CHAPTER 1

INTRODUCTION

A. Background of the Problems

English is an important language in the world. English is very important because it is a universal language. As people know that English is an international language that is used in almost all of the countries in the world. It is used in international activities as a means of communication. In addition, English is used every where whether in books, newspapers, sports, medicine, or even music and academic conferences.

Mastering English is very important for the students especially, because English is necessary as a means of getting knowledge. As now day, learning English has been a very important subject. It is become the first foreign language which is taught from Elementary school until university, even it is one of the compulsory subject that take a part in national exam. In addition, it also has its own prestige in Indonesian education and students who have good English have more chance in achieving better education.

Students had some reasons in learning English. Every student has different reasons. Firstly, the students want to learn English because they want to get better jobs when they are graduated from the school. This reasons come from many big companies require people with English skills to perform their jobs. Secondly, English gives the 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 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, that person will feel more comfortable. This reason will be a motivation that encourages them to learn English.

The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. When learning English, the different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives the influence on students' motivation in learning English. Some of the students are very difficult to study, but they have motivation to study hard for the good achievement. In other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is important factor to the success of learning English.

Motivation is an influential factor in learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult

to be reached. By having motivation students will be enthusiastic in learning process so they will be pushed to study English well.

Student in learning English have two motivation that are intrinsic motivation and extrinsic motivation. As state by Harmer “intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better”.[1] 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 motivated the students to work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does 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 intrinsic motivation, the students also have extrinsic motivation in learning English. Harmer stated that “Extrinsic motivation is the result of any

[1] Jeremy Harmer, 2007, Practical of Teaching Learning English, Cambrige UK: Longman.p98.

number of outside factors".[2] An 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, 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.

Based on preliminary observation in SMP N 7 Bukittinggi, researcher found some problems, they were: first, the students were difficult to understand about English because there was still exists a belief that English is difficult. Second, students have low level vocabulary to understand English. Third, the students have low anxiety to pay attention to English. These reasons affected students' motivation to learning English. In fact, some students were not really pay to the English lesson when the teacher taught them.

[2] Jeremy Harmer, 2007, Practical of Teaching Learning English, Cambrige UK: Longman.p98.

Based on the explanation above, motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can know their students' interest in learning English. So, they can improve their teaching. In learning English each student has various motivations. In this study the writer wanted to know the students' motivation in learning English. So the writer carried out of study entitled **"Students' Motivation in learning English in SMP N 7 Bukittinggi"**

B. Focus of the Problems

Based on background above, there are problems which could be identified. They are:

1. The students were difficult to understand English because there was still exist a belief that English is difficult.
2. The students had low level vocabulary to understand English.
3. The students had anxiety to pay attention to English.

Based on the problem above, the focus of this problem about students' motivation in learning English at second grade of SMP N 7 Bukittinggi: difficult to understand English, low level vocabulary to understand English, low anxienty to understand English.

C. Research Problems

Based on the background of the research above, this research gives information about the students' motivation in learning English in SMP N 7 Bukittinggi. The problem in this research can be formulated as follows:

"What is the level of students' motivation in learning English in SMP N 7 Bukittinggi?"

D. Objectives of the Research

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

"Is to know about students' motivation in learning English in SMP N 7 Bukittinggi".

E. Significance of the Problems

The researcher hopes this research gives advantages:

1. The writer

   Understand about students' intrinsic and extrinsic motivation in learning English.

2. The students

   This result of this research gives the information about their intrinsic and extrinsic motivation that affect in their learning English. When they

know the important of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

3. The English teacher

The result can be used feedback to improve his or her teaching to improve the students' motivation in learning English. So, they get good achievement in English subject.

F. Definitions of Key Terms

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

1. Motivation

Motivation in this research refers to reasons for engaging students in learning English.

2. Intrinsic Motivation

The intrinsic motivation comes from within individual.

3. Extrinsic motivation

The extrinsic motivation is the result of any number of outside factors, for example, the hope of financial reward or the possibility of future travel.[3]

[3] Jeremy Harmer, 2007, Practical of Teaching Learning English, Cambrige UK: Longman.p98

4. Learning

   Learning is “Acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”.[4]

[4] H. Douglas Brown,2007, Teaching by Principle,Longman.p7

CHAPTER II

REVIEW OF RELATED LITERATUR

A. Review of Related Theories

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make 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 will not take 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 new language in classroom setting.

To develop understanding of motivation we must know about what it means of motivation, types, sources, role and theories of motivation.

1. Theories of Motivation

a. Definition of Motivation

There are various definitions of motivation from many psychologists. We have to comprehend about what the motivation is in order to know and understand it. Harmer state that at its most basic level, “Motivation is some Kind of internal drive which pushes

someone to do things in order to achieve something".[1]Brown 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".[2] According to Brown "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".[3]

1) 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.

2) 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

[1]Jeremi Harmer, 2007, Practical of Teaching Learning English, Cambrige UK: Longman.p98
[2] H. Douglas Brown, 2007. *Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Companyp170
[3] H. Douglas Brown,2007, 2007. *Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p72

people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the motivation in learning.

2. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

a. Intrinsict Motivation

"Intrinsict motivation comes from within the individual"[4] im means otivation is a desire which comes from inside to something. So, intrinsic motivation is the natural tendency to seek out challenge as a pursue personal interest and exercise capabilities. A more powerful category of reward is one of intrinsically driven wiyhin the learner. Moreover, Hobby examplifies intrinsic motivation,[5] they are:

1) Interest, students with interest in a subject tend to pay attention to it. They feel that it makes a difference of them. They want to fully aware of its character. Learning process will run well if the students have an interest. The students will lesrn regularly or evectively and they will be successif they have high intelligent.

