CHAPTER I

INTRODUCTION

In this chapter present background of the study, research problem, research objective, research delimitation, scope and delimitation, the hypothesis of study and definition of the key term.

A. Background of the study

In learning English, students are supported by some reasons. Every student has a different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school, because, many big companies require people with English skills to perform their jobs. Secondly, English gives students easier access to communicate with others around the world. For instance, nowadays students are using English through networks such as Facebook, Twitter, and many others to get in contact.

In a social network, they can practice their English with another people in other countries. Thirdly, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

The successful in learning English will depend on motivation. In other word, learning and motivation are closely bound together and influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It was given the influence on students' motivation in learning English. Some of the students feel that English

is very difficult to study, but they have the motivation to study hard for good achievement. In other hand, some students feel anxiety and bored in learning.

As a result, they got low achievement in English. In this case, the students or the teacher must have the idea to build the students' motivation in learning English, because motivation is the one of the important factors to the success of learning English. Motivation is an influential factor in teaching learning process. The success of learning depends on the high or low motivation of students. It can drive learners in reaching a learning goal. Therefore, motivation is the key to success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in the teaching learning process so they will be pushed to study English well. From the important of the motivation in learning, some problems of motivation could be found in learning English. In a school has found that some students are lack of motivation in learning English.

Some students were thought that English is difficult and they did not understand when they read an English book as their material to study. Sometimes they feel not enjoy studying English and the result they showed poor attitude when teaching and learning process. In addition, some students were not satisfied with their English because after learning many years they still could not speak English well. The student in learning English have two motivation that is intrinsic motivation and extrinsic motivation.

Harmer (2007:98) stated that intrinsic motivation comes from within the individual. A person might be motivated by the enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or

grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivated student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivate the students to work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case do the students work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Beside extrinsic motivation, the students also have extrinsic motivation in learning English. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". Extrinsic motivation will motivate the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, a student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough

to keep the student motivated in order for him or her to put forth the effort to do well on a task.

So far, there are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Fina Hajar Kusumawati (in Emaliana, 2011) said that with the study about the relationship between motivation and achievement in English among English department students. In her study, the concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation opinionnaire. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics.

In her study, Emiliana found that English department students both high and low achievers have higher instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or statues. However, this research was focused on the group, while in a group contain some students, and each student has a different motivation.

Another study was conducted by Fina Hajar Kusumawati (in Jefiza, 2012). Said that She investigated students' motivation and attitudes toward learning English that focused on improvement in speaking ability. She investigated students' motivation in learning English, in term of intrinsic motivation and extrinsic motivation. The number of the participant was involved in her research are four students who selected by using purposive sampling. Then the data for the participant was taken by distributing the questionnaire and

doing an interview. The data in her research was collected by using two types of quantitative and qualitative. The quantitative data of the questionnaire were analyzed by collected of means and percentages. While for qualitative she used the interview to collect the data. As a result, she found that extrinsic motivation is a primary resource of students' motivation in learning English. It means that the students learning English for their future career, education and social interaction. For the field of students' attitude, she found that the students have a positive attitude in learning English in an educational context.

Based on the explanation above, we know that motivation is considered an important element along with language capacity in shaping success in learning new languages in the classroom. By knowing about student motivation, the teacher can find out their students' interest in learning English. So they can improve their teaching. In learning English each student has a variety of motivations. In this study, researchers will focus on student motivation in learning English. So the researchers conducted the title "STUDENTS' ENGLISH LEARNING MOTIVATION AT TENTH GRADE OF SMK KARSA MULYA PALANGKA RAYA ", the reason for choosing the title will the interest of researchers to find out the motivation of tenth grade students in SMK Karsa Mulya Palangka Raya, researchers wanted to explore how students understand motivation in learning English. The researcher decided to the second semester at tenth grade of SMK Karsa Mulya Palangka Raya as the subject of this research, because students' did not know their motivation in learning English and students did not know the importance of the motivation function in learning English.

B.   Research Problem

Based on the background of the research, the problems are:

1. How is the students' intrinsic motivation in learning English in SMK Karsa Mulya Palangka Raya?

2. How is the students' extrinsic motivation in learning English SMK Karsa Mulya Palangka Raya?

C.   The objective of the study

Based on the research question that mentioned above, purposes of the study are:

1. To investigate students' intrinsic motivation in learning English in SMK Karsa Mulya Palangka Raya.

2. To investigate about students' extrinsic motivation in learning English in SMK Karsa Mulya Palangka Raya.

D.   Assumption

The assumption that students' expectations for Learning Motivation in their English classroom are more understandable between Intrinsic and Extrinsic motivation students in learning.

E. Scope and limitation

This research was being conducted at SMK Karsa Mulya Palangka Raya, and asked for the intrinsic and extrinsic motivation of Students in learning English in tenth grade of SMK Karsa Mulya Palangka Raya in the second semester for the academic year 2018/2019.

F. Significance of the study

In this study, the researcher expects that this research has some significances both theoretically and practically.

1. Theoretically

This research will enrich the theory of learning motivation into senior high school.

2. Practicallly

   a. The English teacher

   The results can be used feedback to improve teacher learning in the classroom and improve students' motivation in learning English, to students will get better achievements in English subjects.

   b. The students

   This result of this research was given information about the students' intrinsic and extrinsic motivation that affect their learning English. When they know the importance of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

   3. Other researchers

   It is hoped that these researchers have become references in conducting other researchers in understanding students' intrinsic and extrinsic motivation in learning English.

G. Definition of key terms

   a. Learning motivation

Learning Motivation is one of the most important factors that influence success in language learning. Thus, motivated learners are learners who want to achieve a goal and who will invest time and effort in achieving that goal.

There are some terms used in this study that needed to be defined to avoid misunderstanding and misinterpretation, some terms used in this research need to be defined as follows:

1. Learning

    a. Brown (2007:7) define that learning is "Acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction".

    b. Harold spears (1995: 4) states that learning is to observe, to read, to imitate, to try something themselves, to listen and to follow direction.

2. Motivation

    Gardner (1996) in Mckay and Hornberger (1996:5) stated that:

    Motivation refers to the combination of desire and effort made to achieve a goal.

3. Intrinsic and Extrinsic Motivation

    Intrinsic motivation refers to motivation to engage in an activity for its own sake" (Pintrich & Schunk, 2002, p. 245), whereas "extrinsic motivation is motivation to do a work or an activity as a means or way to achieve a target" (Mahadi & Jafari, 2012, p. 233). Thus, intrinsically motivated learners take part in activities because they think the activities are enjoyable. By contrast, those who are extrinsically motivated do the activities because they think participation will bring desirable outcomes,

for instance, praise from teachers or parents. Desirable outcomes include not only rewards but also avoidance of punishment.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher some theories related to the student. This Include Previous studies, Motivation, Definition of motivation, Types of motivation, Sources of motivation, the role of motivation, Measure of motivation, Definition of learning, Theories of learning, Types of Learning.

A. Previous study

The previous studies about finding the effectiveness of media or strategy in teaching English vocabulary have been conducted by four researchers. From those previous studies, the researchers can learn how to write a thesis.

The first study was conducted by Zahrun Awald with the title "Effect of learning motivation on student achievement in Administration Education Study Program Office of the Faculty of Social Sciences Makassar State University." From the correlation test obtained between Intrinsic Motivation (X1) and Learning Achievement (Y) has a significance value of 0.00 <0.05 which means that there is a significant correlation, it can be known that the influence of intrinsic motivation on learning achievement is 0.607 percent. It is categorized as strong. Likewise between Extrinsic Motivation (X2) and Learning Achievement (Y) has a value of 0.00 <0.05, which means there is a significant correlation. It can be seen that the

influence of extrinsic motivation on learning achievement is 0.605 percent. This indicates that the extrinsic motivation effect on learning achievement is categorized as strong.

The second study was conducted by Setyowati (2012) with the title "The Effect of Learning Motivation on Learning Achievement of Class VII Students of SMP 13 Semarang". There was a significant effect of learning motivation on learning outcomes of class VI students of SMPN 13 Semarang.

The third study was conducted by Bayu Winarno, Yogyakarta State University 2013. With the title of " The effect of the learning environment and achievement motivation on learning outcomes competency in Industrial Automation Engineering expertise in the SMK Negeri 2 Depok Yogyakarta". The results of this study indicate that there is a positive and significant influence between learning environments on student learning outcomes Yogyakarta State Vocational High School 2 Depok. Learning outcomes are a result of the learning process.

The fourth researcher is Tomoharu Takahashi (2018) he conducted a research " Motivation of students for learning English in Rwandan schools" The results showed that students in Rwanda as a whole were largely dependent on praise-oriented motivation, followed by intrinsic motivation, future-oriented motivation, anxiety-based motivation, and reluctance-based motivation, The last result is some.

Based on previous research, the similarity in this study is survey research and focus on student motivation in learning English, but the differences in this study such as previous research, instruments, populations, and samples, and also about previous research, can be concluded, researchers will conduct related studies. This study uses a survey research design by giving the questionnaire to students. The

researcher will conduct a study entitled "Students' English learning motivation at

X class of SMK Karsa Mulya Palangka Raya".

To make it simple, the writer made in table form that including the

similarities, difference between the previous study and this study and its weakness

in table 2.1 as follows :

Table 2.1

Previous Study

Previous study	Similarities	Difference	Weakness
Zahrun Awald *"Effect of learning motivation on student achievement in Administration Education Study Program Office of the Faculty of Social Sciences Makassar State University."*	Investigate the learning motivation	He investigate on students achievement.	He did not explain about the instrument and questionnaire.
Setyowati (2012) *"The Effect of Learning Motivation on Learning Achievement of Class VII Students of SMP 13 Semarang".*	Investigate the students' Learning English	She have Learning Achievement in learning English	I can not found the questionnare.
Bayu Winarno, Yogyakarta State University 2013. *" The effect of the learning environment and achievement motivation on learning outcomes competency in Industrial Automation*	Investated of learning	She have specification of learning.	I can not found how to get result.

Engineering expertise in the SMK Negeri 2 Depok Yogyakarta".			
Tomoharu Takahashi (2018) *research " Motivation of students for learning English in Rwandan schools"*	Investigate the Students' Learning Motivation and same the results is intrinsic.	He not used mean and modus formula.	He does not describe how to get results from research.

B. Motivation

The word motivation is accepted for most fields in learning that motivation is essential to success. We need motivation when we have to do something to succeed. Without such motivation, we almost certainly failed to make the necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they did not take a risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning a new language in a classroom setting. To develop an understanding of motivation we must know about what it means of motivation, types, sources, role, and theories of motivation.

1. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend what the motivation is in order to know and understand it. At its most basic level, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer 2007:98). The word motivation is derived from the motive that means anything that encourages a

person to act to do something (Purwanto, 2011:60). While Dimyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads to human behavior. Brown (2007:170) stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner".

According to Brown (2000:72) "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".

a) A Behavioristic Definition

A behaviorist would define motivation as "the anticipation of reinforcement". Here psychologist like Skinner or Waston would stress the role of rewards (and perhaps punishments) in motivating behavior. In Skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

b) Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the sources of motivation and in the power of self-reward.

Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything active to achieve the goal. Motivation is an essential factor in learning because it has an influence on students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

2. Types of Motivation

The motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We discussed them as follows:

a) Intrinsic Motivation

Ur Penny (1996:280) defines that: Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethnic association.

It means that intrinsic motivation is a desire which comes from within an individual to make an effort to achieve the goal. When the learners have intrinsic motivation, they showed their attitude in the classroom such as they want to learn English because they like and enjoy learning it. According to Harmer (2007:98) "Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better". People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Brown (1987:115) divided intrinsic motivation into two main types that are integrative motivation and instrumental motivations.

1). Integrative motivation is employed when learner wishes to integrate themselves within the culture of the second language group, to identify

themselves and become a part of society. For example immigration or marriage.

2). Instrumental motivation. Learner wishes to achieve goals utilizing the second language. Robert Gardner and Wallace Lambert state that refers to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This describes a situation in which the students believe that by the mastering of the target language, they will be instrumental in getting a better job, position, and statutes.

When the learners have intrinsic motivation, it will give a good influence on their learning. Because intrinsic motivation comes from the learners itself. So, they learn English by their internal desire, not from other factors from outside the learner.

b) **Extrinsic Motivation**

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in the task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences. However, other sources are certainly affected by teacher action, Penny (1996:277). Harmer stated that external motivation has some external factors:

1) The Goal

   According to Harmer (2007:99) Goal is one of the strongest outside sources of motivation which students perceive themselves to be learning for. Frequently this is provided by a forthcoming exam, and this respect it is no surprise to note that teachers often find their exam classes more committed than other groups who do not have something definite to work towards. Here the students want to learn English because of any external factors. The external factors drive the students to learn English because the students want to achieve it. For example, some students have any goals when they learn English, such as they want to get a good score in a final exam, they want to learn English because they want to get a good job, and they may want to continue their study overseas.

2) The society we live in

   "Outside any classroom, there are attitudes to language learning and the English language in particular" Harmer (2007:999). The students want to learn English because of their society. For example, they learn English because they want to get prestige from society.

3) The people around us

   In addition to the culture of the world around them, students' attitudes to language learning will be greatly influenced by the people who are close them Harmer (2007:99). Learning English is very important to communicate with peoples around the world. Sometimes people want to learn English because they feel confident if they can master the English language.

4) Curiosity

We should not underestimate a student's natural curiosity. At the beginning of a term of semester, most students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lessons. When students start English for the first time, most are interested (to some extent) to see what is like. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be that much more difficult Harmer (2007:99).

3. **Sources of motivation**

According to Harmer (2002:51) "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people". There are some sources that affect the students' motivation in learning English:

a) The society we life in

Outside any classroom, there are attitudes to language learning and the English language in particular. Learning English is important that considered being in society. All the views from the society such as learning language for low or high status will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues.

b) Significant others

The attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students' peers is also crucial. If they are critical of the subject or activity, the student's own motivation may

suffer. If they are enthusiastic learners, however, they may take the students along with them.

c) The teacher

The teacher is a major factor in the continuance of a student's motivation. Teacher's attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

d) The method

The method is vital that both teacher and students have some confidence in the way teaching and learning. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success much more likely.

4. **The Role of Motivation**

Motivation is crucial in learning other languages. Pinter (2006:36) stated: "When we learn our first language, it is all a natural part of growing up". Peoples who learn a new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Marianne Nikolov, a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

5. **Measure of Motivation**

According to Hanafiah (2010:28) there are some measurements that can be used to know the motivation that is:

a) The performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.

b) A questionnaire is to know persistence and loyalty.

c) Free compose is to understand information about vision and aspirations.

d) An achievement test is to get information about the achievement of the students' academic.

e) The scale is to understand information about attitude. In this research the researcher used one of the measurements above that is questionnaire. In the questionnaire, there are four options that strongly agree, agree, disagree and strongly disagree. The answer to the questionnaire would change become score by using Likert-scale.

C. Definition of Learning

Brown (2007:7) stated that "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction". Based on Brown (2007:8), there are many concepts of learning:

a) Learning is an acquisition or "getting".

b) Learning is the retention of information or skill.

c) Retention implies storage systems, memory, and cognitive organization.

d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e) Learning is relatively permanent but subject to forgetting.

f) Learning involves some form of practice, perhaps reinforced practice.

g) Learning is change behavior.

These concepts above, also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept of learning becomes every bit as complex the concept of language.

Fina Hajar Kusumawati (in Prof. Dr. H. Chalijah Hasan 2014) defines learning as follows: Learning is a change which is the result of training and experience. The change caused by the development of maturity cannot be seen as a result of learning.

1. Theories of Learning

Learning is one of the most important activities in which humans engage in their life. Learning are occur not only in the class but also outside of the class. Fina Hajar Kusumawati (in Shuel 2013) stated that for thousands of years, philosophers and psychologists have sought to understand the nature of learning, how it occurs, and one person can influence the learning of another person through teaching and similar endeavors. Various theories of learning have been suggested, and these theories differ for a variety of reasons. A theory, most simply, is a combination of different factors or variables woven together in an effort to explain whatever the theory is about. In general, theories based on scientific evidence are considered more valid than theories based on opinion or personal experience. In any case, it is wise to be cautious when comparing the appropriateness of different theories.

There is no final answer to the question about learning and no theory can be found to be absolutely superior to all others. Nevertheless, learning theories can

develop by the teacher of their own. Through the study of learning theories and their historical development, the teacher should gain insight into the harmonies and conflicts that prevail in present educational theory. From this insight, the teacher should more toward developing adequate theories of their own.

a) Thorndike

Concluded that learning is a process of forming a connection between stimuli and respond; meanwhile problem-solving can be achieved through "trial and error" Entwistle (1981) in Uno (2006:11). He stated that changes in behavior can be either concrete (something that can be observed), or no concrete (not observable). In teaching and learning process, the progress of the students can be observed by knowing their attitude.

b) J.B Waston: Conditioning Reflect

J.B Waston making Pavlov research as based for to his learning theory. Waston believes that Learning is a process from conditioning reflects or response passes through a chance from stimulus to another. Waston makes the same principle to explain human attitude. There are many attitudes to study in passed classical conditioning. They study have negative attitudes with the foreign language because there are have an association with a bad experience, for instance, the teacher ordered to the students to translate in front of the class and they have a mistake and then the teacher was angry with them. Generalization was afraid of them with another lesson.

2. Types of Learning

The educational psychologist Robert Gagne (1965) demonstrated the importance of identifying a number of types of learning that all human beings use. Because theories of learning, of course, do not capture the entire possible element

of principles of human learning in general, Brown (2007:99). Types of learning vary according to the context and subject matter to be learned. Gagne (1965:58) in Brown (2007:100) identified eight types of learning as follows:

a) Signal learning. The individual learns to make a general diffuse response to a signal.

b) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.

c) Chaining. What is acquired is a chain of two or more stimulus-response connection.

d) Verbal association. The verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor0 chains.

e) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

f) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.

g) Principle learning. In simples' term, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

h) Problem-solving. Problem-solving is a kind of learning that requires the internal event usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

CHAPTER III
RESEACH METHOD

This chapter discussed the research method used in this study. It covered the presentation of the research design, variable, population, sampling and sample, data collection method, research instrument, and data analysis.

A. Research Design

The most important requirements and the essential factors in conducting research is a method of research. By using a method of research the writer will do the research. Tanzeh (2011:56) stated that the research design is considered by the types of research. While Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

In this research, the researcher has the students' intrinsic motivation and extrinsic motivation in learning English. In this research, the researcher used a survey research design with the use of the quantitative approach. Ary et al (2010:372) stated that "In survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior". Surveys were useful when a researcher collects the data on phenomena that cannot be directly observed (such as motivation in learning English).

Surveys were used extensively in a library and information science to assess students' motivation for a wide range of subjects. Surveys represent one of the most common types of quantitative, social science research. In this survey research, the researcher selects the samples of respondents from a population and administers a standardized questionnaire to them. The type of survey used in this

research is Cross-sectional surveys. The cross-sectional survey is used to gather information on a population at a single point in time.

B. Approach

This research used quantitative design because this approach is appropriate to collect statistical data to answer the problems of the study. Creswell stated that a quantitative study, consistent with the quantitative paradigm, is an inquiry into social or human problems based on testing a theory composed of variables, measured with numbers, and will analyze with statistical procedures, in order to determine whether predictive generalizations of the theory hold true.

C. Population and Sample

a. Population

The population is the object or subject that has some qualities and characteristics that choose to be learned and to be concluded by the researcher Sugiyono (2010:117). Population-based on Ary et al in Sukardi (2003:53) population is all numbers of a well-defined class of people, events or object.

This research conduct at SMK Karsa Mulya in Palangka Raya. The Researchers choosing SMK Karsa Mulya Palangka Raya as the object of research because the school had quite good quality. In this study, the population is all students of class X in SMK Karsa Mulya Palangka Raya, which has a total of 1135 students from six classes, consisting of two light vehicle engineering classes, two motorcycle engineering classes and two Multimedia classes.

Table 3.1 Population study

Class	Male	Female	Total
X1 (motorcycle engineering classes)	14	-	14
X2 (motorcycle engineering classes)	12	-	12
X1 (Multimedia classes)	14	15	29
X2 (Multimedia classes)	18	16	34
X1 (light vehicle engineering classes)	22		22
X2 (light vehicle engineering classes)	26	-	26
Total			137

b. Sample

According to Arikunto (2010: 174) samples are part of the participating population. From the technique of taking the sample above, the researcher got seven classes as a sample, namely the second tenth-grade light vehicle technique, two motor vehicle engineering classes, two multimedia classes, and one marketing class. The number of samples is 137 students.

D. Research Instrument

1. Instrument

This research used one instrument that includes the questionnaire. The questionnaire contains 34 statements adopted from Tomoharu Takahashi (2018-18) the title "Motivation of students for learning English in Rwandan schools". A questionnaire is used to check the type of student and the transition to motivation for learning English. Many questionnaires have been developed to investigate student motivation in the context of the SLA. In this section, students' marked the strength of their agreement to the items by utilizing a

Likert-types 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-medium, 4-agree, 5-strongly agree. A bilingual translator who works for a government agency translates questionnaire items into Kinyarwanda.

Questionnaire

A questionnaire was used to examine students' types and transition of motivation for learning English. Many questionnaires have been developed to investigate students' motivation in the SLA context. However, many of these studies are conducted at the secondary or higher education level. As the current research looks at the transition of students' motivation from the primary level, it was necessary to create a questionnaire that contained an intrinsic and extrinsic scale suitable for primary students, and therefore the researcher developed original scales. In order to make a scale suitable to the samples, several scales from previous studies were adopted and developed. In particular, the Motivation and Attitudes toward Learning English Scale for Children(MALESC) by Carreira (2006) were referenced, as this is one of the few studies that examine the primary level. MALESC was created based on the theory of intrinsic and extrinsic motivation; therefore, the scales of the questionnaire the researcher developed also relied on the idea of intrinsic and extrinsic motivation. It consists of 34 questions about motivation using a 5-point scale ranging from strongly disagree = 1 to strongly agree = 5 (see Appendix). A bilingual translator who works for a government agency translated the questionnaire items into Kinyarwanda (In Tomoharu Takashasi : 2018).

In this questionnaire, there were 34 items 17 items focused on Intrinsic motivation and 17 items focused on extrinsic motivation, the questionnaire adopted from Tomoharu Takahashi (2018-18) the title "Motivation of students

for learning English in Rwandan schools". A questionnaire is used to check the type of student and the transition to motivation for learning English.

2. Validity

According to Ary (2002:34) "A variable is a constructor a characteristic that can take on values or score". In the research, the variable can be classified in several ways, Ary et al, (1985:30) said that the most important classification is on the basis of their use in the research with the consideration when they are classified as independent and dependent variables. There are two variables in this research; those are intrinsic motivation and extrinsic motivation. Both variables are included in independent variables because both of intrinsic motivation and extrinsic motivation is connected indirectly and did not give influence to each other in this research.

1. Face

Ary (2010 : 228) Face validity is taken to ensure that the questionnaire is valid. Face validity is term sometimes use the connection with a test's content. Face validity refers to the extent to which examines believe the instrument is measuring what it is supposed to measure.

2. Content

Content validity refers to the appropriateness of the content of an instrument, in other words, do the measure (question, observation logs). This is particularly important with an achievement test. Consider that the test developer wants to maximize the validity of a unit test for tenth grade at SMK Karsa Mulya Palangka Raya. This would involve taking a representative question from each of the sections of the unit and evaluating

them against the desired outcome. Freankel & Wallen (2003 : 158) the content validity is " the conclusions researcher draw they obtain using these instruments". The content validity the researcher is concerned with determining whether all areas or domains are appropriately covered within the assessment. The validity of doing the pilot study was not only to know the students' difficulties in answering the questionnaire but also to measure the content validity of the questionnaire.

3. **Reliability**

According to Singarimbun in Tanzeh (2009: 55) reliability is an index that shows the extent to which the device is used to measure the same phenomenon twice and the measurement results obtained are relatively consistent, they are called reliable. In sequence, reliability shows consistency in measuring the same phenomenon. In this test, the instrument adapted from Tomoharu Takahashi which have been validated.

