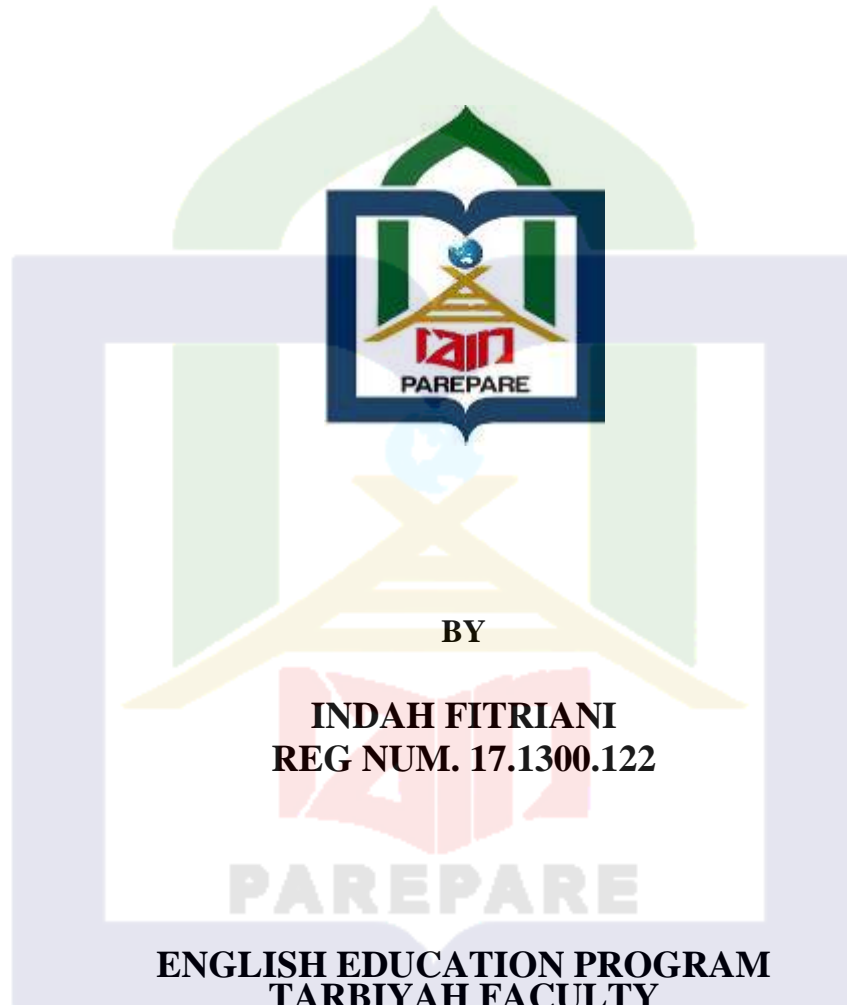


**A THESIS**

**THE STUDENTS' MOTIVATION IN STUDYING ENGLISH  
AT SMPN 5 LEMBANG KAB. PINRANG**



**BY**

**INDAH FITRIANI  
REG NUM. 17.1300.122**

**PAREPARE**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE  
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute (IAIN) of Parepare in partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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### SUPERVISORY COMMISSION APPROVAL

Thesis Title : The Students' Motivation in Studying English  
at SMPN 5 Lembang Kab. Pinrang

Student Name : Indah Fitriani

Student Reg. Number : 17.1300.122

Study Program : English Education

Faculty : Tarbiyah

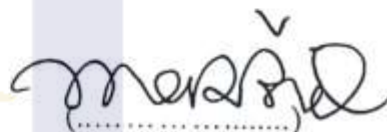
Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree  
Number : 1200 Year 2021

Approved By:

Principal Supervisor : Dra. Hj. Nanning, M. Pd.  
NIP : 196805232000032005

Co-Advisor : Dr. Arqam, M.Pd.  
NIP : 197403292002121001

(...)

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Knowing:


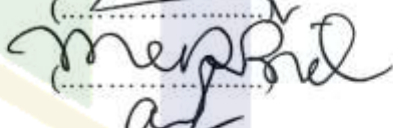


Dean of the Faculty of Tarbiyah



### APPROVAL OF THE EXAMINING COMMISSION


Thesis Title : The Students' Motivation in Studying English at SMPN 5 Lembang Kab. Pinrang  
Student Name : Indah Fitriani  
Student Reg. Number : 17.1300.122  
Study Program : English Education  
Faculty : Tarbiyah  
Basis for Assigning Examiners : B.126/In.39/FTAR.01/PP.00.9/01/2024  
Date of Graduation : January 15<sup>th</sup>, 2024

Approved By:

Dra. Hj. Nanning, M. Pd.	(Chair)	
Dr. Arqam, M.Pd.	(Secretary)	
Dr. H. Ambo Dalle, S.Ag., M.Pd.	(Member)	
Dr. Mujahidah, M.Pd.	(Member)	

Knowing:

Dean of the Faculty of Tarbiyah

  
Dr. Zulfah, M.Pd.  
NIP. 19830420 200801 2 010

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Parepare, October 16<sup>th</sup>, 2023  
1 Rabiul Akhir 1445 H

The Researcher,



Indah Fitriani  
17.1300.122

## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Indah Fitriani  
Students Reg. Number : 17.1300.122  
Place and Date of Birth : Pinrang, 18 June 1999  
Study Program : English Education  
Faculty : Tarbiyah  
The Title of Skripsi : The Students' Motivation in Studying Englis at SMPN 5 Lembang Kab. Pinrang

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

Parepare, October 16<sup>th</sup>, 2023  
1 Rabiul Akhir 1445 H

The Researcher,



Indah Fitriani  
17.1300.122



## ABSTRACT

Indah Fitriani. *The Students Motivation in Studying English at SMPN 5 Lembang Kab. Pinrang*. (Supervised by Hj. Nanning and Arqam).

Motivation is one of the factors to support English learning process. Motivation in learning can be divided into two categories intrinsic and extrinsic motivation. Where motivation is one of the most significant things in learning process. Without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they win more understand with the materials, especially English.

Eventually, the purpose of this research was to know the kind of motivation is dominant in studying English at SMPN 5 Lembang. The research design of this study is descriptive quantitative by using survey method. The population of this research was all of students' SMPN 5 Lembang, meanwhile the sample of this research was take 39.

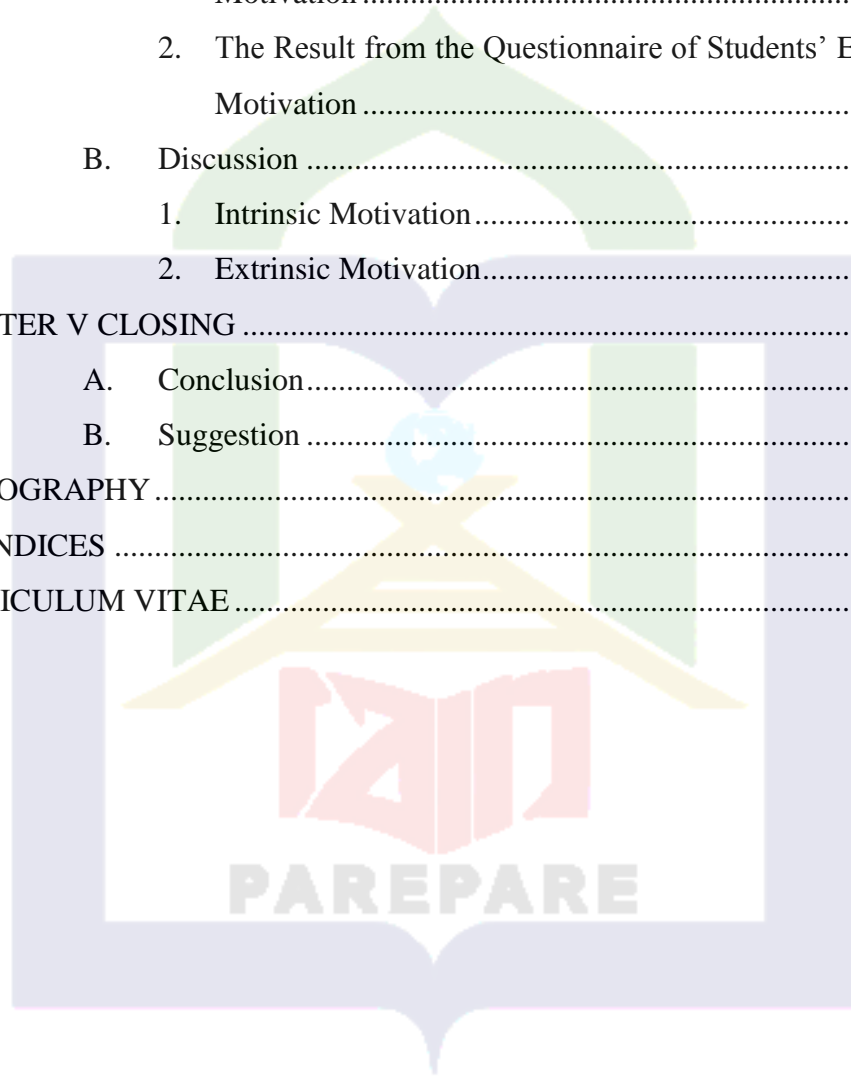
After the research had been conducted, it was found that intrinsic motivation has a score of 48% and extrinsic motivation has a score of 52%. After we got the score of intrinsic and extrinsic motivation. From the calculated of the students' score, the kind of motivation that is dominant in studying English is Extrinsic motivation.

Keywords: Motivation, Intrinsic, Extrinsic, studying English.

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# CHAPTER I INTRODUCTION

## A. Background

Language becomes the most important thing in human life. Because we are human, an interaction where we use the language to communicate. Especially English language. Since English is an international language, people all over the world need to learn English. Therefore, Indonesia as a developing country requires its citizens to learn English as early as possible. Thus learning English becomes an important subject from elementary school until university. In studying English, there are some factors to support learning English, one of which is motivation.

