STUDENTS’ MOTIVATION IN ENGLISH LEARNING PROCESS
IN CLASS 8B SMP MUHAMMADIYAH 3 MLATI
IN ACADEMIC YEAR 2013-2014

A SARJANA PENDIDIKAN FINAL PAPER

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A Sarjana Pendidikan Final Paper on

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I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 16 April 2014

The writer

Indriyanto

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ABSTRACT


Motivation is an important factor in human behaviour. Motivation encourages students to do several activities such as reading, writing, and group discussion. There are two kinds of motivation, namely intrinsic motivation and extrinsic motivation. In the correlation with teaching process, motivation encourages the teacher and the students to do several learning activities. Motivation determines the success or failure of the goal of teaching process. In short, motivation is the key to achieve the good learning output.

The method of this study was survey research. There were two objectives in this study. The first objective was to find out the students’ motivation in English teaching process. The second objective was to figure out the teacher’s effort to motivate the students. The subjects of this study were the eighth grade students in class 8b and an English teacher in SMP Muhammadiyah 3 Mlati.

There were two problems formulation in this study. Those problem formulations are, 1. How is the motivation of the eighth student in learning English, 2. What are the English teacher’s efforts to improve the students’ motivation in learning English? To obtain the data, the writer distributed the questionnaire to the students and the English teacher.

The result was divided into two parts. The first part was the result of students’ learning motivation. The second part was the teacher’s efforts to improve the students’ motivation. Thus, the reader could find out the students’ motivation and the teacher’s effort to improve the students’ motivation.

Keywords: *Motivation, students’ motivation, learning motivation*
ABSTRAK


Hasil yang didapatkan dari data tersebut dibagi menjadi dua. Hasil pertama adalah mengenai bagaimana motivasi siswa dalam belajar Bahasa Inggris. Hasil yang kedua adalah mengenai bagaimana kinerja guru dalam proses belajar mengajar Bahasa Inggris di kelas. Dengan demikian dapat diketahui bagaimana motivasi belajar siswa dalam belajar Bahasa Inggris dan kinerja guru Bahasa Inggris dalam proses belajar mengajar.

Kata kunci: Motivation, students’ motivation, learning motivation
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Praise to Allah SWT, the Almighty, the creator, and the owner of all plans, for the mercy and strength. Invocation and peace go to Muhammad SAW, the prophet, along with his discipline as a direction in every path.

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Yogyakarta, April 16, 2014

[Signature]

The writer
Dedication:

This final paper is dedicated to my beloved parents and my sister. I thank them for their love and sacrifice. Nothing compares to everything that they have done.
Motto:

There is none worth of worship but Allah.

- Arabic proverb.

Guð hjálpar þeim sem hjálpa sér sjálfir.

- Icelandic proverb.

If you wanna go fast, go alone. If you wanna go far, go together.

- American proverb.
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CHAPTER I
INTRODUCTION

This chapter deals with background of the study, problem formulation, research method, objectives of the study, and significances of the study.

A. Background of the Study

According to Ellington (1984), the purpose of teaching-learning activity is the result about the expected behaviour of teaching-learning process. The teaching-learning activity involves two participants. The participants involved in the teaching-learning activity are teacher and students. In such teaching-learning activity, the process of learning is the most important aspect. According to Hasibuan and Moedjiono (2006), the students’ participation is needed in order to support the teaching-learning process.

The learning process is the process of receiving the learning material, from teacher to students. Upon receiving materials, students are expected to be more active in the learning activity, in the attempt to support their learning process. The teaching-learning activities vary, such as reading, discussing (group activities), and exploring for related materials.

Since students are the main subject of the teaching-learning activity, the teaching-learning activity should pay attention to the characteristics and the needs of the students. In the teaching-learning activity, the teacher is a component that determines the students’ learning achievements. Sanjaya (2008) stated that as a facilitator to the students, the teacher facilitates the students to develop their skills
and encourages the students, thus the students will have good skills and personality.

Prior to the research, the writer had experienced a teaching experience in SMP Muhammadiyah 3 Mlati. The school is located in Mlati, Sleman, Yogyakarta Special Region. The school is a private school. The school is managed by Yayasan Muhammadiyah Kab. Sleman. The school has three classes in each grade. Each class consists of 26-30 students. There are three English teachers in SMP Muhammadiyah 3 Mlati. Each teacher teaches one grade or three classes in SMP Muhammadiyah 3 Mlati.

The school has two main facilities namely library and multimedia room, but the school doesn’t have laboratory especially for science experiments. The books collection in the library does not complete. In my opinion, it sets impact on the finding learning materials for the teaching-learning process. In order to support the teaching-learning process, the school provides internet connection to the teachers and the students. In addition, the social background of the students in SMP Muhammadiyah 3 Mlati is low. Most of the students’ parent have job as a farmer, seller, and labor in company.

