THE STUDENTS’ MOTIVATION IN LEARNING ENGLISH:
A SURVEY STUDY AT SMP BOPKRI I YOGYAKARTA

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By
Ayu Wulan Kinanti
Student Number: 111214106

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By
Ayu Wulan Kinandi
111214106

Approved by

Advisor

Drs. Pius Nurwidasa Prihatin, M.Ed., Ed.D.

4 January 2016
A Sarjana Pendidikan Thesis on

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By
AYU WULAN KINANTI
111214106

Defended before the Board of Examiners
on 21 January 2016
and Declared Acceptable

Board of Examiners
Chairperson: Paulus Kuswandono, Ph.D.
Secretary: Drs. Barli Bram, M.Ed., Ph.D.
Member: Drs. Pius Nurwidasa Prihatin, M.Ed., Ed.D.
Member: Drs. Y.B. Gunawan, M.A.
Member: Drs. Barli Bram, M.Ed., Ph.D.

Yogyakarta, 21 January 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Rohandi, Ph.D.
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The Writer

Ayu Wulan Kinanti

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ABSTRACT


Motivation is an important factor in learning English. It determines the students’ success in learning English. Motivation influences the way the students learn English language. Students who have motivation will give more attention in learning English. Intrinsic motivation is one type of motivation. Intrinsic motivation is motivation that comes from inside of the students. Knowing whether students have intrinsic motivation helps the teacher to decide the right teaching strategies to teach English. The objective of this research is to obtain whether the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English.

The research was a quantitative survey study. It is a cross-sectional survey study because the research was done in one point time. The researcher used questionnaire as the instrument for this research. The research adapted likert-scale that used four-point scales agreements and disagreements. The researcher distributed the questionnaire to 54 students who are the 8th grade students of SMP BOPKRI 1 Yogyakarta.

The researcher made a hypothesis to answer the research problem. The conceptual hypothesis was the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. The students can be said intrinsically motivated in learning English, if their mean score of questionnaire result is higher than 84 (Intrinsic Motivation Index).

The result of this research revealed that the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. The reason was the students’ mean score of questionnaire result was 94.39. It showed that the mean score was higher than 84 (Intrinsic Motivation Index). The finding of this research helps the English teacher of SMP BOPKRI 1 Yogyakarta to decide the right teaching strategies to teach English. Therefore, it can maintain students’ intrinsic motivation and improve students’ achievement in learning English.

Keywords: motivation, intrinsic motivation, learning English, the 8th grade students of SMP BOPKRI 1 Yogyakarta


Kata Kunci : motivation, intrinsic motivation, learning English, the 8th grade students of SMP BOPKRI 1 Yogyakarta
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CHAPTER I
INTRODUCTION

This chapter provides information about research background and also the description about the research problems. It encompasses research background, research problems, problem limitation, research objectives, research benefits, and definition of term.

Research background covers the reason for choosing the topic. Research problem describes the problems that will be discussed in the research. Problem limitation is focused on the basic of the problems that are emerged. Research objectives present the purpose of conducting the research. Research benefits give information and solution for many people, including the writer herself. The last part is definition of term which is the meaning of certain terms applied in the topic of the research.

A. Research Background

Learning English has become an important thing nowadays. So many people use English as the main language to communicate each other that comes from different country. Crystal (1987, p.358) states that

“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, newspaper, airports and air traffic controls, international business and academic conferences, science,
technology, medicine, diplomacy, sports, international competitions, music, and advertising.”

It shows that English is used in every field. It includes academic field or education. The education system in Indonesia also includes English as the main subject. Most of the students learn English since they are in the elementary school. Moreover, there are some of students who have learned English since they are in the kindergarten. However, it does not mean that English is an easy subject for Indonesian students. It is because English is not their native language.

English is also difficult because English has its own language structure. The English language’s structure is different with Bahasa Indonesia’s language structure. It is more complex. It is supported by Dornyei (2001) who states that language is more than a communication code whose grammar rules and vocabulary can be taught very much the same way as any school subject.

Knowing English is not easy, some students do not interested in learning it. However, there are a lot of students try to know more about English. It is affected by their motivation in learning English. It shows that motivation become a key point in learning English. It is because motivation can influence students’ success in learning English. It is 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 important of motivation in learning English cannot be separated.

Motivation can affect students’ success because motivation influences the way the students learn English language. Schunk (1995) supports this idea by stating motivation can influence what, when, and how we learn. Students who are motivated will give more attention in learning English. It is the reason why motivation can influence the students’ goal in learning English. Zimmerman (2000) as cited in Bhoje (2015, p.41) states that

“Students motivated to learn about a topic apt to engage in activities they believe will help them learn, such as attend carefully to the instruction, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material.”

Based on Zimmerman’s theory (2000) as cited in Bhoje (2015, p.41) students who have motivation will be attentive during the English lesson. They will organize and rehearse the material. They will also monitor their level of understanding. They will not hesitate to ask if they have not understood about the lesson. However, students who are not motivated will not try to be included in the English learning process. It is supported by Schunk, Pintrich, and Meece (2008) that say students unmotivated to learn are not apt to be as systematic in their learning effort. It shows that motivation
deals with encouragement and willingness of the act. It causes someone to act directly toward the specific goals to be achieved.

Motivation has two types. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of motivation that comes from inside of the students. Extrinsic motivation is a type of motivation that is influenced by external factor. In this research, the researcher will be focus on discussing students who are intrinsically motivated in learning English. It is because the researcher wants to figure out which students who study English because their own willingness.

After knowing students’ motivation, the English teacher of *SMP BOPKRI 1 Yogyakarta* can decide the right teaching-strategies. If the students have intrinsic motivation, it means that the teacher needs to add extra lesson that is related to English language. It can be short story, English culture, English movie or poetry.

Given the importance of identifying learners’ motivation in learning English, the researcher conducts a study to investigate the 8th grade students of *SMP BOPKRI 1 Yogyakarta* motivation in learning English. The reason is to figure out whether 8th grade students have intrinsic motivation in learning English.
B. Research Problem

In this study, the researcher intends to find out the answer of the following research question:

Do the 8\textsuperscript{th} grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English?

C. Problem Limitation

This study was held in SMP BOPKRI 1 Yogyakarta. The participant were 8th grade students in year 2015/2016. The focus of this research was to know whether the students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. This research is a survey research.

D. Research Objectives

In this study, the researcher intends to find out the answer of the question mentioned earlier in the research problem. The objective of this research is to know whether the 8\textsuperscript{th} grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English.

E. Research Benefits

1. English Teacher of 8th grade of SMP BOPKRI 1 Yogyakarta

By knowing students’ motivation, the teacher can decide to design or use appropriate approach and method in teaching English in class. It is supported by Midraj (2008, p.118) that stated a better understanding of
students motivation can help material researchers create and teacher selects activities and tasks that tap students’ motivation.

2. Researcher

This research will make the researcher know better about motivation in English teaching learning process. It will help the researcher when the researcher has become a teacher. Therefore, the researcher can to conduct a class that can facilitate students who have high motivation in learning English.

3. Other Researchers

This study provides information that is needed by the future researchers in completing their study. The future researchers can use this research as reference in conducting survey study. Furthermore, the future researchers can develop this research.

