THE MOTIVATION OF SOCIAL CLASS STUDENTS OF SMA GAMA YOGYAKARTA IN LEARNING ENGLISH

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THE MOTIVATION OF SOCIAL CLASS STUDENTS OF SMA GAMA YOGYAKARTA IN LEARNING ENGLISH

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ABSTRACT


Motivation is one of important factors in learning English. Motivation encourages someone to achieve their goal. For senior high school students who are learning English, motivation is an important factor they should have to support them to achieve the basic competence of English subject, pass the final examination, university entrance test, and provision for their working world later. In the correlation with teaching process, motivation determines the success and failure of the goal of teaching process. The objective of this research is to obtain whether the Social Class of SMA GAMA Yogyakarta have motivation in learning English.

The method of this study was survey research. There was one objective in this study, which to find out the students’ motivation in learning English. The subjects of this study were the eleventh grade students in Social Class of SMA GAMA Yogyakarta.

There was one problem formulation in this study. That problem formulation was, what is the motivation of the eleventh student in social class of SMA GAMA Yogyakarta in learning English. To obtain the data, the writer distributed the questionnaire to the students and also did an interview with the English teacher.

The result of this research revealed that the eleventh grade students of SMA GAMA Yogyakarta have a good motivation towards learning English. Also, the finding of this research could help the English teacher of SMA GAMA Yogyakarta to decide the right teaching strategies to teach English. Therefore, it could improve students’ motivation and also their achievement in learning English.

Keywords: learning, learning English, learning motivation, motivation, students’ motivation, the eleventh grade students of SMA GAMA Yogyakarta
ABSTRAK


Motivasi adalah salah satu faktor penting dalam pembelajaran Bahasa Inggris. Motivasi mendorong seseorang untuk meraih tujuannya. Bagi siswa SMA yang belajar Bahasa Inggris, motivasi adalah faktor penting yang harus mereka punya untuk mendukung mereka untuk mencapai standar kompetensi dari pelajaran Bahasa Inggris, lulus dalam ujian akhir, tes masuk universitas, dan bekal untuk masa depan mereka nantinya. Dalam hubungannya dengan proses pengajaran, motivasi menentukan sukses atau gagalnya dari tujuan proses pengajaran. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa kelas sosial di SMA GAMA Yogyakarta memiliki motivasi dalam belajar Bahasa Inggris atau tidak.


Rumusan masalah dalam studi ini adalah bagaimana motivasi dari para siswa sebelas kelas sosial di SMA GAMA Yogyakarta dalam belajar Bahasa Inggris. Untuk mendapatkan data mengenai rumusan masalah tersebut, penulis membagikan kuisiner kepada siswa dan juga melakukan wawancara dengan guru Bahasa Inggris di kelas tersebut.

Hasil dari penelitian menunjukkan bahwa siswa sebelas kelas sosial di SMA GAMA Yogyakarta memiliki motivasi yang baik dalam belajar Bahasa Inggris. Hasil dari penelitian ini juga diharapkan dapat membantu guru Bahasa Inggris di SMA GAMA Yogyakarta dalam menentukan strategi mengajar Bahasa Inggris dengan benar. Oleh karena itu, strategi tersebut diharapkan dapat meningkatkan motivasi siswa dalam belajar dan juga hasil pembelajaran dalam belajar Bahasa Inggris.

Kata Kunci : learning, learning English, learning motivation, motivation, students’ motivation, the eleventh grade students of SMA GAMA Yogyakarta
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[Signature]

Valerino Kurniawan B.
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CHAPTER I

INTRODUCTION

In this part, the writer explains the research background and research method to conduct the survey in Social Class XI of SMA GAMA Yogyakarta. The background provides the writer’s reasons for choosing this topic, the research problem, and the benefits of this research. The research method provides the description of samples, and procedures implemented in this research.

A. Research Background

Language is a means used by people in this world to communicate between one and another. One of the languages used by the people is English. Many countries consider English is an important language as stated by Hong (2006) that no one can deny the universality of English. Outside English-speaking countries, English has become a compulsory component of education in many countries. Indonesia is one of them. Many people are expected to be able to speak English. It is because of the fact that the need to communicate and interact with people from various countries increases from year to year. The reasons why English is an important language for communication are (1) through English, people can search information and (2) people can get information they want to know. People around the world can find information in many aspects of human life such as education, business, criminal, politics, technology, etc. As Hong
(2006) states, English is chosen as a compulsory subject at many schools and universities because it is considered an useful tool to access world knowledge.

