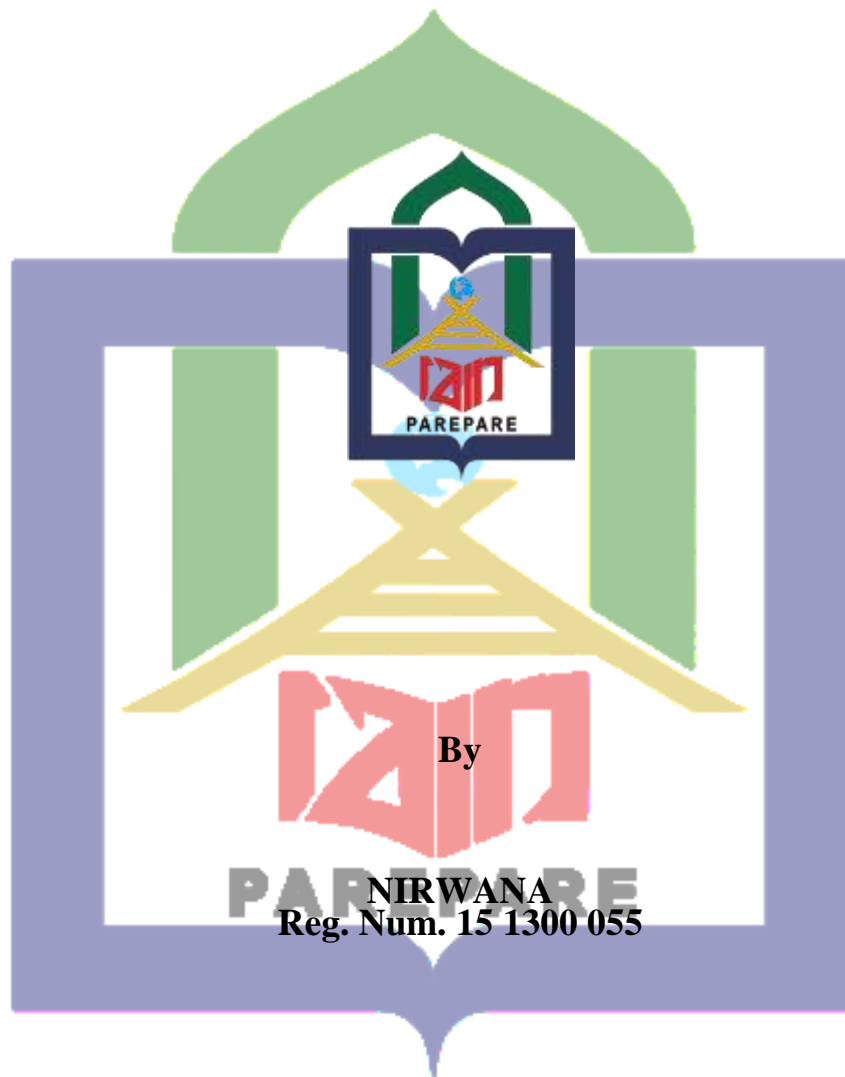


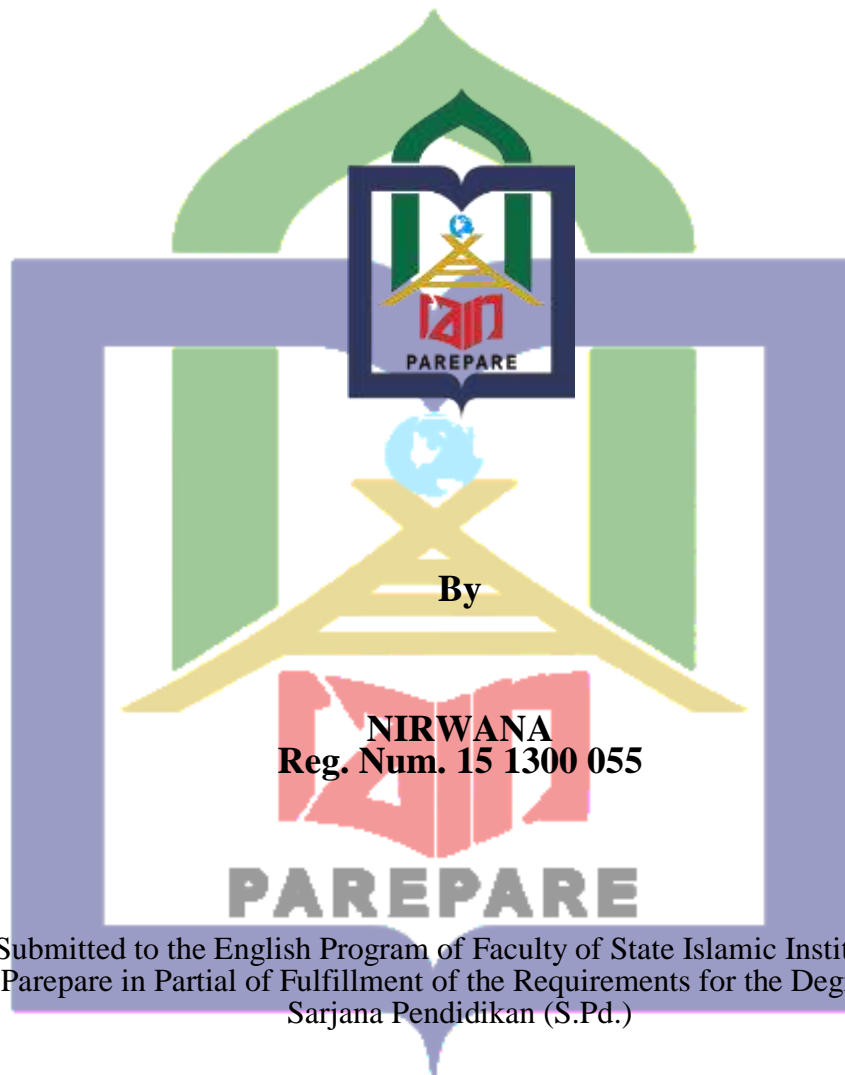
SKRIPSI
INTEGRATIVE MOTIVATION OF STUDENTS IN LEARNING
ENGLISH: CASE STUDY ON RUMAH BAMBU PINTAR
IN PINRANG



ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

SKRIPSI
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ENGLISH: CASE STUDY ON RUMAH BAMBU PINTAR
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Submitted to the English Program of Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2020

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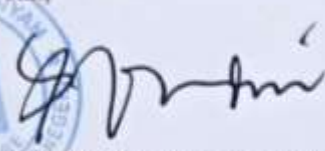
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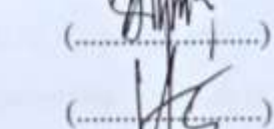
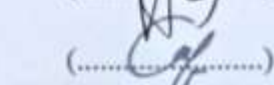

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Parepare, 22nd February 2020

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated this skripsi is her own writing and if can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

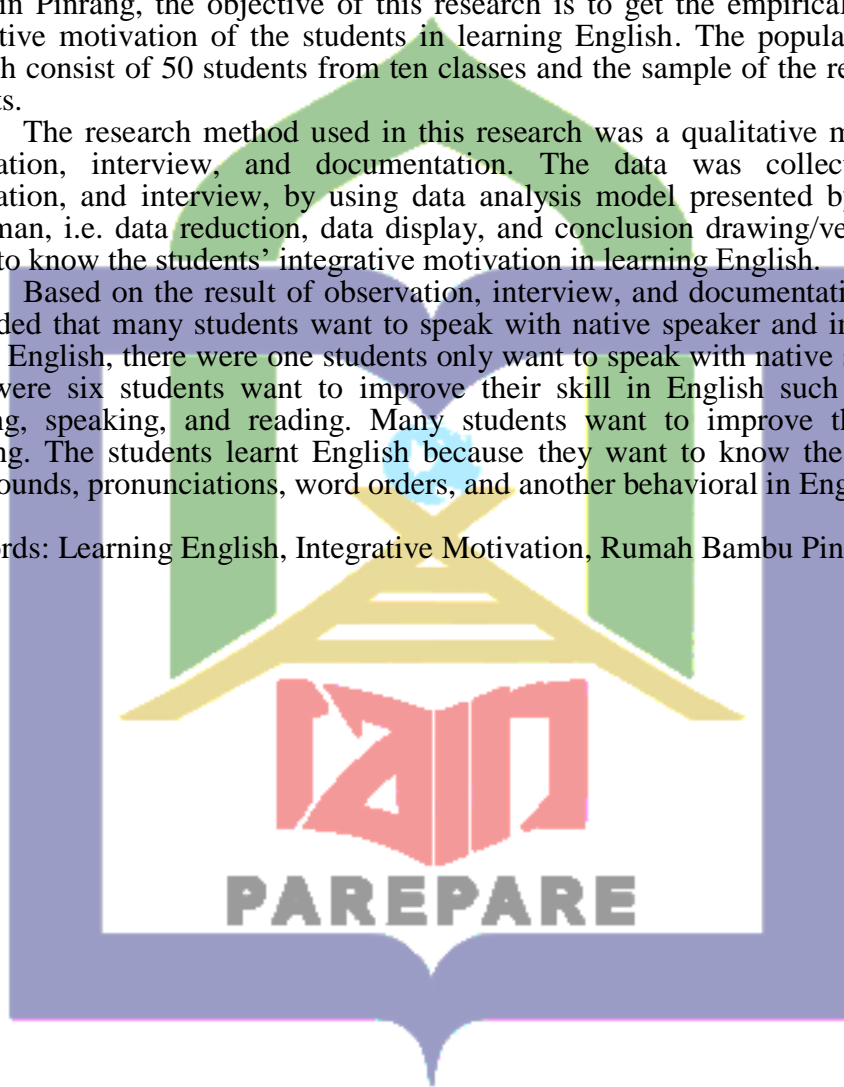
Nirwana. *Integrative Motivation of Students in Learning English: Case Study on Rumah Bambu Pintar in Pinrang,* (Supervised by Hj, Nurhamdah. And Mujahidah).

This study aims to see the students' integrative motivation at Rumah Bambu Pintar in Pinrang, the objective of this research is to get the empirical data of the integrative motivation of the students in learning English. The populations of this research consist of 50 students from ten classes and the sample of the research is 15 students.

The research method used in this research was a qualitative method using observation, interview, and documentation. The data was collected through observation, and interview, by using data analysis model presented by Miles and Huberman, i.e. data reduction, data display, and conclusion drawing/verification. It aimed to know the students' integrative motivation in learning English.

Based on the result of observation, interview, and documentation It can be concluded that many students want to speak with native speaker and improve their skill in English, there were one students only want to speak with native speaker, and there were six students want to improve their skill in English such as; writing, listening, speaking, and reading. Many students want to improve their skill in speaking. The students learnt English because they want to know the adaption of word sounds, pronunciations, word orders, and another behavioral in English.