[4]http://www. artipot.com/articles/397167/do-you-wany-to-increase-your-intrinsic-motivation.htm
[5] Gary R VandenBos, APA Dictionary of Pshychology, Boston: Houghton Mifflin Company 1984, p612

2) Need, a condition of tension in an organism resulting from depripation of something require for survival well-being or personal fulfillment a substance, states of any other thing[6]. It means that need is acircumtances in which something is necessary. The characteristics of the three types of needs are[7]:

   a) Need for achievement, involves a strong desire to succsed in attain goals, not only realistic ones but also challenging ones.
   b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those arround them.
   c) Need for power, power is not about reaching the goal but about having control over the people. People high in this need would want to have influence over others and make an impact on them.

3) Hobby is an activity or interest that is undertaken for pleaure or relaxion in one's spare time.[8]So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.

4) Goal, the learner is very aware of the goal of the learning or of specific learning activities and directs his efforts toward achieving team. In learning process the learners have to know the appropriate

[6] Gary R VandenBos, APA Dictionary of Pshychology, Boston: Houghton Mifflin Company 1984, p.374
[7] Saundra K Ciccareli& J Npland White, Psychology 2nd edition, New Jersey: Pearson, 2009, p.361
[8] http://www.artipot.com/articles/397167/do-you-wany-to-increase-your-intrinsic-motivation.htm

goal, they will prepare everything that can help them to achieve their goal.

b. Extrinsic Motivation

"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 task"[9] Extrinsic motivations are motive and function if there is stimulation from outside. These are come from the teacher, parents and environment.

1) Teacher, a major factor in continue of students' motivation is the teacher. The teacher has an important role in learning process. The teacher is not only for a person who transfer the knowledge but also as motivator for the students.
2) Parents, a part from the culture of the world around the students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older sibling will be crucial[10]
3) Environment, outside any classroom there are attitude to language learning and the English language particular. The learning of English important to be considered in the society. In a school situation, the language learning is part of part of the curriculum of thing status, the cultural images associated with English are positive.

[9] Penny Ur, A Course in Learning English, p.227
[10] Jerremy Harmer, The Practice of English Language Teaching 3rd Edition, p51-52

3. Sources of motivation

According to Harmer "The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people".[11] 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 are important that considered being in the 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 a 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.

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[11]Harmer, Jeremy. 2001. *The Practice of English Language Teaching.* Third edition. Longman Pearson Education Limited.p.51

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. Theories of Motivation

a. Brown's

Brown stated that "Motivation is something that can, like self-esteem, be global, situational, or task oriented".[12] Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner. Intrinsic motivation, for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives emerge based on Brown:[13]

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[12]Brown, 2007.*Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p.170

[13]Brown, 2007.*Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p168

1) From a behavioral perspective, motivation is seen in very matter fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement.
2) In cognitive terms, motivation places much more emphasis on the individual's decisions. For example, Ausbel in Brown identified six needs undergirding the construct of motivation:[14]
    a) The need for exploration
    b) The need for manipulation
    c) The need for activity, for movement and exercise, both physical and mental.
    d) The need for stimulation, the need to be stimulated by the environment, by other people, or by ideas, thoughts, and feelings.
    e) The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and for self consistent systems or knowledge.
    f) The need for ego enhancement, for the self to be known and to be accepted and approved of by others.

[14]Brown, 2007.*Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p169

3) A constructivist. Each person is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

   The " needs" concept of motivation in some ways belongs to all three schools of though. The fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context. For example, children who are motivated to learn to read because they perceive the value (reward) of reading, they meet the needs of exploration, stimulation, knowledge, self-esteem, and autonomy, and they do so in widely varying ways and schedules and in the context of a society that values literacy. On the other hand, children my unmotivated to learn because they fail to see the reward, only connect to the learning to superficial needs such as fulfilling a requirement.

Ames (1992) created a matrix to present the classroom structure and instructional strategies supporting a mastery goal as shown below:

Table 2.1.*Classroom structure and instructional strategies supporting a mastery goal*

Structure	Instructional Strategies	Motivation Patterns
Task	• Focus on the meaningful aspects of learning activities • Design tasks for novelty, variety, diversity, and student interest • Design tasks that offer reasonable challenge to students • Help students establish short-term, self-referenced goals • Support the development and use of effective learning strategies	• Focus on effort and learning • High intrinsic interest in activity • Attributions to effort • Attributions to effort-based strategies • Use of effective learning and other self-regulatory strategies • Active engagement • Positive affect on high effort tasks • Feelings of belongingness • "Failure-tolerance"
Authority	• Focus on helping students participate in the decision making • Provide "real" choices where decisions are based on effort, not ability evaluations • Give opportunities to develop responsibility and independence • Support development and use of self-management and monitoring skill	
Evaluation/ Recognition	• Focus on individual improvement, progress, and mastery • Make evaluation private, not public • Recognize students' effort • Provide opportunities for improvement • Encourage view of mistakes as part of	

	learning	

Source: Ames, C. (1992). Classrooms: Goals, structures, and student motivation. Journal of Educational Psychology, V. 84, N.3, p. 261-271.

5. The Students' Motivation Indicators in Learning

One of the best things to know the students' motivations is to know their indicators in learning process and the way they want to reach the goal of learning. Makmum in Engkoswara said that there are several indicators of students' motivations in learning, they are:[15]

a. Duration, the time of the students' activity in learning.
b. Frequence of the activity, how often the activity both of in the classroom and outside of classroom is applied to the students.
c. Presistantion, the aproriatness of the activities goal to the students.
d. Devotion and Sacrifice, the appropriate effort, money, power and though of the students .
e. Tough, the resolute and ability of the students in facing the obstacles and difficulties to reach the goal
f. Aspiration level, the students' target which is want to reach by doing the activities
g. Prestation, how much the goal is reached by the students through the activity and satisfied or not the goal is reached by the students through the activity.

[15]Engkoswara,*Administrasi Pendidikan*,Jakarta: Afabeta, 2010, p.210

h. Direction, the characteristics of directions which are dislike or not and positive or negative by the students.

B. Learning

1. Definition of Learning

Brown stated that "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction" There are many concepts of learning, they are:[16]

a) Learning is acquisition or "getting".
b) Learning is 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 a change behavior.

