

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research problem, objective of study, scope and limitation, significance of study, and definition of key terms.

A. Background of the Study

Ritgero (2013:2) said that Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language. Learners mainly learn one language in two channels: one is acquisition and the other is learning. Here the former means that a learner takes in and then uses a language unconsciously through language communication practice while the latter means that a conscious study and understanding of a language (Changyu, 2004: 57). Acquisition is of greater importance than learning, hence emphasizing the significance of putting students into a language learning environment with feedback system to guarantee their contact with a large amount of understandable language input during our college English teaching.

Language acquisition rules, a large amount of practice teaching and learners' independent practice should be included in college English teaching since only in this way can they solidify their language knowledge and acquire

language skills (Ritgero, 2013:59).Development of language ability involves a great deal of communication. Based on the theory above, second language acquisition refers to process of aquisition from language learning and environment.

English also takes important role of in every aspect of human life, such as education, technology, communication, economics, and science.The students' acquisition in learning English is determined by several factors namely students' strategy in learning English, intelligent, teachers' strategy in teaching English, students' experience in learning English, motivation, students' facilities, background of the study Schools, university, and other education institutions serve media to improve the quality of human resources of a nation (Nanik, 2009:3). There are the places where society creative and skill can be development. One of the subjects to be offered by those initiations is English (Kustiawati, 2011:2).Situation in the process of education should be support to the purpose and the learning process.

Choirul (2013:3) said that one of the situations is applying the dormitory system. It is because the situation of the dormitory, the student be more controlled in their daily to apply the learning. Based on definition above, second language aquisition should be support of good environment and learning process, one of the situation in Ma'had (dormitory) system.

IAIN is one of the many Universities in Indonesia that provides dormitory to their students. The name of dormitory is Ma'had Al-Jami'ah. One of the main purposes of Ma'had Al-Jami'ah IAIN Palangka Raya is

developing the students' ability of English as Foreign Language. Ma'had Al-jamiah is the place for education system and learning three aspects: Recognition and comprehension Al-Qur'an, increasing the skill of Arabic and English, acculturation religion, with curriculum and learning activities in IAIN Palangka Raya. The purpose of dormitory appropriate to vision, Ma'had (dormitory) as a medium of building belief, Islamic science building, character building, creative and capable in foreign language. And The purpose of dormitory appropriate to mission number five (5), Ma'had (dormitory) as a place to familiarize speak Arabic and English in communication everyday (Choirul, 2013:3).

Nevertheless, to achieve the vision and mission is not easy, the achievements of learning is not easy. Because, that students have different background and majors. There are from senior high school, Islamic senior high school and Islamic boarding school, especially students English block. Because, Language acquisition rules, a large amount of practice teaching and learners' independent practice should be included in college English teaching since only in this way can they solidify their language knowledge and acquire language skills (Ritgero, 2013:59).

Ma'had Al-Jami'ah (dormitory) applies four activities for developing English language are Checking Vocabulary, Language Performance Night (LPN), Daily Journal, and Language Court. Through four activities above, the advantages of checking vocabulary is purposed to add vocabulary as input to students, Language Performance Night (LPN) has purpose to improve the

students' fluency of communication in public, Daily Journal has purpose to improve the students' quality of writing and grammar, and the last is Language Court has purpose to maintain the discipline of official language (English and Arabic) and a certain time to keep the language

English can be difficult when taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom. Often, with a character-based language, language learners' motivation must be high since persistence and determination are needed to deal with the stress of a difficult language.

“Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning”. These words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner and Lambert brought to light the various aspects of motivation through their studies in the late 1950's. In the following literature review of the studies conducted on motivation, the authors attempt to present a limited overview of motivation, supporting research from both inside and outside of the classroom. Unfortunately, few studies have been conducted to investigate learners' motivation in learning English in Kuwait, and in the Gulf States at large. It would be helpful for Kuwaiti teachers (and teachers in the Gulf States in general) to formulate instructional methods that enhance the English learning capacity of their pupils. This researchers hope that the study would yield results and recommendations that can be used to inform educators and

teachers in the Gulf States on appreciating better the attitude and motivation of their students and, thus, to look for a suitable approach to teaching the English language.

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language. “Motivation as an internal state that arouses, directs and maintains behavior”, “Motivation as an internal process that activates, guides and maintains behavior over time”.

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2

skills after language study is over. Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement

In this research, the researcher focus on the motivation because one of the factors that make a success in target language learning is motivation, so researcher want to know the students motivation in learning target language and researcher want to find the factors that cause the motivation in language learning process in Mahad Al-jami'ah.

From the fact above, the researcher is interested in analyzing the university students motivation to learn english, on title: **THE INFLUENCE OF MOTIVATION IN LEARNING TARGET LANGUAGE IN MAHAD AL-JAMI'AH IAIN PALANGKA RAYA.**

B. Research Problem

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

1. What are the motivation for freshmen of English department to learn English as a target language ?
2. What are the factors that cause the student's motivation to learn English as a target language in Mahad Al-jami'ah ?

C. Objective of the study

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

1. To know the motivation the freshmen of English department to learn English as a target language.
2. To explain the factors that cause the student's motivation to regard English as a target language in Mahad Al-jami'ah.

D. Scope and Limitation

According to the background of the study above, the writer makes limit of this research. This study belongs to case study research which uses qualitative design. It be focused on The influence of motivation in learning process of target language in Mahad Al-jami'ah IAIN Palangka Raya. The researcher only focus in the influence of motivation in this research and collect the data based on the questionnaire, interview and documentation. It be conducted at second semester students of IAIN Palangka Raya Academic Year 2017/2018 who live in Mahad Al-Jami'ah students boarding college during 6 months.

E. Significance of Study

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

1. **Theoretically**, this study support the theory of motivation in learning process.
2. **Practically**, this study give the empirical data about the influence of motivation in language learning process. The result of study can be

useful for the students, teachers, and lecturers who teach target language in learning process.

F. Definition of Key Terms

There are several definitions of the key term in this research. There are influence, motivation, university students and target language.

1. Influence: Influence is the capacity or power of person to produce effects on the action.
2. Motivation: Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.
3. University students: University students is someone who attends an educational institution.
4. Target language: Target language is the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains Related Studies, definition of motivation in language learning, types motivation in language learning, relationship between motivation and language learning, cause of fluctuation in learning process, and benefit of motivation in language learning.

A. Related Studies

In order to make different research from the previous research, the study has found a few previous studies that are concerned with research above; the influence of motivation in learning process of target language. First, research was from Abdur Rehman, Hafiz Ahmad Bilal, and Ayesha Sheikh, Nadia Bibi, Asma Nawaz. This study aims to identify THE ROLE OF MOTIVATION IN LEARNING ENGLISH LANGUAGE FOR PAKISTANI LEARNERS. This research paper aims to explore the role of motivation in learning English language for Pakistani learners. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners.