During the teaching process, the writer observed that most of the students in SMP Muhammadiyah 3 Mlati were not motivated in the English learning activity. That case set an impact on their understanding in English learning achievements. Since they were not motivated in the English learning, they would not understand the materials optimally.
Based on that reasons, the writer wants to figure out the students’ motivation in English teaching-learning activity. The writer attempts to figure out the students’ motivation in class 8B in SMP Muhamadiyah 3 Mlati in the academic year 2013/2014. Moreover, the writer chooses that school because the writer has experienced in teaching in that school.

B. Problem Formulation

The focus of this study is to figure out the students’ motivation in English teaching-learning activity. Based on the background stated above, the problem formulations of this study are:

1. How is the motivation of eighth grade students in learning English in SMP Muhamadiyah 3 Mlati?
2. What are the English teacher’s efforts to improve students’ motivation in learning English so far?

C. Research Method

The method of this study was survey research. Neuman (2000) states that survey research is a quantitative social research in which one systematically asks many people the same question, then records and analyzes their answer. Moreover, Creswell (1994) stated that survey research provides a quantitative or numeric description of some fractions of the population or the sample through the data collection process of asking the same questions of the people. By using that method, this study wanted to figure out the students’ motivation in the English teaching-learning activity in class 8B SMP Muhamadiyah 3 Mlati.
Based on the interview with Ms. Novi, an English teacher in SMP Muhamadiyah 3 Mlati, the students were often found less focus during English teaching-learning activity in the classroom. For example, the students were not paying an attention to the teacher’s explanation. The students also lacked of motivation to participate the English teaching-learning process in the classroom.

Based on the condition stated by the teacher, the writer wanted to figure out the students’ motivation in the English teaching-learning activity in the class. To obtain the data about the students’ motivation in the learning process, the writer proposed several activities. The data were collected through observations on how the English teaching-learning process in Class 8B took place. The observations focused on the students’ involvement during the teaching-learning activity. The writer also did the interview with the English teacher related to English teaching-learning process in the classroom.

D. Problem Limitation

This study is limited to any problem related to the students’ motivation in the English teaching-learning process and the teacher’s efforts to motivate the students in class 8B SMP Muhamadiyah 3 Mlati in academic year 2013/2014.

E. Objective of the Study

There are two objectives of this study. The first objective of this study is to figure out the students’ motivation in the English teaching-learning process in class 8B SMP Muhamadiyah 3 Mlati. The second objective is to figure out the
teacher’s efforts to improve the students’ motivation in the English teaching learning process in class 8B SMP Muhamadiyah 3 Mlati.

F. Significance of the Study

There are three objectives of this study. The first objective is for the English teacher in class 8B SMP Muhamadiyah 3 Mlati. The second objective is for the writer. The third objective is for the future researcher.

1. For the English teachers of Class 8B, SMP Muhamadiyah 3 Mlati, the research can be used as a means to improve the students’ motivation in the English teaching-learning process.

2. For the writer, the study can be used through the problem-solving process and be a valuable experience related to his knowledge in research on education and his life and his experience.

3. For the future researcher, the study can be used as a reference for researchers who are interested in students’ motivation in English teaching-learning process.
CHAPTER II
DISCUSSION

This chapter presents some theories related to the study and also the finding. These theories would be useful to the process and the information that is used to solve the problems.

A. Review of Related Literature

1. **English and the English Teaching-Learning Process**

   English is an international language. English is used in many aspects in globalization era.

   According to Crystal (1987), “English is considered as a world language. English is dominant in all five continents; namely Asia, Europe, Australia, Africa and America. It is the main language of books, newspapers, airports and air traffic controls, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, music, and advertising” (p. 358).

   Richards, Platt, and Webber (1985) also assert that “English is also called an international language, and as a language of international communication, English is used on certain occasions” (p. 93). It implies on their English teaching-learning achievements. Since English is an international language, the students have to master English well, so that they can compete in the globalization era.

   a. **English as a Foreign Language**

      Crystal (1987), states that foreign language is a non-native language taught in school and has no status as a routine medium of communication in that country. It is the same as Brown (1987), who asserts that foreign language is a non-native
language in one’s own culture with few immediate and widespread opportunities to use the language within the environment of one’s culture. In Indonesia, English is only learned in school. It is not used in daily life.

b. English Teaching-Learning Process

English teaching learning process is the activity of delivering English materials from the teacher to the students.

According to Brown (1987), “teaching is defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand” (p. 6).

Besides, Brown (1987) states that teaching is an activity to guide and facilitate the learners, enabling the learner to learn and setting the conditions for learning. Moreover, Malamah (1987) states that internal process of learning will come about as a consequence of the external interaction which takes place between the two kinds of participants. Those participants are the teacher on one hand and the learners on the other.

