AN ANALYSIS ON GAYONESE'S MOTIVATION TO LEARN ENGLISH : A CASE AT STUDY ENGLISH DEPARTMET, TARBIYAH FACULTY, UIN AR-RANIRY

THESIS

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ISLAM NEGERI AR-RANIRY BANDA ACEH
2020 M / 1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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Date : 12 / 05 / 2020   Date : 11 / 05 / 2020

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working
paper and has been accepted in partial fulfillment of the
requirements for Bachelor of Education Degree in English
Language Teaching

On:
18 May 2020

Monday,

25 Ramadhan 1441 H

In Darussalam, Banda Aceh

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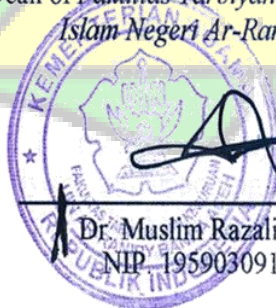
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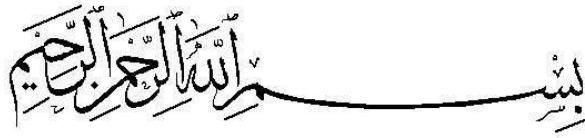
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ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

All praise be to Allah SWT, the All-poweful, who always gives me a blessing, health and opportunity to write and complete this entitled: **An Analysis on Gayonese's Motivation to Learn English: A Case Study at English Department**. I would like to thank all who have been providing help and support in doing this thesis. Prayer and greetings were also conveyed to the Prophet Muhammad SAW, who had brought people from darkness toward light and had fought for islam and guided people to be in the way of Allah SWT.

First, I use opportunity to thank everyone who helped and supported me during the process of copmleting this thesis. I would like to express my deepest gratitude to my first supervisor, Miss Dr. Salami Mahmud, MA and my second supervisor, Mr. Dr.phil. Saiful Akmal, S. Pd. I., MA, to guide and support me throughout my thesis with tremendous patience, insighful commentary, and amazing advice.

In addition, I want to express my deepest and thanks to my beloved big family, Rida Zuhra, my father and Hasnaini my mother, for their extraordinary love, full attention, extraordinary support and the patience they gave me. I also dedicated my love to my younger sister Rahma Melysani for supporting and loving me. Without the prayers of my family, I would not be able to complete this thesis.
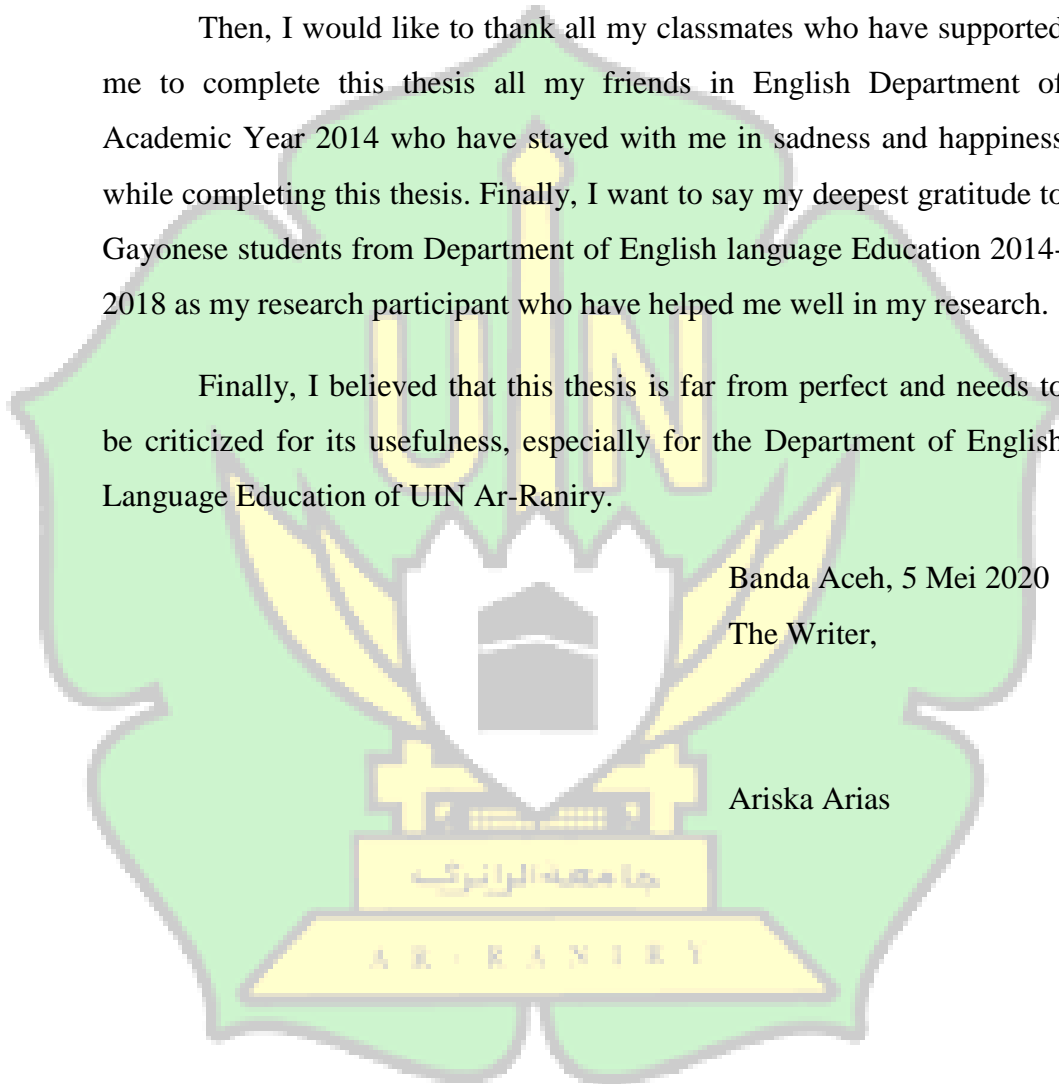
Then, thanks to Miss Rahmi Fhonna, M.A as my academic advisor, Head of the Department of English Language Education, Dr. T. Zulfikar, S.Ag. M.Ed., lecturer, and all staff in the Department of English Language Education who have shared their knowlage and contributions to me with patience and attention. In addition, I would like to express my appreciation to all my participants that let me do the data for this research.

Then, I would like to thank all my classmates who have supported me to complete this thesis all my friends in English Department of Academic Year 2014 who have stayed with me in sadness and happiness while completing this thesis. Finally, I want to say my deepest gratitude to Gayonese students from Department of English language Education 2014-2018 as my research participant who have helped me well in my research.

Finally, I believed that this thesis is far from perfect and needs to be criticized for its usefulness, especially for the Department of English Language Education of UIN Ar-Raniry.

Banda Aceh, 5 Mei 2020
The Writer,

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ABSTRACT

Motivation is a key concept for being successful in learning. Students who are highly motivated will do their best in learning even though the material feels difficult. Conversely, students who have low motivation will be bored and indifferent in learning although the material provided is very easy. In line with this, the study attempts to investigate the motivation of Gayoness studentsin lerning English, whether they have intrinsic and extrinsic motivation. This study was conducted in the English Departmen UIN Ar-Raniry. The research samples were 33 studrnts from the 2014-2018 English Language Education Department who came from Gayo. Samples were selected by the random sampling technique. Furthermore, the instrument used to collect data is a questionnaire. The questionnaire consisted of 18 questions in which questions consisted of questions for intrinsic motivation and questions for extrinsic motivation. The results of this study indicate that the average total score of intrinsic motivation is higher than the average score of total extrinsic motivation 4.21 > 3.05. This means that Gayonese English students at UIN Ar-Raniry have higher intrinsic motivation than extrinsic motivation in learning English.

Keywords: Motivation, Learning English, Gayonese Students

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CHAPTER I

INTRODUCTION

This chapter generally discusses the background of the study, research problem, the objective of the study,the significance of the study, and terminology. Each of them needs to be clearly explained to gain a deeper understanding of this research.

A. Background of Study

Education system in Indonesia supports students to learn foreign languages by including foreign language classes in its curriculum. Statistically, schools in Indonesia usually teach a foreign language, which is English. English role as an international language is pivotal because more people speak English also their second or first language than any other languages in the world. Indonesian schools, therefore, include English in its curriculums for that reason. What's more, English is the most popular language studied throughout the world not only in Indonesia (Noack & Gamio, 2015).

