
4. My motivation in taking English extra class is to solve my difficulties in learning English	Male	14	2	5	5	2
		%	14.20%	35.70%	35.70%	14.20%
	Female	20	14	6	0	0
		%	70%	30%	0	0
5. My main purpose to join English extra class is to prepare for National Examination (UN)	Male	14	4	8	1	0
		%	28.50%	57.10%	7.14%	0
	Female	20	10	8	0	0
		%	50%	40%	0	0
6. English extra class helps me in improving my English skill.	Male	14	4	3	4	3
		%	28.50%	21.40%	28.50%	21.40%
	Female	20	12	8	0	0
		%	60	40	0	0
7. I am more enthusiastic in learning because I got a very satisfying learning result during the English extra class activities.	Male	14	3	3	2	6
		%	21.40%	20.40%	14.20%	42.80%
	Female	20	3	16	1	0
		%	15%	80%	5%	0
8. I was very helped during English Lesson after taking English extra class	Male	14	2	7	5	0
		%	14.20%	50%	35.70%	0
	Female	20	7	12	1	0
		%	35	60	5%	0
9. My English lesson result has gradually increased since I attended English extra class at school.	Male	14	0	7	5	2
		%	0	50%	35.70%	14.20%
	Female	20	4	14	2	0
		%	20%	70	10%	0
14. My English lesson result did not progress after participating in English extra class at school.	Male	14	3	3	3	5
		%	21.40%	21.40%	21.40%	35.70%
	Female	20	8	8	4	0
		%	40	40	20%	0
11. I easily understand English text after taking English extra class, it makes me more motivated in learning.	Male	14	3	8	2	1
		%	21.40%	57.10%	14.20%	7.14%
	Female	20	8	7	5	0
		%	40%	35%	25%	0
21. I try to understand the lesson taught by teacher in	Male	14	3	5	6	0
		%	21.40%	35.70%	42.80%	0

English extra Class.	Female	20	11	8	1	0
		%	55	40	5%	0
23. I ask the unclear lesson to the teacher during learning in English extra class.	Male	14	5	4	3	2
		%	35.70%	28.50%	21.40%	14.20%
	Female	20	8	12	0	0
		%	40	60	0	0
25. I try to do and submit my English Extra class assignment on time.	Male	14	2	5	4	3
		%	14.20%	35.70%	14.20%	21.40%
	Female	20	3	13	4	0
		%	15%	65	20%	0
26. I often daydream when teacher is explaining the lesson.	Male	14	4	2	4	4
		%	28.50%	14.20%	28.50%	28.50%
	Female	20	8	10	1	1
		%	40	50	5%	5%

***Note: N=Number, SA=Strongly Agree, A= Agree, DA=Disagree and SDA=Strongly Disagree.**

The figure below illustrates the percentage of each statement on female students and male students in Intrinsic factor.

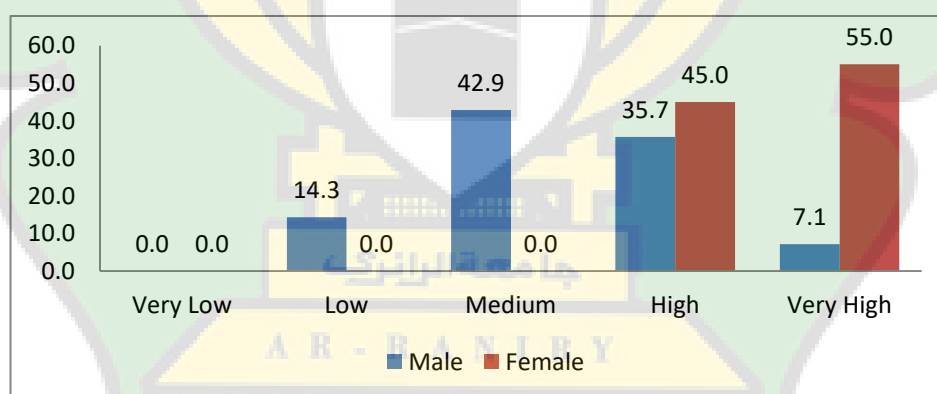


Figure. 4. 3 Percentage of instrumental in Intrinsic factor based on gender

Having looked to the figure above, it shows that 55 % of female students very high motivation in the intrinsic factor. On the other hand, male students only got 7.1 %. In high category female students got 45 % and 35.7 % for male students, in the medium category Male students got 42.9 % and 0 % for female

students while in the low category 0 % for female students and 14.3 % for male students. Then, in the very low category both of genders are 0%. So, It can be concluded that in terms of intrinsic factor female students are more dominant rather than male students.

