

**THE ANALYSIS OF STUDENTS' MOTIVATION TOWARD
LEARNING ENGLISH IN ENGLISH PRIVATE SCHOOL**

THESIS

Submitted by

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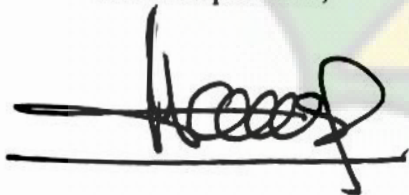
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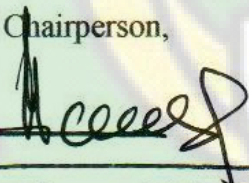
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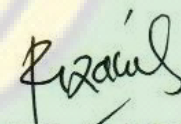
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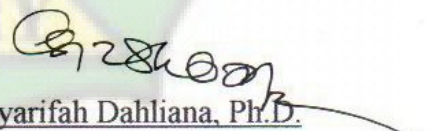
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**The Analysis of Students' Motivation toward Learning English
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 05 Juli 2022

Saya yang membuat surat pernyataan,

A handwritten signature in black ink is written over a rectangular stamp. The stamp features the Garuda Pancasila emblem at the top, the text 'METRAI TERPADU' in the middle, and the alphanumeric code 'AAAJX649618302' at the bottom.

Diana Putri

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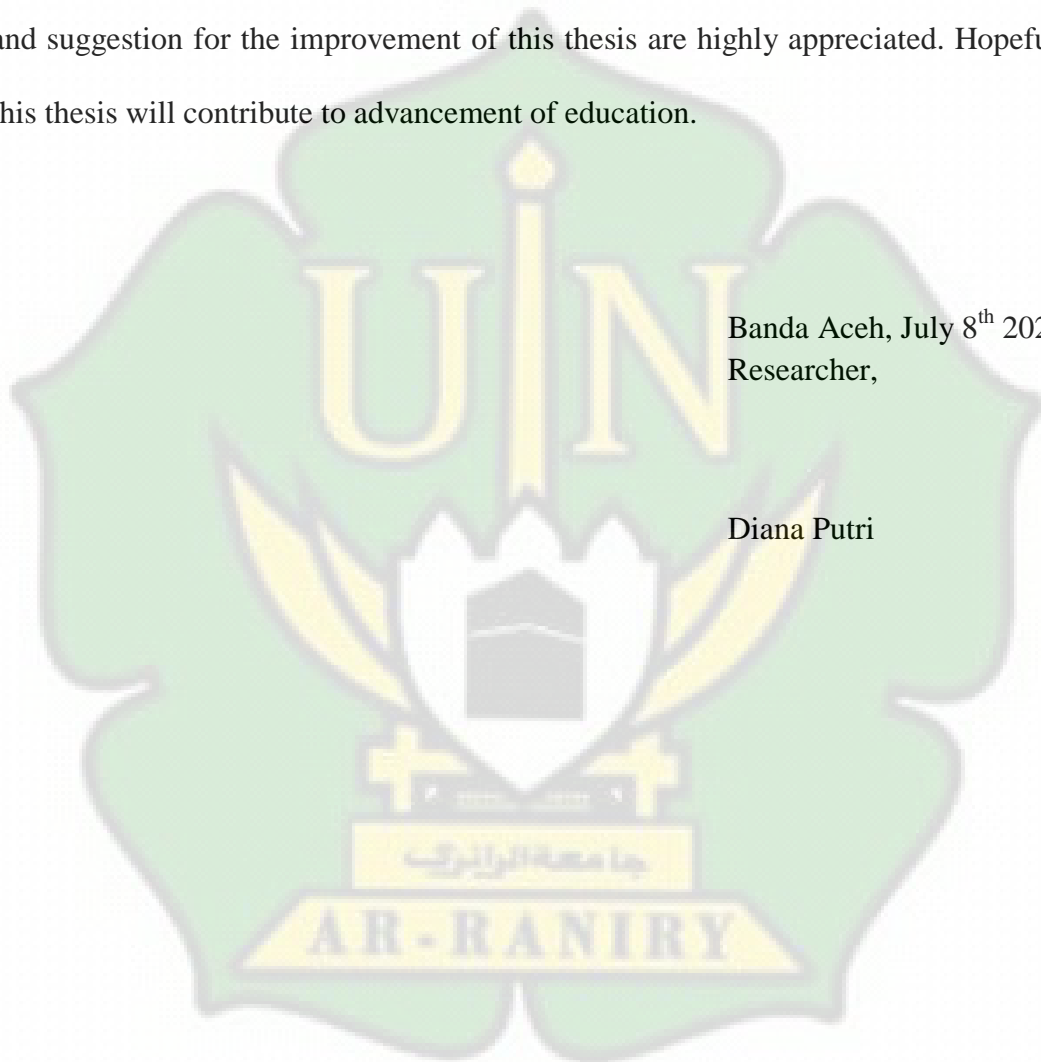
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Banda Aceh, July 8th 2022
Researcher,

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ABSTRACT

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Thesis Working Title : The Analysis of Students' Motivation toward Learning English in English Private School
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Keywords : Motivation; learning English

This research investigates the students' motivation to learn English at an English private school. The research design applied in this research was qualitative research. Ten participants learn at an English private school, which has been chosen randomly. The researcher found that the students are relative highly motivated and slightly more instrumentally motivated to learn English. Seven students are instrumentally motivated, and three students are integratively motivated in learning English. Therefore, the data show that two factors affected learning English at English private school: intrinsic and extrinsic motivation. five students indicated that they have intrinsic motivation and five other students have extrinsic motivation. Based on this research's findings, some relevant and valuable motivational learning implications are recommended for enhancing and improving students' motivation.

Keywords: *motivation, learning English.*

TABLE OF CONTENT

COVER PAGE	
APPROVAL LETTER	i
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENT	iii
ABSTRAC	v
TABLE OF CONTENT	vi
LIST OF APPENDICES	viii

CHAPTER I: INTRODUCTION

A. Background of Study	1
B. Research Question(s)	4
C. Research Aim(s)	5
D. Significance of Study	5
E. Research Terminologies	5

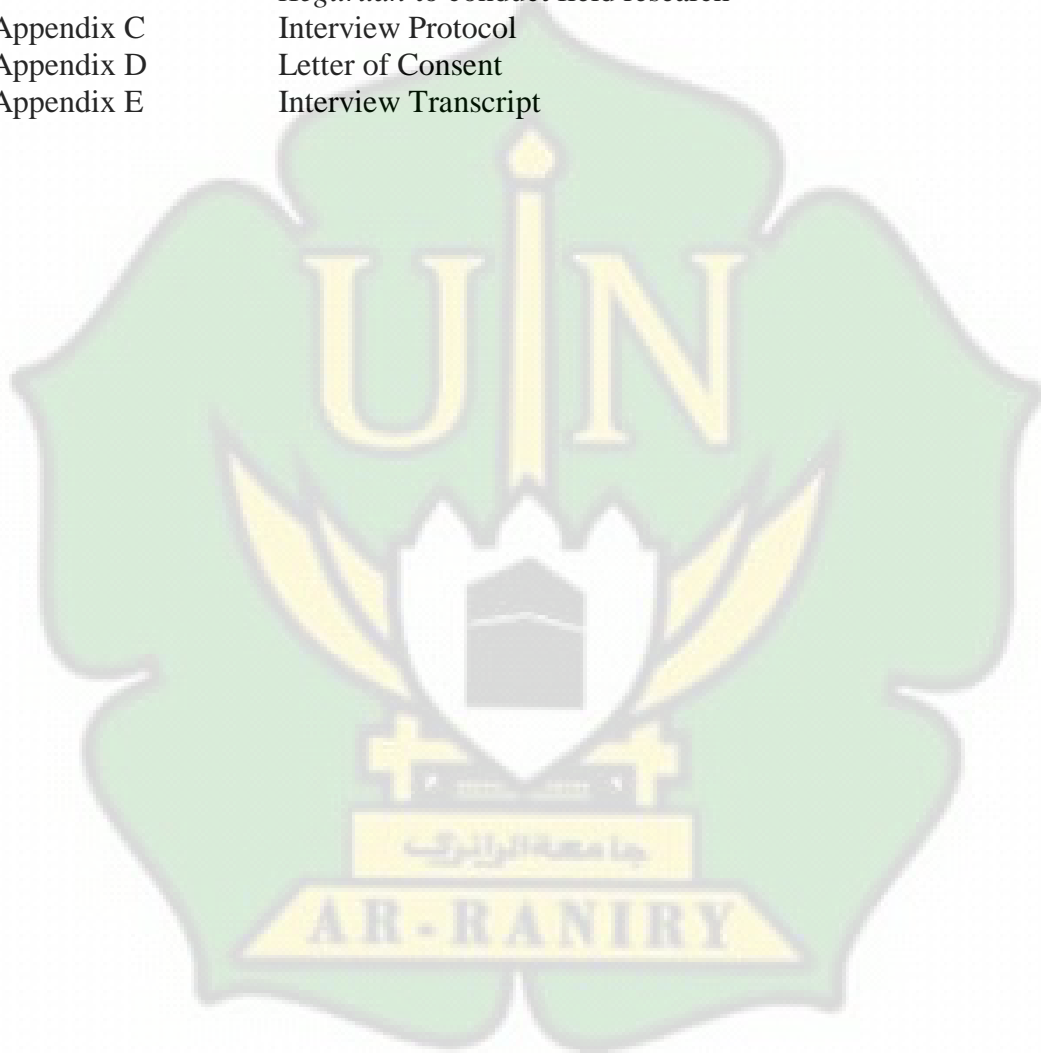
CHAPTER II: LITERATURE REVIEW

A. Students' Motivation	8
a. Definition of Students' Motivation	8
b. Types of Students' Motivation in Learning Language	10
c. Factors influencing Students' Motivation in Learning Language .	13
B. Learning English as a Foreign Language	16
a. The Importance of Students' Motivation in Learning English as a Foreign Language	17
b. Factors that Affect Motivation in Learning English as a Foreign Language	19
C. English Private School	21
D. Previous Study	23

CHAPTER III: RESEARCH METHODOLOGY	
A. Research Plan	25
B. Research Location	25
C. Research Participants	26
D. Instruments of Data Collection	27
E. Method of Data Collection	28
F. Method of Data Analysis	29
CHAPTER IV: RESEARCH METHODOLOGY	
A. Research Finding	32
B. Discussion	39
CHAPTER V : CONCLUSION AND RECOMMENDATION	
A. Conclusion	42
B. Recommendation	43
REFERENCES	45
APPENDICES	
AUTOBIOGRAPHY	

LIST OF APPENDICES

Appendix A	Appointment Later of Supervisor
Appendix B	Recommendation Letter from <i>Fakultas Tarbiyah dan Keguruan</i> to conduct field research
Appendix C	Interview Protocol
Appendix D	Letter of Consent
Appendix E	Interview Transcript



CHAPTER I

INTRODUCTION

A. Background of Study

English is the most widely spoken language in the world. Many countries use English as a national, second, and foreign language. In Indonesia, English has become a foreign language. English is used in every part of the Indonesian educational process. Apart from academic needs, people learn English because of various motivations. These motivations vary widely. Some people learn English because of an interest in the language, such as getting a job, continuing their studies, or socially needs. According to Mohammed (2018), education, career/work, social benefits, and enriching and enhancing cognitive development make students learn English. Therefore, it is unsurprising that many students and ordinary people learn English.

The study of motivation in foreign language learning cannot be separated from the survey conducted by Gardner and Lambert. Gardner examines motivation as a factor in different attitudes. Hong & Ganaphaty (2017, p. 20) divided this difference into two motivations, namely integrative Motivation and instrumental Motivation. Instrumental motivation, i.e., learning the language as an instrument to achieve practical goals, and integrative motivation, i.e., understanding the tongue out of interest or desire to succeed. Learners with higher Instrumental orientation tend to be

much more educational and career-oriented. Learners with high integrative motivation tend to be interested in learning a foreign language to make friends with other speakers to travel where the particular language is spoken. They are generally keen on learning more about the cultures that spawn the second language.