Second, research from Dr. Tengku Sepora Tengku Mahadi and Sepideh Moghaddas Jafari, PhD Student, MOTIVATION, ITS TYPES, AND ITS IMPACTS IN LANGUAGE LEARNING. Given the fact that teachers are now expected to be informed enough to be able to pilot their teaching towards the varying requirements of different classroom learners, this study is proposed to shed light on what it takes to have (establish and manage) an effective and successful language classroom in terms of learners motivation. This study is designed to investigate the impact of motivation in the context of language learning. To reach the aim of this study, some of the main subjects, topics, and points which can be related to the goal of article are introduced and explained. Afterwards, they are followed by a brief discussion and some beneficial implications and suggestions for the teachers and lecturers.

Third, research was from Ahmad Muhammad Diponegoro, POSITIVE EFFECT OF LEARNING FOREIGN LANGUAGE IN A HEALTHY ELDERLY. used survey research to identify people who Every Saturday morning for most of the year, In the different place not far away from the first, the Vancouver campus is packed with senior citizens learning new languages through the demand for language courses among seniors has grown in recent years. People found in the northern part of Yogyakarta Indonesia every Monday evening for most of the year, In the different place little bit far away from the first and second place, Taruna al-Qur'an institution one of the institution that accept elderly in Yogyakarta Indonesia is also packed with senior citizens learning new language: Arabic language.

In arabic class, subjects approximately range from age 60 to 70. A group of seniors in the Arabic class have been attending together for up to 10 years. They are not only studying Arabic, but also Qur'an and Sunnah. The researcher hypothesized that Young children generally acquire a second language through large amounts of exposure to the new language. In contrast, second-language learning in adults appears to be most efficient when they adopt explicit strategies for the language and when they are more responsive to feedback than children. As a result, adults often learn a second language at a faster pace than young children. Indeed, that the higher the level of competence in the second language, the more likely that the same cortex areas be activated.

Almost all cognitive functions decline with age. Results of previous studies have shown that cognitive training related to everyday life (reading aloud and learning vocabularies and wisdom), namely learning intervention or therapy, can improve two cognitive function (executive functions and processing speed) in elderly people. However, it remains unclear whether learning intervention or therapy engenders improvement of various cognitive functions or not. We investigate the impact of learning intervention or therapy on various cognitive functions (executive functions, episodic memory, short-term memory, working memory, attention, reading ability, and processing speed) in healthy older adults. This study investigates the effects of learning foreign language (Arabic) on cognitive functions of an elderly person. This study

provides sufficient evidence of learning foreign language effectiveness. Most cognitive functions, which are correlated strongly with daily life activities, decrease with age. These study results can elucidate effects of cognitive training on elderly people.

B. Definiton of Motivation in language learning

Motivation has been widely accepted by both teacher and researcher as one of the key factors that influence the rate and success of second/foreign language (L2) learning. For Dörnyei (2007: 65), motivation is rather a “process whereby a certain amount of instigation arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached”.

Motivation is the act of stimulating someone or oneself to get a desired course of action or to push the right bottom to get a desired reaction.” Michal, J. Jucius Motivation is a process of inducing, inspiring and energizing people to work ingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a moral boosting activity.

Motivation is such an important element in improving work productivity, every educational administrator needs to have a firm understanding of how it relates to job satisfaction and reward systems. Based on numerous state and national studies concerning the condition of schools, a great deal of time, energy, and effort is expended by educational

administrators trying to improve the effectiveness and efficiency of educational delivery systems. Understanding job satisfaction and work motivation can be key elements to improving educational productivity (I. Ronald, 1990: 2).

According to Stipek , early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior. Under this framework, the teacher's job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Lai, 2011: 2).

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words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner and Lambert brought to light the various aspects of motivation through their studies in the late 1950's. In the following literature review of the studies conducted on motivation, the authors attempt to present a limited overview of motivation, supporting research from both inside and outside of the classroom. Unfortunately, few studies have been conducted to investigate learners' motivation in learning English in Kuwait, and in the Gulf States at large. It would be helpful for Kuwaiti teachers (and teachers in the Gulf States in general) to formulate instructional methods that enhance the English learning capacity of their pupils. This researchers hope that the study would yield results and recommendations that can be used to inform educators and teachers in the Gulf States on appreciating better the attitude and motivation of their students and, thus, to look for a suitable approach to teaching the English language (Shuqair, 2013:43).

Table 2,1 .A summary of the measures of motivation.

No.	Cognitive and affective measure	Outcome-focused motivation	Process-focused motivation
1.	Accessibility and inhibition of goal-related constructs	Higher accessibility and better memory for goal-congruent	(Not typically used to measure Process focused dimensions

		constructs (means, objects, persons). Lower accessibility and worse memory of goal-incongruent and goal-unrelated constructs (temptations)	of motivation).
2.	Evaluation and devaluation (conscious and non-conscious)	Positive evaluation of goal-congruent constructs (means, objects, persons). Negative evaluation of goal-incongruent and goal-unrelated constructs (temptations, distractions)	Positive evaluation of the process.
3.	Experience	(Not typically used to measure outcome-focused motivation)	Positive experience from process
4.	Perceptual biases	Visual/perceptual biases congruent with active goals	(Not typically used to measure process-focused dimensions of motivation)
Behavioral measures			
1.	Speed	Higher speed on goal-related tasks (short duration) Higher speed when moving from one goal-related task to the next (short duration)	Lower speed on goal-related tasks (long duration and greater persistence).

2.	Performance	Higher accuracy Higher amount of work done Higher level of achievement	Higher accuracy Higher amount of work done Higher level of achievement
3.	Choice	Increased selection of goal-congruent objects and actions	Increased selection of objects and actions congruent with the process

C. Types of Motivation in language learning

Motivation is very hard to define. As Gardner states “motivation is a very complex phenomenon with many facet. Thus, it is not possible to give a simple definition”. This is because the term motivation has been viewed differently by different schools of thought. From the behaviouristic perspective, motivation is "quite simply the anticipation of reward". However, the cognitivists view the term motivation as being more related to the learner's decisions as Keller, quoted by Brown, stated "the choices people make as to what experiences or goals they approach or avoid, and the degree of effort they exert in that respect". However, in the constructivists' definition of motivation, they place "further emphasis on social contexts as well as the individual's decisions". Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of "needs" is emphasized, that is, "the fulfilment of needs is

rewarding, requires choices, and in many cases must be interpreted in a social context" (Al-Tamimi, 2009: 9).