These concepts above, also give way to a number of subfields within 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

[16]2007. *Principles of Language Learning and Teaching.* Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p.7-8

forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

2. Types of Learning

The theories of learning of course do not capture the entire possible element of principles of human learning in general. Types of learning vary according to the context and subject matter to be learned. Gagne in Brown said that identified eight types of learning as follows:[17]

a. Signal learning. The individual learns to make a general diffuse response to a signal. Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.
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. Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains.
e. Multiples 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.

[17]Brown, 2007.*Principles of Language Learning and Teaching.*Fifth edition. Addison Wesley Longman, Inc. A Pearson Education Company.p.100

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.

3. Motivation Contribution in Foreign Language (L2) Learing

Motivation is considered as an integral part in the achievement of anygoal. It is an important factor that has apositive influence in anyeducational learning process especially in learning second language.Woolfolk (1998)defines "Motivation as an internal state that arouses,directs and maintains behavior".

In the light of these definitions motivation can be considered a process that influences the success of L2 learning.Mower (1950) was the pioneer who focused on first language acquisition. He was of the view that a child learnshis first language in order to fulfill his desire to interact with hisfamily and society at large. Robert Gardner(1982) was largely influenced by Mower's idea. Gardner presented Mower's idea as the basis for hisresearch.Gardner's model tends to reflect four basic features of L2 learning. These features are:

a. Social and cultural environment

   1) Learner's individual differences.

   2) The setting in which learning takes place.

   3) Linguistics out comes.

b. In the light of this model, it can be seen that motivation works on three levels.

   1) Efforts: refers to the drive of learner.

   2) Desire**:** refers to the want of learner.

   3) Affect: refers to learner's emotional reaction.

      On the basis of these elements, the learner can be categorized into two levels of motivations that are.

On the basis of these elements, the learner can be categorized into two levels of motivations that are:

a. Integrative Motivation:

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture.Integrative motivation refers to "an openness to identify at least in part with another language community " Gardner and Masgoret, (2003, P.126). Ellis (1997) explains that learners learn target language in order to fulfill the desire to mix up in the people andculture of the target language.

b. Instrumental Motivation:

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college. Gardner and Lambert(1992) considered instrumental motivation as a meansto get social and economic reward through L2 Learning.Motivation is an important factor in L2 learning. Some researchers are of the view that both types are important tofulfill the purpose of learning. Therefore, it is necessary to know the combination of both the types.Brown (2000) suggested that for learning target language learners prefer the combination of these two types. Wong. Fillmore (1991) viewed three conditions necessary for learning L2.

1) the need of motivated students to learn target language.
2) native speaker's support to learn L2.
3) contact between native speaker of target language and learners

C. Learning English

Learning english is a active process which is happens transfer and achieving information and knowledge about English language. In learning english, one of factors which influence the students is mtivation. Harmer states, motivation is some kind of internal drive which pushes someone to do

things in order to achieve somthing.[18] In learning, students should have motivation in order to encourage their learning.

The purposes students have for learning will have an effect on what it is they want and need to learn -and as a result will influence what they are taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in a target-language community will need to use English to achieve their immediate practical and social needs. Thus Harmer states that English is learn and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach[19],.

1. Schools and language schools

A huge number of students learn English in primary and secondary classrooms around the world. They have not chosen to do this themselves, but learn because English is on the curriculum. Depending on the country, area and the school itself, they may have the advantage of the latest classroom equipment and information technology (IT), or they may, as in many parts of the world, be sitting in rows in classrooms with a blackboard and no other teaching aid. Private language schools, on the other hand, tend to be better equipped than some government schools(thoughthis is not always the case). They will frequently have

[18]Jeremy Harmer, The Practice English Language Teaching, England:Paerson Education Limited,2001,p.51

[19]Jeremy Harmer, How to Teach English, Longman,p.2-3

smaller class sizes, and, crucially, the students in them may well have chosen to come and study.

2. Large class and one-to-one teaching

Some students prefer to have a private session with just them on their own and a teacher. This is commonly referred to as one-to-one teaching. At the other end of the scale, English is taught in some environments to groups of over 100 students at a time. Government school classes in many countries have up to 30 students, whereas a typical number in a private language school lies somewhere between 8 and 15 learners.

D. Motivation for Learning English

Hedge stated that " Adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English".[20] Now, in much state school system, where the pupils' future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety or attitude, or willingness to try new learning strategies.

Thus, Wu Xinchun states Learning motivation has three functions, they are:

[20]Hedge, Tricia. 2003. *Teaching and Learning in the Language Classroom*. China: Oxford University Press.p.22

1. Stimulating Function Once learners have motivation certain learning motivation, in ca certain condition, this incentive will stimulate learners to learn activities.
2. Learning motivation can make learners for certain learning objectives and learning
3. Yao Xiaoting & Mao Lingling states that Maintaining and regulation function. When learning activities, keep the active learning motivation will for certain learning goal. And adjust learning of the intensity and duration each individual realize learning goals, and motivate to pursue the current learning actviyies, and to achieve a learning goals. Learning motivation can raise organism to maintain or strengthen learning activities, or conversation activity direction in order to achieve the ultimate goal. Therefore, motivation can helps students to improve themselves[21].

E. Self-Regulated Learning Strategies

Zimmerman and Martinez-Pons (1988) isolated the effective self-regulated learning strategies shown in the table below:

[21]Yao Xiaoting and Mao Lingling, Study on Stimulating English Learning Motivatio, Journal of Wuxi instite of Commerce, 10, the ninth period, 2010

Table 4.*Self-Regulated Learning Strategies*[22]