Furthermore, the previous research conducted by Suryasa et al. (2017) is about the students' motivation to learn English at Pritchard English Academy (PEACE). The overall results show that the students are highly motivated to study English. The results obtained from this study also found that students had a dominant integrative motivation with a mean of 4.38, and instrumental motivation with a mean of 4.22. From the comparison of the two, the result is 4.30, which means that students have a high level of motivation. The research conducted by Budi Santoso (2017) about motivation in learning English in IAIN Surakarta. The result of the study shows that the students have good motivation. Most students already have the integrative aspect of motivation and the instrumental factor.

Besides the role that intellectual capacity and language aptitude play in second or foreign language learning, motivation is a significant factor in the successful study of language acquisition (Ahjomshoa & Sadighi, 2015). Gardner adds that motivation combines effort, a desire to achieve language learning goals and a favorable attitude towards learning. According to Brown (2001), learning a second or foreign language is a long and complex process because learners must cover all the aspects of a new language, such as the structure and culture of the target language. The students should master speaking, listening, writing, and reading in English. The low frequency of the

use of English among students is also a problem they face. That is caused by anxiety and little confidence in communicating using English. In this case, the student's motivation to learn plays an essential role in overcoming those problems.

The problem caused while studying English makes the students learn English in formal and informal institutions. Formal is where students learn in elementary, junior, and senior high and universities. The students who have been studying since elementary school are still considered inadequate. It is proven by the findings that the students' scores on daily tests and exams are still unsatisfactory. A non-formal field aims to help students achieve learning targets and increase knowledge, such as learning in communities, clubs, seminars, and private schools. The primary aims of the courses are to help students gain understanding, increase students scores, and prepare for examinations. Most students choose a private school as an additional education program to help them achieve their learning.

This research focuses on studying the students' motivation to learn English at an English private school. The research will occur at English Private School in Aceh Besar. The English private school in this research are GIA. GIA is located in Mireuk, Aceh Besar. GIA provides some English programs: English camp, TOEFL, and conversation class. This study aims to see student's motivation in learning English and the effect of student motivation in learning foreign languages and examine which motivation is more dominant for students, whether integrative or instrumental.

Motivation is fundamental in achieving goals and success, especially in learning a foreign language. Motivated students will learn well and maximally

compared to those who are not motivated. It can be said that motivated students will learn voluntarily and enjoy the learning process, but students who do not have the motivation will be lazy in learning. Students not enthusiastic about learning a foreign language tend to study because of demand. These happened intuitively (Al-munawarah, 2018).

From the explanation above, it can be concluded that motivation is essential in the learning process. The researcher will analyze students' motivation to learn English as a foreign language in an English private school. The researcher conducted this study entitled "The analysis of Students' Motivation towards Learning English in English Private School" based on the problem.

B. Research Questions

Two questions emerged from research concern that focuses on students' motivation in learning English, those are:

1. What types of students' motivations in learning English at an English private school?
2. What are the factors that influence the students in learning English at an English private school?

C. Research Aims

Based on the research problem that leads to the earlier questions, this research aims to solve and answer both questions. In short, the purpose of this research is divided into two:

1. To investigate the types of students' motivation in learning English at an English private school.
2. To discover the factors that influence the students in learning English at an English private school.

D. Research Significance

This research focuses on analyzing students' motivation toward learning English as a foreign language. The significance of this study is to benefit knowledge and scientific developments, especially in motivating students to learn English.

This research is expected to be beneficial for improving an understanding and knowledge of relevant programs or activities to stimulate motivation in learning English.

E. Research Terminologies

Some words in this research will be keywords of the study. There are some definition to give more understanding and perception in this research, as follows:

a. Students' Motivation

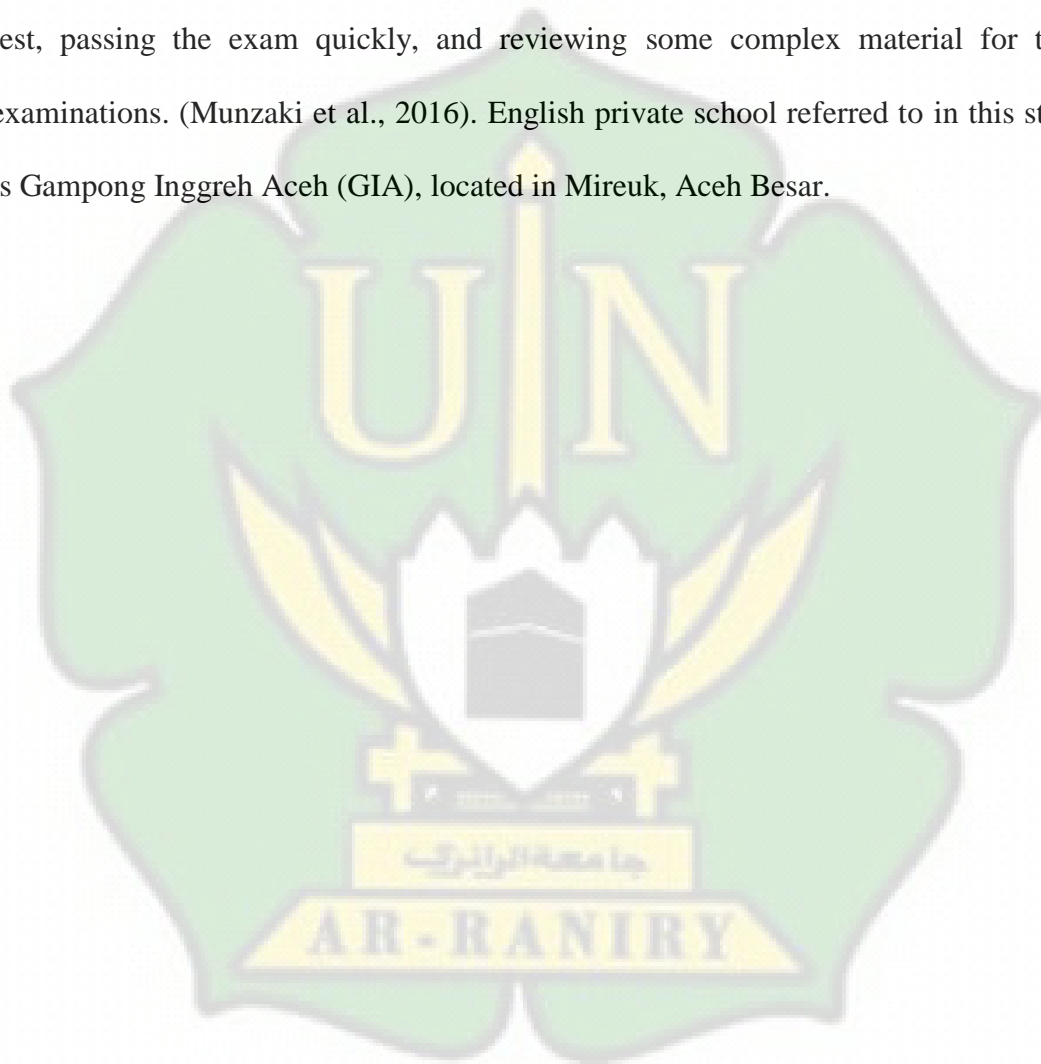
The research on motivation defines motivation as an orientation toward a goal. This orientation may be positive, negative, or ambivalent. Motivation provides a source of energy responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they will pursue it, and how connected they feel to the action (Rost, 2006). According to Suryasa et al. (2017, p. 44), there are two kinds of motivation: integrative Motivation and instrumental Motivation. Students' motivation studied in this research is students' motivation to take courses at GIA.

b. Learning English as a Foreign Language

English as a foreign language is the term to describe the study of English by a non-English speaker country. According to Broughton et al. (2003), English is a foreign language in the rest of the world. Nordquist (2020) adds that English as a foreign language is used to describe the study of English by non-native speakers in countries where English is not the dominant language. The case of English in Indonesia is unique because experts cannot quite agree on whether English should be considered a foreign or a second language. The movement toward English as a foreign language began with independence, and English is now the primary foreign language being learned in Indonesia. It is taught in schools, often widely, but it does not play an essential role in national or social life.

c. English Private School

English private school is an alternative place for students to increase their knowledge about English outside the school, such as getting tips in answering the test, passing the exam quickly, and reviewing some complex material for their examinations. (Munzaki et al., 2016). English private school referred to in this study is Gampong Inggreh Aceh (GIA), located in Mireuk, Aceh Besar.



CHAPTER II

LITERATURE REVIEW

A. Student's Motivation

a. Definition of Students' Motivation

Motivation is one of the essential elements in education. Dictionaries define motive as a reason for action, while motivation defines it as the state of being motivated (Nakata, 2006, p. 24). Thus, the motive seems to be a factor, while motivation is more psychological. It can be concluded that motivation is why students learn something, in this case, the English language. Motivation also provides a source of energy responsible for why learners decide to make an effort, how long they are willing to sustain activity, how hard they will pursue it, and how connected they feel to the action (Rost, 2006). In education, field motivation is significant because it will influence the ultimate goals in learning.

Motivation is an essential contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e., vocabulary, grammar, and pronunciation, and the four basic skills of the language, including listening, understanding, reading, and writing (Anjomshoa & Sadighi, 2015). In studying the English language, a student's motivation is essential in determining the student's success or failure in learning. Al-munawarah (2018) stated that as a social-psychological factor frequently considered instrumental to differentiating learners in learning a language, motivation predicts language learning

success. The students learn English because of the motivation that they have. Thus, there is no wrong if we say motivation is the factor that influences the success and failure in learning English as a foreign language.

Brophy (2009, p. 200) conceptualized “student’s motivation to learn as both a general trait and situation-specific state. As a general trait, Brophy said motivation to learn refers to an enduring disposition to value learning for its own sake to enjoy the process and take pride in the outcomes of experiences involving knowledge acquisition or skill development. In specific situations, a state of motivation to learn exists when students engage purposefully in classroom tasks by trying to master the concepts or skills involved. When students have reason in learning, they will be severe and benefit from them.

According to the social-cognitive perspective, students’ motivation is relatively situation or context-specific (Steinmayr et al., 2019). Steinmayr et al. (2019) explained that this approach emphasizes the critical role of students’ beliefs and their interpretations of actual events and the part of the achievement context for motivational dynamics. In this case, it can be said that the students’ motivation has a crucial role. The students will have confidence by having motivation in learning the English language. In addition, they will also have an apparent reason for their choice.

In conclusion, motivation is a strong impulse in students that makes them enjoy their learning and achieve their goals without coercion. Motivation has an impact on students in learning the English language. The students’ motivation

becomes one of the indicators of success or failure in learning. Understanding students' motivation is essential so that the students can improve their language.

b. Types of Students' Motivation in Learning Language

As a previous explanation, motivation is an essential element in education that encourages students whether they desire or need to learn English. Generally, individuals learn a second language mainly to achieve two goals, represented by the integrative and instrumental motivation dichotomy (Gardner & Lambert, 2002). Integrative motivation means the desire to learn a language to communicate with people from another culture who speak that language. In contrast, Instrumental motivation refers to the desire to learn a language because it would fulfil specific positive goals, such as getting a job, passing an examination, etc. (Suryasa, 2017, p. 44). Integrative motivation encourages someone to learn English because of their environment. However, instrumental motivation is motivated by the students' goals that they want to achieve.

1. Integrative Motivation

Integrative motivation is the desire to learn a second language to communicate with the members of the second language society and learn about its culture (Anjomshoa and Sadigni, 2015, p. 127). Integrative Motivation is interested in the culture and wanting to learn and participate in its culture. Integrative motivation is an interest in learning a second language because of a desire to learn about or associate

with people who use it. Emotions or affective factors are dominant because of an intention to participate or integrate into the second language using speech community (Ahmadi, 2011). The exciting part makes the people learn the language and will enjoy the learning process.

