

**THE STUDENTS MOTIVATION IN ENGLISH LANGUAGE LEARNING
OF EIGHT GRADERS AT MTS DARUL AMIN PALANGKARAYA**

THESIS



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1439 H**

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Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education



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of Eight Graders at MTs Darul Amin
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Date : November 4th 2017 M / Muharram 1439 H

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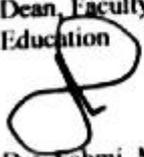
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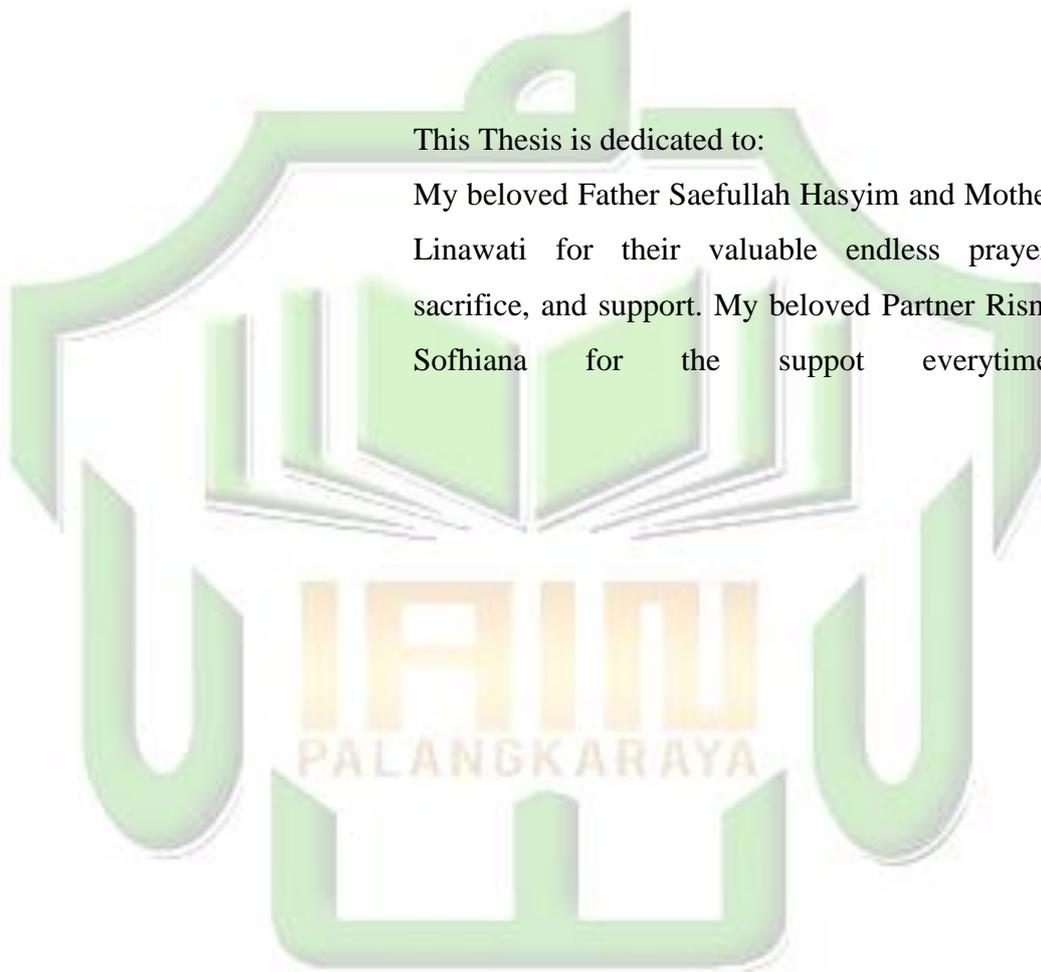

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Imagination is more important than knowledge.

Albert Einstein

This Thesis is dedicated to:

My beloved Father Saefullah Hasyim and Mother
Linawati for their valuable endless prayer,
sacrifice, and support. My beloved Partner Risna
Sofhiana for the support everytime.





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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, 25 October 2017

 Yours Faithfully
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ABSTRACT

Mukhtar, Fajar. 2017. *The Students Motivation In English Language Learning of Eight Graders At MTs Darul Amin Palangka Raya*. Thesis, Departement of Language Education Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Adivors: (I) Sabarun, M.Pd., (II) Zaitun Qamariah, M.Pd.

Keywords : *The Motivation in English Language Learning, Qualitative.*

This study aims at the motivation in learning English in the eighth grade in MTs Darul Amin Palangkaraya 2017/2018, and then describe how the motivation use a learning English. Furthermore this research also aims to know what factors behind the motivation in learning English and how teachers motivate students in learning English.

This research uses a homogeneous sampling method of puposive with qualitative design. to collect data, researchers used several instruments, among others, questionnaires, interviews and documentation. In analyzing the data, researchers use several techniques, namely, (1) Data collection, (2) Data reduction, (3) Display data, (4) Conclucion drawing verifying, (5) Credibility, (6) Transferability, (7) Dependability, Confirmability. As for the subject of this study are 27 eighth grade students in MTs Darul Amin Palangkaraya.

The results showed, (1) Student motivation can be said into the category of moderate class, according to the findings, the researchers concluded that the students' motivation to learn English is 68.07% of the questionnaire results that can be said moderate class, it belongs to the category of "fair motivation ". but also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand. (2) The factors behind the motivation to learn English as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will be able to read and understand most of the texts in English if students continue to study them, nervous and confused when students speak in English class, students also feel learning english is very interesting, besides that students are also motivated to learn a lot english, students very enjoy learning english. (3) The way teachers motivate students begins with teachers realizing the importance of motivation.

ABSTRAK

Mukhtar, Fajar. 2017, *Motivasi dalam Belajar Bahasa Inggris Siswa Kelas delapan di MTs Darul Amin Palangka Raya*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing : (II) Sabarun, M.Pd., (II) Zaitun Qamariah M.Pd.

Keywords : *Motivasi dalam Pembelajaran Bahasa Inggris, Kualitatif.*

Penelitian ini bertujuan untuk mengetahui motivasi dalam belajar bahasa Inggris di kelas delapan di MTs Darul Amin Palangkaraya tahun 2017/2018, lalu mendeskripsikan bagaimana motivasi yang digunakan dalam pembelajaran bahasa Inggris. selanjutnya penelitian ini juga bertujuan untuk mengetahui apa faktor di balik motivasi dalam pembelajaran bahasa Inggris dan bagaimana guru memotivasi siswa dalam pembelajaran bahasa Inggris.

Penelitian ini menggunakan metode Purposive Sampling yang Homogen dengan desain kualitatif. Untuk mengumpulkan data, peneliti menggunakan beberapa instrumen, antara lain, (1) Angket, (2) Wawancara dan (3) Dokumentasi. Dalam menganalisis data, peneliti menggunakan beberapa teknik, yaitu, (1) *Data collection*, (2) *Data reduction*, (3) *Data display*, (4) *Conclusion drawing*, (5) *Verifying*, (6) *Credibility*, (7) *Transferability*, (8) *Dependability*, (9) *Confirmability*. Adapun subjek dari penelitian ini yaitu 27 siswa kelas delapan di MTs Darul Amin Palangkaraya.

Hasil penelitian menunjukkan bahwa, (1) Motivasi siswa bisa dikatakan masuk ke dalam kategori kelas moderate, menurut hasil temuan tersebut peneliti menyimpulkan bahwa motivasi siswa belajar bahasa Inggris adalah 68,07 % dari hasil kuisioner yang bisa dikatakan moderate kelas, itu termasuk kategori "fair motivation". Selain itu juga dari hasil interview peneliti menyimpulkan motivasi siswa belajar bahasa Inggris cukup sedang, motivasi siswa belajar bahasa Inggris karena suasana yang menyenangkan, guru yang menyampaikan materi dengan baik dan materi yang mudah dipahami. (2) Faktor di balik motivasi belajar bahasa Inggris seperti mereka menyukai suasana kelas bahasa Inggris, tertarik dengan cara bahasa Inggris digunakan dalam percakapan, dan percaya bahwa siswa akan dapat membaca dan memahami sebagian besar teks dalam bahasa Inggris jika siswa terus mempelajarinya, dan juga sedikit gugup dan bingung ketika siswa berbicara di kelas bahasa Inggris, siswa juga merasa belajar bahasa Inggris sangat menarik, disamping itu siswa juga termotivasi untuk bisa banyak belajar bahasa Inggris, siswa sangat enjoy belajar bahasa Inggris, dan siswa selalu menunggu kelas bahasa Inggris. (3) Cara guru memotivasi siswa diawali dengan guru menyadari pentingnya motivasi.

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Drs. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Sabarun, M.Pd. and Zaitun Qamariah, M.Pd, for their generous advice, valuable guidance and elaborate correction during their busy time to the completion of her thesis.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she got in-dept knowledge of English and English teaching.
8. Her classmates of Study Program of English Education, especially the 2013 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study
9. Her beloved parents, Saefullah Hasyim and Linawati, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. Amin.