In learning English, students are supported by some reasons. Every student has a different reason. Firstly, students want to learn English because they want to get better jobs when they graduate from school, and it will open up job prospects and increase our standard of living, because many big companies require people with English skills to perform their jobs. Secondly, English gives students easier access to communicate with others around the world. For instance, nowadays students use English through networks such as Facebook, Instagram, Twitter, and many others to get in contact. In social networks, they can practice their English with other people.



in other countries. Thirdly, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

However, learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on students motivation level. Some of students feel English is a difficult subject and hard to study, but students has high motivation, so that students will try to get success in learning English. On the contrary. some of students feel English is a bored and waste time subject because students has low motivation in learning it. As a result students was fail in this subject. Therefore, motivation is a key to get success in learning process. This is in line with Harmer's opinion. Harmer's opinon, that "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their succes."<sup>1</sup>

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer, stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes

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<sup>1</sup>Jeremy Harmer, *How to Teach English*, (New York: Edinburg Addison Wesley Longman Limited, 2001) p. 3.

from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

On the other hand, extrinsic motivation the also other hand, influences extrinsic students learning. Harmer stated in that "Extrinsic motivation is the result of any number of outside factors". These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest.<sup>2</sup>

In this study, the researcher decided on SMPN 5 Lembang Kab Pinrang as the subject because the researcher interesting to know how the students' motivation in learning, especially English language. Where Motivation is one of the most significal things in learning proses. Without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they win more understand with the materials, especially English.

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<sup>2</sup>Jeremy Harmer, *How to Teach English*, (New York: Edinbrough Addison Wesley Longman Limited, 2007) p. 98.

From explanation above, the researcher wants to conduct research untitled: *“The Students’ Motivation in Studying at SMPN 5 Lembang Kab. Pinrang”*

## **B. Research Question**

Based on the background above, the research problem of this study is formulated as follow : “What kind of motivation is dominant in studying English at SMPN 5 Lembang Kab. Pinrang?”

## **C. Objectives of the Research**

Based on the question above the research formulates the objective of the research as follow : To find out the kind of motivation is dominant in studying English at SMPN 5 Lembang Kab. Pinrang

## **D. Significance of the Research**

The result of this research is expected to be useful information for English lectures, students, researchers.

### **1. The Teachers**

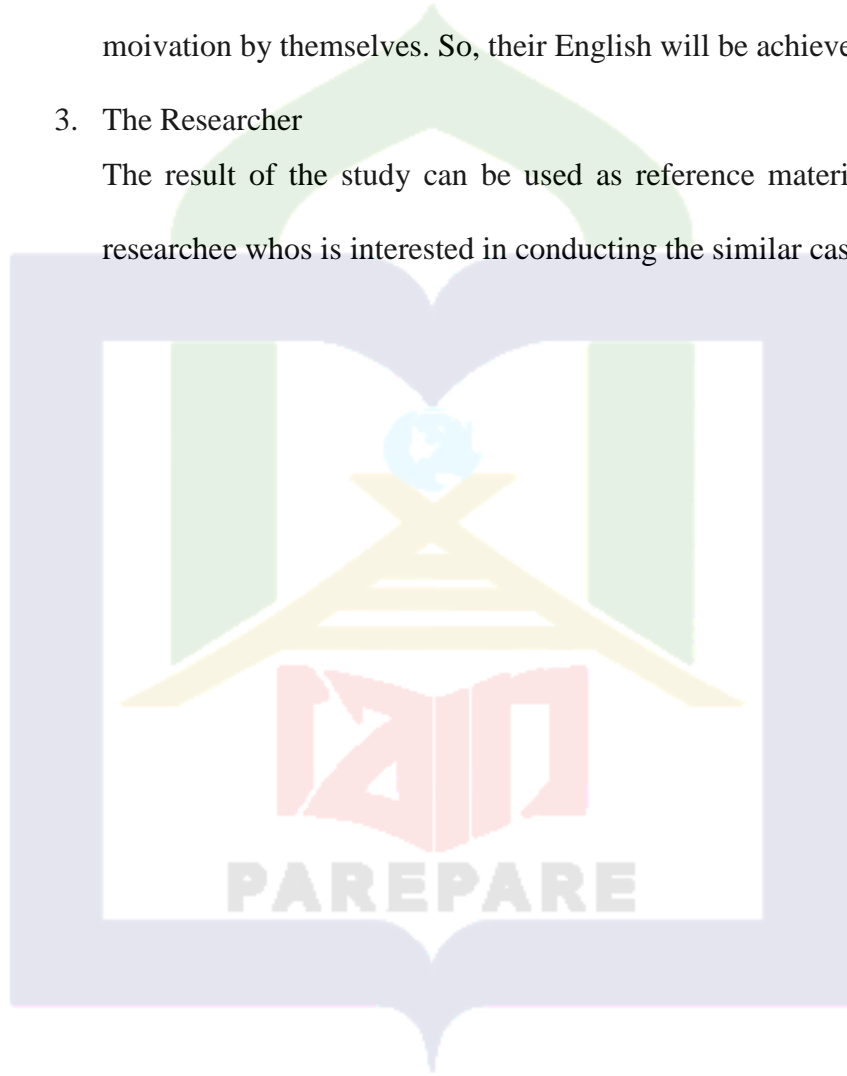
The result can be used feedback to improve her teaching to improve the students’ motivation in studying English. So, they will get good achievement in English subject.

## 2. The Students'

This result of this research gave information about their intrinsic and motivation that dominant in studying English. when they knoe the importance of motivation in their studying, they would build their moivation by themselves. So, their English will be achieved well.

## 3. The Researcher

The result of the study can be used as reference material for future researchee whos is interested in conducting the similar case study.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous Research Findings

The first previous research finding has been come by Fitri Rayani Siregar thesis entitled “Students’ motivation in learning English” in 2020 This study is to explore the students’ motivation in learning English. The kind of the research is quantitative research. The result of this study shows that high motivation were 14% ad medium were 64% and low motivation were 21%. It concludes that students motivation in learning English were medium category. Looking at the results of the discussion and research results, there are similarities between researchers where previous researchers and current researchers are focusing on the students' motivation in learning English, and the research method used is the same. While the difference that can be seen is that previous researchers focused more on students at the sixth semester of English Department IAIN Padangsidempuan.<sup>3</sup>

The second previous research finding has been come by I Gusti Ayu Vina Widiadnya Putri thesis entitled “An Analysis of Students’ motivation In Studying English During Covid-19” in 2020 This study focuses to investigate students’ motivation in studying English during Covid-19 Pandemic, whether

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<sup>3</sup> Fitri Rayani Siregar, *Students’ Motivation in Learning English* Vol 08, No. 02, Desember 2020, h. 177

they had intrinsic or extrinsic motivation. This research was a survey method and the technique sampling used in this study was random sampling. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation. Looking at the results of the discussion and research results, there are similarities between researchers where previous researchers and current researchers are focusing on the individual motivation of students in learning English, whether they have intrinsic or extrinsic motivation. While the difference that can be seen is that previous researchers focused more on analysis students' motivation in studying English during the Covid-19 Pandemic.<sup>4</sup>

The third previous finding has been come by Arina Hafadhotul Husna thesis entitled "A Study on Students Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus" in 2019 this study conducted to find the students' motivation in learning English, either intrinsic or extrinsic motivation. This research was descriptive qualitative and the instrument used is questionnaire. The result of this study shows that extrinsic motivational level is higher that intrinsic motivational level. Loking at the results, there are similaritas between researchers where previous researchers and current researcher are focusing on the individual motivation of students in studying English, wheter they have intrinsic or

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<sup>4</sup> I Gusti Ayu Vina Widiyana Putri, *An Analysis of Students' motivation In Studying English During Covid-19* Vol 4, No.1, Desember 2020, h. 126

extrinsic motivation. While the different that can be seen is that previous researchers focused more on study motivation in learning English as English foreign language.<sup>5</sup>

The three studies that have been described above can be identified where the differences are in the research conducted by the current researcher. The differences in each previous study each have a different research focus. The strength of the research that will be carried out now is that researchers are more focused on the students' motivation in studying English at SMPN 5 Lembang Kab. Pinrang.

## **B. Some Pertinents Ideas**

### **1. Motivation**

Motivation is one of the most significal things in learning process. Motivation provides the primary impetus to intiate learning the second language. When students' are motivated in studying English, they will make their best effort to achieve it. In contrast, if they are not motivated in studying English they will not pay attention in the process of studying. Parson stated that important compenent or factor in the learning process is "Motivation". Without motivation, the purposes of learning is tough to be achieved. There are many factors that depend on motivation, such as

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<sup>5</sup> Arina Hafadhotul Husna, *A Study on Students' Motivation in Learning English as English Foreign Language (EFL)* Vol 4, No. 2, October 2019, h. 207

motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it.

a. Definition of Motivation

According to this interpretation, motivation is a strategy that is used to encourage someone to work hard, be patient, and avoid procrastinating in order to achieve a goal or desired result. Motivation comes from a different word motive which means the impulse or the English to move. The motive is defined as a force inherent in a driving force organism. Motives cannot be self-sufficient, but they are linked to other factors, both external and internal factors. Michel j. Julius (in Neli Supeni). mentions motivation as the courage that encourages one or oneself to take the desired action.<sup>6</sup>

According to Fachraini, S., Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is

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<sup>6</sup>Widayat Prihartanta, "Teori-Teori Motivasi", *Jurnal Adabiyah* 1, No.83 (2015): 2-3.



motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way.<sup>7</sup>

According to Hynd et al., motivation to learn is very important because motivation can increase interaction with student, increase high-level knowlagde for students, and support other elements of the learning environment.<sup>8</sup>

From the definition above, the resercher can concluded that motivation is internal and external factors that simulate someone to do something in attaining goal. Motivation comes from inside of the person who functions to encourage him or her to conduct an activity to achieve her or his purpose. Then motivation is a power coming from inside and outside of the individual to do an action.

b. Theories of Motivation

a. Brown's Theory

Brown's states that motivations is something that becomes, like-esteem, becomes global, situational, or task-oriented.<sup>9</sup>

Motivations can also be viewed in terms of intrinsic and extrinsic motives of students. Intrinsic motivation, for example occur when

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<sup>7</sup>Fachriani, S. (2017). *An Analysis of Students' Motivation in Studying English*. *Getsempepa English Education Journal*, 4(1), 47-57

<sup>8</sup>Hynd, Jodi Holschuh, Sherrie Nist, C. (2000). *Learning complex scientific information: Motivation theory and its relation to student perceptions*. *Reading & Writing Quarterly*, 16(1), 23-57.