1. Self-evaluating	Statements indicating student-initiated evaluations of the quality or progress of their work; e.g., "I check over my work to make sure I did it right".
2. Organizing and transforming	Statements indicating student-initiated overt or covert rearrangement of instructional materials to improve learning; e.g., "I make an outline before I write my paper".
3. Goal-setting and planning	Statements indicating students' setting of educational goals or sub-goals, and planning for sequencing, timing, and completing activities related to those goals; e.g., "First, I start studying two weeks before the exams, and I pace myself."
4. Seeking information	Statements indicating student-initiated efforts to secure further task information from nonsocial sources when undertaking an assignment; e.g., "Before beginning to write the paper, I go to the library to get as much information as possible concerning the topic."
5. Keeping records and monitoring	Statements indicating student-initiated efforts to record events or results; e.g., "I took notes of the class discussions"; "I kept a list of the words I got wrong."
6. Environmental structuring	Statements indicating student-initiated efforts to select or arrange the physical setting to make learning easier, e.g., "I isolate myself from anything that distracts me"; "I turn off the radio so I can concentrate on what I am doing."
7. Self-consequating	Statements indicating student arrangement or imagination of rewards or punishment for success or failure; e.g., "If I do well on a test, I treat myself to a movie."
8. Rehearsing and memorizing	Statements indicating student-initiated efforts to memorize material by overt or covert practice; e.g., "In preparing for a math test, I keep writing the formula down until I

[22]Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning., Journal of Educational Psychology, 81(3), p. 337.

	remember it."
9-11. Seeking social assistance	Statements indicating student-initiated efforts to solicit help from peers (9), teachers (10), and adults (11); e.g., "If I have problems with math assignments, I ask a friend to help."
12-14. Reviewing records	Statements indicating student-initiated efforts to reread notes (12), tests (13), or textbooks (14) to prepare for class or further testing; e.g., "When preparing for a test, I review my notes."

F. Different Types Of Learning

The relationship between theories of learning and educational practices is complicated by the reality that there is more than one type of learning. None of the present theories is capable of explaining learning in all situations, and scholars working within a particular theoretical perspective often ignore or deny the importance of other types of learning and the relevance of other theories for different situations. Nearly every educational setting involves several types of learning, each with its unique importance to the functioning of the classroom.

There is little agreement on how many types of learning actually exist. Nevertheless, it should not be too difficult to identify different types of learning in the following examples:

1. learning to tie a shoelace or necktie,
2. being afraid (fearful in a literal sense) to work in a math class after a lengthy public ridicule by a teacher two years earlier for being unable to explain a problem to the class,

3. understanding and explaining causes of the French and American revolutions,
4. learning to cook by watching one's father or mother, and
5. negotiating an understanding of “learning” with a person holding a different theoretical perspective. Different theories are good for explaining one example but poor for explaining other examples.

When evaluating the validity or usefulness of different theories, especially from the perspective of the student doing the learning, it is helpful to consider what the person is learning and what is taken as evidence that learning has occurred. Students do not always engage in the type of learning sought by the teacher. For example, a teacher conducts a lesson on the Civil War that includes authentic activities, having students question one another about the war, and finally giving the students a quiz. It would not be at all uncommon for the teacher to conclude that a particular student *understood* what happened at Gettysburg when in reality he or she only memorized certain facts.

Theories of learning are efforts to explain how people learn. Different theories are based on different assumptions and are appropriate for explaining some learning situations but not others. Theories of learning can inform teaching and the use of different instructional resources including technology, but ultimately the learning activities in which the student actually engages (mental, physical, and social) determine what a student learns in the

classroom. Classroom learning involves social, emotional, and participatory factors in addition to cognitive ones, and theories of learning need to take these factors into account. Most current theories of learning presuppose that the goal of education is to develop the ability of students to understand the content and to think for themselves, presumptions that are consistent with the majority of modern-day schools.

G. Review of Related Studies

There are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana with the study about relationship between motivation and achievement in English among English department students. In her study, she 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, Emaliana 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 group,

while in a group contain of some students, and each student has different motivation.[23]

As the result, she found that extrinsic motivation is 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 positive attitude in learning Englishin educational context.[24]

The next studies was done by Jaryati with tittle "Students' Motivation in Learning English in the Eleventh Grade Students of SMA PGRI I Pati in Academic Year 2015/2016. The result of this research showed that the score of the students' intrinsic motivation is 59% and the students' extrinsic motivation is 41%. Based on the result, the conclusion in the student in SMA PGRI 1 Pati have higher intrinsic motivation than extinsic motivation.