F. Definition of Terms

1. Motivation

Gardner and Lambert (1972) state motivation is examined as a factor of a number of different kinds of attitudes. Motivation also can be defined as a process rather than a product (Schunk, Pinrich, & Meece, 2008). Dornyei (2001, p.1) says that “motivation can be defined as abstract definition but at least there are motives from a person to do something in order to have positive effect”. Motivation needs an action from someone until the goal is achieved (Beck, 1978, p.24).

2. Language Learning Motivation
In this research, motivation relates to the students’ motivation in their 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 high motivation is able to make students better for their learning process. It is supported by Stipek (1988, 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 of learning English. Students who have higher motivation will have better achievement in learning English.

There are two types of motivation in language learning motivation. Those motivations are extrinsic motivation and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, like passing the exam and getting job. Intrinsic motivation is motivation that comes from within the individual.

3. SMP BOPKRI 1 Yogyakarta

SMP BOPKRI 1 Yogyakarta is private junior high school in Yogyakarta. It is located in Jln. Mas Suharto 48 Tegalpanggung Danurejan, Yogyakarta. The total classes are 15 classes. There 5 classes for first grade, 5 classes for second grade, and 5 classes for third grade.
CHAPTER II

REVIEW OF LITERATURE

This chapter presents three sub-chapters of discussion. The first sub-chapter is the discussion on the theories related to this study, which is presented in theoretical description. The second sub-chapter concerns about theoretical framework. It summarizes all relevant theories related to the study. The third sub-chapter is about conceptual hypothesis. It is about researcher’s hypothesis towards this research.

A. Theoretical Description

In the theoretical description, the researcher discusses the theories related to the research conducted for 8th grade students of *SMP BOPKRI 1 Yogyakarta*. There are motivation and language learning motivation.

1. Motivation

   a. Definition of Motivation

The term motivation is derived from the Latin verb *movere* (to move), (Schunk, Pintrich, & Meece, 2008). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. It makes motivation have so many definitions.
The first definition comes from Schunk, Pintrich, and Meece (2008) who define motivation as the process whereby goal-directed activity is instigated and sustained. 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”. Dornyei (2001, p.7) also 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 theory above, we can conclude that motivation is a factor that can come inside or outside ourselves that encourages people to do something. Motivation will make people work hard to achieve something.

b. Function of Motivation

According to Sardiman (2008), there are three functions of motivations. There are encouraging people to do certain activities, giving direction, and determining action.

1) Encouraging people to do certain activities

An effort or action cannot be carried out without any encouragement. It means that motivation is the motor of any activity to be undertaken. It helps people to achieve their goals.

2) Giving direction

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. It makes the students know what they should do.
3) Determining action

Determining the action means the motivation drives someone’s behavior. Moreover, motivation is also as the motor that encourages someone’s interest to achieve their goals. Therefore, motivation can maximize students’ achievement.

2. Language Learning Motivation
   a. Motivation in Language Learning

   Motivation is one of factors that influence students’ success in learning English. “Motivated students are likely to learn more and learn quickly than students who are less motivated” (Spolsky, 1990, p.157). Students can lose their attention, misbehave and cause discipline problem when they are not motivated in learning English.

   Tileston (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 satisfy 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 motivation in learning process deals with encouragement and willingness of the act that causes someone to act directly toward the specific goals to be achieved. It means that students determine the strategy of learning 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 of the learning effort.

Motivation has important function in English teaching learning process. Teacher must know his students’ motivation in learning English. Dornyei (2001, p.1) states that “motivation is the most complex and challenging issue faced by teachers today”. Motivation can affect both new learning and the performance of previously learned skill, strategies, and behaviors. It shows that the role of motivation in learning is equally important.

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 that 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.
To conclude, there will be different results in learning English. Students who are motivated in learning English will understand better about the knowledge because they know their goal. It will help them to achieve their goal in learning English. It is supported by Krashen as cited in Richards and Rodgers (2003) that states motivation helps the students receive more knowledge in second language acquisition. It means that motivation and language learning cannot be separated because they are connected to each other.

b. Students’ Motivation in Learning English

Students have many reasons for learning English. It can be simply said that they learn English because they love it or they learn English because it is school requirement. According to Brophy as cited in Woolfolk (1990, p.328), “students motivation to learn as a students’ tendency to find academic activities meaningful and worthwhile and try do derive the academic advantages from those activities”. This means that motivated students will make any academic activities becomes meaningful activities that can improve their skills. When the students are motivated to learn, they will do their academic work seriously and try to do their best out of it. Through the motivation, the students will have an effort when they meet obstacles or failure.

Students’ motivation is personal. There are six components of the learning motivation (Frith, 2001, p.3). Those components are
1) 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.

2) 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.

3) 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.

4) 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 belongings (higher need), esteem (higher need), self-actualization (higher need).

5) Competence

Competence is an intrinsic motivation for learning which is highly related to self-efficiency. Human being receive more pleasure when doing this well.
6) 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.

Sadirman (1986) stated that there are some characteristics of motivated-students. Those characteristics are

“The first characteristic is they have persistence in facing the task. Secondly, they do not give up when facing the difficult task. Then, they will be able to work for longer time. The last is the students are interested in the task that they have to finish.”

In language learning, “There are two types of motivation, which are extrinsic motivation and intrinsic motivation” (Woolfolk, 1990, p.308). Deci and Ryan (1985, p.6) also say that

“We distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome.”

In this research, the researcher focused on intrinsic motivation. The researcher wanted to figure out whether they learn English because they love English or they learn English because it is a main subject in school. However, the researcher added information about extrinsic motivation. The researcher wants to make the reader also know about extrinsic motivation. Moreover, some people think that intrinsic and extrinsic motivation are related to each other such that the higher the intrinsic motivation, the lower the extrinsic motivation. However, there is no automatic relation between intrinsic and
extrinsic motivation (Lepper, Corpus, & Iyengar, 2005). It means that intrinsic and extrinsic motivations are separate continuums, each ranging from high to low.

c. Extrinsic Motivation

Extrinsic motivation is “motivation that is caused by external factors or outside rewards which have nothing to do with the learning situation” (Woolfolk, p.308). Wilkins (1972, p.184) also supported those arguments by stating

“A learner is extrinsically motivated when he or she wants to learn language in order to pass examination, to use it in one’s job, to use it in holiday in the country, as a change of watching television, because the educational system requires it”.

Ryan and Deci (2000, p.56) also have their definition about extrinsic motivation. Extrinsic motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome”. In other words, extrinsic motivation is an encouragement that comes from outside which leads them to do certain activities. The extrinsic motivation does not have a correlation to the task that they do. They learn English because they have some intentions or there is an obligation to learn it.

Schunk, Pintrich and Meece (2008) state that there are four extrinsic motivational in which the individual is motivated. Those are external regulation, introjected regulation, identified regulation and integrated regulation. Schunk, Pintrich and Meece (2008, p.80) define those extrinsic motivational figures as:
“External regulation is students initially may not want to work on assignment but do so to obtain rewards and avoid punishment. These students react well and try to do the work to obtain rewards or avoid punishment. Introjected regulation is when students may engage in a task because they think they should and may feel guilty if they do not. Identified regulation is when students engage in the activity because it is personally important to them. The students want to do the task because it is important for them; even it is more out of utilitarian reasons. The last is integrated regulation which is whereby the students integrate various internal and external sources of information into their own self-schemas and engage in behavior because of its importance to their senses of self.”