<sup>9</sup>Brown, H. Douglas. *Principles of language learning and teaching* (4<sup>rd</sup>). (Addison Wesley Longman, Inc. A Pearson Education Company, 2007), P. 162

the learner learning for their own self-perceived needs and goals. While, learner who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

There are three different perspectives according to Brown's theory.<sup>10</sup>

1. From a behavioral perspective, this motivation is very easy to see because the action is real. This perspective is in the form of giving anticipations in the form of prizes. This is useful for positive reinforcement and provides a reciprocal experience with attained behavior.
2. cognitive terms, motivation places much more emphasis on the individual's decisions. For example, Ausbel (1968:368) in Brown (2007:169) identified six needs undergirding the construct of motivation:
  - a. The need for exploration
  - b. The need for manipulation
  - c. The need for activity, for movement and exercise, both physical and mental.
  - d. The need for stimulation, the need to be stimulate by the environment, by other people, or by ideas, thoughts, and feelings.

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<sup>10</sup>Douglas, Brown.. *Principles of language learning and teaching (2<sup>rd</sup>)*. (Addison Wesley Longman, Inc. A Pearson Education Company, 2007), P. 161-162

- e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity, and stimulation, to resolve contradiction, to quest for solutions to problems and for self consist systems or knowledge.
  - f. The need for ego enhancement, for the self to be known and to be accepted and approved of by others.
3. A constructivist. Everyone has different motivations, and therefore they will act according to their environment.

From Brown's theory above, it can be concluded that each student has a different motivation. Differences in motivation must have a purpose in learning, therefore each student has a unique way to achieve his goals, depending on what motivates the student has. Each motivation has different goals and needs, therefore everything must be interpreted correctly.

## **2. Functions of Motivation**

Motivation plays an important role in achieving the succes of a thing. Motivation is the impulse that arises in a person, whether consciously or not, to perform an action for a specific purpose. According to psychology, motivation is an action that can inspire a

person or a particular group to do something in order to feel good about what they are doing, or, in other words, to accomplish the intended objective. Motivation in learning is one of the important things in education. Without motivation, someone would not get a good learning process. Motivation is the first step of good learning. Learning is said to be good if the initial, general, and particular goals are achieved.<sup>11</sup>

The explanation above shows that motivation encourages the emergence of behavior that can effect and change one's behavior.

Motivation functions are:

1. Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.
2. Determining the direction of action, towards the goal to be achieved such motivation can provide direction and activities that must be done according to its purposes.

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<sup>11</sup>Nini Subini, *Mengatasi Kesulitan Belajar Pada Anak* (Cet. III; Jogjakarta: Javalitera, 2013). P. 115.

3. Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.<sup>12</sup>

### 3. The principle of Motivation

There are some principle of motivation in studying namely:

- a. The motivation as the basic of activation to motivate learning activity.
- b. The intrinsic motivation is more important that the extrinsic motivation in learning
- c. The motivation in the form of gift is better than punishment.
- d. The motivation can foster the optimism in learning.
- e. The motivation can increase the learning achievement.

Motivating students' can be the basic activity that teacher have to do in begin learning activity. The one more of more of important kind of motivation has strong role in motivating students' in studying.

### 4. Form of Motivation

There are forms of motivation that can be given to students':

- a. Give score

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<sup>12</sup>Sardiman. (2014). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT.Rajagrafindo Persada.

The score in this case is the symbol of the students' studying result. Many students' learn to achieve good score or grades. They call a good value a powerfull motivation. Although some learners argue that it is important to just move up.

b. Give penalty or gifts

The reward can be called motivation, but not necessarily so. Because some gifts don't interest the students'.

c. Competition

Competition may be used as a motivational tool to encourage students' to study. Individual and group rivalry can enhance student learning achievement.

d. Give the test

Students' will be more persistent when learning accents because they do not want their grades to be bad, so they are eager to study.

e. Know the result

Knowing the result of the study, especially if there is progress in it, will enable learners to study more actively in hopes that the results will continue to increase.

## 5. Sources of Motivation

According to Harmer “The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people”<sup>13</sup>. There are some sources that affect the students’ motivation in studying English.

### a. The society we live in

Outside any classroom there are attitudes to language learning and the English language in particular. Studying English are important that considered being in the society. All the views from the society such as learning language for low or high status will affect the students’ attitude to the language being studied, and the nature and strength of this attitude will, in its run, have a profound effect on the degree of motivation the students; brings to class and whether or not that motivation continues.

### b. Significant others

The attitude of the students’ to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of a students’ peers is also crucial. If they are critical of the

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<sup>13</sup> Harmer, Jeremy. *The Practice of English Language Teaching 3<sup>rd</sup>*. (Longman Pearson Education Limited, 2002). P. 51

subject or activity, the students' own motivation may suffer. If they are enthusiastic learners, however, they may take the students' along with them.

c. Teacher

Teacher is a major factor in the continuance of a students' motivation. Teachers' attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

## 6. Measure of Motivation

According to Hanifah there are some measurements that can be used to know the motivation that are:

- a. Performance test is the measurement to get information about loyalty, sincerity, awareness, targeting, duration, frequency of activist.
- b. Questionnaire is to know the persistence and loyalty.
- c. Free compose is to understand information about the vision and aspirations.
- d. Achievement test is to get the information about the achievement of the students' academic.



- e. Scale is to understand information about attitude.<sup>14</sup>

## 7. Kind of Motivation

In talking about the kind of motivation, the researcher only addresses the intrinsic and extrinsic elements of motivation while discussing the many kind of motivation. Harmer separate motivation into to main categories intrinsic motivation that is concerned eith that takes place inside the classroom and extrinsic motivation that is concerned with factor outside the classroom<sup>15</sup>. Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.

### 1. Intrinsic Motivation

According to Harmer that intrinsic motivation comes from within individual. person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Schunk stated Intrinsic motivation refers to motivation concerned in activities for its own sake. When someone is

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<sup>14</sup> Hanafiah, Nanang. *Konsep Strategi Pembelajaran*. (Bandung: Rafika Aditama, 2010). P.28.

<sup>15</sup>Jeremy Harmer, *How to Teach English*, (New York: Edinburgh Addison Wesley Longman Limited, 1992) p. 4.

motivated internally, they are acting out of self-interest. This inspiration first came from within<sup>16</sup>.

This motivation is essential to the success or failure of the majority of pupils as language learners. What transpires in the classroom will have a significant impact on how they approach studying English and will also serve as an incentive. Intrinsic motivation is concerned with what takes place inside the classroom. The following are some factors effecting intrinsic motivation:

#### a. Physical Condition

It is undeniably true that physical settings affect learning and have the power to positively or negatively impact students' motivation. Intensely crowded and poorly lit classrooms can be quite inspiring. In general, teachers ought to make an effort to create a pleasant learning environment. Even in the case of unfavorable circumstances, it can be feasible to enhance the mood with the use of posters, students' projects, etc.

#### b. Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-

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<sup>16</sup>Schunk, D. H., (2012). Social cognitive theory and motivation. in R. M. Ryan (Ed), *The Oxford handbook of human motivation* (pp. 13-27). Oxford, UK: Oxford University Press.

being, or personal fulfillment of a substance, state, or any other thing. It means that need is a circumstance in which something is necessary.<sup>17</sup>

#### c. Method

The method by which students' are thought must have some effect on students' motivation; if they were boring, they would probably become unmotivated. The suitable teaching method applied by the teacher can increase the students' motivation to study the subject matter presented by them. Method play an important role in achieving the aims of the teaching and learning process.

#### 2. Extrinsic motivation

Extrinsic motivation is motivation which not come from inside ourselves but from outside. As Harmer stated "Extrinsic motivation is the result of any number of outside factors"<sup>18</sup>. These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipated from some external reward will

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<sup>17</sup> Gari R. VandenBos, PhD, *APA Dictionary of psychology*, (Washington DC: Merican Psychological Association, 2007), p. 612

<sup>18</sup> Jeremy Harmer, *How to Teach English*, (New York: Edinburch Addison Wesley Longman Limited, 1992) p. 4.

continue to be a motivator even when the task to be done holds little or no interest. According to Marsh extrinsic motivation is “Experienced by students when they receive a reward, or avoid punishment, or in some other way unconnected with the task earn approval for particular behavior.”<sup>19</sup>

Extrinsic motivation is a kind of motivation that comes from the outside and also pushes someone to achieve the goal. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation will be active if there is stimulation from outside. An example is a students’ studying because he or she knows that tomorrow there will be a test, hoping that he or she could get a good score.

We can find many sources of motivation, but actually motivation only has two big sources. The first source comes from within the individual, known as intrinsic motivation, and the second is extrinsic motivation, which appears from the outer side and gives some influences to the individual, like incentives, social pressure, or punishment. Gage and Berliner stated that extrinsic motivation comes from three basic elements: teachers, parents, and

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<sup>19</sup>Colin Marsh, *Becoming a Teacher Knowledge Skill and Issues* (New South Wales; Pearson Australia, 2010), p. 58.

environments.<sup>20</sup> The concept of the three basic elements would be described as follows:

a. Teacher

Teachers play an important role in influencing student learning motivation through the teaching methods used in delivering subject matter. Teachers must also be able to adjust the effectiveness of a teaching method with certain subjects. In certain lessons the teacher must use a teaching method that is in accordance with the material to be delivered because this is very influential on one of the goals of learning it self.

b. Parents

Not only teachers at school, parents or families at home also play a role in encouraging, guiding, and directing children to learn. Therefore parents and families must be able to guide, assist and direct children in overcoming difficulties that may be faced in learning. When they feel they can understand the concepts in the lesson, children will be motivated to learn.

c. Environment

A student who has higher motivation in learning and thought by a qualified teacher is not always guaranteed to

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<sup>20</sup> N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984), p. 441

study or get succes well, but there is still another factors that can motivate the student in order to study hard, and that is it environment. To sum up, there are two kinds of motivation in the learning activities. Those come from the internal derives of students', which is called intrinsic motivation, and the other one is motivation that come from external sources, which is called extrinsic motivation. Both of those motivations play an important role in studying.