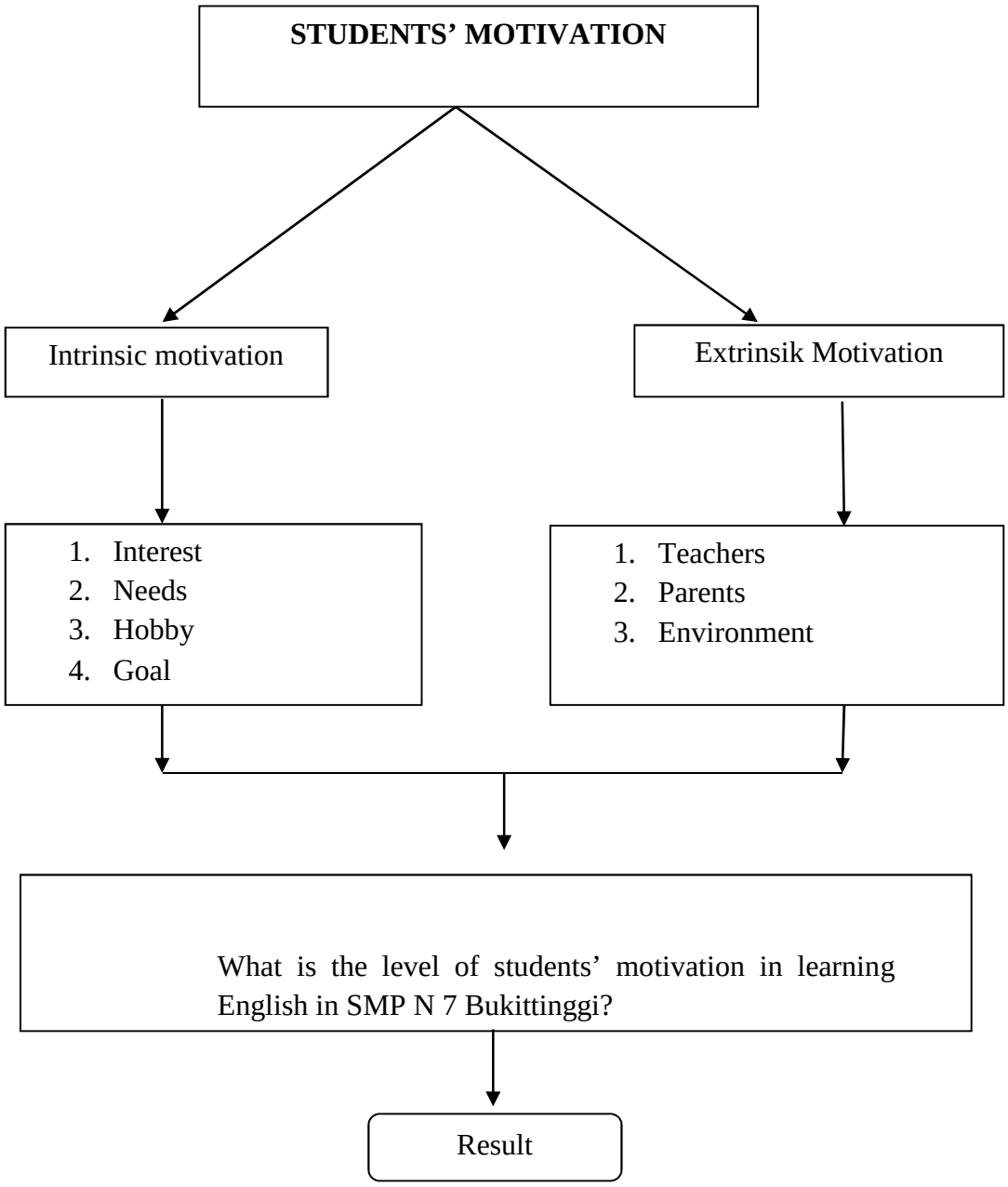
The researcher discover about students motivation not only intrinsic but also extrinsic motivation in learning englsh. The researcher do the research to eighth grade students of SMPN 7 Bukittinggi and collect the dat from the population and sample that are chose. The researcher try to know what motivation are students need exactly in learning english intrinsically and extrinsically and what problem might be students face to become succes in learning english.

[23]Emaliana, I. 2011. A Survey on Relationship between Motivation and Achievement of English Department Students in State University of Malang.State University of Malang Press.

[24].Jefiza, 2012.Students' Motivation and Attitudes toward Learning English Course in Bandung. Indonesia University of Education

Furthemore, the researcher discover the differences from the related study above about the motivation in learning english so that the researcher do the researcher under the tittle Students' Motivation in Learning English at Second Grade of SMPN 7 Bukittinngi.

H. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher wants to find the students' motivation in learning English. In this research the researcher used survey research design with the use of quantitative approach. Ary et al stated that "In survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior".[1] Surveys were useful when a researcher collect the data on phenomena that cannot be directly observed (such as motivation in learning English).

Surveys were used extensively in library and information science to assess students' motivation of 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 which used in this research is Cross-sectional surveys. Cross-sectional survey is used to gather information on a population at a single point in time.

[1]Ary, Donald et al. 1985.*Introduction to Research in Education*. USA: CBS College Publishing.p.372

B. Population and Sample

1. Population

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher.[2]

This research was conducted at SMP 7 Bukittinggi. The researcher chooses SMP 7 Bukittinggi as the research object because the researcher has conducted several time observation and the school has some problem about learning English. In this research the population was all of the students in SMP 7 Bukittinggi. That was consisting of second grades. In the first year, there are five classes that are class VIII.1, VIII.2, VIII.3, VIII.4, VIII.5; each class has different number of students.

Table 1 Population of second grade of students SMPN 7 Bukittinggi

No.	Class	Total Responden
1	VIII.1	32
2	VIII.2	32
3	VIII.3	31
4	VIII.4	31
5	VIII.5	35
Total	**5**	**162**

[2]Sugiyono. 2010. *Metode Penelitian Pendidikan*. Bandung:Alfabeta.p.117

2. Sample

Sample is element in this research which is part of population. Gay state that sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.[3]

In choosing the sample, the researcher used random sampling technique. Arikunto explains that random sampling is one of sample technique in which, all of the member of the population have the same opportunity to be the sample.[4] The researcher uses random sampling because all of the second year students have the same characteristic, hence those second year have the chance to be chosen as the sample. In this research, the researcher used some ways to choose the sample randomly; they were by taking lottery, ordinal, and random table.

The samples of the research were the students at the second year are 162 students. At least, the researcher only took 25% of total respondent. It took 25% of total the sample.[5] It means that the researcher took 25% of total the sample of the research because total of student are 162. Thus, the researcher took10 until 11 students in each class.

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[3] L.R. Gay, *Educational Research,* (Newyork : Macmillan Publishing Company, 1990), p. 102.

[4]ArikuntoSuharsimi, *ManajemenPenelitian*,(Jakarta : RinekaCipta,2003,) p. 134

[5]SuharsimiArikunto,*MetodologiPenelitianPendidikan*, (Jakarta: PenerbitBumiAksara, 2007), p. 114

C. Tehnique Data Collection

In the process ofcollecting data, the researcher distributed questionnaires to the classes which were selected by using stratified and random sampling. Some teachers in SMP 7 Bukittinggi give the opportunity to the researcher to distributed the questionnaire, after they finished their teaching and learning process. Then after the researcher distributes the questionnaire, the researchers asked the students to complete a questionnaire by giving a check in the questionnaire based on their opinion and feeling. After the students have completed answering the questions, students susbmitted thequestionnaires to the researcher.

After the researcher got all the data collected from the questionnaire, the researchers calculated the results of the questionnaire using Microsoft excel. Questionnaire used in this research is close questionnaire. In this questionnaire, the students were asked to answer the question by choosing five categories SA=5, A=4, D=3, SD=2 and N=1. In this questionnaire there are two categories from ten questions that are intrinsic and extrinsic motivation. So, the highest score for each category are 20 and the lowest score are 5. We can see the table below:

Table 2. the Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	**Extrinsic Motivation**
Always	5	5
Usually	4	4
Sometime	3	3
Seldom	2	2
Never	1	1

After that the researchers calculated the score from the questionnaire to know how percentage of students that have intrinsic and extrinsic motivation.