Palangka Raya, 25 October 2017

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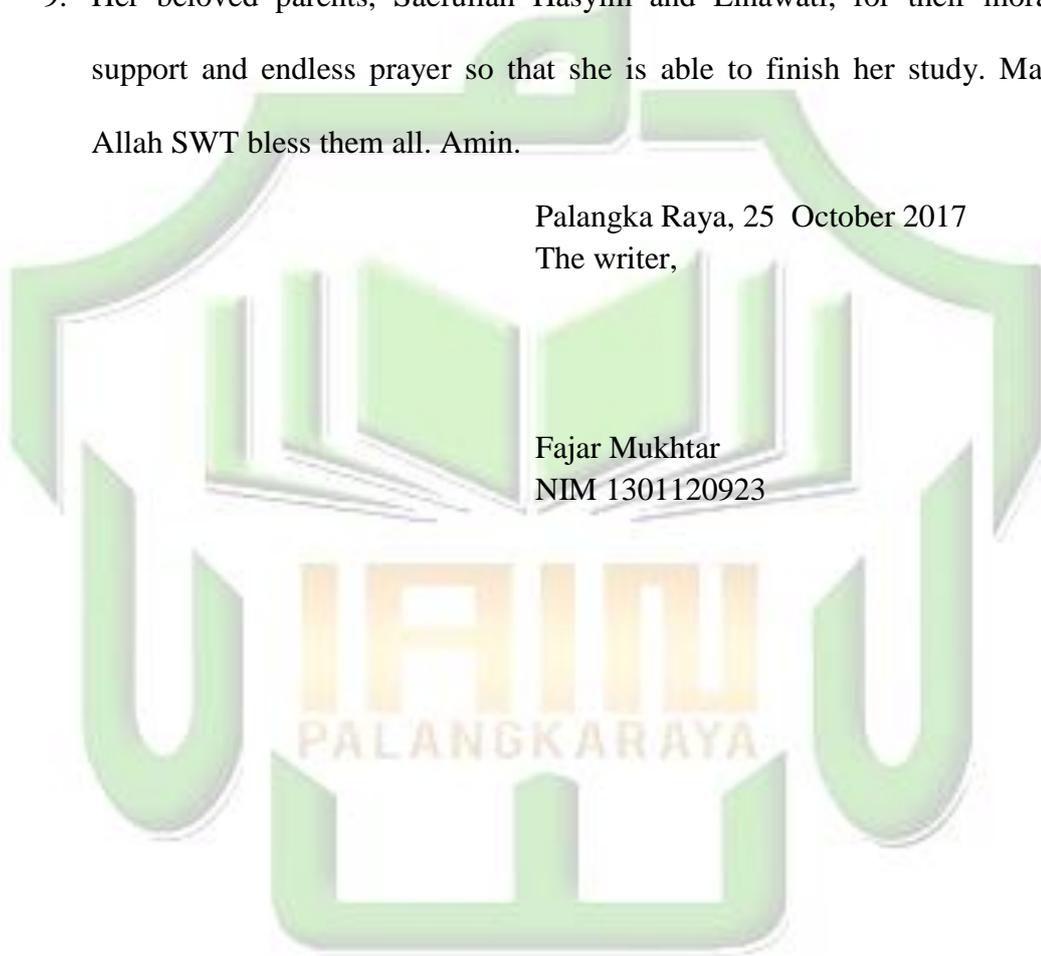
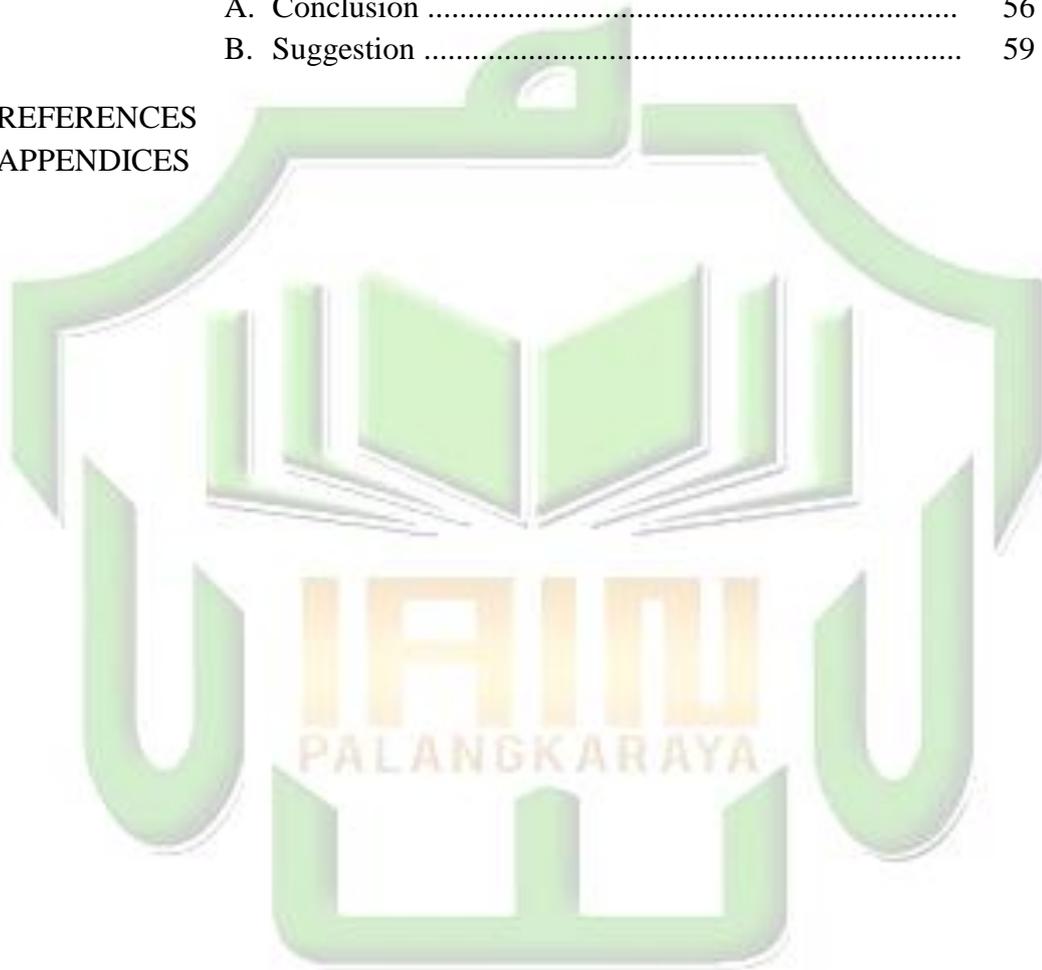


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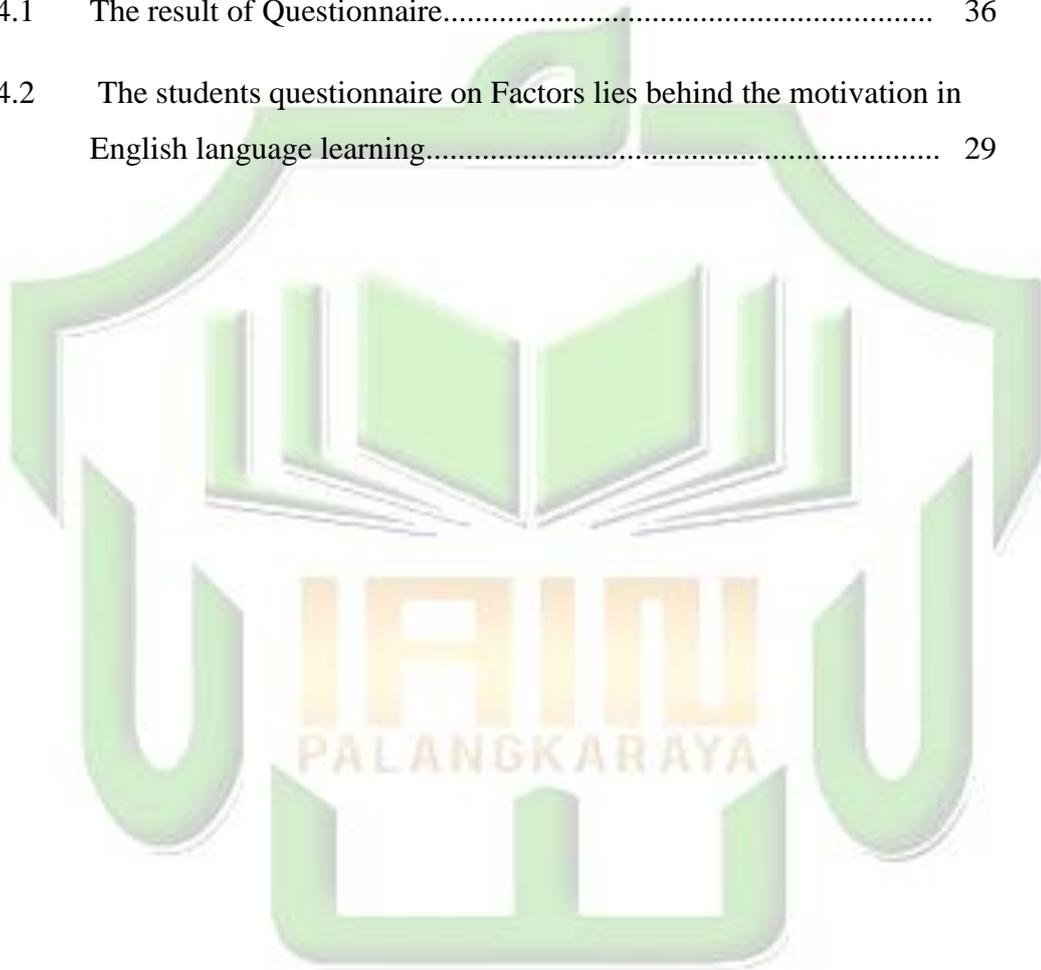
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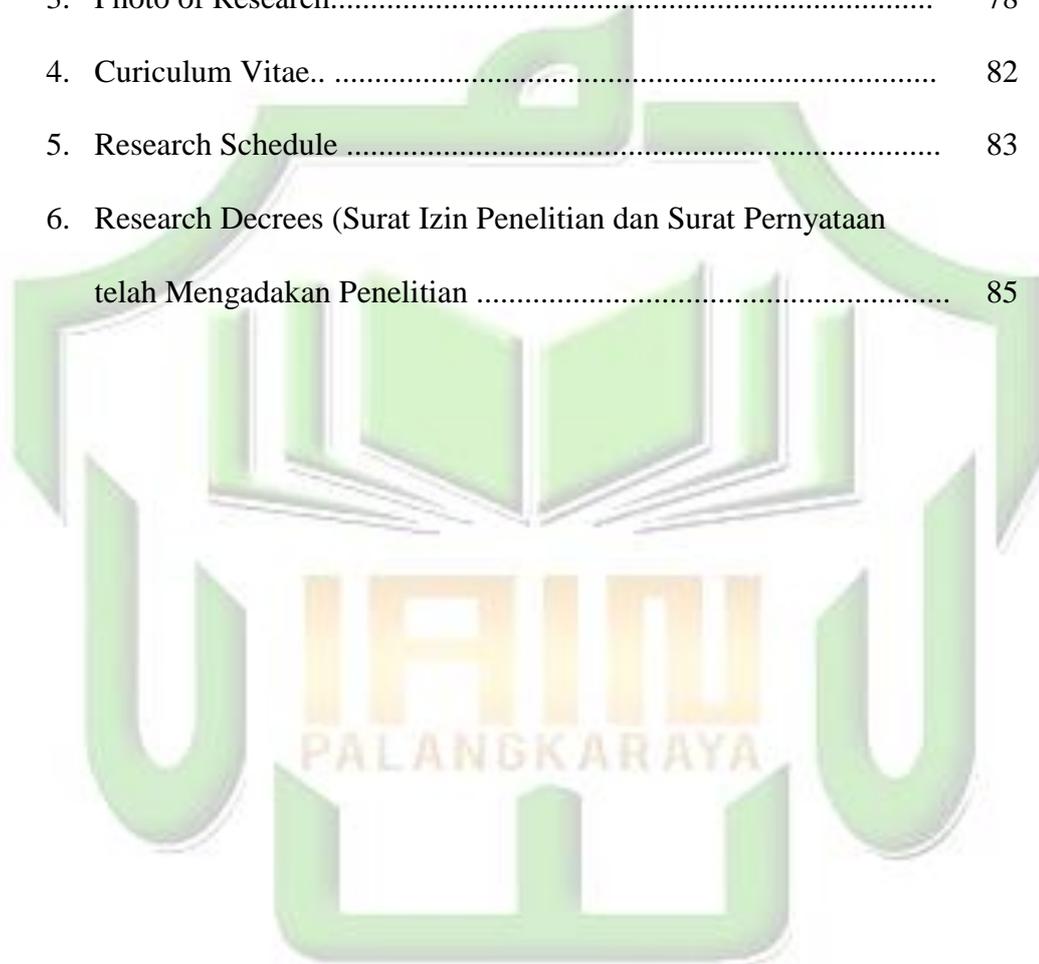
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LIST OF ABBREVIATIONS

Etc : Et Cetera

IAIN : Institut Agama Islam Negeri

MTs Darul Amin Palangkaraya : Madrasah Tsanawiyah Darul Amin
Palangkaraya

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, previous study, research focus, research problem, objective of study, theoretical framework, significance of study, optional definition, and frame of discussion.