#### **8. Factors affecting students' motivation**

According to Elliot there are five factors affecting students' motivation<sup>21</sup>

##### **1. Anxiety**

Anxious students' may have difficulty in learning in the firs place, they may have difficulty in using or transferring the knowledge they have, and they have difficulty demonstrating their knowledge on testing. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

##### **2. Curiosity and interest**

Curiosity is a cognitively based emotion that occurs when a student recognizes a conflict between what she or he believes to

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<sup>21</sup> Elliot et al., *Educational Psychology: Efective Teaching, Effective Learning, 3<sup>rd</sup> edition*. United states of America: Mc Graw Hill Companies (200).. 366

be true about the word and what turns out to be true. A relaxed atmosphere, freedom to explore, and acceptance of the unusual inspire it. Interest is similar to and related to curiosity. It is an enduring characteristic expressed by a relationship between a person and a particular activity or object. Interest occurs when students' needs, capabilities, and skills are a good match for the demands offered by the particular activity.

### 3. Locus of control

It can be defined as a personality trait that concerns whatever people attribute responsibility for their own failure of success to internal factors or external factors. A person with an internal locus of control is one who believes that success or failure is due to his or her own efforts or abilities. On the other hand, someone with an external locus of control is more likely to believe the other factors such as luck, task difficulty, or other people's actions cause or failure.

### 4. Learned helplessness

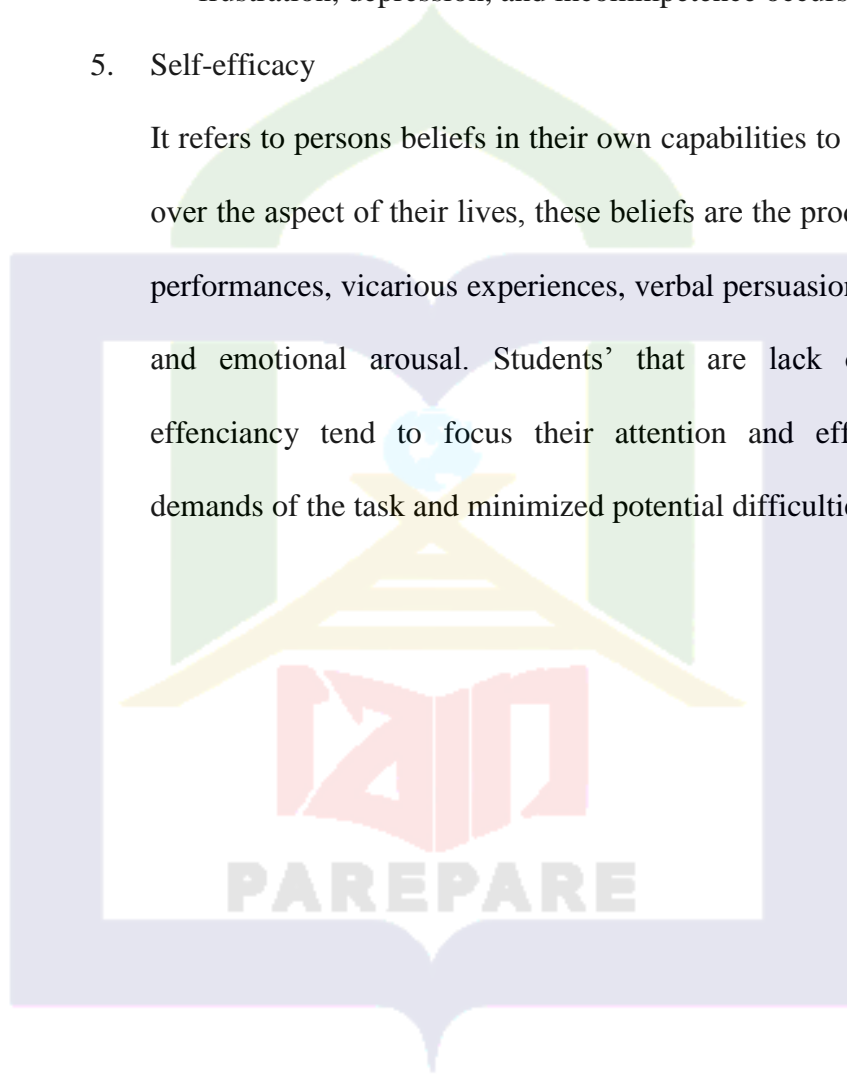
According to Elliot et al, three components have particular relevance for the classroom namely:

- a. Failures to initiate action, the students' who have experienced learned helplessness tend not to try to learn new material.

- b. Failure to learn, even when new directions are given to these students', they still learn nothing from them.
- c. Emotional problems seem to accompany learned helplessness, frustration, depression, and incompetence occurs frequently.

5. Self-efficacy

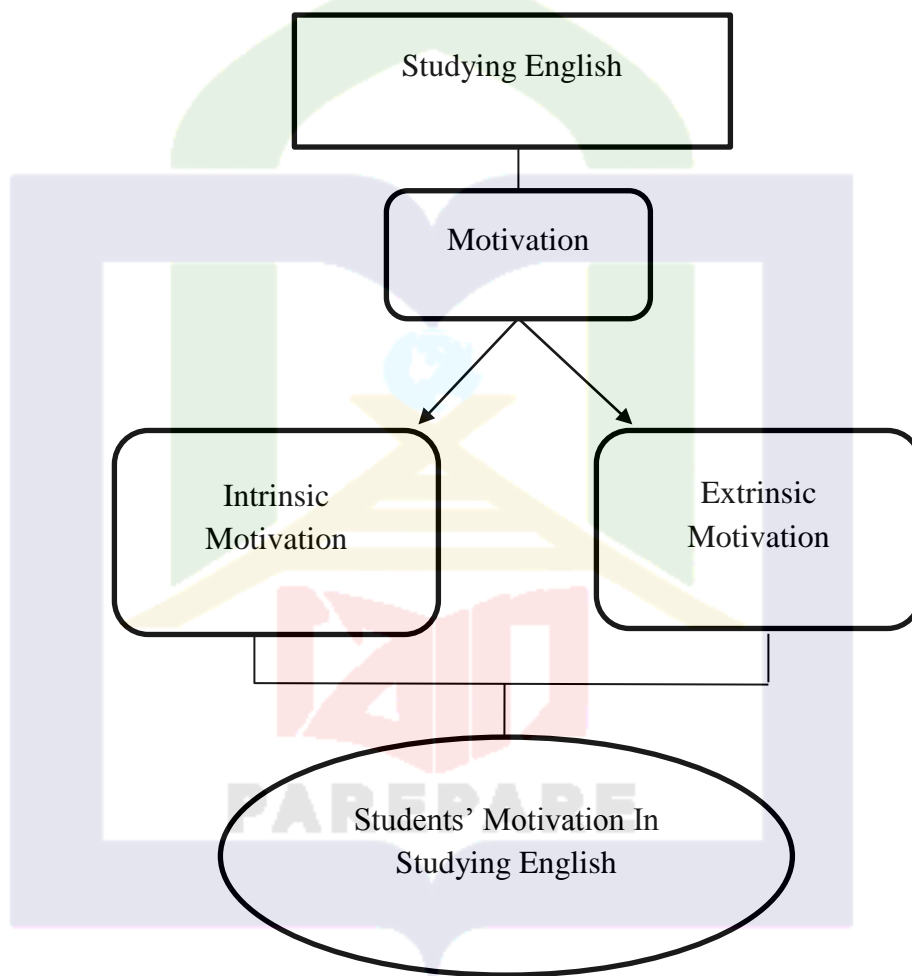
It refers to persons beliefs in their own capabilities to exert control over the aspect of their lives, these beliefs are the product of one's performances, vicarious experiences, verbal persuasion from other, and emotional arousal. Students' that are lack of sense of efficiency tend to focus their attention and efforts on the demands of the task and minimized potential difficulties.





### C. Conceptual Framework

The researcher focuses on kind of motivation is dominant in studying English at SMPN 5 Lembang Kab. Pinrang. The research conceptual framework will be designed as the following diagram:



Based on the conceptual framework design above, giving a point of diagram which research looking for what kind of motivation is dominant in studying English at SMPN 5 Lembang Kab. Pinrang.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

The research design of this study is descriptive quantitative. It is conducted to find the students' motivation in studying English, either student used intrinsic or extrinsic motivation. The data is collected by using survey method. In survey research, investigators ask questions related to people beliefs, opinions, characteristics, and behavior.

### **B. Location and Duration**

The location of this research was in SMPN 5 Lembang Kab Pinrang, Sulawesi Selatan. Because this research was quantitative and has a several time to collect and analyze the data, the researcher did research about one month.

### **C. Population and Sample**

#### **1. Population**

The population of this research was all of students' in SMPN 5 Lembang Kab. Pinrang, related of the total number of the research population consisting of 58 students'. According to Nana Sudjana Population is the totally of all value about certain achievement

concerning the horde of object which is complete and clear that will be learned and identifying feature.<sup>22</sup> Population is the group of interest to the reearcher, the group to which he or she would like results of the study to be generally able.<sup>23</sup>

The population of the research is all of the students' in academic year 2023-2024.