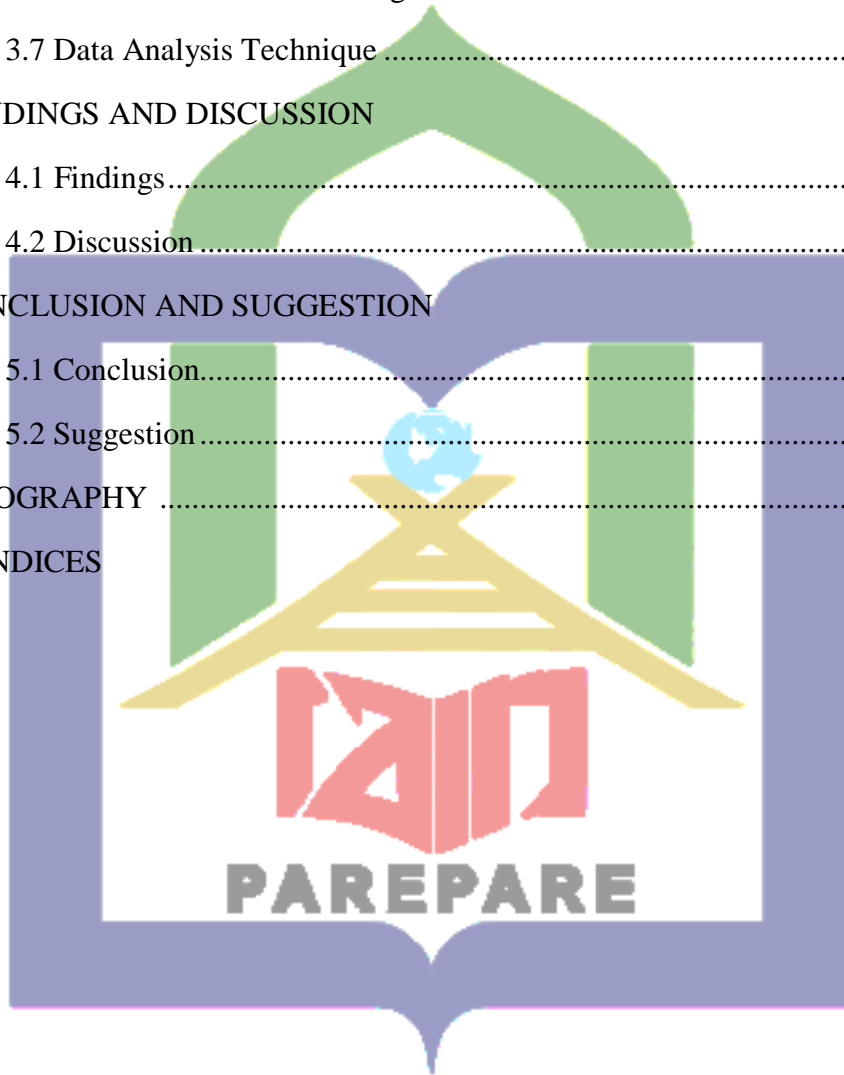
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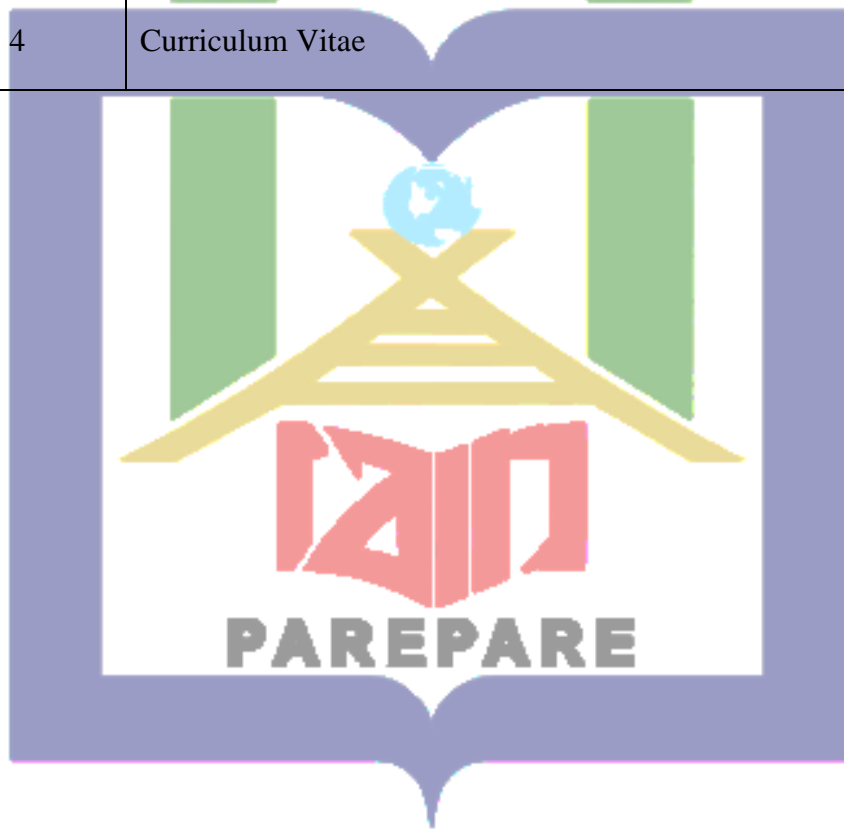
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CHAPTER I

INTRODUCTION

1.1 Background

There are many languages in the world. We use English as international language to communicate between people all over the world. In Indonesia, English is taught from elementary school up to high education. Non native speaker students have difficulties in learning English, because English is foreign language in Indonesia. Learning and teaching foreign language have one factor that influences the success and failure that is motivation. Motivation is crucial matter must be had by students thus to study foreign language, especially for Indonesian students.

Language acquisition has justifiably been claimed to be the most complex learning task a human being has to face. It is not to be expected that a single, self-contained psychological mechanism could account for it. Rather, learning a language is to be conceived as a process in which all of the cognitive resources of the organism are utilized to the fullest extent.¹

Gardner said that, there are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation as well as ability can play an important role in learning a second language. And there are many things that can affect this motivation. There are in essence two types of motivation that should be considered when referring to second language acquisition, they are integrative and instrumental motivation.² Motivation is the key to the success of English language learning. Motivation is a booster that change energy in everyone

¹Gordon H. Bower, *The Psychology of Learning and Motivation* (New York: Academic Press, 1973), p. 3. Accessed on July 24, 2019.

²R.C. Gardner, "University of Western Ontario: Motivation and Second Language Acquisition", p. 10. Published: June 2007. Accessed on July 24, 2019.

through real activity to realize the specific aim.³ The result of researched by Tahir Jahan Khan in Exploration of Instrumental and Integrative motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College, Lahore Pakistan showed that The result of the study both instrumentally and synthetically motivated towards reading English as a second language. The study suggests that Pakistani students read ESL for utilitarian goals that are related to self-advancement, either immediate in nature, or for the longer term. Although integrative motivation is also high, especially with regards to the esteem for English literature and interest in reading for its own sake and for future travel, instrumental motivation is slightly stronger than integrative motivation. The fact that instrumental motivation is high is consistent with past studies on extrinsic motivation to read in English among tertiary students of ESL/EFL outside the native speaker context.⁴ Motivation plays a role in various ways in the process of learning a second language.⁵ Students bring their preexisting motivational patterns to the classroom, but they are not beyond change teachers who possess an understanding of some of the dynamics that affects students' motivation to learn are able to act as active socialization agents capable of stimulating the general development of student motivation to learn and its activation in particular situations.⁶

Motivation is a process that explains intensity, direction, and perseverance

³Kompri, *Motivasi Pembelajaran Perspektif Guru dan Siswa* (Bandung: PT Remaja Rosdakarya, 2015), p. 4.

⁴Tahir Jahan Khan, "Exploration of Instrumental and Integrative motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College", 4, 2016, p. 74. Accessed on April 12, 2019.

⁵R.C. Gardner, "University of Western Ontario: Motivation and Second Language Acquisition" (3 February 2007), p. 8. Accessed on March 26, 2019.

⁶Linda Lumsden, *Student Motivation: Cultivating a Love of Learning* (America: Publishers Press, 1999), p. 20.

of an individual to achieve the goals. According to Gardner, there are two types of motivation, they are instrumental and integrative motivation. Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations of language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school.⁷

“According to Gardner, integrativeness is an attraction to learn language in order to come closer to the other language community. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integrating into that group, or at least an interest in meeting and interacting with members of the target language group.”⁸

When the students have integrative orientation or goal to learn the language and other science, they will do effort and a considered attraction and gladness in the learning process. Nevertheless, to achieve the achievements is not easy, because of the students have different background. There are from elementary school, junior high school, and senior high school. The students do not have credibility to practice their English in conversation and communication. In this research, the researcher focused on the integrative motivation because of one of the factors that make a success in target language learning is motivation. On the other hand, integrative motivation describes students who wish to integrate themselves into the culture of the second language and become involve in social interchange in the target language. Researcher wanted to know the students of Rumah Bambu Pintar integrative motivation in learning English.

⁷R.C. Gardner and W.E Lambert, “Attitudes and Motivation in Second Language Learning” (MA: Newbury House, 1972). Accessed on July 30, 2019.

⁸R.C. Gardner, “University of Western Ontario: Integrative Motivation and Second Language Acquisition” (28 September 2005), p. 2. Accessed on February 14, 2019.

The researcher chose Rumah Bambu Pintar (RBP) in Wiringtasi village of Pinrang as the place did research, because of the researcher saw there are many children came in Rumah Bambu Pintar every Saturday and Sunday to study, they are enthusiastic to save the study of English, and The wished of the students to understand foreign language are the fact for researcher to do research in this place.

From the fact above, the researcher was interested in knowing the students of Rumah Bambu Pintar motivation to learn English, on title: Integrative Motivation of Students in Learning English: Case Study on Rumah Bambu Pintar in Pinrang.

1.2 Problem Statement

Based on the background above the problem statement of research are:

- 1.2.1 What are the students' integrative motivations in learning English at Rumah Bambu Pintar Pinrang?
- 1.2.2 How does the student preserve their motivation in learning English?

1.3 Objective of Research

Based on the problem statement above, the objective of research are:

- 1.3.1 To know the students' integrative motivation in learning English at Rumah Bambu Pintar Pinrang.
- 1.3.2 To know how students preserve their motivation in learning English at Rumah Bambu Pintar.

1.4 Significance of Research

The researcher expects that the result of the research can give a meaningful and information for the teachers, students, and the further researcher.

1.4.1 Teacher

By this research, the teacher in Rumah Bambu Pintar can know their students' motivation in learning English at informal education.

1.4.2 Students

The researcher hopes that the students can improve their motivation in learning English and they can use their knowledge to practice.

1.4.3 Further Researcher

The result of this research can help further researcher as information for doing a further research, and it can help the researcher to know the students' integrative motivation in learning English on Rumah Bambu Pintar.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Related Study

Some researchers have carried out research related to students' motivation and what they found is shown in the following:

1. A research by Ridha Fadillah, indicated that the students' learning motivation in learning English as foreign language at Mechanical Engineering department Politeknik Negeri Semarang was at moderate level from the data obtained, the students were most motivated in learning situation, intrinsic interest, going abroad, immediate achievement, social responsibility, individual development, and the students were least motivated in information medium. In term of the correlation, the researcher indicated that Politeknik Negeri Semarang students had low motivation in their English classrooms but they still had good outcomes.⁹
2. Ogik Adhiarto, in his research "Integrative Motivation of Junior High School in Learning English in a Globalizing World". Out of all 219 respondents, not a single one said that they did not liked learning English, 38 said that they quite liked it, and 181 said that they liked it.¹⁰
3. Sani, in his research "Identifying the Students' Learning Motivation in Making Skripsi to The Eight Semester Students of English Program of STAIN Parepare". Based on the result of rate the questionnaire's percentage showed that

⁹Ridha Fadillah, "Learning Motivation and English Achievement of Students at Politeknik Negeri Semarang Central Java" (Publish Script: English Department Faculty of Tarbiyah and Teacher Training of IAIN Antasari Banjarmasin: 2014), p. 97. Accessed on January 29, 2019.

¹⁰Ogik Adhiarto, "Integrative Motivation of Junior High School in Learning English in A Globalizing Word" (Publish Script: Department of English Language Education of Postgraduate Program of Semarang State University: 2013), p. 169. Accessed on February 14, 2019.

there was 62.1% of students located at “strong” category. It can be said that most of the students agree and all that they were have learning motivation in making skripsi when they are learning in library to the eight semester of STAIN Parepare.¹¹

Almost all students need motivation to do something. Result of previous studies have shown that motivation have strong effect for students to get achievement. The researched above have related with the research which researcher does in the future. That is motivation. The researcher focuses on the integrative motivation in learning English.

2.2 Some Partinent Ideas

There are some part will be explained here, they are definition of motivation, types of motivation, some factors affect student motivation to learn, Elements that influence learning motivation, the function of motivation in learning, the role of motivation in learning, implication of motivation in learning.

2.2.1 Definition of Motivation

According to Ryan & Deci in Sepora, to be motivated means to progress or to be in motion to do something.¹² Keller in Gardner stated “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in this respect”.¹³

¹¹Sani, “Identifying the Students’ Learning Motivation in Making Skripsi to The Eight Semester Students of English Program of STAIN Parepare” (Unpublished Skripsi STAIN Parepare: Parepare, 2016), p. 52.

¹²Tengku Sepora Tengku Mahadi, “Motivation, Its Types, an Its Impacts in Language Learning” International Journal of Business and Social Science, 33, No.22 (Special Issue, December 2012), p. 231. Accessed on September 2, 2019.

¹³Robert C. Gardner, “Integrative Motivation and Second Language Acquisition” (Publish Script: Department of Psychology The University of Western Ontario London, Canada: 2005), p. 3. Accessed on February 14, 2019.

Motivation is indicated by the intensity or energy, direction, and persistence of a goal-directed behavior or action”.¹⁴

Based on the quotation above, the researcher formulated that the students should have motivation to study foreign language and motivation has a power on students’ achievement in numerous study. Most psychologists agree on the effective role of motivation in stirring and directing the human conduct in general and learning and academic achievement in particular.¹⁵

2.2.2 Types of Motivation

According to Gardner and Lambert, there are two types of motivation: integrative motivation and instrumental motivation.

1. Integrative Motivation

The concept of integrativeness refers to an openness to identify, at least in part, with another language community. To influence second language acquisition because of learning a second language requires the adoption of word sounds, pronunciations, word orders, and another behavioral and cognitive feature that are part of another culture.

Integrativeness implies an opener on the part of individuals that would facilitate their motivation to learn the material. Individual who want to identify with other language group will be more motivated to learn the language than individuals who do not. The integrative motivated student to learn the second language has

¹⁴David Yun Dai and Robert J. Sternberg, *Motivation, Emotion, and Cognition: Integrative Perspectives on Intellectual Functioning and Development* (New Jersey: Lawrence Erlbaum Associates 2004), p. 11.