Harmer uses the word 'goal' to categorize the motivation in second language learning into two types :

1. Short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
2. Long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language (Othman, 2013: 123).

Krashen mentioned the following factors which are rather related to motivation that attempt to relate the second language ability to these two functions.

1. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal.

2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (Troike, 2006:86).

Furthermore, the motivation is further classified into two main categories as the following:

1. Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity, such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Othman, 2013:132). As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards , he be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student not be interested in coming to class and learn the language any longer.

2. Intrinsic motivation refers to learning itself having its own reward. It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own. Lightbown and Spada mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

D. The Importance of motivation in second language learning

Motivation has an important role in success and failure in learning a second language. Spolsky stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated participate actively and pay more attention to a certain learning task or activity.

E. Factors that affect motivation in second language learning

Four factors that can be dangerous to the learners' motivation, according to Harmer are the following :

1. Physical condition which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning be lowered.
2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they become demotivated" (Harmer, 1991:5)
3. The teachers as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.
4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge. From Krashen's affective filter hypothesis, emotional states such as tiredness, depression, boredom, etc obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition. This means that learners' anxiety can affect their motivation. According to

Krashen, there are three affective variables that interact with the affective filter.

- a. Motivation which is beneficial for language acquisition
- b. Self-confidence which is also useful for acquisition
- c. Anxiety which is good in the case where it is in a low level

F. Relationship between Motivation and Language Learning

Motivation is a basic and essential part of learning. Gardner, believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to Cook the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis says that “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation”.

Cook states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second

Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. Ellis suggests that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it”. Also, Lightbrown and Spada identify motivation in SLA as an intricate incident which can be identified along with two factors: “learners’ communicative needs and their attitudes towards the second language community”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they be motivated to obtain expertise and skill in it. Gardner and Lambert name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Mahadi, 2012:233).

G. Benefits of motivation in language learning

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

1. The language tutor is supposed to teach and instruct according to each learner’s level. In the sense that, initially, the teacher should identify and realize each student’s placement.

2. The language learner should not be reproached or blamed, or even scorned for not doing his homework, for making mistake in pronunciation, or for hesitating to answer question(s) and so on.
3. Teachers should identify, perceive, and understand the language learners' social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so that the language learners have a clear image from themselves and respect their own characters.
4. Teachers should be kind to their language learners and loving them while being friend with them. This matter is important and essential especially in the initial and primary levels of learning that the language learners are susceptible, vulnerable, and sensitive, and they need love and affection from their teacher
5. Teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another.
6. Teachers need to promote students' alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to uphold and preserve their motivation.
7. Teachers should bear in mind that learning a second or a foreign language means that the learners should also exploit and take advantage of social proficiencies and not just learn grammar rules (Mahadi, 2012:235).

CHAPTER III

RESEARCH METHOD

This chapter explains, research design, subject of the study, source of the data, research instrument, data collection procedure, data analysis procedure, and Data Endosment.

A. Research Design

In this study, the design was qualitative and method which used Case study research with the analysis data. In the qualitative approach, it focused with the problem demand researcher with systematic system. According to Ary (2010: 640) stated that Qualitative research is a generic term for a variety of research approached that study phenomena in their natural setting, without predetermined hypothesis. According to Herzog (2012:41) stated that qualitative research focuses on individual perception of their experience and how they build and make sense of the meanings that are derived from these experience. The great value of qualitative research is that it helps us understand and explain participants meaning.

B. Subject of the Study

In this research writer collected data from member as the informan. Based on Greswell (2012:209) sample size for qualitative research ranging from 1 to 2 or 30-40 because of the need report more detail. There was 5 male and 4 female as the English students at Ma'had Al-Jami'ah IAIN Palangka Raya second semester. The researcher only focused in the influence of motivation.

In this research collect the data based on the result of questionnaire, interview and documentation. It be conducted at second semester students of IAIN Palangka Raya Academic Year 2017/2018 who live in Mahad Al-Jami'ah students boarding college during 6 moths.

The researcher chose the subject based on purposive sampling criteria which students who live in Mahad Al-jami'ah IAIN palangka raya. The object of the study is student's motivation in learning target language in Mahad Al-jami'ah IAIN palangka raya.

C. Source of the Data

The researcher used primary data because the researcher found the data from informan, primary data is data obtained or collected by researcher directly from the source of the data. Accroding to Narimawati (2008 : 98) primary data is data derived from the original source. This data is not available in the compiled form. This data should be sought throught sources or in technical terms the respondents, those that we make object research or person that we use as a means of getting information or data.

In this research writercollected data from member as the informan. There was 5 male and 4 female as the English students at Ma'had Al-Jami'ah IAIN Palangka Raya second semester. The data collection procedure, the researcher used observation, questionnaires, interview, and documentation.

D. Research Instrument

Instruments of the study are needed in the research. It is because the instruments are tools to get the data of the study. In which the data are the

important things to help the researcher in answering the problem of the study. In collecting the data for this research, the researcher used observation, interview and questionnaires to obtain the data in order to answer the problem (Pahrina, 2014:48).

Process of collecting data in this research is without test. Instrument of the study from subject research are:

1. Observation

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

2. Questionnaires

Questionnairesis written questioning of a subject (Donald, 2011:644). Questionnaires are used to gather data from members about opinions, beliefs, and feelings about situations in their own words. They use to help understanding the experiences member have and the meaning they make of them rather than to test hypotheses (Doland, 2011: 644).

It was adapted from veronique saheb. In the first part of the questionnaire, participant provided personal information anonymously (sex, age range,

background - foreign-, the number of, and languages used daily , and the number of hours studied per week)

The second part of the questionnaire, Each statement was presented with a five points Likert scale and participants were asked to circle or check one of the five given points (1= strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree, 5= strongly disagree). participant provided those question which The 27 statements were divided into 8 coded factor or category groups in order to facilitate the analysis and investigation of the relationships among those factors, namely social and attitudinal motivation.

Table 3.1. Classification of questions based on the types of motivation.