D. Data Analysis

To know about the students' motivation in learning English in SMP 7 Bukittinggi, the researcher used descriptive quantitative method based on how many students answer each item in questionnaire. Items in the questionnaire were drawn on the descriptive table of frequency distribution and mean score.

Then, the researcher determines percentage both intrinsic and extrinsic motivation by the following formula:

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

Where: P = percentage of intrinsic/extrinsic motivation

F = frequency of intrinsic/extrinsic motivation

n = total of score from questionnaire

E. Research Instrument

In this research, the researcher uses questionnaire as instrument to collect the data. In oxford dictionary questionnaire is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.

In this research, the questionnaire distributed to know the student motivation in learning English. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Engkoswara. It consists of two parts of close ended questions which contain about intrinsic and extrinsic motivation. In questionnaire there are ten questions that was written in English and also translated into Indonesia to give easier the students to understand and answer the questions. The question number 1-5 are the questions to collect the information about intrinsic motivation and question number 6-10 are questions for extrinsic motivation. In this questionnaire, students were asked to answer the question by choosing four categories A (Always=Selalu), U(Usually=Biasanya), S (Sometime=Kadang-kadang), and

S (Seldom=Jarang) N (Never=Tidakpernah) . Each students were assigned the question based on their opinion and feeling.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The finding reveals that the level of students' motivation from the data presentation.

1. The Data description

The questionnaire was distributed to the four classes that are class VIII 3, VIII.4, and VIII.5. There are 11 students in VIII.3, 11 students in VIII.4, and 11 students in VIII.5. We can see the result of the students' respond in the table below:

Table 4.1 The result from the questionnaire of students' motivation

Number Of The Statement	**A**%	**U**%	**S**%	**S**%	**N**%
1	27,3	27,3	33,3	12,1	-
2	12,1	24,3	51,5	9,1	3
3	9,1	27,3	33,3	27,3	3
4	12,1	15,1	18,2	45,5	9,1
5	6,1	24,2	33,3	24,3	12,1
6	9,1	18,2	39,4	30,3	3
7	27,3	21,2	21,2	21,2	9,1
8	9,1	24,2	36,4	24,2	6,1
9	15,1	30,3	36,4	18,2	-
10	12,1	39,4	12,1	27,3	9,1

Based on the table above, the researcher will explain about the students' conception as follows:

a. From the statement number (1). *I am really serious during English learning process*. 27,3% students answer always, 27,3% Often, 33,3% and motivation in learning English. The students

motivated to study English because they want to improve their language skill.

b. From the statement number (2). *My spirit is being down in every English learning process.* The students answer 12,1% always, 24,3% usually, 51,5% sometimes, 9,1% seldom, and 3% never. The students dont motivated because they have low spirit to study English.

c. From the statement number (3). *I very dilligent to repeat enlish lessons in the class when break time.the students answer 9,1% always 27,3% usually, 33,% sometimes, 27,3% seldom, and 3%, never.*The students motivated to study English because most of students very delligent to repeat English when break time.

d. From the question number (4). *I always study english outside the school. The students answer 12,11% always, 15,1% usually, 18,2% sometimes, 45,4% seldom, and 9,1% never*. The students dont motivated because most of students seldom to study English outside the school.

e. From the question number (5). *I am lazy to fix and to increase my goal activity in learning english. The students answer 6,1% always, 24,2% usually, 33,3% sometimes, 24,2% seldom, and 12,1% seldom.* The students motivated because most of students dont lazy in this subject.

f. From the question number (6). *I always inacfective m*y power and mind to study English. The students answer 9,1% always, 18,2% usually, 39,4% sometimes, 30,3% seldom, and 12,1% never. The students dont motivated because most of the students dont effect their power and mine to study English.

g. From the question number (7). *Eventhough i feel sick, i should follow the English learning process.*the students answer 27,3% always, 21,2% usually, 21,2% sometimes, 21,2% seldom, and 9,1% never. The students motivated because most the students have many possitive answers.

h. From the question number (8). I am more lazy in learning English because i am difficult in getting standars score in that subject. The students answer 9,1% always, 24,2% always, 36,7% sometimes, 24,2% seldom, and 6,1% never. The students motivated because more than students answers always from never.

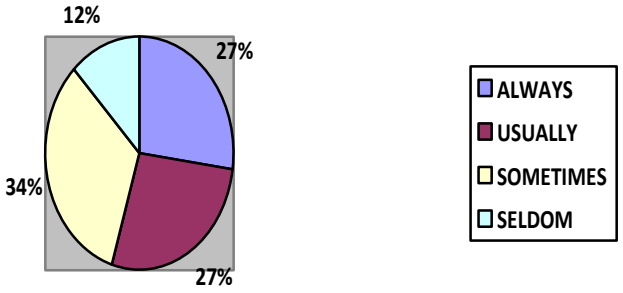
i. From the question number (9). *I increase english score to make my parents spirit in schooling me. The students answer 15,1% always, 30,3% usually, 36,7% sometimes, and 18,2% seldom.* The students motivated because most of the students have positive answers.

j. From the question number (10). *I am a little bit impolite to the theacher in English learning process. The sudents answer12,1%*

always, 39,4% usually, 12,1% sometimes, and 9,1% never. The students have low motivated because most of students answers usually in this quessionaire.