In this globalization era, many students learn a second language in a foreign language setting to communicate with other non-native speakers in an international environment. Kormos and Scizer (2008) support the previous statement and said this is especially true in the case of English, which has become an international language serving as a lingua franca in a globalized world. (Crystal, 2003) mentioned that English becomes a “global language” because it becomes a mother tongue, second language, or foreign language in the world (Munzaki et al., 2016). The international environment encourages the students to learn English because many people speak English, making it easier to participate in the community.

Learners who are integratively motivated want to learn the language because they want to participate with the people who speak the language. They are also interested in the culture associated with that language. Integratively motivated students may have family members who talk about the language and heritage. Language students typically have a powerful integrative motivation for language learning. Several studies have found that integratively motivated language learners are more successful than those who are instrumentally motivated; integratively motivated language learners are likely more successful because their motivation is more vital than that of instrumentally motivated students.

Integrative motivation is about membership in a language community. Integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. It is shown that integrative motivation encourages learners to learn English to accept them in the community they want.

2. Instrumental Motivation

According to Ahjomshoa and Sadighi (2015, p. 127), if a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to acquiring a language to achieve goals such as promoting a career or job. Instrumental motivation involves the perception of practical value in learning the second language, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or passing a school course (Ahmadi, 2011, p. 10).

Soodmand et al. (2014, p. 284) stated that some researchers believed instrumental motivation plays an essential role in learning English as a foreign language. Soodmand et al. added some learners tend to learn English to pursue their career aspirations, read general or technical texts, translate, etc. In other words, they are instrumentally motivated to obtain something for such practical purposes as financial gains, academic achievement, job promotion, etc. For instance, in language learning, learners with instrumental motivation may want to learn the language to enter college, get a high score in international English proficiency exams like

IELTS, TOEFL, etc., get a job, or gain public recognition at school, college, or society. Instrumental motivation focus on achieving the goals, namely career and education.

Learners with an instrumental motivation want to learn a language for practical reasons such as getting a salary bonus or college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfil a college language requirement.

Instrumental motivation and integrative motivation have played an essential role in learning English. Learners need both motivation to succeed in the learning process. Some previous study showed that motivation influence the learners in the achievement of study. Instrumental motivations influence the learner to achieve education and career goals. On the other hand, integrative motivations influence learners to succeed in the environment and accept in the community.

c. Factors influencing Students' Motivation in Learning Language

Deci and Ryan (2002) examined three categories of motivation that affect achievement :

1. Intrinsic Motivation

Intrinsic motivation is the factor that directs the individual to a specific behaviour that comes from his inner world, independent of the drives outside of the individual (Ozen, 2017). Barkoukis (2008) added, intrinsic motivation is engaging in an activity for the pleasure and satisfaction one experiences while learning, exploring,

or trying to understand something new. The main intrinsic motivation factors are the individual's interest, curiosity, and needs. An action is intrinsically motivated when its goal is the action itself. Activities performed through intrinsic motivation and originating from these sources are inherently rewarding for the individual; thus, no additional motive or punishment is needed. Intrinsic motivations indicated that the learners study English more easily and enjoy the process. It means the learners willingly and voluntarily (not compulsorily) try to learn what they think is worth or essential.

When students have intrinsic motivation, they have the internal desire to learn and do not need external outcomes. There are no negative impacts in having inherent motivation. In addition, intrinsic motivation pushes the student to learn without rewards because the need is innate or come from inside or depends on their own willing. Lightbown and Spada (2001) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds. The only way to motivate students is by making the classroom a supportive environment.

2. Extrinsic Motivation

Ozen (2017) mentioned that if the drive of the individual's behaviour is independent of him or if it lies in his environment, this is extrinsic motivation. The behaviours that originate from external sources, such as rewards, punishment, and social support, are linked with the individual's action (Erdogan, 2013). In extrinsic

motivation, interest is not coming from the learners but their benefit if they learn English.

Teachers frequently use extrinsic motivation like rewards, praise, free time, food, and even punishment to encourage and stimulate their students towards learning (Saeed & Zyngier, 2012). Extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could negatively impact the students, because with extrinsic motivation, students do not learn with their firm intention or will. Still, they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal set for him. Still, when these rewards are taken away, or sometimes even if they do not see any punishment, the student will no longer be interested in coming to class and learning the language.

3. A-motivation

Suppose individuals cannot establish a connection between their actions and the results of their efforts. There is no motivation, and the individuals experience a-motivation (Ozen, 2017). Students who are a-motivated cannot be motivated, either intrinsic or extrinsic, experience feelings of incompetence and have an expectancy of uncontrollability (Carreira, 2005).

A-motivation individuals seem do not have specific purpose and goals. Amotivated individuals do not demonstrate the intent to engage in the activity. Amotivation has been related to learned helplessness, where individuals withdraw

effort because of perception of incompetence and loss of control. The involvement in an activity is not a result of their will. Amotivation can distinguish into four types of behaviour (a) the belief concerning the lack of ability to perform an activity, (b) the belief that the adopted strategies will not produce the desired outcome, (c) the belief that the activity is too demanding for the individual, and (d) the belief that even though effort is not adequate for successful task performance.

B. Learning English as a Foreign Language

English as a foreign language is the term to describe the study of English by a non-English speaker country. According to Broughton et al. (2003), English is a foreign language in the rest of the world. It is taught in schools, often widely, but it does not play an essential role in national or social life. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. According to Nordquist, English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

Students of English as a foreign language have a choice of language variety to a more significant extent than second language learners (Broughton et al, 2003), for example, the Japanese situation is one in which both British and American varieties are equally acceptable, and both are taught. So the students have a choice in choosing the language variety. The choice is partly influenced by teachers availability,

geographical location and political influence. But they still can choose what they want.

English has become the most popular language used worldwide to communicate with people from different origins and linguistic backgrounds. Mohammed (2018) stated that English is the most widely used language. It is the language of education, business, medicine, banking, tourism, diplomacy, etc. Furthermore, English is being used for following technological and scientific improvements and better job opportunities. The number of users increases daily.

English is used by world communities and is recognized for global interaction, especially when nations that speak different languages are involved in business and diplomatic relations. Many aspects of this world use English to prove that English has become famous and it is the connecting language for people from a different countries.

a. The importance of motivation in learning English as a Foreign Language

In learning a second/foreign language motivation play an important role. Gardner (2001) stated that motivation and learning success has a close interaction. Wimolmas added that motivation has an essential role in success and failure in learning a second or foreign language. Spolsky (1990) stated that motivated students are likely to learn more and learn more quickly than less motivated students. In a particular learning situation, less motivated students are likely to lose their attention, misbehave, and cause discipline problems. On the contrary, more highly motivated

students will participate actively and pay more attention to a certain learning task or activity.

To encourage students' motivation to learn English, the students should know the benefits of learning a new language, especially English. According to Mohammed (2018), there are some benefits in learning English as a foreign language: personal advantages enrich and enhance cognitive development and social benefits. Those benefits encouraged learners to learn English. NEA research (2007) states that one of the advantages of the English language is; to build a powerful feeling for the learners knowing a second language, a means that encourages the learners to work hard and believe in their abilities in performing their daily activities (Mohammed, 2018). Besides that, the English language occupies an ineluctably significant position in business, building trading bridges and opening trade markets at global levels. (Mohammed, 2018).

In Indonesia, English has taught since elementary school, but students still face some difficulties while studying English. Therefore it is crucial to encourage students to learn English. Motivation plays an essential role in this case because motivation can be a reference in the success of learning English. In addition, other factors such as schools, teachers, parents and even the students themselves also have an essential role in discovering success. It can assist students in achieving their success in learning a foreign language or second language.

b. Factors that Affect Motivation in Learning English as a Foreign Language

According to a study by Wimolmas (2012), Harmer proposes four factors that can be dangerous to students' motivation, namely:

1. Physical condition

It means the atmosphere in the class. For example, a classroom with lousy lighting, overcrowded, and an unpleasant smell can cause the students to lose their motivation.

2. Method of teaching

It refers to the way of method teaching that used by the teacher. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. Harmer (2001) *"If the students lose confidence in the method, they will become demotivated."*

3. The Teacher

The teacher is the most potent variable of motivation and demotivation. The teacher can become a significant part in demotivating the learners.

4. Success

See the appropriate difficulty level developed by teachers. If the difficulty of work or activity is too great or too low, the learning situation can worsen. As Harmer pointed out, engaging in challenging activities can harm motivation. If the challenge level is too low, students can be discouraged.

According to Raymond and Judith, four factors can influence students' motivation, namely:

1. *Culture*, Culture, each ethnic group has value-related academic and traditional knowledge. These values can be seen from the influence of religion, politics, law, education, and parents' expectations towards the preparation of their children in education. These things will motivate student learning.
2. *Family*, the study shows that family especially parents, especially parents, have a big influence in motivating children to learn.
3. *School*, schools play an essential role in motivating students to learn. Because at school, students will get support from teachers and fellow students.
4. *The students itself*, students have the most outstanding possibility to learn seriously and still be able to enjoy learning, behaviour and character intelligent, qualified, to have an identity, can set their din certainly affect the learning motivation.

Khasinah (2014, p.267) described that there are several factors affect students motivation in SLA. Those factors are: motivation, attitude, age, intelligence, aptitude, learning style, and personality. Furthermore, these factors seem to be an essential part of learning process.

C. English Private School

English private school is an alternative place for students to increase their knowledge about English outside the school, such as getting tips in answering the test, passing the exam quickly, reviewing some complex material for their examinations, etc. (Munzaki et al., 2016, p.11). A private school was established and primarily supported by a non-governmental agency. According to Suryasa (2017), nowadays, foreign language teaching at school, especially English, is insufficient to improve students' skills. Even though English has been studied since elementary school, it is considered inadequate. It can be seen by the score that students get on daily tests or even examinations that are still unsatisfactory. The lack of the use of English in everyday life is a common thing. It happens because of anxiety and less confidence in communication using English. Besides that, the difficulties and lack of interest also become reasons for students not learning English.

English is learned from formal institutions in Indonesia, starting from elementary school to higher education. However, some English learners still find it challenging to use it (Fitriani, 2017), so the learning process obtained from formal institutions is still considered lacking. Therefore, many non-formal institutions have emerged, such as course institutions, tutoring, private schools, and others that offer English language learning.

To improve their understanding of English, the students tend to learn outside the school. English private school have become one of the places they choose to learn

English. Various reasons make students decide to study at an English private school, including:

1. Materials and content provided
2. Diverse, creative, and unique learning methods
3. Facilities provided
4. Number of participants

Learning English is more focused in an English private school and will give what the students need. It will help students and make them successful in learning. Some reasons affect the success of teaching English: instructor, students, curriculum, material, facilities, and teaching method. The students become the crucial reasons because their motivation in learning English encourages the success of English learning.

People learn English in English courses based on various motivations. Those with integrative motivation usually learn English because they want to visit a country where English is their liaison with the natives there. While people who have instrumental motivation learn in English private school because they are driven by the desire of those who want to continue their education or get a good job. Regardless of what Motivation people have, English private schools are more capable of helping people deepen their English skills. It can be seen from the number of English courses that appear. Besides, there are more and more applications for learning English on the internet. English courses are one of the places sought after by people who want to learn English.

D. Previous Study

Some researchers have researched students' motivation to learn English at an English private school. The researcher provided some previous studies related to the research to support this research.

The first one is the study held by I Wayan Suryasa in 2017 at Pritchard English Academy (PEACE) Bali, under the title “An Analysis of Students’ Motivation toward English Learning As A second Language Among Students in Pritchard English Academy (PEACE). This research focuses on students’ motivations in Learning English in English courses. The study discusses and investigates the level and types of students' Motivation at Pritchard English Academy (PEACE). And whether they are dominant integratively or instrumentally motivated in learning English. And the research also gave some suggestions for English private schools to increase students’ motivation.