In the other words, extrinsic motivation is related to external factors. Students learn English not because they love it, but it is because they have external reasons. It can be school requirement, afraid of punishment or reward expectation.

Extrinsic motivation is often associated with the engagement in activities. It is because they lead to desirable consequences separate from the activity such as tangible rewards (Reinholt, 2006). However, Kruglanski (1978) as cited in Covington and Mueller (2001) said that it can be a trouble because the offering of extrinsic incentives to induce otherwise reluctant students to study, may focus attention on tangible payoffs themselves rather than on reinforcing the benefits of learning.

As a result, it is feared that learning may become the means to an end that is merely a way to get rewards. When these rewards are no longer available, the willingness to continue learning will likely dissipate.
d. Intrinsic Motivation

Moskovsky and Alrabai (2009) state in literature there are different conceptualizations of intrinsic motivation. Intrinsic motivation enhances people’s self-concept by engaging them in activities that motivate them. Intrinsic motivation also can be defined in a broader and simpler way: in terms of what people will do without external inducement.

Intrinsic motivation makes the students want to know more about English language. It is not about the language structure, but it can be the literature, culture or society. It is supported by Gardner (1983, p.203) who explains that “intrinsic motivation is learning a language because the learner wishes to identify himself with or become integrated into the society of target language”. Finegan (1999, p. 568) says that

“A learner is integratively motivated when she/he learns a language because he or she wants to know more of the culture and values of the foreign language group, to make contact with the speaker of the language, to live in the country concerned.”

Intrinsic motivation refers to motivation to engage in activity for its own sake (Schunk, Pintrich, and Meece, 2008). It means that students who are intrinsically motivated work on tasks because they find them enjoyable. Task participation is its own rewards and does not depend on explicit rewards or other external constraints.

Intrinsic motivation can be said as motivation that comes from inside of the students. According to Lai (2011), intrinsic motivation is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe,
“Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action.” Ryan and Deci (2000, p. 56) define intrinsic motivation as

“The doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards.”

Intrinsic motivation is perceived as a type of motivation leading to highly valued outcomes such as creativity, quality, spontaneity and vitality. Intrinsically motivated behavior is perceived as behavior freely engaged in, which the individual finds interesting and derives spontaneous satisfaction and enjoyment.

Intrinsic motivation would make students set their own goal, such as goal to learn and goal to achieve. As Pintrich (1996, p.79) says that

“A mastery goal, the desire to gain understanding of a topic, has been found to correlate with effective learning strategies, positive attitudes toward school, the choice of difficult task as opposed to a simple task, perceived ability, effort, concern of future consequences, self-regulation, the use of deep cognitive processes, persistence achievement choice and initiative.”

The researcher concludes all of the intrinsic motivation definitions. Intrinsic motivation is kind of motivation that encourages students to learn English because they love and interested in it. They do not just want to know about the language, but also every detail that related to the language, like English culture. They learn it because they want it. No one forces them to learn English. They will be more engage in English language and become integrated on it.
Lepper and Hodell as cited in Moskovsky and Alrabai (2009), propose four main factors as the principal sources of intrinsic motivation, which are challenge, curiosity, control and fantasy. Vockell (2001, p.1) defines challenge as

“Based on the assumption that learners are likely to be intrinsically motivated by difficult task when: (a) they themselves set and try to achieve clearly defined objectives, (b) these objectives are not perceived as either extremely hard or as extremely easy, (c) learners are provided with constructive and encouraging feedback about their progress and (d) learners feel confident and competent after completing these task.”

Vockell (2001) indicates that curiosity involves the assumption that learners would be more motivated if they are provided with a more interesting and stimulating sensory and cognitive environment. Control refers to the learners’ level of control over what they do and how they do it. Learners will get a stronger sense of being in control if they recognize their learning activities to be relevant to what they are trying to accomplish (Vockell, 2001). The last is fantasy that refers to the learners’ ability to use their imagination to visualize make-believe event/situations which are related to the information being learned and at the same time satisfy learners’ emotional needs (Vockell, 2001).

By knowing the four principal sources of intrinsic motivation, the teacher can improve students’ intrinsic motivation in learning English. The first source which is challenge, the teacher can give more difficult task to the students. It will make they feel efficacious accomplishing the task. The teacher can improve students’ intrinsic motivation from the curiosity.
teacher prepares some surprising information that motivates the students to understand it. The third source is control. The teacher can improve students’ intrinsic motivation by providing the students with choices and a sense of control over their learning outcomes. The last source is fantasy. The teacher can involve the students through simulations and games. These points have important implications for designing learning environments and activities to enhance students’ intrinsic motivation for learning.

There are not only the sources, but there are also some behaviors that are related to intrinsic motivation in learning English. Stipek (1950, p.96) says that there are some behaviors associated with intrinsic motivation. Those behaviors are

“Firstly, students spontaneously make connections between school learning and activities or interests outside of school. Secondly, students ask questions that go beyond the specific task at hand. Next, students work on tasks whether or not extrinsic reasons are salient. Students smile and appear to enjoy working on task. The last, students express pride in their achievement.”

Motivation factor institute (2003, p.1) said that there are behaviors linked to low or average intrinsic motivation were characterized by:

“What is in it for me? Focus instead of How can I contribute; lack of connection to stakeholders/customers; lack of sense of community or camaraderie; progressively less passion for the work or direction; external motivation factors like benefits and compensation becomes more important; resistance to organizational or functional changes; low productivity due to boredom and silo thinking.”

Educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Lai, 2011). Ryan
and Stiller (1991) also say the same idea which is intrinsic motivation has emerged as an important phenomenon for educators-a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices. Finnegan (1999, p.568) supports it by stating

“The students who like the people that speak a target language, admire the culture and have desire to become familiar or even integrate into society in which the target language is used are most successful in learning that target language.”

To conclude, students who are intrinsically motivated in learning English will show some indicators. Those indicators are students learn English because they interested in it; students do not just want to learn English language, but also the English culture; students will also learn how to pronounce and spell the English word correctly even no one asks them to do that; students try to know how English native speakers’ live and thought; students are enjoy and happy in learning English; students wait for the next English class or can have additional time for English class in school; and students will use English even it is not in English class to practice the English.

There are no negative impacts in having intrinsic motivation. As it mentioned before, students are willingly and voluntary try to learn what they think it is worth or important for them. There is no need for external outcomes or rewards.

Intrinsic motivation is evidence whenever students’ natural curiosity and interest energize their learning. It makes intrinsic motivation is a
powerful source of motivation for second language learners. It is supported by Ryan and Deci (1985, p.245) who say that

“When the educational environment provides optimal challenges, rich sources of stimulation and a context of autonomy, this motivation wellspring is likely to flourish.”

It shows that intrinsic motivation has important meaning for students who learn English language. It is because they can engage in activities that enhance learning. Moreover, there is also evidence that across grade levels, intrinsic motivation relates positively to learning, achievement, and perceptions of competence, and negatively to anxiety (Gottfried, 1985, 1990; Lepper et al., 2005; as cited in Schunk et al., 2014). Thus, developing intrinsic motivation is important not only for motivation but also for learning.