The English structure is different from the Indonesian language structure. Therefore, English is very difficult bacause English has its own language structure. Its more complex. Doney (2001) states that language is more than just comunication programs that the teaching of grammar and vocabulary can be trained in the same way as other school subjects. Getting to know English is not simple, several students are not interested in learning English. However, there are many students who try to learn more about English. This is influenced by their motivation for learning English. This suggests that motivation is a key point in leraning English. That is because motivation can affect student succes. Brown (2001) states that motivation is a factor that affects high or low objectives. This means that motivation relates to encouragement and willingness to do that causes a person to act immediately towards the specific goal you want to achieve. It shows that the importance of motivation in learning English cannot be ignored.

In terms of learning, a person will succeed in learning if he has the desire to learn. The desire or drive to learn in this case is called motivation. Motivation for self-study is a non-intellectual factor. It has a special role to increase desire, willingness, and enjoyment in learning. Motivation builds two aspects: to know what will be learned and to understand why it is important to learn. In fact, learning a second language is a challenging task and teaching a second language can be just as scary (Samuels, 2013). Therefore, we must continue to look for new and creative ways to motivate our students.

Supiah in his journal (2018) has stated that English learning motivation is recognized in two types. They are integrative motivation and instrumental motivation. If a person learns English through the desire to learn more about culture, language and people to be more integrated into the target language community, he is integrally motivated. Whereas instrumental motivation refers to learning involvement in the order to achieve several other goals such as being able to speak English to get a better job (Keith, 2001)

Motivation is crucial in determining learning activities as motivated groups will be more successful than those without motivation. Therefore, positive energy motivation that makes students achieve better achievements in the learning process (Hamalik, 2002). Motivation is what stimulates students to obtain, change, and using knowing. Students' motivation in learning is the desire for students to participate in the learning process. Although students may be equally motivated to perform assignments, their sources of motivation may be differ.

Motivation in learning can be divided in two catagories: Intrinsic Motivation and Extrinsic Motivation (Supiah, 2018). Conform to Harmer (2007) motivation derived from within a person is called intrinsic motivation. A person may be motivated by the pleasure of the learning process or a desire to make themselves feel better. Motivation comes from within the individual from external awarded, such as money or value. Students who have intrinsic motivation will get pleasure from the task itself or from satisfaction in completing or even performing tasks.

UIN Ar-Raniry is one of the campuses in Banda Aceh, famous for its English Department. Many people believe that this department can produce intellectual and skilled alumni especially in mastering and implementing English in in all education sectors. Because of this situation, almosts all prospective students who want to learn English choose this campus as the first choice to study. However, among all students of UIN Ar-Raniry, there are several regions such as in Central Aceh, Bener Meriah, and Gayo Lues districts, where most of the people are the Gayo tribe, stealing the writer's attention because each year the number of students from gayonese increase significantly to study in the English Department. They have different motivations in learning English. Therefore, this research tries to determine the kind of motivation possessed by gayonese students in learning English.

Based on the explanation, the writer will further analyze this research topic and will be showcased throughout this thesis entitled: ***"An Analysis on Gayonese's Motivation to Learn English : A Case Study at English Department, Tarbiyah Faculty, UIN Ar-Raniry"***

B. Research Questions

The problem that will be addressed in this study my be expressed as follows:

1. What type of motivation possessed by Gayonese students in English Department to learn English?

C. Objective of Research

Based on the research issue as mentioned above, the objectives of research are:

1. To analyze the type of motivation possessed by Gayonese students in English Department to learn English.

D. Significance of The Study

The results of this study are expected to contribute to teaching objective and learning English on gayonese's by enriching knowledge of what are the main reasons that motivate students / teachers to teach and learn English. In addition, this research is also expected to increase awareness.

E. Terminology

There are several terms used in this study that need further clarification to avoid the confusion of the readers. There are the following:

1. Motivation

Christiana (2009) has stated that motivation is an important factor as a leading role in achieving many basic objectives in student academic life. Motivation is a complex part of human psychology and behavior that affects the way individuals choose to invest their time, how much energy they give in every given task, how the think and feel about the task, how long they stay on that task. This is reflected in the choice of students' learning assignment, in the time and effort they give, in their persistence in the task of learning, in overcoming difficulties they encounter in the learning process (Bakar, 2014).

"Motivation to learn" is a three-word expression, which connects motivation and learning, each of which has a different meaning but is closely related to each other (Karaoglu, 2008). The motivation to learn is a psychological condition that encourages students to learn gladly and integrity. With a strong learning motivation, students will feel happy and enthusiastic in learning so that it can affect the quality of the learning process and student learning outcomes themselves. The motivation for learning that develops in students is because of their ideals or the encouragement they get to get the expected results. According to Sikhwari (2014), female students have been found to be more motivated and become more accomplished than boys. Without discussing gender, more motivated students to learn will usually get a higher academic status. This

means that the greater the motivation, the greater the intensity of the effort made by students to achieve the desired learning achievement.

2. English Learning

Fachraini in his journal (2017) has stated that English is what is learned and used by many people in the world can also be called an international language. Nobody can deny the importance of this language in comunication around the world. Therefore, indonesia suppose its citizens to study English as early as possible because as a developing country. Therefore, learning English becomes an importance subject from elementary schools until university.

In learning English, students are influenced by several reasons. Each student has a different reason to learn English like getting a better job and, make them able to communicate with people around the world and can increase the prestige or confidence of a person to go anywhere (Fachraini, 2017).

3. Gayonese's

Gayonese's or Gayo people are one of the tribes or ethnic groups living in the highlands of Gayo in central Aceh Province. The domicile of the Gayo tribe covers the districts of Bener Meriah, Aceh Tengah and Gayo Lues. Gayo is a language used by Gayoneses in everyday life. The Gayo language is spoken by Gayo people who are concentrated in three districts, specifically Aceh Tengah, Bener Meriah and Gayo Lues (Murni, 2017). Conform to Eades (2005) the Gayo language is formed from Malayo-Polynesian languages which are grouped in Austronesian, possibly Taiwanese, and Filipino. The Gayo language is used as daily communication between people, in family ceremonies, and int the tradition of meetings.

CHAPTER II

LITERATURE REVIEW

This chapter will provide an explanation of theoretical reviews and relevant studies. It should be explained cleary in order to have a deep understanding of this reaserch.

A. **Motivation**
1. **Definition of Motivation**

We often hear about motivation and are easy to say, but as is, still difficult to define. Motivation is a term used in academic and research settings. However, it is still difficult to dicover the best meaning for it. Rost (2006) calls motivation the heart of teaching neglected languages. The point is that with motivation students will have greater control than their learning outcomes. If students don't have the motivation, there will be no life in their class. Motivation has also been defined as student orientation or encouragement related to the subject's learning goals, especially second language (Holt, 2001).

Another expert also stated the same thought about motivation. Motivation is a reason underlying behavior (Lai, 2011). Every goal or achievement that has been set or planed needs motivation in order to reach it. As stated by Hanyeq, Suhatmady & Syamdianita, 2018) motivation is to continue efforts towards a set goal. Rahmat, Sainu, and Weda (2016) motivation is an integral part of the achievement of any goals.

With the same tone, Brown (2001) define motivation as an important component or factor in the learning process. Learning and motivation have the same interests to accomplish something. Learning to make us acquire knowlage and skils and a new motivation encourages us to go through the learning process; meanwhile, motivation is defined as a condition that can initiate, guide, and safeguard our behaviour to the goal are reached or responses are hampered (Arno, 2001).

"Motivation to learn" is a three-word expression, which connects motivation and learning, each of which has a different meaning but is closely related to each other (Karaoglu, 2008). Motivation to learning is a psychological condition that encourages students to learn with pleasure and sincerity. With a strong learning motivation, students will feel happy and enthusiastic in learning so that it can affect the quality of learning and student learning outcomes themselves. The motivation for learning that develops in students is because of their ideals or the encouragement they get to get the expected results. According to Sikhwari (2014), female students have been found to be more motivated and become more accomplished than boys. Without discussing gender, more motivated student to learn will usually get a higher academic status. This means the greater the motivation, the greater the intensity of the effort made by students to achieve the desired learning achievement.