In short, teaching and learning cannot be apart to each other. Teaching may be defined as showing or helping someone to learn on how to do something. Teaching also defined as giving someone instructions, guiding someone in the study of something. Teaching provides someone with knowledge or causing someone to know or understand about something. Based on the theories stated previously, learning is not merely about information and knowledge, but also expression of values and attitudes.
2. Motivation

According to Brown (2001), motivation is a factor that influences the high or low of the goal. In the correlation with this study, motivation deals with encouragement and willingness of the act that causes someone’s act directly toward the specific goals to be achieved. A person’s motivation can lead to a desire to study or experience, and thereby the learning process will succeed optimally.

a. Students’ Motivation in the English Teaching-Learning Process

Motivation is one of the affective factors that give many effects on language learning. It is easy in second or foreign language learning to claim that learner will be successful with the proper motivation. According to Harmer (1992) motivation is some internal and external drive that encourages pursuing a course of action. Moreover, Frandsen (1967) states that motivation is the process of arousing, sustaining, directing, and determining the intensity of the learning efforts.

Based on the theory stated earlier, the writer concludes that motivation encourages the students to find and determine the strategy to learn English. The students determine the strategy based on their own willingness and interest. It implies that motivation encourages the students to learn English.

b. Learning Motivation

According to Maslow (1987), motivation in learning suits with hierarchy of a person’s need. Thus, motivation in learning concerns the arousal of desire in
learning. Motivation is a very important factor to attain the goal of learning motivation. It is also useful to know factors that improve the learning motivation. By knowing the learning motivation, students will be aware of the importance of correcting themselves about their learning then they can improve their abilities and their efforts to study hard in order to achieve their learning goals.

In order to encourage the students to study harder, Frandsen (1967) proposed six motives, namely:

1) The students want to find out and investigate what happens in the world,
2) The students, young people are always creative and they want to be different from others,
3) The students do not want to fail anymore,
4) The students want to feel safe by mastering all the subjects,
5) The students want to have a sympathy by their parents and friends,
6) The students realize the existence of reward and punishment as the end of the study.

On the other hand, Thorndike (1999) looks at the relationship between motivation and the law of effect. In the study of law, the set up of the study was repeated because:

1) Interest, there is a motivation to learn because we are interested with the lessons for ourselves.
2) Significance, the learning motivation has some useful lessons for us.
3) Improvement, the desire to improve ourselves.
4) Attitude problem, because of a problem in ourselves and students want to fix it by studying.

5) Attentiveness, want to participate in terms which being learned.

c. Kinds of Motivation

According to Gardner and Lambert (1972), motivation is examined as a factor of a number of different kinds of attitudes. There are two types of motivation. Those types are internal motivation and external motivation.

1) Internal Motivation

According to Marsh (1996) internal motivation is motivation that comes from individuals’ inside. The motivation might include needs, interest, and enjoyment. Internal motivation is an internal desire to do a particular task. Motivation that makes people doing certain activities which gives them pleasure to develop a particular skill, or it’s morally the right thing to do.

Internal motivation cannot be apart from self-reliance. According to Steinberg (1995), independence generally refers to individuals’ capacity to behave on their own. This theory explains that the students are able to solve their problems on their own without any help from other.

2) External Motivation

Harmer (1988) wrote in his book *English Language Teaching* that extrinsic motivation is caused by any number of outside factors. That includes the hope of financial reward, the need to pass an exam, or the possibility of future level. External motivation is an external factor of the people and it does not have a
correlation to the task that they do. In other words, external motivation is an encouragement that comes from outside which leads them to do certain activities.

In addition, rivals are the external motivation. Rivals motivate someone to do better than other. This case sets in causing a competition among the students. According to Deaux, Dane, and Wrightsman (1993), competition is activity to reach the goals by beating other people or groups. This theory explains that students will be more motivated because they have rivals. Moreover, rivals come from outside of the students.

Besides intrinsic and extrinsic motivation, Wardayati (2013) adds some kinds of motivation, namely:

1) **Achievement Motivation**

Achievement motivation is a type of motivation that focuses on achieving the goals. This motivation is a form of the basis for a good life, motivating dynamic personality and self-respect. People with this type of motivation usually set their targets not too difficult to achieve.

2) **Social Motivation**

Many people consider that their social life is their biggest motivation. Their environments are the best motivator. In the teaching and learning process, the students tend to be influenced by social motivation to undertake their tasks in order to make other people proud.
d. Factors Affecting Motivation

In the teaching-learning process, there are many aspects that affecting students’ motivation. The writer can consider six factors that affect students’ motivation, namely:

1) Physical Condition

Physical condition is the main component which affects students’ motivation. According to Deci and Ryan (1985), physical condition affects the students’ motivation. They stated that success or failure of the teaching-learning process is determined by the students’ physical condition. The students will understand the learning materials well if they are in a good physical condition. If they are in a bad condition, the students will not enjoy their learning process. It affects on their achievements in understanding the learning materials.

2) Teaching Method

The teaching method is another component that determines the students’ motivation in the learning process. The use of teaching method is determined by teachers’ understanding of the learners’ characteristic. As Brown (1987) states that teachers’ understanding of how the learners learn will determine their philosophy of education, teaching style, approach, methods, and classroom techniques.