E. **Data collecting procedures**

In this study a questionnaire is used to collect data, this study will have several steps as follows:

1. The researcher prepared a questionnaire.

2. The researcher collected respondent.

3. The researcher giving the questionnaire to the respondent.

4. Calculated the results of the response.

5. Analyzed the data obtained using SPSS version 20.

6. Concluded students perception related to the influence of motivation in learning English.

Diagram 3.2

Collecting procedures

Data collecting procedures	**1. The researcher prepares a questionnaire.** The researcher looking for a queationaire that adapted from other researchers.
	2. Calculate the results of the response. The researcher piled up the queationneaire that had been completed by the students and calculated the results of student responden.
Conclude students perception related to the influence of motivation in learning English.	

Right column boxes:
- 1. The researcher collects respondent. The researcher gethered respondents in the class to prepares a questionnaire.
- 2. The researcher gives the questionnaire to the respondent.
- 1. Analyze the data obtained using SPSS version 20.

F. Data Analysis Procedure

In order to find out about student motivation in learning English in the SMK Karsa Mulya Palangka Raya, researcher used a quantitative descriptive method based on how many students answer each item in the questionnaire. The items in the questionnaire is take in a descriptive table of frequency distributions and average scores. To analyze the data, the steps applied as follow:

1. Collecting the main data (item score/responses)
2. Arranging the collected score into the distribution of frequency of the score table.
3. Calculating Mean using formula, Median, and Modus.
   a. Mean

   $$\overline{X} = \frac{\Sigma X}{n}$$

   Where:

   X = Mean value

   Σ = Sum of

   X = raw score

   n = Number of case.

b. Median

The median is defined as that point in a distribution of measure which 50 percent of the cases lay˙ Example:

18   20   22   25   25   30

Median: any point from 22.5 to 24.5 fits the definition of median.

In this case, $\dfrac{22.5 + 24.5}{2} = 23.5$

c. The Modus / Mode

The mode is the value in a distribution that occurs most frequently

Example:

14   16   16   17   18   19   19   21   22

The mode of this distribution is 19 because it is the most frequent score.

a. Calculating the deviation score and standard deviation using the formula:

1) Deviation Score

$x = X - \overline{X}$

x = Deviation Score

X = raw score

$\overline{X}$ = Mean

2) Standard Deviation

$$s^2 = \frac{\Sigma x^2}{N-1}$$

$$s = \sqrt{\frac{\Sigma x^2}{N-1}}$$

$$s = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where

x^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$X)^2$ = sum of the score squared (the scores are first summed, and then this total is squared)

N =   Number of cases

b. Interpreting the analysis result.

c.   Giving conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter focuses on data presentation, research findings, and discussions. That includes the results of data and discussion.

A. **The Data Presentation**

The author discussed the presentation of data about the calculation of the percentage of the results of the questionnaire on students' perceptions of motivation to learn English.

The researcher distributed questionnaires to students in SMK Karsa Mulya Palangka Raya. Questionnaires were distributed to students to determine students 'intrinsic motivation and students' extrinsic motivation. Questionnaire distributed to six classes namely class ten light vehicle engineering A and B, class ten motorcycle A and B techniques, and class ten multimedia A and B. In tenth grade light vehicle A there were 22 students and class ten light vehicles B there were 26 students, in the tenth grade of motorcycle technique A there were 14 students and tenth grade motorcycle engineering B 12 students, and in the tenth grade multimedia A there were 29 students and the tenth grade multimedia B there were 33 students.

Then, the score of Mean, Median, Modus, and Standard Deviation are tabulated in the table. 4.1 as follows:

Table. 4.1

Results of the Questionnaire

For X - A (MOTORCYCLE ENGINEERING CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	0	6	8	0	0	14	3.43	3.00	3	0.514
	Percent	0	42.9%	57.1%	0	0	100				
2	Number	1	11	2	0	0	14	3.93	4.00	4	0.475
	Percent	7.1%	78.6%	14.3%	0	0	100				
3	Number	0	8	5	1	0	14	3.50	4.00	4	0.650
	Percent	0	57.1%	15.7%	7.1%	0	100				
4	Number	1	1	8	4	0	14	2.93	3.00	3	0.829
	Percent	7.1%	7.1%	57.1%	28.6%	0	100				
5	Number	1	5	5	3	0	14	3.29	3.00	3	0.914
	Percent	7.1%	35.7%	35.7%	21.4%	0	100				
6	Number	1	2	6	4	1	14	2.86	3.00	3	1.027
	Percent	7.1%	14.3%	42.9%	28.6%	7.1%	100				
7	Number	1	8	5	0	0	14	3.71	4.00	4	0.611
	Percent	7.1%	57.1%	35.7%	0	0	100				
8	Number	1	6	3	4	0	14	3.29	3.50	4	0.994
	Percent	7.1%	42.9%	21.4%	28.6%	0	100				
9	Number	0	1	6	7	0	14	2.57	2.50	2	0.646
	Percent	0	7.1%	42.9%	50.0%	0	100				
10	Number	1	4	5	3	1	14	3.07	3.00	3	1.072
	Percent	7.1%	28.6%	35.7%	21.4%	7.1%	100				
11	Number	1	1	7	5	0	14	2.86	3.00	3	0.864
	Percent	7.1%	7.1%	50.0%	35.7%	0	100				
12	Number	3	5	3	2	1	14	3.50	4.00	4	1.225
	Percent	21.4%	35.7%	21.4%	14.3%	7.1%	100				

13	Number	1	4	7	2	0	14	3.29	3.00	3	0.825
	Percent	7.1%	28.6%	50.0%	14.3%	0	100				
14	Number	3	5	4	1	1	14	3.57	4.00	4	1.158
	Percent	21.4%	35.7%	28.6%	7.1%	7.1%	100				
15	Number	3	5	5	0	1	14	3.64	4.00	3	1.082
	Percent	21.4%	35.7%	35.7%	0	7.1%	100				
16	Number	2	1	5	4	2	14	2.79	3.00	3	1.251
	Percent	14.3%	7.1%	35.7%	28.6%	14.3%	100				
17	Number	4	4	6	0	0	14	3.86	4.00	3	0.964
	Percent	28.6%	28.6%	42.9%	0	0	100				
18	Number	3	5	5	0	1	14	3.64	4.00	3	1.082
	Percent	21.4%	35.7%	35.7%	0	7.1%	100				
19	Number	1	4	5	3	1	14	3.07	3.00	3	1.251
	Percent	7.1%	28.6%	35.7%	21.4%	7.1%	100				
20	Number	1	9	3	0	1	14	3.64	4.00	4	0.864
	Percent	7.1%	64.3%	21.4%	0	7.1%	100				
21	Number	3	3	6	2	0	14	3.50	3.00	3	1.082
	Percent	21.4%	21.4%	42.9%	14.3%	0	100				
22	Number	1	4	8	0	1	14	3.29	3.00	3	1.072
	Percent	7.1%	28.6%	57.1%	0	7.1%	100				
23	Number	1	2	4	5	2	14	2.64	2.50	2	0.929
	Percent	7.1%	14.3%	28.6%	35.7%	14.3%	100				
24	Number	1	2	7	3	1	14	2.93	3.00	3	1.019
	Percent	7.1%	14.3%	50.0%	21.4%	7.1%	100				
25	Number	1	1	6	5	1	14	2.71	3.00	3	0.914
	Percent	7.1%	7.1%	42.9%	35.7%	7.1%	100				
26	Number	2	0	3	9	0	14	2.64	2.00	2	1.151
	Percent	14.3%	0	21.4%	64.3%	0	100				
27	Number	3	3	3	5	0	14	3.29	3.00	2	0.997
	Percent	21.4%	21.4%	21.4%	35.7%	0	100				
28	Number	1	2	5	6	0	14	2.86	3.00	2	0.949

	Percent	7.1%	14.3%	35.7%	42.9%	0	100			
29	Number	1	4	9	0	0	14	3.46	3.00	3	0.644
	Percent	7.1%	28.6%	64.3%	0	0	100			
30	Number	2	3	6	3	0	14	3..29	3.00	3	0.994
	Percent	14.3%	21.4%	42.9%	21.4%	0	100			
31	Number	1	5	6	1	1	14	3.29	3.00	3	0.994
	Percent	7.1%	35.7%	42.9%	7.1%	7.1%	100			
32	Number	2	4	7	0	1	14	3.43	3.00	3	1.016
	Percent	14.3%	28.6%	50.0%	0	7.1%	100			
33	Number	0	8	5	0	1	14	3.43	4.00	4	0.852
	Percent	0	57.1%	35.7%	0	7.1%	100			
34	Number	2	4	7	1	0	14	3.50	3.00	3	0.855
	Percent	14.3%	28.6%	50.0%	7.1%	0	100			

Based on table 4.1 above. the results of the questionnaire illustrate the highest average score of 4.00 on items 2,4,7,13,14,15,17,18,20 and 33, at a mean score of 3.50 on item 34, at median 4.00 on 10 items, item 2 , 4,7,13,14,15,17,18,20,33 and in mode 4 there are 8 items, namely items 2,3,7,8,12,14.20 and 33, at the standard deviation there is the highest score 1,251 on 2 items, namely items 16 and 19.

Table 4.2

Result of Questionnaire

For X - B (MOTORCYCLE ENGINEERING CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	0	7	5	0	0	12	3.58	4.00	4	0.514
	Percent	0	58.3%	41.7%	0	0	100				
2	Number	2	2	8	0	0	12	3.50	3.00	3	0.475
	Percent	16.7%	16.7%	66.7%	0	0	100				
3	Number	3	4	5	0	0	12	3.83	4.00	3	0.650
	Percent	25.0	33.3%	41.7%	0	0	100				
4	Number	1	5	2	4	0	12	3.25	3.50	4	0.829
	Percent	8.3%	41.7%	16.7%	33.3%	0	100				
5	Number	0	1	7	4	0	12	2.42	3.00	3	0.914
	Percent	0	8.3%	58.3%	33.3%	0	100				
6	Number	0	3	5	0	4	12	2.58	3.00	3	1.027
	Percent	0	25.3%	41.7%	0	33.3%	100				
7	Number	0	5	3	4	0	12	3.08	3.00	4	0.611
	Percent	0	41.7%	25.0%	33.3%	0	100				
8	Number	4	2	1	1	4	12	3.08	3.50	1	0.994
	Percent	33.3%	16.7%	8.3%	8.3%	33.3%	100				
9	Number	0	4	3	2	3	12	2.67	3.00	4	0.646
	Percent	0	33.3%	25.0%	16.7%	25.0%	100				
10	Number	5	2	3	2	0	12	3.83	4.00	5	1.072
	Percent	41.7%	16.7%	25.0%	16.7%	0	100				
11	Number	0	1	7	3	1	12	3.67	3.00	3	0.864
	Percent	0	8.3%	58.0%	25.0%	8.3%	100				
12	Number	3	2	5	2	0	12	3.50	3.00	3	1.225
	Percent	25.0%	16.7%	41.7%	16.7%	0	100				
13	Number	1	6	4	0	1	12	3.50	4.00	4	0.825

No							Total	Mean	Median	Mode	Std
	Percent	8.3%	50.0%	33.3%	0	8.3%	100				
14	Number	3	3	4	2	0	12	3.58	3.50	3	1.158
	Percent	25.0%	25.0%	33.3%	16.7%	0	100				
15	Number	3	3	4	1	0	12	3.50	3.50	3	1.082
	Percent	25.0%	25.0%	33.3%	8.3%	0	100				
16	Number	0	5	5	1	1	12	3.17	3.00	3	1.251
	Percent	0	41.7%	41.7%	8.3%	8.3%	100				
17	Number	2	5	2	1	2	12	3.33	4.00	4	0.964
	Percent	16.7%	41.7%	16.7%	8.3%	16.7%	100				
18	Number	0	8	4	0	0	12	3.67	4.00	4	1.082
	Percent	0	66.7%	33.3%	0	0	100				
19	Number	0	2	7	2	1	12	2.83	3.00	3	1.251
	Percent	0	16.7%	58.3%	16.7%	8.3%	100				
20	Number	0	9	2	0	1	12	3.58	4.00	4	0.864
	Percent	0	75.0%	16.7%	0	8.3%	100				
21	Number	0	8	1	3	0	12	3.42	4.00	4	1.082
	Percent	0	66.7%	8.3%	25.0%	0	100				
22	Number	2	3	4	3	0	12	3.33	3.00	3	1.072
	Percent	16.7%	25.0%	33.3%	25.0%	0	100				
23	Number	0	2	5	3	2	12	2.58	3.00	3	0.929
	Percent	0	16.7%	41.7%	25.0%	16.7%	100				
24	Number	0	2	7	2	1	12	2.83	3.00	3	1.019
	Percent	0	16.7%	58.3%	16.7%	8.3%	100				
25	Number								3.00	3	

No								Mean	Median	Mode	Std
		0	0	9	1	2	12	2.58			0.914
	Percent	0	0	75.0%	8.3%	16.7%	100				
26	Number	1	0	3	4	4	12	2.17	2.00	1	1.151
	Percent	8.3%	0	25.0%	33.3%	33.3%	100				
27	Number	0	1	6	4	1	12	2.58	3.00	3	0.997
	Percent	0	8.3%	50.0%	33.3%	8.3%	100				
28	Number	0	1	4	5	2	12	2.33	2.00	2	0.949
	Percent	0	8.3%	33.3%	41.7%	16.7%	100				
29	Number	2	3	3	3	1	12	3.17	3.00	2	0.644
	Percent	16.7%	25.0%	25.0%	25.0%	8.3%	100				
30	Number	0	4	2	4	2	12	2.62	2.50	2	0.994
	Percent	0	33.3%	16.7%	33.3%	16.7%	100				
31	Number	1	5	4	0	2	12	3.25	3.50	4	0.994
	Percent	8.3%	41.7%	33.3%	0	16.7%	100				
32	Number	0	3	4	4	1	12	2.75	3.00	2	1.016
	Percent	14.3%	25.0%	33.3%	33.3%	8.3%	100				
33	Number	2	3	4	2	1	12	3.25	3.00	3	0.852
	Percent	16.7%	25.0%	33.3%	16.7	8.3%	100				
34	Number	1	0	7	1	3	12	2.58	3.00	3	0.855

		SA	A	N	DA	SDA	Total			
	Percent	8.3%	0	58.3%	8.3%	25.0%	100			

Based on table 4.2 above. The results of the questionnaire describe the highest average score of 3.83 on the mean score of item 10, at the median of 4.00 there are 8 highest score items namely items 1,3,10,13,17,18,20,21, in mode 5 in item 10 and at standard deviation of 1251 on 2 items, items 16 and 19.

Table 4.3

Result of Questionnaire

For X-A (MULTIMEDIA CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	6	9	13	0	1	29	3.66	4.00	3	0.936
	Percent	20.7	31.0%	44.8%	0	3.4%	100				
2	Number	18	10	1	0	0	29	4.59	5.00	5	0.568
	Percent	62.1%	34.5%	3.4%	0	0	100				
3	Number	19	10	0	0	0	29	4.66	5.00	5	0.484
	Percent	65.5%	34.5%	0	0	0	100				
4	Number	9	12	6	1	1	29	3.93	4.00	4	0.998
	Percent	31.0%	41.4%	20.7%	3.4%	3.4%	100				
5	Number	4	10	11	3	1	29	3.45	3.00	3	0.985
	Percent	13.8%	34.5%	37.9%	10.3%	3.4%	100				
6	Number	5	7	16	1	0	29	3.55	3.00	3	0.827
	Percent	17.2%	24.1%	55.2%	3.4%	0	100				
7	Number	15	11	3	0	0	29	4.41	5.00	5	0.682
	Percent	51.7	37.9%	10.3%	0	0	100				
8	Number	9	13	7	0	0	29	4.07	4.00	4	0.753
	Percent	31.0%	44.8%	24.1%	0	0	100				

9	Number	3	7	10	7	2	29	3.07	3.00	3	1.100
	Percent	10.3%	24.1%	34.5%	24.1%	6.9%	100				
10	Number	8	15	5	0	1	29	4.00	4.00	4	0.886
	Percent	27.6%	51.7%	17.2%	0	3.4%	100				
11	Number	1	2	19	6	1	29	2.86	3.00	3	0.743
	Percent	3.4%	6.9%	65.5%	20.7%	3.4%	100				
12	Number	10	12	7	0	0	29	4.10	4.00	4	0.772
	Percent	34.5%	41.4%	24.4%	0	0	100				
13	Number	8	12	7	2	0	29	3.90	4.00	4	0.900
	Percent	27.6%	41.4%	24.1%	6.9%	0	100				
14	Number	16	8	5	0	0	29	4.38	5.00	5	0.775
	Percent	55.2%	27.6%	17.2%	0	0	100				
15	Number	10	15	4	0	0	29	4.21	4.00	4	0.675
	Percent	35.4%	51.7%	13.8%	0	0	100				
16	Number	2	5	18	3	1	29	3.14	3.00	3	0.833
	Percent	6.9%	17.2%	62.1%	10.3%	3.4%	100				
17	Number	12	7	6	4	0	29	3.93	4.00	5	1.100
	Percent	41.4%	24.1%	20.7%	13.8%	0	100				
18	Number	12	14	0	3	0	29	4.21	4.00	4	0.902
	Percent	41.4	48.3%	0	10.3%	0	100				
19	Number	5	11	10	3	0	29	3.62	4.00	4	0.903
	Percent	17.2%	37.9%	34.5%	10.3%	0	100				
20	Number	13	10	5	1	0	29	4.21	4.00	5	0.861
	Percent	44.8%	34.5%	17.2%	3.4%	0	100				
21	Number	12	17	0	0	0	29	4.41	4.00	4	0.501
	Percent	41.4%	58.6%	0	0	0	100				
22	Number								4.00	3	

		5	10	11	3	0	29	3.59			0.907
	Percent	17.2%	34.5%	37.9%	10.3%	0	100				
23	Number	0	3	13	9	4	29	2.52	3.00	3	0.871
	Percent	0	10.3%	44.8%	31.0%	13.8%	100				
24	Number	5	7	8	5	4	29	3.14	3.00	3	1.302
	Percent	17.2%	24.1%	27.1%	17.2%	13.8%	100				
25	Number	2	6	8	13	0	29	2.90	3.00	2	0.976
	Percent	6.9%	20.6	27.6%	44.8%	0	100				
26	Number	1	4	6	8	10	29	2.24	2.00	1	1.185
	Percent	3.4%	13.8	20.7%	27.6%	34.5%	100				
27	Number	2	4	12	7	4	29	2.76	3.00	3	1.091
	Percent	6.9%	13.8%	41.4%	24.1%	13.8%	100				
28	Number	1	5	11	9	3	29	2.72	3.00	3	0.996
	Percent	3.4%	17.2%	37.9%	31.0%	10.3%	100				
29	Number	4	11	12	1	1	29	3.55	4.00	3	0.910
	Percent	13.8%	37.9%	41.4%	3.4%	3.4%	100				
30	Number	1	3	12	9	4	29	2.59	3.00	3	0.983
	Percent	3.4%	10.3%	41.4%	31.0%	13.8%	100				
31	Number	4	9	10	4	2	29	3.31	3.00	3	1.105
	Percent	13.8%	31.0%	34.5%	13.8	6.9%	100				
32	Number	9	8	11	0	1	29	3.82	4.00	3	1.002

	Percent	31.0%	27.6%	37.9%	0	3.4%	100			
33	Number	10	10	8	1	0	29	4.00	4.00	4 0.886
	Percent	34.5%	34.5%	27.6%	3.4%	0	100			
34	Number	1	7	13	7	1	29	3.00	3.00	3 0.886
	Percent	3.4%	24.1%	44.8%	24.1%	3.4%	100			

Based on table 4.3 above, the questionnaire results illustrate the highest mean score of 4.59 in item 2, at median 5.00 in item 2,3,7,14, in mode 5 on items 2,3,7,14,17 and 20, at standard deviation of 1302 on item 24.

Table 4.4

Result of Questionnaire

X-B (MULTIMEDIA CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	11	7	15	1	0	34	3.82	4.00	3	0.936
	Percent	32.4%	20.6%	44.1%	2.9%	0	100				
2	Number	20	12	1	0	1	34	4.47	5.00	5	0.825
	Percent	58.8%	35.3%	2.9%	0	2.9%	100				
3	Number	21	8	3	2	0	34	4.41	5.00	5	0.892
	Percent	61.8%	23.5	8.8%	5.9%	0	100				
4	Number	16	8	5	5	0	34	4.03	4.00	5	1.114
	Percent	47.1%	23.5%	14.7%	14.7%	0	100				

5	Number	5	6	19	3	1	34	3.32	3.00	3	0.945
	Percent	14.7%	17.6%	55.9%	8.8%	2.9%	100				
6	Number	4	11	15	4	0	34	3.44	3.00	3	0.860
	Percent	11.8%	32.4%	44.1%	11.8%	0	100				
7	Number	17	10	6	1	0	34	4.26	4.50	5	0.864
	Percent	50.0%	29.4%	17.6%	2.9%	0	100				
8	Number	6	15	12	1	0	34	3.76	4.00	4	0.781
	Percent	17.6%	44.1%	35.3%	2.9%	0	100				
9	Number	5	5	20	3	1	34	3.29	3.00	3	0.938
	Percent	14.7%	14.7%	58.8%	8.8%	2.9%	100				
10	Number	16	8	8	1	1	34	4.09	4.00	5	1.055
	Percent	47.1%	23.5%	23.5%	2.9%	2.9%	100				
11	Number	1	7	17	6	3	34	2.91	3.00	3	0.933
	Percent	2.9%	20.6%	50.0%	17.6%	8.8%	100				
12	Number	13	18	3	0	0	34	4.29	4.00	4	0.629
	Percent	38.2%	52.9%	8.8%	0	0	100				
13	Number	8	13	12	1	0	34	3.82	4.00	4	0.834
	Percent	23.5%	38.2%	35.3%	2.9%	0	100				
14	Number	27	7	0	0	0	34	4.79	5.00	5	0.410
	Percent	79.4%	20.6%	0	0	0	100				
15	Number	14	14	4	2	0	34	4.18	4.00	4	0.869
	Percent	41.2%	41.2%	11.8%	5.9%	0	100				
16	Number	2	6	18	5	3	34	2.97	3.00	3	0.969
	Percent	5.9%	17.6%	52.9%	14.7%	8.8%	100				
17	Number	20	10	1	3	0	34	4.38	5.00	5	0.922
	Percent	58.7%	29.4%	2.9%	8.8%	0	100				
18	Number	17	14	1	2	0	34	4.35	4.50	5	0.812
	Percent	50.0%	41.2%	2.9	5.9%	0	100				
19	Number	10	16	7	1	0	234	4.03	4.00	4	0.797
	Percent	29.4%	47.1%	20.6%	2.9%	0	100				

20	Number	16	14	4	0	0	34	4.35	4.00	5
										0.691
	Percent	47.1%	41.2%	11.8%	0	0	100			
21	Number	22	10	1	1	0	34	4.65	5.00	5
										0.705
	Percent	64.7%	29.4%	2.9%	2.9%	0	100			
22	Number	7	17	7	1	2	34	3.76	4.00	4
										1.017
	Percent	20.6%	50.0%	20.6%	2.9%	5.9%	100			
23	Number	2	2	16	7	7	24	2.56	3.00	3
										1.078
	Percent	5.9%	5.9%	47.1%	20.6%	20.6%	100			
24	Number	5	8	9	8	4	34	3.06	3.00	3
										1.254
	Percent	14.7%	23.5%	26.5%	23.5%	11.8%	100			
25	Number	1	8	14	6	5	34	2.82	3.00	3
										1.058
	Percent	2.9%	23.5%	41.2%	17.6%	14.7%	100			
26	Number	2	2	6	13	11	34	2.15	2.00	2
										1.132
	Percent	5.9%	5.9%	17.6%	38.2%	32.4%	100			
27	Number	5	6	8	12	3	34	2.95	3.00	2
										1.229
	Percent	14.7%	17.6%	23.5%	35.3%	8.8%	100			
28	Number	2	4	15	9	4	34	2.74	3.00	3
										1.024
	Percent	5.9%	11.8%	44.1%	26.5%	11.8%	100			
29	Number	12	8	10	4	0	34	3.82	4.00	5
										1.058
	Percent	35.3%	23.5%	29.4%	11.8%	0	100			
30	Number								3.00	3

		6	4	11	9	4	34	2.97			1.267
	Percent	17.6%	11.8%	32.4%	26.5%	11.8%	100				
31	Number	9	11	8	4	2	34	3.62	4.00	4	1.181
	Percent	26.5%	32.4%	23.5%	11.8%	5.9%	100				
32	Number	10	13	9	2	0	234	3.91	4.00	4	0.900
	Percent	29.4%	38.2%	26.5%	5.9%	0	100				
33	Number	12	8	11	1	2	34	3.79	4.00	5	1.149
	Percent	35.3%	23.5%	32.4%	2.9%	5.9%	100				
34	Number	5	4	13	10	2	34	3.00	3.00	3	1.128
	Percent	14.7%	11.8%	38.2%	29.4%	5.9%	100				

Based on Table 4.4 above, the results of the questionnaire describe the mean highest score of 4.79 on item 14, at the median 5.00 on items 2,3,14,17,21, in mode 5 on item 2,3,4,7,10,14 , 17,18,20,21,29 and 33 while at standard deviation 1,267 on item 30.