The first motivation of the students in this research is instrumental. Students learn English because it can have specific positive goals such as getting a better job, passing examinations, etc. The second motivation is integrative motivation which means learning English to communicate with other people who speak that language. The method used in this research was a survey by randomly asking the students in PEACE to fill out the questionnaire adapted from Attitude Motivation Test Battery (AMTB) designed by R.C Gardner. After that, he categorized the data based on the students' motivation types in descriptive statistic explanation.

Heri Yusuf has conducted the second research at UNISMA Bekasi entitled *Motivation In Learning English: Case Study On English Literature Students UNISMA*. This research investigates the students' orientation in learning English and their attitude towards courses.

The researcher used a survey method and randomly asked the students in the English Language Department of UNISMA using a questionnaire designed by R.C Gardner. This research studies the students' motivation and attitudes toward courses and instructors. In the final result, the researcher found that; the average English Literature student at UNISMA Bekasi has an integrative and instrumental orientation. In addition to having a sociocultural motivation, they also have motivations related to future careers and jobs, which are expected to be obtained after completing their studies in English Literature.

The researcher tries to improve student motivation in learning English from previous studies. Researchers used different objects of analysis for data analysis. In this research, the researchers used qualitative research. That is by using in-depth interview techniques to obtain data. The data is then analyzed using thematic analysis. These previous studies provide a lot of research input because they have the same topic. The authors can increase students' motivation to learn English, especially in private English schools.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

In completing this research, the researcher used qualitative research. According to Denzin and Lincoln (2000), qualitative research involves an interpretive and naturalistic approach. “ This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.”

This research holds at English Private School in Aceh Besar, GIA (Gampong Inggreh Aceh). The researcher's reasons for conducting the study in this place are that GIA has students with different educational backgrounds and different purposes in studying English. Thus the research can cover all research matter contexts.

In this research, the researcher used simple random sampling. The sample has an equal chance and probability of being selected. To obtain the information related to both research questions, the researcher used in-depth interviews. The researcher used the qualitative analytic method invented by Miles et al. (2014) in analyzing the data. The stages are (1) data condensation, (2) data display, and (3) conclusion drawing/verification. Then the data analyzed the result of interviews using thematic content analysis.

B. Research Location

This study took place in GIA (Gampong Ingreh Aceh) located in Mireuk, Aceh Besar. GIA was chosen with the consideration that this place is an English course where the students have different goals in studying English. GIA also provides some English programs: English camp, TOEFL class, and conversation class. Thus, the study can cover all research matter contexts.

C. Research Participants

a. Population

According to Somantri (2006, p, 62), population means the whole element, the unit of components, research unit, or analysis unit with specific characteristics that become the object of thorough research. As for the definition, the population includes all the units to which the survey results can be applied. In other words, the population is a set of all units that have variable properties under investigation and can generalize the findings. Therefore, this research population is the students studying English at English private schools GIA. One hundred twenty students are studying there, divided into several classes.

b. Sample

Somantri (2006, p. 63) also stated that a sample is a small part of the population according to specific procedures to represent the population. To determine the sample that will be taken, the researcher used a simple random sampling

technique. Margono (2004, p. 126) states that the simple random sampling technique is used to obtain samples directly carried out on the sampling unit. Thus, each sampling unit as an isolated population element has the same opportunity to be a sample or to represent the population.

In qualitative research, the number of samples does not need too much because this research aims to analyze the phenomenon. The researcher implemented in-depth interviews, requiring much time; therefore, the students are limited. Because of that, the researcher decided to choose 10 participants with any gender for this research and have been studying at GIA. The students are chosen from each class randomly. At GIA, there are several classes divided into TOEFL, Conversation and IELTS Preparation classes. Each class is divided based on the level of English for each student, namely beginner, intermediate and advanced level. Samples were selected randomly from each class. This sample selection is based on research needs by interviewing the students expected to solve the problem in this research and the research questions answered.

D. Instrument of Data Collection

The instruments used in this research are the researcher as the main instrument and other supporting instruments. The other tools are:

- a. Stationary: pen and note are used to write a list of interview questions and notetaking during the interview.

- b. Tape recorder : tape recorder used to record the entire interview to minimize data miss.
- c. Camera : camera used to document interview and validation of the research
- d. Questions : questions used to get the information from the participants.

E. Method of Data Collection

Data acquisition techniques are used to answer the research questions; the data collecting technique used is an interview. Interview is a method of collecting data through a meeting of two people to exchange information and ideas, through questions and answers so that meaning can be constructed in a particular topic (Esterberg & Christine, G. 2002, p. 79). In this research, the researcher used in-depth interview by asking open-ended questions, this technique is the type of semi-structured interview. Accordingly, semi-structured interview because the interviewer can probe the interviewee to elaborate an initial response to follow a line of inquiry introduced by the interviewee. The interviews were conducted by interviewing the GIA students about the topic being investigated.

The interview was performed at an English private school in Aceh Besar, namely GIA. Then, the interviews' content material was recorded, the telephones' usage to ensure the actual outcome. The language used during the interview is Indonesian because of its efficiency. An in-depth interview is being applied to this study. Because of that, the researcher can analyze students' solutions very well and can cover all of the records wanted to solve the research questions. The motivation for

sure movement taken via means of informants additionally may be honestly analyzed. In addition, the informants can also communicate freely and specific approximately their experiences. This way, this interview had cognizance more extraordinary at the respondents. Instead of social situations surrounding experiences, an in-depth interview targets respondents' emotions and perceptions.

F. Methods of Data Analysis

The very last step examines the record that has been collected. According to Barbara (2004), analysis is the technique of interpreting data by reducing the amount of data it retrieves. This research analyzed the data using Miles and Huberman's (2014) models. Miles and Huberman suggested that activities in qualitative data analysis were carried out interactively and continued until they were completed so that the data was saturated. The measure of data saturation is indicated by no longer obtaining new data or information. The activities in the analysis include three steps (1) data condensation, (2) data display, and (3) conclusion drawing/verification.

1. Data Condensation

Data condensations refer to selecting, simplifying, and transforming data that approximates the entirety of written field notes, interview transcripts, documents, and other empirical materials. At this stage, the researcher collects the data from interviews that have been carried out. So that the data obtained can be focused according to the level of need in the study. Conduct interviews to get data that are relevant to the research topic. In this stage, the researcher also codes phrases and

labels of the data. Because this study uses a qualitative method, the data coding used is *descriptive coding*. Descriptive coding summarizes in a word or short phrases most often as a noun the primary topic of a passage of qualitative data. Punch (2013) stated that descriptive coding needs low or no presumption.

2. Data Display

Data presentation is an organization, a collection of information that allows conclusions and actions. The presentation of the data is intended to find meaningful patterns and allow concluding and providing action (Miles and Huberman, 2014). The information obtained from the results of the interviews is presented again so that it can be easily understood and used as a basis in the process of compiling conclusions. The data presentation is in sentence narratives, pictures/schemas, and tables as narratives.

3. Drawing/Verifications Conclusion

The final step of data analysis is drawing and verifying conclusions. The conclusion drawing stage determines findings based on interviews conducted by researchers. The data obtained are appropriate or can answer the research question posed. Miles et al., (2014) state that conclusion is verified as the analysis result. The conclusion drawing stage is the process of determining conclusions based on the results of interviews conducted by informants. The data obtained are appropriate or can answer the formulation of the problem posed.

Furthermore, the analyst proceeds obtained in this research are then verified to gain a sharp result and draw. According to Punch (2013), the conclusion form of

propositions needs to be proven after concluding. There are some techniques to drawing and verifying the data implemented in this research: noting patterns, comparisons, themes, making contrast, clustering, and counting, making if-then tests (Miles et al. 2014).

To explore in detail the qualitative data that has been obtained, thematic analysis is used to find the relationship of patterns in a phenomenon, and explain the extent to which a phenomenon occurs through the eyes of the researcher. Thematic analysis is one way to analyze data to identify the patterns or find themes through data that researchers have collected.

The first step taken by researcher in the thematic analysis is to understand the data that has been obtained. This research is done to explore in-depth what happened from an event through the eyes of the participants. And help researchers read data to find the meanings contained in the existing data. The second step is compiling the code included in the data related to the research question. At this stage, each code with the same meaning or meaning is made into one group or group. The last step is to find a theme. As recommended by Braun & Clarke (2006), the third stage in thematic analysis is to find a theme, a theme that fits the research objectives. This theme describes something important in the data related to the formulation of the research problem. At this stage, the researcher determines how the researcher will process the data. In conclusion, the researcher analyzed the data in thematic analysis based on the themes that emerged during the interview. The final result of interview analyzed descriptively.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the analysis is presented. The research aims to explain the students' motivation toward learning English in Gampong Inggreh Aceh (GIA) and discover the factors that influence students' motivation in learning.

A. Research Findings

The results of this study are the answers or interviews from each participant who learns English at the English private school GIA. This research was conducted in June 2022. There were 10 participants involved in this study, and they were students.

To maintain the identity of the participants, their names were initiated. Participant 1(M) and participant 2 (KA) were interviewed on June 1 2022, participant 3 (TA) was interviewed on June 3, 2022, participant 4 (VY) was interviewed on June 5 2022, participant 5 (AR) and participant 6 (CR) interviewed on 6 June 2022, participant 7 (AIS) interviewed on 7 June 2022, participant 8 (SF), participant 9 (DR) and participant 10 (D) interviewed on 10 June 2022.

As explained in chapter III, the technique of data collection used in this study is a semi-structured interview with the in-depth interview type. The researcher used 12 questions regarding students' motivation in learning English at an English private school to obtain data from each participant. The answers of each participant were recorded using a phone. The recordings were then transcribed for analysis. After analyzing the data, the following results were obtained.

1. Students' motivation toward learning English in English private school

Based on the interview result, the researcher found some data about students' motivation toward learning English in an English private school. Motivation is divided into two categories, namely integrative and instrumental motivation.

a. Integrative Motivation

Integrative motivation is owned by learners who learn a language because they want to join and communicate fluently with those who use it. It is Supported by Anjomshoa and Sadigni (2015) Integrative motivation is the desire to learn a second language to communicate with the members of the second language society and learn about its. They are also interested in the culture associated with the language they learn.

1. To be able to speak with a foreigners

Based on the interview with the participant DR and TA, the researcher found that they learn English because they want to be able to speak with native speakers. As in students' interviews:

My motivation for learning English is to improve my understanding of English. Besides that, I am learning English to make me able to communicate with native speakers fluently and confidently when I meet them.
(Participant DR).

After studying here, I hope to speak English fluently with foreigners. Then I also want to be able to study abroad one day.
(Participant TA)

2. Interest to the language

In addition, from the interviews, the researcher also found that some participants studied English because they were interested in things related to the English language. Integratively motivated students want to learn the language because they are interested in its culture.

As the participant D said:

I want to master English because it is one of the school lessons. Apart from that, I am already interested in things related to English, such as films, books, and music in English. To understand it all, I learn English.
(Participant D)

From the interview results, it can be concluded that participants learn English because they want to participate in a community that speaks English. There are also the participants who are interested in the language. Based on the data, the researcher categorizes the motivation into integrative motivation.

b. Instrumental motivation

From the results of the interview, it is known that there are 7 participants with dominant instrumental motivation. This result can be seen from their answers who said they studied at GIA because they wanted to learn tips and tricks for taking the TOEFL test to get the expected score. The interview results also found that several participants were learning English because they wanted to continue their studies. According to Ahjomshoa and Sadighi (2015), if a person knows a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected

by instrumental motivation. Ahmadi (2011) added students who were instrumentally motivated to learn the language passed a school course.

1. To pass the TOEFL test

There are 3 participants: KA, CR, AR, M, and SF. They took lessons because they wanted to get a TOEFL score of 500, following their statement:

I was studying here to increase my TOEFL score to 500 and above. It is because the TOEFL is one of the requirements to graduate.

(Participant KA)

Besides mastering the four skills in English, I am learning English because I want to take the TOEFL test.