¹⁵Waleed Mwanas Khalaf Al-Bawwat, “The Impact of Learning Motivation Strategy on The Academic Achievement of The Southern Ghor District Students in English Language” 4, no.13 (Published by European Centre For Research Training and Development UK 2016), p. 92. Accessed on April 2, 2019.

openness to identification with the other language community, and has favorable the learning situation. In the model, integrativeness and attitude toward the learning situation are viewed as two different, yet correlated, supports for motivation, but motivation is seen to be major affective individual-difference variable contributing to achievement in learning another language. This means that the correlation between motivation and language achievement should be higher than the correlations of either integrativeness or attitudes toward the learning situations with language achievement.¹⁶

The integrative motivation means learning the language with the intention of participating in the culture of its people. According to Gardner Integrative Motivation: Past, Present, and Future had another complete different meaning from the one described above, and one which Gardner thought should have more significance for language teachers and educators. This meaning is very basic from this perspective.

- a. The past means that the student in a language class brings with him or her a history that cannot be ignored.
- b. The present means that to the student in a language class, the situation at that time is uppermost in his or her mind. That is, the student has many concurrent interests and concerns over and above the classroom activity at that particular time.
- c. The future means that the student in a language class will exist after the language course ends, and it is meaningful to consider whether she or he will use the skills that are developed in the class.

¹⁶R. C. Gardner and A. M Masgoret, "Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted" 53, no. 1 (March 2003), p. 126-127. Accessed on July 24, 2019.

One of the major characteristics of the concept of integrative motivation is that it addresses all three of these aspects as they apply to the individual and that this distinguishes it from other motivational concepts in the area of second language acquisition.¹⁷

2. Instrumental Motivation

Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive.

These two types of motivation can affect and control the procedure and outcome of learning. Integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

According to Deci and Ryan, types of motivation are intrinsic motivation and extrinsic motivation. 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.¹⁸

2.2.3 Some Factors Affect Student Motivation To Learn

Motivation to learn does not exist in a vacuum. There are many factors influence the initial constellation attitudes of children develop toward learning. In Linda Lumsden, there are some factors affect student motivation to learn, they are:

1. The Role of Parents

The role of parents in education are needed to direct their children, because the children tends to easily imitate what his parents do. Parents nurture their children's curiosity by answering their questions, and enlarging their knowledge by

¹⁷R. C. Gardner, "Integrative Motivation: Past, Present and Future" (8 March 2011), p. 3. Accessed on July 24, 2019.

¹⁸Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definition and New Direction" 25 (4 January 2000), p. 55. Accessed on August 19, 2019.

habituation than parents give a message to them that learning is a valuable effort. Conversely, parents are not responsive consistently or reaction annoyance, and impatient when their children ask about something, then the children's desire to learn will be decrease.

2. Developmental Changes

Children believe in effort and ability, success and failure, will change when children grow up. Children tend to have optimistic views about their abilities, high expectations for success, and tend to equate learning with abilities. When children develop, their perception of ability is changed. In the minds of young people, there is no explicit limitation between effort and success.

3. Self-Perception of Ability and Competence

Students can get motivation in learning by looking at themselves, whether they are able or unable to cope with the learning situation and starting to make judgments about their competencies after they enter the competitive school world, so that student's perception can influence their judgment. A strong sense of competence tends to start and maintain involvement in activities.

4. Self-Worth and Effort

A human being must be able to understand himself, and consider himself valuable, have meaning, and value. Students in maintaining their self-esteem in the class will use a variety of strategies. Academic ability is often regarded as an integral part of preserving self-worth, students consider it important to be seen by others as people who are capable and intellectually competent. Unfortunately, academic achievement is often seen as a student's success by the school, so that students will avoid failure and that is what makes students have a fear of failure that they will experience. Howard Gardner and Joseph Walters in Linda Lumsden, who believe

that humans have a lot of intelligence, state that “the exclusive focus on linguistic and logical skills in formal schools can shorten individuals with skills in other intelligences”.

5. Causal Attributions

According to Bernard Weiner in Linda, ability, effort, task difficulties, and luck are four general things that characterize student success. Student will feel proud when they connect success with business, because they can control it internally and individually. If ability is seen as the reason for their success, student will also experience pride and confidence, because the causes of their success are the stable characteristics that exist within them, and are something that can be relied upon to help them in the future. On the other hand, if luck is seen as an excuse for success, students will not take praise or get satisfaction from their success, because luck is something they cannot control.

6. Relatedness and Belonging

Although the main mission of the school is getting student to acquire academic skills and knowledge, there is no fact that the school are social and intellectual experience. If students feel socially isolated or rejected by their peers, they will not enjoy their school experience. Attending school will be boring, no matter how long the teacher will make the material interesting and stimulating, and when students feel out of place in class, their motivation to learn will decrease. Student will be motivated to learn when a teacher can emphasize collaboration rather than competition and help student who are less socially skilled.¹⁹

According to explanation above, researcher gets conclusion that the first

¹⁹Linda Lumsden, *Student Motivation: Cultivating a Love of Learning* (America: Publishers Press, 1999), p. 28-39.

deducation for children get from in their parents. Parents' attitude has influence for the children. When they enter in the school world, their mindset will change based on the level education. Teacher must respect a variety of factors that can influence the orientation of students' motivation.

2.2.4 Elements That Influence Learning Motivation

According to Howard L. Kingskey in Bahri that learning is the process by which behavior in the broader sense is originated or changed through practice or training.²⁰ Learning is a series of activities of the soul and body to obtain a change in behavior as a result of individual experience in interaction with their environment which involves cognitive, affective, and psychomotor.

Motivation to learn is a psychological aspect that has develop, it is meaning that affected by physiological and psychological aspect of students. Dimiyati and Mujiono said that, some elements can influence student's learning motivation. They are:

1. Student's aspiration

The success of student to achieve their desires, such as the desire to learn, eating delicious food, be able to read, can sing and another. These desires can foster willingness, even cause ideals. The ideal of a student being a teacher will strengthen the spirit of learning and direct learning behavior.

2. Student's ability

A desire can be influenced by student's abilities. For example, a student wants to speak English fluently, then achieve this, student have to a lot of vocabularies and be able to pronounce the vocabulary correctly. Then it van be concluded that the ability will strengthen the motivation of student to finish the task.

²⁰Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: PT Rineka Cipta, 2002), p.13.

3. Student's condition

Student's physical and spiritual conditions influence learning motivation. A student who is sick, hungry, and angry will disturb the attention of learning. In contrast to children who are healthy, full, and happy, it will be easy to focus when learning.

4. Student's environmental condition

The student's environment can be a natural conditions, living environment, peer relations, and social life. As members of the community, students can be influenced by the surrounding environment, the environment can interfere with seriousness of learning and strengthen learning motivation with a safe, peaceful, orderly and beautiful environment. Then the enthusiasm and motivation for learning can be strengthened.²¹

According to explanation above, researcher gets conclusion that motivation has important role in learning, and also influenced by some elements such as: students' aspiration, ability, condition, and environmental condition. These elements need to be known and noticed by the teacher in teaching. So that it can support more optimally toward learning motivation.

2.2.5 The Function of Motivation in Learning

Learning motivation is needed. Motivation is an essential condition of learning. Learning outcomes optimal thus there is motivation. The right motivation given to students will be even more successful that lesson. Therefore, motivation will always determine the intensity of learning efforts for students.

According to Sardiman, there are three motivational functions:

²¹Dimiyati and Mudjiono, *Belajar dan Pembelajaran* (Jakarta: Departemen Pendidikan Dan Kebudayaan, 1994), p. 98-99.

1. Encourage people to act, so that as a driver or motor that releases energy. Motivation in this case is driving force of every activity that will be carried out.
2. Determine the direction of action, namely towards the destination to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the objectives.
3. Selecting deeds, namely determining actions that must be done in harmony in order to achieve the goal, by setting aside actions that are not beneficial for that purposes.²²

From the explanation above, it can be concluded that motivation has an important function for students to achieve a goal. Effort and motivation, students will easily to get achievements.

2.2.6 The Role of Motivation in Learning

Basically motivation can help in understanding and explaining individual behavior, including the behavior of individuals who are learning. There are several important roles of motivation in learning, namely:

1. The role of motivation in determining learning reinforcement

Motivation can play a role in learning reinforcement when a student faced a problem that needs a solution, and can only be solved by things that he has gone through. For example, a student will solve mathematical material with the help of a logarithmic table. Without logarithmic table, the student cannot complete the math assignment. The effort to find a mathematical table is a motivational role that can lead learning reinforcement.

²²Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 2007), p. 85.

2. Role of motivation in clarifying learning goals

Students will be interested in learning something, when the student know or enjoy the benefit of lesson. For example, students will be motivated to learn about electronic because the purpose of electronic learning can give student's abilities in the electronic field. The student repairs the damaged radio by the experience. The radio becomes good after repairing it. From that experience, students are increasingly motivated to learn, because of students already know the goal of learning.

3. Motivation determines perseverance in learning.

Students who have been motivated to learn something will try to learn it well and diligently, hoping to get good results. In that case, it appears that motivation to learn causes one to persevere in learning. Conversely, if someone lacks or does not have the motivation to learn, then he does not last long. He is easily tempted to do other things and not study.²³

According to explanation above, motivation is very influential towards resilience and perseverance in learning.

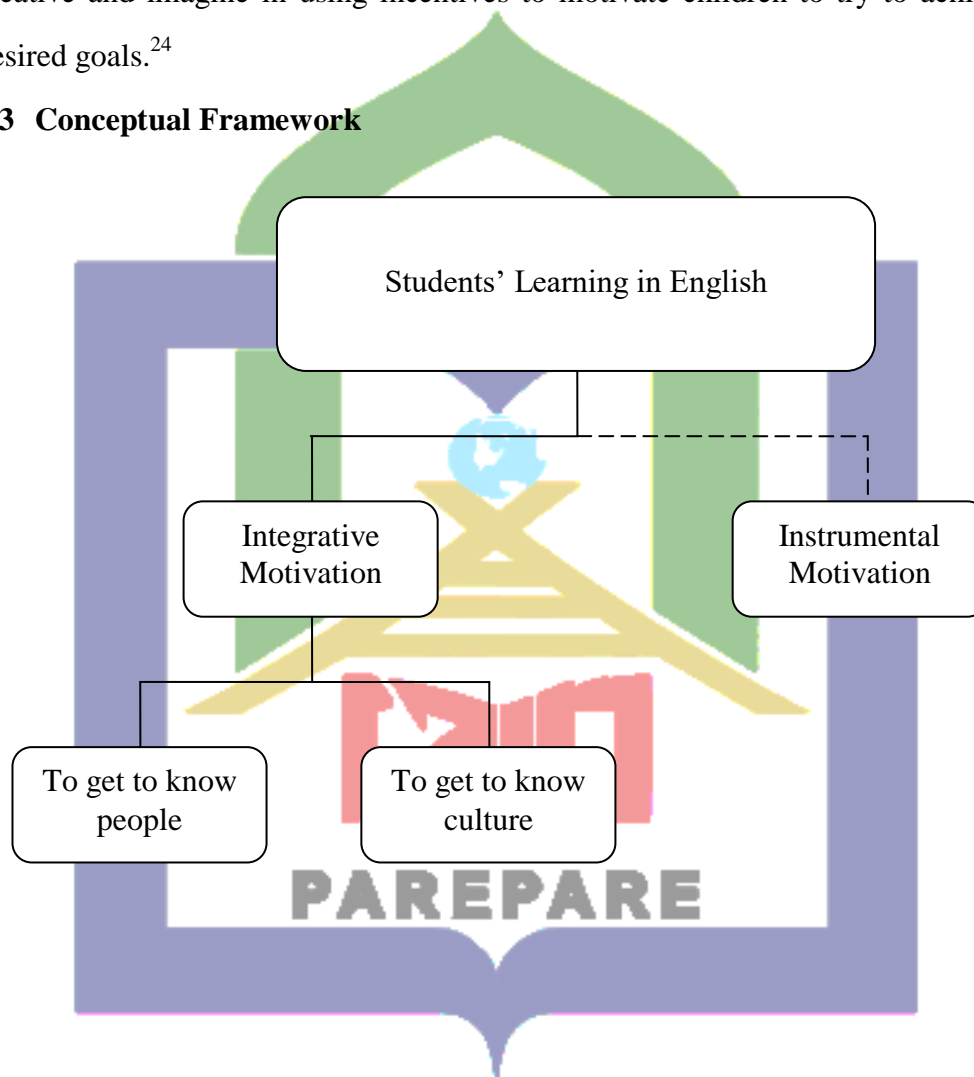
2.2.7 Implication of Motivation in Learning

Teacher Play a part role in determining the needs and motives of student based on their apparent behavior. The problem for teacher is how to use student's motives and needs to encourage them to work towards educational goals. In an effort to achieve that goal, changes in behavior are expected to occur. Therefore, the teacher's task is to motivate student to learn in order to achieve the expected goals, as well as in the process of obtaining desired behavior.

²³Hamzah B. Uno, *Teori Motivasi & Pengukurannya: Analisis di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2010), p. 27-29.