Group 1	Instrumental motivation (Social factor)	<ul style="list-style-type: none"> - English will be helpful for my study. - I need to know English to get the scholarship. - English will broaded my future options. - I learn English for practical porpuse.
Group 2	Integrative motivation (Social Factor)	<ul style="list-style-type: none"> - English helps/will helps me meet foreigner. - English helps/will helps me to learn about other culture, value, and thoughts. - English helps/will helps me in my language activities in Mahad Al-jami' ah - I learn english to know more about the world. - I learn english to communicate with others in Mahad Al-jamiah
Group 3	Extrinsic motivation-	<ul style="list-style-type: none"> - English is essensial for personal

	instrumental orientation (attitudinal factor)	<p>development.</p> <ul style="list-style-type: none"> - Others will have a better opinion of me if I speak english. - Knowing english gives me a feeling a success.
Group 4	Intrinsic motivation : self-confidence (attitudinal factor)	<ul style="list-style-type: none"> - When I speak english, I don't mind making mistake. - When someone speaks to me in english, I tend to be nervous. - Knowing English helps me become a better person
Group 5	External encouragement (impact of social factor on attitudinal factor)	<ul style="list-style-type: none"> - My family/friends encourage me to learn english. - I get help to my homework and get things explained to me outside the language activities. - Outside the language activities in Mahad Al-jami'ah, I watch films, listen to songs or read in English.
Group 6	Intrinsic motivation-integrative orientation (attitudinal factor)	<ul style="list-style-type: none"> - I study english because I like it. - If I could not go to language activity in Mahad, I would learn english by myself. - Learning english is easy.
Group 7	Extrinsic motivation (Teacher and peer students)	<ul style="list-style-type: none"> - In a language activity in Mahad Al-jami'ah, musyrif/ah personality is important. - In a language activity in Mahad Al-jami'ah, musyrif/ah method is important. - In a language activity in Mahad Al-jami'ah, the group is important

Group 8	Self- assessment of the use of english outside the Mahad Al-jami'ah, motivation and the language area in Mahad Al-jami'ah	<ul style="list-style-type: none"> - Outside the Mahad Al-jami'ah, I use english. - I am motivated to learn english. - I wish my english activities would be different.
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In the third and final part of the questionnaire, participants were given the opportunity to write a comment in order to facilitate the possibility of gathering additional qualitative data.

3. Interview

Interview is oral questioning of a subject. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses.

According to Esterberg in Sugiyono stated that, interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007:300).

4. Documentation

In this study documentation finding are from documents or archives from institute careful research (Nasution, 2003:143). Documentation is documents required for something or providing evidence or proof of something (Hornby,

2005;342). By seeing the documentation to get the real information so that it can support the data and admitted the data validity.

In which to measure whether this instrument is suitable or not. It needs the validity and reliability test. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. (Ary, 2010:225). The coefficient of correlation between test scores and criterion is called a validity coefficient(r_{xy}). Like any correlation coefficient, the size of a validity coefficient is influenced by the strength of the relationship between test and criterion and the range of individual differences in the group. As usual, the nearer the coefficient is to 1.00 (+or -), the stronger the evidence is that the test is useful for the stated purpose.

Meanwhile, the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary, 2010:225). Psychologists and educators are concerned about the consistency of their measuring devices when they attempt to measure such complex constructs as scholastic aptitude, achievement, motivation, anxiety, and the like. They would not consider a scholastic aptitude test worthwhile if it yielded markedly different results when administered to the same students on two occasions within the same time frame. People who use such measuring instruments must identify and use

techniques that will help them determine to what extent their measuring instruments are consistent and reliable.

1. Validity Test

The validity test of the instrument is done and analyzed by using Statistical Package for social science (SPSS) Version 16. Each items in the questionnaire is analyzed using pearson chi-aquare test.

**Table 3.2 Validity Test of Questionnaire Motivation in Learning
Target Language**

Correlation Between	Person's Correlation	[sign. (2-tailed)]	Conclusion
item 1 and Total	0,207	0,005	Valid
item 2 and Total	0,531	0,002	Valid
item 3 and Total	0,187	0,003	Valid
item 4 and Total	0,533	0,002	Valid
item 5 and Total	0,939	0,004	Valid
item 6 and Total	0,581	0,001	Valid
item 7 and Total	0,396	0,003	Valid
item 8 and Total	0,395	0,003	Valid
item 9 and Total	0,426	0,001	Valid
item 10 and Total	0,512	0,003	Valid
item 11 and Total	0,230	0,002	Valid
item 12 and Total	0,623	0,000	Valid
item 13 and Total	0,593	0,000	Valid
item 14 and Total	0,517	0,003	Valid
item 15 and Total	0,650	0,000	Valid
item 16 and Total	0,443	0,001	Valid

item 17 and Total	0,488	0,006	Valid
item 18 and Total	0,522	0,003	Valid
item 19 and Total	0,284	0,001	Valid
item 20 and Total	0,314	0,009	Valid
item 21 and Total	0,417	0002	Valid
item 22 and Total	0,493	0,005	Valid
item 23 and Total	0,515	0,003	Valid
item 24 and Total	0,402	0,002	Valid
item 25 and Total	0,200	0,002	Valid
item 26 and Total	0,492	0,007	Valid
item 27 and Total	0,689	0,005	Valid

As explained before, the nearer are coefficient is to 1.00 (+or-), the stronger the evidence is that the test is useful for the stated purpose. In other words, each items in this questionnaires is valid as they all show the possitive coefficient toward 1.00. The correlation probability of [sig.(2-taled)] for each item is also less than standard significant (α) of 0,05.

2. Reliability Test

The Reliability test of the instrument is done and analyzed by using Statistical Package for social science (SPSS) Version 16. The score taken from the try-out questionnaire is analyzed by scaling and determining the reliability analysis. The Cronbach's Alpha model is used for this analysis.

Table 3.3 Reliability Test of Questionnaire Motivation in Learning Target**Language****Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.709	27

The interpretations of reliability coefficient based on sudijono (2003:209) are as follows :

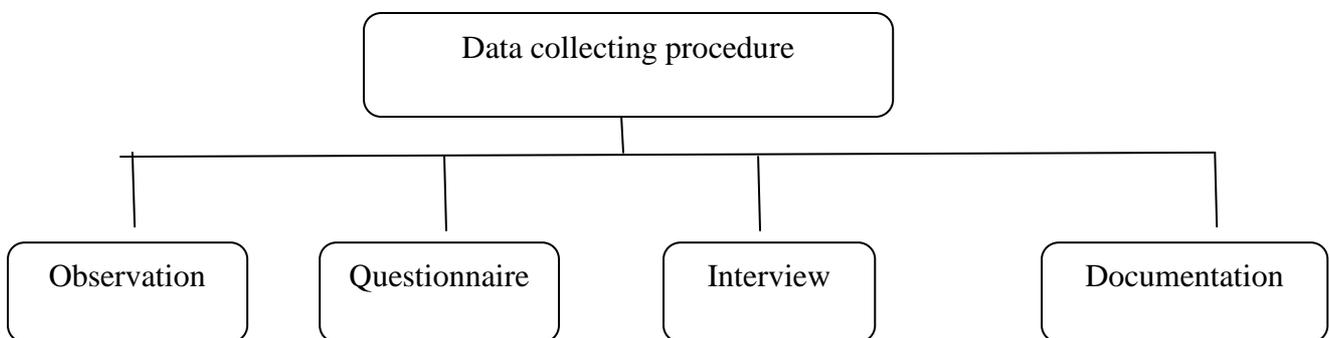
≥ 0.70 : reliable

< 0.70 : unreliable

Coefficient of reliability analysis is 0,709 with Cronbach's Alpha. As it surpasses 0,70 as the standard of an instrument called reliable. It can be concluded that the result of this questionnaire has reliable.