2. External Factor

In the chapter II, it has been mentioned that there are three indicators of external factor such as teaching methods, learning tools and environmental conditions. It used questioner composed of 15 statements with a score with range 4, 3, 2, and 1. So, ideal score is from 15 – 60. Regarding to description before, the extrinsic of students motivation in the English extra class can be seen in the following table:

Table. 4.4 Description of extrinsic factor

Interval	Category	Frequency	Percentage
3.40 – 4.00	Very High	5	14.7
2.80 – 3.39	High	19	55.9
2.20 – 2.79	Medium	5	14.7
1.60 – 2.19	Low	5	14.7
1.00 – 1.59	Very Low	0	0
Total		34	100

If it is displayed in histogram form, it is shown in the figure below:

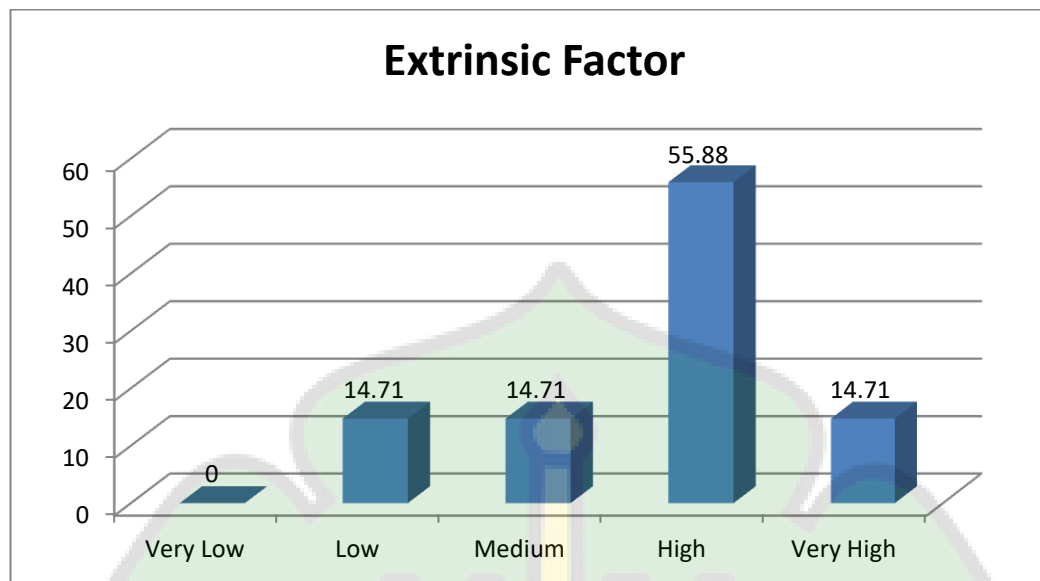


Figure.4.4 The histogram of extrinsic factor.

Regarding to the table and figure above, it shows that the whole of extrinsic factors in students' motivation of learning English extra class with very high category consists of 14.7 % (5 students), in the high category of 55.9 % (19 students), the medium category that is 14.7 % (5 students), while in the low category is 14.7 % (5 students) and in very low category is 0 %. So, it can be concluded that the extrinsic factor of students' motivation in joining the English extra class, it is still the most dominant in the high category.

Next, the differences of extrinsic factors between male and female students in attending the English extra class is shown in the following table.