Teacher often used incentives to motivate students to try achieves the desired goals. Incentives will be useful only if they represent goals that will be achieved to meet the psychological needs of students, consequently, teacher has to creative and imagine in using incentives to motivate children to try to achieve the desired goals.²⁴

2.3 Conceptual Framework



²⁴Wasty Soemanto, *Psikologi Pendidikan: Landasan Kerja Pemimpin Pendidikan* (Jakarta: PT Rineka Cipta, 1998), p. 213.



CHAPTER III

RESEARCH METHOD

This part explained, research design, location and duration of the research, research focus, data resource, variable of the research, population and sample, instrument of the research, the procedure of the collecting data, data analysis technique.

3.1 Research Design

The researcher used the descriptive qualitative method in this research. According to Creswell in Setyosari, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.²⁵ Denzin & Lincoln in Sugiyono, said that qualitative research aims to get a better understanding through first hand experiences, truthful reporting, and quotations of actual conversations.”²⁶

The researcher used interview to get result in qualitative data. This aimed to describe the students’ integrative motivation in learning English at Rumah Bambu Pintar in Pinrang.

3.2 Location and Duration of The Research

1. Location

The location of the research took place at Rumah Bambu Pintar in Pinrang. Rumah Bambu Pintar was opened in 2017. It was become foundation in 2018. Rumah Bambu Pintar was the free course to study English which built by the leader of Wiringtasi village her name is Andi Dewiyanti. There were many students from

²⁵Sugiyono, *Metode Penelitian Manajemen* (Cet. 5; Bandung: Alfabeta, 2016), p. 85.

²⁶Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Cet. 1; Jakarta: Kencana, 2010), p. 347.

different school came into this place to improve their skill in English. The class in Rumah Bambu Pintar opened in the morning till afternoon every Saturday and Sunday, on Saturday the class was begun at 10.30 am till at 5 o'clock pm and on Sunday the class was begun at 9 o'clock am till at 3.30 pm for 90 minutes.

There were six teachers who teach the students. Rumah Bambu Pintar was not only for education, but there were for handicraft and food. Here, the researcher only focused to research in education of Rumah Bambu Pintar.

2. Duration

The duration of the research was about 1 month. The researcher did observation, interviewing the student and teacher, and taking some files of the students by documentation in order collected the data.

3.3 Variable of The Research

This research has one variable. The variable was Integrative motivation in learning English.

There two goals to be achieved in this research, first was to get to know people and the second was to get to know culture of language community, because learning English was an activity by student to understand about English.

3.4 Population and Sample

1. Population

Population of this research was students of Rumah Bambu Pintar. It divided into two levels, they were English for children and English for teenager. English for children divided 4 classes, each class consisted of 4, 6, and 8 students and English for teenager divided 6 classes, each class consisted of 4 and 6 students. The total of population was 50 students.

Table 3.1 Population Data of The Rumah Bambu Pintar 2019

| No | Class | Male | Female | Total | Level |
|----|-------------------|------|--------|-------|----------|
| 1 | Bill Gates | 0 | 4 | 4 | Children |
| 2 | Isaac Newton | 0 | 4 | 4 | Children |
| 3 | Einstein | 2 | 4 | 6 | Children |
| 4 | Leonardo Da Vinci | 4 | 4 | 8 | Children |
| 5 | Oxford | 0 | 6 | 6 | Teenager |
| 6 | Leeds | 0 | 4 | 4 | Teenager |
| 7 | Yale | 0 | 4 | 4 | Teenager |
| 8 | Caltech | 0 | 4 | 4 | Teenager |
| 9 | Cambridge | 0 | 6 | 6 | Teenager |
| 10 | Queensland | 0 | 4 | 4 | Teenager |
| | Total | | | 50 | |

Sourced: Rumah Bambu Pintar, Desa Wiringtasi, Kab. Pinrang.

2. Sample

The researcher was applied purposive sampling by taking the sample of population. "Purposive sampling is a sampling technique of data sources based on certain considerations."²⁷

There are 50 students in Rumah Bambu Pintar, and researcher took 15 students became sample of this research. Because, these samples already represented my research to collect the data. These samples are active, talkative and diligent students to come at Rumah Bambu Pintar.

3.5 Instrument of The Research

Process of collecting data in this research, were:

²⁷Sugiyono, *Metode Penelitian Manajemen* (Cet. 5; Bandung: Alfabeta, 2016), p. 368.

1. Observation

The researcher used observation to know the situation in the field. Marshall stated that, through observation, researcher learns about behavior and the meaning attached to those behaviors.²⁸

According to Suharsimi Arikunto, observation or monitoring through sight, smell, hearing, touch, and taste. According to Kartono the notion of observation is a deliberate and systematic study of social phenomena and psychological symptoms by the way observation and recording.²⁹

In the context of qualitative research, observation is not to test the truth but to find out the truth related to aspects or categories as aspects of the study developed by researchers. Observation is a visit to the place of activity directly, so that all activities directly, so that all activities that are ongoing or existing objects are not unnoticed and can be observed and recorded.³⁰

Observation has advantages compared to interview techniques. What is obtained through interviews from reality in the field separated by distance and time, meanwhile through observation of the events being studied can be seen and recorded directly. Researchers can or cannot make contact or communicate with people whose behavior is being recorded.³¹

In research, observation refers to data gathering which involves the use not only visual sense, but also all senses necessary got valid and reable data. As for the

²⁸Sugiyono, *Metode Penelitian Manajemen*, p. 377.

²⁹Imam Gunawan, *Metode Penelitian Kualitatif Teori dan Praktik* (Jakarta: Bumi Aksara, 2016), p. 143.

³⁰Djam'an Satori and Aan Komariah, *Metodologi Penelitian Kualitatif* (Bandung: Alfabeta, 2017), p. 106.

³¹Djam'an Satori and Aan Komariah, *Metodologi Penelitian Kualitatif*, p. 107.

targets to be observed in this study were observations of the students' integrative motivation in learning English at Rumah Bambu Pintar.

2. Interview

“According to Esterberg in Sugiyono, interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.”³²

According to Moh. Nasir that the interview is the process of obtaining information for research purposes by way of question and answer face to face between the questioner or interviewer with the answerer or respondent by using a tool called an interview guide.³³

Interviews can be used as data collection techniques if researchers find problems that must be examined, and researchers want to know things related to informants more deeply. As a guide for researchers in using the interview method is that the subject is that the subject is an informant who knows about himself, about his actions ideally which will be informed correctly and can be trusted.

Interview was oral question of a subject. Interview was used to get information from students and teachers of Rumah Bambu Pintar about opinions, beliefs, and feelings of situation.

3. Documentation

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

- a. Report, to know the students value.
- b. Book star, to know the student who active in learning process.

³²Sugiyono, *Metode Penelitian Manajemen* (Cet. 5; Bandung: Alfabeta, 2016), p. 384.

³³Moh. Nasir, *Metode Penelitian* (Jakarta:Ghalia Indo, 1999), p. 234.

Who has best value and many stars will get gift from the teacher at the end of learning.

3.6 Procedure of The Collecting Data

The collecting data in this research was observation. Researcher did passive observation of participants. Then, researcher visited the place of the activities, but did not get involved in students' activities. Researcher collected data by three ways i.e. observation, interview, and documentation.

1. The first step, researcher observe for 3 meetings.
2. The second step, researcher interviewed with the teachers, and students to get result about this research for 4 meetings.

3.7 Data Analysis Technique

According to Susan Stainback, data analysis is critical to the qualitative research process. It is to recognition, study, and understanding or interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated.

In this research, researcher uses data analysis model presented by Miles and Huberman, i.e. data reduction, data display, and conclusion drawing/verification which carried out interactively and continuously to complete until the data realize saturated.

1. Data Reduction

Reducing data was summarizing, choosing the main things, focus on the important things, and search themes and patterns. Therefore, reducing data gave clearer representation, facilitate researcher to do next collect data, and searching when needed. After, researcher collected data from interviewee in Rumah Bambu Pintar. Researcher collected that information appropriate with researcher purpose.

2. Data Display

After reducing the data, next step was data display. In qualitative research, data display can present in description form, draft, and relationships between categories, flowchart, and its kind. Miles and Huberman said that, the most frequent front of display data for qualitative research data in the past has been narrative text. Based on that explanation, researcher described in detail how integrative motivation of students in learning English.

3. Conclusion Drawing/Verification

The next step is conclusion and verifications. In this step, researcher wrote conclusion from answer of various problem. Problems in qualitative research temporary, and develop after research in the field. The conclusion in the qualitative research is new findings that never there before. The findings are still dimly lit or unclear. So that, after thorough becomes clear.³⁴

³⁴Sugiyono, *Metode Penelitian Manajemen*, p. 401-412.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher explains about research result of observation, and interview: students' integrative motivation in learning English at Rumah Bambu Pintar.

4.1 Research Findings

The research findings present and discuss the answer of the research problems. The data are gained from observation and interview. The research findings consist of description of the data found in the research field including the answers of interview. The answers of interview include the students' integrative motivation in learning English at Rumah Bambu Pintar.

1. The profil of Rumah Bambu Pintar

Rumah Bambu Pintar is an innovation in Wiring Tasi Village, Pinrang Regency which is engaged in Education, Empowerment and Entrepreneurship. Rumah Bambu Pintar arose from the collaboration between the Village Head of Wiring Tasi and the Integrated Education Institution Tarbiyatul Istiqomah of the Verdant Village Division, both of which have the same goal in educating and advancing education in various villages in need. The initial funding source for activities in the Rumah Bambu Pintar is from the private fund of the Wiringtasi Village Head, Andi Dewiyanti.

Rumah Bambu Pintar was established on January 15, 2017 by bringing up the Free English Language and Computer Education Course Program. The initial number of participants at the opening of the free education program was 314 students from various villages in Pinrang. Over time, Rumah Bambu Pintar gave rise to various innovations in the field of empowerment and entrepreneurship, including the

use of village potential in making handicraft products, Seafood Products, Convection Businesses, and culinary. In the future, it is hoped that the Rumah Bambu Pintar will increase its innovations into superior programs, businesses and products so that the people of the Wiringtasi village and surrounding areas are able to compete with the outside world and prosper the people's lives.

The emergence of educational programs in Rumah Bambu Pintar has brought many benefits to the community members, especially children in the Wiringtasi village and surrounding areas. Those who used to have very little knowledge about English and Computers, now have gradually gained knowledge in Rumah Bambu Pintar.

The education programs that have been arranged by the Rumah Bambu Pintar teacher and management team are as follows:

1. English course

The English course program is the main program of Rumah Bambu Pintar. This program was formed because it saw the importance of English to be mastered by all walks of life, specially young people who want to continue their education in college. It is expected that the continuation of this program can improve the ability of participants in the field of English.

2. Outbound

Outbound is an additional activity for students of the Smart Bamboo House which is carried out once in 1 level. This activity aims to increase the solidarity of students in collaboration by bringing up various kinds of group and individual games in the activity. It is expected that the outbound activities can bring new enthusiasm in learning at Rumah Bambu Pintar.

3. English Camp

English Camp is an additional activity which is planned to begin to be implemented of the Rumah Bambu Pintar. This activity will present students from various schools throughout Pinrang and surrounding areas. By doing this "camping" learning system, it is hoped that it can create new enthusiasm and knowledge for all students from Rumah Bambu Pintar and other students of school in improving their English language skills

4. Result of observation

The researcher held the first observation on November 23, 2019. Then, for the second observation held on November 24, 2019, and third observation held on November 30, 2019. The result of the observation, researcher found that almost teacher stimulated students' integrative motivation to get to know culture and to get to know people. The teacher gave the motivation by introduce the culture of native for example teacher applied how the native way in studying English like speaking by watching video. The teacher believe that watching western video can give stimulation for students interest on studying English. The researcher saw the teacher involved the students in the learning process, so the students will be shared about their knowledge, and conveyed their idea.

“We showed many videos about native speaker to stimulate students' integrative motivation, so they want to practice speaking with their friends, but not only about speaking, we also try to make students know about writing, listening, and reading”.³⁵

On the other hand, Rumah Bambu Pintar visited native speaker, they are Mss. Stevany from UK, and Mss. Stevany from Dutch, they came at Rumah Bambu Pintar, because they knew if in this place there was English learning activity. They

³⁵Wenni Andriani “Teacher”, Interviewed by Writer in Rumah Bambu Pintar, November 24, 2019.

interacted with the students, giving English material, and giving reward. They played some games to invite the students to speak English.

“Rumah Bambu Pintar visited by Mss. Stevany from UK in 2017, and Mss. Stevany from Dutch came in 2018. They came without invitation they came because in this village there is English learning activity. They speak with the students and giving English material, Alhamdulillah, I hope they can give students motivation in learning English, because I see students very excited when the native speaker speak with them, although sometimes they do not understand what the native said”.³⁶

The statement from the teacher at Rumah Bambu Pintar above shows us that he hoped that it can be stimulate the students’ integrative motivation, specially to get to know people.

The student from Rumah Bambu Pintar said that learning English in Rumah Bambu Pintar is different from learning English her place in school.