A. Background of the study

Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between ‘foreign’ and ‘second’ language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired (Moeller,et .al, 2015..327).

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one’s own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human-to-human interactions and yields a

better understanding of one's own language and culture (Moeller, et.al, 2015..327). Learners mainly learn one language in two channels: one is acquisition and the other is learning. Here the former means that a learner takes in and then uses a language unconsciously through language communication practice while the latter means that a conscious study and understanding of a language, (Li 2004..57). Acquisition is of greater importance than learning, hence emphasizing the significance of putting students into a language learning environment with feedback system to guarantee their contact with a large amount of understandable language input during our college English teaching (Yulianti ,2016..4).

Communication is an essential need for human being. Language as a tool of communication has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life can not be separated from one another. Language can be applied in many aspects, such as: education, society, politics, economics, and culture, Erisa Kurniati (2012). English also takes important role of in every aspect of human life, such as education, technology, communication, economics, and science. The students' acquisition in learning English is determined by several factors namely students' strategy in learning English, intelligent, teachers' strategy in teaching English, students' experience in learning English, motivation, students' facilities, background of the study(Halimah,2009..3). Schools, university, and other education institutions serve media to improve the quality of human resources of a nation. There are the

places where society creative and skill can be development. One of the subjects to be offered by those initiations is English (Kustiawati,2011..2).

Motivation is one of the most important factors affecting students' performance of English learning, which is widely concerned by foreign language teachers and researchers for a long time (Lei, 2012..100). Ryan and Deci considers, to be motivated means to progress or to be in motion to do something (Sepora,2013..230). Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning again, as Ausubel says, there is the complementary typically relationship between Motivation and Learning. Thus, learning motivation plays an essential role in learning English. In the course of learning foreign languages, students with strong motivation can always make good achievements while students without intrinsic motivation are often losers of language learning (Long, et.al 2013..136).

MTs Darul amin Palangkaraya is one of the schools in Palangkaraya that apply english language learning system that is good, that is expected of students can be motivated to improve their ability to learn English in the classroom. From the above, based on the experience of researchers who never practice teaching in MTs

Darul Amen Palangkaraya, researchers will focus on knowing their motivation when learning English in the classroom.

From the fact above, this research will analyze : **The Motivation in English Language Learning of Eight Graders at MTs Darul Amin Palangkaraya.**

B. Problem of study

Based on the background of the study above, the problems of the study are as mentioned below :

1. How is the students motivation in English language learning of eight graders at MTs Darul Amin Palangkaraya ?
2. What are the factor lies behind the motivation in English language learning of eight graders at MTs Darul Amin Palangkaraya ?
3. How does the teacher motivate the EFL students ?

C. Objective of the study

Based on the problem of the study, the objectives of the study are as follows :

1. To describe the students motivation in English language learning of eight graders at MTs DARUL AMIN Palangkaraya.
2. To describe the factors lie behind the motivation in English language learning of eight graders at MTs Darul Amin Palangkaraya.
3. To describe the teacher to motivate the EFL students.

D. Limitation

The descriptive study. It studies the cured phenomenon on importance of motivation in EFL class. It focuses on the motivation in language learning English at MTs Darul Amin Palangkaraya.

The subject of the study is the teacher and students in the class at eight graders of MTs Darul Amin Palangkaraya. And the number of subject is 1 Teacher and 27 students in the class of eight grade at MTs Darul Amin Palangkaraya.

E. Significance of Study

The uses of this study that expected by the writer as below:

1. **Theoretically**, this study will support the theory of motivation in english language learning process. And motivation gives benefit study for researchers from the results of this study.
2. **Practically**, this study will give the empirical data about the motivation in English language learning process. The result of study can be useful for the students, teachers, and lecturers who teach English language in learning process. This study will also help researchers to find out the motivations that exist when learning and teaching English.

F. Definition of Key Terms

There are several definitions of the key term in this research. There are motivation, english language learning, MTs Darul Amin Palangkaraya.

1. Motivation

Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

2. English language learning

The practice and theory of learning and teaching English for the benefit of people whose first language is not English.

3. MTs Darul Amin Palangkaraya

MTs Darul Amen Palangkaraya is a school-based Islamic religion in the city of Palangkaraya equivalent to junior high school, Darul Amin mts address is on Yakut street in town of Palangkaraya, Central Kalimantan.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Study

In order to make different research from the previous research, the study has found a few previous studies that are concerned with research above; the motivation in language learning. The first, research is from Shuib (2009..29), which identified Motivation and Attitudes Towards Learning English : A Study of Petroleum Engineering Undergraduates At Hadhramout University of Sciences and Technology.

The findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation.

On the other hand, data for the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students' positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films. Finally, some pedagogical implications that would help tap the students' motivation and attitudes were presented.

This study has in similarities and differences with My research. The similarities both use the same research design that is descriptive qualitative research design and focus on student motivation in learning English. But there is a difference between these studies. The object of research conducted by Atef Al-Tamimi and Munir Shuib is the Study of Graduate Petroleum Engineering at Hadhramout University of Science and Technology and also focuses on student behavior. While the object of this study is junior high school students in MTs Darul Amin in Palangkaraya, Central of Kalimantan, Indonesia. And focus only on student motivation when learning English.

Second , research from Vibulphol, (2016) about Students Motivation and Learning and Teachers Motivational Strategies in English Classroom in Thailand, The findings showed that most students had a relatively high level of motivation and many reported having internal interests in learning English; however, the level of learning was not assessed to be as high.

Furthermore, a few students in almost every class showed a lack of motivation. The teachers were found to employ a variety of motivational strategies, including autonomy-support and controlling styles. While autonomy controlling strategies were commonly used in these classes, autonomy-support strategies were found only in highly motivated and high performing classrooms. (Vibulphol, 2016..64).

This research has in common with My research. The similarity of both is to examine the motivation of students when learning English in the classroom. However, there is a difference between the studies. Research conducted by Jutarat

Vibulphol focuses more on the motivational strategies used by teachers in English classroom learning, whereas this research only focuses on knowing how to motivate students when learning English in the classroom.

Third, research from Lamb (2007), about *The Motivation of Junior high School Pupils To Learn English in Provincial Indonesia*, Results showed a very high level of motivation to learn English, reflected in much autonomous learning of the language outside of school. Although there was evidence of dissatisfaction with aspects of school English lessons, this motivation was largely sustained throughout the period under study and appeared to contribute to significant gains in competence in the language among some learners. It is argued that this motivation derives its strength from identification processes, nurtured and developed through social interaction at home and in the community, which encouraged many young Indonesians in this context to view English as integral to their future lives.

This research has similarities and differences with My research. The similarity of both lies in the object of the researcher conducted in junior high school. And also examine the students' motivation in learning English. However, there is a difference in research done by Martin Veevers Lamb using quantitative research design while this research uses descriptive qualitative research design.

Fourth, research from Yulia (2013..1), about *Teaching Challenges in Indonesia : Motivating Students and Teachers' Classroom language*, The results show that students' motivation is more of an instrumental motivation, due to the requirements of the mandated national examination though English now is a

global language and the 2006 curriculum targets communicative competence. On the other hand, the data indicated that teachers found English difficult to use in class.

This research has similarities and differences with My research. Similarity both are the same in researching the students' motivation to learn English in class. However, there is a difference between those researches. Research design used by yuyun yulia is a quantitative research design, while this research uses descriptive qualitative research design. And the object of this research in other schools, while the object of this research in junior high school MTs Darul amin Palangkaraya, Central of Kalimantan, Indonesia.

Fifth, research from Nichols (2014), about Motivating English Language Learners : An Indonesia Case Study, The result, in Chinese Indonesian students in a Year 12 English classroom. Student surveys indicated preferences for the use of audiovisual material and the use of collaborative reading quizzes. The implementation of these strategies resulted in positive levels of attention and engagement in the classroom, but no increase in levels of intrinsic motivation were observed.

This research has similarities and differences with My research. The similarity of both examines the motivation of English learners. Which focus on the motivation of English learners. However, there is a difference between those researches. The object of research conducted by Rebekah Nichols elsewhere and the 12th grade students, while the object of this research is the 8th grade students at MTs Darul Amin Palangkaraya, Central of Kalimantan, Indonesia. And also the research

design done by Rebekah Nichols is the design of quantitative research, while the design of this research is descriptive qualitative research design.

B. Definition of Motivation

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language (Abdur,et.al, 2014). Motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals (IGAWA, 2014..383) .Johnstone considers motivation as a stimulant for achieving a specific target (Sepora,et. al, 2012..231). Ryan & Deci considers To be motivated means to progress or to be in motion to do something (Sepora,et.al, 2012..231). While Dornyei and Otto regarded motivation as a function of a person's thought and defined it as 'the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operational and acted out'(Dornyei, 2001..9). Ellis considers motivation as the attempt which learners make for learning a second language because of "their need or desire to learn it"(Sepora, et.al, 2012..232). Lightbrown and Spada considers identifies motivation in second language acquisition as "a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community". They believe that when learners think that they need to speak the second language with the aim of

being in touch with others or accomplishing and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it. (Sepora, et.al,2012..232). According Brewer & Burgess, Motivation is a basic and essential part of learning (Sepora,at.al, 2012..233). According to Cook, states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. (Sepora,et.al,2012..233).

In My opinion, Motivation is an encouragement that exists within a person that makes a person more eager to do something according to one's own goals. In terms of learning English, The motivation in My opinion is the passion or stimulant that exist in students so that students feel more eager to learn English.

C. Types of Motivation

According to As Gardne, motivation is a very complex phenomenon with many facets (Shuib,et.al, 2009..31). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices (Ryan,et.al, 2000..54).