Table 4.5

Result of Questionnaire

X - A (LIGHT VEHICLE ENGINEERING CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	2	7	12	1	0	22	3.45	3.00	3	0.739
	Percent	9.1%	31.8%	54.5%	4.5%	0	100				
2	Number	5	13	3	0	1	22	3.95	4.00	4	0.899
	Percent	13.6%	31.8%	13.6%	0	4.5%	100				
3	Number	3	7	11	0	1	22	3.50	4.00	4	0.913
	Percent	13.6%	31.8%	50.0%	0	4.5%	100				
4	Number	4	5	4	6	3	22	3.05	3.00	3	1.362
	Percent	18.2%	22.7%	18.2%	27.3%	13.6	100				
5	Number	0	4	5	12	1	22	2.55	3.00	3	0.858
	Percent	0%	18.2%	22.7%	54.5%	4.5%	100				
6	Number	0	5	8	9	0	22	2.82	3.00	3	0.795
	Percent	0	22.7%	36.4%	40.9%	0	100				
7	Number	6	3	13	0	0	2	3.68	4.00	4	0.894
	Percent	27.3%	13.6%	59.1%	0	0	100				
8	Number	3	10	8	1	0	22	3.68	3.50	4	0.780
	Percent	13.6%	45.5%	36.4%	0	0	100				
9	Number	2	2	11	3	4	22	2.77	2.50	2	1.152
	Percent	9.1%	9.1%	50.0%	13.6%	18.2%	100				
10	Number	3	7	11	1	0	22	3.55	3.00	3	0.800
	Percent	13.6%	31.8%	50.0%	4.5	0	100				
11	Number	2	1	12	7	0	22	2.91	3.00	3	0.868

	Percent	9.1%	4.5%	54.5%	31.8%	0	100				
12	Number	3	9	9	1	0	22	3.69	4.00	4	0.790
	Percent	13.6%	40.9%	40.9%	4.5%	0	100				
13	Number	3	5	9	1	4	22	3.09	3.00	3	1.269
	Percent	13%	22.7%	40.9%	4.5%	18.2%	100				
14	Number	9	7	6	0	0	22	4.14	4.00	4	0.834
	Percent	40.9%	31.8%	27.3%	0	0	100				
15	Number	5	6	8	3	0	22	3.59	4.00	3	1.008
	Percent	22.7%	27.3%	36.6%	13.6%	0	100				
16	Number	0	6	8	7	1	22	2.86	3.00	3	0.889
	Percent	0	27.3%	36.4%	31.8%	4.5%	100				
17	Number	4	8	9	1	0	22	3.68	4.00	3	0.839
	Percent	18.2%	36.4%	40.9%	4.5%	0	100				
18	Number	4	12	6	0	0	22	3.91	4.00	3	0.908
	Percent	18.2%	54.5%	27.3%	0	0	100				
19	Number	2	9	7	4	0	22	3.41	3.00	3	0.831
	Percent	9.1%	40.9%	31.8%	18.2%	0	100				
20	Number	8	7	6	0	0	22	4.10	4.00	4	0.902
	Percent	36.8%	31.8%	27.3%	0	0	100				
21	Number	5	5	11	1	0	22	3.64	3.00	3	0.831
	Percent	22.7%	22.7%	50.0%	4.5%	0	100				
22	Number	4	9	7	2	0	22	3.68	3.00	3	0.902
	Percent	18.2%	40.9%	31.8%	9.1%	0	100				
23	Number	2	3	6	10	1	22	2.77	2.50	2	0.894
	Percent	9.1%	13.6%	27.3%	45.5%	4.5%	100				
24	Number	2	4	10	5	1	22	3.05	3.00	3	1.066
	Percent	9.1%	18.2%	45.5%	22.7%	4.5%	100				
25	Number	1	7	6	8	0	22	3.02	3.00	3	0.999
	Percent	4.5%	31.8%	27.3%	36.4%	0	100				
26	Number	5	4	7	5	1	22	3.32	2.00	2	0.950
	Percent	22.7%	18.2%	31.8%	22.7%	4.5%	100				

27	Number	2	4	8	6	2	22	2.91	3.00	2	1.211
	Percent	9.1%	18.2%	36.4%	27.3%	9.1%	100				
28	Number	3	3	7	7	2	22	2.91	3.00	2	1.192
	Percent	13.6%	13.6%	31.8%	31.8%	9.1%	100				
29	Number	2	9	8	3	0	22	3.45	3.00	3	0.858
	Percent	9.1%	40.9%	36.4%	13.6%	0	100				
30	Number	4	1	6	8	3	22	3.77	3.00	3	1.307
	Percent	18.2%	4.5%	27.3%	36.4%	13.6%	100				
31	Number	1	7	8	6	0	22	3.14	3.00	3	0.889
	Percent	4.5%	31.8%	36.4%	27.3%	0	100				
32	Number	6	9	6	1	0	22	3.91	3.00	3	0.868
	Percent	27.3%	40.9%	27.3%	4.5%	0	100				
33	Number	3	6	12	1	0	22	3.50	4.00	4	1.109
	Percent	13.6%	27.3%	54.5%	4.5%	0	100				
34	Number	2	4	8	6	2	22	2.91	3.00	3	8.159
	Percent	9.1%	18.2%	36.4%	27.3%	9.1%	100				

Based on table 4.5 above, the results of the questionnaire describe the highest average score of mean 3.95 in item 2, at the median of 4.00 on item 2,3,7,12,14,15,17,18,20,33, in mode 4 on item 2 , 3,7,8,12,14,20 and 33 while at standard deviation 8,159 on item 34.

Table 4.6

Result of Questionnaire

X - B (LIGHT VEHICLE ENGINEERING CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	0	8	16	2	0	26	3.23	3.00	3	0.587
	Percent	0	30.8%	61.5%	7.7%	11.5%	100				
2	Number	8	10	6	2	0	26	3.92	4.00	4	0.935
	Percent	30.8%	38.5%	23.1%	7.7%	0	100				
3	Number	4	12	7	3	0	26	3.65	4.00	4	0.892
	Percent	15.4%	46.2%	26.9%	11.5%	0	100				
4	Number	2	5	13	3	3	26	3.00	3.00	3	1.058
	Percent	7.7%	19.2%	50.0%	11.5%	11.5%	100				
5	Number	2	3	14	5	2	26	2.92	3.00	3	0.977
	Percent	7.7%	11.5%	53.8%	19.2%	7.7%	100				
6	Number	1	2	12	6	5	2	2.54	3.00	3	1.029
	Percent	3.8%	7.7%	46.2%	23.1%	19.2%	100				
7	Number	5	9	7	3	2	26	3.46	4.00	4	1.174
	Percent	19.2%	34.6%	26.9%	11.5	7.7%	100				
8	Number	4	12	8	0	2	26	3.46	4.00	4	1.023
	Percent	15.4%	46.2%	30.8%	0	7.7%	100				
9	Number	2	0	13	8	3	2	3.62	3.00	3	1.023
	Percent	7.7%	0	50.0%	30.8%	11.5%	100				
10	Number	5	8	5	6	2	26	2.62	3.50	4	0.983
	Percent	19.2%	30.8%	19.2%	23.1%	7.7%	100				
11	Number	1	2	9	11	3	26	3.31	2.00	2	1.259
	Percent	3.8%	7.7%	34.6%	42.3%	11.5%	100				
12	Number	3	8	13	1	1	26	2.50	3.00	3	0.949

Item	Type						Total	Mean	Median	Mode	SD
	Percent	11.5%	30.8%	50.0%	3.8%%	3.8%	100				
13	Number	4	10	9	1	2	26	3.42	4.00	4	0.902
	Percent	15.4%	38.5%	34.5%	3.8%	7.7%	100				
14	Number	10	10	5	0	1	26	4.08	4.00	4	0.977
	Percent	38.5%	38.5%	19.2%	0	3.8%	100				
15	Number	3	15	6	0	2	26	3.65	4.00	4	0.977
	Percent	11.5%	57.7%	23.1%	0	7.7%	100				
16	Number	0	2	14	6	4	26	2.54	3.00	3	0.859
	Percent	0	7.7%	53.8%	23.1%	15.4%	100				
17	Number	8	8	5	4	1	26	3.69	4.00	4	1.192
	Percent	30.8%	30.8%	19.2%	15.4%	3.8%	100				
18	Number	9	14	2	0	1	26	4.15	4.00	4	0.881
	Percent	34.6%	53.8%	7.7%	0	3.8%	100				
19	Number	2	14	7	1	2	26	3.50	4.00	4	0.990
	Percent	7.7%	53.8%	26.9%	3.8%	7.7%	100				
20	Number	5	12	5	2	2	26	3.62	4.00	4	1.134
	Percent	19.2%	46.2%	19.3%	7.7%	7.7%	100				
21	Number	7	12	7	0	0	26	4.00	4.00	4	0.748
	Percent	26.9%	46.2%	26.9%	0	0	100				
22	Number	1	10	8	5	2	26	3.12	3.00	4	1.033
	Percent	3.8%	38.5%	30.8%	19.2%	7.7%	100				
23	Number	1	3	9	6	7	26	2.42	2.50	3	1.137
	Percent	3.8%	11.5%	24.6%	23.1%	26.9%	100				
24	Number	0	8	10	5	3	26	2.88	3.00	3	0.993

	Percent	9.1%	30.8%	38.5%	19.2%	11.5%	100				
25	Number	2	2	16	3	3	26	2.00	3.00	3	0.993
	Percent	7.7%	7.7%	61.5%	11.5%	11.5%	100				
26	Number	0	1	5	13	7	26	2.85	2.00	2	1.120
	Percent	22.7%	3.8%	19.0%	50.0%	26.9%	100				
27	Number	2	5	9	7	3	26	2.81	3.00	3	1.021
	Percent	7.7%	19.5%	34.6%	26.9%	11.5%	100				
28	Number	1	5	11	6	3	26	3.54	3.00	3	1.067
	Percent	3.8%	19.2%	42.3%	23.1%	11.5%	100				
29	Number	7	3	14	1	1	26	2.69	3.00	3	0.884
	Percent	26.9%	11.5%	53.8%	3.8%%	3.8%	100				
30	Number	0	4	13	6	3	26	2.69	3.00	3	0.884
	Percent	0	15.4%	50.0%	23.1%	11.5%	100				
31	Number	4	5	9	7	1	26	3.15	3.00	3	1.120
	Percent	15.4%	19.2%	34.6%	26.9%	3.8%	100				
32	Number	3	10	9	2	2	26	3.38	3.50	4	1.061
	Percent	11.5%	38.5%	34.6%	7.7%	7.7%	100				
33	Number	3	6	13	2	2	26	2.23	3.00	3	1.032
	Percent	11.5%	26.1%	50.0%	7.7%	7.7%.	100				
34	Number	3	3	8	9	3	26		3.00	2	

							2.77			1.777
Percent	11.5%	11.5%	30.8%	34.6%	11.5%	100				

Based on table 4.6 above, the results of the questionnaire describe the highest mean score average of 4.15 on item 18, at the median of 4.00 on items 2,3,7,8,13,14,15,17,18,19,20,21,in   mode   4   on   items 2,3,7,8,10,13,14,15,17,18,19,20,21,22 and 32 while at standard deviation 1,777 on item 34.

Note :

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

MN = Mean

MDN = Median

MO = Modus

SD= Standard Deviation

B.   Research Findings

1. Student Perception

Results of research on learning motivation Students in learning English at school are obtained using a questionnaire as the main instrument for collecting data. The data presented consisted of responses, central tendencies (mean, median and mode) and standard deviations. There are 137 students from 6 classes in the year 2018-2019 with different majors.

The first step was to tabulate score into the table of calculation Mean. The table was shown below :

Table 4.7
The calculation of Mean X-1

X	F	FX
5	0	0
4	6	24
3	8	24
2	0	0
1	0	0
	N = 14	48

$$\overline{X} = \frac{\sum X}{N}$$

$X = \dfrac{48}{14}$

$= 3.4$

The mean of item 1 X-1 is 6.

Table 4.8

The calculation of Deviation score and Standard Deviation (item1 X-1)

X	F	FX	X	X^2	Fx^2
5	0	0	-1	-1	0
4	6	24	-4	-16	-96
3	8	24	-3	-9	-72
2	0	0	-4	-14	0
1	0	0	-5	-25	0
	N=14	ΣFX=48			ΣFx^2=-168

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$= \sqrt{\dfrac{-168}{13}}$ $= \sqrt{12.92} = 3.59$

Table 4.9
The calculation of Mean X-2

X	F	FX
5	3	15
4	5	20
3	5	15
2	0	0
1	1	1
	N = 14	51

$$\overline{X} = \frac{\sum X}{N}$$

$X = \dfrac{51}{14}$

$= 3.64$

The mean of item 1 X-2 is 3.64.

Table 4.10

The calculation of Deviation score and Standard Deviation (item1 X-2)

X	F	FX	X	X²	Fx²
5	3	15	1.36	1.85	5.55
4	5	20	0.36	0.13	0.65
3	5	15	-0.64	-0.41	-2.05
2	0	0	-1.64	-2.69	0
1	1	1	-2.64	-6.97	-6.97
	N=14	ΣFX=51			ΣFx²=-2.82

$$Stdev = \sqrt{\frac{\sum fx^2}{N-1}}$$

$= \sqrt{-2.82}$ $\qquad = \sqrt{0.21} = 0.45$

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In order to make it simple, the researchers divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows:

X - A (MOTORCYCLE ENGINEERING CLASSES)

Table 4.11

Item .1

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	8	57.1	57.1	57.1
Valid	A	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

The calculation of analysis students' perception item_1 :

$$score = \left(\frac{\text{Total Score}}{5 \text{ x N}}\right) \text{ x } 100S$$

$$Score = \left(\frac{48}{5 \text{ x } 14}\right) \text{ x } 100$$

$$Score = \left(\frac{48}{70}\right) \text{ x } 100$$

$$Score = 0.68 \text{ x } 100$$

$$Score = 68 \text{ \%}$$

Item 1, "I really enjoy learning English". There were 6 students (41.9%) Agreed, 8 students (57.1) Medium.

To the item number 1, most respondents say "medium", they do not really enjoy it or they enjoy it with the presence of English lessons at school.

Table 4.12

Item.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	2	14.3	14.3	14.3
	A	11	78.6	78.6	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 2, "I am studying English for a future job". There were 1 student (7.1 %) Strongly Agreed, 11 students (78.6%) Agreed, 2 students (14.3%) Medium.

To the item number 2, most respondents say " Agreed ", they Agree if learning English is for their work in the future, because being able to speak English now is part of the requirements for having a job.

Table 4.113

Item.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	7.1	7.1	7.1
	M	5	35.7	35.7	42.9
	A	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

Item 3, "Studying English makes it easier to find a job". There were 8 students (57.1 %) Agreed, 5 students (35.7 %) Medium and 1 student (7.1%) Disagree.

To the item number 3, most respondent say "Agree" because to find a job we need a plus in order to make it easier to get a job by learning English can make it easier to find job.

Table 4.14

Item.4

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	4	28.6	28.6	28.6
	M	8	57.1	57.1	85.7
Valid	A	1	7.1	7.1	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 1 student (7.1%) Strongly Agree, 1 student (7.1%) Agree, 8 students (57.1%) Medium and 4 students (28.6%) disagree.

To the item number 4, most respondents say "Medium" indirectly students don't really want more English lessons in the classroom.

Table 4.15

Item5

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	21.4	21.4	21.4
	M	5	35.7	35.7	57.1
Valid	A	5	35.7	35.7	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 5," I would like to have a job in which I use English". There were 1 student (7.1%) Strongly Agree, 5 students (35.7 %) Agree, 5 students (35.7%) Medium and 3 students Disagree.

To the item number 5, most respondent statements about them want jobs that use competitive English between Agree and Medium, 5 students agree and 5 students state that there are 5 students who want work that uses English and that there are 5 medium students who don't think too much about learning languages English they must have jobs that use English.

Table 4.16

Item.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	4	28.6	28.6	35.7
	M	6	42.9	42.9	78.6
	A	2	14.3	14.3	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 1 student (7.1%) Strongly Agree, 2 student (14.3%) Agree, 6 students (42.9%) Medium, 4 students (28.6%) Disagree and 1 student (7.1%) Strongly disagree.

To the item number 6, most respondent say "Medium" students are not too waiting when students are more neutral in English lessons about the presence of English lessons in class.

Table 4.17

Item.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	5	35.7	35.7	35.7
	A	8	57.1	57.1	92.9
	SA	1	7.1	7.1	100.0

| | | Total | 14 | 100.0 | 100.0 | |

Item 7, " I am studying English to get a good job". There were 1 student (7.1%) Strongly Agree, 8 students (57.1%) Agree and 5 students (35.7%) Medium.

To the item number 7, most respondents say "Agree" student learning English is to get a good job by relying on the advantages of English.

Table 4.18

Item..8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	28.6	28.6	28.6
	M	3	21.4	21.4	50.0
	A	6	42.9	42.9	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 8, "I would like to try to use the English which I have learned". There were 1 student (7.1%) Strongly Agree, 6 students (42.9%) Agree, 3 students (21.4%) Medium and 4 students (28.6%) Disagree.

To the item number 8, most respondents say "Agree" students want to use the English they learn through existing English lessons at school.

Table 4.19

Item.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	7	50.0	50.0	50.0
	M	6	42.9	42.9	92.9
	A	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 9, "Learning English is a hobby for me". There were 1 student (7.1%) Agree, 6 students (42,9%) Medium and 7 students (50.0%) Disagree.

To the item number 9, most respondent say "Disagree" students learn English not based on hobbies but only because English lessons are in school.

Table 4.20

Item.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	3	21.4	21.4	28.6
	M	5	35.7	35.7	64.3
	A	4	28.6	28.6	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 1 student (7.1%) Strongly Agree, 4 students (28.6%) Agree, 5 students (35.7%) Medium, 3 students (21.4%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 10, most respondent say " Medium" students don't think too much about the pleasure of speaking English better than other students, most neutral students are just about mastering English.

Table 4.21

Item.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	35.7	35.7	35.7
	M	7	50.0	50.0	85.7
	A	1	7.1	7.1	92.9
	SA	1	7.1	7.1	100.0

Total	14	100.0	100.0	

Item 11, "I enjoy hearing English programs on the radio". There were 1 student (7.1%) Strongly Agree, 1 student (7.1%) Agree, 7 students (50.0%) Medium and 5 students (35.7%).

To the item number 11, most respondent say "Medium" just medium students in listening to English programs on the radio.

Table 4.22

Item.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	2	14.3	14.3	21.4
	M	3	21.4	21.4	42.9
	A	5	35.7	35.7	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 3 students (21.4%) Strongly Agree, 5 students (35.7%) Agree, 3 students (21.4%) Medium, 2 students (14.3%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 12, most respondents say "Agree" students agree with learning English can broaden their views".

Table 4.23

Item.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	14.3	14.3	14.3
	M	7	50.0	50.0	64.3
	A	4	28.6	28.6	92.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 13, "Learning English is a challenge that I enjoy". There were 1 student (7.1%) Strongly Agree, 4 students (28.6%) Agree, 7 students (50.0%) Medium and 2 students (14,3%).

To the item number 13, most respondents say " Medium" students mostly say the medium in English is a challenge they enjoy.

Table 4.24

Item.14

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
	D	1	7.1	7.1	14.3
Valid	M	4	28.6	28.6	42.9
	A	5	35.7	35.7	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 3 students (21.4%) Strongly Agree, 5 students (35.7%) Agree, 4 students (28.6%) Medium, 1 students (7.1%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 14, most respondents say "Agree" most students find it cool if they speak English.

Table 4.25

Item.15

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
	M	5	35.7	35.7	42.9
Valid	A	5	35.7	35.7	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 3 students (21.4%) Strongly Agree, 5 students (35.7%) Agree, 5 students (35.7%) Medium and 1 student (7.1%) Strongly Disagree.

To the item number 15, most of the respondents' statements about learning English make them more educated there is a balance between Agree and Medium, 5 students agree and 5 students state the medium that there are students who declare learning English make them become educated and there are some medium and neutral students about English who can make them more educated.

<div align="center">Table 4.26</div>

Item.16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	14.3	14.3	14.3
	D	4	28.6	28.6	42.9
	M	5	35.7	35.7	78.6
	A	1	7.1	7.1	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". There were 2 students (14.3%) Strongly Agree, 1 student (7.1%) Agree, 5 students (35.7%) Medium, 4 students (28.6%) Disagree and 2 students (14.3%).

To the item number 16, most respondents say "Medium" students expressed the medium about their pleasure in reading English articles, newspapers and magazines.

Table 4.27

Item.17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	6	42.9	42.9	42.9
	A	4	28.6	28.6	71.4
	SA	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

Item 17, "English is useful in searching information on the Internet". There were 4 students (28.6%) Strongly Agree, 4 students (28.6%) Agree and 6 students (41.9) Medium.

To the item number 17, most respondents say " Medium "students say the medium in the benefits of English in searching for information on the internet, because students can manage and use Indonesian in searching for information on the internet.

Table 4.28

Item.18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	M	5	35.7	35.7	42.9
	A	5	35.7	35.7	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 18, "I study English to pass examinations". There were 3 students (21.4%) Strongly Agree, 5 students (35.7%) Agree, 5 students (35.7%) Medium and 1 student (7.1%) Strongly Disagree.

To the item number 18, most of the respondents' statements about learning English to pass the exam because in the English test are compulsory subjects to test, there is a balance between Agree and Medium, 5 students agree and 5 students state the medium that there are students who claim to learn English to help them graduate the exam and there are also just a few neutral students about whether or not English helps them to pass the exam.

Table 4.29

Item.19

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
	D	3	21.4	21.4	28.6
Valid	M	5	35.7	35.7	64.3
	A	4	28.6	28.6	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 19, "Everyone studies English, so I also do it". There were 1 student (7.1%) Strongly Agree, 4 students (28.6%) Agree, 5 students (35.7%) Medium, 3 students (21.4) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 19, most respondents say "Medium" students stated Medium and neutral about learning English because their friends also learned English.

Table 4.30

Item.20

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
Valid	M	3	21.4	21.4	28.6
	A	9	64.3	64.3	92.9

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 20, "Being able to speak English will add to my social status". There were 1 student (7.1%) Strongly Agree, 9 students (64.3%) Agree, 3 students (21.4%) Medium and 1 students (7.1%) Strongly Disagree.

To the item number 20, most respondents say "Agree" students stated that speaking English was able to increase their social status.

Table 4.31

Item.21

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	14.3	14.3	14.3
	M	6	42.9	42.9	57.1
Valid	A	3	21.4	21.4	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 21, "I study English because it is required". There were 3 students (21,4%) Strongly Agree, 3 students (21.4%) Agree, 6 students (42.9%) Medium and 2 students (14.3%) Disagree.

To the item number 21, most respondents say "Medium" students stated the medium about learning English because it was needed, students did not see too much about learning English as needed.

Table 4.32

Item.22

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
Valid	M	8	57.1	57.1	64.3
	A	4	28.6	28.6	92.9

	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 1 student (7.1%) Strongly Agree, 4 students (28.6%) Agree, 8 students (57.1%) Medium and 1 student (7.1%) Strongly Disagree.

To the item number 22, most respondents say "Medium" students state the medium about people will respect them if they speak English well, most students are neutral about my thoughts like this.

Table 4.33

Item.23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	14.3	14.3	14.3
	D	5	35.7	35.7	50.0
	M	4	28.6	28.6	78.6
	A	2	14.3	14.3	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 1 student (7.1%) Strongly Agree, 2 students (14,3%) Agree, 4 students (28.6%) Medium, 5 students (35.7%) Disagree and 2 students (14.3%) Strongly Disagree.

To the item number 23, most respondents say " Disagree" students stated strongly disagree about their learning English because my parents told me to study English hard, students learn English because English is required at school.