“The teacher from Rumah Bambu Pintar teach us about speaking, writing, listening, and reading. I don’t know about those before. The teacher also use good method, and sometimes we play game. Those make me have motivation to desire to know about English”.³⁷

The statement above shows us that she know about speaking, listening, writing, and reading which never got in her school. On the other hand, using media, different method, provide warming up, and playing game from the teacher made her has integrative motivation to desire to know about English, specially to get to know culture.

After doing observations, the authors found fifteen subjects to be informant in the study. The interview process was carried out by five students on the first day, seven students on the second day, two students on the third day, one student on the

³⁶Muhammad Rizal “Teacher”, Interviewed by Writer in Rumah Bambu Pintar, November 23, 2019.

³⁷Lilis Sukasi “Student”, Interviewed by Writer in Rumah Bambu Pintar, November 30, 2019.

fourth day. In order for the interview to go as expected, the writer prepares interview guidelines that are used to direct questions to the subject in order to help the writer stay focused on the subject matter to be explored, and the students became interviewee is presented in the table below:

Table 4.1 List of The Students in This Research

| No | Name | Class |
|----|-----------------------|--------------|
| 1 | Indra Wahyu | Einstein |
| 2 | Haslia | Isaac Newton |
| 3 | Mitra Artina | Queensland |
| 4 | Fuji Amalia | Queensland |
| 5 | Quraeny Amalia | Isaac Newton |
| 6 | Mahyuni | Oxford |
| 8 | Gina Utami | Oxford |
| 9 | Risnatia Haliza Nasya | Oxford |
| 10 | Annisa Riska Amalia | Oxford |
| 11 | Rukmana | Cambridge |
| 12 | Sucitra | Cambridge |
| 13 | Lilis Sukasi | Cambridge |
| 14 | Friska Hamdanah | Oxford |
| 15 | Mawaddah | Cambridge |

5. Result of Interview

When the researcher tried to ask the students in English, but the students were difficult to answer the question, so questionnaire of interview was translated into Indonesian to make easy the students answer the questions. The researcher held first interview on December 7, 2019, second interview held on December 8, 2019,

third interview held on December 14, 2019, and the fourth interview held on December 15, 2019. There are fifteen students who interviewed by the researcher. The students' integrative motivation is revealed from the interview section. A student is integratively motivated when they learned a language because they wanted to know more of the culture and values of the foreign language. The students have different motive in learning English. There are six students wanted to get to know culture, there is one student wanted to get to know people, and there are eight students wanted to know both. Mostly students are studying English for about three years, but there are two, six, and eight years.

“three years”.³⁸

This answer same with Indra wahyu, Mitra Artina, Fuji Amalia, Rukmana, Sucitra, Lilis Sukasi, Indirani Maulidina, and Mawadda.

“I learn English almost eight years, beginning fourth grade in elementary school until now”.³⁹

This answer same with Friska Hamdana, Mahyuni, and Friska Hamdana

“I learn English almost six years”.⁴⁰

“more than two years in Rumah Bambu Pintar”.⁴¹

Those statements above clearly show us that students have different time to study English, because there are students from elementary school, junior high school, and senior high school, but some students from senior high school had been studying

³⁸Haslia “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 7, 2019.

³⁹Gina Utami “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁴⁰Risnatia Haliza Nasya “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁴¹Quraeni Amalia “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 7, 2019.

English from fourth grade in elementary school. Quraeni Amalia is studying English in Rumah Bambu Pintar only. Some students were also said that they learned English at school, home, and Rumah Bambu Pintar.

Twelve students said that like English, and three students said that little bit like it.

“little bit like it”.⁴²

This answer same with Mahyuni, and Mawadda.

“yes, because fun”.⁴³

This answer same with Indra Wahyu, Haslia, Mitra Artina, Fuji Amalia, Gina Utami, Friska Hamdana, Annisa Riska Amalia, Rukmana, Lilis Sukasi, Sucitra, and Indriani Maulidina.

The statements above show us that English were their favorite subject, and there are students said that little bit like English. One student said that she little bit liked English, but she liked other subject, and one student said that she liked English, because English is fun.

Almost students have good opinion about western culture, some of them said that movie or song made they motivated to learn English, but there is one students said that did not like western movie.

“my opinion western culture has positive and negative, depend on us to accept or behave western movie or song, movie or song can add our knowledge and motivating us to be like them”.⁴⁴

⁴² Risnatia Haliza Nasya “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁴³Quraeni Amalia “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁴⁴Friska Hamdanah “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 14, 2019.

“movie and song can motivate Indonesian people to learn English, because we want to know the meaning of the song”.⁴⁵

“I little bit like movie, but I like song, because I enjoy to listen it”.⁴⁶

“good”.⁴⁷

This answer same with Fuji Amalia, Gina Utami, Sucitra, and Indriani Maulidina.

The statements above clearly show us that students have different opinion about western culture. Western culture can help the students to stimulate their integtarive motivation to get to know culture and to get to know people.

1. To get to know culture

There are six students want to get to know culture, they are Mitra Artina, Fuji Amalia, Quraeny Amalia, Mahyuni, Risnatia Haliza Nasya, and Indriani Maulidina. The culture in here is adoption of word sounds, pronunciations, word orders, and another behavioral and cognitive feature. In this case, the students wanted to know about the culture in the target language, specially, four skills in English, such as: speaking, writing, listening, and reading, therefore they know about the adaption of word sounds, pronunciations, word orders, and another behavioral in English. Each student has different way to improve their integrative motivation in mastering the English skill.

“mastering in speaking skill, sometimes I talk with my self by using English, record my voice and listen it, and often practice speaking in my home”.⁴⁸

⁴⁵Mawaddah “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 15, 2019.

⁴⁶Risnatia Haliza Nasya “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁴⁷Mitra Artina “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 7, 2019

⁴⁸Mahyuni “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

The statements from Mahyuni above shows us that she did many ways to master in speaking skill. She wanted to become fluently in speaking. She listened her pronunciation by listening her voice by using recorder.

Movie or song made them felt more Joyful to learn English, they can see the actor was speaking English, and listening the singer. Those are enjoyable and easy way to learn about the culture of English, like pronunciation. Movie and song also can improve their skill which they wanted to master. Movie or song helped them to get new vocabulary, and making good their pronunciation, all of students said that listening song, and watching movie made them motivated to learn English. There are seven students chose movie, there are four students chose song, and there are four students chose both.

“song, because I can improve my speaking in English”.⁴⁹

“watching movie, because watching movie, special western movie can make more easily to master speaking, because it has subtitle”.⁵⁰

“movie can make my pronunciation clear and better”.⁵¹

The statements above clearly show us that movie or song helped them to improve their speaking and pronunciation in English.

2. To get to know people

The students' integrative orientation to get to know people in learning English is meeting foreigners out about speaking English countries. There is one student want to get to know people, she is Haslia.

⁴⁹Sucitra “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁵⁰Friska Hamdana “Student”, Interviewed by Writer in Rumah Bambu, December 14, 2019.

⁵¹Indriani Maulidina “Student”, Interviewed by Writer in Rumah Bambu, December 14, 2019.

“I prepare my self to know about English, so one day I can speak with foreigner”.⁵²

The statements above shows us that she motivate her self when she is learning English, by preparing her self to know about English, because she wanted to successfull in learning target language with the intention can speak with other people in language community, specially with native speaker in English.

“sometimes, I just imagine my self go to abroad meet with foreigner and communicate with them. To master it I learn if I have free time in my home, school, and Rumah Bambu Pintar”.⁵³

The statement from Rukmana shows us that her integrative motivation to able to speak with native speaker, because she wanted to be able to communicate with people who speak English and imagine her self go to abroad. Rukmana learned English not only in the school, but also in her home, and Rumah Bambu Pintar. In oter words she has desired to become the part of the society in the target language. To get to know culture and to get to know people

In this case, the students wanted to know about the culture in the target language, and speak with native speaker. There are eight students want to get to know culture and to get to know people in learning English. They are Indra Wahyu, Gina Utami, Annisa Riska Amalia, Rukmana, Sucitra, Lilis Sukasi, Friska Hamdana, and Mawaddah.

“I want to communicate with native speaker, and there are skills want to improve, they are speaking, listening, writing, and reading”.⁵⁴

⁵²Haslia “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 7, 2019.

⁵³Rukmana “Student”, Interviewed by Writer in Rumah Bambu Pintar, December 8, 2019.

⁵⁴Sucitra “Student”, interviewed by writer in Rumah Bambu Pintar, December 8, 2019.

“I want to improve my skill in English, it is speaking, and I want to able to speak with native speaker”.⁵⁵

The statements above clearly indicates that the first student said that she eager to communicate with native speaker, and there are skills wanted to improve, they are listening, writing, and reading. The second student said that he learned English to improve his speaking skill. Moreover, he wanted to success in target language, so he can communicate with native speaker.

Based on the information above, the researcher think that almost all students responded positively, they were different motive in learning English, there are some students wanted to get to know culture, and there are some students also wanted to get to know people. Rumah Bambu Pintar has been success stimulate the students' integrative motivation in learning English. The teacher always used media, and always give motivation to students to learn English, be smart, and can be used their knowledge not only in writing, but in speaking too.

4.2 Discussion

The result of observation showed that the teacher taught the students by using media; such as video, audio, flashcard, board game, and so on. and gave star and reward to invite the students' integrative motivation in learning English, with expectation the students will use their knowledge to communicate with other people, and know four skills in English. In learning process at Rumah Bambu Pintar have been succesfull, because the students are motivated to learn other language, and teacher fostered the students' integrative motivation in learning English.

The result of the interview showed that a student is integratively motivated when they learned a language, because they wanted to know more of the culture and

⁵⁵Indra Wahyu “Student”, interviewed by writer in Rumah Bambu Pintar, December 8, 2019.

values of the foreign language community, they wanted to master in listening, speaking, reading, and writing, therefore they knew about the adaption of word sounds, pronunciations, word orders, and another behavioral in English. The students believed that they will more succesfull when learning target language. They hope that they can speak with native speaker one day, so they can make contact with the speakers of the languages.

The statements above clearly showed us that the students activity in learning English have touched one of the major characteristic of the concept of integrative motivation, that is it adressess all three aspects. They are past, present, and future. The past means that the student in a language class brings with him or her a history that cannot be ignored, The present means that to the student in a language class, the situation at that time is uppermost in his or her mind. That is, the student has many concurrent interests and concerns over and above the classroom activity at that particular time, and The future means that the student in a language class will exist after the language course ends, and it is meaningful to consider whether she or he will use the skills that are developed in the class.⁵⁶

⁵⁶R. C. Gardner, "Integrative Motivation: Past, Present, and Future" (8 March 2011), p. 3.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on description in previous, the researcher decides two conclusions from this research i.e.

1. Many students are eager to speak with native speaker and improve their skill in English, there were one students only want to speak with native speaker, and there were six students want to improve their skill in English such as; writing, listening, speaking, and reading. Many students want to improve their skill in speaking. The students learnt English because they want to know the adaption of word sounds, pronunciations, word orders, and another behavioral in English.
2. The students of Rumah Bambu Pintar preserve their motivation by learning, practicing with their friends, hoping to master in English.

5.2 Suggestion

Based on the conclusion above and the research that was done, the writer would like to offer some suggestions to teachers, and students of Rumah Bambu Pintar.

1. Teacher

Teacher should be able to develop the students' motivation in learning English through using media, good strategy, and method in teaching to provide the materials. Teacher should keep encouraging the students in learning English. Teacher should facilitate their students so that they can practice their knowledge.

2. Student

The writer suggested the students to be more active to express themselves to be more confidence in speaking, and practice with their friend or native speaker. The students should increase their knowledge of English skill such as listening, writing,

speaking, and reading. The students should preserve their motivation in learning English so that they more spirit to learn English. The students should be brave to speak without thinking about their mistake.



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Appendix 1. Instrument

| | |
|---|--|
|  | <p style="text-align: center;">KEMENTERIAN AGAMA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti NO. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421)2404</p> |
| | <p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p> |

NAMA MAHASISWA : NIRWANA

NIM/ PRODI : 15.1300.055/ PBI

JURUSAN : TARBIYAH

JUDUL : INTEGRATIVE MOTIVATION OF STUDENTS IN LEARNING

ENGLISH: CASE STUDY ON RUMAH BAMBU PINTAR IN

PINRANG

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan beberapa pertanyaan pada saat melakukan wawancara kepada siswa-siswa yang menjadi objek penelitian di Rumah Bambu Pintar.