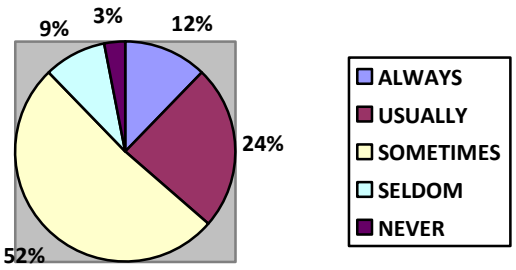
2. **The Data Analysis**

   a. **Item 1 : Duration. The time of the students activity in learning.** ***I am really serious during English learning process*****.**



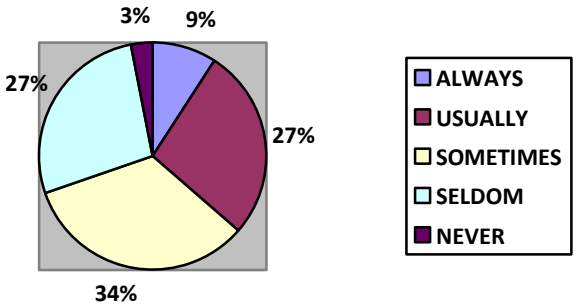
From 33 students, answers always 9 students = 27% , usually 9 students = 27%, sometimes 11 students = 34%, and seldom 4 students = 12%. The students motivated to study English because many of the students really serious during English learning process. They are effective and serious in using their time when learned.

   b. **Item 2 : Duration. The time of the students activity in learning.** ***My spirit is being down in every English learning process.***



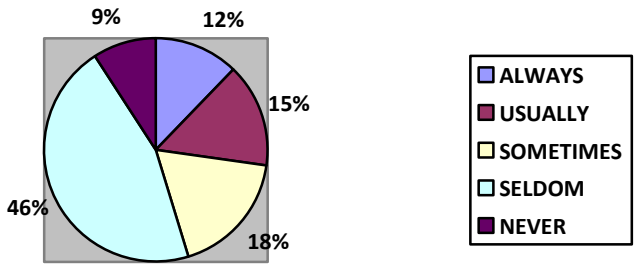
From 33 students, answers always 4 students = 12% , usually 8 students = 24%, sometimes 17 students = 52%, seldom 3 students = 9% and never 1 student = 3%. The students were't motivated because many students have low spirit to study English. They aren't effective their time and duration in learning process.

c. **Item 3 : Frequence of the activity. How often the activity both of in the classroom and outside of classroom is applied to the students.** ***I very delligent to repeat English lessons in the class when break time.***



From 33 students, answers always 3 students = 9 %, usually 9students = 27%, sometimes 11students = 34%, seldom 9students = 27%, never 1 student = 3%. The student motivated to study English because most of students really delligent to repeat English lessons in the class when the break time. They are good for their Frequence of the activity, how often the activity both of in the classroom and outside of classroom is applied to the students.

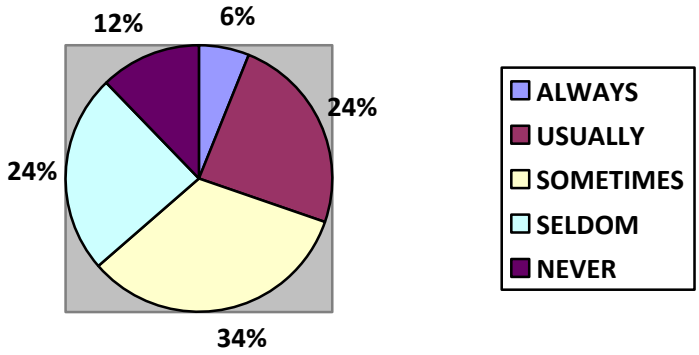
d. **Item 4 : Frequence of the activity. How often the activity both of in the classroom and outside of classroom is applied to the students.** ***I always study English outside the school.***



From 33 students, answers always 4 students = 12%, usually 5 students = 15%, sometimes 6 students = 18%, seldom 15 students = 46%, never 3 students = 9% . The students weren't motivated because most of students seldom study English outside the school. They not have good Frequence of the

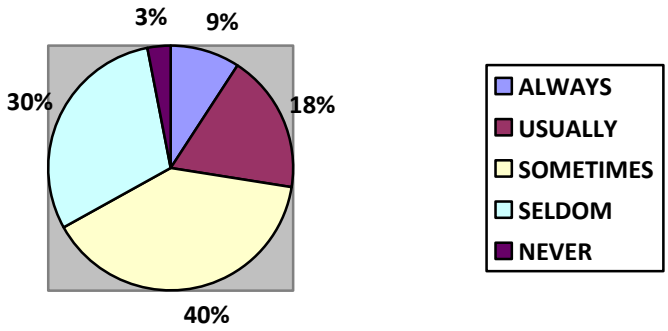
activity, how often the activity both of in the classroom and outside of classroom is applied to the students

e. **Item 5 : Presistantion. The apropriatness of the activities goal to the students.** ***I am lazy to fix and to increase my goal activity in learning English.***



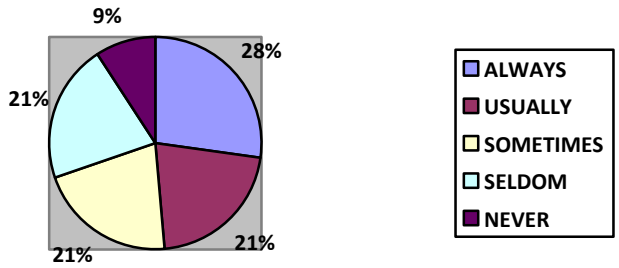
From 33 students, answers always 2 students = 6%, usually 8 students = 12% , sometimes 11 students = 34%, seldom 8 students = 24% and never 4 students = 12%. The students motivated because most of students don't lazy in this subject. Their presistantion is good, the apropriatness of the activities goal to the students.

f. **Item 6 : Devotion and sacrifice. The appropriate effort, power and though of the students .** ***I always inafective my power and mind to study English.***