B. Theoretical Framework

From the discussion in theoretical description, the researcher established a theoretical framework for this research. The researcher concerned with all theories about motivation, especially in intrinsic motivation. The researcher found out that the students who have great intention in learning English is intrinsically motivated. It helps them to learn better in learning English. The reason is they do it by their own willingness. They realize that English has important thing for them. The experts in theoretical description, chapter II, also state that students who are intrinsically motivated will be more successful in learning English rather than students who are extrinsically motivated. Students who are intrinsically motivated will
be more active. It will make the class is more alive. All of the theories used to answer the research question.

There are some researchers that had done the similar research. Jennifer Henderlong Corpus and Stephanie V. Wornington (2015) did the research that related to intrinsic motivation to 123 respondents. The result was those respondents who are intrinsically motivated in learning English. Another researchers like Vansteenkiste and Colleagues (2004) and Downi Griner (2012) also found out that the students who have intrinsic motivation will show good improvement in learning. Other researchers also found out another result. Students who are intrinsically motivated will be more active in participating in class. It is been proved by Lee, Reeve, Xue & Xiong (2009) and Chantal, Vallerand & Valleries (1994).

C. Conceptual Hypothesis

The conceptual hypothesis is that the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English.
CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the study. It is divided into six parts. There are research method, research participants, research instruments, data gathering technique, data analysis technique and research procedure.

A. Research Method

This study was conducted to identify the intrinsic motivation of 8th grade students of SMP BOPKRI 1 YOGYAKARTA in English teaching learning process. The research conducted in a survey study. 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 of people”. Survey also can be used to access needs, evaluate demand and examine impact (Salant & Dillman, 1994, p.2). Isaac and Michael (1997, p. 136) states that a survey research 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, in what amount, and in what context.”
There are three characteristics of survey research (Kraemer, 1991, p. Xiii). The characteristics are

“The first characteristic is a survey research is used to quantitatively describe specific aspects of a given population. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey research uses a selected portion of the population from which the findings can be generalized back to the population.”

According to Fraenkel, Wallen and Hyun (2012, p.393), a survey research was done if “the researcher is interested in the opinions of a large group of people about a particular topic or issue.” Creswell (1994) also adds by stating that a 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. In other word, “surveys asks a number of questions, all related to the issue, to find answer” (Fraenkel & Wallen, 2006, p.393). Therefore, the researcher used a survey research to do the research because there are several questions that are going to be asked to the 8th grade students of SMP BOPKRI 1 Yogyakarta.

The researcher chose a cross-sectional survey. It was because the researcher only did the research in one period time. More typically in education, cross sectional studies involved indirect measures of the nature and rate of changes in the physical and intellectual development of samples. Cross sectional studies, catching a frozen moment in time, may be ineffective for studying change. Gorard (2003) as cited in Hashwani (2008) supports the idea by stating that rationale of a cross sectional survey is generally to attain a snapshot of conditions and attitudes at a single point in time.
This research is a quantitative research. According to Rasheed (2011), the two most commonly used research instruments in quantitative research studies include questionnaire and test. This research only used one data instrument which was questionnaire. According to Wilson and McLean (1994) as cited by Cohen, Manion, and Morrison (2000, p.245), “the questionnaire is an useful instrument in collecting survey information, providing structured, often numerical data, being able to administer without presence of the researcher, and often being comparatively straight forward to analyze.” The researcher collected the data by distributing the questionnaire to the 8th grade students of *SMP BOPKRI 1 Yogyakarta*.

**B. Research Participants**

The research participants of this study were the 8th grade students of *SMP BOPKRI 1 Yogyakarta*. The target students’ population in this study was students who studied in the academic year 2015/2016. A random sampling technique was employed by the researcher to select a representative sampling of the subjects in this study. There were 4 classes, each class had 28-31 students, and the researcher randomly selected 2 classes.

The researcher calculated the margin error of sampling. The researcher used 95% confidence which means 1.96. Margin of error for this research was

\[ 1.96 \times p(100-p)n \times \frac{N-n-1}{N-1} \]
Where

1.96 : score standard for 95% confidence

P : The percentage of sample size to population size

n : sample size

N : Population size

Therefore, the result of margin of error for this research was

\[
1.96 \times p(100-p) n \times N-nN-1
\]
\[
= 1.96 \times 50(100-50)54 \times 110-54110-1
\]
\[
= 1.96 \times 2.1 \times 0.5 = 2%
\]

It means that from 95% confidence, the margin error of this research is only 2%.

C. Research Instrument

The researcher used questionnaire to figure out the answer of the research question. It was to know kind of students’ motivation in English teaching learning process. The researcher chose questionnaire to obtain the personal information from the respondents (Hopkins, 1976). The researcher chose questionnaire because the researcher took the data from 54 respondents. Moreover, the researcher had decided to ask specific question, which was about intrinsic motivation. Therefore, the researcher chose questionnaire,
because it is “quick and simple way in obtaining broad and rich information from respondents, especially those which ask specific questions” (Hopkins, 1993, p.134). Mills (2011, p.83) supports Hopkins’ idea by stating “questionnaires allow the researcher to collect the large amount of data in a relatively short amount of time.” Wallace (1998, p.130) strengthens Mills’ opinion by stating questionnaire can also save time. The greater the number of informants, the more economical of time.”

From those explanations, questionnaire was the most effective and useful in getting specific information about intrinsic motivation in learning English from the 8th grade students of SMP BOPKRI 1 Yogyakarta. The researcher also had considered about the advantages of using questionnaire in this research. There are four advantages of using questionnaire (Hopkins, 2008). Those advantages are “questionnaire was easy and fast to fill in, it was also easy to give feedback and follow up activity, it provides direct comparison of groups and individuals, and it provides feedback on: attitudes, adequacy of resources, adequacy of teacher help, preparation for next session, conclusions at end of term, data quantifiable” (Hopkins, 2008, p.136). Therefore, the use of questionnaire in this study was very important to help discovering the answer to the research question.

Questionnaire has some types of question and response which are closed-ended question and open ended question (Cohen, et.al., 2000). The researcher chose close-ended question, which provides response to be chosen by the respondent. The advantage of closed-ended-question is “they usually
make the questionnaire easier and quicker to fill in, they also make for quicker and reliable scoring for the response” (Wallace, 1998, p.135).

There were 30 close-ended questions. Moreover, the researcher provided 4 responses that could be chosen by respondents. The researcher adapted likert-scale model to make the responses in this questionnaire. McLeod (2008, p.1) describes that “likert developed the model to measure the attitude by asking people to respond to statement”. Bowling, Burns and Groove (1997) as cited by McLeod (2008, p.1) also say that “likert-type or frequency scales used fixed choice response formats and are designed to measure attitudes or opinions. These ordinal scales measure levels of agreement or disagreement”. It showed that likert-scale gave fixed responses that measure the students’ responses.