Motivation affects every part of the human will externally and internally and it also affects students in their learning stage. At the most basic level, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2007). As its definition motivation could drive somebody to do something (Hanyeq, Suhatmady, & Syamdianita, 2018). Estliden (2017) stated that motivation has been linked to inner forces, lasting traits, a series of beliefs and effects and behavioral responses to stimuli. As defined by William and Burden (2000) "motivation is built as a state of cognitive and emotional arousal, which leads to a conscious decision to act on, and which raises a priode of sustained intelectual and pysical efforts to achieve a predetermined goal. Even though, good plans that have been set, motivation still be a major reason for the success in reaching the goals that have been set. As delivered by Alizadeh (2016) motivation is a key factors to explain the success or failure of any diffucult activity.

Based on the above definition, it can be concluded that motivation is the feeling felt by someone who drives him to do something or to achieve a certain goal. Thus, motivation is important for factors in doing

something, because this desire encourages someone to make a strong effort in every activity carried out, in this case learning English (Fachraini, 2017). Therefore, a teacher or lecturer must know whether students have high or low motivation in learning English so that the teaching and learning process becomes effective and efficient.

2. **Motivation in Learning English**

Learning process motivation is a crucial thing that must be laid in every student's mind. Dorney (2001) states that motivation has a very important role in determining success or failure in any learning situation. Therefore, having high motivation can make students better for their learning process. Motivation is an essential and basic part of learning (Brewer & Burgess, 2005). This means that motivation becomes very important in learning English. That's bacause motivation will determine students' efforts to achieve the goal of English language learning. Students with higher motivation will have better achievement in learning English. Most students realize the benefits in the future. There are many programs offered to these students to experience studying or living abroad.

Living or studying abroad is one of the main reasons English is widely studied among students and academics. Dream living in an English speaking country is the reason that motivates students to learn English. Reasons, goals, and dreams to encourage students to be more motivated in learning. Students who are motivated to learn to strive harder to understand the material and to learn deeper, so the result is they have a better ability to apply what they have learned into their lives (Mayer, 2010).

Hedge (2003) states that an adult student returning to study may consider learn language as a hobby or cultural pursuit that is appropriate for educated people, or perhaps urgent reasons for wanting to communicate in English. Now, in many public school systems, where the English use of students in the future is uncertain, the main goal is to build communicative potential. Each individual can be influenced by a variety

of motivations that will affect things like anxiety or atitude, or a willingness to try new learning strategies.

Cook (2000) believes that each learner is unique. This uniqueness is what determines an individual"s success in the target language. Cook (2000) identifies personality, motivation, and age as the three things that differentiate one learner from the other.

3. Factors influencing student motivation

There are two factors that affect students' motivation :

3.1. Intrinsic factors of motivation

According to Santrock (2004) intrinsic motivation come from the internal motivation to do something because of the desire or feeling from within. For example, someone learns English because they like or love learning English. Ryan & Deci (2000) defines intrinsic motivation as it is "the doing of an activity for its inherent satisfactions rather than for some separable consequence". Intrinsic motivation learners tackle a task for the enjoy it gives them, or the challenge it poses to them and not for the sake of the outcome. To them, rewards are peripheral. So, intrinsic motivation is doing something because one feels that the thing is attractive and pleasant. Walker, Greene, and Mansell (2006) explain that students that are intrinsically motivated are not afraid to make mistakes, learn from the mistakes and draw pleasure from exploring complicated tasks. According to Guilloteaux (2007), intrinsically motivated learners engage in a task because of the pleasure they get from doing and accomplishing it. Intrinsic motivation is noted when a task is approached spontaneously which is the sheer pleasure of engaging in a task.

This shows that intrinsic motivation is the desire that comes from within the individual to accomplish a goal. Intrinsic motivation also encourages successful learning because behavior comes from needs and desires (Rahma & Setiyana, 2019). When students have intrinsic motivation, they will show their attitude in class like theey want to learn English because they like to learn it (Fachraini, 2017).

Furthermore, Brown (2007) divides motivation of intrinsic into two categories, namely integrative motivation and instrumentak motivation.

3.1.1   Motivation of Integrative

The desire to be part of a recognized or important community member using a foreign language. "This is based on an interest in learning a second language because of their need to learn about, associate or socialize with people who use it or because the purpose or intention to participate or integrate in a second language uses the same language in the community; but sometimes it involves many emotional or affective factors (Saville-Troike, 2006)". whereas According to Gilakjani and Sabouri (2012), the term motivation of integrative refers to language learning for personal purpose and culture understanding of foreign language that students' desire to learn language is to engage in the target language community. Integrative motivation is used when students want to incorporate themselve into a culture of a second language groups, to identify themselves and be part of the community. For example immigration or marriage.

3.1.2   Motivation of Instrumental

Motivation of instrumental is considered as motivation appearing from the need to learn a second language due to practical pr external reasons (Gilakjani et al, 2012). "The concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school" (Saville- Troike, 2006). It describes a situation where students believe that by mastering the target language, they will play a role in getting a better job.

When learners have motivation of intrinsic, it will give a good influence on their learning. Because, intrinsic motivation comes from the learners themselves. So, they learn English with their internal desires, not from other factors outside of students.

Harmer (2005) states that intrinsic factors include physiological. However, physiological conditions can affect students' enthusiasm during learning processes such as unhealthy bodies that can reduce cognitive competence, so students can not understand the material well. In addition, psychological aspects concerning students' positive attitudes, especially towards teachers and subjects themselves are a good start for students in the learning process. On the other hand, negative student attitudes towards teachers and subjects make it difficult for students to learn.

In other theories, an intrinsic factors can also be classified into three factors as follows;

a. Age

Age is one factor that affects the motivation of students. Setiyadi (2006) states that students of various ages have different cognitive needs, competencies and skills. Kids learn a foreign language for fun through playing, singing a song; language should be presented in advances with voice. Children learn a language faster than adults bacause children use their young brains to memprize quickly so it is easy for them to remember or recognize something new in their ears. Gawi (2012) throwing reasearch in to English language learning outcomes. Later, he explained the rise of belief that the younger the better in learning foreign languages based in part on the observation of many teachers and English linguists around the world. The evidence for this is drived from the majority of languages in schools that are begining to learn English at a very early age in Dawadmi, KSA.

b. Goal

Motivation to reach the goal. If the goal is clear and beneficial to students, then they will strive to achieve that goal (Harmer, 2005). Motivation is also closely related to personal desires to achieve goals. It could be a long-term goal and a short-term goal.

c. Needs

How many students need to learn this language? For example, a student wants to pursue overseas studies and the country's citizens use

English as their official language. So "need for affiliation" is complacent by friently relationships with others. "need for achievement" can be met with increased satisfaction in accordance with the success of achieving several objectives that require effort. It means that the students need to learn the English language.

3.2. Extrinsic factors of motivation

Motivation of extrinsic is a tendency to take part in busyness for reasons unrelated to activity. These reasons can be in the form of expecting rewards, such as being successful on an exam or getting good grades (Ryan & Deci, 2000). Arnold (2000) explains extrinsic motivation refers to the desire to get reward and avoid punishment. It emphasizes external needs to persuade students to take part in learning activities such as homework, classes, or do something to please the teachers. Harmer (2007) states that "extrinsic motivation is the acquisition of a number of external factors, for example, the need to pass an exam, expectation of financial rewards, or the possibility of future travel". Furthermore, "this type of motivation appears from outside and gives some influences to a person like to give incentives, social pressure, and punishment" (Fachraini, 2017).

Motivation of extrinsic is a motivation that is influenced by external factors, such as parents, friends, teachers, appreciation, and so on. We are only interested in getting something out of our business or activities not because we are very passionate about these activities (Dahliana, 2019). There are two type of external factors:

3.2.1. Social environment

Myra and Sacker (2005) investigate that there are three things included in this environment:

a. Teacher

A teacher is one who forms motivation among students and people who have an important role in teaching and learning activities to socialize. Motivation is important not only for teachers but also for students. (Reeve and Hyungshin, 2006). The key

instrument for handling and managing students in class is a teacher. Teachers need to find ways or methods that are creative and innovative in teaching to increase student motivation. Once students like you and find your lesson interesting, they will learn more and make your students appreciate you. "You need to make learning fun for your students and teaching for fun. Be fair to all your students, do not pick a favorite and give everyone a chance" (Roberta, 2004, p.29).

b. Society

Students who mostly work as farmers or sailors living in the interior will not learn well. Students will help their parents or take care of their relatives when their parents work in the fields. That is why the community also influences student motivation.

c. Peers

There are several ways that can influence on another, namely:

a) Reinforcement

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

b) Modeling

Modeling is imitation; someone observing other peer behavior. According to Bandura as qouted by Roberta (2004) "the observing child may learn how to do something new that she or he previously could not do or that she or he would probably not have thought of doing such as riding a bike with 'no hand'".

c) Punishment

Gilston (2017) explains that the punishment is another from of reinforcement and can also be positive and negative. Positive and negative words do not associated with good or bad; rather, they mean increasing or eliminating punishment. Contrary to reinforcement, punisment is intended to reduce the possibility of unwanted behavior.