(Participant CR)

On my campus, one of the requirements for graduation is a 500 TOEFL score. I studied at GIA because I can learn English, especially TOEFL.

(Participant SF)

I want to improve my grammar, speaking, and listening skills by studying English in English courses. I hope it can make me get a 500 TOEFL score for graduation requirements.

(participant M)

I want to gain more understanding of English effectively so I can succeed in getting a satisfactory TOEFL score.

(Participant AR)

2. to get a scholarship

Furthermore, participants VY and AI studied English in the tutoring place because they wanted to get a scholarship to continue their studies. They say that:

I want to apply for a scholarship to pursue my studies and then study English here because there is an English test that I have to pass.

(Participant VY)

I want to pass the English language proficiency test not only as a graduation requirement but also to get a scholarship.
(Participant AIS)

In conclusion, education is one of the main reasons that motivate students to learn English in tutoring places. The desire to pass the English test and continue their studies at a higher level encourages them to study.

2. Factors that affect students' motivation in learning English

a. Intrinsic Motivation

Intrinsic motivation is one of the factors that influence someone in learning English. Intrinsic motivation is engaging in an activity for the pleasure and satisfaction one experiences while learning, exploring, or trying to understand something new (Barkoukis, 2008). The interview results found that 5 participants had intrinsic motivation, where they learned English because their desires drove them. The participants learn English to improve their understanding, especially to master the structure and grammar. In addition, they also know English to be able to speak English, especially when meeting with native speakers. They described:

We know that currently, English is an international language where it is the most widely spoken language. I desire to continue my studies. To make it easier for me, I have to master English. Besides that, I want to speak English fluently and confidently with native speakers.
(Participant D)

I am studying English to know all aspects of English and improve my speaking skills.
(Participant TA)

I learned English because it will allow me to get closer to English speakers and make friends with them.

(Participant DR)

I choose to study at an English private school because it can give me new experiences and friends who have the same goals as me. Hopefully, I can improve my English, especially English structure such as grammar.

(Participant M)

The primary purpose I want to achieve by learning English in GIA is to enhance my language skills and master the four skills in English.

(Participant VY)

From the data above, it can be summed up that students have intrinsic motivation for learning English in English private school is the desire to deepen their understanding of English and improve their speaking skills in using the language. It can be seen that all participants are interested in learning, so they choose to learn English in private English.

b. Extrinsic Motivation

In learning English, someone knows not only because of their desire but also because there is an external impulse that makes them understand. There are goals and objectives to be achieved to make them learn. Samejon, (2015, p. 2) emphasizes that extrinsic motivation is “the execution of an activity to receive external rewards.” From the interview results, it can be concluded that some participants studied English in tutoring places to get a good TOEFL score. They say that their goal is to learn in English private school because;

I want to get a TOEFL score above 500 and be proficient in answering the TOEFL test.

(Participant KA)

Besides mastering the four English skills, I also want to take the TOEFL test. I hope to be able to answer the test questions correctly and get a satisfactory score.

(Participant CR)

I want to get a good TOEFL score and enhance my skilled in mastering tricks to answer TOEFL.

(Participant SF)

Not only to get a good score, two of the participants who have extrinsic motivation learn English in English private school because they feel that learning here is more effective and focused on the material being taught. They say that:

I study English at English private schools because, in my opinion, English lessons are taught more effectively, briefly, and usually different from formal education in general. It can say that when we learn English in an English private school, we are taught in more detail.

(Participant AR)

The reason I study English in English private school are because there are tricks and tips for answering English tests on campus. On campus there is only focus on developing theoretical discussions without tricks and trips in answering tests that usually come out during English exams.

(Participant AIS)

From the explanation above, it can be concluded that participants KA, R, and SF who have extrinsic motivation have something they want to achieve by learning English at an English private school. Meanwhile, AR and AI participants view that a more effective and focused learning process makes them end up studying at GIA.

B. Discussion

This research aimed to determine the students' motivations in learning English at an English private school and the factors that affect how they learn English. In conducting the investigation, the researcher used the interview to collect the data. There are 10 participants involved in this study. In this research, the research questions are divided into two. Therefore, the findings of each research question are described below.

The first research question is *what are the students' motivations for learning English at an English private school?* After concluding the finding, the students' motivation was divided into two categories. Those are integrative motivation and instrumental motivation.

The results of this study indicate that integrative and instrumental motivations play an essential role in learning English. Interestingly, all participants agreed that English is necessary to fulfill the education requirements and prepare and continue their studies. This finding supports Yu's research (2014) that learners commonly learn English to meet academic needs. In addition, another student also argued that he could get more benefits in his career by developing English proficiency. Considering the data, it is clear that instrumental motivation was predominant in learning English in the present study. From the study results, three participants admitted that they were interested in learning English and the culture of native English countries, and they wanted to speak English fluently. It follows the statement proposed by Dornyei (2001) that "learning a foreign language always entails learning a foreign culture to

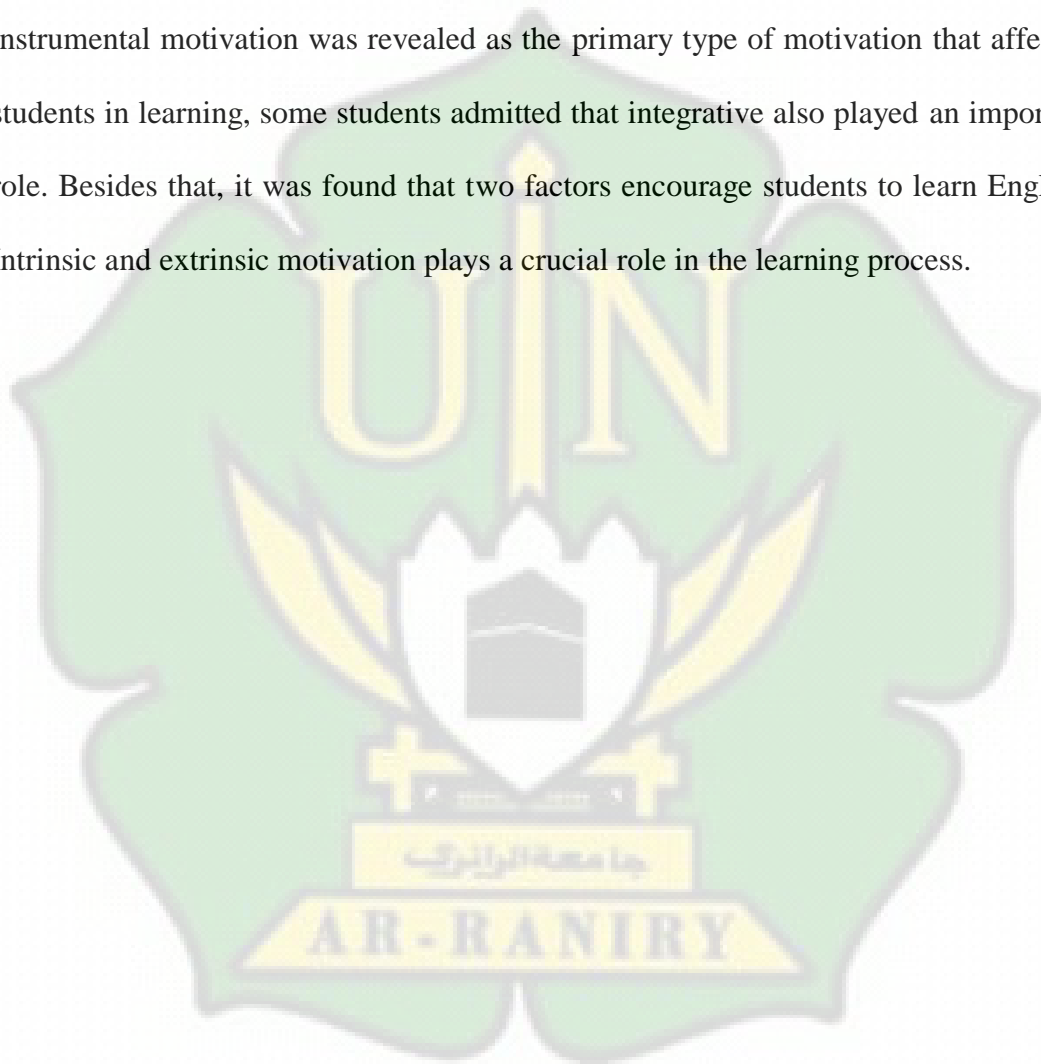
some degree, even if you never set foot in the foreign country where the language is spoken.”

The second research question is *how does the students' motivation affect the way of learning English?* After concluding the finding, two factors affect students' motivation to learn English at an English private school. The specific explanations are in the following paragraph.

Among factors that affect students' motivation, five participants admitted that they were influenced by intrinsic motivation in learning English. It indicated that personal characteristics such as learning English to experience a foreign culture and understanding English affected the participant in learning English. The need for English also makes students learn English. To clarify, intrinsic motivation appeared when the students were moved to do something for the challenge instead of environmental factors. In her research, Munawarrah (2018) presented that, regardless of English as a compulsory subject in the school, it is logical that the students decided to learn English because of their interest in the EFL learning activities.

Besides the intrinsic motivation factor, extrinsic motivations also affect the students learning English. Five participants indicated that they have extrinsic motivation in learning English. Based on their explanation, they have reasons for studying at GIA, such as the desire to get a good TOEFL score. They also added that English private schools provide some materials and techniques that are more effective than formal institutions. According to Tileston (2010), extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result.

In conclusion, instrumental and integrative motivation influence English language learning in this research. Seven students indicate to have the instrumental motivation and three students that have integrative motivation. Even though the instrumental motivation was revealed as the primary type of motivation that affected students in learning, some students admitted that integrative also played an important role. Besides that, it was found that two factors encourage students to learn English. Intrinsic and extrinsic motivation plays a crucial role in the learning process.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendation. The first part will elaborate the summary of the finding, and the second part will explain the benefit of this research for future research.

A. Conclusion

Motivation is essential in learning a language and is indispensable in determining the students' success or failure in learning. In general, motivation is divided into two types of motivation integrative and instrumental motivation. At the same time, the factor influencing students' motivation is divided into intrinsic motivation (motivation from their inner world) for example students learn English because they enjoy it and extrinsic motivation (motivation from external sources) for example someone competing at a sport to win a trophy.

In this research, 10 participants are studying in an English private school. The data was obtained from doing a semi-structured interview that is an in-depth interview. Then the data is analyzed by coding it, and the summary of the finding is presented below.

The first research question found two types of students' motivation toward learning English in an English private school. The first motivation is integrative motivation. From the result of the analysis, there 3 participants had integrative

motivation. Two of them mentioned that they learned English because they wanted to communicate with a native speaker. Another participant said she learned English because she was interested in English-related things. Instrumental motivation is the second type of motivation, and seven participants are instrumentally motivated. Five participants said they study English because they want to take the TOEFL test to get a good score, so they learn in private English, while two of them learn English because they want to apply for a scholarship.