The researcher provided four degree of agreement option to be selected for each items in questionnaire. The degrees of agreement used in the questionnaire were based on likert-scale with four degree of agreement which had one to four scales (Brown & Rogers, 2002, p.120). Its scales were four (4) for strongly agree, three (3) for agree, two (2) for disagree and one (1) for strongly disagree. These scales would be used to count the total score of closed-ended question from each respondent. The researcher chose 4 scales which meant there would be no the undecided option in the questionnaire. The reason was because the researcher wanted the respondents could directly express their answer whether they were agree or disagree to each statement.
The researcher adapted 30 statements that were related to intrinsic motivation. The statement is taken from Gardner, Wimolmas, Moskovsky and Alrabai, Carreira, and Noel’s motivation test. The researcher used it because it has good reliability and validity (Gardner, 1985). Moreover, it was established validity and reliability over the last two decades, as it has been used in a significantly large number of quantitative studies (Gardner and Lambert, 1972; Masgoret & Gardner, 1994; Kristmanson, 2000; Williams, Burden & Lanvers, 2002) as cited in Haswani (2008).

Before distributing the questionnaire, the researcher translated the questionnaire from English to Bahasa Indonesia. The reason was to make the respondents become easier in filling the questionnaire. After that, the researcher did the piloting test. The researcher did it on September 18, 2015. The researcher took 5 students that had the same grade with the sample. The result was calculated by the researcher. The researcher found that the mean was 100.95. The comment was the questionnaire was clearly to be understood. It made them easier to fill the questionnaire. They also understood the rule to fill out the questionnaire.

D. Data Gathering Technique

The researcher had explained that this research dealt with one major problem which was whether the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. To achieve the objective, this research gathered the data with the following techniques.
The researcher asked permission to the school. Then, the researcher explained the aim of this research to the English teacher. After that, the researcher came to the class to gather the data by distributing questionnaire. The students were informed about this research and were asked to fill the questionnaire honestly. The researcher explained it every step clearly and allowed the students to ask if they did not understand yet.

The researcher distributed 54 questionnaires to 54 respondents who were the 8th grade students of SMP BOPKRI 1 Yogyakarta. There were 54 questionnaires that were returned to the researcher. It means all of the respondents filled the questionnaires.

E. Hypothesis

The researcher made hypothesis. It helped the researcher to answer research problem. The hypothesis was:

\( H_0 \): Students do not have intrinsic motivation in learning English.

\( H_1 \): Students have intrinsic motivation in learning English.

The researcher made it into operational hypothesis. The hypothesis became the students could be said intrinsically motivated if the mean score was higher than 84 (Intrinsic Motivation Index).

The statistical hypothesis became

\( H_0 \): \( \bar{x} \leq 84 \)

\( H_1 \): \( \bar{x} > 84 \)
In this research, $\bar{x}$ meant the mean score that was got by calculating the result of the questionnaire. The higher score for this questionnaire was 120 and the lower score was 30. Then, 84 was intrinsic motivation index in this research. The mean score would be compared with intrinsic motivation index. If the student got score 84 or more than 84, it showed that the student was intrinsically motivated in learning English.

The researcher applied the theory that was provided by Ryan and Deci that said intrinsic motivation index was 84. The researcher used Ryan and Deci’s theory (1985) because it had 30 statements and used 4 degree of agreements in likert-scale model of questionnaire. It meant that the high score and the low score of the questionnaire were 120 and 30 which were the same like this research had. Ryan and Deci’s theory had been used by some researcher whose journals had been published. Those researchers are Robert Jo Vallerand & Robert Bissonnette (1992); Whian Bong Choi (1996); Noels et al., (2000); Martin V. Covington & Kimberly J. Mueiler (2001); Roland Benabou & Jean Tirole (2003); Junko Matsuzai Carreira (2005); Schlesinger, Berthouze & Balkenius (2008); Eow Yee Leng, Wan Zah Bte Wan Ali, Roselan, Rosnaini Machmud (2010); and Rabia Sohal & Nazir Ahmed Malik (2014).

F. Data Analysis Technique

In this research, the researcher calculated the mean score. Firstly, the researchers counted how many times the students answered strongly agree, agree, disagree and strongly disagree for every statement. Then, the
researcher counted the total score of every degree of agreement and disagreement. After that, the researcher multiplied the total of every degree of agreement and disagreement answers to every degree’s scale that had been determined. According to Brown & Rogers (2002, p. 120), “the scale were four (4) for strongly agree, three (3) for agree, two (2) for disagree and one (1) for strongly disagree. After that the researcher counted the total score of those four scores (X Score). The last, the total X score was divided to 54 as the amount of students who answered the questionnaire. To make it clear, the researcher clarified into the formula

\[ \bar{x} = \frac{(X_1 + X_2 + X_n \ldots)}{n} \]

After that, the researcher would test the hypothesis using one sample t-test that was obtained by SPSS application. The reason was the researcher wanted to examine the mean difference between the sample and the known value of the population mean. The one sample t-test compared the mean scores that found in an observed sample to hypothetically assumed value. The researcher would get the p-value where it was used to test the significant of the hypothesis result. It was also used to know whether the null hypothesis was rejected or not. The rule of using p-value was if p-value less than or equal to .05, it meant than the null hypothesis was rejected. However, if the p-value was higher than .05, it meant that did not reject null hypothesis.
G. Research Procedure

There were some steps in doing survey (Fraenkel, Wallen, & Hyun, 2015). It is supported by Creswell (2015) and Cohen, Manion and Morrison (2011). They divided research procedures in survey into 6 up to 13 steps. The researcher summarized those steps from the entire experts. It was because most of them have the same steps, but they explain it differently. Those steps are:

1) Defining the problem and objectives of the research.

   The researcher must define the problem that was important to be investigated and interesting to motivate people to respond. After finding the research problem, researcher must know the objectives of the research. These would be the aim of conducting the research.

2) Deciding the kind of survey required.

   There were so many kinds of survey. The researcher must choose one kind of surveys. In this research, the researcher chose a cross-sectional survey. The reason was the researcher did the research in one period time.

3) Identifying the target population

   In survey, target population could be people, objects, clubs, companies, government, agencies and others. The target population in this research was 8th grade students of SMP BOPKRI 1 Yogyakarta. After that, the researcher decided the sample. The researcher took 2 classes out 5 classes of the 8th grade classes.
4) Choosing and preparing the research instrument

In this research, the researcher used questionnaire as the research instrument. The researcher chose closed-ended questionnaire. Moreover, the researcher provided likert-scale model with 4 four degree of agreements and disagreement. There were 30 statements in the questionnaire.

5) Piloting the questionnaire

The researcher did the piloting test for the questionnaire. The researcher piloted the questionnaire to the students who were in the same grade like the target population. By doing the piloting test, the researcher could get the comments about the questionnaire. Therefore, the researcher could revise it to make the better questionnaire before it was distributed to the respondents.

6) Distributing the questionnaire

After preparing the instrument, the researcher distributed the questionnaire to the 8th grade students of SMP BOPKRI 1 Yogyakarta. The researcher came to 2 the 8th grade classes. The researcher distributed the questionnaire to 54 respondents.