Types of Motivation

1. Intrinsic motivation

According to Ryan & Deci, In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic

motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.

According to (Sincero,2012) there are many factors that promote intrinsic motivation. Some of these include challenge, curiosity, control, fantasy, competition, cooperation and recognition :

- a. Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.
- b. Curiosity is a force in a person's environment that either gets his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.
- c. Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from a person's autonomy in his actions.
- d. Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve the fantasy. For instance, a student sees himself as a successful engineer after college.
- e. Competition is a factor that involves comparison of a person's performance with other's performance.

- f. Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people towards the fulfilment of their goals.
- g. Recognition is a factor that also includes the sense of satisfaction when others appreciate their achievements.

2. Extrinsic motivation

And According Vansteenkiste, Lens, & Deci, Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark. To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Pintrich & Schunk considers, Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment (Sepora, et al, 2012..232-233). In order to offer a clear image of the intrinsic-extrinsic dichotomy :

Table 2.1 Intrinsic and Extrinsic Motivation

Intrinsic	Extrinsic
Preference for challenge	Preference for easy work
Curiosity/interest	Pleasing a teacher/getting grades
Independent mastery	Dependence on teacher in figuring out

	problems
Independent judgement	Reliance on teacher's judgment about what to do
Internal criteria for success	External criteria for success

Following this model, it comes out clearly that the greater the value the individuals attach to the accomplishment of an activity, the more highly motivated they will be to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Veronica, 2008..559). Traditionally, concepts of Richards (IGAWA, 2014..382) have been presented to understand the role of motivation.

Motivation	Description
Intrinsic Motivation	Enjoyment of language learning itself.
Extrinsic Motivation	Driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment.

D. Motivation in Language Learning

According to Brewer & Burgess, motivation is a basic and essential part of learning. Gardner considers, believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. And according to Cook, the performance and presentation of a

number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis considers sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated (Veronica,2008..233).

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. Deci, Kasser & Ryan said, The relationship between students and schools is an interactive one that can synergize both positive and negative. Students influence the motivation and behavior of schools as schools affect students. But it is important to remember that part of the teaching task is to encourage students who facilitate positive cycles rather than negative cycles (IGAWA, 2014..383). In order for English instructors to motivate them, a number of methods are needed both in and outside of class. According to Hussin, Maarof, and D’Cruz, “positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning” (2001). They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001), (Ebata,2008).

1. Attitudes

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner. If the student enter to the class with fairly neutral attitudes about the language, or even positive ones, and has a personality structure which will permit him to have an openness and willingness to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself (Vahedi, 2011..997).

2. Beliefs about yourself

Expectancies about one's attitudes to succeed, self-efficacy, and anxiety.

3. Goals

Perceived clarity and relevance of learning goals as reasons for learning.

4. Involvement

Extent to which the learner actively and consciously participates in the language learning process.

5. Environmental support

Extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience.

6. Personal attributes

Aptitude, age, sex, and previous language learning experience (Hussin, et.al,2001).

E. The Importance of Motivation in Language learning

Motivation is one of influential factor in English learning. Motivation is a factor of high or low of the goal (Brown,2001..75). According Ushioda, Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. (Leila,2015..130). It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners. All of the conditions that we know contribute to successful second language learning are lacking in most EFL contexts: there just isn't enough English input in the environment, there probably aren't enough opportunities for interaction with English speakers, there usually aren't enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language (Gilakjani, et.al,2012..10).

In My opinion Motivation is the desire of more than students to learn english, such as encouragement of students to be more courageous and the spirit of learning english, and an important part in learning the language itself. Motivation

as well as a basis for learning the language to be called successful in learning English. Motivation can also develop interest, willingness and talent of students to learn English, so that students can easily learn English.

F. Benefit of Motivation

There can be other various factors which can have significant role in creating motivation for the language learners; That is, for instance, some of the main points that concerning this matter appear to the researcher's mind are as follows:

1. The language teacher is supposed to teach and instruct according to each learner's level. In the sense that, initially, the teacher should identify and realize each student's placement. Afterwards,
2. The language learner should not be reproached or blamed, or even scorned for not doing his homework, for making mistake in pronunciation, or for hesitating to answer question(s) and so on.
3. Teacher should identify, perceive, and understand the language learners' social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so that the language learners have a clear image from themselves and respect their own characters.
4. Teachers should be kind to their language learners and loving them while being friend with them. This matter is important and essential especially in the initial and primary levels of learning that the language

learners are susceptible, vulnerable, and sensitive, and they need love and affection from their teacher.

5. Teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another.
6. Teachers need to promote students' alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to uphold and preserve their motivation.
7. Teachers should bear in mind that learning a second or a foreign language means that the learners should also exploit and take advantage of social proficiencies and not just learn grammar rules (Sepora,et.al , 2012..235).

In my opinion Motivation is the essence of a language learning in which the teacher has a role in creating the motivation that exists in the learner's own language. By understanding all the aspects that exist in the student himself and afterwards determining how to create the motivation itself. So students feel comfortable and easy to learn the language.

G. Descriptive Qualitative

According to Sandelowski (2012), qualitative descriptive research: should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an 'interpretive description' approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual or highly abstract rendering of the data, compared to other qualitative designs (Lambert,et.al,2012..255).

Data collection in qualitative descriptive studies is typically directed toward discovering the who, what, and where of events or experiences, or their basic nature and shape. Data collection techniques usually include minimally to moderately structured open-ended individual and/or focus group interviews. Focus groups can usefully be viewed as the qualitative counterpart to the quantitative survey, in that they are typically used in qualitative research to obtain a broad range of information about events. Data collection techniques may also include observations of targeted events and the examination of documents and artifacts (Sandelowski, 2009..338).

The presentation of data from a qualitative descriptive study involves a straightforward descriptive summary of the informational contents of the data that is organized in a logical manner. How the data are organized depends upon the researcher and how the data were rendered. For example, data presentation can be arranged by: time of occurrence; categories/subcategories; actual or reverse chronological order of events; most prevalent to least prevalent themes; moving from a broad context of an event to a more narrow context (i.e. specific cases); or, describing an event from the perspective of more than one participant. The outcome is the production of a descriptive summary of the selected event(s) organized in such a way that the findings will be presented, in the most relevant manner, for the audience for whom it was written. (Lambert, et.al,2012..256).

CHAPTER III

RESEARCH METHOD

This chapter explains, research type, research design, subject of the study, source of the data, data collection procedure, endorsement of data, data analysis procedure.

A. Research Design

This research used mixed method. Mixed method is a research in which the researcher collects, analyzes and mixes both quantitative and qualitative data in single study or multiphase program of inquiry (Burke, et.al, 2007..112).

B. Subject of the Study

The subject of the study is the students eight grade at MTs Darul Amin Palangkaraya. With use experience and knowledge to select a sample of participants that they believe can provide the relevant information about the topic or setting. In a classic work, Based on Guba and Lincoln (Ary,et.al, 2010.. 429) wrote, Sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspectives as fully as possible. The researcher will choose students in this study, in eight grade at MTs Darul Amin researcher will choose sample in this research about 5 students of eight grade in MTs Darul Amin Palangkaraya. The researchers chose subjects based on purposive sampling criteria where there are many more specific and objective goals as described in Marshall and Rossman (Ary,et.al, 2010..430) use several variations on purposive sampling are used in qualitative research, researchers will use Homogeneous sampling for selects a sub group that is considered homogeneous in attitudes, experiences, and so on, which students who eight grade

in MTs Darul Amin palangka raya. The object of the study is the motivation in english language learning at eight graders of MTs Darul Amin palangka raya.

C. Source of the Data

In this research writer will collect data from students. There are 27 students in eight grade at MTs Darul Amin Palangka Raya. The source of data and the data needed is illustrated in Table 3.1.

Table 3.1 **Source of Data**

No	Source of Data	Instruments	Data needed
1	Students	Observation	The character and behaviour of the students while learning English.
2	Students	Questionnaires	Feeling motivation.
3	Students	Interview	Their motivation when learning English.
4	Classroom	Documentation	Learning process.

D. Research instrument

1. Observation

Observation is used as a technical term in research with its specific meaning. Observation is usually to the use of our visual sense to record and make the information. In research, observation refers to data gathering which involves the use not only visual sense, but also all sense necessary to get valid and reable data. Observation also refers to one of the tecniques in gathering data (Latief,2014..77).

2. Questionnaires

Questionnaires is written questioning of a subject (Ary,2010..644). Questionnaires are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, 2010..644).

3. Interview

Interview is oral questioning of a subject (Ary,2010..644). Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary,2010..644). According to Esterberg in Sugiyono stated that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007..300).

Meanwhile, still, according to Esterberg in Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructure interview. In this study, the researcher used unstructured interview.

According to sugiyono defines that,

“Unstructured interview is an interview that is free where researchers do not use the interview guides that have been arranged in a systematic and complete collection. Interview guides that are used only in the form outlines the issues to be asked” (Sugiyono,2007,p.320).

Lincoln and guba in sanapiah Faisal, said there are seven steps in the use of interviews to collect data in qualitative research, namely:

1. Assign to whom the interview was going to do.
2. Set up the problem issues that will be the talk.
3. Initiate or open the interview flow.
4. Establish the interview flow.
5. Confirm overview of the results of the interview in the note field.
6. Write down the result of the interview in the note field.
7. Identify follow-up interviews have been obtained.

Moleong classifies six types of questions that are interrelated, namely:

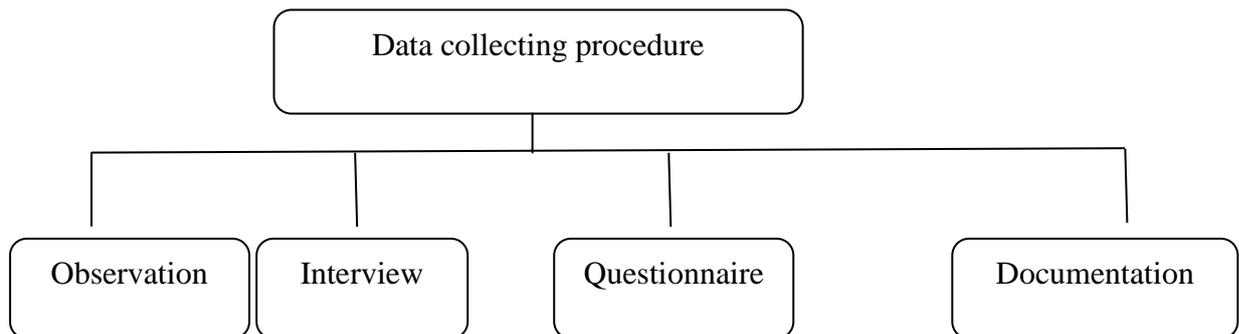
1. Questions relating to the experience.
2. Questions relating to opinions.
3. Questions that deal with feelings.
4. The question of knowledge.
5. Questions relating to the senses.
6. Questions relating to the background or demographic.