Positive punishment is a punishment that occurs when someone introduces something to stop unwanted behavior. For example, if a child behaves badly or is dangerous, such as running into a busy road with a car being driven, parents may beating the child scold or beat the child. Both services that reduce the likelihood o harmful and unwanted behavior will occur again (Gilston, 2017).

When we take something after an unwanted behavior occurs is a negative punishment. The purpose of punishment is to reduce the behavior. So, if a child fights with his brother, parents can pick up their favorite toys or suspend their TV privileges. Thus, parents will reduce the chance that undesirable behavior will continue (Gilston, 2017).

d) Competition

Rahmi (2012) explains the competition is divided into two types, namely; competition achievements and competitions for others. In achievement competitions, students must know the results achieved and then try to improve their results. Meanwhile, in competition with others, students learn and compare outcomes achieved with other students.

e) Parents

Harmer (2007) revealed that if parents oppose language culture, this can negatively affect their motivation. If they really like the language, this may have the opposite effect. This means parents' roles are very important to motivate their

chilidren. They must support their children to create their motivation.

3.2.2. Nonsocial environment

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

Based on Irsanti (2017), "human motivation stems from four main sources. First, someone can be motivated by biological factors such as the need for food, water, sex, and temperature regulation. Second, emotional factors can motivate behaviour such as panic, fear, anger, life, and hatred underlie behaviour ranging from selfless giving to a brutal murder. Cognitive factors provide a third source motivation, such as someone's perception of the world, someone belief about what he or she can do and someone's expectation how others respond to a certain behaviour. Fourth, motivation can come from social factors, including reactions to parents, teachers, siblings, friends, television, and other socio-cultural forces".

B. English Learning

Akmal (2015) has stated that English is taught comprehensively by putting four basic language from theory into practice. English is the international language studed and used by many people in the world. Nobody can deny the importance of this language in worldwide communication (Fachraini, 2017). Therefore, indonesia as a developing country requires its

citizens to learn English as early as posible. Thus, learning English becomes an important subject from elementary school to university.

Nowadays, there are about one billion people in the world who learn English as a foreign language (Johnson, 2001). "In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make a friend or fit into a new school and culture", (Pinter, 2006). The language learning process has a significant effect on how young learners can acquire a foreign language. Learning strategies from the mother tongue can be adopted to learn a foreign language. Especially, those who are involved in the leaning process of children are their parents, and the letter is their teacher. So, the teachers have an omportant role in the langauge of students learning.

In learning English, students are influenced by several reasons. Each student has a different reason to learn English like getting a better job and, make them able to communicate with people around the world and can increase the prestige or confidence of a person to go anywhere (Fachraini, 2017).

Based on the above definition we can conclude that English is the international language, which is used as a tool of interaction with our society. Learning is the process through various experiences. Hilgard (2001) states that "learning is an activity originated or is a change through training procedures (both in the laboratory or in the natural environment) as distinguished from changes by factors, attributions are not able to train". The learning process begins with a lack of attention, motivation, and activity. Without the students' attention and motivation, students will not learn (Dimyati and Mudjiono, 2006).

Based on the above definitions, it can be concluded that learning is the acquisition of new behaviour, which occurs as a result of changes and experiences or practices of relatively permanet organism.

C. **Gayoneses**

Gayonese's or Gayo people are one of the tribes or ethnic groups living in the highlands of Gayo in central Aceh Province. The domicile of the

Gayo tribe covers the districts of Bener Meriah, Aceh Tengah and Gayo Lues. Gayo is a language used by Gayoneses in everyday life. The Gayo language is spoken by Gayo people who are concentrated in three districts, specifically Aceh Tengah, Bener Meriah and Gayo Lues (Murni, 2017). Conform to Eades (2005) the Gayo language is formed from Malayo-Polynesian languages which are grouped in Austronesian, possibly Taiwanese, and Filipino. The Gayo language is used as daily communication between people, in family ceremonies, and int the tradition of meetings.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is about conducting research procedures that include research designs, sample and population, brief descriptions of research location, technique of data collection, and technique of data analysis.

A. Research Design

This research applies a quantitative research approach. Bryman and Bell (2007) define quantitative research as research that allows researchers to facts and data can be represented numerically. In the same case, Aliada and Gunderson (2002) syas that "quantitative research is a method that deals with numbers and everything that can be measured systematically in the investigation of phenomena and their relationships". The quantitative research consisted of experimental research and surveys (Ulber, 2012). Ulber (2012). In this study, authors used quantitative research by using electronic means of data collection called google form to find out the level of motivation among Gayonese to learn English.

B. Sample and Population

According to Sutton (2015) states that the population is an interesting group for researchers, the group he wants research results to generalize. From the above definition, the researcher concludes that the population is the entire research subject linked to research issues. In this case, the population is an English language education student at UIN Ar-Raniry Banda Aceh from the Gayonese.

Meanwhile, "The sample is a subgroup of the target population that the authors plan to study to generalize about the target population" (Creswell, 2012). These research samples are students of the Department of English Education 2014-2018 who came from Gayonese. Samples were selected by random sampling technique. Random sampling technique (Ulber, 2012) is one technique in taking samples without certain

considerations. That means that everyone in the population has the same opportunity to be elected.

C. Brief Description of Research Location

This research was conducted at UIN Ar-Raniry, Banda Aceh. It is the Islamic Universty under the authorty of the Ministry of Relegion. UIN Ar-Raniry was first established on 5th October 1963. Located at jln. Ar-Raniry, Kopelma Darussalam (Lingkar Kampus Banda Aceh). The name Ar-Raniry was taken fro Syeikh Nuruddin Ar-Raniry who contributed his life in developing Islamic thought in Aceh (reigned 1637-1641).

The Universty is currently headed by Prof. Dr. H. Warul Walidin AK, MA as rector. The institute has approved professors and thousand of scholars. The university not only focuses on islamic studies but also focuses on general knowladge. One of the faculties in this universty is the faculty of Tarbiyah and teacher training (FTK). The faculty is comprised of twelev departments which each have different specifications and courses of study. One of them is the Department of English Language Education.

The author conducts research at the Department of English Language Education (PBI) which author also choose the population and samples of the students of this Department. The Department is currently headed by Dr. T. Zulfikar, M.ED. The Department specialization is teaching English as foreign language, educating and preparing students as an excellent English teacher.

D. Technique of data collection

In this study, the writer gathered data using questionnaire. The instrument is used to collect data from srudents as samples in this study.

In collecting data, one of the instruments that writer use to collect data in this study is through a questionnaire. The questionnaire is a data collection technique using several questions. Babbie (2007) defines the "questionnaire is a document that contains questions and other types of items that are designed to gather information suitable for analysis". In this

case, the questionnaire was shared to get data on the motivation of Gayonese to learn English.

In general, "the questionnaire has two types, namely open-ended questions (open-ended items) and close-ended questions (close items), but we also can use the semi close-ended questions (mixed questionnaire)" (Ulber, 2012). In this study, the writer used closed question. Answer options have been provided, respondents only choose answers. Quesstionnaire consist of 18 questions. Questionnaires will be distributed using google forms to students to know their interests in learning English. The author has given options for each question. In the process of prodiving questionnaires, the author gave them a few minutes to answer.

E. Technique of Data Analysis

Data from questionnaires are analyzed using basic statistics. That is the statistical method applied by the frequency distribution. The data will be processed in frequency distribution table Form by using formula:

$$P = \frac{f}{n} \times 100\%$$

In which:
- p = percentage
- F = frequency
- N = number of sample
- 100% = constant value

Then from the percentage results, we can see what most stimulates gayonese students in the English Department to learn English.

The data obtained from the questionnaire is analyzed by calculating the average for each question. The five-point Likert scale is used to measure levels and types of learning motivation subjects. Scales are used in questionnaires to determine the level of consent or disapproval based on the students' answers to the following criteria.