Table 4.5: Extrinsic motivation items based on gender

Statement	Gender	N*	SA*	A*	DA*	SDA*
10. The material provided at the English Extra class is in accordance with the material taught in school hours	Male	14	3	4	7	0
		%	21.40%	28.50%	50%	
	Female	20	3	10	7	0
		%	15%	50	35	0
15. I will continue to take the English extra class held by school if my parents advice me.	Male	14	3	3	1	7
		%	21.40%	21.40%	7.14%	50%
	Female	20	6	10	4	0
		%	30%	50%	20%	0
12. After I joined the English extra class, I could easily answer the questions given by the teacher in the school.	Male	14	0	6	7	1
		%	0	42.80%	50%	7.14%
	Female	20	5	10	5	0
		%	25%	50%	25%	0
13. I join the English extra class, because my learning results will increase.	Male	14	1	6	7	0
		%	7.14%	42.80%	50%	0
	Female	20	11	8	0	1
		%	55%	40%	0	5%
16. I always attend on time during English extra class, if not my teacher will be mad.	Male	14	2	7	5	0
		%	14.20%	50%	35.70%	0
	Female	20	7	12	1	0
		%	35%	60%	5%	0
17. I can concentrate on learning English Extra class, the class is largest.	Male	14	2	5	3	4
		%	14.20%	35.70%	21.40%	28.50%
	Female	20	6	13	1	0
		%	30%	65%	5%	0
18. I try to understand the handbook given by the teacher in English Extra class learning.	Male	14	3	6	4	1
		%	21.40%	42.80%	28.50%	7.14%
	Female	20	5	13	2	0
		%	25%	65%	10%	0
19. I like joining English extra class because the teaching method used by the teacher is great.	Male	14	1	7	3	3
		%	7.14%	50%	21.40%	21.40%
	Female	20	3	13	4	0
		%	15%	65%	20%	0
20. I am not tired of joining extra class English Learning because the class is very fun.	Male	14	3	3	7	1
		%	21.40%	21.40%	50%	7.14%
	Female	20	0	5	8	7

		%	0	25%	40%	35%
22. I discuss the unclear lesson taught by the teacher during English Extra class with classmates.	Male	14	3	5	2	4
		%	21.40%	35.70%	14.20%	28.50%
	Female	20	7	11	2	0
		%	35%	55%	10%	0
24. I try to answer the question from teacher during English Extra class (get reward).	Male	14	3	8	3	0
		%	21.40%	57.10%	21.40%	
	Female	20	4	15	1	0
		%	20%	75%	5%	0
27. I am lazy to follow the English extra class learning held by the school the times was not conducive.	Male	14	3	6	2	3
		%	21.40%	42.80%	14.20%	21.40%
	Female	20	4	8	8	0
		%	20%	40%	40%	0
28. I often talk with my friends (not about subject matter) during learning in English Extra class.	Male	14	4	2	3	5
		%	28.50%	14.20%	21.40%	35.70%
	Female	20	9	8	2	1
		%	45%	40%	10%	5%
29. I never take-note the lesson from teacher during the English Extra class (if there is no instruction).	Male	14	5	1	6	2
		%	35.70%	7.14%	42.80%	14.20%
	Female	20	9	8	3	0
		%	45%	40%	15%	0
30. I assume the discussion in English Extra class is wasting time (better to help parents at home/market or in the garden).	Male	14	5	6	2	1
		%	35.70%	42.80%	14.20%	7.14%
	Female	20	1	8	11	0
		%	5%	40 %	55%	0

***Note: N=Number, SA=Strongly Agree, A= Agree, DA=Disagree and SDA=Strongly Disagree.**

The figure below illustrates the percentage of each statement on female students and male students in extrinsic factor.

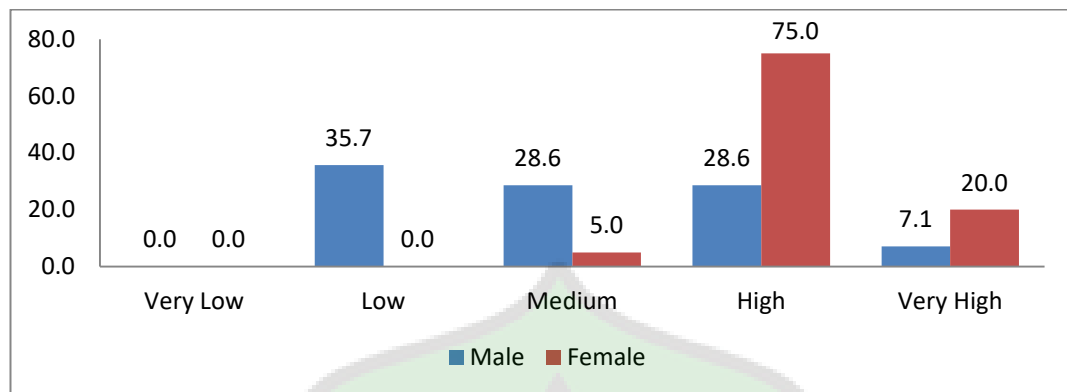


Figure. 4. 5 Percentage of instrumental external factor based on gender

Regarding the figure above, it shows that 20 % of female students very high motivation in the intrinsic factor. On the other hand, male students only got 7.1 %. In high category female students got 75 % and 28.6 % for male students, in the medium category male students got 28.6 % and 5 % for female students while in the low category 0 % for female students and 35.7 % for male students. Then, the very low category both of genders are 0%. So, it can be concluded that the extrinsic factor of female students are more dominant rather than male students.