E. Data Collection Procedure

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



Process of collecting data in this research is without test. Instrument of the study from subject research are:

1. Observation

The observation conduct in the second semester of member Mahad Al-jami'ah. The researcher use photo to record the language learning activities in the Mahad during observation. The researcher was a non participant observer who stand in their activities area. In order, the writer did not disturb the naturalness of the activities as well as the member's attention to the musyrif/ah. For sessions questionnaires and interview also conducted after observation to gain the data about the influence of motivation in learning target language in Mahad Al-jami'ah.

In this observation the writer used observation checklist that consist of some items and the field note, which related to the motivation in language learning process. The researcher also needed data about the musyrif/ah's name who taught English in Mahad Al-jami' ah.

Systematically, the researcher had some steps in the observation based on Spradely in Sugiono (2010:226).First, conducted the descriptive observation, all of the data were collected without any rule based on what the writer looked, listened, felt, and described the data generally. Second, focused observation was conducted in this step. The researcher analyze in component analysis.

2. Questionnaires

In this study, the researcer focused on the influence of motivation in learning target language. The members answered the questions truly based on the fact, their feeling and their perception about language learning process in Mahad Al-jami' ah.

The researcher give some questions to the members related to the topic discussion by the researcher in this research. The questionnaires consist of some items to support the data in this research. The questions form of the probles of the study in this research that conducted by the researcher an found the solving for those problems.

Data collection techniques of this section of the collection in the form of some questioner. There are 27 questions and some specification of item of questionnaire. There are background information, their opinion about language learning process in Mahad Al-jami' ah, their perception about target language.

The specification of the questioner based on the types of the motivation :

- 1) Instrumental motivation
- 2) Integrative motivation
- 3) Intrinsic motivation (confidence)
- 4) Intrinsic motivation (integrative orientation)
- 5) Extrinsic motivation (instrumental orientation)
- 6) Extrinsic motivation (teacher (tutor) and peer students)
- 7) External encouragement
- 8) Personal assessment.

3. Interview

In this study, the interview done to describe and identify the information namely, first, at the motivate freshmen students of English department to learn English as a target language, and the factors that cause the student's fluctuate motivation to learn English as a target language in Mahad Al-jami'ah. In this study, the researcher ask 9 informant to give information about their motivation.

Meanwhile, still, according to Esterberg in Sugiyono stated that, there are three kinds of the interview namely, structured interview, semi structure interview, and unstructure interview. In this study, the researcher used structured interview (Sugiyono, 2007:300).

Based on this technique, the writer ask the information to the informant directly. In this way, the writer sought the varieties information about the problems that researched particulary from the problems as follows :

1. The Motivate fresmen students of English department to learn English as a target language.
2. The factors that cause the student's motivation to learn English as a target language in Mahad Al-jami'ah.

The 10 questions were described with this table. Each questions have different category.

Table 3.4 The classification of interview based on the category

Category	Questions
Intrinsic Motivation (Integrative orientation)	1. Apakah anda menyukai bahasa inggris ?
Personal assessment	1. Apakah pembelajaran bahasa inggris di Mahad menyenangkan ? 2. Apakah anda selalu tepat waktu ketika hadir dalam proses pembelajaran bahasa inggris di Mahad?
Extrinsic motivation (teacher and peer students)	1. Apakah pembelajaran bahasa inggris di mahad memberatkan mahasiswa baru yang tinggal di mahad ? 2. Apakah tutor bahasa inggris menggunakan variasi didalam mengajarkan bahasa inggris ?

Instrumental motivation	1. Apakah anda merasakan peningkatan bahasa ketika mengikuti pembelajaran bahasa inggris di Mahad?
External encouragement	1. Apakah anda mempunyai target ketika pembelajaran bahasa inggris di Mahad sudah selesai ? 2. Apakah anda mencari materi yang bersangkutan dengan pembelajaran bahasa diluar jam belajar ?
Integrative motivation	1. Apakah anda senang mengerjakan soal-soal latihan bahasa inggris diluar jam belajar di Mahad ?
Extrinsic motivation (instrumental motivation)	1. Apakah anda mempunyai keinginan untuk melanjutkan belajar bahasa inggris setelah proses pembelajaran bahasa inggris di Mahad selesai ?

Furthermore, this technique need interviewer creativity because interviewer acted as direction of the informant in answering the question given when interview went on. The researcher tried to run the informant to answer the questions. Then, gave more result that was specific and avoid the question were out from the topic. The interview tried to develop a comfortable condition in order the informant did not feel they are interview and in order that they could express their opinion naturally. The interview was done in a formal condition by using notebook or tape recorder etc.

Interview was consisted of some questions that related with the topic of this research. It conducted after the researcher observing and giving the

questionnaires. This technique is intended to direct opinion of member and musyrif/ah's experience in language learning, the reason members and musyrif/ah in experiencing opinions in the express idea orally. So, the researcher interacted with the members and musyrif/ah directly, in order to get the information from their answer clearly. In this study, the researcher used structured interview because it help researcher more easy and stuctured interview has written. There are 10 questions for interview. Actually, the content of this questions are same with the questionnaires, because the researcher want to clarify the informant's answer.

4. Documentation

In this study documentation finding are from documents or archives from institute careful research (Nasution, 2003:143). Documentation is documents required for something or providing evidence or proof of something (Hornby, 2005;342). By seeing the documentation to get the real information so that it can support the data and admitted the data validity.

In this research, to make a strong data, researcher be used the documentation :

1. Present list, to determine the amount of presence and activeness in following language activities.
2. Photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.
3. Recorder, to record the interview section.

F. Data Analysis Procedure

According to Bogdan and Sugiono states:

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

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

1. Data Collection

The collection of data on the main qualitative research is observation, in-depth questioner study documentation, and combined of all three tools is triangulation. Researcher does passive observation of participants. Then, researcher visits the place of the activities, but does not get involved in such activities. By the above research description, researcher collects data by three ways i.e. observation, questionnaires, interview and documentation.