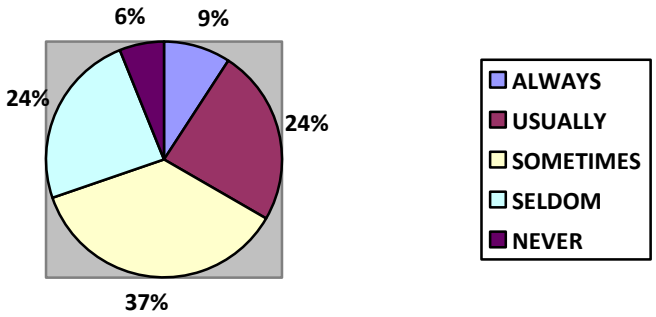
From 33 students, answers always 3 students = 9%, usually 6 students = 18% , sometimes 13 students = 40%, seldom 10 students = 30%, never 1 student = 3%. The students don't motivated because most of students don't effect their power and mine to study English. Their devotion and sacrifice is not good, the appropriate effort, power and though of the students.

g. **Item 7 : Tough. The resolute and ability of the students in facing the obstacles and difficulties to reach the goal.** ***Eventhought I feel sick, I should follow the English learning process.***



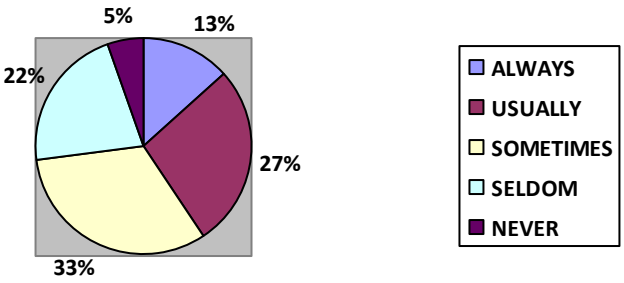
From 33 students , answers always 9 students = 28%, usually 7 students = 21%, sometimes 7 students 21%, seldom 7 students = 21% and never 3 students = 9%. The students motivated because most the students have many positive answers. Their tough is good, the resolute and ability of the students in facing the obstacles and difficulties to reach the goal.

h. **Item 8 : Aspiration level. The students' target which is want to reach by doing the activities.** ***I am more lazy in learning English because i am difficult in getting standars score in that subject.***



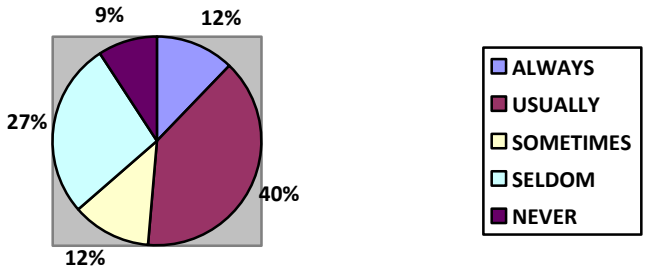
From 33 students, answers always 3 students = 9%, usually 8 students = 24%, sometimes 12 students = 37%, seldom 8 students = 24% and never 2 students = 6%. The students motivated because more than students answers possitive subject. Their aspiration level is good, the students' target which is want to reach by doing the activities.

i. **Item 9 : Prestation qualifiqation level. How much the goal is reached by the students through the activity and satisfied or not the goal is reached by the students through the activity.** ***I increase English score to make my parents spirit in schooling me.***



From 33 students, answers always 5 students = 15%, usually 10 students = 30%, sometimes 12 students =37%, seldom and 6 students= 18%. The students motivated because most of students increase English score.Their prestation qualifiqation level is good, How much the goal is reached by the students through the activity and satisfied or not the goal is reached by the students through the activity.

j. **Item 10 : Direction. The characteristics of directions which are dislike or not and positive or negative by the students.** ***I am a little bit impolite to the theacer in English learning process.***



From 33 students, answers always 4 students = 12%, usually 13 students = 40%, sometimes 4 students = 12%, seldom 9 students = 27% and never 3 students = 9%. The students have low motivated because most of students answers usually in this quassionaire.Their direction is not good, the characteristics of directions which are dislike or not and positive or negative by the students. Furthermore, from the calculation above from the questions of number 1, 3, 5, 7, 8 and 9 most of students are dilligent and have the motivation in learning english. For the questions of number 2, 4, 6 and 10 most of students are lazy and have a motivation less in learning english.

B. Discussion

Students' Motivation in learning English

Based on the presentation of the data above, the researcher found that the students of SMP N 7 Bukittinggi have good motivation. It can be described by showing the fact on the questionnaire that the students happy and serious, dilligent to repeat lesson in break time, they are not lazy, come to the class eventhough they have fever, and increase their mark to make their parents proud to them.

It can be concluded that the students second grade of SMP N 7 Bukittinggi have good motivation in leraning English because most of the questionnaire describe that the students of second grade SMP N 7 Bukittinggi from the total of ten questions, the they checked six questions of questionnaire with the positive result. So that,the question of this research "how the students' motivation in learning english" is answered. The answer is the students second grade of SMP N 7 Bukittinggi have good motivation in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

The finding of the research lead to the conclusion and suggestion concern the students' motivation in learning English at second grade in SMP N 7 Bukittinggi.

A. CONCLUSION

Based on those findings and discusion, it can be concluded that the students have good motivation in learning English because most of the quesionaire describe that the students of second grade SMP N 7 Bukittinggi from of ten questions, the they checked six questions of questionnaire with the positive result. So that,the question of this research "how the students' motivation in learning english" is answered. The answer is the students second grade of SMP N 7 Bukittinggi have good motivation in learning English.

B. SUGGESTION

From the result of this research, the researcher recommended some suggestion to improve the students' motivation in learning English.

1. To the institution (SMP N 7 Bukittinggi)

   The researcher hopes to the institution to give appreciation to the students who have good achievement. Because by giving appreciation can build the students' motivation in learning.

2. For the teachers

   a) For the teachers in SMP N 7 Bukittinggi

      From this finding showed that students in SMP N 7 Bukittinggi have good motivation in learning English. It will give the advantages for the teacher to bring the students in the English teaching and learning process. Because the students have good motivation in learning, they can easy to achieve their study well. In here, the teacher must build the students' motivation in every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, teacher are hoped to be creative to create a good atmosphere in teaching.

   b) For the teachers in general

      The teacher should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

3. For the students

   Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to

learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

4. For the future researchers

It is expected to future researcher to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development of English education.