B. Examining Hypothesis

In examining the hypothesis the researcher uses questionnaire to offer significant examining of the effectiveness and motivation based on gender. First of all, alternative hypothesis (H_a) and null hypothesis (H_0) were determined as follows:

H_a : English extra class not only motivate students in the second grade IPA Inti 1 of SMA N 1 Kutacane but also there was significant difference motivation between female and male students.

H_0 : English extra class did not motivate students in the second grade IPA Inti 1 of SMA N 1 Kutacane and also there was no significant difference motivation between female and male student.

If significant value (T_{score}) > 0.05 , it means English extra class not only motivate students in the second grade Inti 1 of SMA N 1 Kutacane but also there is significantly different motivation between female and male student. If significant value (T_{score}) < 0.05 , English extra class did not motivate students in the second grade Inti 1 of SMA N 1 Kutacane and also there is no significant difference motivation between female and male student.

Independent Samples Test									
	Motivasi								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	17.285	.000	4.817	32	.000	.61714	.12813	.35616	.87813
Equal variances not assumed			4.218	16.0	.001	.61714	.14632	.30688	.92740

Based on the table above, the T-score value of tests was 0.000. The researcher conducted with used the SPSS of Independent Sample T-test if the value of sig. of $0.000 < 0.05$, means there is a significant difference in motivation between female and male students. The study can be concluded that H_a was accepted and H_0 was rejected.

C. Discussion

Based on the analysis of data collection above, the researcher elaborated some brief and clear explanation concerning the research data which had been obtained through the questionnaires. The researcher would like to answer the first research questions of this study “What are the students’ motivations in joining of English extra class?”.

After distributing the questionnaire, the researcher got some data about the students’ motivation in joining English extra class of the second grade (XII Inti 1) of SMA N 1 Kutacane. Especially in learning English, the students should consider some factors. According to Oemar (2010) see in chapter II, there are two factors, which are: (1) factor of Intrinsic and (2) factor of extrinsic. According to the result of questionnaires, the writer concluded that most of the students had higher motivation in learning English by following extra class. It is proved by the answer to the questionnaire in table 4.3 and table 4.5. The researcher found that students had followed the English extra class they were more confident in speaking English. It can be seen in the second questionnaire explanations, namely “I am more confident in speaking English after I attended English extra class”. There were 10 participants of female students (50 %) and also 4 participants of male students (28.5%) that chose A (Agree). As Spolky (1998) said, there are some differences between male and female in speech such as verbal voice, self-confidence, vocabulary and so on (see chapter II, p. 21). The researcher can conclude that the numbers of female students agreed with the questionnaire number two (they can

speak English fluently since they attended the English extra class) are more than the number of male students.

The other students were more enthusiastic in learning because of gotten satisfying results in English lesson at school. As we can see in the questionnaire number seven namely “I am more enthusiastic in learning because I got a very satisfying learning result during the English extra class activities”. From male, there were 3 participants (21.4%) who chose option A “Agree” and there were 16 participants (80%) of the female who chose option A “Agree”. Based on mentioned in chapter II, Zember (2011) argued that most studies show that girls perform better than boys in school after attending English extra class.

In addition, the researcher also asked to Ms. Octarina Ulfani, S.Pd as a teacher who taught English lesson at school; she said that, *“this program is really good, why? As we know that the task of a teacher is not only teaching but also evaluating learning outcomes, the results seem different which originally that get under 75 but after the students attended to the extra class most of the females’ student get upper.”*

Next, the advantage the English extra class also gave influence on students’ motivation in reading English text. As we can see in the questionnaire number eleven, namely “I easily understand English text after taking English extra class, it makes me more motivated in learning”. There were 8 participants (57 %) of the female who chose A “Agree” and male there were 7 participants (35 %) who chose option A “Agree”. From the percentages above, it can be concluded those female

students were higher in motivation of understanding the English text-books than male students.

Regarding to Wardhaugh (1998) in chapter two, he stated that difference of gender in contributing to learning English subject was variation. One more English extra class to students' motivation was, the students would be easier in doing exercises and also answering the questions given by the teacher. As described in the questionnaire number twelve "After I joined the English extra class, I could easily answer the questions given by the teacher in the school". There were 6 participants (42%) of male agree that English extra class can help them in the understanding the questions and furthermore easily answered them. And there were 10 participants (50 %) of female agree that the English extra class there is significant to facilitate helping their exercise. From those percentages, it can be concluded that in this case, female students also showed that English extra class help them in comprehending the question rather than male students.