4. Documentation

Documentation is aggregation data with stream style or take the data from written product, documentation, administration agree with problem in research. In this study documentation finding are from documents or archives from institute careful research (Nasution,2003..143). Documentation is documents required for something or providing evidence or proof of something (Hornby AS,2000..342).

E. Data Collection Procedure

Data collecting procedure is one of the main duties in this study to answer the problem of the study. The data collected in natural setting without any manipulation of the setting. Data collecting procedure used in this study, namely: observation, questioner, interview, and documentation. It can be draw as follows:



Instruments of the study are needed in the research. It is because the instruments are tools to get the data of the study. In which the data are the important things to help the researcher in answering the problem of the study. In collecting the data for this research, the researcher used observation, interview and questionnaires to obtain the data in order to answer the problem (Pahrina,S. 2014..48).

F. Data Analysis Procedure

According to Bogdan and Sugiono states:

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other” (Hornby AS,2000..334).

Miles and Huberman suggest that activities in data analysis qualitative done interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification.

1. Data Collection

The collection of data on the main qualitative research is observation, in-depth questioner study documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, narrative inquiry and documentation. From the above explanation, the researcher will collect the data by using observation technique, and by using a deep questionnaire to the eighth grade students at MTs Darul Amin palangkaraya. And using documentation techniques when the data collection process uses observing and using questionnaires. The steps in data collection as a follow :

- 1.) Observing the class, and observe the atmosphere that is in the classroom.
- 2.) Distributing questionnaire questions to students in the classroom.
- 3.) Asking interview questions to students.
- 4.) Documenting the process of collecting data and learning processes in the classroom.

2. Data Reduction

Data reduction is resumming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction will provide a clearer picture and ease the researchers to collect the next data. (Hornby AS,2000..247). From the above explanation after the researchers collected data from questionnaires to 30 eighth grade students at MTs Darul Amin Palangkaraya.

So researchers do, collect or summarize and record carefully and detailed data that has been obtained from the observations, questionnaires and interviews to make it easier in the next data view.

3. Data Display

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative (Hornby AS,2000..249). From the above explanation, the researcher will present or describe the results of observations, questionnaires and interviews that have been reduced, briefly and clearly.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear (Hornby AS,2000..252). From the explanation above, the researcher will conclude clearly the results of the research.

G. Endorsment data

The relevant data will be observed and investigated by the writer. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and confirmability.

1. Credibility

The credibility of qualitative research is to test the credibility of the data or the reliability in the data results of the research. The success exploring a complex issue or benefiting towards the data results of the research (Sugiono,2009..270). In this study, researcher will betests the credibility of the data or the reliability of the data results of the research, the researcher do some testing techniques, among others, with the extent of participation and member check.

a. The Existence of Participation

The existence of participants is observations of the researchers returned to the field, doing observation, interview with the data sources that ever met neither new ones. In this case the researcher will return to the field to check out the data, whether the data is correct or not (Sugiono, 2009..270). Related to this research, the author will be more observe in class and teacher to know new condition and recognize environment culture place and check the truth information that is in it.

b. Member Check

Membercheck is a process of checking the data obtained by research to the data sources. The goal of membercheck is to know how much data match to the data is given by the source of the data. If the data is agreed by the source of data, it means the data is valid (Sugiono,2009..276). From the above description, the researcher will conduct member checks on the findings or conclusions that will be obtained after the discussion forum to the teacher in order to check whether the findings are acceptable or not.

2. Transferability

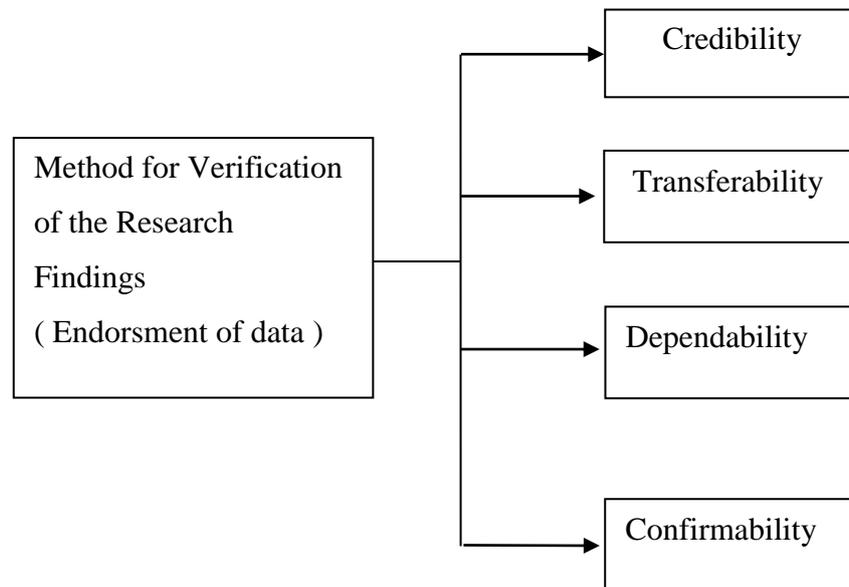
Transferability is External validity which indicates the degree of permanence or can apply the research results to the population in which the samples are taken. This transfer value relates to the question until the results of the research can be applied or used in any situations (Sugiono,2009..276). From the above description, the researcher will give a detailed, clear, systematic and reliable description about the phenomenon that occurred in the eighth grade in MTs Darul Amin Palangkaraya. Stages of research and research results so that readers can get a very clear explanation. Then, it can apply the results of this research in other places.

3. Dependability

Dependability is a test with the audit to the overall research process. Researcher often does not the process of research field, but it can provide the data (Sugiono,2009..277). From the explanation above, researcher show the evidences of the field activity starting from decisive focus, time of gaining the data, how to specify a data source, how to conduct data analysis, how to test the validity of data, and make the conclusion.

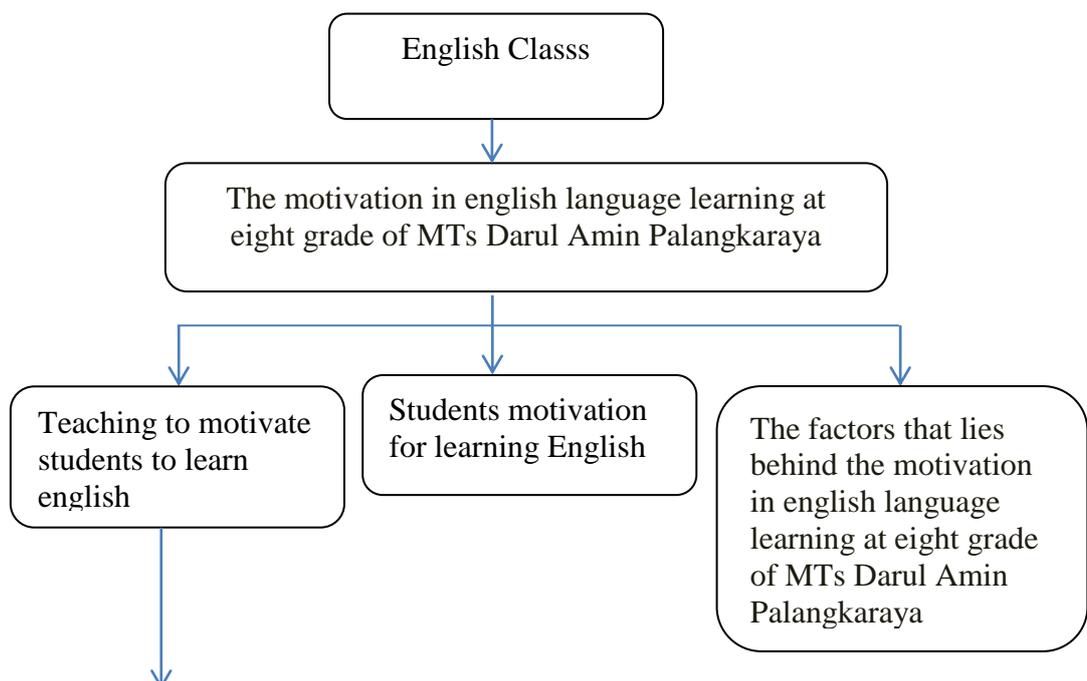
4. Confirmability

Confirmability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people (Sugiono,2009..277). Test conformability means to test research results link to the process. From the above description, the researcher will test the result of research by showing the research result to the teacher or principal at MTs Darul Amin Palangkaraya, to judge that the research results can agree upon and accept.



Summary

The steps in collecting data, It can be seen from scheme follow :



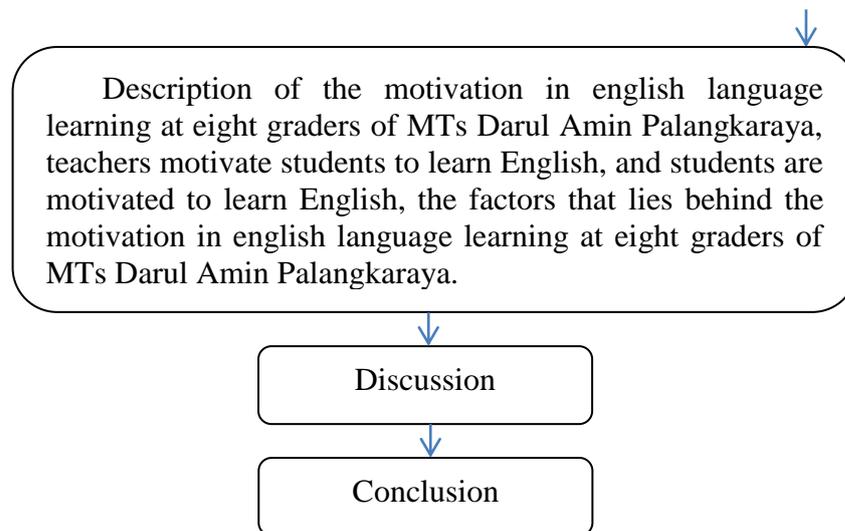


Figure 3.1 The steps in collecting Data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter presented the result of the findings. it was intended to answer the problems of the study. The researcher described the process of calculating and presenting result of the data. Where as in the discussion section the researcher analyzed the finding. The researcher did the research and got the complete data from all the research instruments including interview, questionnaire and documentation. To get the objectives of the research, the researcher analyzed the data systematically and accurately. The data were analyzed in order to draw conclusion about the objective of study. researcher showed the findings in this chapter into 3 points below.