Considering the fact that English is globally used either as a foreign or second language, and also the possibility of increasing number of people who are be able to master English, it demands everybody to be able to speak English not only in a fluent way, but also in a right way. Since English is a foreign language in Indonesia, Indonesian people only have limited exposure to English, especially for those who do not have sufficient background in English. Even, not all of the people who have learnt English from their school up to now are able to use English well when speaking. It is due to the fact that the learners have a little chance to speak in English and even if they have a chance, they are not confident enough to say something in English because they are afraid to make mistake.

Assuming that English is not easy, some students are not interested in learning it. However, there are a lot of students who try to know more about English. They are affected by their motivation in learning English and can influence their success in learning English. This statement also supported by McDonough (1983, p.142) that states “the motivation of the students is one of the most important factors influencing success or failure in learning the language”. Brown (2001) also adds that motivation is a factor that influences the high or low of the goal. It means that motivation deals with encouragement and willingness of the act that cause someone to act directly toward the specific goals to be achieved.
It shows that the importance of motivation in learning English cannot be separated from the goal.

Prior to the study, the writer had a teaching experience in an English Class grade XI both MIA (science) and IIS (social) in SMA GAMA Yogyakarta for period from July to October 2015. The school is located on Affandi Street 5, Mrican, Yogyakarta. The school is a private school. SMA GAMA Yogyakarta has six classes, two classes for each grade. Each class consists of 21-29 students. The school provides two English teachers to teach English class in SMA GAMA Yogyakarta. This school also facilitates their students with 1 science laboratory, 1 computer laboratory, music room, hall, and also a field for basketball, volley, and futsal. The school also provides an internet and wi-fi connection in order to support the teaching-learning process.

In an interview with Ms. Vivit Pramita Marta Lova, S.S., one of the English teachers in SMA GAMA Yogyakarta and also the writer’s advisor while doing the internship program (PPL) on July 2015, said that the students of 11th grade are a bit difficult to be controlled who are most of them come from social class. Ms. Vivit Pramita Marta Lova, S.S. said it is because they feel they have juniors and soon they will become student of grade 12th, which would make them become ‘the leader’ in that school. Another reason is that most of the teachers in there also often less assertive toward ‘the troublemaker’ in the class. Also, in teaching-learning process, Ms. Vivit Pramita Marta Lova, S.S. said, often, most of
them got unsatisfactory scores on the exam although the school already provides them with English extracurricular after school hours.

Fortunately, when the writer’s conducted the teaching process in the internship program / Praktek Pengalaman Lapangan for class XI MIPA and XI IIS from July to October 2015, the students of XI IIS were showing a good attitude. However, in the writer’s observation, most of the students in SMA GAMA Yogyakarta were not motivated in the English learning activity especially class XI IIS. That case set an impact on their understanding in English learning achievements. Since they were not motivated in the English learning, it could be hard for them to absorb the materials optimally. Based on those conditions, the writer would like to study the students’ motivation further in learning English. The writer attempts to figure out the students’ motivation in class XI IIS in SMA GAMA Yogyakarta in the academic year 2015/2016.

To obtain the data about the students’ motivation in the learning process, the writer proposed several activities. The data were collected through questionnaire on how the English teaching-learning process in Class XI IIS took place. This data was used to determine how strong the motivation of students XI IIS which is the focus of the study. The questionnaire focused on the students involvement during the teaching-learning activity. The writer also did the interview with the English teacher in SMA GAMA Yogyakarta named Ms. Vivit Pramita Marta Lova, S.S. related to English teaching-learning process in the classroom.
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 formulation of this study is:

1. How is the motivation of the 11th grade social students in learning English in SMA GAMA Yogyakarta?

C. Research Method

This study was conducted to identify the motivation of 11th grade students of SMA GAMA Yogyakarta in their English teaching learning process. The research was conducted in a survey. A survey had a lot of definitions. One of definitions came from Pinsonneault and Kraemer (1993, p.77) that defines survey research as “means of gathering information about the characteristic, actions, or opinions of a large group or people”. A survey also can be used to access needs, evaluates demand and examines impact (Salant & Dillman, 1994, p.2). These two theories also supported by Isaac and Michael (1997, p.136) who states that a survey study is used:

to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, an what amount, and in what context.
As mentioned previously, based on the interview with Ms. Vivit Pramita Marta Lova, S.S., an English teacher in SMA GAMA Yogyakarta on 23rd of July 2015, the students were often found less focus during the English teaching-learning activity in the classroom. For example, the students were not paying attention to the teacher explanation. The students also lacked of motivation to participate the English teaching-learning process in the classroom like answering direct question from the teacher because they tend to afraid to make mistake. Related to those condition, the writer wanted to figure out the students' motivation in the English teaching-learning activity in the class.

D. Problem Limitation

This study is limited to the students motivation in the English teaching-learning process in class XI IIS SMA GAMA Yogyakarta in the academic year 2015/2016. This research is a survey research.

E. Objectives of The Study

The objective of this study is to figure out the students’ motivation in the English teaching-learning process in class XI IIS SMA GAMA Yogyakarta.

F. Significance of The Study

1. For the English teachers of SMA GAMA Yogyakarta

Gardner and Lambert (1972, p.85) stated that a better understanding of students' motivation and attitudes may assist ESL/EFL curriculum and instruction
designers to devise language teaching programs that generate the attitudes and motivation most conducive to the production of more successful ESL/EFL learners. Hopefully, 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 and also can provides them useful information for their own study related to this topic. They can provide a study relating to this topic in some various problems.

G. Definition of Terms

This section is to define the important terms used in this paper. It will avoid misunderstanding about the terms which are used in this study.

1. Motivation

According to Dornyei and Otto (1998, p.63), motivation can be defined as the dynamically changing cumulative arousal in a person that inmates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor
processes where by initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out.

Student's motivation naturally has to do with students' desire to participate in the learning process (Lumsden, 1994). The students may have their own motivation and the sources of their motivation may be different from each other. Motivation is a crucial factor in learning process. In this study, student’s motivation refers to the participation of the students while learning English; whether the students of eleventh grade students of SMA GAMA Yogyakarta participate well in the learning process or not.

2. Language Learning Motivation

In this research, motivation relates to the students’ motivation in language learning. Dornyei (2001, p.2) states that motivation has a very important role in determining the success or failure in any learning situation. Therefore, having a high motivation is able to make students better for their learning process. It is also supported by Stipek (1998, p.6), motivation is relevant to learning because learning is an active process requiring conscious and planned activity. This means that motivation becomes so important in learning English. It is because motivation will determine students' effort to achieve the goal in learning English. Students who have higher motivation will have better achievement in learning English.
3. **SMA GAMA Yogyakarta**

*SMA GAMA Yogyakarta* is a private senior high school in Yogyakarta. It is located in Affandi Street 5, Mrican, Yogyakarta. *SMA GAMA Yogyakarta* has six classes, two classes for each grade. Each class consists of 21–29 students.
CHAPTER II
DISCUSSION

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

A. Review of Related Literature

1. The Importance of English

   English is an international language. Nowdays, English is used in many aspects in the globalization era. This statement supported by Crystal (1987, p.358).

   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.

   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, people, especially in this case the students, have to master English well, so they can compete in the globalization era.
2. English as a Foreign Language

According to Crystal (1987), a foreign language is a non-native language taught in school and has no status as a routine medium of communication in that country. Moreover, Brown (1987) asserts that a 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.

3. English and the English Teaching-Learning Process

The English teaching-learning process is an activity of delivering English knowledge from the teacher to the students using some techniques as stated by Brown (1987, p.6),

*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.*

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 an 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 can not be separated from each other. Teaching may be defined as showing or helping someone to learn on how to do
something. Moreover, 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.

4. The Nature of Motivation

Woolfolk (1990, p.302) defines a motivation as something which comes from inside someone's soul which arouses and directs behavior. While another psychologist, Lunsden (1994, p.126) defines a motivation as a desire to participate or get involved. Another definition comes from Dornyei (2001, p.7) describes “motivation as the choice of a particular action, the effort of doing something and the persistence with doing it”. Furthermore, from Dornyei (2001, p.7) states that “motivation explains why people decide to do something, how hard they are going to achieve it and how long they are willing to maintain the activity.”