The first step, researcher observe for six day, there are :

Table 3.4 The Observation schedule

Day	Activity
1 st day	Observe what the language activities in Mahad Al-jami'ah.
2 nd day	Observe in checking vocab agenda
3 rd day	Observe in Mahad Al-jami'ah area

4 rd day	Observe in Language performance night agenda
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In the first step, researcher observe using filled note observation. The criteria of observation in this case are :

1. Positive Attitude Towards The L2 Community
2. The Enjoyment of Learning
3. External Pressures
4. Teacher's Role As A Facilitator Of Motivation (Aja, 2009:34)

The result of this observation step are :

- 1) The researcher get the sample (the name of members).
- 2) The researcher get the hyphotesis about member's motivation in language learning.

The second step is give the questioner to members who become sample in this research. The specification of the questioner based on the types of the motivation :

1. Instrumental motivation
2. Integrative motivation
3. Intrinsic motivation (confidence)
4. Intrinsic motivation (integrative orientation)
5. Extrinsic motivation (instrumental orientation)
6. Extrinsic motivation (teacher (tutor) and peer students)

7. External encouragement
8. Personal assessment

To measure the result of questionnaire, the researcher use measurement that is :

Table 3.5 The Interpretation of Motivation

Score	Interpretation
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Moderately
61% - 80%	Strong
81% - 100%	Very Strong

The third step is interview, the Interview was consisted of some questions that related with the topic of this research. It conducted after the researcher observing and giving the questionnaires. This technique is intended to direct opinion of member experience in language learning, the reason members and musyrif/ah in experiencing opinions in the express idea orally. There are 10 questions for interview. Actually, the content of this questions are same with the questionnaires, because the researcher want to clarify the informant's answer.

The fourth step is documentation, In this research, to make a strong data, researcher be used the documentation :

1. Present list, to determine the amount of presence and activeness in following language activities.
2. Photo, to be able to provide concrete evidence of the data obtain and it be support the data that find.
3. Recorder, to record the interview section.

2. Data Reduction

Data reduction is resumming, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction provide a clearer picture and ease the researchers to collect the next data. From the above explanation after researcher collect data from questioner to 9 people in boarding college. So the researcher does, collect or summarizing and taking notes carefully and detailed in order easier in next data display.

3. Data Display

In the display of qualitative research, data may present in a brief description, chart, and relations between categories or text narrative. From the explanationabove, researcher elaborate in detail how the influence of motivation in learning target language,the researcher be find the factors that cause the influence of motivation in language learning, whether the solution is successfully or they have other hopes and suggestions for improvement of the system in the future, in order the system is more better.

4. Conclusion Drawing Verifying

Conclusions and verification are writing the conclusion and answering various problems with formulating strong evidences and supporting in the stage of

data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear.

G. Data Endorsement

The relevant data are observed and investigated by the writer. There are four techniques to get validity of the data, namely credibility, transferability, dependability, and conformability. (Sugiono, 2007 : 366)

1. Credibility

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

a. The Existence of Participation

The existence of participants is observations of the researchers returned to the field, doing observation, questionnaires, interview with the data sources that ever met neither new ones. In this case the researcher return to the field to check out the data, whether the data is correct or not. Related to this study, writer observe more in the dormitory with the members to know the new condition and recognize culture of environment of the place and check the truth information that is gotten in it.

b. Triangulation

It would examine the creability of data by examining of the data to the source of data by observation, questionnaires, interview, and documentation. Wiliam wiersman via sugiono state that trianguation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. (sugiono, 2007 : 372).

2. Transferability

Transferability is External validity which indicates the degree of permanence or can apply the research results to the population in which the samples are taken. This transfer value relates to the question until the results of the research can be applied or used in any situations. From the explanation above, researcher provide a detail, clear, systematic and trusted description about the phenomena that occur in the dorm. The stages of research and research results in order the reader can get a very clear explanation. Then, it can apply the results of this research in other places.

3. Dependability

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

4. Conformability

Conformability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people. Test

conformability means to test research results link to the process. From the explanation above, researcher test the results of research by showing the study results to the tutor or leader in the dorm, to judge that the research results can agree upon and accept.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher explain about the result of the research on the influence of motivation in learning target language in Mahad Al-jami'ah IAIN Palangka Raya.

A. Data Presentation

In the study, the research was conducted four times observations in the Mahad Al-jami'ah and Darussalam Mosque. The researcher found several activity, namely morning activity or checking vocab, language performance night and speaking area in Mahad Al-jami'ah.

The first day, the researcher observed what are their language activity, the language activity in Mahad Al-jami'ah are checking vocab, language performance night, and the member should be able to speaking english in Mahad Al-jami'ah area. The next day, researcher observe checking vocab agenda in Darussalam Mosque, its 11 March 2017 at 05:00 Am. Before the musyrif/ah begun their activity, they make announcement to all of member in order to assemble in front of Darussalam mosque and meet with their own musyrif/ah. at the time, the researcher found some of member coming late to the mosque and they have a tolerant by their tutor. Some of tutor have a variants in teaching method, but some of them only focus on their book, the fact, the member in his/her group be boring and sleepy. Based on the analysis by the researcher,

the morning situation it could be make members sleepy, but if the tutor make a fun and energetic teaching method, it could be improve member's emotion in learning target language,

The second day, in the night 15 march 2017, the researcher visited to Mahad Al-jami'ah and do the simple conversation with some musyrifah, exactly at 20:15 PM. There are some members that want to get a permission to go the market, surprisingly, the member used indonesia language in Mahad Al-jami'ah area, and the musyrifah used indonesian to answer their questions, from the fact, the researcher conclude that to be a success when we applicate a language environment, the senior should give a good sample.

The third day, in the language performance night, at 18 march 2017 at 19:30 Am. The researcher watch a language performance by member Mahad Al-jami'ah. From this agenda, the researcher see their enjoyment in learning target language, although some of them feel sleepy because of their assessment, but most of them enjoy in their agenda.

In this study, the writer used member's motivation questionnaire to analyze the influence of motivation in learning target language. The members motivation questionnaire is administered by the writer herself and given to 20 members of second semester English students who live in Mahad Al-jami'ah IAIN Palangka raya. The members are told they were going to answer questions with 27 items about their motivation. The member answer each item on a 1 to 5 scale, with answer choicees ranging from strongly disagree to strongly agree.

The result of the Motivation in learning target language were tabulated and coded by doing the descriptive analysis using SPSS 16.0. The descriptive analysis used to find central tendencies of mean and standard deviation and the frequency for each items in the questionnaire. Each items in questionnaire is categorized to respective categories. The categories fall into (1) Instrumental motivation, (2) Integrative motivation, (3) Intrinsic motivation (confidence), (4) Intrinsic motivation (integrative orientation), (5) Extrinsic motivation (instrumental orientation), (6) Extrinsic motivation (teacher (tutor) and peer students), (7) External encouragement, and (8) Personal assessment. The frequency represents the distribution of scales the students answered in the questionnaire as follows :

The frequency represents the distribution of scales the members answered in the questionnaire as follows.