7) Analyzing the data

After the data was got, the researcher processed the data. The data was counted and interpreted through some steps that had been discussed in Chapter III. The researcher used SPSS to analyze the data. It was because the researcher used one sample t-test to analyze the data.
8) Reporting the result

The last step in survey procedure was reporting the result. The researcher reported the data that had been calculated and analyzed to answer the research problem in this research. After reporting the result, the researcher could make the conclusion. The conclusion would be used to answer the research question in this research.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the presentation and discussion of the research findings which provide an answer to the research question. The research problem is what kind of motivation that the 8th grade students of SMP BOPKRI 1 Yogyakarta have in learning English. This chapter is divided into 4 parts, which are data presentation, hypothesis analysis, discussion and conclusion.

A. Data Presentation

In this part, the researcher presented the data and discussed about the result of the research. The data were about students’ score that were got from calculating the responses of questionnaire with 1 point assigned for “strongly disagree”, 2 for “disagree”, 3 for “agree” and 4 for “strongly agree”.

There were 30 statements in the questionnaire. Therefore, the highest score was 120 and the lowest score was 30. The highest score was got from 30 as the amount of the questionnaire statements multiplied by 4 as the strongly agree’s score. The lowest score was got from 30 as the amount of the questionnaire statements multiplied by 1 as the strongly disagree’s score. In this research, the researcher found out that the score range was 72-114. It meant that there was no one that got lowest score and the highest score for
this research. The researcher provided the table to show the respondents' score clearly.

Table 4.1
Respondents' Score

<table>
<thead>
<tr>
<th>Student</th>
<th>Score</th>
<th>Student</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>91</td>
<td>28</td>
<td>108</td>
</tr>
<tr>
<td>2</td>
<td>113</td>
<td>29</td>
<td>110</td>
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<tr>
<td>3</td>
<td>108</td>
<td>30</td>
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</tr>
<tr>
<td>27</td>
<td>99</td>
<td>54</td>
<td>79</td>
</tr>
</tbody>
</table>

After getting the respondents' score, the researcher divided the score into 5 levels. The researcher divided it by looking for the range of the minimum possible score and maximum possible score. After that, the result was divided 5. The researcher made very extrinsic level score, extrinsic level
score, doubtfully intrinsic level score, high intrinsic level score and very high intrinsic level score. The range was

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>30-48</td>
</tr>
<tr>
<td>Low</td>
<td>49-67</td>
</tr>
<tr>
<td>Doubtfully</td>
<td>68-86</td>
</tr>
<tr>
<td>High</td>
<td>87-105</td>
</tr>
<tr>
<td>Very High</td>
<td>106-120</td>
</tr>
</tbody>
</table>

The researcher found out that there were 13 students who were doubtfully having intrinsic motivation in learning English, 32 students who had high intrinsic motivation in learning English and 9 students who had high intrinsic motivation in learning English. There were 45 students that got score more than 84, which was intrinsic motivation index. There were only 4 students who had same score to the intrinsic motivation index in learning English.

<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Amount of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>30-48</td>
<td>0</td>
</tr>
<tr>
<td>Low</td>
<td>49-67</td>
<td>0</td>
</tr>
<tr>
<td>Doubtfully</td>
<td>68-86</td>
<td>13</td>
</tr>
<tr>
<td>High</td>
<td>87-105</td>
<td>32</td>
</tr>
<tr>
<td>Very High</td>
<td>106-120</td>
<td>9</td>
</tr>
</tbody>
</table>

To make clear, the researcher also made another table that showed about frequency and standard deviation for each score. In this research, the frequency showed the number of times the students' score. Standard deviation
was the average distance between the actual data and the mean. There were 28 scores that started from 72 up to 114. Then, the standard deviation on the table was for each score. It meant that it was not the total of standard deviation. Most of the standard deviation scores were in the small number. It means that the data was not spread over.

Table 4.4
Respondents’ Score 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Frequency</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>72</td>
<td>2</td>
<td>4.3</td>
</tr>
<tr>
<td>2.</td>
<td>75</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>3.</td>
<td>79</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>4.</td>
<td>83</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>5.</td>
<td>84</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>6.</td>
<td>85</td>
<td>3</td>
<td>2.2</td>
</tr>
<tr>
<td>7.</td>
<td>87</td>
<td>2</td>
<td>1.4</td>
</tr>
<tr>
<td>8.</td>
<td>88</td>
<td>4</td>
<td>1.7</td>
</tr>
<tr>
<td>9.</td>
<td>89</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>10.</td>
<td>91</td>
<td>1</td>
<td>0.45</td>
</tr>
<tr>
<td>11.</td>
<td>92</td>
<td>1</td>
<td>0.32</td>
</tr>
<tr>
<td>12.</td>
<td>93</td>
<td>1</td>
<td>0.19</td>
</tr>
<tr>
<td>13.</td>
<td>94</td>
<td>3</td>
<td>0.09</td>
</tr>
<tr>
<td>14.</td>
<td>95</td>
<td>1</td>
<td>0.083</td>
</tr>
<tr>
<td>15.</td>
<td>96</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>16.</td>
<td>97</td>
<td>4</td>
<td>0.71</td>
</tr>
<tr>
<td>17.</td>
<td>98</td>
<td>3</td>
<td>0.86</td>
</tr>
<tr>
<td>18.</td>
<td>99</td>
<td>2</td>
<td>0.89</td>
</tr>
<tr>
<td>19.</td>
<td>100</td>
<td>2</td>
<td>1.09</td>
</tr>
<tr>
<td>20.</td>
<td>101</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>21.</td>
<td>102</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>22.</td>
<td>104</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>23.</td>
<td>105</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>24.</td>
<td>108</td>
<td>4</td>
<td>3.7</td>
</tr>
<tr>
<td>25.</td>
<td>109</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>110</td>
<td>2</td>
<td>3.03</td>
</tr>
<tr>
<td>27.</td>
<td>113</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>28.</td>
<td>114</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>
From the data above, the researcher was going to see the mean score from the data that would be compared to intrinsic motivation index. Moreover, the researcher also calculated standard deviation from all of the data. The researcher used SPSS to get descriptive statistic. It is used for finding the minimum score (72), maximum score (114), the total standard deviation (10.41), and the mean (94.39).

<table>
<thead>
<tr>
<th>Table 4.5 Descriptive Statistic</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>score</td>
<td>54</td>
<td>72.00</td>
<td>114.00</td>
<td>94.389</td>
<td>10.40757</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Hypothesis Testing

The researcher had stated about the conceptual hypothesis for this research in chapter III. The conceptual hypothesis was 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. The researcher made it into null hypothesis and alternative hypothesis.

\[ H_0 : \bar{x} \leq 84 \]

\[ H_1 : \bar{x} > 84 \]
In this part, the researcher was going to test the hypothesis. Before testing the hypothesis, the researcher checked the data distribution to know whether it was normal. The researcher used SPSS to check it. The researcher used One-sample Kolmogorov-Smirnov test. The result was

Table 4.6

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>54</td>
<td>10.40757</td>
</tr>
<tr>
<td></td>
<td>94.3889</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.082</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.082</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-0.081</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.082</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.200c,d</td>
<td></td>
</tr>
</tbody>
</table>

The result showed that the score distribution in this research was normal. It meant that the researcher could do the hypothesis testing. The researcher used one sample t test to test the hypothesis.