From the theories above, we can conclude that motivation is a factor that can comes from inside or outside ourselves that encourages people to do something. People will energetically reach their goal if he or she is highly motivated.

As the basic theoretical components are well-established, later it will be useful for the writer to achieve the objectives of this study. Specifically, those theories will enable the writer to categorize the kinds of motivation the eleventh grade of SMA GAMA Yogyakarta have.
5. Kinds of Motivations

In language learning, “There are two types of motivation, which are extrinsic motivation and intrinsic motivation” (Woolfolk, 1990, p.308).

a. Internal / Intrinsic Motivation

According to Marsh (1996) internal motivation is a motivation that comes from individuals’ inside. That motivation may be needs, interest, and enjoyment. Internal motivation is an internal desire to do a particular task. The motivation that makes people doing certain activities which gives them pleasure to develop a particular skill, or it is 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.

b. External / Extrinsic 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 word, 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 the other. This case sets in causing a competition among the students. According to Deaux, Dane, and Wrightsman (1993), competition is an 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.
6. Function of Motivation

Motivation has three functions. According to Sardiman (2008), these three functions of motivation are:

a. Encouraging People to do Certain Activities

An effort or action can not 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.

b. Giving Directions

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

c. Determining Action

Determining the action means the motivation drives someone's behaviour. Besides, motivation is the motor that encourages someone's interest to achieve their goals.

From the theory above, the writer concludes motivation is a main asset for student in teaching-learning process. By having motivation, students will learn English better rather than students who do not have motivation. Motivation has important function in English teaching learning process. The teacher must know how big his or her students’ motivation in learning English. Dornyei (2001, p.1)
states that ‘motivation is the most complex and challenging issue faced by teachers today.

7. Factors Affecting Motivation

Students' learning motivation may be different from student to student. An important task is then to figure out how a student’s motivation can be raised. Unfortunately, there is no universal method to do this, since each student has its own personality that must be taken into account. The writer considers nine factors that affect students’ motivation, namely:

a. Self-efficacy and competence perceptions

First of all, the role of self-efficacy in the regulation of motivation should be defined. Perceptions of self-efficacy refer to the students’ beliefs about their ability to successfully accomplish tasks they are given, and have been related to students’ successful engagement and persistence in tasks (Bandura, 1993; Schunk, 1994). Students’ judgments about how likely it is to successfully accomplish tasks must be based on their perceptions of task requirements.

When people expect to do well, they tend to try hard, persist, and perform better (Pintrich & Schunk, 2002). The students who believe they can and will do well are much more likely to be motivated in terms of effort, persistence, and behavior than students who believe they are less able to succeed (Bandura, 1997; Eccles et al., 1998; Pintrich & Schunk, 2002).
Competition is another important possibility. By setting a specific goal that can be achieved in a limited period of time, by one class or by a group within a class, teachers can put the students’ competition spirit to work.

b. Attributions and control beliefs

The basic construct refers to beliefs about the causes of success and failure, and how much perceived control one needs to affect outcomes or to control one’s behavior (Skinner, 1996 as cited in Weiner, 2003, p.106). Students must believe that their efforts will lead to success. This assurance enables them to manage their activities and emotions. Students who believe they are in control of their own learning and behavior are more likely to do well and perform at high levels than students who do not feel in control (Pintrich & Schunk, 2002; Skinner, Zimmer-Gembeck & Connell, 1998).

c. Higher level of interest

High levels of both personal and situational interest are associated with more cognitive engagement, more learning, and higher levels of achievement (Eccles et al., 1998; Hidi, 1990; Pintrich & Schunk, 2002; Schiefele, Krapp & Winteler, 1992).

Students’ interest refers to the intrinsic pleasure students draw from completing the activity (Schiefele, 1991; Viau, 1999). Students can only judge if the task is interesting or not, or a task’s utility in terms of their understanding of task purposes.
d. Classroom 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. Also, Linnenbrink and Pintrich (2001) distinguish between the objective qualities of a classroom environment that might impact on motivation and students’ subjective perceptions of those same environmental conditions. They note that stronger links have been found between achievement and students’ perceptions of classrooms than between achievement and objectively defined classroom qualities. Thus, it appears that teachers can influence learning processes and outcomes by structuring learning environments. They must however attend to how students perceive those environments to achieve the intended effects.

e. 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, the teacher can motivate their students by giving rewards and also 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.

f. Teaching method

Learning can be more enjoyable and be tailored to a larger degree when the students become part of the learning process. Students can be motivated when the teachers help them to see what they are learning in a different context. If the students are currently learning about reading, then it could be motivating to read novels or short stories that takes place in the same time period. When students connect better with what they are learning, motivation often increases.