Table 4.34

Item.24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	3	21.4	21.4	28.6
	M	7	50.0	50.0	78.6
	A	2	14.3	14.3	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 1 student (7.1%) Strongly Agree, 2 students (14.3%) Agree, 7 students (50.0%) Medium, 3 students (21.4%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 24, most respondents say " Medium" students declare medium or neutral because they learn English so as not to lose confidence if it is bad in English, they do not think about losing bad confidence in English.

Table 4.35

Item.25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	5	35.7	35.7	42.9
	M	6	42.9	42.9	85.7
	A	1	7.1	7.1	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 1 student (7.1%) Strongly Agree, 1 student (7.1%) Agree, 6 students (42.9%) Medium, 5 students (35.7%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 25, most respondents say " Medium" students declare medium or neutral because they learn English because the teacher tells them to study English hard, so students who speak English are neutral or just not too forced by teachers to learn English.

Table 4.36

Item.26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	64.3	64.3	64.3
	M	3	21.4	21.4	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate". There were 2 students (14.3%) Strongly Agree, 3 students (21.4%) Medium and 9 students (64.3%) Disagree.

To the item number 26, most respondents say "Disagree" students stated strongly disagree with the statement that they want to learn English because they want to move, students learning English have no purpose to move they learn English because school has English subjects.

Table 4.37

Item.27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	35.7	35.7	35.7

	M	3	21.4	21.4	57.1
	A	3	21.4	21.4	78.6
	SA	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 3 students (21.4%) Strongly Agree, 3 students (21.4%) Agree, 3 students (21.4%) Medium and 5 students (35.7%) Disagree.

To the item number 27, most respondents say "Disagree" students stated strongly disagree with the statement Teachers would be angry if they were bad in English, in fact the teachers would not be angry if the results of the students' English lessons were poor.

Table 4.38

Item .28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	42.9	42.9	42.9
	M	5	35.7	35.7	78.6
	A	2	14.3	14.3	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 1 student (7.1%) Strongly Agree, 2 students (14.3%) Agree, 5 students (35,7%) Medium and 6 students (42.9%) Disagree.

To the item number 28, most respondents say " Disagree" students stated strongly disagree with statements that made them feel bad about how their parents would react if they did not learn English, in fact their parents would not be angry if they did not learn English.

Table 4.39

Item.29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	9	64.3	64.3	64.3
	A	4	28.6	28.6	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 1 student (7.1%) Strongly Agree, 4 students (28,6%) Agree and 9 (64.3%) Medium.

To the item number 29, most respondents say "Medium" students state the medium or neutral only with the statement they feel nervous when answering or giving presentations in English class, because when they are in front of the class giving presentations in English they feel normal.

Table 4.40

Item.30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	21.4	21.4	21.4
	M	6	42.9	42.9	64.3
	A	3	21.4	21.4	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 2 students (14.3%) Strongly Agree, 3 students (21.4%) Agree, 6 students (42.9%) Medium and 3 students (21.4%) Disagree.

To the item number 30, most respondents say" Medium" students state the medium or neutral only with the statement Their parents will be angry if they are bad in English, in fact their parents are normal with them bad in English.

Table 4.41

Item.31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	7.1	7.1	7.1
	D	1	7.1	7.1	14.3
	M	6	42.9	42.9	57.1
	A	5	35.7	35.7	92.9
	SA	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 1 student (7.1%) Strongly Agree, 5 students (35.7%) Agree, 6 students (42.9%) Medium, 1 student (7.1%) Disagree and 1 student (7.1%) Strongly Disagree.

To the item number 31, most respondents " Medium" students state only medium or neutral with the statement students are worried that when they do worse than my classmates in English, in reality in class they do not feel inferior or afraid if their English is bad from other friends.

Table 4.42

Item.32

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
	M	7	50.0	50.0	57.1
Valid	A	4	28.6	28.6	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English". There were 2 students (14.3%) Strongly Agree, 4 students (28.6%) Agree, 7 students (50.0%) Medium and 1 student (7.1%) Strongly Disagree.

To the item number 32, most respondents "Medium "students state only medium or neutral with the teacher's statement praising when they become fluent in English, the teacher is neutral towards students whose English is good or bad.

Table 4.43

Item.33

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	7.1	7.1	7.1
	M	5	35.7	35.7	42.9
Valid	A	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

Item 33, "My parents praise me when I become proficient in English". There were 8 students (57.1%) Agree, 5 students (35.7%) Medium and 1 student (7.1%) Strongly Disagree.

To the item number 33, most respondents say "Agree "students expressly agree with the statement Parents of students will praise when they become fluent

in English, most parents will be proud of the advantages that their children have so parents will praise them if they are fluent in English.

Table 4.44

Item.34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	7.1	7.1	7.1
	M	7	50.0	50.0	57.1
	A	4	28.6	28.6	85.7
	SA	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 2 students (14.3%) Strongly Agree, 4 students (28.6%) Agree, 7 students (50.0%) Medium and 1 student (7.1%) Disagree.

To the item number, most respondents say" Medium "students stated the medium with an English statement made students feel bad about how their parents would react if they did not learn English, students would be worried if the English they learned was bad then they were afraid that their parents' reactions were also bad.

Table 4.45

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	68	Agee	18	72	Agree
2	78	Agree	19	61	Neutral
3	70	Agree	20	72	Agree
4	58	Neutral	21	70	Agree
5	65	Agree	22	65	Agree
6	57	Neutral	23	48	Neutral
7	74	Agree	24	58	Neutral
8	65	Agree	25	54	Neutral
9	51	Neutral	26	52	Neutral
10	61	Agree	27	65	Agree
11	57	Neutral	28	57	Neutral
12	70	Agree	29	68	Agree
13	65	Agree	30	65	Agree
14	71	Agree	31	65	Agree
15	72	Agree	32	68	Agree
16	55	Neutral	33	68	Agree
17	77	Agree	34	70	Agree

In order to make it simple, the author divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows:

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Table 4.46

Item.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	5	41.7	41.7	41.7
	A	7	58.3	58.3	100.0
	Total	12	100.0	100.0	

Item 1, "I really enjoy learning English'". There were 7 students (58.3%) Agee and 5 students (41.7%) Medium.

To the item number 1, most respondent say " Agree ", students agreed that they enjoyed the presence of English lessons at school.

The calculation of analysis students' perception item 1 :

$$Score = \left(\frac{\text{Total Score}}{5 \text{ x N}}\right) \text{ x } 100$$

$$Score = \left(\frac{43}{5 \text{ x } 12}\right) \text{ x } 100$$

$$Score = \left(\frac{43}{60}\right) \text{ x } 100$$

$$Score = 0.71 \text{ x } 100$$

$$Score = 71 \text{ %}$$

Table 4.47

Item.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	8	66.7	66.7	66.7
	A	2	16.7	16.7	83.3
	SA	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 2, "I am studying English for a future job". There were 2 students (16.7%) Strongly Agree, 2 students (16.7%) Agree and 8 students (66.7%) Medium.

To the item number 2, most respondents say " Medium " student say medium in this statement because learning English is not just to get a job in the future.

Table 4.48

Item.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	5	41.7	41.7	41.7
	A	4	33.3	33.3	75.0
	SA	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Item 3, "Studying English makes it easier to find a job". There were 3 students (25.0%) Strongly Agree, 4 students (33.3%) Agree and 5 students (41.7%) Medium.

To the item number 3, most respondents say " Medium " students learning English not to easier find job they are learning English because English subjects are in school.

Table 4.49

Item.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	33.3	33.3	33.3
	M	2	16.7	16.7	50.0
	A	5	41.7	41.7	91.7
	SA	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 1 student (8.3%) Strongly Agree, 5 students (41.7%) Agree, 2 students (16.7%) Medium and 4 students (33.3%) Disagree.

To the item number 4, most respondents say "Agree" with this with this statement most students want to have more in learning English.

Table 4.50

Item.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	33.3	33.3	33.3
	M	7	58.3	58.3	91.7
	A	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 5, "I would like to have a job in which I use English". There were 1 student (8.3%) Agree, 7 students (58.3%) Medium and 4 students (33.3%) Strongly Disagree.

To the item number 5, most respondents say " Medium "most students learn ordinary English don't really think that if they learn English they also have jobs in English..

Table 4.51

Item.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	33.3	33.3	33.3
	M	5	41.7	41.7	75.0
	A	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 3 students (25.0%) Agree, 5 students (41.7%) Medium and 4 students (33.3%) Strongly Disagree.

The item number 6, most respondents say " Medium" most students don't overlook the day when they have an English class because most students are only medium or neutral.

Table 4.52

Item.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	33.3	33.3	33.3
	M	3	25.0	25.0	58.3
	A	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Item 7, "I am studying English to get a good job". There were 5 students (41.7%) Agree, 3 students (25.0%) Medium and 4 students (33.3%) Disagree.

To the item number 7, most respondents say " Agree "they agree a lot they learn English the purpose is just to get a good job.

Table 4.53

Item.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	33.3	33.3	33.3
	D	1	8.3	8.3	41.7
	M	1	8.3	8.3	50.0
	A	2	16.7	16.7	66.7
	SA	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Item 8, "I would like to try to use the English which I have learned". There were 4 students (33.3%) Strongly Agree, 2 students (16.7%) Agee, 1 student (8.3%) Medium, 1 student (8.3%) Disagree and 4 students (33.3%) Strongly Disagree.

To the item number 8, most respondents there are two statements that are equal in number, 4 students say strongly agree and 4 students express strongly disagree, so some students want to use the English they get and there are some students who do not want to use the English they have got.

Table 4.54

Item.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	25.0	25.0	25.0
	D	2	16.7	16.7	41.7
	M	3	25.0	25.0	66.7
	A	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Item 9, "Learning English is a hobby for me'. There were 4 students (33.3%) Agree, 3 students (25.0%) Medium, 2 students (16.7%) Disagree and 3 students (25.0%) Strongly Disagree.

To the item number 9, most respondents say "Agree" most students learn English because of hobbies in English.

Table 4.55

Item.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	16.7	16.7	16.7
	M	3	25.0	25.0	41.7
	A	2	16.7	16.7	58.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 5 students (41.7%) Strongly Agree, 2 students (16.7%) Agree, 3 students (25.0%) Medium and 2 students (16.7%) Disagree.

To the item number 10, most respondents say " Strongly Agree" students think they are happier than speaking English better than other students.

Table 4.56

Item.11

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	8.3	8.3	8.3
	D	3	25.0	25.0	33.3
Valid	M	7	58.3	58.3	91.7
	A	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 11, "I enjoy hearing English programs on the radio". There were 1 student (8.3%) Agree, 7 students (58.3%) Medium, 3 students (25.3%) Disagree and 1 student (8.3%) Strongly Disagree.

To the item number 11, most respondents say " Medium "students are medium in a statement if they like hearing English programs on radio because most students are ordinary and neutral.

Table 4.57

Item.12

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	16.7	16.7	16.7
	M	5	41.7	41.7	58.3
Valid	A	2	16.7	16.7	75.0
	SA	3	25.0	25.0	100.0

	Total	12	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 3 students (25.0%) Strongly Agree, 2 students (16.7%) Agree, 5 students (41.7%) Medium and 2 students (16.7%) Disagree.

To the item number 12, most respondents say " Medium "students' opinions about learning English will talk about their ordinary course, they are more intermediary with this role.

Table 4.58

Item.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	M	4	33.3	33.3	41.7
	A	6	50.0	50.0	91.7
	SA	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 13, "Learning English is a challenge that I enjoy". There were 1 student (8.3%) Strongly Agree, 6 students (50.0%) Agree, 4 students (33.3%) Medium and 1 students (8.3%) Strongly Disagree.

To the item number 13, most respondents say " Agree "students assume that learning English is a challenge they enjoy, so students enjoy existing English lessons at school.

Table 4.59

Item.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	16.7	16.7	16.7
	M	4	33.3	33.3	50.0

	A	3	25.0	25.0	75.0
	SA	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 3 students (25.0%) Strongly Agree, 3 students (25.0%) Agree, 4 students (33.3%) Medium and 2 students (16.7%) Disagree.

To the item number 14, most respondents say " Medium "students consider the medium to if they feel cool can speak English.

Table 4.60

Item.15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	1	8.3	8.3	16.7
	M	4	33.3	33.3	50.0
	A	3	25.0	25.0	75.0
	SA	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 3 students (25.0%) Strongly Agree, 3 students (25.0%) Agree, 4 students (33.3%) Medium, 1 students (8.2%) Disagree and 1 students (8.3%) Strongly Disagree.

To the item number 15, most respondents say " Medium "students learn English not only to be more educated, students mostly act medium and do not ensure that learning English becomes more educated.

Table 4.61

Item.16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	1	8.3	8.3	16.7
	M	5	41.7	41.7	58.3
	A	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". There were 5 students (41.7%) Agree, 5 students (41.7%) Medium, 1 students (8.3%) Disagree and 1 students (8.3%) Disagree.

To the item number 16, most respondents there are 2 students' same responses to statements about students happy to read English books, articles, newspapers and magazines, there are 5 students who agree and there are 5 medium students.

Table 4.62

item.17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	16.7	16.7	16.7
	D	1	8.3	8.3	25.0
	M	2	16.7	16.7	41.7
	A	5	41.7	41.7	83.3
	SA	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 17, "English is useful in searching information on the Internet". There were 2 students (16.7%), 5 students (41.7%) Agree, 2 students (16.7%) Medium, 1 student (8.3%) Disagree and 2 students (16.7%) Strongly Disagree.

To the item number 17, most respondent say " Agree "because English is useful in searching for information on the Internet at this time the internet is growing so rapidly that the internet now uses a lot of English.

Table 4.63

Item.18

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	4	33.3	33.3	33.3
Valid	A	8	66.7	66.7	100.0
	Total	12	100.0	100.0	

Item 18, "I study English to pass examinations". There were 8 students (66.7%) Agree and 4 students (33.3%) Medium.

To the item number 18, most respondent\s say " Agree "English is a compulsory lesson for students to learn English, namely to pass the school exam.

Table 4.64

Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	8.3	8.3	8.3
	D	2	16.7	16.7	25.0
Valid	M	7	58.3	58.3	83.3
	A	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 19, "Everyone studies English, so I also do it". There were 2 students (16.7%) Agree, 7 students (58.3%) Medium, 2 students (16.7%) Disagree and 1 student (8.3%).

To the item number 19, most respondents say "Medium "about the statement that everyone learns English, so he also does it, the response of medium students is because they learn English because English is in school.

Table 4.65

Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	8.3	8.3	8.3
Valid	M	2	16.7	16.7	25.0
	A	9	75.0	75.0	100.0
	Total	12	100.0	100.0	

Item 20, "Being able to speak English will add to my social status". There were 9 students (75.0%) Agree, 2 students (16.7%) Medium and 1 student (8.3%) Strongly Disagree.

To the item number 20, most respondents say " Agree "statements about English speaking will be able to add to social status, students respond agree because when students are able to speak English well then they will be known to many people at school and outside of school.

Table 4.66

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	25.0	25.0	25.0
Valid	M	1	8.3	8.3	33.3
	A	8	66.7	66.7	100.0
	Total	12	100.0	100.0	

Item 21, "I study English because it is required". There were 8 students (55.7%) Agree, 1 students (8.3%) Medium and 3 students (25.9%) Disagree.

To the item number 21, most respondents say "Agree "Students learn English because English is needed.

Table 4.67

Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	25.0	25.0	25.0
	M	4	33.3	33.3	58.3
	A	3	25.0	25.0	83.3
	SA	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 2 students (16.7%) Strongly Agree, 3 students (25.0%) Agree, 4 students (33.3%) Medium and 3 students (25.0%) Disagree.

To the item number 22, most respondents say " Medium "in this speech students say the medium for people will respect them if they speak English well, students do not agree if they speak English well then people will respect them.

Table 4.68

Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	16.7	16.7	16.7
	D	3	25.0	25.0	41.7
	M	5	41.7	41.7	83.3
	A	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 2 students (16.7%) Agree, 5 students (41.7%) Medium, 3 students (25.0%) Disagree and 2 students (16.7%) Strongly Disagree.

To the item number 23, most respondents say "Medium" in a statement about students learning English because their parents told them to study English hard, because their parents were neutral.

Table 4.69

Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	2	16.7	16.7	25.0
	M	7	58.3	58.3	83.3
	A	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 2 students (16.7%) Agree, 7 students (58.3 %) Medium, 2 students (16.7%) Disagree and 1 student (8.3%) Strongly Disagree.

To the item number 24, most respondents say "Medium "because students don't lose their confidence even though they are not good in English.

Table 4.70

Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	16.7	16.7	16.7
	D	1	8.3	8.3	25.0
	M	9	75.0	75.0	100.0
	Total	12	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 9 students (75.0%) Medium, 1 student (8.3%) Disagree and 2 students (16.7%) Strongly Disagree.

To the item number 25, most respondents say "Medium "because students learn English not because the teacher tells them to study English hard but students are medium with English lessons.

Table 4.71

Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	33.3	33.3	33.3
	D	4	33.3	33.3	66.7
	M	3	25.0	25.0	91.7
	SA	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate". There were 1 student (8.3%) Strongly Agree, 3 students (25.0%) Medium, 4 students (33.3%) Disagree and 4 students (33.3%) Strongly Disagree.

To the item number 26, there are two responses that have the same value, 4 students say they don't agree and 4 students say strongly disagree.

Table 4.72

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	4	33.3	33.3	41.7
	M	6	50.0	50.0	91.7
	A	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 1 students (8.3%) Agree, 6 students (50.0%) Medium, 4 students (33.3%) Disagree and 1 student (8.3%) Strongly Disagree.

To the item number 27, most respondents say "Medium "because the statement about the teachers will be angry if students are bad in English, not all teachers will be angry with students who are not good at English because most teachers are medium and neutral in this case.

Table 4.73

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	16.7	16.7	16.7
	D	5	41.7	41.7	58.3
	M	4	33.3	33.3	91.7
	A	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 1 students (8.3%) Agree, 4 students (33.3%) Medium, 5 students (41.7 %) Disagree and 2 students (16.7%) Strongly Disagree.

To the item number 28, most respondents say "Disagree" students feel disagree if they feel bad about how their parents react if they do not learn English, because most parents do not really need their children to learn English.

Table 4.74

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	3	25.0	25.0	33.3
	M	3	25.0	25.0	58.3
	A	3	25.0	25.0	83.3
	SA	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 2 students (16.7%) Strongly Agree, 3 students (25.0%) Medium, 3 students (25.0%) Disagree and 3 students (25.0%) Strongly Disagree.

To the item number 29, there are three values of the same respondents but in different responses, there were 3 students who agreed, 3 students were medium and 3 students were Disagree. in this statement there are 3 students who feel nervous when answering or giving presentations in English class, 3 medium students are ordinary when answering or giving presentations in English class and 3 students who do not disagree because they do not feel nervous when answering presentations in class English.

Table 4.75

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	16.7	16.7	16.7
	D	4	33.3	33.3	50.0
	M	2	16.7	16.7	66.7
	A	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 4 students (33.3%) Agree, 2 students (16.7%) Medium, 4 students (33.3%) Medium and 2 students (16.7%) Strongly Disagree.

To the item number 30, there are 2 values of the same respondents with different responses, there are 4 students who agree and there are 4 students who disagree with the parents of students wanting to be bad in English.

Table 4.76

Item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	2	16.7	16.7	16.7
	M	4	33.3	33.3	50.0
Valid	A	5	41.7	41.7	91.7
	SA	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 1 student (8.3%) Strongly Agree, 5 students (41.7%) Agree, 4 students (33.3%) Medium and 2 students (16.7%) Strongly Disagree.

To the item number 31, most respondents say "Agree" about statements about students worrying that when they are worse than classmates in English, they will feel embarrassed if their English is worse than their other friends.

Table 4.77

Item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	8.3	8.3	8.3
	D	4	33.3	33.3	41.7
Valid	M	4	33.3	33.3	75.0
	A	3	25.0	25.0	100.0
	Total	12	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English". There were 3 students (25.0%) Agree, 4 students (33.3%) Medium, 4 students (33.3%) Disagree and 1 students (8.3%) Strongly Disagree.

To the item number 32, there are 2 different respondent values with different responses, there are 4 intermediate students and there are 4 students who disagree with the teacher who will praise students when they become fluent in English.

Table 4.78

Item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	8.3	8.3	8.3
	D	2	16.7	16.7	25.0
	M	4	33.3	33.3	58.3
	A	3	25.0	25.0	83.3
	SA	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

Item 33, "My parents praise me when I become proficient in English". There were 2 students (16.7%) Strongly Agree, 3 students (25.0%) Agree, 4 students (33.3%) Medium, 2 students (16.7%) Disagree and 1 student (8.3%) Strongly Disagree.

To the item number 33, most respondents say "Medium "Parents of students praise their compilation.

Table 4.79

Item 34

	Frequency	Percent	Valid Percent	Cumulative Percent

	SD	3	25.0	25.0	25.0
	D	1	8.3	8.3	33.3
Valid	M	7	58.3	58.3	91.7
	SA	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 1 student (8.3%) Strongly Agree, 7 students (58.3%) Medium, 1 student (8.3%) Disagree and 3 students (25.0%) Strongly Disagree.

To the item number 34, most respondent say "Medium" statements about their parents will take action if they don't learn English.

Table 4.80

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	71	Agee	18	73	Agree
2	70	Agree	19	56	Neutral
3	76	Agree	20	71	Agree
4	65	Agree	21	68	Agree
5	48	Agree	22	66	Agree
6	51	Neutral	23	54	Neutral
7	61	Agree	24	56	Neutral
8	61	Agree	25	51	Neutral
9	53	Neutral	26	46	Neutral
10	106	Strongly Agree	27	51	Agree
11	53	Neutral	28	46	Neutral

12	70	Agree	29	63	Agree
13	70	Agree	30	53	Neutral
14	71	Agree	31	65	Agree
15	70	Agree	32	53	Neutrel
16	63	Agree	33	65	Agree
17	66	Agree	34	51	Agree

In order to make it simple, the author divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows:

X - A (MULTIMEDIA CLASSES)

Table 4.81

Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	3.4	3.4	3.4
	M	13	44.8	44.8	48.3
Valid	A	9	31.0	31.0	79.3
	SA	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

Item 1 "I really enjoy learning English". There were 6 students (20.7%) Strongly Agree, 9 students (31.0%) Agree, 13 students (44.8%) Medium and 1 student (3.4%).

To the item number 1, most respondents say "Medium" students feel medium with a statement if they enjoy learning English.

The calculation of analysis students' perception item 1 :

$$Score = \left(\frac{\text{Total Score}}{5 \times N}\right) \times 100$$

$$Score = \left(\frac{106}{5 \times 29}\right) \times 100$$

$$Score = \left(\frac{106}{145}\right) \times 100$$

$$Score = 0,73 \times 100$$

$$Score = 73 \%$$

Table 4.82

Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	1	3.4	3.4	3.4
	A	10	34.5	34.5	37.9
	SA	18	62.1	62.1	100.0
	Total	29	100.0	100.0	

Item 2, "I am studying English for a future job". There were 18 students (62.1%) Strongly Agree, 10 students (34.5%) Agree and 1 student (3.4%) Medium.

To the item number 2, most respondents say " Strongly Agree" because most job vacancies or companies that accept job openings include an understanding of English.

Table 4.83

Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	10	34.5	34.5	34.5
	SA	19	65.5	65.5	100.0
	Total	29	100.0	100.0	

Item 3, Studying English makes it easier to find a job". There were 19 students (65.5%) Strongly Agree and 10 students (34.5%) Agree.

To the item number 3, most respondents say "Strongly Agree" a lot of work is attached to English language requirements, so that it is easier to get work people will learn English to get a job.

Table 4.84

Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	D	1	3.4	3.4	6.9
	M	6	20.7	20.7	27.6
	A	12	41.4	41.4	69.0
	SA	9	31.0	31.0	100.0
	Total	29	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 9 students (31.0%) Strongly Agree, 12 students (41.4%) Agree, 6 students (20.7%) Medium, 1 student (3.4%) Disagree and 1 student (3.4%) Strongly Disagree.

To the item number 4, most respondents say "Agree" students agree with statements about them more English lessons.

Table 4.85

Item.5

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	SD	1	3.4	3.4	3.4
	D	3	10.3	10.3	13.8
	M	11	37.9	37.9	51.7
	A	10	34.5	34.5	86.2
	SA	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

Item 5. "I would like to have a job in which I use English". There were 4 students (13.5) Strongly Agree, 10 students (34.5%) Agree, 11 students (37.9%) Medium, 3 students (10.3%) Disagree and 1 students (3.4%) Strongly Disagree.