Instrument of Interview Test


The researcher will give each students opportunity to answer the interview test. The researcher will call the students one by one and then ask the students to answer the questions by interview test. The researcher will record what the students say when they answer the questions by interview test below:

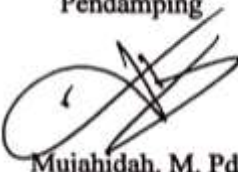
| No | Questions |
|----|---|
| 1 | What is your name? |
| 2 | How long do you learn English? |
| 3 | Is English your favorite subject? |
| 4 | What is your opinion about western culture, such as movie and song? |
| 5 | Which one make you more feel spirit to learn English, movie or song? |
| 6 | Why it make you more spirit to learn English? |
| 7 | Does listen song or watch movie motivate you to learn English? |
| 8 | Do you think that learning English just able to speak with native speaker only or is there skill that want you master in English? |
| 9 | How do you motivate yourself to able to speak with native speaker? |
| 10 | What do you do to master it? |
| 11 | How do you motivate yourself to master that skill? |
| 12 | How do you motivate yourself when you are learning English? |

Setelah mencermati instrumen dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya di pandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 23 September 2019

Dosen Pembimbing


 Hji. Nurhamdah, S.Ag., M.Pd.
 NIP: 197311161998032007

Pendamping

 Mujahidah, M. Pd
 NIP: 197904122008012002

Appendix 2. Result of Interview

Name : Sucitra

Researcher : What is your name?

Student : My name is Sucitra

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Saya belajar bahasa inggris hampir 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Menurut saya terlihat bagus karena dari sana saya bisa melihat dan mendengarkan orang yang berbicara bahasa inggris

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Mendengarkan lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena dari situ saya bisa mengembangkan kemampuan saya dalam berbahasa inggris

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ingin berkomunikasi dengan penutur asli dan ada skill yang ingin saya kembangkan, yaitu berbicara, mendengarkan, menulis, dan membaca

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Dengan menonton video-video bahasa inggris, sehingga saya termotivasi

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Dengan banyak mempelajari bahasa inggris seperti mendengarkan lagu, menonton video, dan membaca novel bahasa inggris

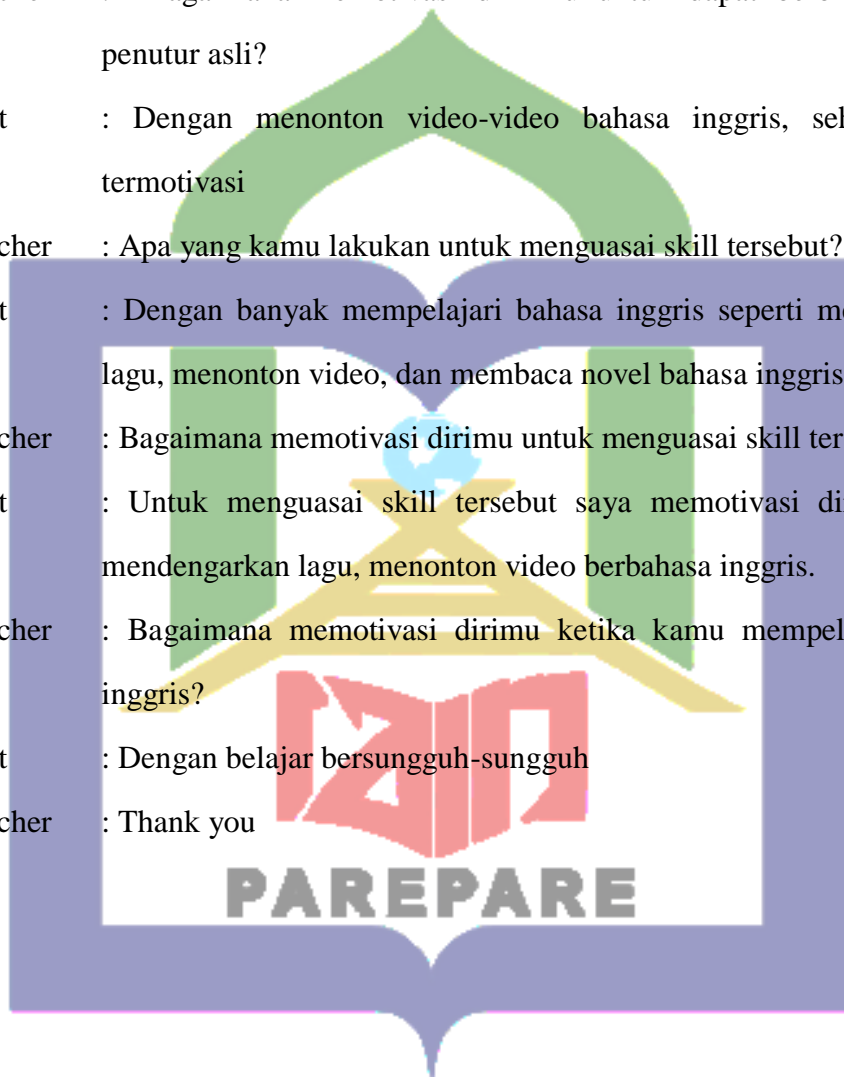
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Untuk menguasai skill tersebut saya memotivasi diriku dengan mendengarkan lagu, menonton video berbahasa inggris.

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Dengan belajar bersungguh-sungguh

Researcher : Thank you



Name : Rukmana

Researcher : What is your name?

Student : My name is Rukmana

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Hampir 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Kalau film dan lagu dapat dijadikan motivasi dalam mempelajari bahasa inggris

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena lebih menarik, punya irama, kebanyakan orang suka lagu dari pada nonton film

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill yang ingin saya kembangkan yaitu melatih cara berbicara, penulisan, pendengaran, dan cara membaca saya dalam bahasa inggris, dan mau berbicara dengan orang asing

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Terkadang Cuma menghayal keluar negeri ketemu sama orang-orang asing, dan berkomunikasi dengan mereka

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : belajar kalau ada waktu kosong, belajar di rumah, sekolah, Rumah Bambu Pintar

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Menanamkan dalam diri sendiri bahwa saya pasti bisa menguasai apa yang mau saya kuasai selama saya mau dan mampu

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Dengan belajar bersungguh-sungguh dan bertanya ketika ada yang tidak saya tahu

Researcher : Thank you

Name : Lilis Sukasi

Researcher : What is your name?

Student : My name is Lilis Sukasi

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Kurang lebih 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya, bahasa inggris kesukaan saya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Menurut saya film dan lagu dapat membantu kita untuk mengembangkan speaking

Researcher : yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Mendengarkan lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena lagu mudah untuk dinyanyikan dan diulang-ulangi sehingga dapat mudah dipelajari

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Saya mempelajari bahasa inggris bukan hanya untuk berbicara dengan penutur asli tetapi juga untuk mengembangkan speaking saya

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Dengan cara saya sering menonton video dimana orang Indonesia berbicara dengan orang dan itu sangat memotivasi saya, dan memiliki keinginan untuk jadi tour guide

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Dengan cara saya terus berlatih berbicara dengan guru dan teman saya lebih paham dengan bahasa inggris

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Dengan cara apabila saya mendapatkan kosakata baru, saya akan belajar menyebut kosakata tersebut

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Ketika saya melihat teman saya pintar berbahasa inggris, saya termotivasi mengapa orang lain bisa sedangkan saya tidak pasti saya juga bisa berbicara bahasa inggris kalau saya belajar dengan baik

Researcher : Thank you

Name : Mawadda

Researcher : What is your name?

Student : My name is Mawadda

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Hampir 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Lumayan

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Pendapat saya tentang itu film atau lagu barat dapat memotivasi warga Indonesia untuk belajar berbahasa inggris, dapat memovasi warga Indonesia karena dengan mendengarkannya kita memiliki rasa ingin tahu arti lagu itu

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena kalau dengan lagu mempelajarinya dapat lebih mudah dan menyenangkan

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Menulis, dan berbicara dengan orang asing

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Dengan cara memperbanyak kosakata dan memperbaiki cara penyebutan

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Dengan selalu melihat kosa kata dan mengingatnya

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Dengan cara melihat dan mengingatnya

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Dengan cara membaca dan mendengarkan musik, itu membuat saya termotivasi karena mauka tahu artinya, penyebutan, dan cara menulisnya

Researcher : Thank you

Name : Friska Hamdana

Researcher : What is your name?

Student : My name is Friska Hamdana

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Saya mulai belajar bahasa inggris dari kelas 3 SD

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya, bahasa inggris adalah mata pelajari yang paling saya sangat senangi

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Menurut saya budaya barat ada sisi positif dan negatifnya tergantung dari cara kita menerima atau menyikapinya, terutama dengan film dan lagu, dengan banyak menonton film dan mendengarkan lagu barat dapat menambah pengetahuan kita dan bahkan dapat termotivasi untuk menjadi seperti mereka

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Nonton film

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena nonton film, khususnya film barat dapat lebih mudah menguasai speaking karena film yang ditonton disertai dengan subtitle

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Kalau berbicara dengan penutur asli ada kebanggaan tersendiri tapi motivasi utama saya itu menguasai reading dan speaking dengan baik

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Sehubungan di daerah saya ini tepatnya Wringtasi akan dibangun tempat wisata, tidak menutup kemungkinan akan ada orang asing yang kesini, disitu saya ingin jadi penerjemah dan mendampingi orang asing itu

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Kalau reading, saya selalu membaca teks-teks reading dalam bahasa inggris, kalau speaking saya biasanya meritel bacaan readingnya

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Selalu menekankan bahwa masih banyak yang belum saya tahu jadi saya harus menguasai beberapa skill dalam bahasa inggris

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Motivasi saya dalam mempelajari bahasa inggris adalah agar dapat berbicara dengan penutur asli, yang selalu saya ingat adalah kalau orang lain bisa kenapa saya tidak

Researcher : Thank you

Name : Annisa Riska Amalia

Researcher : What is your name?

Student : My name is Annisa Riska Amalia

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Kurang lebih 8 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya, Saya menyukai semua mata pelajaran tapi tergantung dari cara guru membawakan materinya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Pendapat saya ketika saya menonton film atau mendengarkan lagu, saya bisa sambil belajar kosakata yang dituturkan oleh tokoh pemain film ataupun dari penyanyi itu sendiri

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Keduanya, karena saya suka menonton dan mendengarkan lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya, karena hal tersebut sering saya lakukan

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Dua-duanya, speaking

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Dengan cara mengikuti semacam berbagai kegiatan tentang bahasa inggris atau memperhatikan guru yang ada di sekolah, dan mengikuti kursus

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Mempelajari secara berulang materi yang telah diberikan atau semacamnya lah

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Sering mendengar lagu dan mengulanginya

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Supaya ketika saya bertemu dengan idola saya diluar negeri saya bisa mengajaknya berbicara dengan bahasa inggris

Researcher : Thank you

Name : Risnatia Haliza Nasya

Researcher : What is your name?

Student : My name is Risnatia Haliza Nasya

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Kurang lebih 6 tahun, mulai SD kelas 4 tapi pas naik kelas 5 sudah tidak belajar karena gurunya pindah

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Lumayan, saya juga suka biologi

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Kalau film barat saya kurang menyukainya karena buka selera saya, kalau lagu barat saya menyukainya, karena asyik di dengar

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena dari lirik lagu tersebut saya memiliki keinginan untuk mengetahui arti dari lirik lagu tersebut

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Saya ingin menguasai skill speaking

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Dengan belajar bahasa inggris bersungguh-sungguh

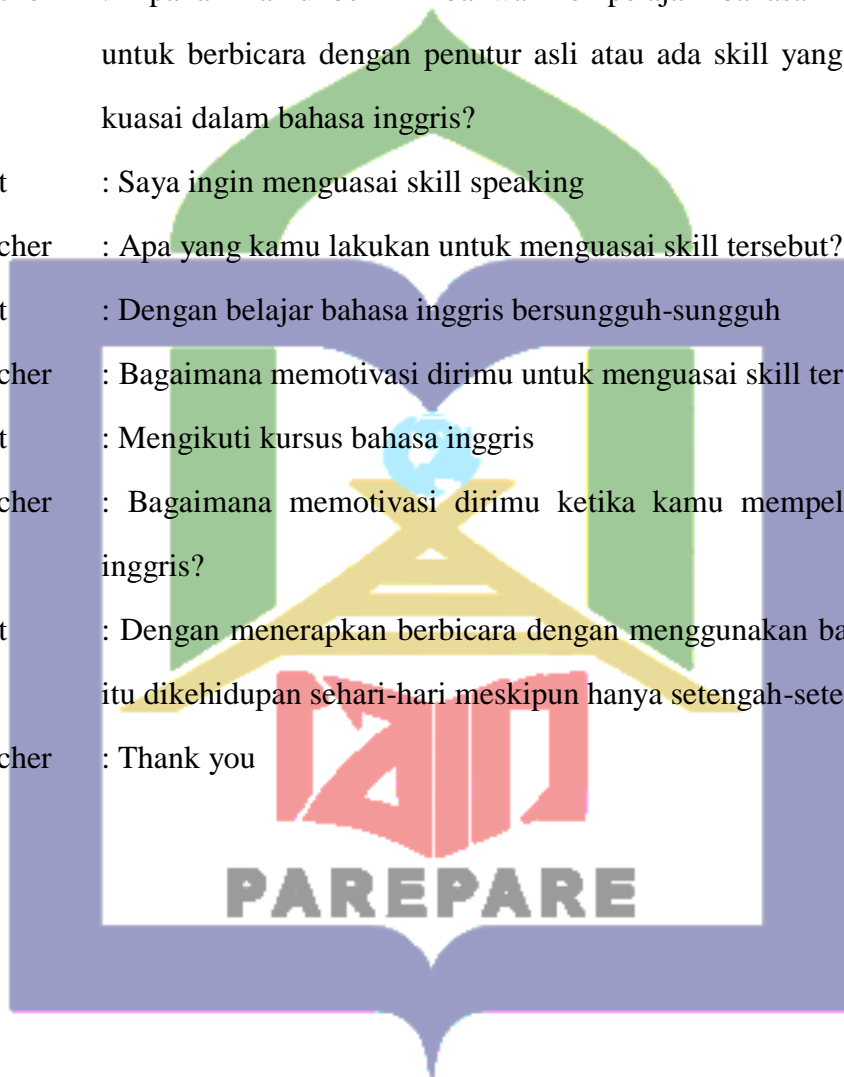
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Mengikuti kursus bahasa inggris

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Dengan menerapkan berbicara dengan menggunakan bahasa inggris itu di kehidupan sehari-hari meskipun hanya setengah-setengah

Researcher : Thank you



Name : Gina Utami

Researcher : What is your name?