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.

g. Higher levels of value

Task value refers to students’ opinion about the utility, or how interesting they find a task given the goals that are being pursued (Pintrich & Schrauben, 1992; Viau, 1999). Clearly, students’ perceptions of task value are predicated on their interpretation of tasks. The students must understand how important it is to do well on the task. Parents and teachers need to provide support to the students’ understanding of value. Higher value of oncoming result increases sense of responsibility and overall interest in the task.

h. Goals and goal orientation

Setting goals is a key point in the learning process. Encouraging students to set goals in the classroom can also provide motivation. Goal content approaches (Ford, 1992; Wentzel, 2000) assume that there are multiple goals that students can pursue in a classroom.

i. 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. According to Mulyasa (2007), the school facilities can also include learning media, school area, school building and its equipment.

8. Language 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.

Tilesston (2004) states that motivation relates to the drive to do something, to study new things and encourages us to try again when we fail. Hine and Rutherford (1982) also state that motivation is the feeling nurtured primarily by the classroom teacher in the learning situation as he engages in carefully planned as well as intuitive which will satisty one or more of the basic, universal, cognitive and affective human needs. It is supported by Dornyei (2001, p.7) that states,
To summarize, motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has very important role in determining success or failure in any learning situation. Language learners, who really want to learn a foreign language be able to master a reasonable working knowledge.

The researcher concludes that by having motivation, students will learn English better rather than students who do not have motivation. It is because the motivation in learning process deals with encouragement and willingness of the act that causes someone to act directly toward the specific goats to be achieved. It means that students determine the strategy of leaning English based on their own willingness and interest. It is supported by Frandsen (1967) that states motivation is the process of arousing, sustaining, directing, and determining the intensity or the learning effort.

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

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

Students' motivation is the crucial thing of a successful teaching and learning process. No matter which the teaching methods are applied in the classroom, teachers have to make sure that the students are highly motivated, are eager to learn and have good motivation to involve themselves in the learning process. The motivation to learn comes from various reasons. It can be assumed that the students simply love the subject and interested in studying it or there can be some other practical reasons, such as the students’ eagerness to learn English so that they can fluently use it as one of the globalization era’s demands.

Jere Brophy, as cited in Woolfolk (1990, p.328), describes student motivation to learn as a student's tendency to find academic activities meaningful and worthwhile and try to derive the academic advantages from those activities. When the students are motivated to learn, they will do their academic work more seriously and try to do their best out of it.

Students’ motivation is personal. There are six components of the learning motivation (Frith, 2001, p.3). Those components are,

a. Curiosity

Human behavior is far more complex, and people are naturally curious. They tend to seek something new, they find satisfaction when they can finish a puzzle, and they are curious about anything.
b. Self-efficiency

Dividing tasks into chunks and providing students with early success are a method of developing confidence in the student. Driscoll as cited in Frith (2001, p.3) describes this as performance accomplishment, one of four possible sources of self-efficiency.

c. Attitude

According to Frith (2001, p.3), the attitude of a student toward learning is very much an intrinsic characteristic. It is not always demonstrated through behavior. In other word, attitude cannot be seen directly, but people can feel others’ attitude.

d. Need

The most well-known and respected classification of human need is Maslow's hierarchy of needs. Maslow categorized the human needs into five levels, psychological (lower-level), safety (lower-level), love and belonging (higher need), esteem (higher need), self-actualization (highest need).
Maslow, as cited in Woolfolk (1990, p.314), has called four lower levels of needs above (for survival, safety, belonging, and self-esteem) as deficiency needs. If these needs are not satisfied yet, the motivation to fulfill these needs is increasing, while when these needs are satisfied, the motivation to fulfill them is decreasing. For the three higher level of needs (intellectual achievement, aesthetic appreciation, and self-actualization). Maslow has labeled them as being needs. When these being needs are fulfilled, the motivation does not cease. Instead, it will increase to find further fulfillment of these needs. Unlike the deficiency needs, being needs can never be completely fulfilled. The motivation to achieve being needs is always change.
e. Competence

Competence is an intrinsic motivation for learning which is highly related to self-efficiency. Human being receive more pleasure when doing this well.

f. External Motivators

In order to create a stimulating environment and combat boredom, an active participation from the student is needed. Beside a stimulating environment, grades also have a value as an external motivator.