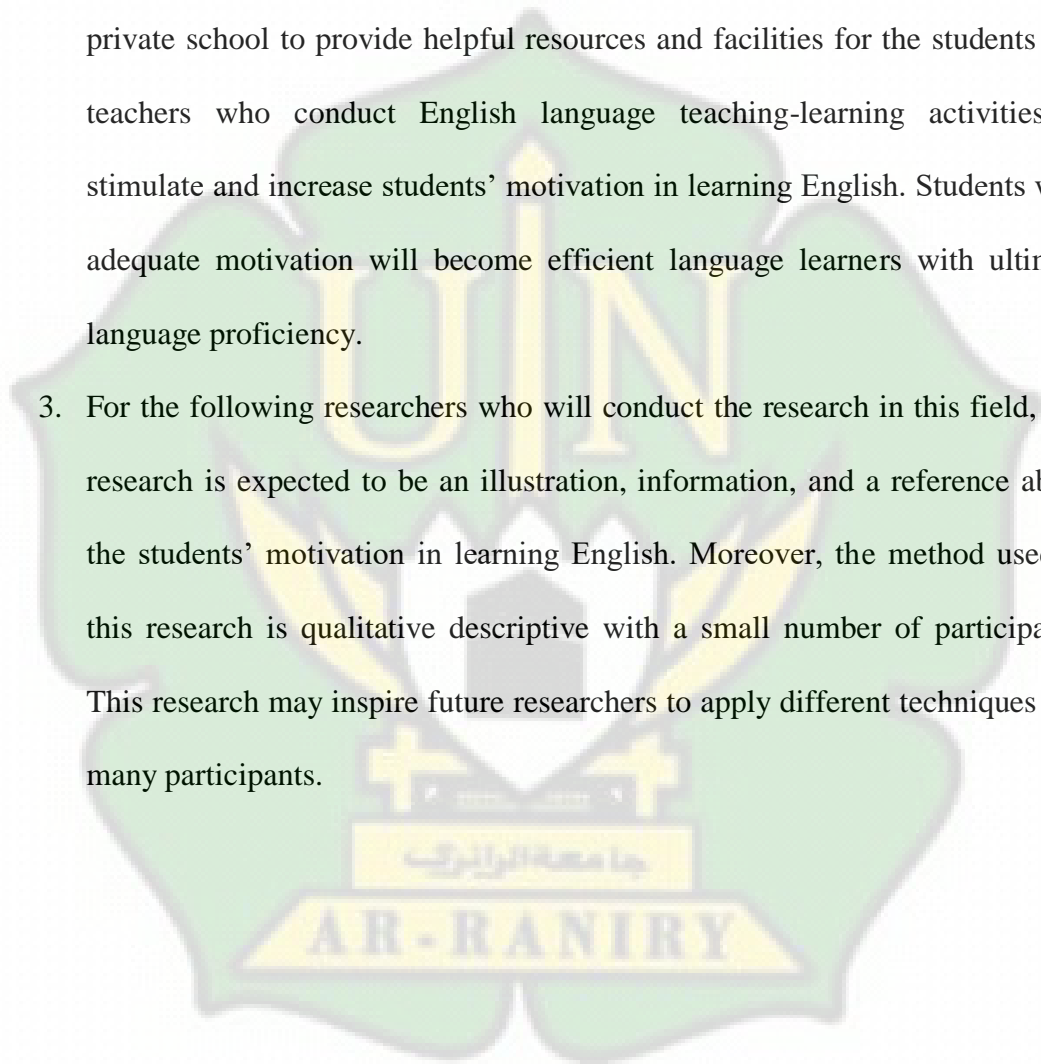
On the other hand, the factors affect that influence students in learning: intrinsic and extrinsic motivation. Five participants show intrinsic motivation, and the rest show extrinsic motivation. From the result of the research, all participants have stimulant that affects their learning of English.

B. Recommendation

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

1. The students are expected to motivate themselves more because the higher the motivation, the greater the chance for success in learning English. So, students with low motivation are expected to increase their motivation so they can succeed.

2. For English private schools, the researcher hopes this research finding could give more information about students' motivation in learning English and the factors that affect students in learning. Also, it is expected for the English private school to provide helpful resources and facilities for the students and teachers who conduct English language teaching-learning activities to stimulate and increase students' motivation in learning English. Students with adequate motivation will become efficient language learners with ultimate language proficiency.
3. For the following researchers who will conduct the research in this field, this research is expected to be an illustration, information, and a reference about the students' motivation in learning English. Moreover, the method used in this research is qualitative descriptive with a small number of participants. This research may inspire future researchers to apply different techniques and many participants.



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Appendice A : Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7559/UN.08/FTK/KP.07.6/04/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad, AR Sebagai Pembimbing Pertama
2. Nidawati, M.Ag Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Diana Putri
NIM : 160203074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Students' Motivation toward Learning English in English Private School
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 16 April 2021

An. Rektor
Dekan,



Muslim Razali

Tembusan

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

Appendice B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uln@ar-raniry.ac.id

Nomor : B-6224/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Gampoeng Inggreh Aceh (GIA)

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

Nama/NIM : **DIANA PUTRI / 160203074**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamlheu, Kac. Sukamakmur, Kab Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Analysis of Students' Motivation Toward Learning English in English Private School***

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

Banda Aceh, 25 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 25 Juni 2022

Dr. M. Chalis, M.Ag.

Appendice C

Interview Protocol

Project: **The Analysis Of Students' Motivation Toward Learning English In English Private School**

Time of Interview :

Date :

Interviewer :

Interviewee :

This research aims to investigate the students' motivation toward learning English in English private school and how the student' motivation affect the way of learning English. The data will be collected by using semi structured interview which will be recorded and only used for this research purpose to protect the interviewee's personal information based on informant consent. During the interview, you will be asked several questions about the students' motivation toward learning English in English private school. The interview process will take approximately 20 minutes.

The point covered in this research

1. the students' motivation toward learning English in English private school
2. how the student' motivation affect the way of learning English

Appendice D

Title : The Analysis of Students' Motivation toward Learning English in English Private School

Researched by : Diana Putri

Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.

I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.

I agree for this interview to be recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.

I agree that my anonymized data will be kept for future research purposes such as publications related to this study after completion this study.

I agree to take part in this interview.

Participant's Name	Date	Signature
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Researcher's Name	Date	Signature
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If you have any further question or concerns about this study, please contact:

Name of researcher : Diana Putri
Telephone : 0812 6902 4094
E-mail : 160203074@student.ar-raniry.ac.id
Address : Jl. Tgk. Hj Fakinah. Desa Lamlheu. Kec Sukamakmur. Aceh Besar

Appendices E

Respondent : D

Code : *Informant*

ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : studying English, especially the structure of the language, is one of the reasons that motivates me to study English at an English private school.

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : yes, it is important

Interviewer : Why is it important to learn English at English private school?

Interviewee : For me, this is important because there are things that are taught in English courses that are not taught in formal institutions, for example, tips and tricks for completing the English test, namely the TOEFL.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : I have no serious problems while studying here, it's just that the distance is a bit of an obstacle, because it's a bit far away

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : some of the problems I face are when I have difficulty remembering the formulas that have been taught

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : I can still fix the problem that I faced earlier by continuing to study and repeat the material that has been given until I can remember it. This is because I want to master English so I can easily understand all contexts in English

Interviewer : Does your motivation affect the way you study?

Interviewee : of course

Interviewer : How does this motivation affect the way you study?

Interviewee : The motivation that I have in learning English has an important role in influencing the way I study. Besides me studying here, I also always study by myself

Interviewer : How motivational influence the way of you learning English?

Interviewee : as I explained earlier motivation has a very big influence in my learning efforts

Interviewer : Apart from studying English at English private school, what other effort that you do to improve your English skills?

Interviewee : Apart from studying here, of course, I also learn independently. I use existing technology such as a smartphone to help me learn by downloading an application that is intended to learn English. Besides that, my hobby of watching also helps me improve my skills, I often watch videos and films in English without subtitles, this really helps me in improving my listening skills, and understanding of the context being discussed.

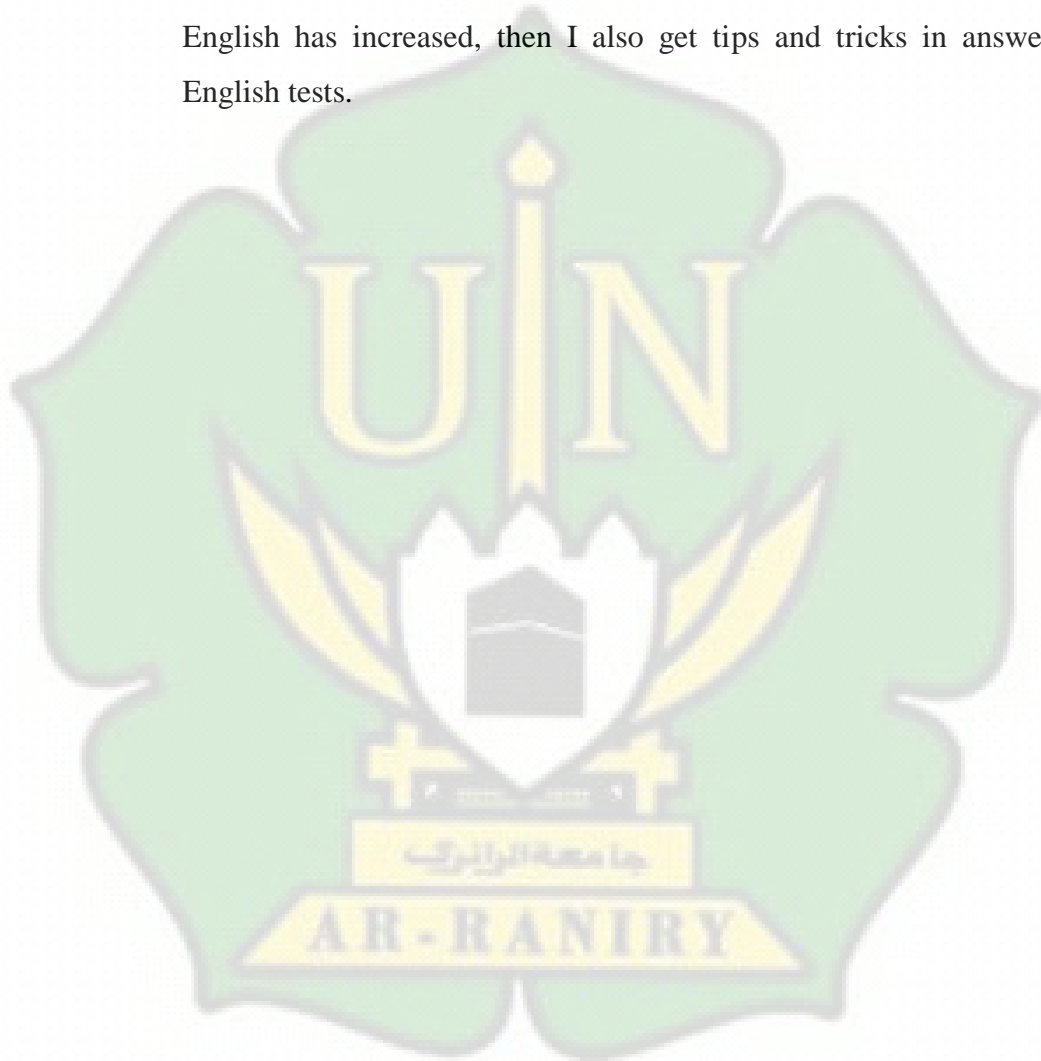
Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : We know that currently English is an international language where it is the most widely spoken language. I have a desire to continue my studies and to make it easier for me, I have to master English, there are several tests that I have to pass, including using English. Besides that,

I also want to be able to speak English fluently and confidently with native speakers.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : The change that I feel after studying here is that my understanding of English has increased, then I also get tips and tricks in answering English tests.



Respondent : M
Code : *Informant 1*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : My motivation to study at less is because I feel that I do not master grammar, and my interest in learning on my own is very lacking, so I prefer to study at English private school. Hopefully, I can improve my English especially English structure such as grammar. Beside that besides that I can also add new friends and get new experience.

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : Yes, it is.

Interviewer : Why is it important to learn English at English private school?

Interviewee : Based on my experience learning English in places that are less important, I get very little change, especially for characters like me who are lazy to study alone. For this reason I feel that the English language tutoring center is a good place to improve my English skills. By studying in English tutoring, I can interact more in English and get lots of new words and it can increase my interest in learning than studying alone.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : There are no significant obstacles that I face while studying at English private school.

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : I think there are no difficulties in studying English at English private school it is because there are only 10 students or less, so the teaching and learning process can run effectively, especially when learning about listening. It is different if we study outside where we are very difficult to focus on learning. I think only time becomes a problem because it is quite short to learn.

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : With the obstacles that I face, there are several things that motivate me in learning English, namely achieving good TOEFL scores for graduation and improving my mediocre grammar, and most importantly I am more confident in speaking in English even though my interlocutor has better skills in speaking.