1. The students motivation in English language learning

To get the data, the researcher observed 3 times on 21 August 2017 at 08.00 am, and on 23 August 2017 at 07.40 am, and on 28 August 2017 at 08.20 am. and the researchers also provided questionnaires to students on 28 August 2017 at 09.00. In this study, the researchers used a motivational questionnaire to find out and analyze the motivation of learning English eighth grade in MTs Darul Amin Palangkaraya. Motivational questionnaire given by the author and given to 27 students in the class. Students are told by researchers to answer 10 questions and 5 statements about motivation. Students answered 10 questions on a scale of 1 to 5 from strongly disagree to strongly agree, and for 5 statements students replied on a scale of 1 to 5 not at all to very much.

a. Results of learning motivation in English class using descriptive analysis.

The result of the questionnaire shows that the motivation in learning English in the moderate class, is 68, 07%, is it categorized as fair motivation. And show enough motivation of students to learn english.

The students were motivated to learn EFL class since teachers in the class always used interesting methods when teaching English to their students, and a pleasant learning environment makes students easier and the spirit of language learning, and when there were students who don't understand the material in the taught, the students always ask with brave and confident circumstances, then the teacher then re-explain the material in question by students, such as students who said students named Miki Pranata, Naswa Ayu andita, and Yuliana Hidayat.

Miki Pranata (2017) said ” *Cukup menarik dan cukup mudah dipahami, gurunya lumayan menyenangkan, karena mengajar dengan semangat, jadi aku ikut semangat kak, bercakap-cakap membuat dialog dalam bahasa inggris, maju kedepan membaca, karena teman teman nyenengin, berani kalau disuruh maju membaca dialog, perasaanku cukup senang belajar bahasa inggris.*” (... Quite interesting and quite easy to understand, the teacher is quite fun, because teaching with passion, so I join the spirit, conversing, making dialogue in English, going forward to read, because friends are fun, courageous if told to go forward to read dialogue, my feeling Quite happy to learn english.”).

The other participant, Naswa Ayu Andita (2017) said, “*Yah menyenangkan, karena dialognya dalam materi bahasa inggris itu menyenangkan banget, paling di suruh maju membaca, enak nya mudah dimengerti ketika pak suryo ngajar, tentang percakapan, abis tu pokoknya semuanya materi saya suka, perasaanya senang.* (...Well fun, because the dialogue in the English material is really fun, in order to move forward to the front of the class to read, easy to understand when

Mr. S teach, about conversation, after that just all the material I like, feeling happy.”).

Yuliana Hidayat (2017) said ,”*Ya cukup menarik, ya pelajaranya yang menyenangkan, karena pak suryonya semangat ngajar, ngga terlalu paham, tp biasanya aku nanya ke pak suryo, ya rame, iya mudah dipahami, ngga terlalu, tapi biasanya kalo ada anak yang salah di hukum maju, semuanya suka, percakapan yang bikin sendiri terus maju saya suka.*(...Yes it is interesting, yes the lesson is fun, because Mr.S spirit of teaching, not very understand, but usually I ask to Mr. S, yes crowded, yes easy to understand, not too, but usually if there is a wrong child in law order forward class, everyone loves, self-made conversations keep coming forward in front of the class, I like.”).

Besides the results of the interview, from the results of the questionnaire, see table

4.1. the research also need questionnaire to support the findings.

Table 4.1 The result of students questionnaire

No	Name	Statement										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	Achmad. A.H	4	3	4	5	4	3	3	3	4	4	37x100: 50=74	74
2	Ali Nor. Irfansyah	1	2	4	4	1	1	2	1	4	4	24x100: 50=48	48
3	Anggi Fahrozi	3	2	4	4	3	1	1	1	4	3	26x100: 50=52	52
4	Ardiansyah	4	2	5	4	4	4	4	4	5	4	40x100: 50=80	80
5	Irgi Fahrighi Ramadhan	3	3	4	3	3	3	1	2	4	3	29x100: 50=58	58
6	Isnaeni Maulidiati	4	5	5	4	4	4	4	4	5	4	43x100: 50=86	86
7	Jaka Saputra	2	2	3	3	2	2	2	1	3	2	22x100: 50=44	44
8	Khoeru Mahfudil	3	2	4	4	3	3	3	3	4	3	32x100: 50=64	64
9	Mahrini	3	3	4	3	3	4	3	3	4	4	34x100: 50=68	68
10	Miki Pranata	3	4	4	4	4	3	4	3	4	4	37x100: 50=74	74
11	M. Al-	2	4	5	4	2	2	1	1	5	5	31x100: 50=62	62

	Azhar											50=62	
12	M. Ardi	3	3	3	5	1	1	3	1	3	2	25x100: 50=50	50
13	M. Busyiri	4	4	5	4	3	3	3	3	5	4	38x100: 50=76	76
14	M. Mulyadi	3	4	4	3	3	3	3	3	4	4	34x100: 50=68	68
15	Nanik Nurwiri	4	4	4	2	4	4	4	4	4	4	38x100: 50=76	76
16	Naswa Ayu. A	5	4	5	4	4	5	4	3	5	4	43x100: 50=86	86
17	Nor Wahid	3	3	5	4	4	5	4	4	5	4	41x100: 50=82	82
18	Nosy Restina	3	4	4	4	4	3	4	3	4	4	37x100: 50=74	74
19	Nur Ramdania	4	4	4	3	4	3	4	3	3	4	36x100: 50=72	72
20	Rudi Wahyudi R	3	3	5	4	3	3	3	3	4	4	35x100: 50=70	70
21	Ryan Hidayat	3	2	3	3	3	3	3	4	3	3	30x100: 50=60	60
22	Shalsabila Rahma. S	3	4	5	3	4	4	4	3	5	5	40x100: 50=80	80
23	Siti Rahmah	4	4	4	2	4	3	3	4	4	4	36x100: 50=72	72
24	Siti Saniati S	3	3	3	1	2	2	2	2	3	1	22x100: 50=44	44
25	Siti Maysharoh	3	3	2	3	4	3	3	4	3	3	31x100: 50=62	62
26	Sofiera Amalia	4	4	5	2	5	4	4	4	4	4	40x100: 50=80	80
27	Yuliana Hidayat	4	5	4	2	3	4	3	3	5	5	38x100: 50=76	76
Mean Arange 1838 : 27 =													68,07%

Based on the result, the average since is 68, 07 % if mean that the students motivation was in fair category.

2. The factors lies behind the motivation in English language learning

To find out what are the factors behind the motivation in English learning, the researcher uses questionnaire questions and interview questions related to what factors behind the motivation to learn English and how the students' reasons related to it. As for student responses related to the motivation to learn English. To get the data, the researcher observed 3 times on 21 August 2017 at 08.00 am, and on 23 August 2017 at 07.40 am, and on 28 August 2017 at 08.20 am. and the researchers also provided questionnaires to students on 28 August 2017 at 09.00. In this study, the researchers used a motivational questionnaire to find out and analyze the motivation of learning English eighth grade in MTs Darul Amin Palangkaraya. Motivational questionnaire given by the author and given to 27 students in the class. Students are told by researchers to answer 10 questions and 5 statements about motivation. Students answered 10 questions on a scale of 1 to 5 from strongly disagree to strongly agree, and for 5 statements students replied on a scale of 1 to 5 not at all to very much.

Table 4.2 The students questionnaire on Factors lies behind the motivation in English language learning

No	Statement	Strongly disagree	disagree	Netral	Agree	Strongly agree
1	I like atmosphere of my english classes.	1	2	14	9	1
2	I am interested in the way English is used in conversation.		6	8	11	2

3	I believe that i will be capable of reading and undersanding most texts in English if i keep studying it.		1	4	13	9
4	I get nerveous and confused when i am speaking in My english class.	1	5	7	12	2
5	I find learning English really interesting.	2	3	10	11	6
6	I am prepared to expend a lot of effort in learning English.	3	3	12	7	2
7	I really enjoy learning English.	3	3	11	10	
8	I always look forward to English classes.	5	2	13	7	
9	I am sure i will be able to write in English comfotably if I continue strudying.			6	13	8
10	I think that I am doing My best to learn English.	1	2	6	15	3
Total		16	27	91	108	33

Based on the data above, it can be described as follow the motivation in english language learning statement.

On statement number 1, “I like the atmosphere of my english classes” there was 1 student who strongly disagree, 2 students disagree, 14 students choose neutral, 9 students agree, and 1 student strongly agree. the researchers concluded, there was 37, 04 % students who like the atmosphere of the English class as the reason they are motivated to learn English.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the first point, “Attitudes” the researcher conclude that students like the English learning atmosphere associated with a strong attitude towards learning English. in addition, this refers to the fourth point, “Involvement” the student also automatically aware and actively participate in learning English when he liked the English learning atmosphere.

On statement number 2, “I am interested in the way English is used in conversation” there was 6 students disagree, 8 students chose neutral, 11 students voted agree, and 2 students voted strongly agree. Based on the data, the researchers concluded there was 48, 15 % students who are interested in the way English is used in conversations that make them motivated to learn english.

It refers to the theory according to (Sepora, et.al, 2012..235) in chapter two on the first point, “Attitudes” the researcher concludes that the students are interested in the way the English language is used in this lesson related to the students' strong attitude in language learning. in addition to referring to the fourth point, “Involvement” the researcher concludes that student interest is related to the active involvement of the students themselves and consciously participates in the learning.

On statement number 3, “I believe that i will be capable of reading and undersanding most texts in English if i keep studying it” there was 1 student voted disagree, 4 students were neutral, 13 students voted agree, and 9 students voted strongly agree. the researchers concluded there was 81, 49 % students who believe

that will be able to read and write some texts in English if continue to learn it as the reason they are motivated to learn English.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the first point, Attitudes, the researcher concludes that the student believes will be able to read and write most of the texts in English if it continues to study it related to the strong attitude to learn English. and also relates to the second point of "believe in self-esteem" students' expectations for success in learning English; in addition, it also refers to the point that when the "Goal" clarity of the student's goal will be able to read and write English texts.

On statement number 4, "I get nervous and confused when i am speaking in My English class" there was 1 student strongly disagree, 5 students voted disagree, 7 students chose neutral, 12 students agreed and 2 students voted strongly agree. from the data the researchers conclude there was 51,85 % students feel nervous and confused when speaking English in the class as their reason in the motivation to learn English to continue to practice speaking English.

It refers to the theory according to (Sepora, et.al, 2012..235) in chapter two on the first point "Attitudes", the researcher concludes the students become nervous and confused when speaking English it relates to the attitude of the students depending on the atmosphere of the class, if positive then will confidently speak English, and if negative then students will feel nervous and confused. in addition it also refers to the fourth point of "Environmental support" support from around like a teacher, friends in learning English.