To the item number 5, most respondents say "Medium" students who learn English don't focus if they graduate later will have a job where they can use the English they have learned because most students learn English because this lesson is required at school.

Table 4.86

Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3.4	3.4	3.4
	M	16	55.2	55.2	58.6
	A	7	24.1	24.1	82.8
	SA	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 5 students (17.2%) Strongly Agree, 7 students (24.1%) Agree, 16 students (55.2%) Medium and 1 students (3.4%) Disagree.

To the item number 6, most respondent say "Medium" Students are not too eager for English classes and also do not want English lessons, not many students are medium and neutral with English lessons at school.

Table 4.87

Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	3	10.3	10.3	10.3
	A	11	37.9	37.9	48.3
	SA	15	51.7	51.7	100.0
	Total	29	100.0	100.0	

Item 7, "I am studying English to get a good job". There were 15 students (51.7%) Strongly Agree, 11 students (37.9%) Agree and 3 students (10.3%) Medium.

To the item number 7, most respondents say "Strongly Agree" Learning English to get a good job is the goal of most students who learn English.

Table 4.88

Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	7	24.1	24.1	24.1
	A	13	44.8	44.8	69.0
	SA	9	31.0	31.0	100.0
	Total	29	100.0	100.0	

Item 8, "I would like to try to use the English which I have learned". There were 9 students (31.0%) Strongly Agree, 13 students (44.8%) Agree and 7 students (24.1%) Medium.

To the item number 8, most respondents say "Agree" Students agree with this statement because they try to use the English language that I have learned outside of class as well as outside of school.

Table 4.89

Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	6.9	6.9	6.9
	D	7	24.1	24.1	31.0
	M	10	34.5	34.5	65.5
	A	7	24.1	24.1	89.7
	SA	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Item 9, "Learning English is a hobby for me". There were 3 students (10.3%) Strongly Agree, 7 students (24.1%) Agree, 10 students (34.5%) Medium, 7 students (24.1%) Disagree and 2 students (6.9%) Strongly Disagree.

To the item number 9, most respondents say " Medium "students learn English not because of their hobbies but they learn English because English lessons are in school so they are only medium with English lessons.

Table 4.90

Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	M	5	17.2	17.2	20.7
	A	15	51.7	51.7	72.4
	SA	8	27.6	27.6	100.0
	Total	29	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 8 students (27.6%) Strongly Agree, 15 students (51.7%) Agree, 5 students (17.2%) Medium and 1 students (3.4%) Strongly Disagree.

To the item number 10, most respondents say " Agree" The assumption that students about English is cool is exposed in this recognition. 51.7% of students think if they will receive extraordinary problems if they want English better than other students.

Table 4.91

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	D	6	20.7	20.7	24.1
	M	19	65.5	65.5	89.7
	A	2	6.9	6.9	96.6
	SA	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Item 11, "I enjoy hearing English programs on the radio". There were 1 student (3.4%) Strongly Agree, 2 students (6.9%) Agree, 19 students (65.5%) Medium, 6 students (20.7%) Disagree and 1 student (3.4%) Strongly Disagree.

To the item number 11, most respondents say " Medium " Students are medium or neutral because not many students like listening to English programs on the radio.

Table 4.92

Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	7	24.1	24.1	24.1
	A	12	41.4	41.4	65.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 10 students (34.5%) Strongly Agree, 12 students (41.4%) Agree and 7 students (24.1%) Medium.

To the item number 12, most respondents say " Agree" the notion of learning English can broaden the views of many students approved because it is true that learning English can broaden one's views because English is a very global language.

Table 4.93

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	6.9	6.9	6.9
	M	7	24.1	24.1	31.0
	A	12	41.4	41.4	72.4
	SA	8	27.6	27.6	100.0
	Total	29	100.0	100.0	

Item 13, "Learning English is a challenge that I enjoy". There were 8 students (27.6%) Strongly Agree, 12 students (41.4%) Agree, 7 students (24.1%) Medium and 2 students (6.9%) Disagree.

To the item number 13, most respondents say "Agree" English lessons are a foreign lesson that many learn students say agree that learning English is a challenge they enjoy.

Table 4.94

item.14

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	5	17.2	17.2	17.2
Valid	A	8	27.6	27.6	44.8
	SA	16	55.2	55.2	100.0
	Total	29	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 16 students (55.2%) Strongly Agree, 8 students (27.6%) Agree and 5 students (17.2%) Medium.

To the item number 14, most respondents say " Strongly Agree" English is a language learned by people in the world, so students or anyone who can speak English will feel cool.

Table 4.95

Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	4	13.8	13.8	13.8
Valid	A	15	51.7	51.7	65.5
	SA	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 10 students (34.5%) Strongly Agree, 15 students (51.7%) Agree and 4 students (13.8%) Medium.

To the item number 15, most respondents say "Agree" students learn English so they are better educated.

Table 4.96

Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	D	3	10.3	10.3	13.8

M	18	62.1	62.1	75.9
A	5	17.2	17.2	93.1
SA	2	6.9	6.9	100.0
Total	29	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". There were 2 students (6.9%) Strongly Agree, 5 students (17.2%) Agree, 18 students (62.1%) Medium, 3 students (10.3%) Disagree and 1 students (3.4%) Strongly Disagree.

To the item number 16, most respondents say " Medium " students do not respond too much to reading English books, articles, newspapers and magazines.

Table 4.97

Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	4	13.8	13.8	13.8
	M	6	20.7	20.7	34.5
Valid	A	7	24.1	24.1	58.6
	SA	12	41.4	41.4	100.0
	Total	29	100.0	100.0	

Item 17, " English is useful in searching information on the Internet". There were 12 students (41.4%) Strongly Agree, 7 students (24.1%) Agree, 6 students (20.7%) Medium and 4 studen6ts (13.8%) Disagree.

To the item number 17, most respondents say "Strongly Agree" they strongly agree that English is useful in finding information on the Internet because the internet uses a lot of English.

Table 4.98

Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	10.3	10.3	10.3
	A	14	48.3	48.3	58.6
	SA	12	41.4	41.4	100.0
	Total	29	100.0	100.0	

Item 18, "I study English to pass examinations". There were 12 students (41.4%) Strongly Agree, 14 students (48.3%) Agree and 3 students (10.3%) Disagree.

To the item number 18, most respondents say "Agree" English lessons are compulsory lessons in every school exam so most students learn English because they want to pass the exam.

Table 4.99

Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	10.3	10.3	10.3
	M	10	34.5	34.5	44.8
	A	11	37.9	37.9	82.8
	SA	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Item 19, "Everyone studies English, so I also do it". There were 5 students (17.2%) Strongly Agree, 11 students (37.9%) Agree, 10 students (24.5%) Medium and 3 students (10.3%) Disagree.

To the item number 19, most students say "Medium" students feel the medium in this statement because learning English at school is an obligation so students just follow

Table 4.100

Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3.4	3.4	3.4
	M	5	17.2	17.2	20.7
	A	10	34.5	34.5	55.2
	SA	13	44.8	44.8	100.0
	Total	29	100.0	100.0	

Item 20, "Being able to speak English will add to my social status". There were 13 students (44.8%) Strongly Agree, 10 students (34.5%) Agree, 5 students (17.2%) Medium and 1 students (3.4%) Disagree.

To the item 20, most respondents say "Agree" English is a worldwide language so students agree if English spending will be able to increase their social status.

Table 4.101

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	58.6	58.6	58.6
	SA	12	41.4	41.4	100.0
	Total	29	100.0	100.0	

Item 21, " I study English because it is required". There were 12 students (41.4%) Strongly Agree and 17 students (58.6%) Agree.

To the item number 21, most respondents say "Agree" English lessons are compulsory lessons that students must agree to if they learn English as needed.

Table 4.102

Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	10.3	10.3	10.3
	M	11	37.9	37.9	48.3
	A	10	34.5	34.5	82.8
	SA	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 5 students (17.2%) Strongly Agree, 10 students (34.5%) Agree, 11 students (37.9%) Medium and 3 students (10.3%) Disagree.

To the item number 22, most respondents say "Medium "statements about people's thoughts will respect if speaking English well is a medium because students don't think too much about other people's responses to those who speak.

Table 4.103

Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	13.8	13.8	13.8
	D	9	31.0	31.0	44.8
	M	13	44.8	44.8	89.7
	A	3	10.3	10.3	100.0

	Total	29	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 3 students (10.3%) Agree, 13 students (44.8%) Medium, 9 students (31.0%) Disagree and 4 students (13.8%) Strongly Disagree.

To the item number 23, most respondents say " Medium "learning English because of coercion from parents is not a reason for students to learn English at school so students prefer medium statements.

Table 4.104

Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	13.8	13.8	13.8
	D	5	17.2	17.2	31.0
	M	8	27.6	27.6	58.6
	A	7	24.1	24.1	82.8
	SA	5	17.2	17.2	100.0
	Total	29	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 5 students (17.2%) Strongly Agree, 7 students (24.1%) Agree, 8 students (27.6%) Disagree and 4 students (13.8%) Strongly Disagree.

To the item number 24, most respondents say "Medium" English lessons are not the only lessons that can help self-confidence by students answering the medium.

Table 4.105

Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	44.8	44.8	44.8

	M	8	27.6	27.6	72.4
	A	6	20.7	20.7	93.1
	SA	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 2 students (6.9%) Strongly Agree, 6 students (20.%) Agree, 8 students (27.6%) Medium and 13 students (44.5%) Disagree.

To the item number 25, most respondents say " Disagree" students learn English not because they are told by the teacher to study it, but because English is a subject that must be studied, therefore students respond disagree with this statement.

Table 4.106

Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	34.5	34.5	34.5
	D	8	27.6	27.6	62.1
	M	6	20.7	20.7	82.8
	A	4	13.8	13.8	96.6
	SA	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate'. There were 1 students (3.4%) Strongly Agree, 4 students 13.8%) Agree, 6 students (20.7%) Medium, 8 (27.6%) Disagree and 10 students (34.5%) Strongly Disagree.

To the item number 26, most respondents say "Strongly Disagree" because students learn English not to move.

Table 4.107

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	13.8	13.8	13.8
	D	7	24.1	24.1	37.9
	M	12	41.4	41.4	79.3
	A	4	13.8	13.8	93.1
	SA	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 2 students (6.9%) Strongly Agree, 4 students (13.8%) Agree, 12 students (41.4%) Medium, 7 students (24.1%) Disagree and 4 students (13.4%) Strongly Disagree.

To the item number 27, most respondents say "Medium" because the teacher is also medium and neutral with students whose English is bad.

Table 4.108

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	10.3	10.3	10.3
	D	9	31.0	31.0	41.4
	M	11	37.9	37.9	79.3
	A	5	17.2	17.2	96.6
	SA	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 1 student (3.4%) Strongly Agree, 5 students (17.2%) Agree, 11 students (37.9%) Disagree and 3 students (10.3%) Strongly Disagree.

To the item number 28, most respondents say "Medium" The parents of the students did not react too much if their English was bad, parents were more relaxed and medium with the results of English subjects.

Table 4.109

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	D	1	3.4	3.4	6.9
	M	12	41.4	41.4	48.3
	A	11	37.9	37.9	86.2
	SA	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 4 students (13.4%) Strongly Agree, 11 students (37.8%) Agree, 12 students (41.4%) Medium, 1 student (3.4%) Disagree and 1 student (3.4%) Strongly Disagree.

To the item number 29, most respondents say "Medium" because students are ordinary when answering or presenting in English in class.

Table 4.110

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	13.8	13.8	13.8
	D	9	31.0	31.0	44.8

	M	12	41.4	41.4	86.2
	A	3	10.3	10.3	96.6
	SA	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 1 student (3.4%) Strongly Agree, 3 students (10.3%) Agree, 12 (41.4%) Medium, 9 students (31.0%) Disagree and 4 students (13.8%) Strongly Disagree.

To the item number 30, most respondents say "Medium" parents of students are medium and neutral about their bad English.

Table 4.111

Item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	6.9	6.9	6.9
	D	4	13.8	13.8	20.7
	M	10	34.5	34.5	55.2
	A	9	31.0	31.0	86.2
	SA	4	13.8	13.8	100.0
	Total	29	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 4 students (13.8%) Strongly Agree, 9 students (31.0%) Agree, 10 students (34.5%) Medium, 4 students (13.8%) Disagree and 2 students (6.9%) Strongly Disagree.

To the item number 31, most respondents say "Medium" because learning English is something that is mandatory at school and learning English is not a desire that comes from the students themselves, so students are medium about their English is worse than other classmates.

Table 4.112

Item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	M	11	37.9	37.9	41.4
	A	8	27.6	27.6	69.0
	SA	9	31.0	31.0	100.0
	Total	29	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English'. There were 9 students (31.0%) Strongly Agree, 8 students (27.6%) Agree, 11 students (37.9%) Medium and 1 student (3.4%) Strongly Disagree.

To the item number 32, most respondents say "Medium" because school does not require students to be fluent in English so the teachers are neutral so students are also medium and neutral in learning English.

Table 4.113

Item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	3.4	3.4	3.4
	M	8	27.6	27.6	31.0
	A	10	34.5	34.5	65.5
	SA	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

Item 33, "My parents praise me when I become proficient in English". There were 10 students (34.5%) Strongly Agree, 10 students (34.5%) Agree, 8 students (27.6%) Medium and 1 students (3.4%) Disagree.

To the item number 33, there is an opinion that has the same value but with a different response, there are 10 students said they strongly agree and

there are 10 students who say agree in this statement students actually have the same opinion that is agree when they become fluent in English then parents will praise they.

Table 4.114

Item 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.4	3.4	3.4
	D	7	24.1	24.1	27.6
	M	13	44.8	44.8	72.4
	A	7	24.1	24.1	96.6
	SA	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 1 student (3.4%) Strongly Agree, 7 students (24.1%) Agree, 13 students (44.8%) Medium, 7 students (24.1%) Disagree and 1 students (3.4%) Strongly Disagree.

To item number 34, most respondents say "Medium" parents of students who are medium and neutral about their reactions if their children do not learn English It makes students also medium.

Table 4.115

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	73	Agee	18	84	Strongly Agree

2	91	Strongly Agree	19	72	Agree
3	94	Strongly Agree	20	84	Strongly Agree
4	78	Agree	21	88	Strongly Agree
5	68	Agree	22	71	Agree
6	76	Neutral	23	50	Neutral
7	88	Strongly Agree	24	62	Agree
8	81	Strongly Agree	25	57	Neutral
9	61	Agree	26	44	Neutral
10	80	Strongly Agree	27	55	Neutral
11	57	Neutral	28	54	Neutral
12	82	Strongly Agree	29	71	Agree
13	77	Agree	30	51	Neutral
14	87	Strongly Agree	31	62	Agree
15	84	Strongly Agree	32	76	Agree
16	62	Agree	33	87	Strongly Agree
17	70	Agree	34	60	Agree

In order to make it simple, the author divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows:

X - B (MULTIMEDIA CLASSES)

Table 4.116

Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9

	Frequency	Percent	Valid Percent	Cumulative Percent
M	15	44.1	44.1	47.1
A	7	20.6	20.6	67.6
SA	11	32.4	32.4	100.0
Total	34	100.0	100.0	

Item 1, "I really enjoy learning English". There were 11 students (32.4%) Strongly Agree, 7 students (20.6%) Agree, 15 students (44.1%) Medium and 1 students (2.9%) Disagree.

To the item number 1, most respondents say "Medium" because students are not too interested in English so students assume the medium in this statement.

The calculation of analysis students' perception item_1:

$$score = \left(\frac{\text{Total Score}}{5 \times N}\right) \times 100S$$

$$Score = \left(\frac{130}{5 \times 34}\right) \times 100$$

$$Score = \left(\frac{130}{170}\right) \times 100$$

$$Score = 0.74 \times 100$$

$$Score = 74\%$$

Table 4.117

Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	M	1	2.9	2.9	5.9
	A	12	35.3	35.3	41.2
	SA	20	58.8	58.8	100.0
	Total	34	100.0	100.0	

Item 2, " I am studying English for a future job". There were 20 students (58.8%) Strongly Agree, 12 students (35.3%) Agree, 1 students (2.9%) Medium and 1 students (2.9%) Strongly Disagree.

To the item number 2, most respondents say "Strongly Agree" because the purpose of students is learning English for their work in the future.

Table 4.118

Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.9	5.9	5.9
	M	3	8.8	8.8	14.7
	A	8	23.5	23.5	38.2
	SA	21	61.8	61.8	100.0
	Total	34	100.0	100.0	

Item 3, "Studying English makes it easier to find a job". There were 21 students (61.8%) Strongly Agree, 8 students (23.5%) Agree, 3 students (8.8%) Medium and 2 students (5.9%) Disagree.

To the item number 3, most respondents say " Strongly Agree" because a lot of work is attached to English language requirements, so that it is easier to get work people will learn English to get a job.

Table 4.119

Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	14.7	14.7	14.7
	M	5	14.7	14.7	29.4
	A	8	23.5	23.5	52.9
	SA	16	47.1	47.1	100.0
	Total	34	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 16 students (46.1%) Strongly Agree, 8 students (23.5%) Agree, 5 students (14.7%) Medium and 5 students (14.7%) Disagree.

To the item number 4, most respondents say " Strongly Agree" because students like English to get a good job makes students want to have more time for English lessons.

Table 4.120

Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	D	3	8.8	8.8	11.8
	M	19	55.9	55.9	67.6
	A	6	17.6	17.6	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 5, "I would like to have a job in which I use English". There were 5 students (14.7%) Strongly Agree, 6 students (17.6%) Agree, 19 students (55.9%) Medium, 3 students (8.8%) Disagree and 1 students (2.9%) Strongly Disagree.

To the item number 5, most respondents say "Medium" because having a job using English that has been learned is one of the things that is uncertain so students choose the medium in this statement.

Table 4.121

Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	11.8	11.8	11.8

M	15	44.1	44.1	55.9
A	11	32.4	32.4	88.2
SA	4	11.8	11.8	100.0
Total	34	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 4 students (11.8%) Strongly Agree, 11 students (32.4%) Agree, 15 students (44.1%) Medium and 4 students (11.8%) Disagree.

To the item number 6, most respondents say "Medium" medium and neutral is the choice of students in the statement students always look forward to the day when they have English classes.

Table 4.122

Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	M	6	17.6	17.6	20.6
	A	10	29.4	29.4	50.0
	SA	17	50.0	50.0	100.0
	Total	34	100.0	100.0	

Item 7, "I am studying English to get a good job". There were 17 students (50.0%) Strongly Agree, 10 students (29.4%) Agree, 6 students (17.6%) Medium and 1 student (2.9%) Disagree.

To the item number 7, most respondents say "Strongly Agree" suitable and good work is the desire of all people as well as students who respond strongly agree because they learn English to get a good job.

Table 4.123
Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	2.9	2.9	2.9
	M	12	35.3	35.3	38.2
Valid	A	15	44.1	44.1	82.4
	SA	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

Item 8, "I would like to try to use the English which I have learned". There were 6 students (17.6%) Strongly Agree, 15 students (44.1%) Agree, 12 students (35.3%) Medium and 1 (2.9%) Disagree.

To the item number, most respondents say " Agree" students want to try using English that has been learned outside of class or outside of school.

Table 4.124

Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	2.9	2.9	2.9
	D	3	8.8	8.8	11.8
	M	20	58.8	58.8	70.6
Valid	A	5	14.7	14.7	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 9, "Learning English is a hobby for me". There were 5 students (14.7%) Strongly Agree, 5 students (14.7%) Agree, 20 (58.8%) Medium, 3 students (8.8%) Disagree and 1 student (2.9%) Strongly Disagree.

To the item number 9, most respondents say " Medium" learning English at school because English is a compulsory school so students answer the medium about learning English is their hobby.

Table 4.125

Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	D	1	2.9	2.9	5.9
	M	8	23.5	23.5	29.4
	A	8	23.5	23.5	52.9
	SA	16	47.1	47.1	100.0
	Total	34	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 16 students (47.1%) Strongly Agree, 8 students (23.5%) Agree, 8 students (23.5%) Medium, 1 student (2.9%) Disagree and 1 student (2.9%) Strongly Disagree.

To the item number 10, most respondents say "Strongly Agree" because English is a worldwide language so students feel extraordinary if they speak English better than other students.

Table 4.126

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	8.8	8.8	8.8
	D	6	17.6	17.6	26.5
	M	17	50.0	50.0	76.5
	A	7	20.6	20.6	97.1
	SA	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Item 11, "I enjoy hearing English programs on the radio". There were 1 student (2.9%) Strongly Agree, 7 students (20.6%) Agree, 17 students (50.0%) Medium, 6 students (17.6%) Disagree and 3 students (8.8%) Strongly Disagree.

To the item number 11, most respondents say " Medium" listening to news or programs on radio is something that is rarely done today, so students respond to the medium.

Table 4.127

Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	3	8.8	8.8	8.8
Valid	A	18	52.9	52.9	61.8
	SA	13	38.2	38.2	100.0
	Total	34	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 13 students (38.2%) Strongly Agree, 18 students (52.9%) Agree and 3 students (8.8%) Medium.

To the item number 12, most respondents say "Agree" because English is a global language, students agree that English will expand their views.

Table 4.128

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	2.9	2.9	2.9
	M	12	35.3	35.3	38.2
Valid	A	13	38.2	38.2	76.5
	SA	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

Item 13, "Learning English is a challenge that I enjoy". There were 8 students (23.5%) Strongly Agree, 13 students (38.3%) Agree, 12 students (35.3%) Medium and 1 student (2.9%) Disagree.

To the item number 13, most respondents say " Agree "challenges when learning English is an unusual challenge but the challenge is enjoyed by students.

Table 4.129

Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
	A	7	20.6	20.6	20.6
Valid	SA	27	79.4	79.4	100.0
	Total	34	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 27 students (79.4%) Strongly Agree and 7 students (20.6%) Agree.

To the item number 14, most respondents say " Strongly Agree "because English is a global language and English is one of the coolest languages in young people.

Table 4.130

Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	5.9	5.9	5.9
	M	4	11.8	11.8	17.6
Valid	A	14	41.2	41.2	58.8
	SA	14	41.2	41.2	100.0
	Total	34	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 14 students (41.2%) Strongly Agree, 14 students (41.2%) Agree, 4 students (11.8%) Medium and 2 students (5.9%) Disagree.

To the item number 15, there are two values of the same respondents in different responses, there are 14 students stated strongly agree and there were 14 students who agreed. Students agree that learning English makes them more educated.

Table 4.131

Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	8.8	8.8	8.8
	D	5	14.7	14.7	23.5
	M	18	52.9	52.9	76.5
	A	6	17.6	17.6	94.1
	SA	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". They are 2 students (5.9%) Strongly Agree, 6 students (17.6%) Agree, 18 students (52.9%) Medium, 5 students (14.7%) Disagree and 3 students (8.8%) Strongly Disagree.

To the item number 16, most respondents say " Medium" students who learn English because the subject is required to do related to the media associated with reading articles, newspapers and magazines that speak English.

Table 4.132

Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.8	8.8	8.8

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	1	2.9	2.9	11.8
	A	10	29.4	29.4	41.2
	SA	20	58.8	58.8	100.0
	Total	34	100.0	100.0	

Item 17, "English is useful in searching information on the Internet". There were 20 students (58.8%) Strongly Agree, 10 students (29.4%) Agree, 1 student (2.9%) Medium and 3 students (8.8%) Disagree.

To the item number 17, most respondents say " Strongly Agree" because English is a language used throughout the world, learning English can make it easier for students to find information.

Table 4.133

Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	5.9	5.9	5.9
	M	1	2.9	2.9	8.8
Valid	A	14	41.2	41.2	50.0
	SA	17	50.0	50.0	100.0
	Total	34	100.0	100.0	

Item 18, "I study English to pass examinations". There were 17 students (50.0%) Strongly Agree, 14 students (41.2%) Agree, 1 student (2.9%) Medium and 2 students (5.9%) Disagree.

To the item number 18, most respondents say "Agree" because English is a compulsory subject for students to agree if they study English to pass the exam.

Table 4.134

Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	M	7	20.6	20.6	23.5
	A	16	47.1	47.1	70.6
	SA	10	29.4	29.4	100.0
	Total	34	100.0	100.0	

Item 19, "Everyone studies English, so I also do it". There were 10 students (29.4%) Strongly Agree, 16 students (47.1%) Agree, 7 students (20.6%) Medium and 1 students (2.9%) Disagree.

To the item number 19, most respondents say " Agree" Most students learn English because compulsory subjects are in school and students agree if they learn English because everyone learns English and follows it.