Table 2.1 The Population of the Students'

NO	NAME	MALE	FAMALE	TOTAL	TOTAL OF POPULATION
1.	VII	11	15	25	58
2.	VIII	8	11	19	
3.	IX	10	4	14	

(Source: Administrasi office of SMPN 5 Lembang 2023)

## 2. Sample

According to Sugiyono The study sample is an important factor that should be noted in the studies that are carried out. Research samples reflect on and determine how much they can benefit from them. The sample is part of the population. This includes several selected members of the population. Therefore, part of the element of the population is a sample.<sup>24</sup> So the sample conclusion is part of the population that is the object of research.

<sup>22</sup>Nana Sujana, *Metode Statistik*, (Cet. III; Bandung: Persit, 1984), p. 3

<sup>23</sup>L. R. Gay, *Education Research: Competence for Analysis and Application*, (Ohio: Bell and Howel Company, 1981), p 86

<sup>24</sup> Dr. Sudaryono, *Educational research Methodology*, (Jakarta Pusat: Lentera Ilmu Cendekia,

The method of sample that used in this research is random sampling. Random sampling is the basic sampling technique to select sample from the population. Whole individual of the population have an equal chance to be included as the sample. Every possible sample of a given size has the same chance of selection. It means that in simple random sampling, everyin in the population has an equal probability of being chosen. As a result , by using random sampling the researcher was take 39 samples from the 58 population.

#### **D. Instrument of the Research**

The instrument of this research is a questionnaire. In the matter of data collecting, an instrument is very important in the study, as it is an instrument that is a measuring instrument and will shed information about what we consider. Accurate information is obtained through valid and reliable instruments. Questionnaire is data collection technique that is done by giving a set of question or a written statement of the respondents to answer. and questionnaire were distributed to the students to fill in the answer. It is consist of ten question in which the question number 1-10 are the question to collect the information about intrinsic motivation and questions number 11-20.

The students' were asked to answer the question by choosing the categories, and the score is describing based on the table below:

Table 3.2 The Likert Scale Rating

Optional	Score	
	Intrinsic	Extrinsic
Strungly agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

#### E. Procedure of Collecting Data

The data collection technique in this study, the researcher used a questionnaire. The questionnaire is the technique or way of collecting data indirectly (indirect researcher inquiring) with the respondents.<sup>25</sup>

The questionnaire in this study is used to know the kind is dominant motivation in studying English which consists of 20 times statements, with a score range of 1 to 5. The procedure of collecting data by using a questionnaire is a followed:

1. The researcher goes to observation in the school, such the students, the teacher and the situation and condition of the class.

<sup>25</sup> Dr.Sudaryono, *Educational Research Methodology*, (Jakarta Pusat: Lentera Ilmu Cendekia, 2014, 85-86.

2. The researcher came to classes.
3. The questionnaire was given to the student in the form of a printout.
4. The researcher explained to the students how to fill out the questionnaire.
5. The researcher gives the time for students to fill out the questionnaire.
6. The researcher collects the questionnaires fill by students.

#### **F. Technique of Data Analysis**

In this research, the researcher collected the data by using questionnaires Scala likert type's questions. This research is about the students' Motivation which was known as attitudinal information. Likert scala in response will give a number (strongly disagreed = 1, disagree = 2, netral = 3, agree = 4, strongly agree = 5) and these numbers are treated. To analyze the data, the researcher will apply the steps as follow:

1. The researcher collected the main data (item score/responses).
2. The researcher arranged the collect score into the distribution of frequency of score table.
3. The researcher calcuted the data.
4. The researcher interpreted the analysis result.
5. The researcher will draw the conclusion.

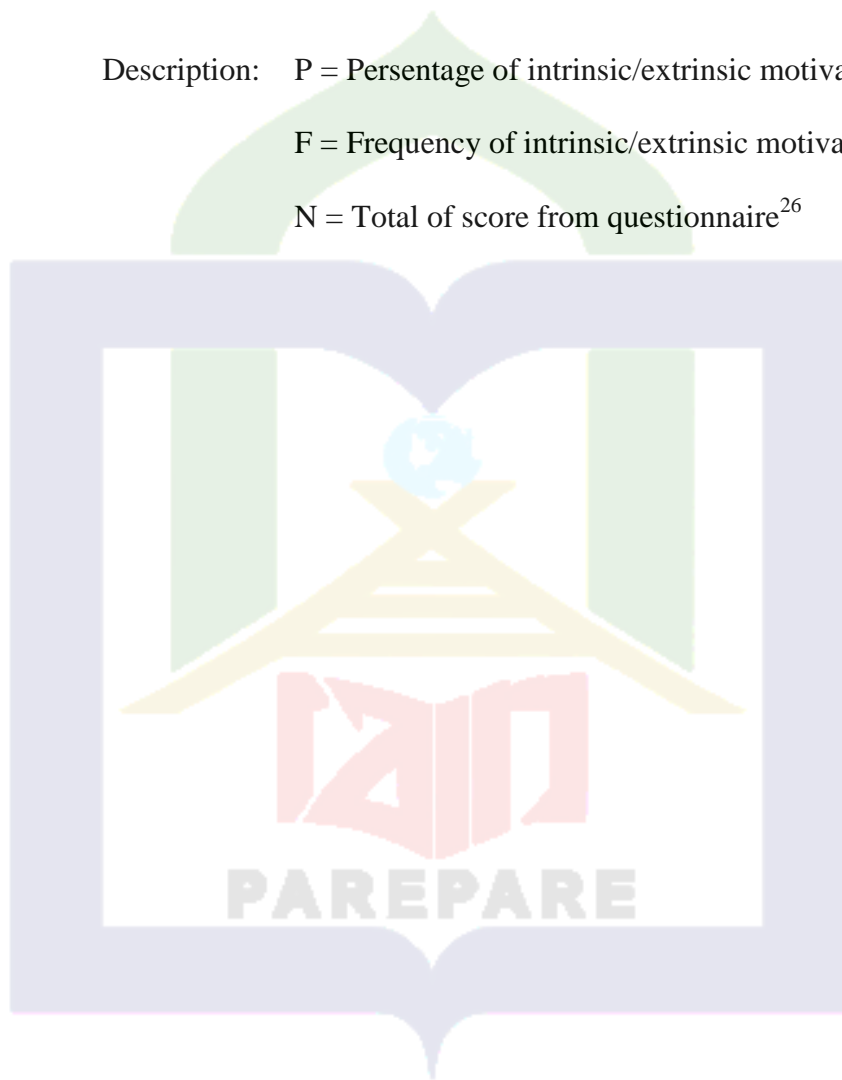
The researcher determines the percentage of both intrinsic and extrinsic motivation by following formula :

$$P = \frac{F}{N} \times 100$$

Description: P = Percentage of intrinsic/extrinsic motivation

F = Frequency of intrinsic/extrinsic motivation

N = Total of score from questionnaire<sup>26</sup>



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<sup>26</sup> Kadir, Statistika Terapan, (Jakarta: PT Rajawali Pers, 2015), 26.

## **CHAPTER IV FINDING AND DISCUSSION**

This chapter consists of two sections, namely the finding of the research and discussion of the research. The finding designed to answer the research problem, students' motivation in studying English at SMPN 5 Lembang. The discussion section deals with the explanation and interpretation of the findings.

### **A. Findings**

The researcher distributed the questionnaire to the students in SMPN 5 Lembang Kab. Pinrang. The questionnaire were distributed to the students to know the dominant students' intrinsic motivation and the students' extrinsic motivation. In this research, the researcher takes a score for the students' intrinsic motivation by using 10 item questionnaire that was question number 1 up to number 10. For the students' extrinsic motivation by using 10 item questionnaire that was question number 11 up to number 20.

#### **1. The Result from the Questionnaire of Students' Intrinsic Motivation**

From the motivation of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' intrinsic motivation the table :



**Table 4.1 The Result from the Questionnaire of Students' Intrinsic Motivation (item 1: I learn English in order to improve my English language skill)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	36	92%
2	Agree	4	3	8%
3	Neutral	3	-	
4	Disagree	2	-	
5	Storngly Disagree	1	-	
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 36 students' ( 92%) strongly agree, 3 students' (8%) agree, 0 students' Neutral, Disagree and Strongly. In this shows that most of students choose strongly agree is greater than the other.

**Table 4.2 The Result from the Questionnaire of Students' Intrinsic Motivation (item 2: I feel confident when asked to speak in my English class)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	2	5%
2	Agree	4	14	36%
3	Neutral	3	15	38%
4	Disagree	2	5	13%
5	Storngly Disagree	1	3	8%

Total	39	100%
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Based on the table above, the the writer analyzed that of the 39 respondents there were 2 students' ( 3%) strongly agree, 14 students' (36%) agree, 15 students' (38%) Neutral, 5 disagree (15%) and 3 students' (8%) Strongly disagree.

**Table 4.3 The Result from the Questionnaire of Students' Intrinsic Motivation (item 3: English is very important part of the school program)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	28	72%
2	Agree	4	10	26%
3	Neutral	3		
4	Disagree	2		
5	Storngly Disagree	1	1	2%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 28 students' ( 72%) strongly agree, 10 students' (26%) agree, 0 students' Neutral and disagree, and 1 students' (2%) Strongly disagree.

**Table 4.4 The Result from the Questionnaire of Students' Intrinsic Motivation (item 4: Learning English allows me to participate more freely in the activities of other cultural groups)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	16	41%
2	Agree	4	8	21%
3	Neutral	3	15	38%
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 16 students' ( 41%) strongly agree, 8 students' (21%) agree, 15 students' (38%) Neutral, 0 students' Disagree and Strongly disagree.

**Table 4.5 The Result from the Questionnaire of Students' Intrinsic Motivation (item 5: I really enjoy learning class)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	20	51%
2	Agree	4	15	38%
3	Neutral	3	4	10%
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 20 students' ( 51%) strongly agree, 15 students' (38%) agree, 4 students' (10%) Neutral, 0 students' Disagree and Strongly disagree.