Besides, Brown (1987) also states that teaching methods are the application of theoretical findings and positions. In describing the methods, it is important to distinguish the differences among approach, method, and technique. If they find the teaching method deadly boring, they will probably become
demonization, whereas if they find it is interesting they will find it will be motivating.

3) The Teacher

According to Sanjaya (2008), teacher is an important component of the teaching-learning activity in increasing students’ motivation. Teacher determines the success and failure of students’ learning. Moreover, Levin and Nolan (1996) state that research has identified five general factors which students are likely to attribute success and failure. Those factors are ability, effort, task difficulty, luck, and teacher. Moreover, those factors affect on the students’ learning motivation. Furthermore, Wallace (1991) states that it seems desirable that teachers should be flexible, capable of further independent study, able to solve problems in a rational way, able to combine speed of response with depth of understanding, and so on.

Based on the theories stated previously, it is the teachers’ duty to motivate the students and giving interesting activities. Moreover, teacher can motivate their students by giving rewards and punishment for students. The rewards and punishment are expected to give a motivation in teaching and learning activity.

In the learning process, the position of the teacher is a facilitator to the students. In term of facilitator, the teachers are expected to give a big influence to the students. Thus, the students are motivated to join the teaching-learning process.
4) Learning Material

The learning material is another component that influences students’ motivation in the learning process. According to Hutchinson and Waters (1987), materials provide a stimulus to learning. In order to motivate the students’ in the learning process, the learning materials should be appropriate to the students’ capacity. Furthermore, Hutchinson and Waters (1987) add that good learning materials should contain an interesting text, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their knowledge and skills, and content which both learners and teachers can cope with.

Moreover, Brown (2001) states that material that are given to our students should be firmly context embedded. For example, the materials are appropriate with the situations, using simple language, and related with real-life conversations.

Learning materials which contain an interesting topic will give different effects on the students’ learning achievement, because the students will have another experience in their learning process. Learning materials influence the students’ motivation in their learning process. It also provides kind of stimulus in their mind.

5) Space and Environment

Environment is one the component which affects the students’ motivation. The teaching-learning process cannot be separated from the classroom and its environment. Marsh (1996) states that classroom environments are an integral part of the learning process and neither teacher nor student can be unaffected by their
presence. The comfortable classroom will affect the students’ learning process. Comfortable classroom will make the students feel that learning is enjoyable and fun, so that they will get involved in their learning process.

6) School Facility

School facilities are among the factors that help the students to increase their motivation in English teaching-learning process. According to Hornby (1974), facility can be defined as a quality which makes learning or doing things easy or simple and circumstances which make it easy to do several things. In short, school facilities can mean the physical circumstances which make the teaching-learning process easy.

The school facilities can improve the students’ spirit in the learning process. School facilities can mean the physical circumstances which make the teaching-learning process easy. According to Mulyasa (2007), the school facilities can also include learning media, school area, school building and its equipment.

e. Function of Motivation

Motivation has three functions. According to Sardiman (2008), those three functions of motivation namely:

1) Encouraging People to do Certain Activities

An effort or action cannot be carried out without any encouragement. In this case, motivation is the motor of any activity to be undertaken. It helps someone or students to achieve their goals.
2) **Giving Directions**

In this case, motivation gives the direction to achieve the desired changes. Thus, motivation provides the direction to the students and the activity that must be undertaken in accordance with the goals that have set.

3) **Determining Actions**

Determining the actions means the motivation drives someone’s behaviour. Besides, motivation is also as the motor that encourages someone’s interest to achieve their goals.

**B. Findings**

In this part, the writer presented the results of research about the level of motivation in learning English of class 8B students SMP Muhammadiyah 3 Mlati academic year 2013-2014. As stated in previous part, the research was carried out in Class 8B SMP Muhammadiyah 3 Mlati on 2-8 December 2014. The subjects of this study were the students of class 8B and the English teacher.

This study focused on grade 8B students. The total numbers of respondents were 26 students and one English teacher in the relevant class. The data of this study was obtained by questionnaire. The questionnaire aimed to find out the level of students’ motivation and the teacher’s performance in the English learning process.

To obtain the data, the writer proposed several activities. The data were collected by distributed the questionnaire to the English teacher on how the English teaching-learning activity in Class 8B. The questionnaire also focused on
how the students’ participation in the teaching-learning process, and as well as the teacher’s effort to produce good learning output.

The result is divided into two sub-parts. The first sub-part was about the students’ motivation and their participation during the English teaching-learning process. The second sub-part was about the teacher effort to motivate her students.

1. The Students’ Motivation in Learning English in SMP Muhamadiyah 3 Mlati

The result reported in this sub-part was about the students’ motivation in the English learning process in SMP Muhamadiyah 3 Mlati. There were 20 questions to the respondents (see appendix). The respondents were the students of class 8B, with total numbers were 26 students.

Based on the data, most respondents agreed that English teaching-learning activity was fun. It proved by 61.5 percent of the respondents agreed and only 23 percent of the respondents were disagreeing. This showed that the majority of students in class 8B in SMP Muhamadiyah 3 Mlati like to learn English.