In contrast, not only the positive impact, but English extra class also gave a negative impact on students' motivation. According to questionnaire number 27 "I am lazy to follow the English extra class held by the school because the time was not conducive" and questionnaire number 30 "I assume that the discussion in English Extra class is wasting time (helping parents in home/market or in the garden is better)". Some students argued that extra class did not motivate them in improving their English skill as the class tends to be boring and unenjoyable. They also added that it would be better to spend their time at home helping their families rather than attending the extra class.

The second research question is “are there any differences gender female and male students’ motivation?”, all the students in the class of XII Inti 1 consisted of 34 students such as 14 of males’ student and 20 of females’ student. Based on examining the hypothesis before, that has mentioned there is a significant different motivation between female and male student. The researcher also conducted by using the SPSS of cross-tabulation to find out the clear motivation difference in learning English based on gender.

Table 4. 6. Differences of students’ motivation based on gender

			Gender	
			Male	Female
Motivation	low	Count	5	0
		% within gender	35.70%	0%
	Medium	Count	3	0
		% within gender	21.40%	0%
	High	Count	5	16
		% within gender	35.70%	80%
	Very High	Count	1	4
		% within gender	7.10%	20%
Total	Count	14	20	
	% within gender	100%	100%	

According to the table above it shows that female students’ motivation in class of XII Inti 1 is higher than male students’ motivation in that class. Besides, the motivation percentage of both genders is far compared. It can be shown in the figure below:

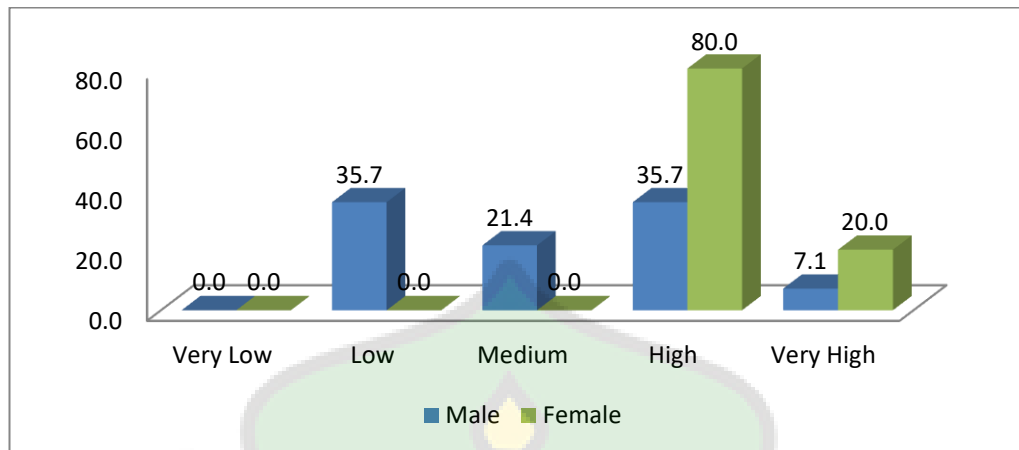


Figure.4.6. Histogram percentage of female and male students' motivation.

Regarding the table and figure above, it shows the students' motivation based on gender in joining English extra class. In the very high category that were 4 participants (20 %) for female students and 1 participant (7.1 %) for male students, there were also 5 participants (35.7 %) for male students and 16 participants (80 %) for female students who stated in the high category. While the medium category that was 3 participants (21.4 %) for male students and 0 % for female students. Then, in the low category that mentioned for male students that got 35.7 % (5 participants) and 0 % for female students. From the calculations before, the researcher can conclude that there were significant differences in motivation between female and male students. Female students has shown the higher motivation in learning English after joining English extra class comparing to male students.

In accordance with the previous research explained in chapter 2, English extra class is an effort taken to help students in optimizing the potential development and their skills (Sukmadinata, 2007). There are some relevant

studies as explained in chapter 2 regarding the extra class in motivation based on gender. Hidayah (2017), in her result, showed that there is a significant difference in learning English between who followed extra class and who did not. Another finding showed that gender gives significant of students learning achievement; mostly female students were more successful than male students. Other studies also have shown positive result that was conducted by Rhepon (2014), the result shows that the application of English extra class and group discussion can improve the students' confidence and interest in learning English. Tatarintseva (2002) from her research also found that female students have a higher score rather than male students in the process of language learning.