The key point is that motivation bears a reciprocal relation to learning and performance, that is, motivation influences learning and performance and what students do and learn influences their motivation (Pintrich & Schunk, 1996). It means, when students have known their goal, they will be more motivated. Then, by knowing learning motivation, students will be aware of the importance of correcting themselves about their learning. Therefore, They can improve their abilities and their efforts to study hard in order to achieve their learning goals.

B. Findings

In this part, the writer presented the results of study about the level of motivation in learning English of class XI IIS students SMA GAMA Yogyakarta academic year 2015-2016. As stated in previous part, the study was came out in Class XI IIS in SMA GAMA Yogyakarta on 25-27 July 2016. The subjects of this study was the students of class XI IIS.
This study focused on grade XI IIS students. The total numbers of respondents were 23 students. The data of this study was obtained by questionnaire. The questionnaire aimed to find out the level of students motivation. To obtain the data, the writer distributed the questionnaire to the students on how the students’ participation in the teaching-learning activity conducted in class XI IIS.

The results were about the students’ motivation in the English learning process in SMA GAMA Yogyakarta. There were 10 questions to the respondents (see appendix). The respondents were the students of class XI IIS, with total numbers were 23 students.

Based on the data, most respondents in the result on number 1 from the questionnaire, agreed that they learn English to find out what happens in the world. It proved by 73.9 percent of the respondents agreed and only 1 respondent were disagreeing. This showed that the majority of students in class XI IIS SMA GAMA Yogyakarta would like to know more about this world or in other word, they used English to develop their knowledges (Frandsen, 1967). Besides, based on the data result on number 2 in the questionnaire, showed that 78.3 percent of respondents agreed that English is really important for their future especially about their job (Frith, 2001, p.3). Next, based from the data result on number 3 in the questionnaire, showed 95.6 percent of students agreed that they learned English because they did not want to fail in their grade (Frandsen,1967). Also, from the data result on number 4 of the questionnaire, it showed that almost 70
percent of the students thought that English is one of the subjects that very important to master (Hong, 2006). Another fact, based on the data result in number 5 of the questionnaire, 6.5 percent respondents were not agree if they learned English to have sympathy by their parents or friends (Frandsen, 1967). It means having sympathy from others is not the main learning motivation from the students to learn English. In short, based on the third, fourth, and fifth data result in table, the importance of English itself is an encouragement for learning motivation in class XI IIS SMA GAMA Yogyakarta.

In this part, the writer explained the data result number 6 to 10 from the questionnaire (see appendix 3). In the data result on number 6 from the questionnaire, it was mentioned that only 26 percent of the students were struggled when they found any difficulties in their task. The other data which was obtained on number 7, was that more than three and half of the respondents did not agree if cheating is the only option they have when they feeling stuck while doing on assignment. These two fact showed that these students tend to loose their passion when they found difficulty in doing their task, but in the other side, they also showed their curiosity and a strong will to learn during the teaching-learning activity. Another fact, from the result in number 8 of the questionnaire, only 26 percent of the students tend to ask to their teacher if they find any difficulty. Based on the data result number 6, 7, and 8 from the questionnaire, showed that most of students in social class XI have a strong will and self confidence to learn English but on the other hand, they have lack of courage to ask to their teacher if they encounter any difficulties. Data result number 9 on the questionnaire
explained, 69.6 percent of the students learn English because they are interested in Western culture. Based on that, the writer concluded that curiosity with culture was one of the important components of the learning motivation. Lastly, from the data result number 10, it showed that there was something wrong with the teaching technique. Only 30 percent of the students were agreed that the teaching technique motivates them to learn English. This case showed that the teacher needs to find other techniques to deliver the learning materials.