Table 3.1 Standard of Mean

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

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter discusses reaserch analyses and research discussions. Analysis is information found from the field, while the discussion is a conclution on the topic of this research. The analysis and discussion are explained as follows:

A. ANALYSIS OF QUESTIONNAIRE

The students are required to fill out a questionnaire. The questionnaire is calculated to cillect research data. The author distributes questionnaires using Google forms and questions in English. The following data will attract the motivation of gayo people learning English who studed English UIN Ar-Raniry. There were students filling out questionnaire.

The questionnaire results will be interpreted as follows:

a. Intrinsic Motivation Questions

1. Learn English allows me to participate more freely in other cultural group activities. (Integrative)

Table 4.1 Intrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	10	30,3%
2.	Agree	16	48,5%
3.	Neutral	5	15,2%
4.	Disagree	1	3%
5.	Strongly Disagree	2	6,1%

Table 4.1 shows that the majority of students (78.8%) learning English allows them to particippate more freely in the actfities of other culture groups. This suggests that all students follow English language learning because of their intrinsic motivation. Then, only 9.1% disagree on learning English allows them to participate more freely in other cultural group activities. This may mean that they are learning English because of Extrinsic motivation or External factors.

2. **I learn English to professional poses better careers and job opportunities. (Instrumental)**

Table 4.2 Intrinsic Motivation

No	Response	Frequency	percentage
1.	Srrongly Agree	12	36,4%
2.	Agree	21	63,6%
3.	Neutral	0	0%
4.	Disagree	1	3%
5.	Strongly Disagree	0	0%

Table 4.2 shows that 36.4% strongly agreed and 63.6% agreed to study English to professionals having better careers and job opportunities. However, only 3% who do not agree to study English to professionals have better careers and job opportunities. This may mean it they are learning English due to instrumental motivation.

3. **I learn English in order to improve my English language skills. (Instrumental)**

Table 4.3 Intrinsic Motivation

No	Response	Frequency	percentage
1.	Srrongly Agree	20	60,6%
2.	Agree	10	30,3%
3.	Neutral	3	9,1%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%

Table 4.3 shows that 60.6% strongly agreed and 30.3% agreed to Study English to improve my English language skills. But 9.1% chose neutral. this might mean they have intrinsic motivation, it will have a good influence on their learning. Bacause intrinsic motivation comes from students themselves. So, they learn English with their internal desire, not from other factors outside of srudents.

4. **Learning English ill allow me to be at ease with English speakers. (Integrative)**

   Table 4.4 Intrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	13	39,4%
2.	Agree	13	39,4%
3.	Neutral	6	18,2%
4.	Disagree	2	6,1%
5.	Strongly Disagree	0	0%

   Table 4.4 shows that 39.4% strongly agreed and 39.4% agreed Learning English would make me more comfortable with English Speakers. however, 18.2% chose neutral while those who chose to disagree with 6.1% Learning English would make me more comfortable with English Speakers. this might mean they have Integrative motivation, which is the desire to use a second language. It is based on a second language learning interest.

5. **I learn English to have fun by playing and singing the songs.**

   Table 4.5 Intrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	8	24,2%
2.	Agree	15	45,5%
3.	Neutral	6	18,2%
4.	Disagree	5	15,2%
5.	Strongly Disagree	1	3%

   Table 4.5 shows that 24.2% strongly agreed and 45.5% agreed to study English to have fun by playing and singing songs. However, 18.2% chose neutral while those who voted did not agree 15.2% and 3% strongly disagreed learning English to have fun by playing and singing songs. this might mean they have an internal factor which is age. Age is one of the factors that influence student motivation. Students of different ages have different cognitive needs, competencies, and skills. Children learn foreign

languages to have fun through playing, singing songs; Language must be presented first by sound.

6. **I learn English to achieve high performance both in class and outside the classroom.**

Table 4.6 Intrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	10	30,3%
2.	Agree	16	48,5%
3.	Neutral	8	24,2%
4.	Disagree	0	0%
5.	Strongly Disagree	0	0%

Table 4.6 shows that 30.3% strongly agreed and 48.5% agreed to learn English to achieve high performance both in the classroom and outside the classroom. However, 24.2% chose neutral learning English. this might mean they have an internal factor that is Goals. Encouraging motivation to achieve goals. If the goal is clear and useful to students, then they will strive to achieve that goal. then they will strive to achieve that goal. So, motivation is also closely related to personal desires to achieve goals.

7. **I learn English bacause I want to continue my studies overseas.**

Table 4.7 Intrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	14	42,2%
2.	Agree	14	42,2%
3.	Neutral	4	12,1%
4.	Disagree	1	3%
5.	Strongly Disagree	0	0%

table 4.7 shows that 42.2% strongly agreed and 42.2% agreed to study English because of their desire to continue their studies abroad.

However, 12.1% chose neutral while those who chose disagreed only 3% learned English because of their desire to continue their studies abroad. this might mean they have an internal factor that is necessary. If a student wants to continue his studies abroad and the citizent of the country are using English as their official language. Thus the "need for affiliation" is fulfilled by friendly relations with others. "The need for achievement" could meet by increasing satisfaction in accordance with success in achieving several goals that require effort. This means that students need to learn English

b. Extrinsic Motivation Questions

1. I study English bacause I want to do well in my examination.

Table 4.8 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	2	6,1%
2.	Agree	19	57,6%
3.	Neutral	6	18,2%
4.	Disagree	6	18,2%
5.	Strongly Disagree	0	0%

Table 4.8 shows that 6.1% strongly agreed and 57.6% agreed to study English because they wanted to succeed in the test. However, 18.2% chose neutral while those who chose to disagree with only 18.2% studied English because they wanted to succeed in the exam. this shows that 63.7% of learn English bacause of extrinsic motivation.

2. I study English in order to please my family.

Table 4.9 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	4	12,1%
2.	Agree	7	21,2%
3.	Neutral	11	33,3%
4.	Disagree	9	27,3%

5.	Strongly Disagree	2	6,1%

Table 4.9 describing students who are learning English bacause of their parental orders. The data in the table above shows that some students agree with the statement. This may mean that their motivation of extrinsic motivates them to learn English. While some of them learn English with intrinsic motivation. And most of them chose "neutral" ie (33.3%), This suggests that in addition to other factors, parents will also be included as one of the factors they learn in English.

3. **I feel that no one is raelly educated unless he is fluent in the English language.**

Table 4.10 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	2	6,1%
2.	Agree	7	21,2%
3.	Neutral	7	21,2%
4.	Disagree	13	39,4%
5.	Strongly Disagree	4	12,1%

Table 4.10 shows that 51.5% disagreed from the statement and only 27.3% agreed to feel no one was truly educated unless they speak fluent English. However, the rest chose neutral which is 21.2%. this shows that some of them learn English because of intrinsic motivation or internal factors.

4. **I feel happy about the teachers' motivation when learning English lessons.**

Table 4.11 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	9	27,3%
2.	Agree	12	36,4%
3.	Neutral	11	33,3%

4.	Disagree	1	3%
5.	Strongly Disagree	0	0%

Table 4.11 shows that 27.3% strongly agreed and 36.4% agreed that they were happy with the motivation of the teachers when learning English lessons. However, 33.3% chose neutral while those who chose not to agree were only 3%. this shows that most of them learn English because motivation of extrinsic.

5. **By mastering English I will be respected by the public.**

Table 4.12 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	3	9,1%
2.	Agree	13	39,4%
3.	Neutral	12	36,4%
4.	Disagree	4	12,1%
5.	Strongly Disagree	3	9,1%

Table 4.12 shows that only 9.1% strongly agree and 39.4% agree that by mastering English will be respected by the public. However, 36.4% chose neutral while those who chose not to agree 12.1% and 9.1% strongly disagreed. This shows that most of them learn English because motivation of extrinsic. Because society also affects student motivation.

6. **I learn English to get prize.**

Table 4.13 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	0	0%
2.	Agree	7	21,2%
3.	Neutral	9	27,3%
4.	Disagree	15	45,5%
5.	Strongly Disagree	4	12,1%

Table 4.13 shows that 21.2% agreed that by learning English to get a prize. However, 27.3% chose neutral while those who chose to disagree 45.5% and 12.1% strongly disagree. This shows that most of them learn English because motivation of intrinsic. Because they learn English not for get prizes.