The result of this research indicated that English extra class not only motivates students but also there was significant difference motivation between female and male students. In addition, not all students got high motivation. As we can see in figure 4.6, it showed that female students have a higher percentage in all motivational categories such as intrinsic (health, attention, interest and talent) and extrinsic (the method of teaching, learning tools, school time and environment) than male students. Thus, it can be concluded that male students have less motivation in learning English after joining the English extra class compared to female students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As already mentioned in the first chapter on this thesis, the aims of this study were to find out the students' motivations in joining English extra class and difference motivation based on gender. Here, the researcher would like to conclude the data obtained in the previous chapters. There were some results to be concluded in this chapter as follows:

1. The research has shown that the majority of students in the second-grade students of XII Inti 1 class at SMA N 1 Kutacane, South East Aceh have stimulated their motivation in learning English subject. This fact was supported by the result of field data obtained which is proved that students were more confident in speaking English. The data also showed that students enjoy in doing exercises given by the teacher. Most of the students also agreed that their enthusiasm in learning English increased after joining the English extra class. However, some of them also felt boring and unenjoyable because the time was inefficient for study, they also added that it would be better to spend their time at home helping their families rather than attending the extra class.
2. English extra class gave differences gender between female and male students' motivation in learning English. It is proved by the percentage of motivation; there were 5 participants (35.7 %) of male students and 16

participants (80 %) of female students in the high category. Meanwhile, in the low category, male students got 35.7 % (5 participants) and 0 % for female students. In the addition, it was justified with *t-test* calculation where significant value $(0.000) < (0.5)$ which means that H_0 is rejected and H_a (English extra class not only motivate students in the second grade IPA Inti 1 of SMA N 1 Kutacane but also there was significant difference motivation between female and male students) was accepted. Therefore, the researcher can conclude that female students show higher motivation in learning English comparing to male students after attending English extra class.

B. Suggestions

According to the result of the study, the researcher humbly suggest some suggestions for the sake of improving the pedagogical process in stimulating students' motivation in learning by following English extra class.

1. The researcher suggests that the school should apply the extra class in learning of English lesson since it is not only advantageous in motivating the students in learning process but also satisfying learning outcomes.
2. The researcher had observed that students became very enthusiastic while teaching learning process by following English extra class. In this case, the teacher should consider carefully in choosing the right topic for discussion. The researcher suggests that the teacher or lecturer should

choose the topics that relate the content and course activities to the curriculum of school.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 643/UN.08/FTK/KP.07.6/01/2020

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-17116/UN.08/FTK/KP.07.6/12/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-17116/UN.08/FTK/KP.07.6/12/2019** tanggal 02 Desember 2019
- KEDUA** : Menunjuk Saudara:
1. Siti Khasinah, M.Pd Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Fereni Nuris Salami**
- NIM : **150203049**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Students' Motivation in Joining English Extra Class**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020

An. Rektor
Dekan,


Muslim Razali



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

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

Nomor : B-1252/Un.08/Tu-FTK/TL.00/02/2019

08 Februari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

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

N a m a : Fereni Nuris Salami
N I M : 150 203 049
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Jeumpa Lr. Seulanga Meunasah Baet Aceh Besar

Untuk mengumpulkan data pada:

SMA 1 Kutacane

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 Female and Male Students' Motivation

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

An. Dekan,
Kepala Bagian Tata Usaha,

Suparmansyah



BAG. UMUM BAG. UMUM

Kode 7184



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

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

Nomor : 070 / B.1 / /2019
Sifat : Biasa
Hal : Izin Pengumpulan Data

Banda Aceh, Februari 2019
Yang Terhormat,
Kepala SMA Negeri 1 Kutacane
di -
Tempat

Sehubungan dengan surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-1252/Un.08/Tu-FTK/TL.00/02/2019 tanggal, 08 Februari 2019 hal: "Mohon Bantuan dan Keizinan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama : Fereni Nuris Salami
NIM : 150 203 049
Program Studi : Pendidikan Bahasa Inggris
Judul : **"THE EFFECT OF ENGLISH EXTRA CLASS ON FEMALE AND MALE 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.