Interviewer : Does your motivation affect the way you study?

Interviewee : Yes

Interviewer : How does this motivation affect the way you study?

Interviewee : The desire to master English keeps me enthusiastic about learning either on my own or studying at the course.

Interviewer : How motivational influence the way of you learning English?

Interviewee : My motivation has influence on the way I study.

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

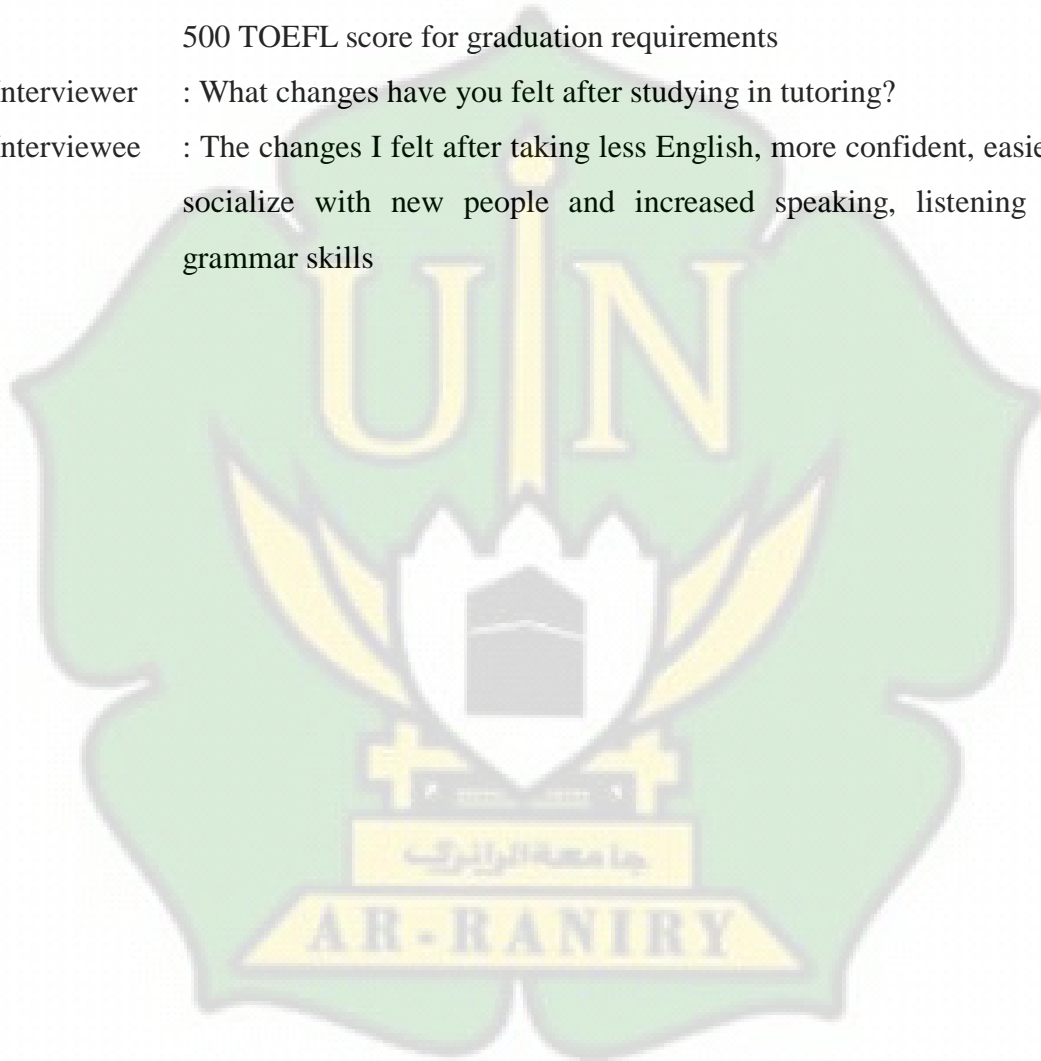
Interviewee : Apart from studying at an English private school, the way I improve my English skills is by practicing speaking every day, trying to talk to foreigners who speak English and repeating listening to recordings of listening material, listening to short videos of Smile Squad and English daily texts at youtube and watch english movies without subtitles

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : By studying English I want to achieve is by learning English in less places, improving my grammar, speaking, listening skills and getting a 500 TOEFL score for graduation requirements

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : The changes I felt after taking less English, more confident, easier to socialize with new people and increased speaking, listening and grammar skills



Respondent : KA
Code : *Informant 2*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : I want to increase my TOEFL score so I can reach a score of 500 and above

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : yes it is important,

Interviewer : Why is it important to learn English at English private school?

Interviewee : To deepen a material, especially TOEFL materials

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : Yes, I do

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : The problem is only the distance from where I live which is far from the tutoring place. So when it rains it's hard to get there

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : My motivation is only to improve my TOEFL score

Interviewer : Does your motivation affect the way you study?

Interviewee : Yes, I do

Interviewer : How does this motivation affect the way you study?

Interviewee : because of this motivation, I often repeat the materials and practice answering TOEFL questions every day at home

Interviewer : How motivational influence the way of you learning English

Interviewee : Pretty big. Because of that motivation, I became more consistent in studying

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

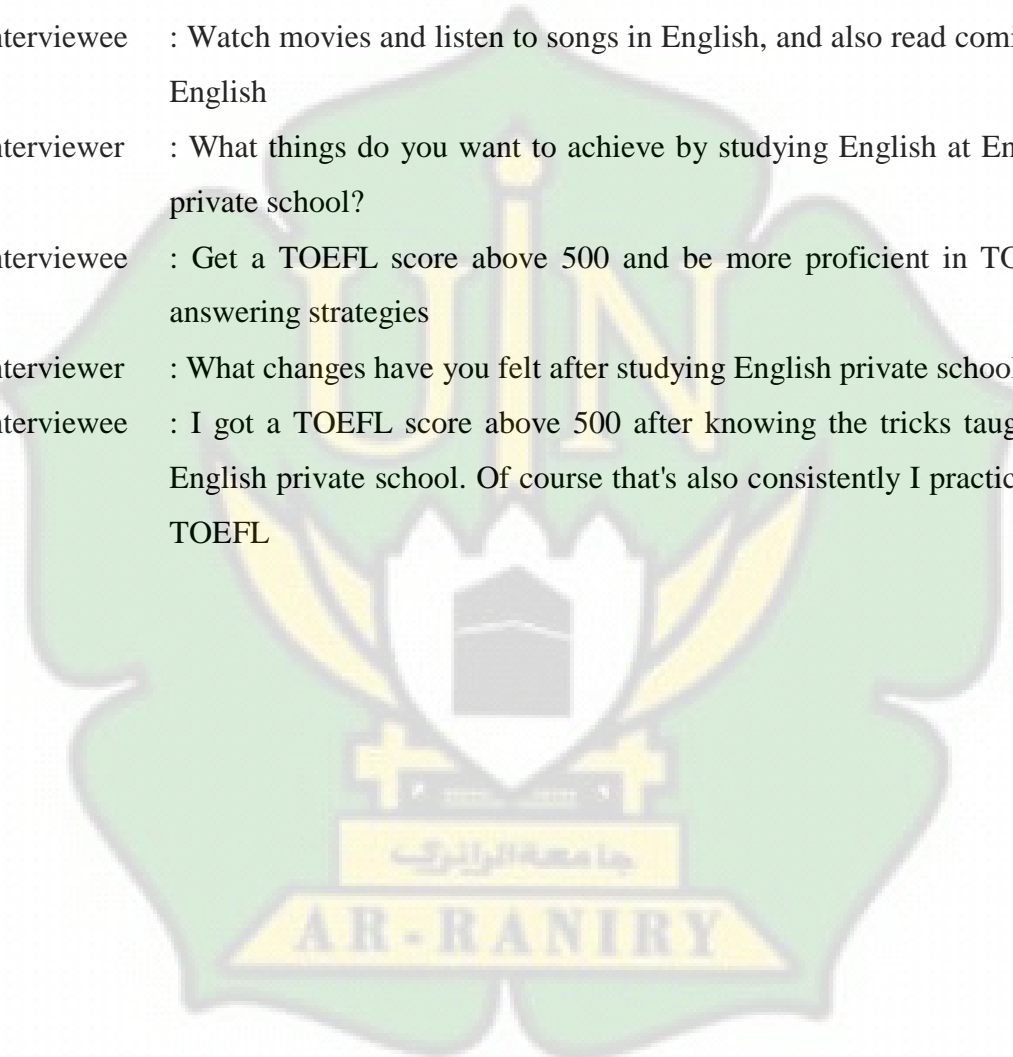
Interviewee : Watch movies and listen to songs in English, and also read comics in English

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : Get a TOEFL score above 500 and be more proficient in TOEFL answering strategies

Interviewer : What changes have you felt after studying English private school?

Interviewee : I got a TOEFL score above 500 after knowing the tricks taught at English private school. Of course that's also consistently I practice the TOEFL



Respondent : TA
Code : *Informant 3*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : Studying in a tutoring place is one way to focus more on learning English because there are not many people, and you are not shy to speak English directly

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : Yes it is important

Interviewer : Why is it important to learn English at English private school?

Interviewee : because if we study English at school it is still general, but in English private school we can learn more in-depth and focus.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : Yes, I do

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : It's a little difficult to memorize vocabulary and pronunciation

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : I have a plan to continue my study abroad, that's what motivates me to quickly learn English

Interviewer : Does your motivation affect the way you study?

Interviewee : Yes, very influential

Interviewer : How does this motivation affect the way you study?

Interviewee : I become more enthusiastic in memorizing English vocabulary and often practice it at home

Interviewer : How motivational influence the way of you learning English

Interviewee : I think my motivation is enough to influence me to be able to speak English quickly, because I am excited to go to tutoring and study with other friends

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

Interviewee : I really like listening to English music and movies on YouTube flat form and others, to make it easier and help me pronounce difficult word

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : I learn English because I want to know all aspect of English, and I want to be speak English fluently in the future so I can speak with a foreigner confidently

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : Currently, it is easier for me to pronounce English vocabulary with few mistakes, and I have started to be able to have a dialogue using English even though it is only in daily dialogue.

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Respondent : VY
Code : *Informant 4*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : To improve my English and improve it, so that it is even better and more organized

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : yes, learning English in English private school is important

Interviewer : Why is it important to learn English at English private school?

Interviewee : Because to improve English we not only need formal education but also we need to learn English private school or other non-formal learning places. By studying in English private school we can learn more specific about English.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : Yes, I do but it's not a big deal

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : The difficulty is only about the division of time because I have to be able to divide my time with other work.

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : The important of English make me keep studying English, as we know in this era every aspect used English, for example to pursue study we need to pass a TOEFL and IELTS test.

Interviewer : Does your motivation affect the way you study?

Interviewee : Yes

Interviewer : How does this motivation affect the way you study?

Interviewee : I am more focused and serious in learning English

Interviewer : How motivational influence the way of you learning English

Interviewee : The motivation that I have has a lot to do with the way I learn, as I do not only study in formal places but also in non-formal places, besides that, I also learn more by myself.

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

Interviewee : Another effort I make to improve my English is by watching English videos on YouTube, besides that I often listen to English songs

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : The main thing that I want to achieve by learning English is to improve my language skills and master the four skills in English, namely reading, speaking, listening, and grammar.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : it's not a hundred percent my ability to improve, I still have a lot more to learn but by studying at an English private school, I have made many changes, one of which is the TOEFL score that reaches the target

Respondent : AR
Code : *Informant 5*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : The reason I study English at English private schools because in my opinion, English lessons are taught more effectively, briefly and usually different from formal education in general. so we can say that when we learn English, English private school, we are taught to learn in more detail.

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : whether or not it is important to learn English at an English private school depends on someone needs for the English language itself.

Interviewer : Why is it important to learn English at English private school?