Besides, the data also showed that 61.5 percent of respondents agreed that English required a lot of practice. Thus, 53 percent of students agreed that they were excited and eager to answer the question from their teacher in an English teaching-learning activity in the classroom.

The data showed that most of the students were interested to take English learning activity. It showed by the 53 percent of the students stated their interest in learning English and less than 16 percent did not interest in English teaching-
learning process. In short, based on the first five questions in table, the English learning motivation in class 8B SMP Muhammadiyah 3 Mlati was high.

In this part, the writer explained the question numbers 6 to 10 of the questionnaire (see appendix 1). In the questionnaire, it was mentioned that approximately 46 percent of the students were disagreeing if they just kept quiet during the English learning activity. This fact showed that they were relatively active during the learning activity. The other data which was obtained was that less than a half of the respondents agreed with the technique of delivering learning materials by their English teacher. This case showed that the teacher needs to find other techniques to deliver the learning materials. Thus, the students did not feel bored and the learning process did not feel monotonous.

On the other hand, most of the students stated their enthusiasm in doing the assignments that given by their teacher. Approximately, more than 50 percent of the respondents were enthusiastic in doing their class assignments. This case indicated that their English learning motivation in the classroom was high.

The writer found that the students’ desire to solve the question was high. It was proven in the question number 11 of the questionnaire. Besides, the students were looking for answers in the other books when they had troubles to answer the questions. Moreover, most of the students were also challenged to think if they got a question from their teacher. More than half of the respondents were excited to do the assignments that given by their teacher. The students were not hesitated to ask their teacher if they had difficulties in doing their assignments (see appendix 1, No. 12).
The students were not motivated to learn English outside the classroom. This fact was proven by 34.6 percent of the total students were not studied outside the classroom. Another fact was only 46.1 percent of the respondents studied the learning materials before the material is taught. It showed that the respondents were not motivated in their teaching-learning process. The data stated that only 34.6 percent of the respondents who reviewed the lessons at home.

Moreover, the respondents who did not review the materials were about 57.7 percent. Based on that fact, the writer concluded that the students’ participation was good when the English learning activity happened in the classroom. While outside the classroom, the students tend to forget to review their learning materials. It set impacts on their learning achievements.

The data also explained about students’ self-reliance and competition among the classmate. The eighth grade students in SMP Muhammadiyah 3 Mlati have an impartial level of students’ self-reliance. Most of the students in SMP Muhammadiyah 3 Mlati like copying friends’ work and the rest were belief in themselves. Meanwhile, in class 8B SMP Muhammadiyah 3 Mlati there was a competition among the students in an English test. Based on the data, approximately 50 percent of the respondents agreed if they wanted to be the best in the class. Besides, 46.1 percent of the respondents were strongly agreed to be the best in an English test. This fact indicated that the environment in class 8B SMP Muhammadiyah 3 Mlati was very competitive.

In general, the students’ motivation to learn English in class 8B SMP Muhammadiyah 3 Mlati was relatively good. Most of the students were motivated
to join the English teaching-learning activity. In another hand, the inadequate of school facilities and the techniques of delivering materials make the students feel saturated with English learning activity.

2. Teacher’s Effort to Improve Students’ Motivation in Learning English in SMP Muhamadiyah 3 Mlati

In this part, the writer would explain the teacher’s effort to motivate the students and the performance during English teaching-learning activity in class 8B SMP Muhamadiyah 3 Mlati. The respondent was Ms. Novi, the English teacher in class 8B SMP Muhamadiyah 3 Mlati. The data presented in this part explained about the result of the research that had been obtained through questionnaire. There were 20 questions in the questionnaire. Those questions were related to the teacher’s effort to improve the learning output (see appendix 3).

The data in table number 3 (appendix 3) was the result of the teacher’s performance in the English teaching activity. The type of learning activity was intra-curricular. Intra-curricular activities were activities that carried out in the school or in the classroom. The lesson time has been determined in the curriculum. This activity intended to achieve the expected goals in each subject.

The teacher’s performance of the English teachers in SMP Muhamadiyah 3 Mlati was good. It was proven on the data that obtained through the questionnaire to the English teacher in SMP Muhamadiyah 3 Mlati. For the preparation, the teacher had prepared everything required. The preparation started from learning materials, lesson plan, classroom management and school facilities that support the learning activity in the classroom. In addition, the
teacher also maximized the school facilities to produce good learning output. In short, the effort that was undertaken by English teacher in SMP Muhammadiyah 3 Mlati was right.

The teacher also puts pre-test and post test in the teaching process. Conducting pre-test is a positive thing for the teacher before entering the main material. According to Ms. Novi, an English teacher in class 8B in SMP Muhammadiyah 3 Mlati, pre-test and post-tests measured the students’ learning achievements during a teaching-learning activity. It used to compare what the students understood before the course and what the students knew after the course. In the teaching and learning activities, conducting a pre-test with giving some questions about the previous materials and resumed with the relation to the lessons to be taught. This method could be used to foster students’ interest in learning. Thus, the students will be more active in the English teaching-learning activity.