KEPALA BIDANG PEMBINAAN SMA DAN

PKLK


Dra. IRMA JASA

PENATA TL. I

NIP. 19660610 199403 2 003

ND Nomor : 275/B/SMA/2019 tanggal 12 Februari 2019

Tembusan :

1. Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 KUTACANE

Jalan Iskandar Muda No. 2 Kabupaten Aceh Tenggara ☒ 24651
☎ (0629) 21179 Email : sman1kutacane@gmail.com

SURAT KETERANGAN

Nomor : 422 / 063 / III . 3 / 2019

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Kutacane Kabupaten Aceh Tenggara
Provinsi Aceh dengan ini menerangkan bahwa :

N a m a : **Fereni Nuris Salami**
Tempat / Tgl. Lahir : Kutacane, 08 Juni 1997
N I M : 150203049
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Jeumpa Lr. Seulanga Meunasah Baet
Aceh Besar

Benar nama tersebut di atas telah mengadakan Penelitian untuk menyusun skripsi di SMA
Negeri 1 Kutacane pada tanggal, 11 Februari 2019 s.d 15 Februari 2019
dengan judul : “ The Effect of English Extra Class on Female and Male Students' Motivation
“.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan
seperlunya.

Kutacane, 15 Februari 2019
Kepala,

ALIYAS, S. Pd, M. Pd
NIP. 19710408 200312 1 003

APPENDIX E

- The researcher is explaining the rule of questionnaire



- The class situation 1



➤ The class situation 2



➤ Female students get enthusiastic in answering the questionnaire



- Male students get enthusiastic in answering the questionnaire



- The researcher and all students in the IX IPA Inti 1 class



- The researcher and the teachers in SMAN 1 Kutacane



- Vision and Mission of SMA N 1 Kutacane



APPENDIX F

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.

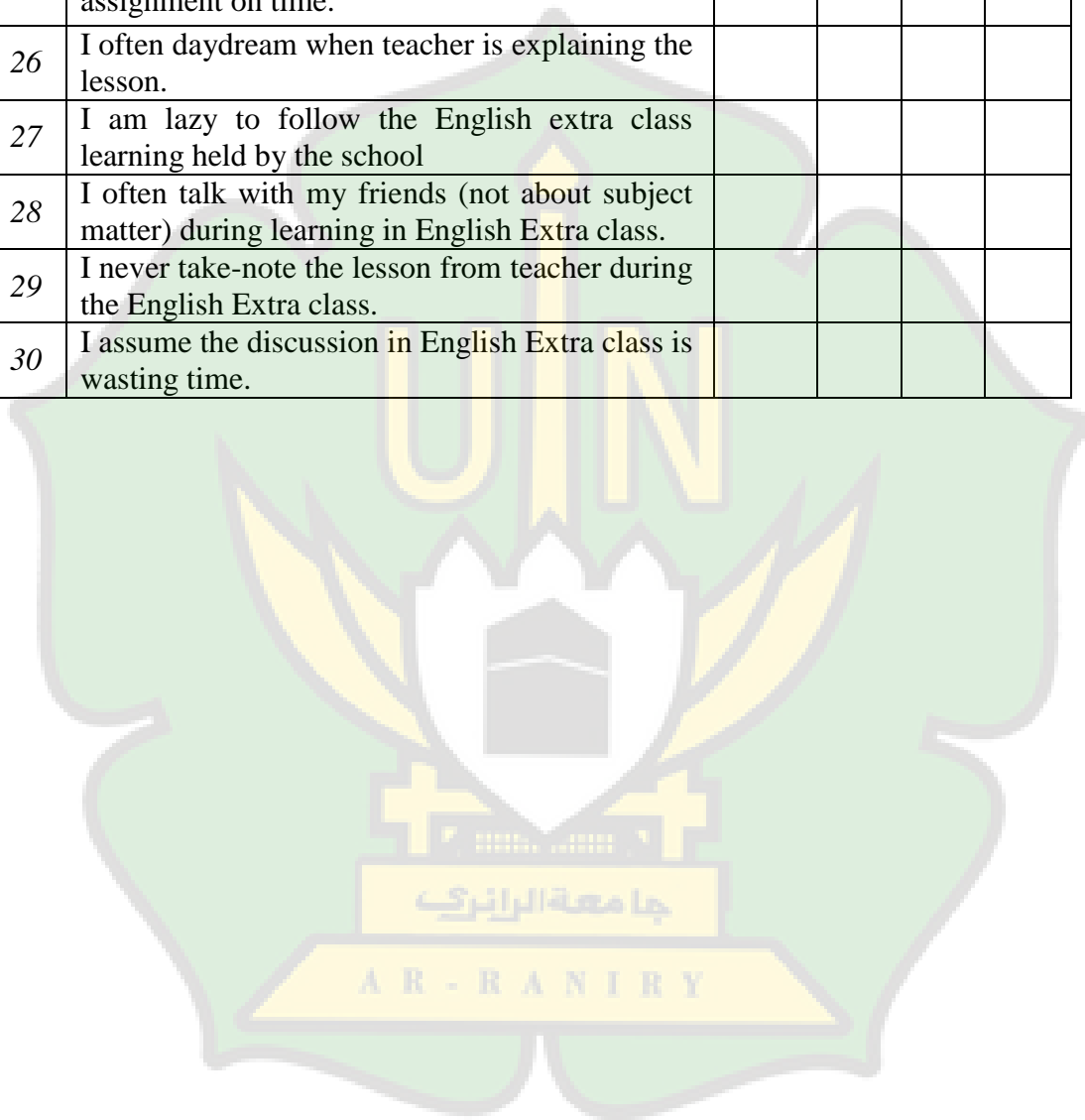
Name : Phone Number :