Table 4.135

Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	4	11.8	11.8	11.8
	A	14	41.2	41.2	52.9
	SA	16	47.1	47.1	100.0
	Total	34	100.0	100.0	

Item 20, "Being able to speak English will add to my social status". There were 16 students (4.7%) Strongly Agree, 14 students (41.2%) Agree and 4 students (11.8%) Medium.

To the item number 20, most respondents say " Strongly Agree "English is a high class language so students strongly agree that being able to agree to English will increase their social status.

Table 4.136

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	M	1	2.9	2.9	5.9
	A	10	29.4	29.4	35.3
	SA	22	64.7	64.7	100.0
	Total	34	100.0	100.0	

Item 21, "I study English because it is required". There were 22 students (64.7%) Strongly Agree, 10 students (29.4%) Agree, 1 student (2.9%) Medium and 1 student (2.9%) Disagree.

To the item number 21, most respondents say " Strongly Agree" can speak English now is very useful because there are those who already know English, so students agree to English lessons because it is needed.

Table 4.137

Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	1	2.9	2.9	8.8
	M	7	20.6	20.6	29.4
	A	17	50.0	50.0	79.4
	SA	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 7 students (20.6%) Strongly Agree, 17 students (50.0%) Agree, 7 students (20.6%) Medium, 1 student (2.9%) Disagree and 2 students (5.9%) Strongly Disagree.

To item number 22, most respondents say "Agree" speak English well in the midst of people who are not too proficient in English to make people amazed and students agree if they think people will respect if they speak English well.

Table 4.138

Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	20.6	20.6	20.6
	D	7	20.6	20.6	41.2
	M	16	47.1	47.1	88.2
	A	2	5.9	5.9	94.1
	SA	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 2 students (5.9%) Strongly Agree, 2 students (5.9%) Agree, 16 students (47.1 %) Medium, 7 students (20.6%) Disagree and 7 students (20.6%) Strongly Disagree.

To the item number 23, most respondents say " Medium" because parents are medium and neutral about English lessons so students answer the medium about learning English because parents tell them to learn English hard.

Table 4.139

Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	8	23.5	23.5	35.3
	M	9	26.5	26.5	61.8
	A	8	23.5	23.5	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 5 (14.7%) Strongly Agree, 8 students (23.5%) Agree, 9 students (26.5%) Medium, 8 students (23.5%) Disagree and 4 students (11.8%) Strongly Disagree.

To the item number 24, most respondents say " Medium "because English is not the only student's confidence.

Table 4.140

Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	14.7	14.7	14.7
	D	6	17.6	17.6	32.4
	M	14	41.2	41.2	73.5
	A	8	23.5	23.5	97.1
	SA	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 1 student (2.9%) Strongly Agree, 8 students (23.5%) Agree, 14 students (41.2%) Medium, 6 students (17.6%) Disagree and 5 students (14.7%) Strongly Disagree.

To the item number 25, most respondents say " Medium "because students learn English not because the teacher tells them to study English hard but students are medium with English lessons.

Table 4.141

Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	11	32.4	32.4	32.4
	D	13	38.2	38.2	70.6
	M	6	17.6	17.6	88.2
Valid	A	2	5.9	5.9	94.1
	SA	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate". There were 2 students (5.9%) Strongly Agree, 2 students (5.9%) Agree, 6 students (17.6%) Medium, 13 students (38.2%) Disagree and 11 students (32.4%) Strongly Disagree.

To the item number 26, most respondents say "Disagree" students stated strongly disagree with the statement that they want to learn English because they want to move, students learning English have no purpose to move they learn English because school has English subjects.

Table 4.142

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	3	8.8	8.8	8.8
	D	12	35.3	35.3	44.1
	M	8	23.5	23.5	67.6
Valid	A	6	17.6	17.6	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 5 students (14.7%) Strongly Agree, 6 students (17.6%) Agree, 8 students (23.5%) Medium, 12 students (35.3%) Disagree and 3 students (8.8%) Strongly Disagree.

To the item number 27, most respondents say "Disagree" because the teacher will not be angry and force his students to be proficient in English.

Table 4.143

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	9	26.5	26.5	38.2
	M	15	44.1	44.1	82.4
	A	4	11.8	11.8	94.1
	SA	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 2 students (5.9%) Strongly Agree, 4 students (11.8%) Agree, 15 students (44.1%) Medium, 9 students (16.5%) Disagree and 4 students (11.8%) Strongly Disagree.

To the item number 28, most respondents say "Medium "because students are ordinary when answering or presenting in English in class.

Table 4.144

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	4	11.8	11.8	11.8
	M	10	29.4	29.4	41.2
	A	8	23.5	23.5	64.7
	SA	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 12 students (35.3%) Strongly Agree, 8 students (23.5%) Agree, 10 students (29.4%) Medium and 4 students (11.8%) Disagree.

To the item number 29, most respondents say " Strongly Agree" because answering questions or presentations in class using English is unusual so students feel nervous.

Table 4.145

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	11.8	11.8	11.8
	D	9	26.5	26.5	38.2
	M	11	32.4	32.4	70.6
	A	4	11.8	11.8	82.4
	SA	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 6 students (17.6%) Strongly Agree, 4 students (11.8%) Agree, 11 students (32.4%) Medium, 9 students (26.5%) Disagree and 4 students (11.8%) Strongly Disagree.

To the item number 30, most respondents say "Medium" because the parents of students are not necessarily their English language are bad results.

Table 4.146

Item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	4	11.8	11.8	17.6
	M	8	23.5	23.5	41.2
	A	11	32.4	32.4	73.5
	SA	9	26.5	26.5	100.0
	Total	34	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 9 students (26.5%) Strongly Agree, 11 students (32.4%) Agree, 8 students (23.5%) Medium, 4 students (11.8%) Disagree and 2 students (5.9%) Strongly Disagree.

To the item number 32, most respondents say " Agree" because students worry when their English is worse than other classmates.

Table 4.147

Item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.9	5.9	5.9
	M	9	26.5	26.5	32.4
	A	13	38.2	38.2	70.6
	SA	10	29.4	29.4	100.0
	Total	34	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English". There were 10 students (29.4%) Strongly Agree, 13 students (38.2%) Agree, 9 students (26.5%) Medium and 2 students (5.9%) Disagree.

To the item number 32, most respondents say " Agree" because basically if students have more abilities than other students, the teacher will praise them.

Table 4.148

Item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	1	2.9	2.9	8.8
	M	11	32.4	32.4	41.2
	A	8	23.5	23.5	64.7
	SA	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

Item 33, "My parents praise me when I become proficient in English". There were 12 students (35.3%) Strongly Agree, 8 students (23.5%) Agree, 11 students (32.4%) Medium, 1 students (2.9%) Disagree and 2 students (5.9%) Strongly Disagree.

To the item number 33, most respondents say " Medium" Parents of students praise their compilation.

Table 4.149

Item 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.9	5.9	5.9
	D	10	29.4	29.4	35.3
	M	13	38.2	38.2	73.5
	A	4	11.8	11.8	85.3
	SA	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 5 students (14.7%) Strongly Agree, 4 students (11.8%) Agree, 13 students (38.2%) Medium, 10 students (29.4%) Disagree and 2 students (5.9%) Strongly Disagree.

To the item number 34, most respondents say " Medium "students stated the medium with an English statement made students feel bad about how their parents would react if they did not learn English, students would be worried if the English they learned was bad then they were afraid that their parents' reactions were also bad.

Table 4.150

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	74	Agee	18	87	Strongly Agree
2	87	Strongly Agree	19	80	Strongly Agree
3	88	Strongly Agree	20	87	Strongly Agree
4	80	Strongly Agree	21	91	Strongly Agree
5	66	Agree	22	75	Agree

6	68	Agree	23	51	Neutral
7	85	Strongly Agree	24	61	Agree
8	73	Agree	25	56	Neutral
9	65	Agree	26	42	Neutral
10	78	Agree	27	58	Neutral
11	58	Neutral	28	54	Neutral
12	85	Strongly Agree	29	76	Agree
13	76	Agree	30	59	Neutral
14	95	Strongly Agree	31	73	Agree
15	83	Strongly Agree	32	78	Agree
16	59	Neutral	33	75	Agree
17	87	Strongly Agree	34	60	Agree

In order to make it simple, the author divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows.

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Table 4.151

Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.5	4.5	4.5
	M	12	54.5	54.5	59.1
	A	7	31.8	31.8	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 1, "I really enjoy learning English". There were 2 students (9.1%) Strongly Agree, 7 students (31.8%) Agree, 12 students (54.5%) Medium and 1 student (4.5%) Disagree.

For the item number 1, most respondents say " Medium "students are medium in learning English at school.

$$score = \left(\frac{\text{Total Score}}{5 \times N}\right) \times 100S$$

$$Score = \left(\frac{76}{5 \times 22}\right) \times 100$$

$$Score = \left(\frac{76}{110}\right) \times 100$$

$$Score = 0.69 \times 100$$

$$Score = 69 \%$$

Table 4.152

Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
	M	3	13.6	13.6	18.2
Valid	A	13	59.1	59.1	77.3
	SA	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Item 2, "I am studying English for a future job". There were 5 students (22.7%) Strongly Agree, 13 students (59.7%) Agree, 3 students (13.6%) Medium and 1 student (4.5%) Strongly Disagree.

For the item number 2, most respondents say " Agree "they Agree if learning English is for their work in the future, because being able to speak English now is part of the requirements for having a job.

Table 4.153

Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
	M	11	50.0	50.0	54.5
Valid	A	7	31.8	31.8	86.4
	SA	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Item 3, "Studying English makes it easier to find a job". There were 3 students (13.6%) Strongly Agree, 7 students (31.4%) Agree, 11 students (50.0%) Medium and 1 students (4.5%) Strongly Agree.

For the item number 3, most respondents say " Medium" students learning English not to easier find job they are learning English because English subjects are in school.

Table 4.154

Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	13.6	13.6	13.6
	D	6	27.3	27.3	40.9
	M	4	18.2	18.2	59.1
	A	5	22.7	22.7	81.8
	SA	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 4 students (18.2%) Strongly Agree, 5 students (22.7%) Agree, 4 students (18.2%) Medium, 6 students (27.3%) Disagree and 3 students (13.6%) Strongly Disagree.

For the item number 4, most respondents say "Disagree" students don't want to have more time for English lessons.

Table 4.155

Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	4.5	4.5	4.5
	D	12	54.5	54.5	59.1
	M	5	22.7	22.7	81.8
	A	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 5, "I would like to have a job in which I use English". There were 4 students (18.2%) Agree, 5 students (22.7%) Medium, 12 students (54.5%) Disagree and 1 students (4.5%) Strongly Disagree.

For the item number 5, most respondents say " Disagree" because students learn English not because they want to have a job that uses English.

Table 4.156

Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	40.9	40.9	40.9
	M	8	36.4	36.4	77.3
	A	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 5 students (22.7%) Agree, 8 students (36.4%) Medium and 9 students (40.9%) Disagree.

For the item number 6, most respondents say " Medium "English lessons are not the most awaited lesson for students.

Table 4.157

Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	13	59.1	59.1	59.1
	A	3	13.6	13.6	72.7
	SA	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

Item 7," I am studying English to get a good job". There were 6 students (27.3%) Strongly Agree, 3 students (13.6%) Agree and 13 students (59.1%) Medium.

For the item number 7, most respondents say "Medium" learning English is neutral so students choose the medium because they learn English not only to get a good job.

Table 4.158

Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.5	4.5	4.5
	M	8	36.4	36.4	40.9
	A	10	45.5	45.5	86.4
	SA	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Item 8, "I would like to try to use the English which I have learned". There were 3 students (13.6%) Strongly Agree, 10 students (45.5%) Agree, 8 students (36.4%) Medium and 1 students (4.5%) Disagree.

For the item number 8, most respondents say "Agree" because students often use English to try the knowledge they have gotten at school.

Table 4.159

Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	18.2	18.2	18.2
	D	3	13.6	13.6	31.8
	M	11	50.0	50.0	81.8
	A	2	9.1	9.1	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 9, "Learning English is a hobby for me". There were 2 students (9.1%) Strongly Agree, 2 students (9.1%) Agree, 11 students (50.0%) Medium, 3 students (13.6%) Disagree and 4 students (18.2%) Strongly Disagree.

For the item number 9, most respondents say " Medium "learning English is a compulsory lesson at school so learning English is not just a hobby.

Table 4.160

Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	4.5	4.5	4.5
	M	11	50.0	50.0	54.5
Valid	A	7	31.8	31.8	86.4
	SA	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 3 students (13.6%) Strongly Agree, 7 students (31.8%) Agree, 11 students (50.0%) Medium and 1 students (4.5%) Disagree.

For the item number 10, most respondents say " Medium" speaking English is not done by students so students choose the medium.

Table 4.161

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	7	31.8	31.8	31.8
	M	12	54.5	54.5	86.4
Valid	A	1	4.5	4.5	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 11, "I enjoy hearing English programs on the radio". There were 2 students (9.1%) Strongly Agree, 1 students (4.5%) Agree, 12 students (54.5%) Medium and 7 students (31.8 %) Disagree.

For the item number 11, most respondents say " Medium "listening to news or other things on the radio is something that is rarely done by people now, especially for students who listen to the radio program English is rarely done so students choose the medium.

Table 4.162

Item 12

	Frequency	Percent	Valid Percent	Cumulative Percent
D	1	4.5	4.5	4.5
M	9	40.9	40.9	45.5
A	9	40.9	40.9	86.4
SA	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 3 students (13.6%) Strongly Agree, 9 students (40.9%) Agree, 9 students (40.9%) Medium and 1 student (4.5%) Disagree.

Table 4.163

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	4	18.2	18.2	18.2
Valid	D	1	4.5	4.5	22.7
	M	9	40.9	40.9	63.6
	A	5	22.7	22.7	86.4

SA	3	13.6	13.6	100.0	For
Total	22	100.0	100.0		the

item number 12, there are 2 same values with different responses, there are 9
students agree and there are 9 medium students.

Item 13, "Learning English is a challenge that I enjoy". There were 3
students (13.6%) Strongly Agree, 5 students (22.7%) Agree, 9 students (40.9%)
Medium, 1 students (4.5%) Disagree and 4 students (18.2%) Strongly Disagree.

For the item number 13, most respondents say "Medium" learning
English is not the only challenge in learning for students so students choose the
medium.

Table 4.164

Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	6	27.3	27.3	27.3
	A	7	31.8	31.8	59.1
	SA	9	40.9	40.9	100.0
	Total	22	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 9 students
(40.9%) Strongly Agree, 7 students (31.8%) Agree and 6 (27.3%) Medium.

For the item number 14, most respondents say " Strongly Agree "English
is a worldwide language so many people think that cool can speak English.

Table 4.165

Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	13.6	13.6	13.6
	M	8	36.4	36.4	50.0
Valid	A	6	27.3	27.3	77.3
	SA	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 5 students (22.7%) Strongly Agree, 6 students (27.3%) Agree, 8 students (36.4%) Medium and 3 student (13.6%) Disagree.

For the item number 15, most respondents say " Medium" become educated not only by learning English, so students choose the medium.

Table 4.166

Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
	D	7	31.8	31.8	36.4
Valid	M	8	36.4	36.4	72.7
	A	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". There were 6 students (27.3%), 8 students (36.4%) Medium, 7 students (31.8%) Disagree and 1 student (4.5%) Strongly Disagree.

For the item number 16, most respondents say " Medium" students expressed the medium about their pleasure in reading English articles, newspapers and magazines.

Table 4.167

Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	4.5	4.5	4.5
	M	9	40.9	40.9	45.5
	A	8	36.4	36.4	81.8
	SA	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 17, "English is useful in searching information on the Internet". There were 4 students (18.2%) Strongly Agree, 8 students (36.4%) Agree, 9 students (40.9%) Medium and 1 student (4.5%) Disagree.

For the item number 17, most respondents say " Medium" students say the medium in the benefits of English in searching for information on the internet, because students can manage and use Indonesian in searching for information on the internet.

Table 4.168

Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	6	27.3	27.3	27.3
	A	12	54.5	54.5	81.8
	SA	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 18, "I study English to pass examinations". There were 4 students (18.2%) Strongly Agree, 12 students (54.5%) Agree and 6 students (27.3%) Medium.

For the item number 18, most respondents say "Agree "because on the school exam schools and national examinations, so most students learn English to pass the exam.

Table 4.169

Table 19

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	4	18.2	18.2	18.2
	M	7	31.8	31.8	50.0
Valid	A	9	40.9	40.9	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 19, "Everyone studies English, so I also do it". There were 2 students (9.1%) Strongly Agree, 9 students (40.9%) Agree, 7 (31.8%) Medium and 4 (18.2%) Disagree.

For the item number 19, most respondents say " Agree" Many people today are learning English so that their closest friends or people will also learn a lot of English because everyone learns English.

Table 4.170

Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
	M	6	27.3	28.6	28.6
	A	7	31.8	33.3	61.9
Valid	SA	8	36.4	38.1	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

Item 20, "Being able to speak English will add to my social status". There were 8 students (36.4%) Strongly Agree, 7 students (31.8%) Agree and 6 students (27.3%) Medium.

For the item number 20, most respondents say "Strongly Agree" able to speak English able to make students' social status increase.

Table 4.171

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	4.5	4.5	4.5
	M	11	50.0	50.0	54.5
Valid	A	5	22.7	22.7	77.3
	SA	5	22.7	22.7	100.0
	Total	22	100.0	100.0	

Item 21, "I study English because it is required". There were 5 students (22.7%) Strongly Agree, 5 students (22.7%) Agree, 11 students (50.0%) Medium and 1 Students (4.5%) Disagree.

For the item number 21, most respondents say "Medium" students stated the medium about learning English because it was needed, students did not see too much about learning English as needed.

Table 4.172

Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	9.1	9.1	9.1
	M	7	31.8	31.8	40.9
Valid	A	9	40.9	40.9	81.8
	SA	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 4 students (18.2%) Strongly Agree, 9 students (40.9%) Agree, 7 students (31.8%) Medium and 2 students (9.1%) Disagree.

For the item number 22, most respondents say "Agree" many people will respect if we have strengths, so students agree that people will respect them if they speak English well.

Table 4.173

Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
	D	10	45.5	45.5	50.0
Valid	M	6	27.3	27.3	77.3
	A	3	13.6	13.6	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 2 students (9.1%) Strongly Agree, 3 students (13.6%) Agree, 6 students (27.3%) Medium, 10 students (45.5%) Disagree and 1 students (4.5%) Strongly Disagree.

For the item number 23, most respondents say " Disagree" because students' parents did not tell them to study English hard.

Table 4.174

Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
	D	5	22.7	22.7	27.3
Valid	M	10	45.5	45.5	72.7
	A	4	18.2	18.2	90.9
	SA	2	9.1	9.1	100.0

	Total	22	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 2 students (9.1%) Strongly Agree, 4 students (18.2%) Agree, 10 students (45.5%) Medium, 5 students (22.7%) Disagree and 1 student (4.5%) Strongly Disagree.

For the item number 24, most respondents say " Medium "because English is not the only student's confidence.

Table 4.175

Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	8	36.4	36.4	36.4
	M	6	27.3	27.3	63.6
Valid	A	7	31.8	31.8	95.5
	SA	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 1 student (4.5%) Strongly Agree, 7 students (31.8%) Agree, 6 students (27.3%) Medium and 8 students (36.4%) Disagree.

For the item number 25, most respondents say "Disagree" because students learn English not because they are told by the teacher to study English hard.

Table 4.176

Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	4.5	4.5	4.5
Valid	D	5	22.7	22.7	27.3
	M	7	31.8	31.8	59.1

A	4	18.2	18.2	77.3
SA	5	22.7	22.7	100.0
Total	22	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate". There were 5 students (22.7%) Strongly Agree, 4 students (18.2%) Agree, 7 students (31.8%) Medium, 5 students (22.7%) Disagree and 1 student (4.5%) Strongly Disagree.

For the item number 26, most respondents say " Medium" because students learn English not only because they want to move.

Table 4.177

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	9.1	9.1	9.1
	D	6	27.3	27.3	36.4
	M	8	36.4	36.4	72.7
	A	4	18.2	18.2	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 2 students (9.1%) Strongly Agree, 4 students (18.2%) Agree, 8 students (36.4%) Medium, 6 students (27.3%) Disagree and 2 students (9.1%) Strongly Disagree.

For the item number 27, most respondents say " Medium" because not all teachers will be angry if their English is bad.

Table 4.178

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	9.1	9.1	9.1
	D	7	31.8	31.8	40.9
	M	7	31.8	31.8	72.7
	A	3	13.6	13.6	86.4
	SA	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 3 students (13.6%) Strongly Agree, 3 students (13.6%) Agree, 7 students (31.8%) Medium, 7 students (31.8%) Disagree and 2 students (9.1%) Strongly Disagree.

For the item number 28, there were two responses with the same score but different responses, there were 7 responses from the medium students and 7 responses from the disagree students.

Table 4.179

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	13.6	13.6	13.6
	M	8	36.4	36.4	50.0
	A	9	40.9	40.9	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 2 (9.1%) Strongly Agree, 9 students (40.9%) Agree, 8 students (36.4%) Medium and 3 students (13.6%) Disagree.

For the item number 29, most respondents say "Agree" because students who learn English feel nervous when answering and giving presentations in class.

Table 4.180

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	13.6	13.6	13.6
	D	8	36.4	36.4	50.0
	M	6	27.3	27.3	77.3
	A	1	4.5	4.5	81.8
	SA	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 4 students (18.2%) Strongly Agree, 1 student (4.5%) Agree, 6 students (27.3%) Medium, 8 students (36.4%) Disagree and 3 students (13.6%) Strongly Disagree.

For the item number 30, most respondents say " Disagree" Students' parents will not be angry if students cannot speak English.

Table 4.181

Item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	6	27.3	27.3	27.3
	M	8	36.4	36.4	63.6
	A	7	31.8	31.8	95.5
	SA	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 1 student (4.5%) Strongly Agree, 7 students (31.8%) Agree, 8 students (36.4%) Medium and 6 students (27.3%) Disagree.

For the item number 31, most respondents "Medium" students state only medium or neutral with the statement students are worried that when they do worse than my classmates in English, in reality in class they do not feel inferior or afraid if their English is bad from other friends.

Table 4.182

Item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	4.5	4.5	4.5
	M	6	27.3	27.3	31.8
Valid	A	9	40.9	40.9	72.7
	SA	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English". There were 6 students (27.3%) Strongly Agree, 9 students (40.9%) Agree, 6 students (27.3%) Medium and 1 student (4.5%) Disagree.

For the item number 32, most respondents say "Agree" students agree that if their English is good, the teacher will praise them.

Table 4.183

Item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	1	4.5	4.5	4.5
	M	12	54.5	54.5	59.1
Valid	A	6	27.3	27.3	86.4
	SA	3	13.6	13.6	100.0

| | | Total | 22 | 100.0 | 100.0 | |

Item 33, "My parents praise me when I become proficient in English". There were 3 students (13.6%) Strongly Agree, 6 students (27.3%) Agree, 12 students (54.5%) Medium and 1 student (4.5%) Disagree.

For the item number 33, most respondents say "Medium" because students' parents are neutral, students answer the medium about their parents who will praise them when they are fluent in English.

Table 4.184

Item 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	9.1	9.1	9.1
	D	6	27.3	27.3	36.4
	M	8	36.4	36.4	72.7
	A	4	18.2	18.2	90.9
	SA	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 2 students (9.1%) Strongly Agree, 4 students (18.2%) Agree, 8 students (36.4%) Medium, 6 students (27.3%) Disagree and 2 students (9.1%) Strongly Disagree.

For the item number 34, most respondents say " Medium "students stated the medium with an English statement made students feel bad about how their parents would react if they did not learn English, students would be worried if the English they learned was bad then they were afraid that their parents' reactions were also bad.

Table 4.185

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	69	Agee	18	78	Agree
2	79	Agree	19	68	Agree
3	70	Agree	20	50	Neutral
4	60	Agree	21	72	Agree
5	50	Neutral	22	73	Agree
6	56	Neutral	23	55	Neutral
7	73	Agree	24	60	Agree
8	73	Agree	25	60	Agree
9	55	Neutral	26	66	Agree
10	70	Agree	27	58	Neutral
11	58	Neutral	28	58	Neutral
12	72	Agree	29	69	Agree
13	61	Agree	30	55	Neutral
14	82	Strongly Agree	31	57	Neutral
15	71	Agree	32	78	Agree
16	57	Neutral	33	70	Agree
17	73	Agree	34	58	Neutral

In order to make it simple, the author divides items separately by asking for frequencies each item on students' learning motivation in English. Data provided as follows:

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Table 4.186

Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	7.7	7.7	7.7
Valid	M	16	61.5	61.5	69.2
	A	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Item 1, "I really enjoy learning English'. There were 8 students (30.8%) Agree, 16 students (61.5%) Medium and 2 students (7.7%) Disagree.