Table 4.1 The distribution of frequency of questionnaire scale

Scale	Frequency	Percentage
Strongly Disagree	2	0,3
Disagree	26	3,81
Neutral	75	11,88
Agree	231,67	42,9
Strongly Agree	222	41,11
Total	540	100

From this chart, the informant have a positive attitude or good respons because they answer strongly gree 41,11 % andagree 42,90 %.

Table 4.2The distribution of the frequency in Instrumental Motivation for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0
Disagree	4	5
Neutral	5	6,25
Agree	32	40
Strongly Agree	39	48,75
Total	80	100

In the type of instrumental motivation the highest score is 48.75% who answered strongly agree and there is 0% who stated strongly disagree, it can be concluded that the students have very high motivation on the instrumental motivation.

Table 4.3The distribution of the frequency in integrative Motivation for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0

Neutral	5	5
Agree	40	40
Strongly Agree	55	55
Total	100	100

In the integrative motivation type, the highest score that states strongly agree is 55% and the answer is strongly disagree is 0%, it indicates that the students have very high motivation on integrative motivation.

Table 4.4 The distribution of the frequency Intrinsic Motivation (confidence)
for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	1	1,66
Disagree	8	13,33
Neutral	16	26,66
Agree	18	30
Strongly Agree	17	28,33
Total	60	100

The data of intrinsic motivation (confidence) which answered strongly agree 28,33% this matter have little difference with neutral answer 26,66% and the answer strongly disagree is 1,66%, it can be concluded that member feel not

have trust Themselves entirely from within themselves when in the process of learning the target language.

Table 4.5The distribution of the frequency intrinsic Motivation (Integrative Orientation) for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3,33
Neutral	13	21,66
Agree	25	41,66
Strongly Agree	20	33,33
Total	60	100

The highest value that answer agree is 41,66%, and the lowest value that answer strongly disagree is 0%, but the neutral value has the number of small difference with strongly agree that is 21,66%, it can It was concluded that the motivation of the members in terms of intrinsic motivation is still not maximized to understand and learn the target language in Mahad Al-jami'ah.

Table 4.6The distribution of the frequency extrinsic Motivation (Instrumental Motivation)for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0

Disagree	2	3,33
Neutral	10	16,67
Agree	26	43,33
Strongly Agree	22	36,67
Total	60	100

The extrinsic motivation category (Instrumental motivation) the highest score that answered agree that is 43.33% and the lowest value that answered strongly disagree is 0%, it shows positive attitude from member where from the observation data can be seen some among members follow a student organization to develop itself Especially in speech.

Table 4.7The distribution of the frequency Extrinsic Motivation (teacher and peer students) for Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0
Disagree	4	6,66
Neutral	11	18,33
Agree	20	33,33
Strongly Agree	25	41,66
Total	60	100

The extrinsic motivation (teacher and peer students) the highest score that answered strongly agree was 41.66% and the lowest score that answered strongly disagree is 0%. It can be concluded that in the language environment and in the learning process members feel the importance of teaching methods and effective teaching situations.

Table 4.8The distribution of the frequency External encouragement for
Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	1	1,66
Disagree	2	3,33
Neutral	8	13,33
Agree	34	56,66
Strongly Agree	15	25
Total	60	100

From the external encouragement result there is the highest value that agreed answer is 56.66% and the lowest value that answered strongly disagree 1.66%. It can be concluded that members get an outside impulse in the motivation to learn the target language

Table 4.9The distribution of the frequency Personal Assesment for
Motivation in learning target language

Scale	Frequency	Percentage
Strongly Disagree	0	0
Disagree	2	3,33
Neutral	7	11,67
Agree	22	36,67
Strongly Agree	29	48,33
Total	60	100

The personal assessment data there is a very agree value is 48.33% and strongly disagree 0%, it can be concluded that the member has a positive attitude, where these results show that they have motivation in learning the target language in Mahad Al-jami'ah .

From the data above, researcher make a conclusion to measure the learners target language in Mahad Al-jami'ah. Actually, their motivation is moderat which most high significant prcentage is integrative motivation 55,00 % and low percentage is confidence 28,33 %. The researcher explain the intrepatation baed on the category, it shows :

Table 4.10 The Interpretation of Motivation

Category	Score	Interpretation
Instrumental Motivation	48,75 %	Moderatly
Integrative motivation	55,00 %	Moderatly

intrinsic motivation (confidence)	28,33 %	Low
intrinsic motivation (integrative orientation)	41,66 %	Moderatly
extrinsic motivation (instrumental motivation)	43,33 %	Moderatly
extrinsic motivation (teacher and peer students)	41,66 %	Moderatly
external encouragement	56,66 %	Moderatly
personal assessment	48,33 %	Moderatly

In this study, the researcher used interview. Based on the result of questionnaires, the researcher found nine students who become a sample in this research. The researcher was conducted an interview with the second semester students of English Education Study who stay in Mahad Al-Jami'ah IAIN Palangka Raya in academic year 2017/2018. The result of this research are Intrinsic Motivation (Integrative orientation) category is 9 samples of the study said that they liked english and english learning activities in Mahad Al-jami'ah fun because it is new for them so that cause enthusiasm in learning. The result of

Personal Assessment is 4 of them are not on time and 5 of them are on time because of the task of campus.

The result of Extrinsic Motivation (Teacher and peer students) is 7 of them said that the tutor used a varied but not significant method, in the sense that the repeated methods were repeated that caused boredom, 2 of them said that the tutor was only fixated on the given module. The result of Instrumental Motivation is 9 of them said that they felt an increase when following the mandatory language activities in Mahad Al-jami'ah, such improvements were in grammar understanding, vocabulary enrichment, and speech enhancement. The result External encouragement is 6 of them were looking for material outside the hours of Mahad al-jami'ah activity, but the material they were looking for also had links to the college course, and 3 of them did not look for it and only expected the material given the musyrif/ah. The result Integrative Motivation is 5 of them like to do English-speaking problem but the problems that are done also have relation with college subject.

The result of Extrinsic Motivation (Instrumental motivation) is 9 members who became samples had a desire to continue learning the language after the Mahad al-jami'ah activities were completed and 8 of them did not object to the mandatory activities in Mahad al-jami'ah and 1 of them objected to mandatory activities on the grounds The shock about the dense activities at Mahad al-jami'ah.