Class : Gender :
Male / Female

No	Statements	SD	D	A	SA
Function , purpose , and benefit for students in participating English Extra class					
1	<i>I am interested in taking English extra class because I like English</i>				
2	<i>I attended English Extra class because I wanted to speak English fluently.</i>				
3	<i>My enthusiasm in learning English has increased during the English extra class.</i>				
4	<i>My motivation in taking English extra class is to solve my difficulties in learning English</i>				

5	<i>My main purpose to join English extra class is to prepare for National Examination (UN)</i>				
6	<i>English extra class helps me in improving my English skill.</i>				
7	<i>I got a very satisfying learning result during the English extra class activities</i>				
Fulfillment of needs in aspects of student learning interest in English extra class					
8	I was very helped during English Lesson after taking English extra class				
9	My English lesson result has gradually increased since I attended English extra class at school.				
10	The material provided at the English Extra class is in accordance with the material taught in school hours				
11	My understanding of English language lessons has increased more than my friends during the English Extra class.				
12	After I joined the English extra class, I could easily answer the questions given by the teacher in the school.				
13	I believe that if I join the English extra class, my learning results will increase.				
14	My English lesson result did not progress after participating in English extra class at school.				
15	I will continue to take the English extra class held by the school even though I got poor results in English lesson.				
Perseverance in participating in English extra class					
16	<i>I always attend on time during English extra class.</i>				
17	I can concentrate on learning English Extra class				
18	I try to understand the handbook given by the teacher in English Extra class learning.				
19	I like joining English extra class because the teaching method used by the teacher is great.				
20	I am not tired of joining extra class English Learning because the class is very fun.				
21	I try to understand the lesson taught by teacher in English extra Class.				
22	I discuss the unclear lesson taught by the teacher during English Extra class with				

	classmates.				
23	I ask the unclear lesson to the teacher during learning in English extra class.				
24	I try to answer the question from teacher during English Extra class.				
25	I try to do and submit my English Extra class assignment on time.				
26	I often daydream when teacher is explaining the lesson.				
27	I am lazy to follow the English extra class learning held by the school				
28	I often talk with my friends (not about subject matter) during learning in English Extra class.				
29	I never take-note the lesson from teacher during the English Extra class.				
30	I assume the discussion in English Extra class is wasting time.				



APPENDIX G

AUTOBIOGRAPHY

1. Name : Fereni Nuris Salami
2. Place/ Date of Birth : Kutacane / June 8th, 1997
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesian/Alasnese and Gayonese
6. Marital Status : Single
7. Address : Jalan K. Amin, Lorong Abd. Kadir, Gang Nyak
Bulen No.15 D. Beurawe Kecamatan Kuta Alam,
Banda Aceh.
8. Occupation/ Reg. no : The Student of Department of English Education
Faculty of Tarbiyah and Teacher Training/
150 203 049
9. Parents
 - a. Father : M. Idris S.Ag, M.Pd
 - b. Occupation : PNS
 - c. Mother : Khairani, S.Pd
 - d. Occupation : PNS
10. Address : Jalan K. Amin, Lorong Abd. Kadir, Gang Nyak
Bulen No.15 D. Beurawe Kecamatan Kuta Alam,
Banda Aceh.
11. Educational Background
 - a. Elementary School : MIN Lambhuk Banda Aceh (2003-2009)
 - b. Junior High School : MTsN Model Banda Aceh (2009-2012)
 - c. Senior High School : MAS Ruhul Islam Anak Bangsa (2012-2015)
 - d. University : UIN Ar-Raniry (2015-2019)

Banda Aceh, 27 Desember 2019

Fereni Nuris Salami