For the item number 1, most respondents say " Medium" students do not always enjoy English lessons and are not always satisfied with English lessons so students provide media response to this statement.

The calculation of analysis students' perception item_1 :

$$score = \left(\frac{\text{Total Score}}{5 \text{ x N}}\right) \text{ x } 100\text{S}$$

$$Score = \left(\frac{84}{5 \text{ x } 26}\right) \text{ x } 100$$

$$Score = \left(\frac{84}{130}\right) \text{ x } 100$$

$$Score = 0.64 \text{ x } 100$$

$$Score = 64 \%$$

Table 4.187

Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	2	7.7	7.7	7.7
Valid	M	6	23.1	23.1	30.8
	A	10	38.5	38.5	69.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Item 2, "I am studying English for a future job". There were 8 students (30.8%) Strongly Agree, 10 students (38.5%) Agree, 6 students (23.1%) Medium and 2 students (7.7%).

For the item number 2, most respondents say "Agree" learning English for future work is the reason students learn English.

Table 4.188

Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
	D	3	11.5	11.5	11.5
	M	7	26.9	26.9	38.5
Valid	A	12	46.2	46.2	84.6
	SA	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Item 3, "Studying English makes it easier to find a job". There were 4 students (15.4%) Strongly Agree, 12 students (46.2%) Agree, 7 students (26.9%) and 3 students (11.5%) Disagree.

For the item number 3, most respondents say "Agree" finding a job is very difficult so learning English is an added value for them to find work more easily.

Table 4.189

Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	3	11.5	11.5	11.5
Valid	D	3	11.5	11.5	23.1
	M	13	50.0	50.0	73.1

A	5	19.2	19.2	92.3
SA	2	7.7	7.7	100.0
Total	26	100.0	100.0	

Item 4, "I hope that we have more English lessons". There were 2 students (7.7%) Strongly Agree, 5 students (19.2%) Agree, 13 students (50.0%) Medium, 3 students (11.5%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 4, most respondents say " Medium" learning English is not the only lesson students learn at school so students choose the medium because they don't just learn about English.

Table 4.190

Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	5	19.2	19.2	26.9
	M	14	53.8	53.8	80.8
	A	3	11.5	11.5	92.3
	SA	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 5, " I would like to have a job in which I use English". There were 2 students (7.7%) Strongly Agree, 3 students (11.5%) Agree, 14 students (53.8%) Medium, 5 students (19.2%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 5, most respondents say "Medium" not many people want to have jobs that use English as well as their students do not require to get a job that uses English.

Table 4.191

Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	19.2	19.2	19.2
	D	6	23.1	23.1	42.3
	M	12	46.2	46.2	88.5
	A	2	7.7	7.7	96.2
	SA	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 6, "I always look forward to the day when we have English class". There were 1 student (3.8%) Strongly Agree, 2 students (7.7%) Agree, 12 students (46.2%) Medium, 6 students (23.1%) Disagree and 5 students (19.2%) Strongly Disagree.

For the item number 6, most respondents say "Medium" English lessons are not the most awaited lesson for students.

Table 4.192

Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	3	11.5	11.5	19.2
	M	7	26.9	26.9	46.2
	A	9	34.6	34.6	80.8
	SA	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Item 7, "I am studying English to get a good job". There were 5 students (19.2%) Strongly Agree, 9 students (34.6%) Agree, 7 students (26.9%) Medium, 3 students (11.5%) Disagree and 2 students (7.7%).

For the item number 7, most respondents say "Agree" getting a good job is the dream of all people so the faithful agree to learn English is to get a good job.

Table 4.193

Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	M	8	30.8	30.8	38.5
	A	12	46.2	46.2	84.6
	SA	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Item 8, " I would like to try to use the English which I have learned". There were 4 students (15.4%) Strongly Agree, 12 students (46.2%) Agree, 8 students (30.8%) Medium and 2 students (7.7%) Strongly Disagree.

For the item number 8, most respondents say "because students often interact using the English they have learned.

Table 4.194

Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	8	30.8	30.8	42.3
	M	13	50.0	50.0	92.3
	SA	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 9," Learning English is a hobby for me". There were 2 students (7.7.%) Strongly Agree,13 students (50.0%) Medium, 8 students (30.8%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 9, most respondents say " Medium "students learn English not because of their hobbies but they learn English because English lessons are in school so they are only medium with English lessons.

Table 4.195

Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	6	23.1	23.1	30.8
	M	5	19.2	19.2	50.0
	A	8	30.8	30.8	80.8
	SA	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Item 10, "It feels great if I speak better English compared to other students". There were 5 students (19.2%) Strongly Agree, 8 students (30.8%) Agree, 5 students (19.2%) Medium, 6 students (23.1%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 10, most respondents say "Agree" have the advantage of making someone feel extraordinary so students give a response in agreement because they will feel very extraordinary if they speak English better than other students.

Table 4.196

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	11	42.3	42.3	53.8
	M	9	34.6	34.6	88.5
	A	2	7.7	7.7	96.2
	SA	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 11, " I enjoy hearing English programs on the radio". There were 1 student (3.8%) Strongly Agree, 2 students (7.7%) Agree, 9 students (34.6) Medium, 11 students (42.3%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 11, most respondents say " Disagree" because at this time students have rarely listened to the radio especially listening to the English language program so students gave a response to disagree.

Table 4.197

Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.8	3.8	3.8
	D	1	3.8	3.8	7.7
	M	13	50.0	50.0	57.7
	A	8	30.8	30.8	88.5
	SA	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Item 12, "Studying English will broaden my view". There were 3 students (11.5%) Strongly Agree, 8 students (30.8%) Agree, 13 students

(50.0%) Medium, 1 student (3.8%) Disagree and 1 students (3.8%) Strongly Disagree.

For the item number 12, most respondents say "Medium" students' opinions about learning English will talk about their ordinary course, they are more intermediary with this role.

Table 4.198

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	1	3.8	3.8	11.5
	M	9	34.6	34.6	46.2
	A	10	38.5	38.5	84.6
	SA	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Item 13, "Learning English is a challenge that I enjoy". There were 4 students (15.4%) Strongly Agree, 10 students (38.5%) Agree, 9 students (34.6%) Medium, 1 student (3.8%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 13, most respondents say " Agree" because learning English has its own challenges and students enjoy challenges in learning English.

Table 4.199

Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.8	3.8	3.8
	M	5	19.2	19.2	23.1
	A	10	38.5	38.5	61.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	10	38.5	38.5	100.0
	Total	26	100.0	100.0	

Item 14, "It's cool to be able to speak English". There were 10 students (38.5%) Strongly Agree, 10 students (38.5%) Agree, 5 students (19.2%) Medium and 1 student (3.8%) Strongly Disagree.

For the item number 14, in this statement there are 2 same values with different responses, there are 10 students strongly agree and there are 10 students who agree.

Table 4.200

Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	2	7.7	7.7	7.7
	M	6	23.1	23.1	30.8
Valid	A	15	57.7	57.7	88.5
	SA	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Item 15, "I am learning English to become more educated". There were 3 students (11.5%) Strongly Agree, 15 students (57.7%) Agree, 6 students (23.1%) Medium and 2 students (7.7%) Strongly Disagree.

For the item number 15, most respondents say " Agree" learning English can affect students to be more educated.

Table 4.201

Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	4	15.4	15.4	15.4
Valid	D	6	23.1	23.1	38.5
	M	14	53.8	53.8	92.3

	A	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 16, "I enjoy reading English books, articles, newspapers and magazines". There were 2 students (7.7%) Agree, 14 students (53.8%) Medium, 6 students (23.1%) Disagree and 4 students (15.4%) Strongly Disagree.

For the item number 16, most respondents say " Medium" someone's penchant for reading English books, articles, newspapers and magazines is not so much that students give a medium response.

Table 4.202

Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.8	3.8	3.8
	D	4	15.4	15.4	19.2
	M	5	19.2	19.2	38.5
	A	8	30.8	30.8	69.2
	SA	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Item 17, "English is useful in searching information on the Internet". There were 8 students (30.8%) Strongly Agree, 8 students (30.8%) Agree, 5 students (19.2%) Medium, 4 students (15.4%) Disagree and 1 students (3.8%) Strongly Disagree.

For the item number 17, there are 2 same values in different responses, there are 8 responses students strongly agree and 8 responses students agree.

Table 4.203

Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	1	3.8	3.8	3.8
	M	2	7.7	7.7	11.5
Valid	A	14	53.8	53.8	65.4
	SA	9	34.6	34.6	100.0
	Total	26	100.0	100.0	

Item 18, "I study English to pass examinations'. There were 9 students (34.6%) Strongly Agree, 14 students (53.8%) Agree, 2 students (7.7%) Medium and 1 student (3.8%) Strongly Disagree.

For the item number 18, most respondents say "Agree" because students learn English because they want to graduate.

Table 4.204

Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	2	7.7	7.7	7.7
	D	1	3.8	3.8	11.5
	M	7	26.9	26.9	38.5
Valid	A	14	53.8	53.8	92.3
	SA	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 19, " Everyone studies English, so I also do it". There were 2 students (7.7%) Strongly Agree, 14 students (53.8%) Agree, 7 students (26.9%) Medium, 1 student (3.8%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 19, most respondents say " Agree" because everyone learns English so many students who learn English also take part in learning English.

Table 4.205

Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	2	7.7	7.7	15.4
	M	5	19.2	19.2	34.6
	A	12	46.2	46.2	80.8
	SA	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Item 20, "Being able to speak English will add to my social status". There were 5 students (19.2%) Strongly Agree, 12 students (46.2%) Agree, 5 students (19.2%) Medium, 2 students (7.7%) Disagree and 2 students Strongly Disagree.

For the item number 20, most respondents say "Agree" because speaking English is a worldwide language so that English can add to the social status of students.

Table 4.206

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	7	26.9	26.9	26.9
	A	12	46.2	46.2	73.1
	SA	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Item 21, "I study English because it is required". There were 7 students (26.9%) Strongly Agree, 12 students (46.2%) Agree and 7 students (26.9%) Medium.

For the item number 21, most respondents say "Agree" English is now much needed for work and for everyday life so students agree that learning English is necessary.

Table 4.207

Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	5	19.2	19.2	26.9
	M	8	30.8	30.8	57.7
	A	10	38.5	38.5	96.2
	SA	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 22, "I think people would respect me if I speak good English". There were 1 student (3.8%) Strongly Agree, 10 students (38.5%) Agree, 8 students (30.8%) Medium, 5 students (19.2%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 22, most respondents say " Agree" if students have advantages such as speaking English well then they will be respected.

Table 4.208

Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	26.9	26.9	26.9
	D	6	23.1	23.1	50.0
	M	9	34.6	34.6	84.6
	A	3	11.5	11.5	96.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	SA	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 23, "I study English because my parents tell me to study English hard". There were 1 student (3.8%) Strongly Agree, 3 students (11.5%) Agree,9 students (34.6%) Medium, 6 students (23.1%) Disagree and 7 students (26.9%) Strongly Disagree.

For the item number 23, most respondents say "Medium" learning English because of coercion from parents is not a reason for students to learn English at school so students prefer medium statements.

Table 4.209

Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
	SD	3	11.5	11.5	11.5
	D	5	19.2	19.2	30.8
Valid	M	10	38.5	38.5	69.2
	A	8	30.8	30.8	100.0
	Total	26	100.0	100.0	

Item 24, "I study English because I would lose confidence if I am bad at English". There were 8 students (30.8%) Agree, 10 students (38.5%) Medium, 5 students (19.2%) Disagree and 3 students (11.5%) Strongly Agree.

For the item number 24, most respondents say "Medium" because self-confidence does not only come from English lessons, students choose the medium for item 24.

Table 4.210

Item 25

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	3	11.5	11.5	23.1
	M	16	61.5	61.5	84.6
	A	2	7.7	7.7	92.3
	SA	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 25, "I study English because teachers tell me to study English hard". There were 2 students (7.7%) Strongly Agree, 2 students (7.7%) Agree, 16 students (61.5%) Medium, 3 students (11.5%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 25, most respondents say "Medium" because students learn English not only are teachers instructed to learn English hard so students choose the medium to respond to this item.

Table 4.211

Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	26.9	26.9	26.9
	D	13	50.0	50.0	76.9
	M	5	19.2	19.2	96.2
	A	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 26, "I want to learn English because I would like to emigrate". There were 1 student (3.8%) Agree, 5 students (19.2%) Medium, 13 students (50.0%) Disagree and 7 students (26.9%) Strongly Disagree.

For the item number 26, most respondents say " Disagree "students learn English not only to move.

Table 4.212

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	7	26.9	26.9	38.5
	M	9	34.6	34.6	73.1
	A	5	19.2	19.2	92.3
	SA	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Item 27, "Teachers would get angry if I were bad at English". There were 2 (7.7%) Strongly Agree, 5 students (19.2%) Agree, 9 (34.6%) Medium, 7 students (26.9%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 27, most respondents say "Medium "" because not all teachers will be angry if their English is bad.

Table 4.213

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	6	23.1	23.1	34.6
	M	11	42.3	42.3	76.9
	A	5	19.2	19.2	96.2
	SA	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Item 28, "It makes me feel badly about how my parents will react if I don't study English". There were 1 student (3.8%) Strongly Agree, 5 students (19.2%) Agree, 11 students (42.3%) Medium, 6 students (23.1%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 28, most respondents say " Medium "Most students' parents do not really respond to their bad English because parents are neutral.

Table 4.214

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.8	3.8	3.8
	D	1	3.8	3.8	7.7
	M	14	53.8	53.8	61.5
	A	3	11.5	11.5	73.1
	SA	7	26.9	26.9	100.0
	Total	26	100.0	100.0	

Item 29, "I get nervous when I answer or give a presentation in English class". There were 7 students (26.9%) Strongly Agree, 3 students (11.5%) Agree, 14 students (53.8%) Medium, 1 students (3.8%) Disagree and 1 students (3.8%) Strongly Disagree.

For the item number 29, most respondent say " Medium "students feel relaxed if they answer or give presentations in English class.

Table 4.215

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5

D	6	23.1	23.1	34.6
M	13	50.0	50.0	84.6
A	4	15.4	15.4	100.0
Total	26	100.0	100.0	

Item 30, "My parents would get angry if I were bad at English". There were 4 students (15.4%) Agree, 13 students (23.1%) Medium, 6 students (23.1%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 30, most respondents say "Medium" parents who are neutral make students answer neutral.

Table 4.216

Item 31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	3.8	3.8	3.8
	D	7	26.9	26.9	30.8
	M	9	34.6	34.6	65.4
	A	5	19.2	19.2	84.6
	SA	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Item 31, "I get worried when I am doing worse than my classmates in English". There were 4 students (15.4%) Strongly Agree, 5 students (19.2%) Agree, 9 students (34.6%) Medium, 7 students (26.9%) Disagree and 1 student (3.8%) Strongly Disagree.

For the item number 31, most respondents say " Medium "students state only medium or neutral with the statement students are worried that when they do worse than my classmates in English, in reality in class they do not feel inferior or afraid if their English is bad from other friends.

Table 4.217

Item 32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	2	7.7	7.7	15.4
	M	9	34.6	34.6	50.0
	A	10	38.5	38.5	88.5
	SA	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Item 32, "Teachers praise me when I become proficient in English". There were 3 students (11.5%) Strongly Agree, 10 students (38.5%) Agree, 9 students (34.6%) Medium, 2 students (7.7%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 32, most respondents say " Agree "all teachers will be proud and praise their students if they have good grades especially if they are fluent in English.

Table 4.218

Item 33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	7.7	7.7	7.7
	D	2	7.7	7.7	15.4
	M	13	50.0	50.0	65.4
	A	6	23.1	23.1	88.5
	SA	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Item 33, "My parents praise me when I become proficient in English". There were 3 students (11.5%) Strongly Agree, 6 students (23.1%) Agree, 13 students (50.0%) Medium, 2 students (7.7%) Disagree and 2 students (7.7%) Strongly Disagree.

For the item number 33, most respondents say " Medium "because students' parents are neutral, students answer the medium about their parents who will praise them when they are fluent in English.

Table 4.219

Item 34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	11.5	11.5	11.5
	D	9	34.6	34.6	46.2
	M	8	30.8	30.8	76.9
	A	3	11.5	11.5	88.5
	SA	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

Item 34, "It makes me feel badly about how my parents will react if I don't study English". There were 3 students (11.5%) Strongly Agree, 3 students (11.5%) Agree, 8 students (30.8%) Medium, 9 students (34.6%) Disagree and 3 students (11.5%) Strongly Disagree.

For the item number 34, most respondents say " Disagree" parents do not react badly when students do not learn English.

Table 4.220

Final Result Of Analysis Students' Perception

NO	Score	Categorized	No	Score	Categorized
1	64	Agee	18	79	Agree

2	78	Agree	19	70	Agree
3	73	Agree	20	72	Agree
4	60	Agree	21	80	Strongly Agree
5	58	Neutral	22	62	Agree
6	50	Neutral	23	48	Neutral
7	69	Agree	24	57	Neutral
8	72	Agree	25	57	Neutral
9	52	Neutral	26	40	Neutral
10	66	Agree	27	56	Neutral
11	50	Neutral	28	56	Neutral
12	68	Agree	29	70	Agree
13	70	Agree	30	53	Neutral
14	81	Strongly Agree	31	63	Agree
15	73	Agree	32	67	Agree
16	50	Neutral	33	64	Agree
17	73	Agree	34	55	Neutral

All of Final Results from the Student Perception Analysis attached to the results of the above research, the final results of all the analysis data provided as follow:

Table 4.221

Final Result of Analysis Students' all Perception

No	A 1	A 2	A 3	A 4	A 5	A 6	Total	Score	Categorized
1	68	71	73	74	69	64	419	69.8	Agree

2	78	70	91	87	79	78	483	80.5	Strongly Agree
3	70	76	94	88	70	73	471	78.5	Agree
4	58	65	78	80	60	60	401	66.8	Agree
5	65	48	68	66	50	58	355	59.1	Neutral
6	57	51	76	68	56	50	358	59.6	Neutral
7	74	61	88	85	73	69	450	74	Agree
8	65	61	81	73	73	72	425	70.8	Agree
9	51	53	61	65	55	52	337	56.1	Neutral
10	61	106	80	78	70	66	461	76.8	Agree
11	57	53	57	58	58	50	333	55.5	Neutral
12	70	70	82	85	72	68	447	74.5	Agree
13	65	70	77	76	61	70	419	69.8	Agree
14	71	71	87	95	82	81	487	81.1	Strongly Agree
15	72	70	84	83	71	73	453	75.5	Agree
16	55	63	62	59	57	50	346	57.6	Neutral
17	77	66	70	87	73	73	446	47.3	Neutral
18	72	73	84	87	78	79	473	78.8	Agree
19	61	56	72	80	68	70	407	67.8	Agree
20	72	71	84	87	50	72	436	72.6	Agree
21	70	68	88	91	72	80	469	78.1	Neutral
22	65	66	71	75	73	62	412	68.6	Agree
23	48	54	50	51	55	48	306	51	Neutral
24	58	56	62	61	60	57	354	59	Neutral
25	54	51	57	56	60	57	335	55.8	Neutral
26	52	46	44	42	66	40	290	48.3	Neutral
27	65	51	55	58	58	56	343	75.1	Agree
28	57	46	54	54	58	56	325	54.1	Neutral
29	68	63	71	76	69	70	417	69.5	Agree
30	65	53	51	59	55	53	336	56	Neutral
31	65	65	62	73	57	63	385	64.1	Agree
32	68	53	76	78	78	67	420	70	Agree
33	68	65	87	75	70	64	429	71.5	Agree
34	70	51	60	60	58	55	354	59	Neutral

$$\text{Item\_1} = \frac{\text{Total Perception}}{\text{previous Study}}$$

$$= \frac{419}{6}$$

$$= 69.8 \% \text{ (Agree)}$$

C. Discussion

Intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it's cultural, political and ethnic association.

Extrinsic motivation is the result of any number of outside factors, for example, the need to pass an exam, the hope of financial reward or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in the task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences.

Supported by Tomoharu Takahashi (2018) he conducted a research " Motivation of students for learning English in Rwandan schools" The current study investigated the motivation of primary and secondary students in Rwanda for learning English. It examined motivation types and its transition by grade level. Factor analysis identified five factors underlying motivation types: unwillingness-based motivation, intrinsic motivation, anxiety-based motivation, future-oriented motivation, and praise-oriented motivation. Results showed that students in Rwanda overall mostly rely on praise-oriented motivation, followed by intrinsic motivation, future-oriented motivation, anxiety-based motivation, and unwillingness-based motivation.

All indicators show an analysis of students' perceptions with results for class X - A (Motorcycle Engineering Class) 23 Agree items and 11 neutral categorized as Agree with the final results 64.4% and Agree categories, which answer the research questions namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation English.

X - B (Motorcycle Engineering Class) 22 Agree items, 1 item Strongly Agree and 11 items are neutral categorized as Agree with the final result 62.1% and the Agree category, which answers the research question, namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation English.

X - A (Multimedia) 14 Agree items, 12 items Strongly Agree and 8 items are neutral categorized as Agree with the final result 71.6% and the Agree category, which answers the research question, namely the perception students of SMK Karsa Mulya Palangka Raya about Motivation to learn English.

X - B (Multimedia) have 14 Agree items, 12 items Strongly Agree and 8 items are neutral categorized as Agree with the final result 69.5% and the Agree category, which answers the research question namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation in English.

X - A (Light Vehicle Engineering Class) 1 item Strongly Agree and 12 items are neutral categorized as Agree with the final result of 65.1% and the Agree category, which answers the research question, namely the perception of SMK Karsa Mulya Palangka Raya students about Motivation to learn English and.

X - B (Light Vehicle Engineering Class) 19 Agree items, 2 items Strongly Agree and 13 items are neutral categorized as Agree with the final result 63.4% and the Agree category, which answers the research question namely the perception of SMK Karsa Mulya Palangka Raya students about Motivation to learn English. The total items from the questionnaire were 34 questions.

From the results of the research on the questionnaire attached to the results of the above research, findings can be made in a chart to see students' perceptions of motivation to learn English in the school of SMK Karsa Mulya Palangka Raya. The chart is as follows:

Figure 4.1

Student Perception Chart about English Students' motivation at SMK Karsa Mulya Palangka Raya

X - A (MOTORCYCLE ENGINEERING CLASSES)
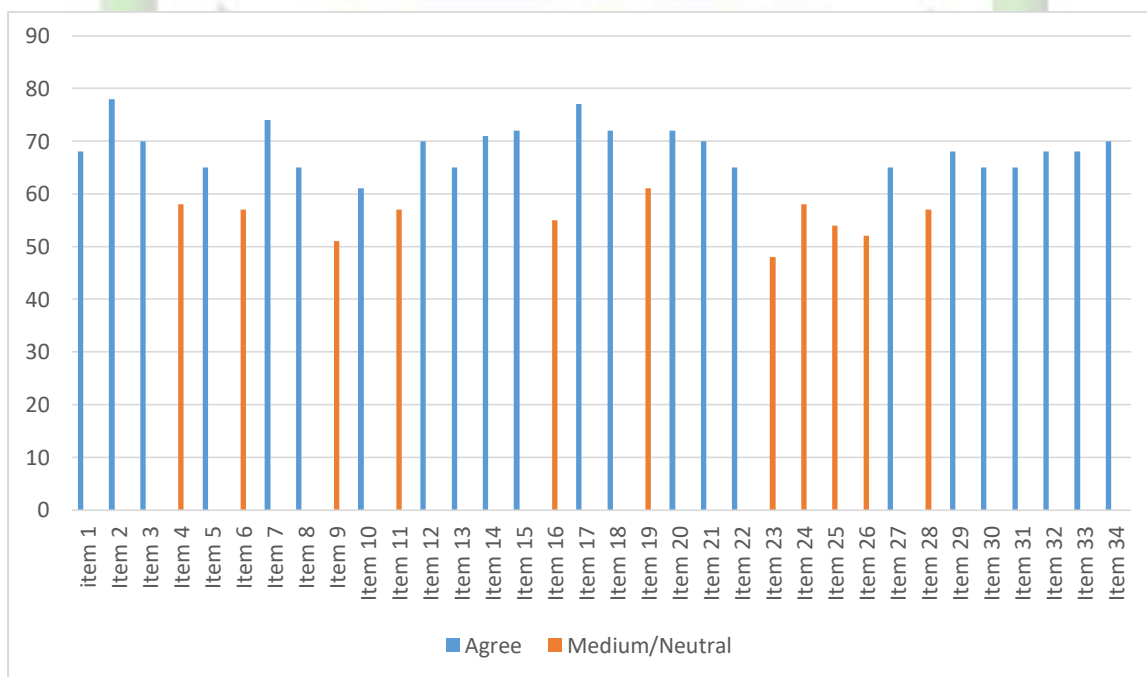
$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{2.192}{34}$$

$$= 64.4 \% \text{ (Agree)}$$

Based on the analysis of tables and drawings above it is was shown that students' perceptions to English learning motivation in SMK Karsa Mulya Palangka Raya which consisted of divided into 23 items are categorized as agree and 11 items are categorized as neutral. The total questionnaire items were 34 questions with the final result being 64.4 % and categorized as Agree.