Table 4.7

<table>
<thead>
<tr>
<th>Score</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.335</td>
<td>53</td>
<td>0.0000000013022</td>
<td>10.38889</td>
<td>7.5482</td>
<td>13.2296</td>
<td></td>
</tr>
</tbody>
</table>

By having the data above, the researcher could decide whether rejecting null hypothesis or not. The researcher looked at the p-value (Sig.2 tailed).
The result of the analysis indicated that mean score was significantly higher than the intrinsic motivation index (84), N (54), df (53), p < .05. Therefore, there was enough evidence to reject the null hypothesis. The alternative hypothesis was used. The researcher had enough evidence that the 8th grade students of SMP BOPKRI 1 Yogyakarta had intrinsic motivation in learning English.

C. Discussion

After presenting the data and testing the hypothesis, the researcher would discuss further about it. The researcher had written the research problem in the chapter 1. The research problem was whether the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English. The result was they had intrinsic motivation in learning English because the mean was higher than 84, which was intrinsic motivation index (Ryan & Deci, 1985). It showed that this research could answer the research problem by showing the mean score was higher than the intrinsic motivation index.

The result of hypothesis testing was supported by students’ choice in the questionnaire statement. Therefore, the researcher correlated some experts’ statements in the chapter 2 with some questionnaire statements. The researcher discussed the positive result of students’ answer which were strongly agreed and agreed in the questionnaire result.
There were some indicators that showed the students intrinsically motivated in learning English. The first indicator was students who were intrinsically motivated learn English because they did not just want to know the English language, but also the English culture. As Finegan (1999, p.568) says

“A learner is intrinsically motivated when she/he learns a language because he or she wants to know more of the culture and values of the foreign language group, to make contact with the speaker of the language, to live in the country concerned.”

The researcher could find the evidence that the 8th grade students of SMP BOPKRI 1 Yogyakarta had that indicator from their result in answering the questionnaire statements. There were 98.15% of the students chose the positive answers that English was so important for them to make them to be at more ease to people who spoke English. It showed that they learnt English to make them be able to speak with people who used English as their language.

Another statement that was still related to Finnegan’s statement was English became so important for them because it helped them meeting with many various people. The positive respond from the students was 87.03%. It meant that most of the students did not worry to meet various people that came from around the world after learning English. It was because they could make conversation with them using international language.

The researcher also found other evidences that there were 96.29% of the students agreed that learning English could help them to understand more
about English literature. It showed that those students did not just want to know about the language, but also the English literature.

By learning English, 92.59% of the students were strongly agree that they could be able to join activities that were related to some other cultural groups. The last statement that related to Finegan’s theory was about by learning English; they could understand the way of native speaker of English’s life. There were 90.73% students that gave the positive respond.

Another indicator that showed whether the students were intrinsically motivated in learning English was from their feeling when they were learning English. If they enjoyed learning English, it showed that they had intrinsic motivation in learning English. The evidence was 90.74% of the students enjoyed learning English.

Another statement was about English was a challenge for the students. There were 90.47% students who felt that learning English was a challenge that they needed to pass. Moreover, 77.48% of the students felt challenging when they had or got difficult exercise. Ryan and Deci (2000, p.56) also supports this statement by stating

“the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards.”

Moreover, 77.48% of the students felt challenging when they had or got difficult exercise.
Stipek (1950) says that students spontaneously make connections between school learning and activities or interests outside of school. There were 74.07% of the students who liked to try to speak English even they were not in English class. It showed that they wanted to practice English lesson that they had learnt in school. It also helped increasing their confident to speak English in front of other people. Moreover, 85.19% of the students gave the positive respond if they were offered to have additional English class outside school. It meant that they had big intention to learn English.

Stipek (1950) also states that there are some behaviors associated with intrinsic motivation. Those behaviors were students smiled and appeared to enjoy working on task and students expressed pride in their achievement. There were 55.56% of the students who felt happy and satisfied if they could successfully understand the English structure. Moreover, 79.63% of the students were also happy when they could do difficult task.

All of the explanation above showed enough evidence that all of the theories that were related to intrinsic motivation was consistent with the reality in class eight of SMP BOPKRI 1 Yogyakarta.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and suggestions of this research. The conclusion is taken through the analyses of the questionnaire result administered by the researcher. Meanwhile, the suggestions contain some suggestions for the English teachers of SMP BOPKRI 1 Yogyakarta and future researchers who take interest in the field in motivation research in learning English.

A. Conclusion

The research aimed to answer the research question which was stated in the first chapter. The research question was “Do the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English?”. To find the answer, the researcher conducted a survey research in SMP BOPKRI 1 Yogyakarta. The researcher made a conceptual hypothesis which was the 8th grade students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English.

In this research, the researcher had 30 statements in the questionnaire form. The researcher distributed the questionnaire to the 8th grade students of SMP BOPKRI 1 Yogyakarta. The researcher took random sampling by taking 2 classes from 4 classes of 8th grade.
After getting the data, the researcher analyzed it by calculating the mean score to be compared with intrinsic motivation index. The result was the 8th grade students of SMP BOPKRI 1 Yogyakarta have high mean score. Their mean score was 94.39. It meant that it was higher than intrinsic motivation index which was 84. If the researcher made it in formula, it became

\[ H_1 = x > 84 \]
\[ = 94.39 > 84 \]

In brief, the researcher could prove that the alternative hypothesis which was the 8th students of SMP BOPKRI 1 Yogyakarta have intrinsic motivation in learning English was accepted. The researcher also had done the hypothesis testing. The result was significant because the p-value was less than .05.

Another evidence was the students reached the indicators of intrinsically motivated. Most of them liked to learn English because they were interested in and enjoyed the English lesson. When they found difficulties in learning English, they did not give up. They tried to learn about it until they understood. It showed that they had big intention in learning English. Moreover, most of them wanted to have an additional English class inside or outside school. They did not like only learn the English language itself, but also the culture, the way of native speaker's life and thought. All of
them were the indicators that lead students to have intrinsic motivation in learning English.

The result of this research showed that the students were generally intrinsically motivated. The results of this study should be used as indications of possible tendencies to be researched in the future and not as exhaustive data.

B. Recommendation

Through this sub chapter, the researcher wanted to give recommendation that could be useful for the English teachers of SMP BOPKRI 1 Yogyakarta and future researchers.

1) For the English teacher of SMP BOPKRI 1 Yogyakarta

This research showed that the 8th grade students were intrinsically motivated in learning English. Therefore, English subject should be designed to fulfill this purpose. Students who were intrinsically motivated in learning English did not just learn about the English language but also another thing that was related to the language. It could be culture, literature or how to pronounce the English words. The English teacher could introduce or add some English knowledge, like culture, pronunciation and expression to help the students had broader knowledge in learning English language. Moreover, the teacher could facilitate the students with some books or clubs that helped them to learn English and knew more about the culture and literature. By
facilitating the students with another English knowledge, the researcher hoped that the teacher maintain their motivation in learning English.

The researcher also could suggest that the teacher could give more difficult task to the students. It was because to ensure that the students do not become bored with easy tasks. Moreover, the teacher also could add some games or simulations in the middle of the learning process. It would help the teacher maintain their intrinsic motivation.