**Table 4.6 The Result from the Questionnaire of Students' Intrinsic Motivation (item 6: My English teacher is a great source of inspiration to me)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	33	84%
2	Agree	4	6	15%
3	Neutral	3		
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 33 students' ( 84%) strongly agree, 6 students' (15%) agree,0 students' Neutral, Disagree and Strongly disagree.

**Table 4.7 The Result from the Questionnaire of Students' Intrinsic Motivation (item 7: I study English because it is something that I always want to do)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	16	41%
2	Agree	4	15	38%
3	Neutral	3	5	13%

4	Disagree	2	3	8%
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 16 students' ( 41%) strongly agree, 15 students' (38%) agree,5 students' (13%) neutral, 3 students' (8%) disagree, and 0 students' Strongly disagree.

**Table 4.8 The Result from the Questionnaire of Students' Intrinsic Motivation (item 8: My English class is really waste of time)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5		
2	Agree	4		
3	Neutral	3	1	2%
4	Disagree	2	9	23%
5	Storngly Disagree	1	29	74%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 1 students' ( 2%) Neutral, 9 students' (23%) disagree, 29 students' (74%) strongly disagree, and 0 students' Strongly agree and agree.

**Table 4.9 The Result from the Questionnaire of Students' Intrinsic Motivation (item 9: I like my English class so much: I look forward to learning more English in the future)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	33	85%
2	Agree	4	6	15%
3	Neutral	3		
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 33 students' ( 85%) strongly agree, 6 students' (15%) agree, 0 students' Neutral, Disagree and Strongly disagree.

**Table 4.10 The Result from the Questionnaire of Students' Intrinsic Motivation (item 10: To be hinst, I really have little interest I my English class)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5		
2	Agree	4	3	8%
3	Neutral	3	3	8%
4	Disagree	2	6	15%
5	Storngly Disagree	1	27	69%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 3 students' ( 8%) agree, 3 students' (8%) neutral, 6 students' (15%) disagree, 27 stydents' (69%) strongly disagree, 0 students' strongly agree.

## 2. The Result from the Questionnaire of Students' Extrinsic Motivation

From the motivation of the students' respond, we can see the result of counting respond in percentage from the questionnaire of students' extrinsic motivation the table :

**Table 4.11 The Result from the Questionnaire of Students' Extrinsic Motivation (item 11: Learning English is useful in getting a good job)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	23	59%
2	Agree	4	14	36%
3	Neutral	3	2	5%
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 23 students' ( 59%) strongly agree, 14 students' (36%) agree, 2 students' (5%) Neutral, 0 students' disagree and strongly disagree.

**Table 4.12 The Result from the Questionnaire of Students' Extrinsic Motivation (item 12: I study English because I need it to further my studies overseas)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	33	85%
2	Agree	4	4	10%
3	Neutral	3	1	3%
4	Disagree	2	1	3%
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 33 students' ( 85%) strongly agree, 4 students' (10%) agree, 1 students' (3%) Neutral, 1 students'(3%) disagree and 0 students' strongly disagree.

**Table 4.13 The Result from the Questionnaire of Students' Extrinsic Motivation (item 13: I study English because I want to well in my examination)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	31	79%
2	Agree	4	8	21%
3	Neutral	3		
4	Disagree	2		
5	Storngly Disagree	1		



Total	39	100%
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Based on the table above, the the writer analyzed that of the 39 respondents there were 31 students' ( 79%) strongly agree, 8 students' (21%) agree, 0 students' Neutral, disagree and strongly disagree.

**Table 4.14 The Result from the Questionnaire of Students' Extrinsic Motivation (item 14: My parents encourage me to practice my English as much as possible)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	9	23%
2	Agree	4	10	26%
3	Neutral	3	16	41%
4	Disagree	2	2	5%
5	Storngly Disagree	1	2	5%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 9 students' ( 23%) strongly agree, 10 students' (26%) agree, 16 students' (41%) Neutral, 2 students' (5%) disagree and 2 students' (5%) strongly disagree.

**Table 4.15 The Result from the Questionnaire of Students' Extrinsic Motivation (item 15: I study English in order to please my family)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	17	44%
2	Agree	4	18	46%
3	Neutral	3	4	10%
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 17 students' ( 44%) strongly agree, 18 students' (46%) agree, 4 students' (0%) Neutral, 0 students' disagree and strongly disagree.

**Table 4.16 The Result from the Questionnaire of Students' Extrinsic Motivation (item 16: Learning English is important because I will need it for my career)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	30	77%
2	Agree	4	7	18%
3	Neutral	3	2	5%
4	Disagree	2		
5	Storngly Disagree	1		
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 30 students' ( 77%) strongly agree, 7 students' (18%) agree, 2 students' (5%) Neutral, 0 students' disagree and strongly disagree.

**Table 4.17 The Result from the Questionnaire of Students' Extrinsic Motivation (item 17: My parents try to help me to learn English)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	1	3%
2	Agree	4	3	8%
3	Neutral	3	13	33%
4	Disagree	2	10	26%
5	Storngly Disagree	1	12	31%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 1 students' ( 3%) strongly agree, 3 students' (8%) agree, 13 students' (33%) Neutral, 10 students' (26%) disagree and 12 students' (31%) strongly disagree.

**Table 4.18 The Result from the Questionnaire of Students' Extrinsic Motivation (item 18: Studying English is important because it will allow me to meet and converse with more and varied people)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	25	64%
2	Agree	4	9	23%
3	Neutral	3	2	5%
4	Disagree	2	1	3%
5	Storngly Disagree	1	2	5%
Total			39	100%

Based on the table above, the the writer analyzed that of the 39 respondents there were 25 students' ( 64%) strongly agree, 9 students' (23%) agree, 2 students' (5%) Neutral, 1 students' (3%) disagree and 2 students' (5%) strongly disagree.

**Table 4.19 The Result from the Questionnaire of Students' Extrinsic Motivation (item 19: I feel that no one is really eduated unless he is fluent in English language)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	1	3%
2	Agree	4		
3	Neutral	3	14	36%
4	Disagree	2	7	18%
5	Storngly Disagree	1	17	44%

Total	39	100%
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Based on the table above, the the writer analyzed that of the 39 respondents there were 1 students' ( 3%) strongly agree, 0 students' agree, 14 students' (36%) Neutral, 7 students' (18%) disagree and 17 students' (44%) strongly disagree.

**Table 4.20 The Result from the Questionnaire of Students' Extrinsic Motivation (item 20: I like to learn English to make me easier to understand reading materials in English)**

No	Category	Score	Frequent	Percentage
1	Storngly Agree	5	35	90%
2	Agree	4	2	5%
3	Neutral	3	1	3%
4	Disagree	2		
5	Storngly Disagree	1	1	3%
Total			39	100%

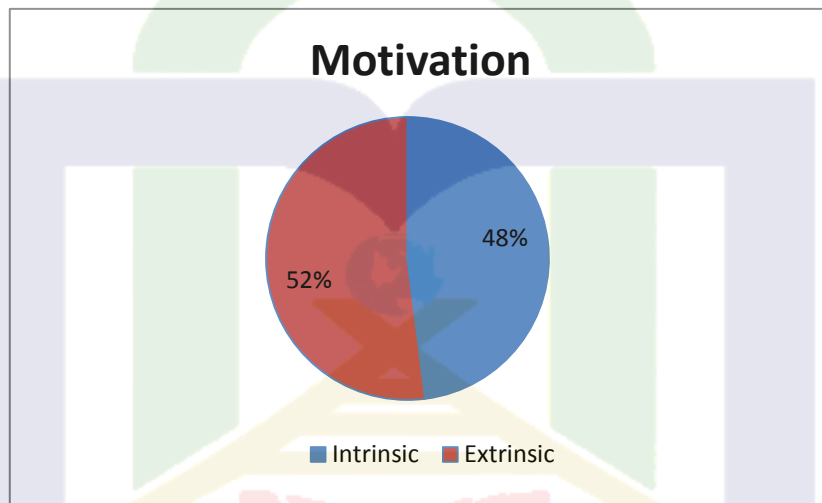
Based on the table above, the the writer analyzed that of the 39 respondents there were 35 students'(90%) strongly agree, 2 students' (5%) agree, 1 students' (3%) Neutral, 0 students' disagree and 1 students' (3%) strongly disagree.

The researcher calculates the students' intrinsic motivation by including the total score from the questionnaire number 1-10 into the formula as follow:

$$P = \frac{1454}{3020} \times 100 = 48\%$$

The researcher calculates the students' extrinsic motivation by including the total score from the questionnaire number 11-20 into the formula as follow:

$$P = \frac{1566}{3020} \times 100 = 52\%$$



The figure 1. Percentage of Motivation

The figure 1 shows the result of intrinsic and extrinsic motivation in studying English. From these data above, it showed that intrinsic motivation has a score of 48% and extrinsic motivation has a score 52%.

The calculation showed that intrinsic motivation has a score of 48% and extrinsic motivation has a score of 52%. From the calculated of the students' score the kind of motivation that is dominant in studying English is Extrinsic motivation.

## B. Discussion

The discussion was about motivation kind is dominant in studying English. based in the research findings, several points can be discussed. The overall results reveal that the students' dominant motivation in studying English is Extrinsic Motivation in studying English at SMPN 5 Lembang Kab. Pinrang.

### 1. Intrinsic Motivation

Based on the presentation of the data above, most of the students' answer strongly agree and agree in the statement from the questionnaires. It was provides the obvious information that most of the students' have good motivation in studying English by their intrinsic motivation. The intrinsic motivation means that they are motivated in engaging to go through the learning process because they have the internal motivation to do something for their own sake. Harmer stated that intrinsic motivation comes from within the individual.<sup>27</sup> It is showed that some of the Students' in SMPN 5 Lembang motivated by the enjoyment of the learning process or desire to make them feel better. The students' want to study English because it gives them pleasure and develops a particular skill.

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<sup>27</sup> Harmer, Jeremy. *The Practice of English Language Teaching Fourth edition (Malaysia: Longman Pearson Education Limited,2007) p.98*

There some reason why the students' have intrinsic motivation in studying English such as students' want to learn English because they want to improve their English language skills, they learn English because English is important part of the school program, they learn English because it something that they always want to do, they learn English will more freely participate in the activities or other cultural groups, and they study English because they enjoy to learn English in the class.