Besides pre-test, post-test was also important to do. It aimed to measure the students’ understanding about material that had been taught. Ms. Novi also stated that post-test measures the learning as the result of the teaching-learning activity. It could be used to identify the students who need additional help. By conducting post-test, teachers could measure how the students understand the learning material that had been taught.
CHAPTER III
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the study of students’ motivation in class 8B SMP Muhammadiyah 3 Mlati in the academic year 2013/2014.

A. Conclusions

The topic of this study was students’ motivation in English teaching-learning process. The respondents of this study were the students grade 8 in class 8B SMP Muhammadiyah 3 Mlati and one English teacher. The total respondents of this study were 26 students. The study took place in class 8B SMP Muhammadiyah 3 Mlati. The school was located in Cebongan, Mlati, Sleman, Yogyakarta Special Region.

Based on the study, the students’ English motivation in class 8B in SMP Muhammadiyah 3 Mlati, the writer concludes some information about students’ motivation in English teaching-learning process. That information is:

1) The students’ motivation in English teaching-learning class 8B SMP Muhammadiyah 3 Mlati was relatively high. This case indicated by most of the students was exiting to join the English teaching-learning process. Therefore, the teacher should maintain the students’ motivation. It is better if the teacher can improve their learning motivations.

2) The negative point concluded by the writer is that the students’ willingness to study outside the class is poor. Most students are just excited to learn English
in the classroom, but they tend to forget to study when teaching-learning process is over. In order to solve that problem, the teacher should give the students some assignment or homework. By giving some homework, the students will not forget to study outside the classroom.

3) Most of the students realized that English needs a lot of practice. In order to understand the English learning materials, they need to practice and study it continuously. Moreover, the teacher should give the appropriate materials to the students. The appropriate materials will abridge them to study English.

4) The data showed that the teacher’s performance is good. The teacher had tried to produce the good learning output in each teaching process. In order to produce good learning output, the teacher should utilize the school facilities to support the English teaching-learning process.

5) According to the students, the teacher performance in delivering learning materials is significantly poor. The teacher needs to improve her technique in delivering the learning materials. In order to solve that problem, the teacher should maximize the use of school facilities to support her teaching technique. Using school facilities will attract the students’ attention. Therefore, the students will not feel saturated during the teaching-learning process.

B. Suggestions

This section is divided into three parts. Those parts are suggestions for the teacher, suggestions for the students and suggestions for school. Those suggestions are needed in order to improve students’ motivation in the English
teaching-learning process. Based on the study on the students’ motivation in English teaching-learning process, the writer gives some suggestions. Those suggestions are:

1) For the Teacher

The teacher needs to improve her technique to deliver the materials. Besides, the teacher needs to find other efforts in improving the students’ motivation in the teaching-learning process and to develop teaching-learning media for the improvement of the quality of the teaching-learning process. Thus, the students are able to understand the materials effectively.

2) For the Students

English is an important subject because it is an international language. Based on that reason, the students need to study English harder. The students should pay attention to their teacher. As stated earlier, the function of the teacher is a facilitator and to deliver the materials. The students should study both inside and outside the classroom.

3) For School

School facilities are the important factor to support the learning process. Based on that reason, the school should complete their facilities in order to support the teaching-learning process. School facilities are one of the components that support the teaching-learning process. The expectation is that the students will be active in her teaching-learning activity.
REFERENCES


APPENDICE

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Appendix 1

Persentase hasil pengisian kuesioner oleh siswa kelas 8B berdasarkan jumlah siswa.