7. **I learn English because of an invitation from a friend.**

Table 4.14 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	2	6,1%
2.	Agree	2	6,1%
3.	Neutral	9	27,3%
4.	Disagree	16	48,5%
5.	Strongly Disagree	6	18,2%

Table 4.14 shows the statements in the questionnaire relating to learning English due to a friend's invitation. The table shows most of them (48.5%) disagree and 18.2% strongly disagree, this may mean that they learn English because motivation of instrinsic. while 27.3% chose neutral. Then, very few who choose to agree are 6.1% and 6.1% strongly disagree. this explains the invitation of friends is not one factor that motivates them to learn English.

8. **I learn English to avoid punishment.**

Table 4.15 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	0	0%
2.	Agree	2	6,1%
3.	Neutral	6	18,2%
4.	Disagree	13	39,4%
5.	Strongly Disagree	12	36,4%

Table 4.15 shows that only 6.1% agreed that learning English to avoid punishment. However, 18.2% chose neutral while those who chose

to disagree 39.4% and 36.4% strongly disagreed. This shows that most of them learn English not to avoid punishment. rather they learn English because of intrinsic motivation or internal factors.

9. **I learn English because I want to get achievements in the classroom.**

Table 4.16 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	1	3%
2.	Agree	7	21,2%
3.	Neutral	13	39,4%
4.	Disagree	12	36,4%
5.	Strongly Disagree	2	6,1%

Table 4.16 shows that most of them do not agree and strongly disagree if learning English because they want to get achievements in the class which is around 42.5%. However, there were 39.4% choosing "neutral", whereas choosing agreeing and strongly agreeing only 24.2%. This shows that most of them learn English because of intrinsic motivation or internal factors.

10. **I learn English because my parents think that English is a very important language to learn.**

Table 4.17 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	5	15,2%
2.	Agree	7	21,2%
3.	Neutral	11	33,3%
4.	Disagree	8	24,2%
5.	Strongly Disagree	2	6,1%

Table 4.17 shows that 15.2% strongly agreed and 21.2% agreed that learning English was because their parents thought that English was a very important language to learn. However, 33.3% chose neutral while those who chose to disagree 24.2% and 6.1% strongly disagree. The

percentage of agree was greater at 36.4% while choosing disagree was smaller at 30.3%. this shows that most of them learn English because motivation of extrinsic.

11. I learn English because the time to study, home, and facilities are very supportive making it easier for me to learn English.

Table 4.18 Extrinsic Motivation

No	Response	Frequency	Percentage
1.	Srrongly Agree	3	9,1%
2.	Agree	10	30,3%
3.	Neutral	12	36,4%
4.	Disagree	7	21,2%
5.	Strongly Disagree	1	3%

Table 4.18 shows that 9.1% strongly agreed and 30.3% agreed that learning English because the time to study, home, and facilities was very supportive making it easier for me to learn English. However, 36.4% chose neutral while those who chose not to agree 21.2% and 3% strongly disagreed. this shows that most of them learn English because of extrinsic motivation or external factors.

Based on the results of the questionnaire, the following table presents 7 items of statements about motivation of instrinsic, their average scores and appropriate level of motivation that serves as a basic for interpretation and futher clarification.

Table 4.19 motivation of instrinsic

No	Motivation of instrinsic	Scores	Mean	Rating of motivational level
1.	Learning English allows me to participate more freely in the activities of other cultural groups. (Integrative)	133	4.03	High

2.	I learn English to professional poses better careers and job opportunities. (Instrumental)	146	4.42	High
3.	I learn English in order to improve my English language skills. (Instrumental)	149	4.51	High
4.	Learning English will allow me to be more at ease with English speakers. (Integrative)	139	4.21	High
5.	I learn English to have fun by playing and singing the songs	129	3.90	High
6.	I learn English to achieve high performance both in class and outside the classroom.	138	4.18	High
7.	I learn English because I want to continue my studies overseas.	140	4.24	High
	TOTAL		4.21	High

Note : Strongly Agree   = 5

     Agree   = 4

     Neutral   = 3

     Disagree   = 2

     Strongly Disagree   = 1

$$Mean = \frac{\Sigma F}{N}$$

$$= \frac{\Sigma F}{33}$$

Table 4.19 above shows the results of the questionnaire related to motivation of instrinsic of Gayonese students. Data from the table shows that the average total for high motivation of instrinsic in motivational level

ranks. The total score is 4.21. In addition, every statement for intrinsic motivational questions is also ranked highly. Statement number 3 "I Learn English in order to improve my English language skills" and number 4 "Learning English will allow me to be more at ease with English Speakers". Have an average score of 4.51 and 4.21. From these two statements, it is evident that Gayo tribal students have high motivation in learning English. Their purpose in learning English for them is to improve their language skills. In addition, statement number 1 "Learning English allows me to participate more freely in the activities of other cultural groups" has a average score of of 4.03. the statement shows that they really enjoy learning English, so they want to participate more freely in other cultural groups' activities. As for statement number 2 "I learn English to professional positions better careers and job opportunities" has an average score of 4.42, statement number 6 "I learn English to achieve high performance both in class and outside the classroom" has an average score of 4.18 and number 7 "I learn English because I want to continue my studies overseas" an average score of 4.24. From the three statements, it is proven that Gayo tribal students have high motivation in learning English. because they have goals that come from themselves. to achieve the goal itself they have intrinsic motivation, so they are very happy to learn English. However, statement number 5 "I learn English to have fun by playing and singing the songs" gets 3.90. this is the lowest score of all the others.

Next, below is the motivation of exstrinsic table of Gayonese students in learning English.

4.20 Motivation of extrinsic

No	Motivation of extrinsic	Scores	Mean	Rating of motivational level
1.	I study English because I want to do well in my examination.	133	4.03	High

No.	Statement	Total	Mean	Category
2.	I study English in order to please my family.	101	3.06	Moderate
3.	I feel that no one is really educated unless he is fluent in the English language.	89	2.69	Moderate
4.	I feel happy about the teachers' motivation when learning English lessons	128	3.87	Moderate
5.	By mastering English I will be respected by the public.	114	3.45	Moderate
6.	I learn English to get prize	89	2.69	Moderate
7.	I learn English because of an invitation from a friend	83	2.51	Moderate
8.	I learn English to avoid punishment	64	1.93	Low
9.	I learn English because I want to get achievements in the classroom	98	2.96	Moderate
10.	I learn English because my parents think that English is a very important language to learn.	104	3.15	Moderate
11.	I learn English because the time to study, home, and facilities are very supportive making it easier for me to learn English.	106	3.21	Moderate
	TOTAL		3.05	Moderate

Note: Strongly Agree   = 5

Agree   = 4

Neutral   = 3

Disagree   = 2

Strongly disagree   = 1

$$Mean = \frac{\sum F}{N}$$

$$= \frac{\sum F}{33}$$

According to the table 1.20 above, can be seen that the avarege total score for extrinsic score is 3.05. this means that the students' extrinsic motivation is at moderate level. From the anove data, only the number 1 statement "I learned English because I want to do well in my exam" get the highest ranking among others. The gayoness students thinkthatthat by learning English to take part in activities for reasons unrelated to the activity. These reasons can be in the form of anticipation of rewards or penalties, such as being successful in exams or getting good grades.

B. DISCUSSION

After conducting research rights, "**An Analysis on Gayonese's Motivation to Learn English: A Case Study at the English Department, Tarbiyah Faculty, UIN Ar-Raniry**", finally the author came to this section of discussion. The author has collected data through questionnaire. The author will explain the results of the questionnaire in general. there is only one research question in this study: 1. (What type of motivation possessed by Gayonese students in English Department to learn English?). The writer will outline the important points as part of the resaech findings to answer research question.

Based on the data presented above, it gives information that most Gayonese have the motivation in learning English by their motivation of instrinsic. Motivation of instrinsic is the kind of motivation that comes from Gayonese students. According to Santrock (2004) instrinsic motivation invloves internal motivation to do something because of the desires or feelings from within. For example, someone learns English because he or she likes learning English. Ryan & Deci (2000). Gayonese students in English UIN Ar-Raniry loves to learn English because of their own wishes and pleasures. There are also a few other reasons why

Gayonese students have motivation of instrinsic in learning English like students who want to learn English because they want to improve their English skils, they want to be more comfortable with English speakers, they will be free to practicipate in the culture of group activities with other, they learn English because that that is something they always want to do, they learn English in order to have a better job, and job opportunities and they learn English because they love to learn. All the reasons above are factors influencing students' motivation, namely internal factors. Harmer (2005) states that "internal factors include physiological and psychological aspects. However, physiological conditions can influence student enthusiasm during the teaching-learning process such as an unhealthy body which can reduce cognitive competence, so students cannot understand the material well". Internal factors can also be classified into three factors, namely; age, goals, and need. For this reason, students will try to reach their reasons and objectives in learning English.