Figure 4.2

X - B (MOTORCYCLE ENGINEERING CLASSES)
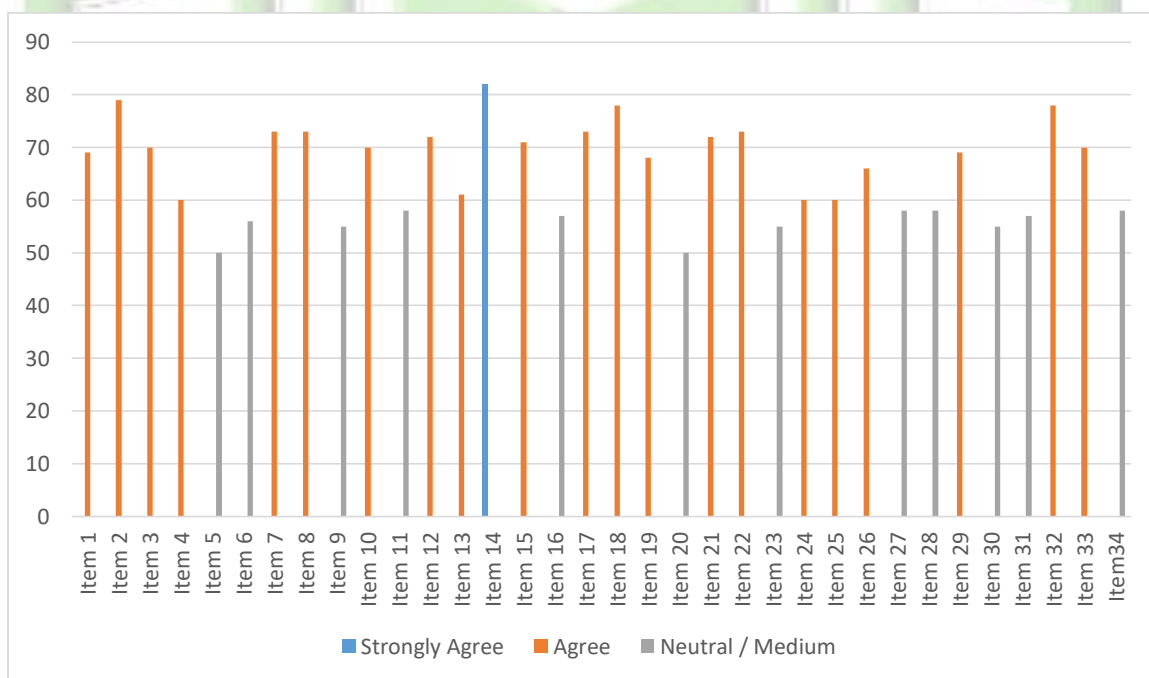
$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{2.113}{34}$$

$$= 62.1 \% \text{ (Agree)}$$

Based on the analysis of tables and drawings above it is shown that students 'perceptions to English learning motivation at SMK Karsa Mulya Palangka Raya which divided into 22 items are categorized as agree, 1 items are categorized as strongly agree and 11 items are categorized as neutral. The total questionnaire items are 34 questions with the final result is 62.1 % and categorized as Agree.

Figure 4.3

X-A (MULTIMEDIA CLASSES)
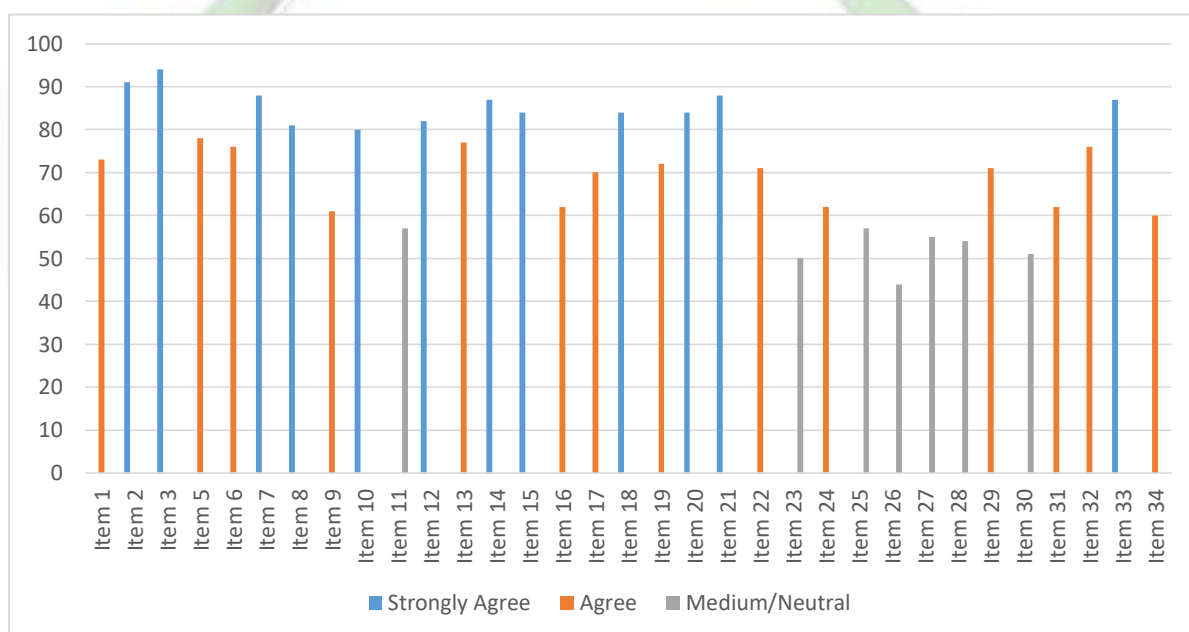
Final result $= \dfrac{\text{Total Score}}{\text{Total Item}}$

$= \dfrac{2.437}{34}$

$= 71.6 \ \% \ (\text{Agree})$

Based on the analysis of tables and drawings above it is shown that students 'perceptions to English learning motivation at SMK Karsa Mulya Palangka Raya which consisted of divided into 14 items are categorized as

agree, 12 items are categorized as strongly agree and 8 items are categorized as neutral. The total questionnaire items are 34 questions with the final result is 71.6% and categorized as Agree.

Figure 4.4

X-B (MULTIMEDIA CLASSES)
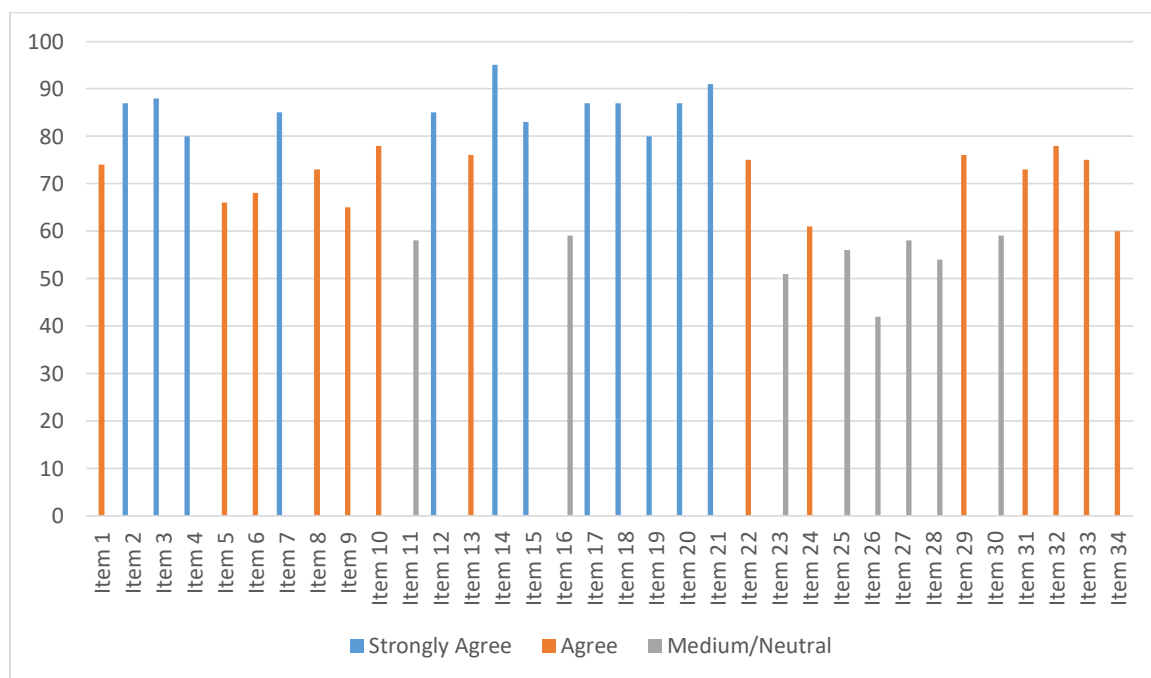
$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{2.364}{34}$$

$$= 69.5 \ \% \ (\text{Agree})$$

Based on the analysis of tables and drawings above it is shown that students 'perceptions to English learning motivation at SMK Karsa Mulya Palangka Raya which consisted of divided into 14 items are categorized as agree, 12 items are categorized as strongly agree and 8 items are categorized as neutral. The total questionnaire items are 34 questions with the final result is 69.5 % and categorized as Agree.

Figure 4.5

X - A (LIGHT VEHICLE ENGINEERING CLASSES)
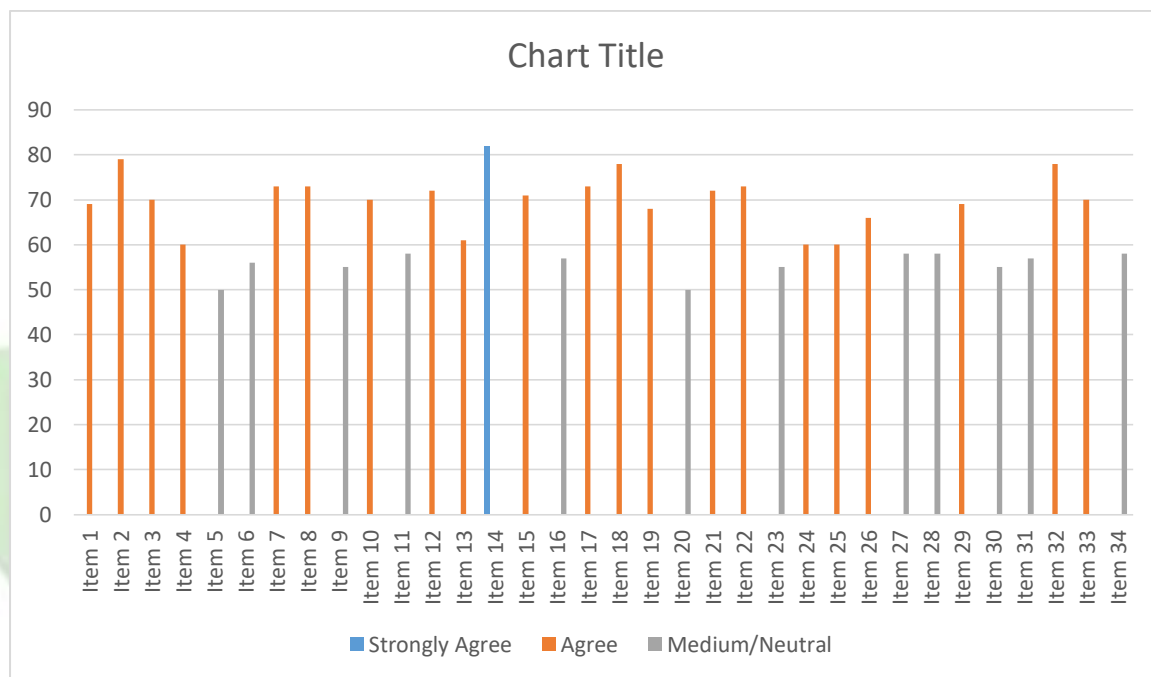
Final result $\quad = \dfrac{\text{Total Score}}{\text{Total Item}}$

$\qquad\qquad\quad = \dfrac{2.214}{34}$

$\qquad\qquad\quad = \ 65.1 \ \%\ \text{(Agree)}$

Based on the analysis of tables and drawings above it is shown that students 'perceptions to English learning motivation at SMK Karsa Mulya Palangka Raya which consisted of divided into 21 items are categorized as agree, 1 items are categorized as strongly agree and 12 items are categorized as neutral. The total questionnaire items are 34 questions with the final result is 65.1 % and categorized as Agree.

Figure 4.6

X - B (LIGHT VEHICLE ENGINEERING CLASSES)
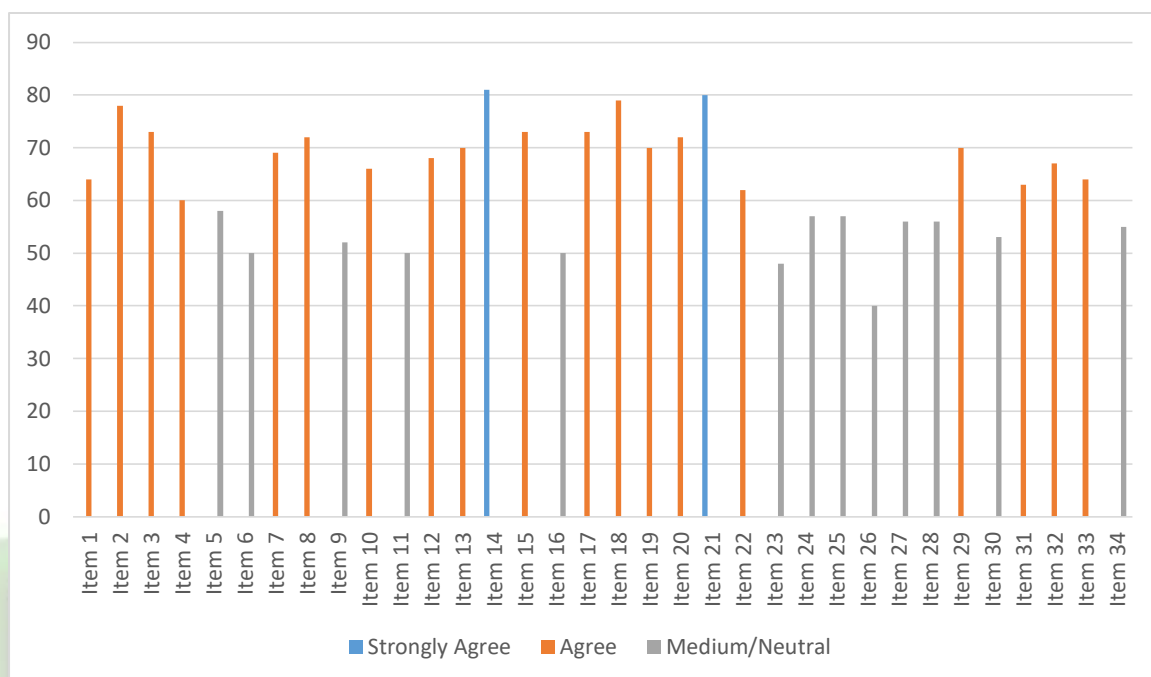
$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{2.156}{34}$$

$$= 63.4 \ \% \ (\text{Agree})$$

Based on the analysis of tables and drawings above it is shown that students 'perceptions to English learning motivation at SMK Karsa Mulya Palangka Raya which consisted of 34 items divided into 19 items are categorized as agree, 2 items are categorized as strongly agree and 13 items are categorized neutral. The total questionnaire items are 34 questions with the final result is 63.4 % and categorized as Agree.

The final result of all the scores of the student questionnaire in SMK Karsa Mulya Palangka Raya.

Table 4.219

Total calculation

No	Class	Intrinsic Motivation	Extrinsic Motivation
1	X A (motorcycle engineering classes)	1.310	1.239
2	X B (motorcycle engineering classes)	1.297	1.247
3	X A (Multimedia classes)	1.504	1.296
4	X B (Multimedia classes)	1.502	1.336
5	X A (light vehicle engineering classes)	1.297	1.247
6	X B (light vehicle engineering classes)	1.272	1.205
	Total	8.182	7.570

Intrinsic Motivation

$$= \frac{8.182}{17 \text{ x } 6}$$

$$= \frac{8.182}{102}$$

$$= \; 80.2 \; \% \text{ (Strongly Agree)}$$

Extrinsic Motivation

$$= \frac{7.570}{17 \text{ x } 6}$$

$$= \frac{7.570}{102}$$

$$= \; 74.2 \; \% \text{ (Agree)}$$

From an explanation of intrinsic motivation and extrinsic motivation, so students in SMK Karsa Mulya Palangka Raya have higher intrinsic motivation in learning English than extrinsic motivation. That means that SMK Karsa Mulya Palangka Raya students learn English at school because they want to improve their English language skills. In addition, they learn English because

students like to learn, students want to get a better job, students will be easier to socialize and communicate well to people in other countries.

From the results of the above calculation are the same as the results of the Tomoharu Takahashi research "Tomoharu Takahashi (2018) he conducted a research" Motivation of students for English in Rwandan learning schools "The results showed that students in Rwanda were whole dependent on praise-oriented motivation , followed by intrinsic motivation, future-oriented motivation, anxiety-based motivation, and reluctance-based motivation "in Tomoharu Takahashi's research students have Intrinsic motivation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of conclusions and suggestion. Like the last chapter, the writer summarized the data into main statements and points. It also has a suggestion in the last because this research was not completely good.

A. Conclusion

Student intrinsic motivation at SMK Karsa Mulya Palangka raya is more dominant because students learn English because of they like English, there are also those who are interested in learning English because they want to get a good job and some want to learn English to make new friends abroad. because English is a global language, so students learn English because of their own wishes there is no coercion from teachers, parents, and friends.

Extrinsic motivation at SMK Karsa Mulya Palangka Raya very few students from various majors study English because of their own desires, but there are some students who learn English because their parents are told or even just follow friends.

This study discusses the motivation to learn English students at SMK Karsa Mulya Palangka Raya. The researcher was interested in knowing the motivation level of the tenth-grade students in SMK Karsa Mulya Palangka Raya in learning English, whether the tenth graders in SMK Karsa Mulya Palangka Raya had intrinsic or extrinsic motivation.

Based on the results of the study, conclusions can be seen as follows:

Most students have intrinsic motivation in learning English (80.2%), the reasons were generally same, students like to learn English and English it is

important to get a job. But there are some students who have the extrinsic motivation (74.2%), the reasons were generally same, students learn English, they follow friends and follow school rules or are told by teachers to learn English.

In this research it is found that students in the tenth grade at SMK Karsa Mulya Palangka Raya had a strong motivation from within themselves to learn English, because they assumed that learning English had benefits for their future after graduating from school.

B. Suggestion

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students, the lecturers, and the researchers.

1. For the students

For students who have intrinsic motivation the researcher hopes that students will maintain their motivation in learning English and for students who have an extrinsic motivation to be more aware of the importance of learning English, students must practice English and make it a habit but the most important is they must have a great desire to learn English. and for parents, they also have to give positive encouragement to their children to study harder and provide an understanding that English is an important language in this era.

2. For the lecturers

a. For teachers at SMK Karsa Mulya Palangka Raya, the findings show that tenth-grade students at SMK Karsa Mulya Palangka Raya have good motivation in learning English. This will provide an advantage for the

teacher to bring students in the learning process of teaching English. Here, the teacher must build students' motivation each time they study. This can be done by improving their methods or strategies in teaching English. In the teaching and learning process, teachers are expected to be creative to create a good teaching atmosphere.

b. For teachers in general Teachers must stimulate motivation in learning and must let students enjoy learning and find satisfying academic activities so that they can be more active and better at learning English.

3. For the other researchers

It is expected to the future researcher to conduct the same research on the wider area. This thesis will give some contributions and information for a future researcher. So it will be more advantages and benefits to the development of English education.
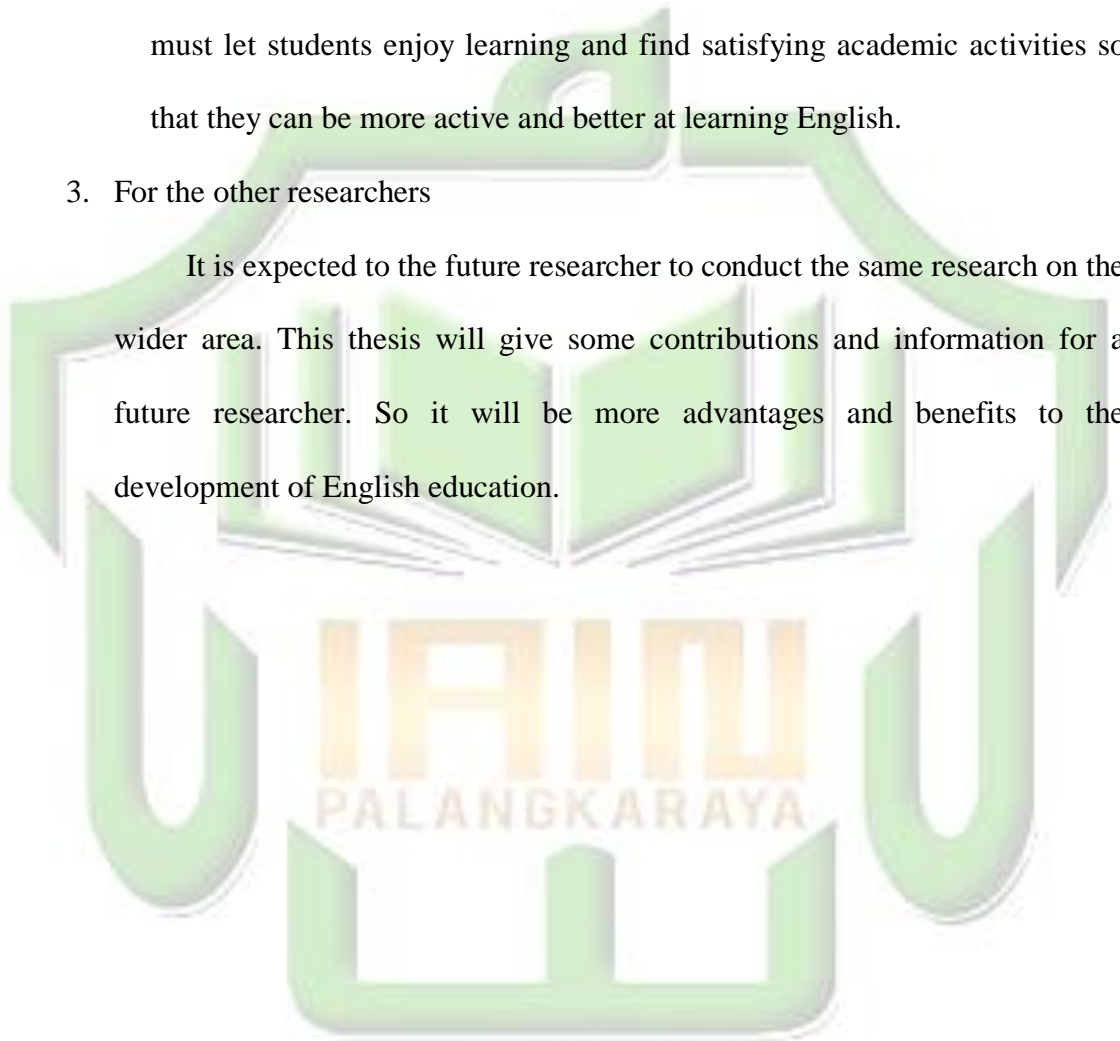
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