<table>
<thead>
<tr>
<th>No</th>
<th>PERNYATAAN</th>
<th>Pilihan Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Menurut saya pelajaran Bahasa Inggris menyenangkan.</td>
<td>SS 61.5, S 11.4, N 23, KS 0, STS 3.9</td>
</tr>
<tr>
<td>2</td>
<td>Menurut saya belajar Bahasa Inggris perlu banyak latihan agar mudah dipahami.</td>
<td>SS 11.5, S 27, N 11.5, KS 0, STS 0</td>
</tr>
<tr>
<td>3</td>
<td>Saya bersemangat untuk mengikuti pelajaran Bahasa Inggris di sekolah.</td>
<td>SS 27, S 53.7, N 27, KS 0, STS 3.9</td>
</tr>
<tr>
<td>4</td>
<td>Saya merasa tertarik dengan pelajaran Bahasa Inggris yang berlangsung di kelas.</td>
<td>SS 23, S 7.8, N 7.8, KS 11.5, STS 3.9</td>
</tr>
<tr>
<td>5</td>
<td>Saya mencatat materi Bahasa Inggris yang diberikan guru di papan tulis.</td>
<td>SS 30.8, S 50, N 11.5, KS 3.9, STS 3.9</td>
</tr>
<tr>
<td>6</td>
<td>Ketika pembelajaran Bahasa Inggris berlangsung, saya lebih banyak diam saja.</td>
<td>SS 46, S 19.3, N 11.5, KS 3.9, STS 19.3</td>
</tr>
<tr>
<td>7</td>
<td>Guru Bahasa Inggris saya menyenangkan dalam menyampaikan materi.</td>
<td>SS 50, S 7.8, N 50, KS 11.5, STS 3.9</td>
</tr>
<tr>
<td>8</td>
<td>Saya senang jika guru memberikan tugas Bahasa Inggris untuk segera dikerjakan.</td>
<td>SS 23, S 15.5, N 0, KS 0, STS 0</td>
</tr>
<tr>
<td>9</td>
<td>Saya merasa malas mengerjakan soal Bahasa Inggris yang diberikan guru selama proses belajar mengajar.</td>
<td>SS 57.5, S 15.5, N 11.5, KS 15.5</td>
</tr>
<tr>
<td>10</td>
<td>Saya mencoba menyelesaikan soal Bahasa Inggris yang ada di buku walaupun tidak diperintah oleh guru.</td>
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<td>11</td>
<td>Saya berusaha mencari jawaban di buku Bahasa Inggris lain jika menjumpai soal Bahasa Inggris yang</td>
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</tr>
<tr>
<td>12</td>
<td>Saya merasa tertantang untuk berfikir ketika mendapat tugas/soal Bahasa Inggris dari guru.</td>
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</tr>
<tr>
<td>13</td>
<td>Saya bersemangat mengerjakan tugas/soal Bahasa Inggris dari guru.</td>
<td>15.4</td>
</tr>
<tr>
<td>14</td>
<td>Saya berani jika harus bertanya kepada guru tentang materi pelajaran yang belum saya mengerti.</td>
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<tr>
<td>15</td>
<td>Saya selalu mempelajari materi yang akan diajarkan guru sebelum materi tersebut diajarkan di kelas.</td>
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<tr>
<td>16</td>
<td>Saya menyediakan waktu khusus untuk mengulang pelajaran yang sudah diajarkan di sekolah.</td>
<td>7.7</td>
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<tr>
<td>17</td>
<td>Saya lebih suka mencontoh pekerjaan rumah teman dari pada mengerjakan sendiri di rumah.</td>
<td>15.4</td>
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<td>18</td>
<td>Saya berusaha meraih nilai yang lebih bagus dari teman saya dalam suatu tes Bahasa Inggris.</td>
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<tr>
<td>19</td>
<td>Saya akan melakukan cara apapun agar nilai ulangan Bahasa Inggris saya bagus.</td>
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<tr>
<td>20</td>
<td>Saya merasa bangga jika mendapatkan nilai bagus dalam suatu tes Bahasa Inggris.</td>
<td>34.6</td>
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Keterangan:
SS: Sangat Setuju
S : Setuju
N: Netral
KS: Kurang Setuju
STS: Sangat Tidak Setuju
### Appendix 2

Hasil pengisian kuesioner oleh siswa kelas 8B berdasarkan jumlah siswa.

<table>
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<td>2</td>
<td>Menurut saya belajar Bahasa Inggris perlu banyak latihan agar mudah dipahami.</td>
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<td>Saya bersemangat untuk mengikuti pelajaran Bahasa Inggris di sekolah.</td>
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<td>4</td>
<td>Saya merasa tertarik dengan pelajaran Bahasa Inggris yang berlangsung di kelas.</td>
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<tr>
<td>5</td>
<td>Saya mencatat materi Bahasa Inggris yang diberikan guru di papan tulis.</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Ketika pembelajaran Bahasa Inggris berlangsung, saya lebih banyak diam saja.</td>
<td>5</td>
</tr>
<tr>
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<td>Guru Bahasa Inggris saya menyenangkan dalam menyampaikan materi.</td>
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<td>8</td>
<td>Saya senang jika guru memberikan tugas Bahasa Inggris untuk segera dikerjakan.</td>
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<tr>
<td>9</td>
<td>Saya merasa malas mengerjakan soal Bahasa Inggris yang diberikan guru selama proses belajar mengajar.</td>
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<td>Saya mencoba menyelesaikan soal Bahasa Inggris yang ada di buku walaupun tidak diperintah oleh guru.</td>
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<td>Saya berusaha mencari jawaban di buku Bahasa Inggris lain jika menjumpai soal Bahasa Inggris</td>
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<td>13</td>
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<td>14</td>
<td>Saya berani jika harus bertanya kepada guru tentang materi pelajaran yang belum saya mengerti.</td>
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<td>15</td>
<td>Saya selalu mempelajari materi yang akan diajarkan guru sebelum materi tersebut diajarkan di kelas.</td>
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<td>16</td>
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<td>Saya akan melakukan cara apapun agar nilai ulangan Bahasa Inggris saya bagus.</td>
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<td>20</td>
<td>Saya merasa bangga jika mendapatkan nilai bagus dalam suatu tes Bahasa Inggris.</td>
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Keterangan:
SS: Sangat Setuju
S : Setuju
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KS: Kurang Setuju
STS: Sangat Tidak Setuju
## Appendix 3

Hasil pengisian kuesioner oleh guru Bahasa Inggris kelas 8B.