On statement number 5, "I find learning English really interesting" there was 2 students strongly disagree, 3 students vote disagree, 10 students are neutral, 11 students agree and 6 students choose disagree. the researchers conclude, there was 62,97 % students who found learning english really interesting in English class as the reason they are motivated to learn english.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the first point "Attittudes", the researchers conclude that students find an interesting learning atmosphere refers to the attitude of students who believe and strong in learning English, in addition also refers to points the fourth "Involvement" involvement of students who actively participate in learning that makes the learning environment interesting.

On statement number 6, "I am prepared to expend a lot of effort in learning English" there was 3 strongly disagree, 3 students voted disagree, 12 students neutral, 7 students agreed, and 2 students voted strongly agree. the researchers conclude there was 33,34 % students who are ready to spend much effort in learning English as the reason they are motivated to learn english.

It refers to the theory according to (Sepora, et.al, 2012..235) in chapter two on the first point "Attittudes", the researcher concludes that students are ready to try to learn english refers to the students' strong attitude in learning english. besides that at the second point "Believe in yourself" students feel confident and ready to learn.

On statement number 7, "I really enjoy learning English" there was 3 students voted strongly disagree, 3 students voted disagree, 11 students chose neutral, and

10 students voted in favor. the researchers conclude there was 37,04 % students who really enjoy learning English as the reason they are motivated to learn English.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the fifth point of "Environmental support" students enjoy the learning atmosphere because of environmental support such as teachers, friends in the classroom.

On statement number 8, "I always look forward to English classes" there was 5 students voted strongly disagree, 2 students voted disagree, 13 students were neutral, and 7 students agreed. the researchers conclude there was 25,93 % students who always look forward to the English class as the reason they are motivated to learn English.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the sixth point of the "Personal attribute" the researcher concludes the student who awaits the English class because based on the experience of the students learning before. In addition also refers to the fifth point "Support environment "support from teachers and friends that creates an engorged english learning atmosphere.

On statement number 9, "I am sure i will be able to write in English comfortably if I continue strudying" there was 6 neutral students, 13 students voted agree, and 8 students voted strongly agree. the researchers conclude there was 77,78 % students who believe will be able to write in English comfortably if they keep trying hard as the reason they are motivated to learn english.

It refers to the theory according to (Sepora, et.al,2012..235) in chapter two on the second point "Believe in yourself" the researcher concludes that students believe in themselves if the students are trying hard to learn english.

On statement number 10, "I think that I am doing my best to learn English" there was 1 students voted very dissatisfied, 2 students chose disagree, 6 students chose neutral, 15 students voted agree, and 3 students voted strongly agree. the researchers conclude there was 66,67 % students who think by doing their best to learn english as the reason they are motivated to learn english.

It refers to the theory according to (Sepora, et.al, 2012..235) in chapter two on the first point "attitudes" the researcher concludes that students do the best, also strong in learning english.

Based on the overall data above, it was said that there were related some factors behind the motivation to learn English. Such as they like the English class atmosphere, are interested in the way English is used in conversation, and believe that students will be able to read and understand most of the texts in English if students continue to learn it, and also a bit nervous and confused when students speaking in English class, students also find learning english really interesting, besides students are also motivated ready to expend much effort in learning english, student very enjoy learn english, and student always waiting for class english, student also sure will be able to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

Apart from revelation of the above questionnaire researchers also used some interview questions related to the factors behind the motivation to learn English, while the transcript of the student's response:

1. Miki Pranata said: *“Cukup menarik dan cukup mudah dipahami, gurunya lumayan menyenangkan, karena mengajar dengan semangat, jadi aku ikut semangat kak.”* (“ ... Quite interesting and quite easy to understand, the teacher is quite fun, because teaching with passion, so I join the spirit.”).
2. Naswa Ayu Andita : *Yah menyenangkan, karena dialognya dalam materi bahasa inggris itu menyenangkan banget, paling di suruh maju membaca, enak nya mudah dimengerti ketika pak suryo ngajar.* (“....Well fun, because the dialogue in the English material is really fun, in order to move forward to the front of the class to read, easy to understand when Mr. S teach.”).
3. Yuliana Hidayat said : *“Ya cukup menarik, ya pelajarannya yang menyenangkan, karena pak suryonya semangat ngajar.”* (“....Yes it is interesting, yes the lesson is fun, because Mr. S spirit of teaching”).
4. Ryan Hidayat said: *“Susah, menyenangkan, semangat untuk lebih bisa lagi bahasa inggris, kalo menurut aku sih gurunya yang menyenangkan.”* (“...Difficult, fun, the spirit to be more able to speak English, if I think its a fun teacher.”).
5. Muhammad ardi said : *“Suka, Rame, dan seneng, temen-temennya menyenangkan, karena ingin belajar bahasa inggris, biar bisa bahasa inggris, nyenengin, bisa main-main, dan semangat ngajarnya pak suryo, jadi aku ikut semangat.”* (“.....Likes, Bustling, and happy, my friends fun, because I want to learn english, I can speak english, fun, can play games, and spirit of teaching Mr. S, so I follow the spirit.”).
6. Achmad Achlul Huda said : *“Senang, karena teman-temannya menyenangkan, belajarnya susah, suka nanya, setelah dijelaskan paham, kalo udah bisa senang, tegas iya, enak menjelaskan.”* (“...Fun, because his friends are fun, learning hard, like nanya, after explained understand, if

already can be happy, firm, easy to explain, english texts, examples of his simple present tense, understand, happy.”)

7. Muhammad Al-Azhar said: “*Agak susah materinya, pernah nanya gak paham ke pak suryo, abis tuh dijelaskan, sedikit tertarik, karena sedikit menyenangkan, sama teman-teman.*” (“...quite a bit hard material, never ask not understand to Mr. S, after that explained, a little interested, because a little fun, with friends.”).
8. Siti Saniati Saparina said : “*Lumayan menyenangkan, suasananya nyenengin, bosan kalo ngga ngajar dikelas, kalo ngajar dikelas seru nyenengin, seru, kadang mudah dipahamin.*” (“...Quite fun, fun atmosphere, bored if not teach in class, if teaching class fun fun, exciting, sometimes easy to understand”).
9. Siti Rahmah said : “*Seru, terus agak sedikit ngga paham soalnya bapaknya terlalu semangat ngajarnya gitu, suka, tertarik, soalnya itu tuh seru bisa bikin pengetahuan baru dan menyenangkan, pelajaran yang seru, terus tem,an-teman yang nambah seru, pak suryonya asik, orangnya baik, jelas kalo mengajarkan.*” (“.....It's funny to keep on teaching him so much, like, interested, because it's exciting tuh can make new knowledge and fun, exciting lessons, keep the friends who add exciting, Mr. S is fun, good people, Obviously if taught.”).
10. Siti Maysharoh said : “*Rame, iya seneng, mudah-mudah bisa, nyaman dengan pak suryo, sedikit, suka, supaya bisa bahasa inggris, menyenangkan, mudah dipahami, materinya enak.*” (“.....fun, yes happy, easy to be, comfortable with Mr.S, little, like, in order to be english, fun, easy to understand, good material.”).

3. The way teacher to motivate the EFL students.

To get the data about how teachers motivate students to learn English, researcher use interview techniques as data to the teacher at school on 4 september 2017 at

10:00 pm, by asking some things related to how teachers motivate students learn English. Dialing with the question : “How do you motivate the English class ?”

Mr. Suryo Wibowo S.Pd Ing Said :

“Motivasi itu syarat utama, kalau motivasi kan daya tarik siswa itu, menyenangkan, termotivasi, yang pertama itu siswa itu kan bermacam-macam, dia punya talenta dan keinginan masing-masing, dan kita memberikan wawasan bahwa bahasa inggris itu adalah bahasa keilmuan dan bahasa komunikasi dunia, kita bisa berkomunikasi dengan dunia itu dengan bahasa internasional yaitu bahasa inggris, kadang wawasan mereka masih kurang”.(. . . “Motivation is the main condition, if motivation is the student’s attraction, like, motivated, the first is that students are various, he has the talent and desire of each, and we provide insight that English is the language of science and language of communication the world, we can communicate with the world with the international language that is English, sometimes their insight is still lacking.”).

Dialing with question : “How do you carry out an approach each different students ?”

Mr. Suryo wibowo S.Pd Ing said :

“Yang pertama itu mengenalkan mereka dengan bahasa-bahasa yang sederhana, dari kata-kata yang sederhana, karena yang pertama ada yang sudah tahu dari sekolah dasar dan ada yang belum, pertama yang dikenalkan nama-nama benda sekitar”. (“.... The first it introduces them with simple language, from simple words, because the first one already knows from primary school and there are those that have not, first introduced the names of objects around”).

Dialing with question : “What do you do if your students have less motivation?”

Mr. Suryo Wibowo S.Pd Ing said :

“Yang pertama menyemangati dengan menyenangkan, karena siswa itu kan bermacam-macam dan mempunyai talenta dan keinginan masing-masing,

kemudian kita berikan wawasan tentang bahasa inggris, bahwa bahasa inggris itu penting, dan juga dengan cara yang sederhana dalam mengajar dan mudah dipahami, dan kita buat suasana kelas yang nyaman dan menyenangkan, sehingga tercipta suasana belajar yang menarik siswa untuk lebih giat belajar dan termotivasi. ("... The first one encourages us to enjoy, because the students are diverse and have their own talents and desires, then we give insight into the English language, that English is important, and also in a simple way of teaching and easy to understand, and we create a comfortable and fun classroom atmosphere, so as to create an atmosphere of learning that attracts students to be more active learning and motivated.").

From the data obtained above, the researcher concludes that the way the teacher motivates the student starts with the teacher realizes the importance of the motivation, then after that use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the student character, and provide students with insight into English. teachers must also be good at responding to each different student then using the appropriate techniques with students in motivating students in class to be motivated.

Besides doing interviews to get the data, researcher also made observations. The observations were done on 3 time. First on 21 August 2017 at 08.20, the second on 23 August 2017 at 07:40, the third on 28 August 2017 at 08:20.

The result of the observations about the way the teacher motivated the students as follows.

1. First observation

During the EFL learning process, Mr. Suryo Wibowo S.Pd Ing motivated the students as described in the following discussion.

Mr. Suryo : Assalamualaikum wr wb students? How are you today ?

Students : Walaikumsalam Mr, I'm fine. How about you ?

Mr. Suryo : I'm fine too, okay today we start the lesson about simple present tense , before i want to ask who is not in class today student ?

Students : Oh yes sir, all present Mr.

Mr. Suryo : Okay then we just start the lesson, I want to ask you guys, anyone know what is simple present tense?

Students : No sir, what is simple present tense sir?