In general, the students’ motivation to learn English in class XI IIS SMA GAMA Yogyakarta was quite good. Most of the students were motivated to join the English teaching-learning activity. On the other hand, the incompatibility of the techniques of delivering materials made the students felt less motivated with English learning activity.
CHAPTER III
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this survey. The conclusion is taken through the analyses of the survey result administered by the writer. Meanwhile, the recommendations intended for the English teacher of SMA GAMA Yogyakarta and future researchers who take interest in the field in motivation research in learning English.

A. Conclusions

The research aims to answer the research question stated in the first chapter which is: How is the motivation of the 11th grade students in learning English in SMA GAMA Yogyakarta? In order to answer this question, the researcher conducted a survey research to gather data from the participants.

Based on the study, the students’ motivation in social class XI SMA GAMA Yogyakarta in English teaching-learning process, the writer concludes some informations.

1. The students’ motivation in English teaching-learning class XI IIS SMA GAMA Yogyakarta was relatively good. This proved by their excitement in joining English teaching-learning process. It would be better if accompanied by deeper approach for each students, with hope could increase their motivation.

2. Another point which can be concluded by the writer is that most of students in social class XI have a strong will and self confidence to learn English but on the
other hand, they do not have a courage to reveal the difficulties they faced. This problem can be solved by giving them more time to speak English in front of the class.

3. According to the questionnaire result, the teacher performance in delivering learning materials is seems less satisfying for the students. The teacher needs to improve her technique in delivering the learning materials. In order to solve that problem, the teacher should try to use more creative teaching technique such as the use of media, role play, or school facilities to support her teaching technique. Using school facilities will attract the students’ attention. Therefore, the students will not feel bored during the teaching-learning process.

B. Recommendations

Through this section, the researcher gives some recommendations for the English teacher of SMA GAMA Yogyakarta and future researchers. Those recommendations are:

1. For the Teacher

The teacher needs to improve their technique to deliver the materials. This research showed that the 11th students were motivated in learning English. Therefore, English subject should be designed to fulfill this purpose. Students who were motivated in learning English did not just learn about the English language but they also can learn another thing that was related to the language. It could be culture, literature or maybe trending topic that is happening. Moreover,
the teacher also could add some games or role-play in the middle of the learning process. It would help the teacher maintain their motivation.

2. For Future Researchers

More research in this area could be developed. Future researchers might conduct a study more specifically about kinds of motivation that really affect students’ passion to learn. The researcher would like to encourage future researchers who are interested in this field to conduct similar research in other schools or universities.
REFERENCES


APPENDICES
### APPENDIX 1

**BLUEPRINT QUESTIONNAIRE FOR STUDENTS**

<table>
<thead>
<tr>
<th>No.</th>
<th>EXPERTS</th>
<th>STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frandsen (1967)</td>
<td>The students want to find out and investigate what happens in the world.</td>
</tr>
<tr>
<td>2</td>
<td>Dornyei (2001, p.7)</td>
<td>.... language learners, who really want to learn a foreign language be able to master a reasonable working knowledge.</td>
</tr>
<tr>
<td>3</td>
<td>Skinner (1996); Weiner (1986)</td>
<td>The basic construct refers to beliefs about the causes of success and failure, and how much perceived control one needs to affect outcomes or to control one’s behavior.</td>
</tr>
<tr>
<td>4</td>
<td>Pintrich &amp; Schrauben (1992); Viau (1999)</td>
<td>Task value refers to students’ opinion about the utility, or how interesting they find a task given the goals that are being pursued.</td>
</tr>
<tr>
<td>5</td>
<td>Frandsen (1967)</td>
<td>The students want to have a sympathy by their parents and friends.</td>
</tr>
<tr>
<td>6</td>
<td>Dornyei (2001, p.7)</td>
<td>Motivation explains why people decide to do something, how hard they are going to achieve it and how long they are willing to maintain the activity</td>
</tr>
<tr>
<td>7</td>
<td>Steinberg (1995)</td>
<td>Independence generally refers to individuals' capacity to behave on their own.</td>
</tr>
<tr>
<td>8</td>
<td>Bandura (1997)</td>
<td>Perceptions of self-efficacy refer to students’ beliefs about their ability to successfully accomplish tasks they are given, and have been related to students’ successful engagement and persistence in tasks.</td>
</tr>
<tr>
<td>9</td>
<td>Jere Brophy, as cited in Woolfolk (1990, p.328)</td>
<td>describes student motivation to learn as a student's tendency to find academic activities meaningful and worthwhile and try to derive the academic advantages from those activities.</td>
</tr>
<tr>
<td>10</td>
<td>Brown, (1987)</td>
<td>Teachers’ understanding of how the learners learn will determine their philosophy of education, teaching style, approach, methods, and classroom techniques.</td>
</tr>
</tbody>
</table>
APPENDIX 2
Hasil pengisian kuisioner oleh siswa kelas XI IIS SMA GAMA Yogyakarta berdasarkan jumlah siswa.