2) For the future researchers

The researcher hoped that more research in this field needed to be conducted. It was because motivation was related to students’ achievement in learning English. Motivation was one of the factors students could be success in learning English. The future researchers could conduct a research that was related to extrinsic motivation in learning English, the effect of having intrinsic or extrinsic motivation in learning English or the students’ achievement if they had intrinsic or extrinsic motivation. The researcher also encouraged future researchers who were interested in this field to conduct similar research in different school or universities.
REFERENCES


APPENDIX A

Nama : Ayu Wulan Kiniati
No. Mhs : 111214106
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : IX (Seminiran)

untuk melakukan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan keterangannya sebagai berikut:

Lokasi : SMP BOPKRI I Yogyakarta
Waktu : 19 Oktober 2015 - 30 Oktober 2015
Topik / Judul : Students’ Motivation in Learning English: A Study at SMP BOPKRI Yogyakarta

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

Yogyakarta, 13 Oktober 2015

Yth. Kepala Sekolah
SMP BOPKRI I Yogyakarta

F. Komang Andina, Ph.D.,
NIK: 9901665

Tembusan Yth:
1. Sekretariat PBI
2. Dekan FKIP
3. 4.
## APPENDIX B

### BLUEPRINT QUESTIONNAIRE

<table>
<thead>
<tr>
<th>NO.</th>
<th>EXPERT</th>
<th>STATEMENT</th>
</tr>
</thead>
</table>
| 1.  | Gardner (1985) | 1. Studying English can be important to me because it will allow me to be more at ease with people who speak English.  
2. Studying English can be important for me because it will allow me to meet and converse with more and varied people.  
3. Studying English can be important for me because it will enable me to better understand and appreciate English literature.  
4. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups. |
| 2.  | Wimolmas     | 1. Studying English enables me to better understand and appreciate the ways of life of native English speakers.  
2. Studying English enables me to keep in touch with foreign acquaintances.  
3. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.  
4. Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.  
5. Studying English enables me to behave |
like native English speakers: e.g. accent, using English expressions.
6. Studying English helps me to be an open-minded, and sociable person like English speaking people.
7. I am determined to study English as best as I can to achieve maximum proficiency.

2. My english class is a challenge that I enjoy.  
3. When English class ends, I often wish that we could continue.  
4. I enjoy using English outside of class whenever I have a chance.  
5. I would study English even if it were not required by my school or university.  
6. I want to learn English because it is important to show my ability to others.  
7. I have a great desire to learn English language as a kind of fulfilling my curiosity.  
8. I know that studying English is not an easy task, but I am certain that if I worked hard, I would learn better.  
9. In English classes, I prefer activities and exercises that really challenge me to learn better.  
10. I am learning English because I am interested in the English language. |
<table>
<thead>
<tr>
<th>No.</th>
<th>Author (Year)</th>
<th>Statements</th>
</tr>
</thead>
</table>
|     |              | 2. I always look forward to the day when we have English class.  
|     |              | 3. I would like to try to use the English which I have learned.  
|     |              | 4. I hope that we have more English lessons.  |
|     |              | 2. For the satisfaction I feel when I am in the process of accomplishing difficult exercises in learning English.  
|     |              | 3. For the satisfied feeling I get in finding out new things.  
|     |              | 4. For the “high” I feel when hearing English languages spoken.  
|     |              | 5. For the “high” feeling that I experience while speaking English  |
APPENDIX C

KUESIONER TENTANG MOTIVASI INTRINSIK TERHADAP PEMBELAJARAN BAHASA INGGRIS

Nama : 
Kelas : 

Apa alasan Anda belajar bahasa Inggris? Silahkan beri tanda centang (✓) untuk pilihan jawaban yang paling sesuai dengan Anda. Gunakan skala keterangan berikut untuk memilih jawaban yang sesuai.

<table>
<thead>
<tr>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Setuju</td>
<td>Setuju</td>
<td>Tidak Setuju</td>
<td>Sangat Tidak Setuju</td>
</tr>
</tbody>
</table>

1. Belajar bahasa inggris penting untukku karena akan memberikan kemudahan untuk berbincang dengan orang berbahasa inggris.

2. Belajar bahasa inggris penting untukku karena akan memberikanku kemudahan untuk bertemu dengan banyak orang.


4. Belajar bahasa inggris penting untukku karena aku akan mampu berpartisipasi di aktivitas dengan kebudayaan yang berbeda.

5. Belajar bahasa inggris membuatku memahami cara hidup orang asli yang berbicara bahasa inggris.


7. Belajar bahasa inggris membuatku mampu mendiskusikan topik menarik dalam bahasa inggris dengan orang yang mempunyai latar belakang yang berbeda.
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Belajar bahasa inggris membuatku mampu membagi ilmu kepada orang lain yang bertanya menggunakan bahasa inggris.</td>
</tr>
<tr>
<td>10.</td>
<td>Belajar bahasa inggris membantuku menjadi berpikiran terbuka (open-minded) seperti “English native speaker”.</td>
</tr>
<tr>
<td>11.</td>
<td>Aku berjanji untuk belajar bahasa inggris sebaik yang aku bisa untuk mencapai hasil yang maksimal.</td>
</tr>
<tr>
<td>13.</td>
<td>Kelas bahasa inggrisku adalah tantangan yang aku nikmati.</td>
</tr>
<tr>
<td>15.</td>
<td>Aku nyaman menggunakan bahasa inggris di luar kelas ketika aku memiliki kesempatan.</td>
</tr>
<tr>
<td>16.</td>
<td>Aku akan belajar bahasa inggris walaupun bukan kewajiban di sekolah.</td>
</tr>
<tr>
<td>17.</td>
<td>Aku mau belajar bahasa inggris karena bahasa inggris penting untuk menunjukkan kemampuanku kepada orang lain.</td>
</tr>
<tr>
<td>18.</td>
<td>Aku mempunyai niat yang sangat besar untuk belajar bahasa inggris sebagai cara untuk memenuhi rasa penasaran.</td>
</tr>
<tr>
<td>19.</td>
<td>Aku tahu belajar bahasa inggris tidaklah mudah, tetapi aku yakin jika aku berusaha keras aku mampu belajar lebih baik.</td>
</tr>
<tr>
<td>22.</td>
<td>Pelajaran bahasa inggris adalah pelajaran yang menyenangkan.</td>
</tr>
<tr>
<td>23.</td>
<td>Aku selalu menunggu hari dimana ada kelas bahasa inggris di sekolah.</td>
</tr>
<tr>
<td>25.</td>
<td>Aku berharap mempunyai jam pelajaran bahasa inggris lebih banyak di sekolah.</td>
</tr>
<tr>
<td>26.</td>
<td>Aku senang ketika aku mampu memahami tata bahasa inggris (grammar) yang sulit.</td>
</tr>
<tr>
<td>27.</td>
<td>Aku merasa puas ketika aku mampu menyelesaikan</td>
</tr>
<tr>
<td>No.</td>
<td>Kalimat</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>28.</td>
<td>Aku merasa senang ketika aku mampu menemukan kosa kata baru dalam bahasa inggris.</td>
</tr>
<tr>
<td>29.</td>
<td>Aku senang ketika mendengarkan orang berbicara bahasa inggris.</td>
</tr>
<tr>
<td>30.</td>
<td>Aku senang ketika aku mempunyai pengalaman untuk berbicara bahasa inggris.</td>
</tr>
</tbody>
</table>