Mr. Suryo : Well, I will explain, simple present tense is a tense form that is used to explain something that happens today (present). Because it happens at the present time, then surely using the first verb (verb 1) in the order of the sentence, the example of the sentence is "I use social media", which is in the positive form the formula is subject + verb 1 (+ s / es) + object. and another formula is subject + to be + (am / is / are) + adjective / adverb, the sample sentence is she is very polite and kind. okay until here understand or not?

Students : Yes sir understand.

Mr. Suryo : Okay, then what if in negative form? I will explain if in the negative form of simple present tense is different from its positive form, let us see the formula is subject + do / does + not + verb 1 + object. for example, they do not use social media. the difference is if in positive form we do not use notes after subject but in negative form we must use notes after subject. Then the second formula is subject + to be (am / is / are) + not + adjective / adverb. For example, She is not very polite and kind. if in the second formula we use tobe after subject and after that then use notes. The last one is what if present tense using the sentence asked, well the formula is do / does + subject + verb + object ?. For example, does he use social media ?. nah if in the form of a sentence asked, we use do / does at the beginning of the sentence, after which the subject and the last object and question mark. and for the second post-sentence formulas are to be (am / is / are) + subject + adjective / adverb? . the example of the sentence is is she polite and kind? . That's a little explanation of the simple present tense, ie there are 3 positive, negative and in the form of a question. until here if you guys still have not understood can be asked.

Students : Sir i want to ask, what is “to be” sir?

Mr. Suryo : Well i will explain, To Be in English it has various kinds like: Is, Am and Are. As mentioned earlier, To Be in English is used as a liaison between the subject with the predicate. so if in the simple present tense to be this is the link between the subject and the object.

Students : Ok sir, i understand.

Mr. Suryo : Okey next let's learn the exercises working on the questions in the exercise book.

Students : Yes, sir.

Mr. Suryo : And after finish, lets our check together.

Students : Yes, Mr.

Mr. Suryo : Before we check together, i want to ask you guys, do you like english?

Students : I like Mr, love it so much.

Mr. Suryo : Okay good, yes you guys should like to learn english, because english is important student, why is it important? because English is an international language. and if you seriously learn english means you are serious about learning an international language, therefore learn that passion and do not give up.

Students : Okay Mr. thank you for the knowledge you have given us. hopefully we can learn english more spirit again.

Mr. Suryo : Okay good.

From the above discussion, according to the researcher it is clear how a teacher motivates students by communicating well using question and answer techniques that make students motivated to better understand the English material that is conveyed clearly by Mr. suryo as an English teacher, explanations in detail and a quiet way of delivery will make students more comfortable and quiet learning English. And besides, Mr. suryo also provides knowledge about the importance of learning English to students and memeberikan reinforcement for students more

spirit again learn English. here clearly visible Mr. suryo motivate students to learn english.

2. Second observations

During the EFL learning process, Mr. Suryo Wibowo S.Pd Ing motivated the students as described in the following discussion.

Mr. Suryo : Assalamualaikum wr wb students? How are you today ?

Students : Walaikumsalam Mr, I'm fine. How about you ?

Mr. Suryo : I'm fine to, okay students, are you ready to learn english today?

Students : Ready Mr. . .

Mr.Suryo : Before Mr. explain, I want to ask you guys, why we need to learn english?

Students : To be more intelligent to speak english Mr., and can be smart in learning english Mr.

Mr.Suryo : Besides what else? the other answer what is the reason we learn english?

Students : Because it is important for the future.

Mr.Suryo : Good reason students, so here I will explain why we need to learn English. The first because English is the international language and the language that is used for international communication tools. therefore we need to learn English with serious and high spirit. besides the second, English is the language of science, the language that is used in various disciplines in the world. so if we are good at learning English we will be easier to learn the other science. therefore learning English is important. Until here there is a willing to ask, before we continue students?. . .

Students : Oh so Mr., Okay I understand Mr..

Mr. Suryo : Okay before we go there I want to convey to you, later if you do not understand the material that I convey do not be shy or hesitate to ask, later I will answer and explain again.

Students : Okay Mr. I understand, thank you.

From the above discussion, the researcher concludes the way the teacher motivates the students is by providing knowledge about the importance of learning English to the students and give a sense of spirit and confidence to students to more spirit of learning English. because according to Mr. Suryo as an English teacher convey to the students that English is a tool of international communication and language of science.

3. Third observations

During the EFL learning process, Mr. Suryo Wibowo S.Pd Ing motivated the students as described in the following discussion.

Mr. Suryo : Assalamualaikum wr wb students? How are you today ?

Students : Walaikumsalam Mr, I'm fine. How about you ?

Mr.Suryo : I'm fine too, are you ready to learn english today?

Students : I'm ready Mr.

Mr.Suryo : Okay before we start today's lesson, i want to tell you why we should learn english, anyone know why?

Students : So we smarter english language Mr..

Mr.Suryo : Okay good reason student, is there any other reason?

Students : So we can speak english.

Mr.Suryo : Okay, great students, besides you need to know english is the language of science and international communication tool, besides also english it is important to increase your insight as student. and useful as a tool for learning other science, so English is important for us to learn.

Students : Okay Mr. I understand, I want to ask why do you always tell us about the necessity of learning english Mr.?.

Mr.Suryo : A good question. so why do I always explain or tell you about the importance of learning English, because I want you to really understand and know what you learn English. therefore I never get tired of telling you guys. do you understand ? . . .

Students : Okay Mr. thank you. . .

From the above discussion, the researchers conclude how teachers motivate students is to communicate well to students, and provide motivation to students by providing insight into the importance of learning English to students. so students better understand for what they learn english.

B. Discussion

The finding indicates that the students' motivation to learn English is a moderate class with a result of 68.07% reaching the "good" category, these findings are based on the results of the questionnaire and there are many factors that make students motivated to learn English like teachers in the class always using interesting methods while teaching English to their students, and a fun learning environment makes students more easily and enthusiasts learn language.

In terms of the factors behind motivation in learning English, the researcher concludes that there are several factors behind the motivation of students learning English as it is said that it is related to the motivation of English students. Such as they like the English class atmosphere, are interested in the way English is used in conversation, and believe that the students will be able to read and understand most of the texts in English if students continue to learn it, and also a bit nervous and confused when students speak in English class, Students also find learning english really interesting, besides students are also motivated ready to expend english, Student very student english student to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

In terms of the way teacher to motivate the EFL students, the researcher concludes that the teacher motivates the student with the teacher realizes the importance of the motivation, then after that use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the student character, and providing students with insight into English. teachers must also be good at responding different students in motivating students in class to be motivated. Teacher also motivate students by communicating well by using question and answer techniques that make students motivated to better understand English material that is clearly communicated by English teacher, detailed explanation and quiet way of delivery will make students more comfortable and calm learning English. In addition, teacher also provide knowledge about the importance of learning English to students and memeberikan reinforcement to encourage students to learn English again. Teacher motivate students also by providing knowledge about the importance of learning English to students and give a sense of spirit and confidence to students to more spirit of learning English. And English teacher also convey to students that English is a tool of international communication and a language of science. teachers also motivate students to communicate well to students, and provide motivation to students by providing insight into the importance of learning English to students. so students better understand what they learn english.

The result of the study was also supported by researchers and some experts. They are Al-Tamimi's at all (2009), Vibulphol's (2016), Martin Lamb's (2007), Yulia's (2013), and Nichols's (2014). Motivation is more than simply arousing interest. It

also involves the need of effort to achieve certain goals (IGAWA, 2014..383). Johnstone considers motivation as a stimulant to achieve a certain target (Sepora, Sepideh et.al, 2012.. 231).

While Dornyei and Otto regarded motivation as a function of a person's thought and defined it as 'the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operational and acted out'(Ary, 2001..9).

According to Cook, that the acquisition of language is not the same among learners. He also believes that there are two main factors that influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor of the three factors that affect the second language acquisition. (Sepora,et.al 2012..233).

According to As Gardne, motivation is a very complex phenomenon with many facets (Al-Tamimi, et.al,2009..31). Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practices (Ryan, et.al,2000..4).

Deci, Kasser & Ryan said, The relationship between students and schools is an interactive one that can synergize both positive and negative. Students influence the motivation and behavior of schools as schools affect students. But it is important to remember that IGAWA, 2014..383). According to Hussin, Maarof, and D'Cruz, "positive self-concept, high self-esteem, positive attitude, clear

understanding of the language for learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning "(2001). They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001), (Makiko Ebata, 2008).

Their results show that motivation is the most important part in learning English, and motivated students will be better at learning English, because motivation is a positive encouragement in students themselves to learn English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher tells about conclusion and suggestion of what have been discussed in the previous chapters.

A. Conclusion

The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. In terms of students 'motivation in learning English, student motivation can be said to enter into moderate class , according to the findings, the researcher concludes that the students' learning motivation is 68,07% from questioner which can be said moderate class, "**fair motivation**". But also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand.
2. In terms of the factors behind motivation in learning English, the researcher concludes that there are several factors behind the motivation of students learning English as it is said that it is related to the motivation of English students. Such as they like the English class atmosphere, are interested in the way English is used in conversation, and believe that the students will be able to read and understand most of the texts in English if students continue to learn it, and also a bit

nervous and confused when students speak in English class, Students also find learning english really interesting, besides students are also motivated ready to expend english, Student very student english student to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

3. In terms of the way teacher to motivate the EFL students, the researcher concludes that the teacher motivates the student with the teacher realizes the importance of the motivation, then after that use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the student character, and providing students with insight into English. teachers must also be good at responding different students in motivating students in class to be motivated. Teacher also motivate students by communicating well by using question and answer techniques that make students motivated to better understand English material that is clearly communicated by English teacher, detailed explanation and quiet way of delivery will make students more comfortable and calm learning English. In addition, teacher also provide knowledge about the importance of learning English to students and memeberikan reinforcement to encourage students to learn English again. Teacher motivate students also by providing knowledge about the importance of learning English to students and give a sense of spirit and

confidence to students to more spirit of learning English. And English teacher also convey to students that English is a tool of international communication and a language of science. Teacher also motivate students to communicate well to students, and provide motivation to students by providing insight into the importance of learning English to students. So students better understand what they learn english.

B. Suggestion

To get the improvement of next study, the writer would like to propose some suggestions for the students, the teachers, and next researchers, they are:

1. For the Students

For students to be easier to learn English, the most important thing is to love the English language and pay attention to teachers who explain when learning English.

2. For the Teachers

For teachers to pay more attention to their students and explain with a more interesting method so that students feel happy and comfortable so that student motivation can grow and give passion for every student learn.

3. For the next researchers

For the next researcher in order to develop again this research in order to deepen the motivation of learning, especially learning English in school.

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