It could be concluded that the members liked and felt helped by the process of language learning in Mahad al-jami'ah, they are also happy to do

English-language questions and looking for material outside of study hours in Mahad al-jami'ah, They need a variety of methods, not only fixated on books from the learning process and the contribution of peers.

B. Research Findings

From the results of questionnaire data, in the type of instrumental motivation the highest score is 48.75% who answered strongly agree and there is 0% who stated strongly disagree, it can be concluded that the students have very high motivation on the instrumental motivation, this is evidenced by the results Observation that is 6 samples of research can develop talent and ability of organization to support future career, and this data also supported by result of interview which revealed that English learning in Mahad Al-jami'ah improve their ability especially from speaking that will contribute in the future career .

In the integrative motivation type, the highest score that states strongly agree is 55% and the answer is strongly disagree is 0%, it indicates that the students have very high motivation on integrative motivation, it is supported on the observation data which at the time of learning target language and Activity in Mahad al-jami'ah students assisted in communicating, they can communicate with each other.

From the data of intrinsic motivation (confidence) which answered strongly agree 28,33% this matter have little difference with neutral answer 26,66% and the answer strongly disagree is 1,66%, it can be concluded that member feel not have trust Themselves entirely from within themselves when in the process of learning the target language. This data is supported by the results of

observations where there are still members who speak the Indonesian language environment Mahad Al-jami'ah.

In the data of intrinsic motivation (integrative orientation) the highest value that answer agree is 41,66%, and the lowest value that answer strongly disagree is 0%, but the neutral value has the number of small difference with strongly agree that is 21,66%, it can It was concluded that the motivation of the members in terms of intrinsic motivation is still not maximized to understand and learn the target language in Mahad Al-jami'ah. Evidenced by the observation where in the absence of attendance in the event there are still members who do not confirm attendance and seen from the percentage of attendance that indicates that the number of student absence compared to the number of attendance should be. However, the highest score is 41.66% indicating that in this motivation from within themselves they like english, this is proved by the interview data showing that all members who become sample stated that they liked English.

From extrinsic motivation category (Instrumental motivation) the highest score that answered agree that is 43.33% and the lowest value that answered strongly disagree is 0%, it shows positive attitude from member where from the observation data can be seen some among members follow a student organization to develop itself Especially in speech. From the extrinsic motivation (teacher and peer students) the highest score that answered strongly agree was 41.66% and the lowest score that answered strongly disagree is 0%. It can be concluded that in the language environment and in the learning process members feel the importance of teaching methods and effective teaching situations. It is proven by the results of

interviews where the members said that they need a variety of teaching methods that are fun but without having to stick to the modules that have been given, it is directly proportional to the observations where there are groups who are only fixated on the module and carry out the learning process as it is.

From the external encouragement result there is the highest value that agreed answer is 56.66% and the lowest value that answered strongly disagree 1.66%. It can be concluded that members get an outside impulse in the motivation to learn the target language, this is supported by the observation data where the members get help from the tutor if they are difficult to understand the lesson and this is also proven by the interview data stating that members have a habit of watching movies English, reading books in english, and listening to english songs.

From the personal assessment data there is a very agree value is 48.33% and strongly disagree 0%, it can be concluded that the member has a positive attitude, where these results show that they have motivation in learning the target language in Mahad Al-jami'ah .

From the data above it can be concluded that, insrinsic motivation member English study program that follow the process of learning target language in Mahad Al-jami'ah not in accordance with what is expected, where still not maximum of confidence from within them and still not sure they will be an inner impulse of the fondness with the English language taught in Mahad Al-jami'ah.

C. Discussion

The result of this research isthe insrinsic motivation member English study program that follow the process of learning target language in Mahad Al-jami'ah

not in accordance with what is expected, where still not maximum of confidence from within them and still not sure they will be an inner impulse of the fondness with the English language taught in Mahad Al-jami'ah.

The result of this research support the theory of Mahadi and Jafari (2012: 231) to be motivated means to progress or to be in motion to do something. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. Based on crump (1995 : 54) believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation.

And this research support with the related to the study that Othman and Shuqair thesis The impact of motivation on english language learning in the gulf states, motivation plays and significant role in enhancing and expediting student's english motivation. And the teacher (tutor) must use activities and employ a teaching ideology that encourages the growth of intrinsic motivation while boosting the integrative motivation of learners.

This research explain the factor that cause motivation influence to the target language in Mahad Al-jami'ah that have a language environment.

1. The need, Learning english target language as a target language become need for fresment students who live in Mahad Al-jami'ah that have a

language environment, based on the result of questionnaire 13,591 % member choosed integrative motivation because they need to know English to communicate each other. Based on the result of interview , 9 person said that they like English and they feel improvement of language when following obligated activity in Mahad Al-jami'ah.

2. The teachers as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners. Teacher (tutor) and peer students (member), in the learning process, the students need to a teacher as a facilitator and the peer students as a partner, in the language area, tutor and peer students is very usefull to improve speaking skill. Based on the result of questionnaire, 12,383 % choosed Extrinsic Motivation (teacher and peer students), based on the interview 9 respondent need a tutor and peer students.
3. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they become demotivated" (Harmer, 1991:5). To make a success in learning process. The tutor must have a good teaching style to make the member interest to learn. Based on the result of interview 7 respondent said that variation in learning process make them feel fun and relax when they learn about english.

4. Physical condition which means the atmosphere in the area. For example, when checking vocab and language performance might be held, they do in the morning and night, if the students feel bored and sleepy because of many activities in Mahad Al-jami'ah and campus and a little variation in learning process, they can lose their motivation or their motivation in learning be lowered.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to conclude the result of study and suggest beneficial thing based on the result of the study, as the following:

A. Conclusion

From the result of research it can be concluded that, insrinsic motivation member English study program is moderatly and their instrinsic motivation (confidence) is low because of the factors that are the need of members will be English so that it can assist them in interacting in the environment Mahad Al-jami'ah, encouragement or contribution from tutors and friends making it easier in communicating environment Mahad al-jami'ah and in the learning process, the physical condition, seeing in terms of the condition of place and weather during the learning process implemented, and the variation of teaching methods that will attract students' attention and grow their motivation.

B. Suggestion

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

1. For the students

Its good for students who want to succeed in learning or mastering the target language to like the target language itself and put it into practice in

the environment.

2. For the teachers

For teachers or English tutors to pay attention to the physical condition and variations of teaching to improve learning motivation to students and avoid saturation in the learning process.

3. For the next researchers

To the next researcher in order to continue this research, basically the subject of this study is only a student of TBI, to the next researcher to be able to examine other courses, and you can apply it in different places

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