Furthermore, from the data presented above, it can be concluded that the Gayoneses English students from UIN Ar-Raniry also have motivation of extrinsic in learning English. Motivation of extrinsic is a type of motivation that comes from outside the Gayonese students. Hamer (2007) states that "extrinsic motivation is the result of a number of external factors, for example, the need to pass an exam, expectation of financial rewards, or the possibility of future travel. There are several factors that affect extrinsic students". Motivation like the Gayoneses students are not motivated to learn English because they want to achieve their goals, for example, they want to get good grades in the final exam, they want to get a gift from a lecture, they want to get a good job and they may want to continue studying abroad. Secondly, students want to make their parents proud of them if they can master this international language. of all the reasons shows that the statement is one of the factors influencing students' motivation, namely external factors. The external factor is divided into two things: Social environment and Non-social environtment. Myra and Sacker (2005) investigated that "there are three things included

in this environment which are: teacher, society, and peers. While non-social environments including time to study, home, and facilities also play an important role in child development". Accordung to Gagne as quoted by Rahardjito (2008) states that "facilities or media are various components in the student environment that can stimulate them to study. Learning facilities are needed by teachers and students to encourage teaching programs. Complete facilities such as language laboratories, language-related books in the library will make students more interested in learning and easy to understand the material. Incomplete learning tools make the learning process can not go well especially for subjects that need to be practiced".

Furthermore, the caculation of intrinsic and extrinsic motivation scores from Gayonese students above, researcher find that the average total score for motivation of intrinsic was 4.21 and the average total score for motivation of extrinsic was 3.05. As for the answer to the research question, the type of motivation possessed by Gayonese students in English Department to learn English is intrinsic motivation. Because, of intrinsic motivation and extrinsic motivation calculations, researcher find the avarege total score of intrinsic motivation to be greater than the average total score of extrinsic motivation. This explains that Gayonese English students from UIN Ar-Raniry have higher intrinsic motivation than extrinsic motivation in learning English. This is great for Gayonese students in the learning process. Because motivation is one of the important thing that affects students' attitudes and achievements. In these findings, Gayonese students have a good motivation, so it will be benefecial for them to succeed in learning English.

Furthermore, there are some similarities and differences with previous research as follows: Firstly, the similarities from previous studies are from the results of previous researchers that students have motivation of intrinsic that is higher than motivation of extrinsic in learning English (Fachraini, 2017), similar to what researchers found that Gayonese students have intrinsic motivation. And then the previous researcher found

that the question "I Learn English in order to improve my English language skills". Was ranked highest than the other questions. same as researchers found. Secondly, the difference from previous research is from the results of previous researchers that found that the question of extrinsic motivation "Learning English is useful in getting a good job" is the highest score (Fachraini, 2017). Meanwhile, the researcher found that questions from extrinsic motivation "I study English because I want to do well in my examination" get the highest score. Therefore, previous researchers found that getting a good job was an extrinsic motivation that students had, whereas researchers found the desire to do well in examinations was the most extrinsic motivation Gayoneses students had in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter comes with conclutions and suddestions based on findings and discussions in the previous chapter.

A. CONCLUSION

After conducting research, researcher find that Gayonese students study at the English Department of UIN Ar-Raniry had intrinsic and extrinsic motivation in learning English. Motivation of intrinsic is a type of motivation that comes from oneself or within students. For example, they learn English because they like learning English or enjoying the material they provide. While motivation of extrinsic is a kind of motivation coming from outside students or influenced by others such as parents, friends or even people. Based on the data presented in the research findings, it shows that the average total score for the motivation of intrinsic students is 4.21, it is considered a high-level ranking. The average motivation of extrinsic students is 3.05, it considered moderate in level rankingmotivation. From these results, it can be said that Gayonese students have a higher intrinsic motivation. In other ords, the motivation inside students is greater than the motivation that appears outside students.

B. SUGGESTION

After conducting research in the English Department, Tarbiyah Faculty, UIN Ar-Raniry, the researcher suggested some suggestions based on the findings.

1. For the lecturers

The lecturer must ensure that there is adequate interaction in the classroom. Social interaction in learning English is important because it allows students to experiment with the language. This means learning English beyond grammar rules. Thus, intrinsic motivation in students must be fostered by encouraging broad communication with others. Because, "a lecturer/teacher is a person who has an important role in teaching and

learning activities to socialize and form motivation among students. Motivation is important not only for teachers but also for students" (Reeve and Hyungshin, 2006). A teacher is a key instrument for handling and managing students in a class. Although the teacher as extrinsic motivation for students, teachers need to find ways or methods that are creative and innovative in teaching to increase student motivation. "Once students like you and find your lesson interesting, they act very much and they will learn more. Ask your students to respect you. making learning fun for your students and teach to have fun. Be fair to all your students, don't choose favorites, and give everyone a chance" (Roberta, 2004, p.29).

2. For the students

The researcher hope students will continue to have motivation in learning and can master English well so that it will benefit their future. Especially for students of the Gayo tribe to still have the motivation to learn English. Because, motivation is the key concept to be successful in learning. Students who are highly motivated will do their best in learning even though the material feels difficult. Conversely, students who have low motivation will be bored and indifferent in learning despite the material provided is very easy.

3. For the future researcher

The researcher hopes that there will be future researchers who are interested in analyzing and develop research related to students' motivation in learning English as a foreign language. perhaps, the next researcher can take samples and populations from other ethnic groups such as Acehnese, Javanese, and another ethnic group studying at UIN Ar-Raniry. Maybe, future researchers can develop research related to students' motivation in learning English at other universities with the same sample and population, namely Gayonese students.

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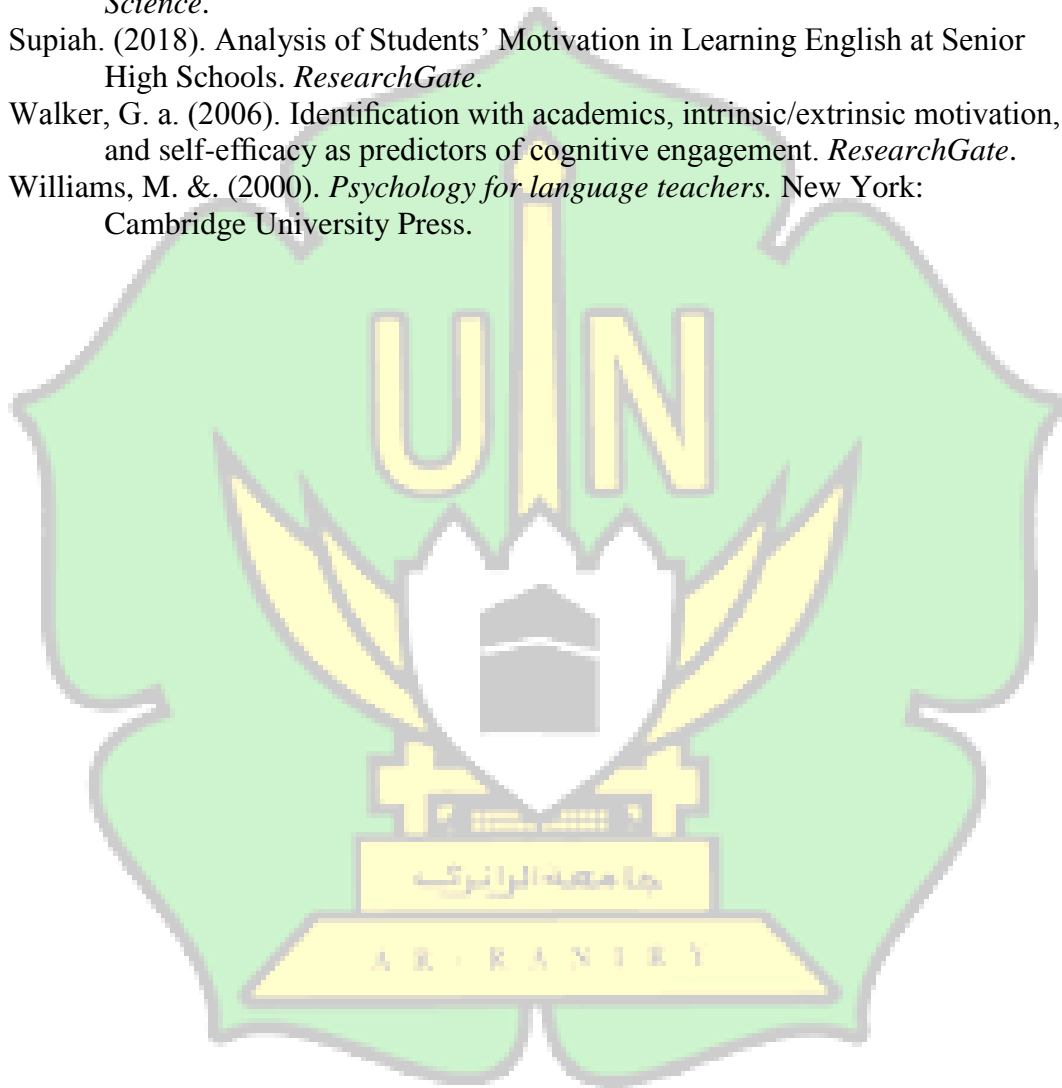
CONSENT FORM