Student : My name is Gina Utami

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Sekitar kelas 4 SD sampai SMA, kira-kira 8 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya, selain geographi

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Bagus, semuanya bagus, karena bagus semua dari pada film Indonesia karena film barat bagus fiksi-fiksinya, editannya

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Dua-duanya

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Supaya, misalnya kalau nonton film barat atau lagu janganmi lagi pakai google translate pahammi apa maksudnya

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Dua-duanya, skill speaking, listening, writing

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Belajar bahasa inggris lebih giat lagi siapa tahu aku beruntung terus dapat beasiswa luar negeri

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Laihan terus, memperhatikan lagu barat, nyanyi-nyanyi sendiri begitu, sering copy-copy dialognya film

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Menjadikannya bahasa sehari-hari kalau perlu

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Ingin mendapatkan beasiswa keluar negeri

Researcher : Thank you

Name : Mahyuni

Researcher : What is your name?

Student : My name is Mahyuni

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Sekitar 8 tahun, mulai kelas 4 SD

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Lumayan suka

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Menurut saya, film dan lagu barat sangat bermanfaat bagi orang-orang yang ingin belajar bahasa inggris

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Film

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena saat menonton film dapat mengasah kemampuan mendengar, kita juga dapat langsung mengetahui arti dari kata yang disebutkan oleh tokoh-tokoh yang ada di film tersebut melalui subtitle

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya, hal tersebut sangat memotivasi

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill yang ingin saya kembangkan, saya ingin menguasai skill speaking

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Untuk menguasai speaking saya terkadang berbicara dengan diri sendiri menggunakan bahasa inggris juga terkadang saya merekam suara saya berbicara bahasa inggris dan mendengarkan kembali, sering praktik bahasa inggris di rumah

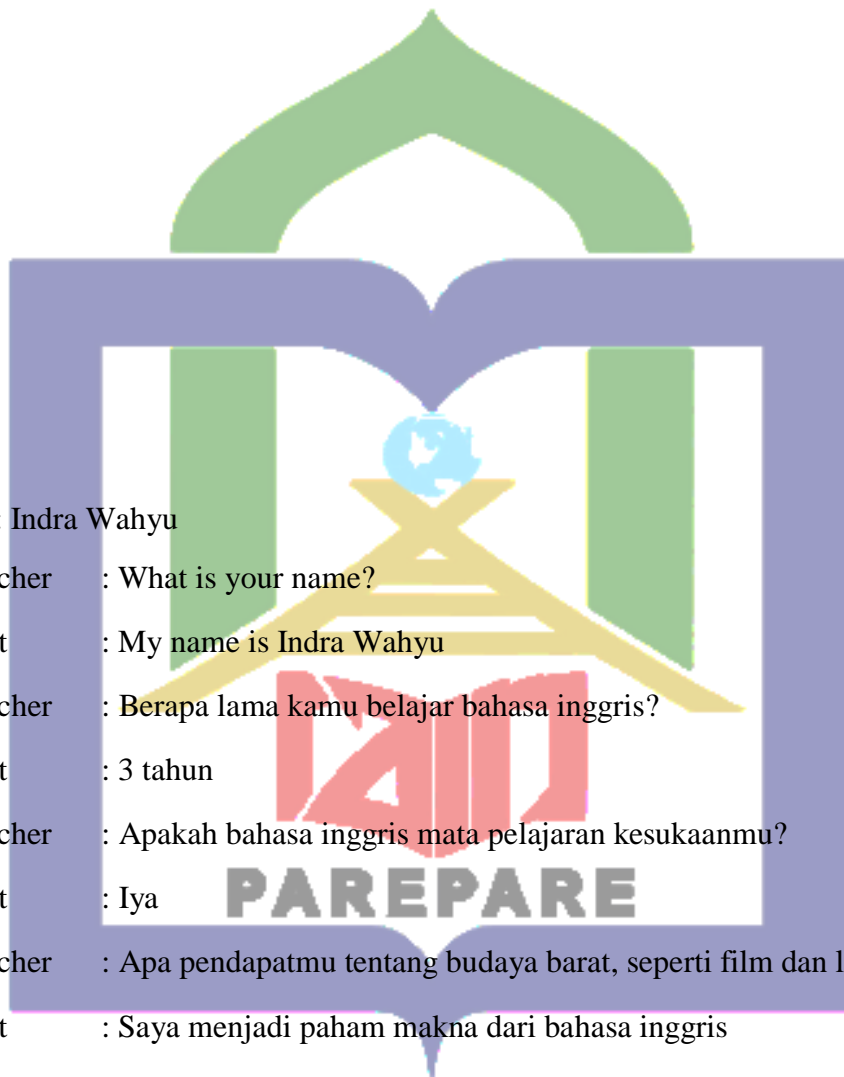
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Supaya dapat Berbicara dengan teman

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Saya memotivasi diri saya dengan selalu mengingat bahwa saya pasti bisa belajar bahasa inggris seperti orang-orang barat

Researcher : Thank you



Name : Indra Wahyu

Researcher : What is your name?

Student : My name is Indra Wahyu

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Saya menjadi paham makna dari bahasa inggris

Researcher : yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Film

Researcher : kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena di dalam film kadang-kadang terkandung arti

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Mengembangkan skill dalam bahasa inggris, yaitu speaking, dan berbicara dengan penutur asli

Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Memotivasi diri dengan mengingat bahwa berbicara dengan orang asing itu penting

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Mempelajari banyak kosakata

Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Supaya dapat berkomunikasi dengan orang barat

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Supaya dapat berkomunikasi dengan orang barat

Researcher : Thank you

Name : Indriani Maulidina

Researcher : What is your name?

Student : My name is Indriani Maulidina

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Yes

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Good

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Semuanya

Researcher : kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Agar pengucapan saya lebih jelas dan bagus

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill yang ingin di kembangkan, writing, listening, speaking, reading

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Belajar

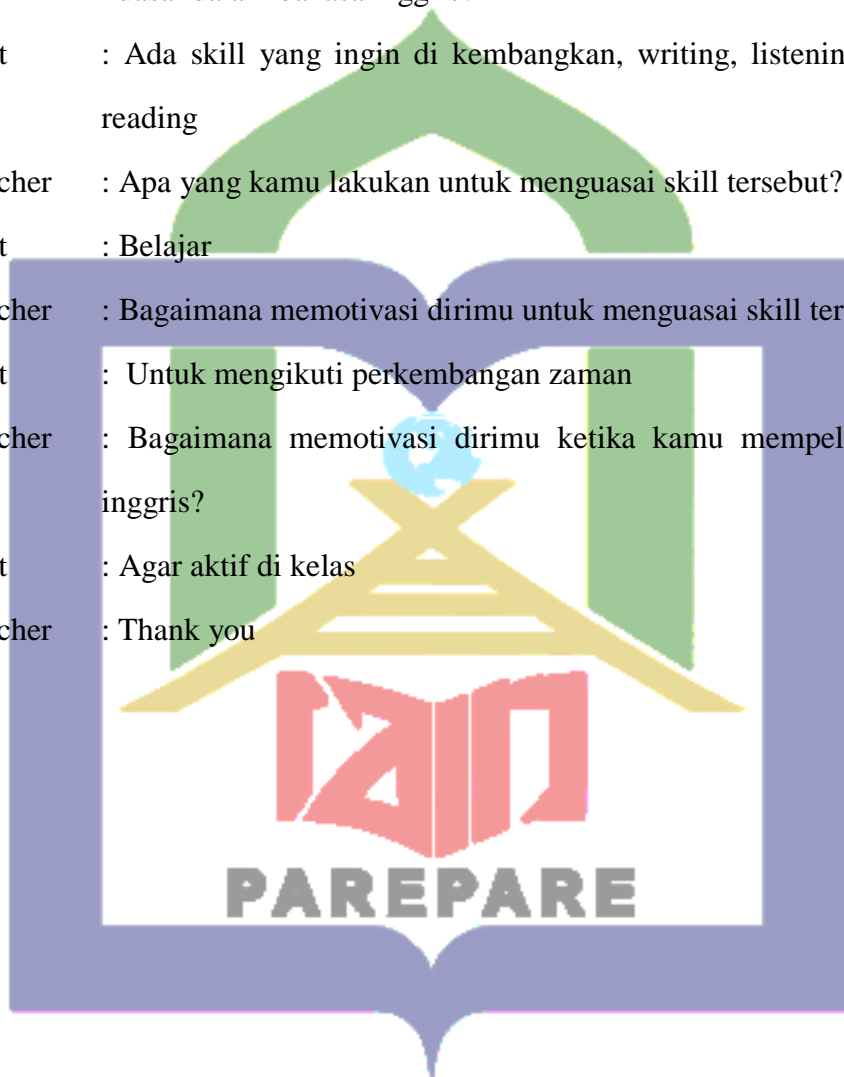
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Untuk mengikuti perkembangan zaman

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Agar aktif di kelas

Researcher : Thank you



Name : Haslia

Researcher : What is your name?

Student : My name is Haslia

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Cepat memahami bahasa inggris

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Nonton film

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Mendorong dalam mempelajari bahasa inggris

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ingin berbicara dengan orang asing

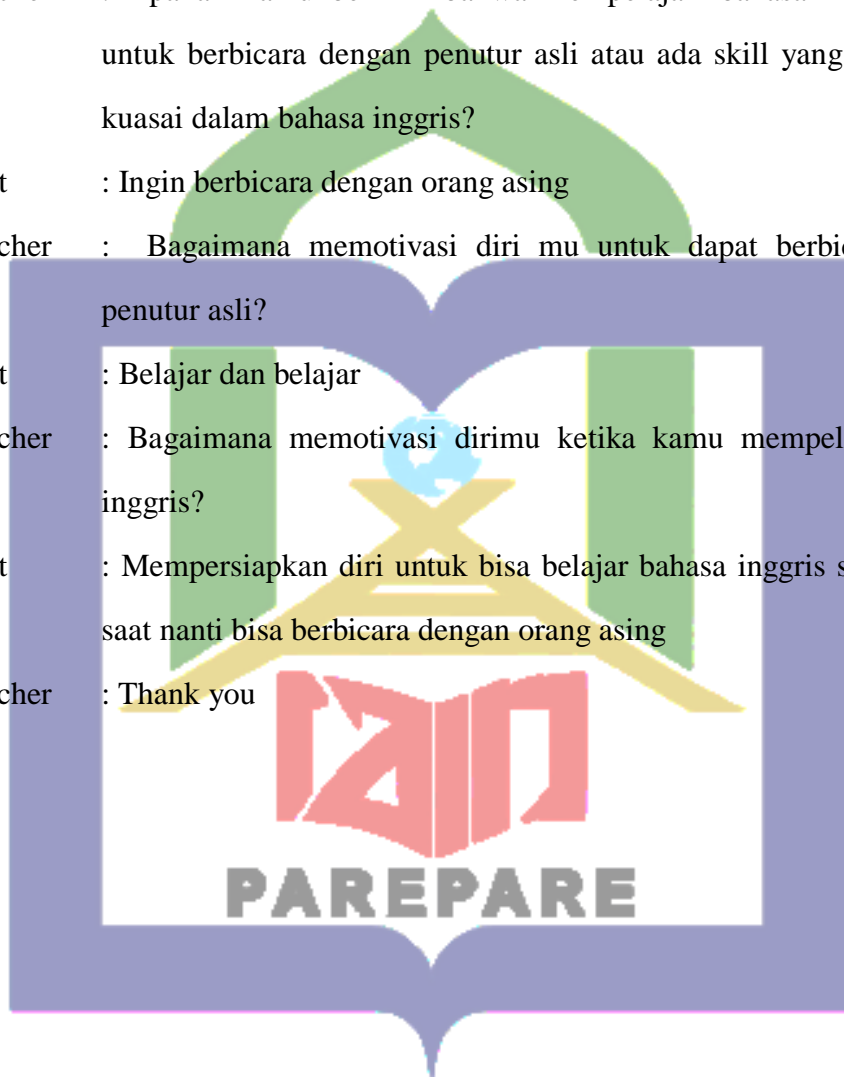
Researcher : Bagaimana memotivasi diri mu untuk dapat berbicara dengan penutur asli?