<table>
<thead>
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<th>Pilihan Jawaban</th>
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<td>Setiap akan mengajar saya mempersiapkan diri dalam penguasaan materi pelajaran.</td>
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<tr>
<td>2</td>
<td>Saya membuat perencanaan pembelajaran setiap akan mengajar</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Saya mempersiapkan sarana pembelajaran yang dibutuhkan untuk mengajar.</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Saya berusaha optimal dalam mengelola proses pembelajaran di kelas untuk menghasilkan output yang bermanfaat.</td>
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</tr>
<tr>
<td>5</td>
<td>Saya berusaha meningkatkan kualitas pembelajaran dengan memanfaatkan seluruh fasilitas yang ada di sekolah.</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Saya berusaha mengembangkan rasa tanggung jawab siswa dalam belajar.</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Saya memasuki kelas untuk mengajar tepat waktu.</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Saya mengakhiri kegiatan mengajar di kelas lebih cepat dari waktu yang ditentukan.</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Saya memperhatikan setiap siswa dalam kegiatan belajar di kelas.</td>
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</tr>
<tr>
<td>10</td>
<td>Saya memaksimalkan penggunaan sarana/alat pembelajaran di dalam kegiatan belajar mengajar.</td>
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</tr>
<tr>
<td>11</td>
<td>Saya melakukan pre-test sebelum memulai pengajaran.</td>
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<tr>
<td>12</td>
<td>Saya melakukan post-test sesudah melakukan aktivitas pengajaran.</td>
<td>X</td>
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<td>No</td>
<td>Statement</td>
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</tr>
<tr>
<td>13</td>
<td>Saya membantu siswa yang mengalami kesulitan belajar.</td>
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</tr>
<tr>
<td>14</td>
<td>Saya memberikan arahan pada siswa tentang cara belajar yang baik.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Saya memberikan apresiasi kepada siswa yang rajin di kelas.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Saya memberikan hukuman kepada siswa yang malas di kelas.</td>
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</tr>
<tr>
<td>17</td>
<td>Saya memberikan tugas yang sesuai dengan karakteristik siswa.</td>
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</tr>
<tr>
<td>18</td>
<td>Saya selalu memberikan ulangan untuk melihat perkembangan siswa.</td>
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</tr>
<tr>
<td>19</td>
<td>Saya memberikan materi yang sesuai dengan karakteristik siswa.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Saya memberi nasehat pada siswa yang mengalami kesulitan dalam masalah pribadi.</td>
<td></td>
</tr>
</tbody>
</table>

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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 140/Pnlk/Kajar/IPBS/ XI / 2013
Hal : Permohonan Ijin Penelitian

Kepada

Yth.
Kepala Sekolah
SMP Muh. 3 Mlati

Dengan hormat,

Dengan ini kami memohonkan Ijin bagi mahasiswa kami,

Nama : Indriyanto
No. Mahasiswa : 07 1514 067
Program Studi : Pendidikan Bahasa dan Seni
Jurusan : Keguruan dan Ilmu Pendidikan
Fakultas : YOG
Semester : 12

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Muhammadiyah 3 Mlati
Waktu : 2 - 8 Desember 2013
Topik/Judul : Study of Students’ motivation in the English Teaching - Learning Process in class 8 C

Atas perhatian dan izin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 29 November 2013

[Signature]

Tembusan Yth.:
1. u.b. Dekan
2. Dekan FKIP
MUHAMMADIYAH MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH 3 MLATI
Terakreditasi C
Alamat : Cebongan, Tlogoadi, Mlati, Sleman, Yogyakarta 55286. Telepon (0274) 4364246

SURAT KETERANGAN
Nomor: E-2/194/e-19/IV/2014

Yang bertanda tangan dibawah ini, Kepala SMP Muhammadiyah 3 Mlati Sleman
menerangkan dengan sesungguhnya bahwa:

Nama  : INDRIYANTO
NIM    : 071214067
Jurusan: Pendidikan Bahasa Inggris
Perguruan: Universitas Sanata Dharma Yogyakarta
Judul  : STUDENTS’ MOTIVATION IN ENGLISH LEARNING PROCESS IN CLASS 8B SMP MUHAMMADIYAH 3 MLATI IN ACADEMIC YEAR 2013 - 2014

Bahwa nama tersebut diatas benar-benar telah melaksanakan penelitian di SMP
Muhammadiyah 3 Mlati, Sleman Yogyakarta pada tanggal 2 sampai dengan 8 Desember
2013.

Demikian Surat Keterangan ini dibuat, semoga dapat dipergunakan sebagaimana
mestinya.

Mlati, 17 April 2014

Kepala Sekolah

[Signature]

Wardaningsih, S.E
NBM. 849 663