Dear Student,

The purpose of this letter is to invite you to participate in research entitled, "An Analysis on Gayonese's Motivation to Learn English: A Case Study at English Department, Tarbiyah Faculty, UIN Ar-Raniry". This objective of the study to examine (1) The type of motivation used by Gayonese's student in English Department to learn English and (2) The motivation of Gayonese's student in English Department to learn English. Therefore, your opinion on this matter is the main source of this research. Here, your willingness is required as part of the research ethical code. Your name will not be listed. At the end of this project, the writer would be glad to share the result of this research with you. If you have any questions, do not hesitate to ask.

Thank you for your attention and cooperation,

Ariska Arias
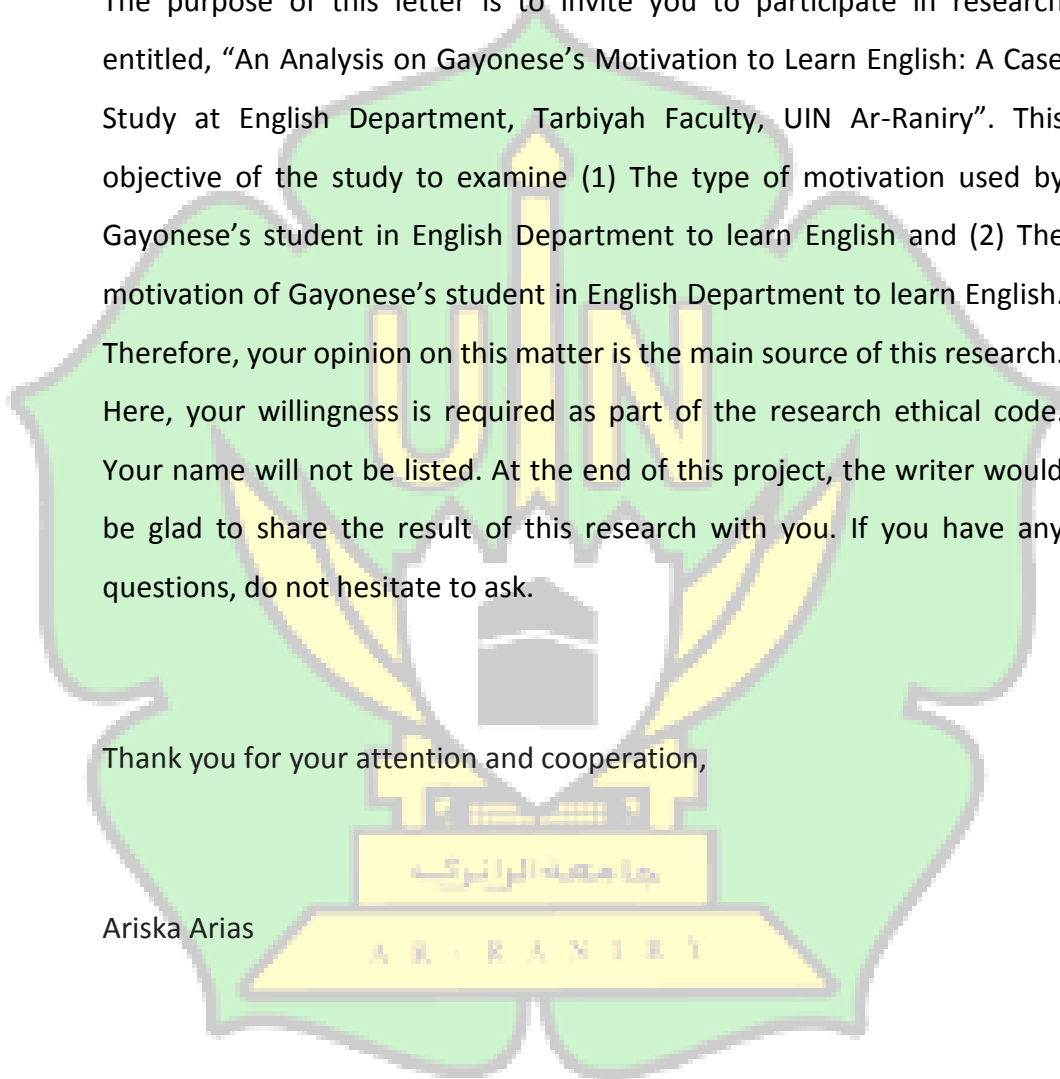
QUESTIONNAIRE

Respondent Identity

Name   :
NIM   :
Force / Semester   :
Gender   :
Place of Origin   :

Instruction:

1. Fill in the respondent's identity in the table below.
2. This questionnaire consists of two parts namely Intrinsic Motivation Questions and Extrinsic Motivation Questions. Statements about gayonese's motivation to learn English, Read each statement carefully.
3. Then, give an answer by putting a check mark (√) on one of the answer choices that best suits your level of agreement.
   Your sincerity and honesty in answering are very useful help. Because it is expected that you answer all the available questions.
   For your help and cooperation, thank you.

A. Intrinsic Motivation Questions

No	Intrinsic motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English allows me to participate more freely in the activities of other cultural groups. (Integrative)					
2	I learn English to professional poses better careers and job opportunities. (Instrumental)					
3	I Learn English in order to improve my English language skills. (Instrumental)					
4	Learning English will allow me to be more at ease with English Speakers. (Integrative)					

No		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	I learn English to have fun by playing and singing the songs					
6	I learn English to achieve high performance both in class and outside the classroom.					
7	I learn English because I want to continue my studies overseas.					

Adapted from : Siti Fachraini (2017)

B. Extrinsic Motivation Questions

No	Extrinsic motivation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I study English because I want to do well in my examination					
2	I study English in order to please my family					
3	I feel that no one is really educated unless he is fluent in the English language.					
4	I feel happy about the teachers' motivation when learning English lessons					
5	By mastering English I will be respected by the public.					
6	I learn English to get prize					
7	I learn English because of an invitation from a friend					
8	I learn English to avoid punishment					
9	I learn English because I want to get achievements in the classroom					
10	I learn English because my parents think that English is a very important language to learn.					
11	I learn English because the time to study, home, and facilities are very supportive making it easier for me to					

	learn English.					

Adapted from : Siti Fachraini (2017)

AUTOBIOGRAPHY

1. Name : Ariska Arias
2. Place / Date of Birth : Aceh Tengah/21 June 1996
3. Sex : Male
4. Religion : Islam
5. Nationality / Ethnicity : Indonesia / Gayonese
6. Address : Suku Wih Ilang, Bandar, Bener Meriah
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8. Occupation : Student of English language Education of Ar-Raniry Islamic State University
9. Parents
   a. Father's Name : Rida Zuhra
   b. Mother's Name : Hasnaida
   c. Father's Occupation : Farmer
   d. Mother's Occupation : Farmer
   e. Address : Suku Wih Ilang, Bandar, Bener Meriah
10. Educational Background
    a. Elementary School : SDN Suku Wih Ilang Bener Meriah
    b. Junior High School : MTsS Nurul Islam Bener Meriah
    c. Senior High School : MAS Nurul Islam Bener Meriah
    d. University : Education and Teacher Training Faculty of Ar-Raniry Islamic State University, English Language Education Department (2014 – 2020)

Banda Aceh, 5 Mei 2020
The Writer

Ariska Arias