Student : Belajar dan belajar

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Mempersiapkan diri untuk bisa belajar bahasa inggris supaya suatu saat nanti bisa berbicara dengan orang asing

Researcher : Thank you



Name : Mitra Artina

Researcher : What is your name?

Student : My name is Mitra Artina

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : 3 tahun

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Iya

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Bagus

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Dengar lagu

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena saya bisa mendapatkan kosakata yang baru, dan saya suka mendengarkan musik

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill yang saya ingin kembangkan yaitu speaking

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Salah satunya belajar di RBP, karena disini dilatih berbicara dalam bahasa inggris

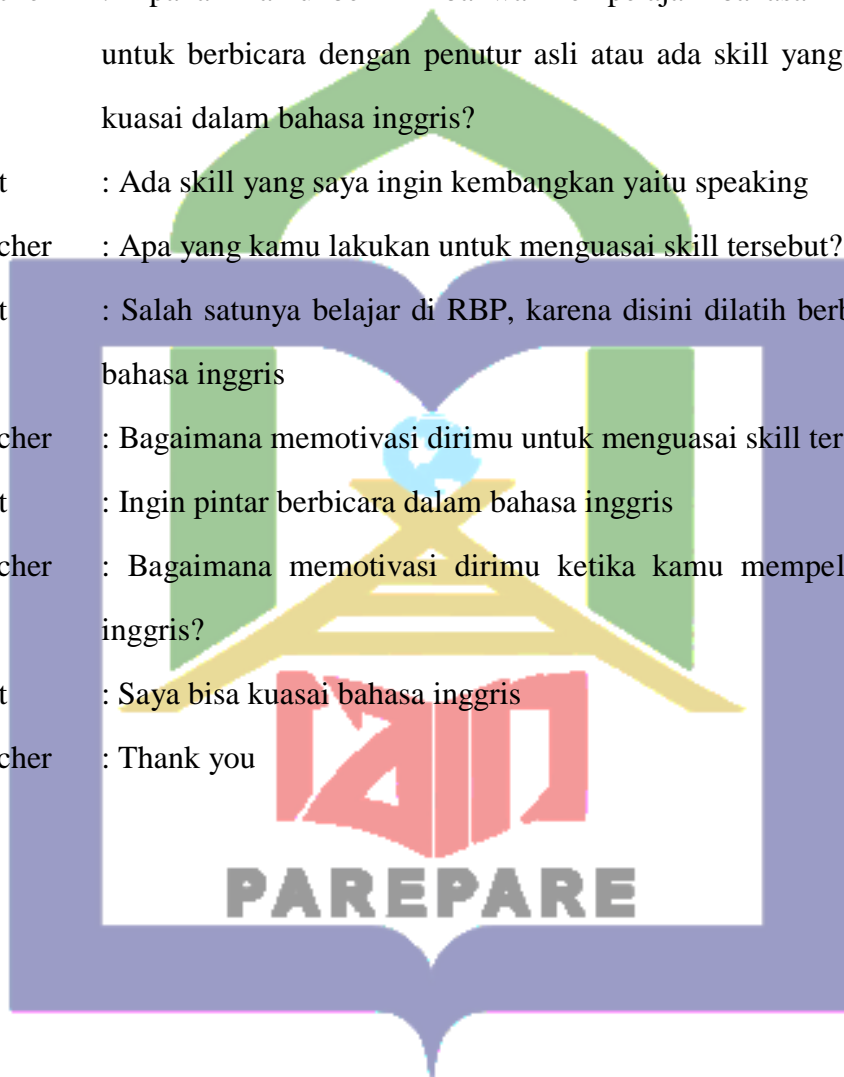
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Ingin pintar berbicara dalam bahasa inggris

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Saya bisa kuasai bahasa inggris

Researcher : Thank you



Name : Fuji Amalia

Researcher : What is your name?

Student : My name is Fuji Amalia

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : Sekitar 2 tahun lebih, di sekolah dan RBP

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Yes

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Bagus

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Mendengarkan musik dan menonton film

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena dengan mendengarkan lagu dan menonton film membuat saya nyaman dan tidak bosan

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill yang ingin saya kembangkan, yaitu berbicara, menulis, membaca, dan mendengarkan

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Dengan mengulang-mengulang materi yang sudah dipelajari, materi di sekolah dan di RBP

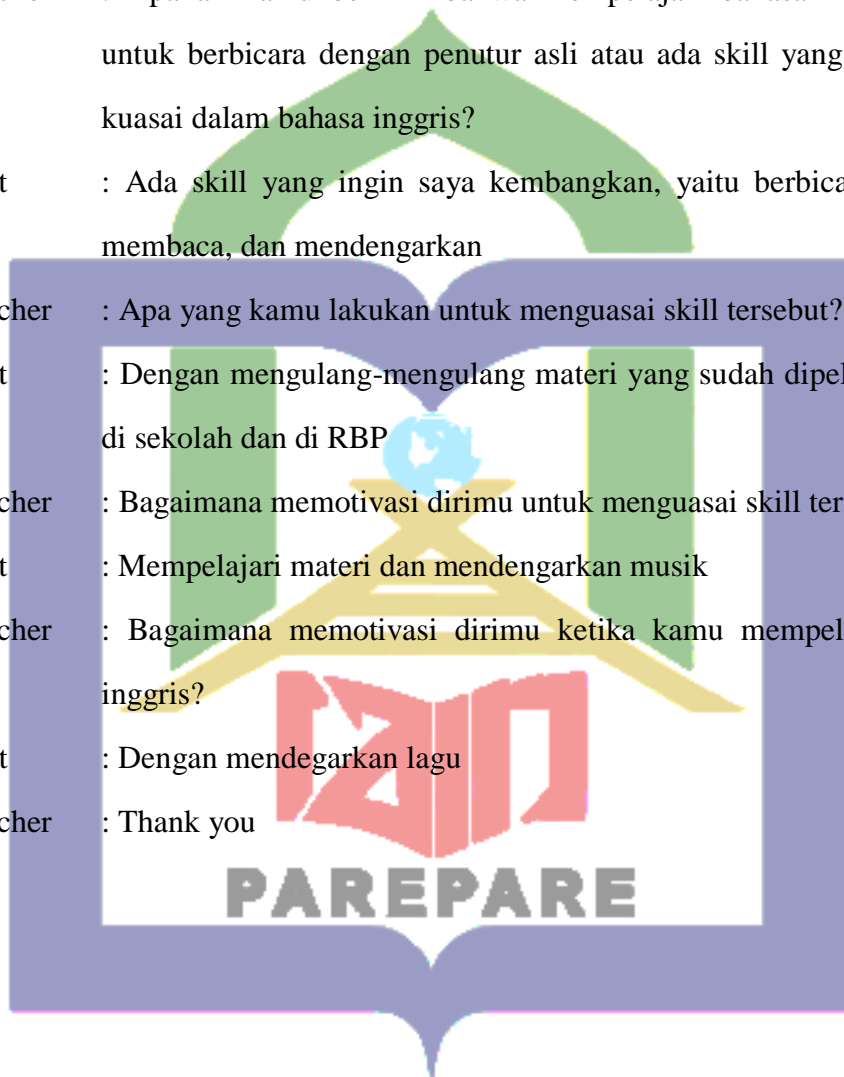
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Mempelajari materi dan mendengarkan musik

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Dengan mendengarkan lagu

Researcher : Thank you



Name : Quraeny Amalia

Researcher : What is your name?

Student : My name is Quraeny Amalia

Researcher : Berapa lama kamu belajar bahasa inggris?

Student : 2 tahun lebih, di RBP

Researcher : Apakah bahasa inggris mata pelajaran kesukaanmu?

Student : Yes, karena menyenangkan

Researcher : Apa pendapatmu tentang budaya barat, seperti film dan lagu?

Student : Mudah dipahami

Researcher : Yang mana membuatmu lebih semangat belajar bahasa inggris, film atau lagu?

Student : Mendengarkan musik

Researcher : Kenapa itu membuatmu semangat untuk mempelajari bahasa inggris?

Student : Karena di musik itu ada pelajaran materi

Researcher : Apakah mendengarkan lagu atau menonton film memotivasi kamu dalam mempelajari bahasa inggris?

Student : Iya

Researcher : Apakah kamu berfikir bahwa mempelajari bahasa inggris hanya untuk berbicara dengan penutur asli atau ada skill yang ingin kamu kuasai dalam bahasa inggris?

Student : Ada skill, menulis. Suka menulis karena menulis bisa kita ulangi-ulangi terus materi yang sudah kita tulis

Researcher : Apa yang kamu lakukan untuk menguasai skill tersebut?

Student : Berlatih menulis

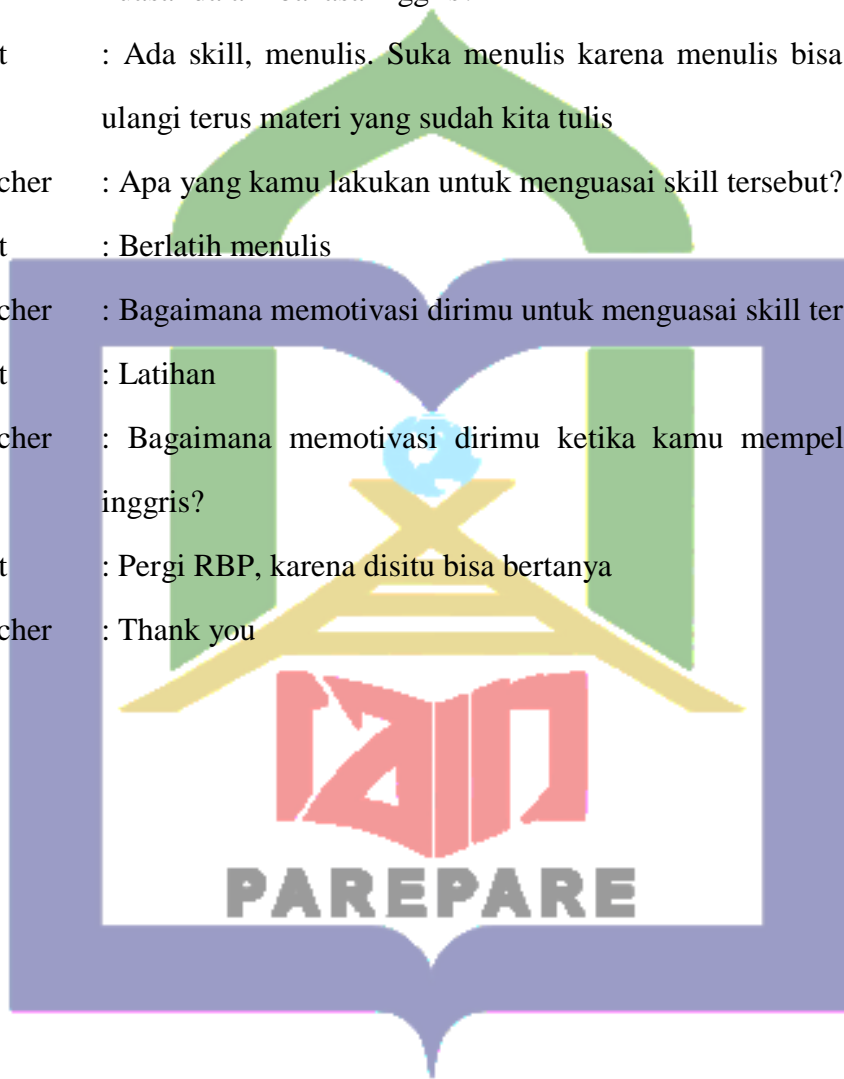
Researcher : Bagaimana memotivasi dirimu untuk menguasai skill tersebut?

Student : Latihan

Researcher : Bagaimana memotivasi dirimu ketika kamu mempelajari bahasa inggris?

Student : Pergi RBP, karena disitu bisa bertanya

Researcher : Thank you





CURRICULUM VITAE

NIRWANA, the writer was born on June 4th 1996 in Labalakang. She is the third child from three children in her family. From the couple, Inawia and Muh. Amin, she has one sister and one brother, her sister name is Sitti Rahma, S.Kep, and her brother name is Armianto, S.T.

She began her study in Elementary school at SDN 204 Bontopucu and graduate on 2008. In the same year she continued her study in Junior high school. She decided to continue her study at SMPN 1 Mattirobulu and finished her study Junior high school on 2011. After that, she is registered as a student in SMKN 3 Pinrang and graduate on 2014. And then, she continues her study on 2015 at State Islamic Institute (IAIN) Parepare. During she studies in IAIN Parepare, she actives in Indonesia Volunteer Society Aksi Cepat Tanggap (ACT-MRI) regional coordinator Parepare as treasurer, and teaching at Rumah Bambu Pintar. On 2020 she completed her skripsi with the title “Integrative Motivation of Students in Learning English: Case Study on Rumah Bambu Pintar in Pinrang.