<table>
<thead>
<tr>
<th>No</th>
<th>PERTANYAAN</th>
<th>Pilihan Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SS</td>
</tr>
<tr>
<td>1</td>
<td>(I learn English because I want to know about the world outside.) Saya belajar bahasa Inggris karena ingin tahu dunia luar.</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>(I learn English because I feel English is important when I looking for a job later.) Saya belajar bahasa Inggris karena saya merasa bahasa Inggris penting dalam dunia kerja saya nanti.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>(I learn English because I do not want to fail on my grade.) Saya belajar bahasa Inggris karena saya tidak ingin sampai gagal atau tinggal kelas.</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>(English is one of the subjects that should be mastered.) Bahasa Inggris adalah salah satu mata pelajaran yang harus saya kuasai.</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>(I learn English in order to get sympathy from my friends and parents.) Saya belajar bahasa Inggris agar mendapat simpati dari teman maupun orang tua.</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>(I feel hopeless when given a task or a problem that I think it is difficult.) Saya merasa seperti putus asa ketika diberi tugas atau soal yang saya rasa sulit untuk dikerjakan.</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>(I prefer to cheat on my friend's work when I get confused doing the task.) Saya memilih mencontek pekerjaan teman ketika saya merasa tidak jelas saat mengerjakan tugas.</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>(I dare to ask the teacher when I had trouble in the lesson.) Saya berani bertanya kepada guru ketika saya mengalami kesulitan dalam pelajaran.</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>(I learn English because I am interested in western culture.) Saya belajar bahasa Inggris karena tertarik dengan budaya barat.</td>
<td>2</td>
</tr>
</tbody>
</table>
Learning techniques in the classroom motivates me to learn English. Teknik pembelajaran di kelas memotivasi saya dalam belajar bahasa Inggris.
APPENDIX 3
Hasil presentase pengisian kuisioner oleh siswa kelas XI IIS SMA GAMA Yogyakarta.

<table>
<thead>
<tr>
<th>No</th>
<th>PERTANYAAN</th>
<th>Pilihan Jawaban (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SS</td>
</tr>
<tr>
<td>1</td>
<td>Saya belajar bahasa Inggris karena ingin tahu dunia luar.</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Saya belajar bahasa Inggris karena saya merasa bahasa Inggris penting dalam dunia kerja saya nanti.</td>
<td>17.3</td>
</tr>
<tr>
<td>3</td>
<td>Saya belajar bahasa Inggris karena saya tidak ingin sampai gagal atau tinggal kelas.</td>
<td>30.4</td>
</tr>
<tr>
<td>4</td>
<td>Bahasa Inggris adalah salah satu mata pelajaran yang harus saya kuasai.</td>
<td>26</td>
</tr>
<tr>
<td>5</td>
<td>Saya belajar bahasa Inggris agar mendapat simpati dari teman maupun orang tua.</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>Saya merasa seperti putus asa ketika diberi tugas atau soal yang saya rasa sulit untuk dikerjakan.</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Saya memilih mencontek pekerjaan teman ketika saya merasa tidak jelas saat mengerjakan tugas.</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Saya berani bertanya kepada guru ketika saya mengalami kesulitan dalam pelajaran.</td>
<td>8.7</td>
</tr>
<tr>
<td>9</td>
<td>Saya belajar bahasa Inggris karena tertarik dengan budaya barat.</td>
<td>8.7</td>
</tr>
<tr>
<td>10</td>
<td>Teknik pembelajaran di kelas memotivasi saya dalam belajar bahasa Inggris.</td>
<td>8.7</td>
</tr>
</tbody>
</table>

Keterangan:
SS: Sangat Setuju
S: Setuju
N: Netral
KS: Kurang Setuju
STS: Sangat Tidak Setuju