Interviewee : I think learning English in tutoring is important if it is tailored to the needs of a person. If someone really wants to have more abilities or there is something to be achieved, then English private school is the right alternative.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : I think there is no significant problem.

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : Maybe there are some things that turn out to be different from my expectations such as the material given but it's not a big problem

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : What motivates me to learn English at this time is of course because at this time English is an international language where we are supposed to master English. other than that, at this time we can say that English is no longer a foreign language that is seconded but an important language that must be mastered by everyone

Interviewer : Does your motivation affect the way you study?

Interviewee : of course motivations affect the way I study

Interviewer : How does this motivation affect the way you study?

Interviewee : The amount of motivation that I have certainly affects the way I learn such as the more enthusiastic I am to learn.

Interviewer : How motivational influence the way of you learning English?

Interviewee : Of course, it has a big impact in influence the way of learning.

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

Interviewee : I use my smartphone to improve my English skills, because now days technology facilitate for someone to learn. I usually download applications that are specifically designed to learn English

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : I want to gain understanding, knowledge in English more than ever in a more effective way of learning

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : I gained new knowledge about how to learn English, such as tricks or ways to learn which I think are more effective, even some of these tricks I didn't get when I studied in a formal place.

Respondent : CR
Code : *Informant 6*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : My motivation is because I want to deepen my ability in English, especially regarding materials related to the TOEFL test.

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : I think it's important

Interviewer : Why is it important to learn English at English private school?

Interviewee : Because at the English private school I received additional lessons about English and this was useful to improve my understanding of English

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : I only have a few problems

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : The problem is about the facilities which I think still need to be improved

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : My desire to be able to pass the TOEFL test keeps me motivated to study. Besides that, I also want to master the four skills in English

Interviewer : Does your motivation affect the way you study?

Interviewee : Yes, because my motivation to study English at this English private school is to be able to pass the TOEFL test. Thus I am more active in learning to be able to succeed in achieving my target

Interviewer : How does this motivation affect the way you study?

Interviewee : With the motivation that I have, I become more enthusiastic and active in learning English

Interviewer : How motivational influence the way of you learning English?

Interviewee : There is a great influence of motivation in influencing the way I learn. I used to only study at school, now I can study anywhere and anytime because I want to immediately reach my dream.

Interviewer : Apart from studying English at English private school, what other businesses do you do to improve your English skills?

Interviewee : I often repeat the material that I have learned both at school and at an English private school. I also use my smartphone to study such as taking the TOEFL test online so I can see if there are any changes I can make.

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : in addition to mastering the four skills in English, I also want to take the TOEFL test. I hope to be able to answer the test questions correctly and get a satisfactory score.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : My abilities and skills have improved. Besides that I also know how to answer the TOEFL test correctly and I also get tips and tricks in answering the test

Respondent : SF
Code : *Informant 8*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : My motivation is to improve my understanding of English especially about TOEFL. So that I can reach a score of 500 and above

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : I think its important.

Interviewer : Why is it important to learn English at English private school?

Interviewee : In my opinion, learning English in English private school is important because in order to deepen material about English, for example, TOEFL.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : The problem for me is the distance between English private school and my house is quite far

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : there are only some problem that I faced such as remembered all the tricks that given by the instructor

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : Even though there were some obstacles that I faced but they did not dampen my desire to keep learning. This is because I want to get a TOEFL score according to my main goal of studying here. Besides

that, I think that it is necessary to study in a non-formal place like this because I feel that studying on campus alone is not enough.

Interviewer : Does your motivation affect the way you study?

Interviewee : of course

Interviewer : How does this motivation affect the way you study?

Interviewee : I study not only in formal institutions but also study independently.

Interviewer : How motivational influence the way of you learning English?

Interviewee :

Interviewer : Apart from studying English at English private school, what other effort that you do to improve your English skills?

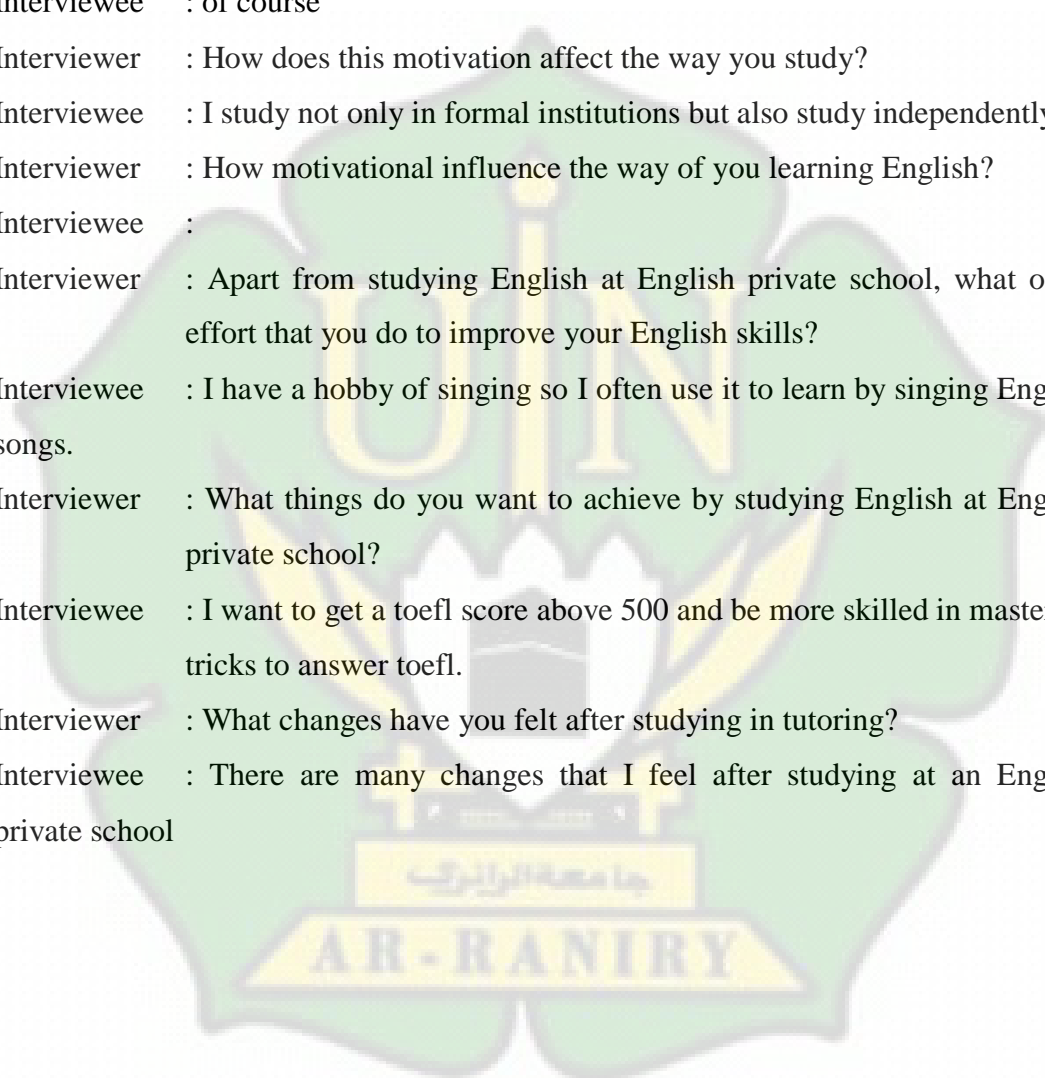
Interviewee : I have a hobby of singing so I often use it to learn by singing English songs.

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : I want to get a toefl score above 500 and be more skilled in mastering tricks to answer toefl.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : There are many changes that I feel after studying at an English private school



Respondent : DR
Code : *Informant*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : The reason or motivation for me to study tutoring in this place is to improve my English skills so that it is easier for me to apply for scholarships abroad and also make it easier for me to communicate with foreigners

Interviewer : In your opinion, is it important to learn English at English private school?

Interviewee : yes it is important

Interviewer : Why is it important to learn English at English private school?

Interviewee : I think studying in tutoring is important because with tutoring we have mentors who are easy to talk to, easy to ask questions when experiencing difficulties, and of course there are friends who have the same goals of learning.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : The obstacle I face today is that it is quite far from where I live.

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : Back to the first question which motivates me to keep studying even though it's a long distance because my strong desire to apply for scholarships abroad is not an obstacle to keep me studying in this place.

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : My motivation that I have certainly affects the way I study, when I start to feel bored or the distance is too far but my desire is still enthusiastic to learn

Interviewer : Does your motivation affect the way you study?

Interviewee : of course

Interviewer : How does this motivation affect the way you study?

Interviewee : The motivation that I have is my way of learning besides being active in taking lessons, I am also active in English outside the tutoring area independently to improve my skills in speaking English.

Interviewer : How motivational influence the way of you learning English?

Interviewee : motivation to learn has a big influence on the way I study

Interviewer : Apart from studying English at English private school, what other effort that you do to improve your English skills?

Interviewee : apart from studying here, I also learn self-taught such as watching YouTube, streaming movies, or sometimes inviting my friends to chat in English.

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : by learning how to study here I want my wish to be able to get a scholarship to be realized so that I can continue my studies. Beside that, I learn English because it will allows me to get closer to English speakers, so I can making friends with them.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : My English is improving.

Respondent : AI
Code : *Informant*
ELT Profile : Student

Interviewer : What is your motivation in learning English at English private school?

Interviewee : The reason and motivation for me to study English at the tutoring center is because there are tricks and tips in studying and answering English questions such as the TOEFL. It is different from studying English at school and on campus. Where in both places only focused on developing theoretical discussions without tricks and tips in answering questions that usually come out on English language proficiency tests.

Interviewer : Why is it important to learn English at English private school?

Interviewee : I think it is important or not to learn English depending on the goals to be achieved. If you just want to learn English as a medium of communication, maybe tutoring can be an alternative choice to support you. However, if the goal is to be able to take an exam or test, the place for tutoring is important. This is because at the tutoring center we can focus on certain materials that usually come out as questions. In addition, by studying in tutoring places we have tutors who have more abilities above us so that these tutors can guide and direct us to our main focus.

Interviewer : Do you face any obstacles in learning English at English private school?

Interviewee : there is no big obstacles

Interviewer : what are the most common difficulties you are facing in learning English at English private school?

Interviewee : so, because I'm usually a shy person, sometimes I feel shy and insecure to ask. There were times when I felt less confident in my classmates. And the number of students in one class can also affect me in learning in the tutoring place. Because if it's too crowded then my focus will be reduced.

Interviewer : With the problems you are facing, what is the motivation that keeps you learning English?

Interviewee : With the problems I face, I try to think positively and fight my insecurities. Sometimes I think that I pay here to study, the tuition fee is not cheap for me, therefore I must be able to and not play games in learning. I also motivate myself that other friends can do it, so I should be able to too. Even if I can't, I can have the courage to ask. I instilled in myself not to be shy in asking. That's my motivation in dealing with the obstacles that I experienced.

Interviewer : Does your motivation affect the way you study?

Interviewee : yes motivation really affect me in studying

Interviewer : How does this motivation affect the way you study?

Interviewee : Where I can increase my self-confidence and I can also be more courageous and focus on learning in the tutoring place

Interviewer : Apart from studying English at English private school, what other effort that you do to improve your English skills?

Interviewee : In addition to tutoring, I practice my English skills by listening to English songs while looking at the lyrics. Sometimes I also like to download English materials or questions and answer them in my spare time. As much as possible I use the knowledge I have in my spare time so that the material or theory I have is not lost

Interviewer : What things do you want to achieve by studying English at English private school?

Interviewee : I want to be able to pass the English language proficiency test not only as a graduation requirement but I really want to be able to be used to get a scholarship. And I also hope that the knowledge I get in the tutoring place can be taught back to friends or other English language fighters.

Interviewer : What changes have you felt after studying in tutoring?

Interviewee : I know tips and tricks in answering English questions that can be used in English proficiency tests. Then I can understand English material more simply and efficiently.