Then, from the calculation of students' intrinsic motivation, the rearcher finds the percentage that 48% for students' intrinsic motivation. It was express that students' of SMPN 5 Lembang have enough intrinsic motivation.

## **2. Extrinsic Motivation**

From the presentation of the data, it provides the information that there are external factor that motivated the students' in studying English. The extrinsic motivation is the kind of motivation which comes from outside the individual and may be influenced by some factors such as the attitude of society, family and peers. The extrinsic motivation comes from outside the individual. Alderman and Yuzilia stated that extrinsic motivation occures when students' participate in activity for reason other than themselves. For example, the offering of incentives for successful task performance such as the drive from the parents, teacher, environment,



award, reward and punishment as well.<sup>28</sup> It showed that most of the students' in SMPN 5 Lembang Kab. Pinrang motivated by their extrinsic motivation. They want to meet and converse with more and varied people, and they need English for their career.

There are some factors that influence the students' extrinsic motivation. Students' in SMPN 5 Lembang motivated to study English because they need to get a good job, they want to get a good score in examination, they want to continue their study overseas, they want to learn English because make them easier to understand the materials in English, They want to meet and converse with more and varied people, and they need English for their career.

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 52% for extrinsic motivation. It showed that score students' of SMPN 5 Lembang Kab. Pinrang have good extrinsic motivation in studying English.

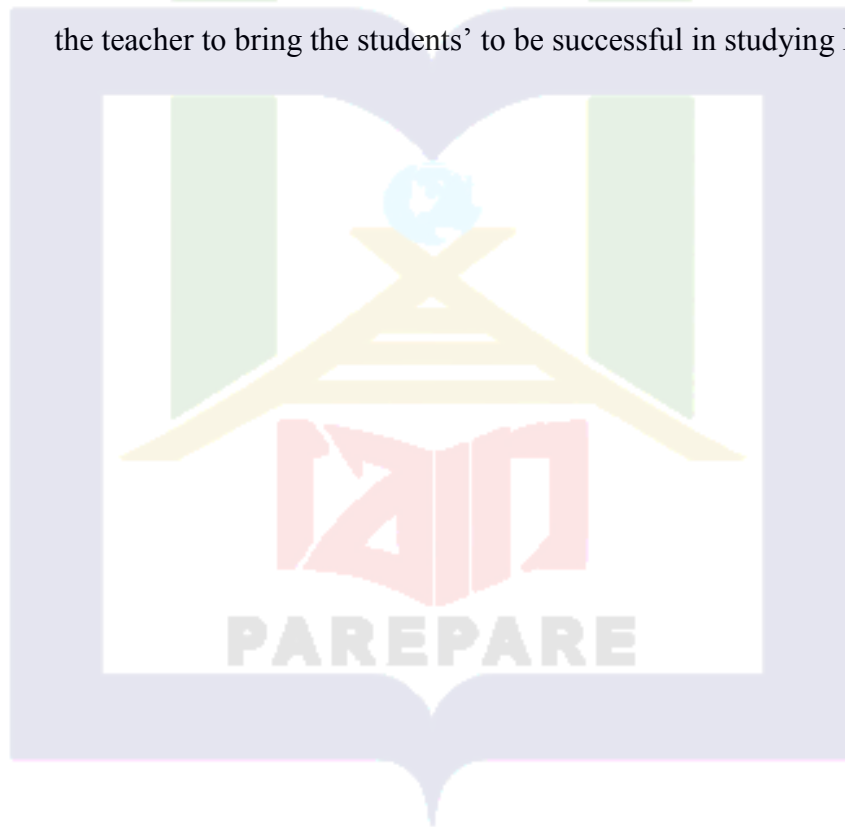
From the explanation above about intrinsic and extrinsic motivation, it is clearly showed that students' in SMPN 5 Lembang Kab. Pinrang have higher extrinsic motivation in studying English than intrinsic motivation. It means that they are study English because they need to get a job, need to get a good score in examination, learn English to make the easier to

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<sup>28</sup> Jeremy Harmer, *How to Teach English*, p.20

understand materials in english, and need to meet and converse with more and varied people.

From the finding showed that the students' in SMPN 5 Lembang have high extrinsic motivation in studying English. This is good for the teacher and students' in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be usefull for the teacher to bring the students' to be successful in studying English.



## CHAPTER V CLOSING

### A. Conclusion

Based on the findings of the study, the researcher gave a conclusions that students intrinsic motivation, From the calculations the questionnaire, the researcher found that students' intrinsic motivation to study wit a score 48%. This score give the information that the some students' of SMPN 5 Lembang have good enough intrinsic motivation in studying English. The students' motivated to improve their English language skills is that they enjoy studying English in class, they study English because it is something that they always want to do. And Students' extrinsic motivation, From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 52%. It showed that students' of SMPN 5 Lembang have good extrinsic motivation in studying English. The students' in SMPN 5 Lembang are motivated to study English because of their goals, such as they wanting to get a good score in examination, they like studying English because makes it easier for them to understand the English materials, they want to get a good job, and they may want to continue their studies overseas.

## B. Suggestion

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

1. For the teachers in SMPN 5 Lembang from this finding showed that students' in SMPN 5 Lembang Kab. Pinrang have passably good motivation in studying English. The teacher must build the students' motivation in every time they study.
2. For the students' in SMPN 5 Lembang. Researcher hopes the students' will keep improving their motivation in studying English and make it as habit whenever and wherever they are. The most important one is they must have a big desire to study English. Their parents also are hoped to give the positive encouragement to their children to study harder and given an understanding that English is one of important language in this era and their future.
3. For the future researcher it is expected that the future researcher can conduct the same research on wider area. This thesis will give some contributions and information for the further researcher. So, it will be more advantages and development and advantages to the development of English education.

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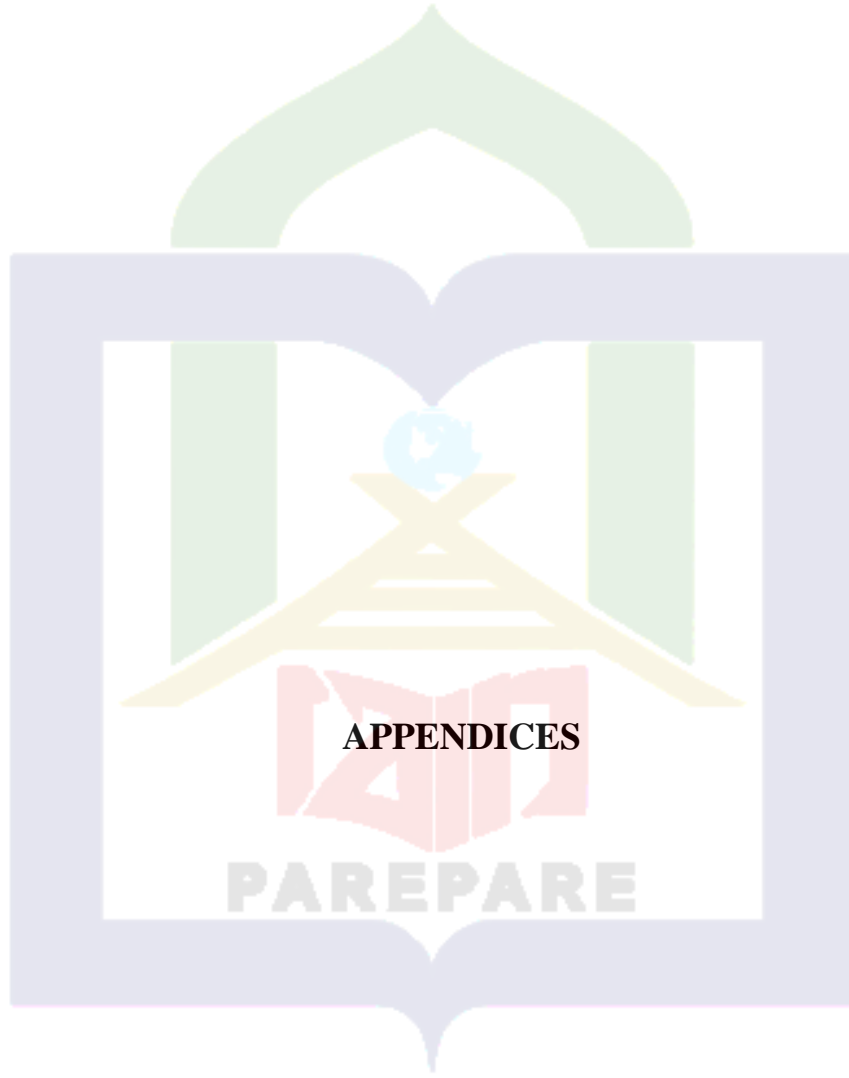
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**APPENDICES**

**PAREPARE**

## APPENDIX 1: INSTRUMENTS OF THE RESEARCH

	<p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b> <b>Jl. Amal Bakti No. 8 Soreang 911331</b> <b>Telepon ( 0421)21307, Faksimail(0421)2404</b></p>
	<p><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN</b> <b>SKRIPSI</b></p>

NAMA MAHASISWA : INDAH FITRIANI  
NIM : 17.1300.122  
FAKULTAS : TARBIYAH  
PRODI : PENDIDIKAN BAHASA INGGRIS  
JUDUL SKRIPSI : THE STUDENTS' MOTIVATION IN  
STUDYING ENGLISH AT SMPN 5  
LEMBANG KAB. PINRANG

### Instrumen Penelitian

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan intruksi dan instrumen sebagai berikut:

#### I. IDENTITAS RESPONDEN

Nama :

Kelas :

#### II. PETUNJUK PENGISIAN

1. Pernyataan yang ada, mohon dibaca dan dipahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.



2. Berilah tanda checklist pada jawaban yang siswa/I pada kolom yang telah disediakan. Pilihlah jawaban yang sesuai pendapat atas pernyataan. Dengan keterangan di bawah ini:

Strongly Agree : 5

Agree : 4

Neutral : 3

Disagree : 2

Strongly Disagree : 1

3. Setiap pertanyaan hanya membutuhkan satu jawaban saja.

4. Terima Kasih atas partisipasi anda.

1. Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.					
2.	I feel confident when asked to speak in my English class					
3.	English is very important part of the school program					
4.	Learning English allows me to participate more freely in the activities of other cultural groups.					
5.	I really enjoy learning class					
6.	My English teacher is a great source of inspiration to me					
7.	I study English because it is something that I always want to do					
8.	My English class is really					

	waste of time					
9.	I like my English class si much: I look forward to learning more English in the future					
10.	To be honest, I really have little interest in my English class					

## 2. Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.					
2.	I study English because I need it to further my studies overseas.					
3.	I study English because I want to do well in my examination.					
4.	My parents encourage me to practice my English as much as possible					
5.	I study English in order to please my family.					
6.	Learning English is important because I will need it for my career					
7.	My parents try to help me to learn English					
8.	Sdudying English is important because it will allow me to meet and converse with more and varied people					
9.	I feel that no one is really educated unless he is fluent in English					

	language					
10.	I like to learn English to make me easier to understand reading materials in English					

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul di atas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 9 Juli 2023

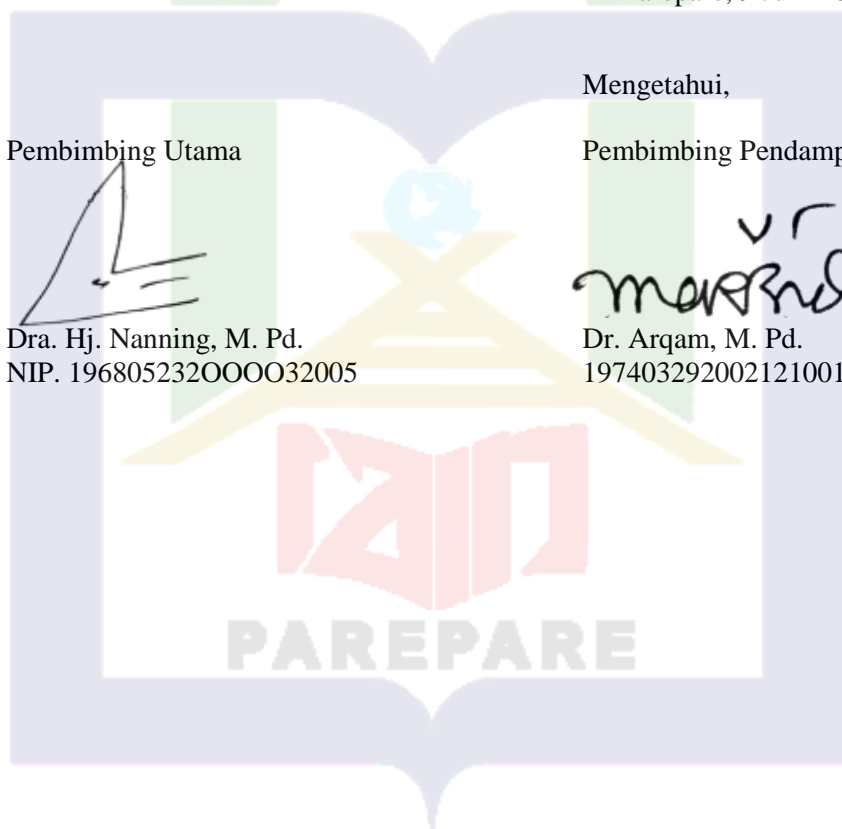
Pembimbing Utama

Dra. Hj. Nanning, M. Pd.  
NIP. 196805232000032005

Mengetahui,

Pembimbing Pendamping

Dr. Arqam, M. Pd.  
197403292002121001



Name : Muh. Aldurr

Class : VIII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓		✓		
2.	I feel confident when asked to speak in my English class			✓		
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.		✓			
5.	I really enjoy learning class		✓			
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do		✓			
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future		✓			
10.	To be honest, I really have little interest in my English class					✓

## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible		✓			
5.	I study English in order to please my family.	✓				
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English			✓		
8.	Sdudying English is important because it will allow me to meet and converse with more and varied people		✓			
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : NUR ASIM

Class : VIII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class		✓			
3.	English is very important part of the school program		✓			
4.	Learning English allows me to participate more freely in the activities of other cultural groups.			✓		
5.	I really enjoy learning class		✓			
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do	✓				
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class					✓

Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.		✓			
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.	✓				
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English			✓		
8.	Sdudying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language			✓		
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Jumayya

Class : VIII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class		✓			
3.	English is very important part of the school program		✓			
4.	Learning English allows me to participate more freely in the activities of other cultural groups.	✓				
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do	✓				
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future		✓			
10.	To be honest, I really have little interest in my English class					✓



Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.		✓			
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.			✓		
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English			✓		
8.	Sdudying English is important because it will allow me to meet and converse with more and varied people	✓	✓			
9.	I feel that no one is really educated unless he is fluent in English language				✓	
10.	I like to learn English to make me easer to understand reading materials in English	✓				

Name : FITRI AYANI

Class : VIII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class				✓	
3.	English is very important part of the school program		✓			
4.	Learning English allows me to participate more freely in the activities of other cultural groups.			✓		
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do			✓		
8.	My English class is really waste of time				✓	
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class				✓	

Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.		✓			
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.		✓			
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career		✓			
7.	My parents try to help me to learn English			✓		
8.	Studying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language				✓	
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Anisa Salsabila

Class : VIII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class				✓	
3.	English is very important part of the school program		✓			
4.	Learning English allows me to participate more freely in the activities of other cultural groups.			✓		
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do			✓		
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class					✓

Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible	✓				
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career		✓			
7.	My parents try to help me to learn English		✓			
8.	Studying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language			✓		
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Nurheni

Class : IX

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class		✓			
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.	✓				
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do		✓			
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class					✓

## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English					✓
8.	Studying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language			✓		
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Elsa rahmadani

Class : IX

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class			✓		
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.		✓			
5.	I really enjoy learning class		✓			
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do		✓			
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class					✓



## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.		✓			
2.	I study English because I need it to further my studies overseas.		✓			
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English			✓		
8.	Studying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Halila

Class : VII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class		✓			
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.		✓			
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me	✓				
7.	I study English because it is something that I always want to do	✓				
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future		✓			
10.	To be honest, I really have little interest in my English class					✓

## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.	✓				
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English					✓
8.	Studying English is important because it will allow me to meet and converse with more and varied people		✓			
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Nur Hikma

Class : VII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class			✓		
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.		✓			
5.	I really enjoy learning class			✓		
6.	My English teacher is a great source of inspiration to me		✓			
7.	I study English because it is something that I always want to do	✓				
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class					✓

## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.		✓			
3.	I study English because I want to do well in my examination.	✓				
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English					✓
8.	Studying English is important because it will allow me to meet and converse with more and varied people		✓			
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : Aina

Class : VII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	<input checked="" type="checkbox"/>				
2.	I feel confident when asked to speak in my English class			<input checked="" type="checkbox"/>		
3.	English is very important part of the school program			<input checked="" type="checkbox"/>		
4.	Learning English allows me to participate more freely in the activities of other cultural groups.			<input checked="" type="checkbox"/>		
5.	I really enjoy learning class		<input checked="" type="checkbox"/>			
6.	My English teacher is a great source of inspiration to me	<input checked="" type="checkbox"/>				
7.	I study English because it is something that I always want to do		<input checked="" type="checkbox"/>			
8.	My English class is really waste of time					<input checked="" type="checkbox"/>
9.	I like my English class si much: I look forward to learning more English in the future	<input checked="" type="checkbox"/>				
10.	To be honest, I really have little interest in my English class					<input checked="" type="checkbox"/>

Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓				
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.		✓			
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career			✓		
7.	My parents try to help me to learn English				✓	
8.	Sdudying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : AKBAR

Class : VII

Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class			✓		
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.		✓			
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me		✓			
7.	I study English because it is something that I always want to do	✓				
8.	My English class is really waste of time					✓
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class		✓			



Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	✓	✓			
2.	I study English because I need it to further my studies overseas.	✓				
3.	I study English because I want to do well in my examination.		✓			
4.	My parents encourage me to practice my English as much as possible			✓		
5.	I study English in order to please my family.		✓			
6.	Learning English is important because I will need it for my career	✓				
7.	My parents try to help me to learn English					✓
8.	Studying English is important because it will allow me to meet and converse with more and varied people	✓				
9.	I feel that no one is really educated unless he is fluent in English language					✓
10.	I like to learn English to make me easier to understand reading materials in English	✓				

Name : DIANSYA

Class : VII


Intrinsic Motivation Questions

NO	Intrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I learn English in order to improve my English language skills.	✓				
2.	I feel confident when asked to speak in my English class		✓			
3.	English is very important part of the school program	✓				
4.	Learning English allows me to participate more freely in the activities of other cultural groups.			✓		
5.	I really enjoy learning class	✓				
6.	My English teacher is a great source of inspiration to me		✓			
7.	I study English because it is something that I always want to do			✓		
8.	My English class is really waste of time				✓	
9.	I like my English class si much: I look forward to learning more English in the future	✓				
10.	To be honest, I really have little interest in my English class				✓	

## Extrinsic Motivation Questions

NO	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Learning English is useful in getting a good job.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	I study English because I need it to further my studies overseas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I study English because I want to do well in my examination.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	My parents encourage me to practice my English as much as possible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I study English in order to please my family.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Learning English is important because I will need it for my career	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	My parents try to help me to learn English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Studying English is important because it will allow me to meet and converse with more and varied people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	I feel that no one is really educated unless he is fluent in English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	I like to learn English to make me easier to understand reading materials in English	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 2: Document Form



**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 1200 TAHUN 2021  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**



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**DEKAN FAKULTAS TARBIYAH**

Menimbang	: a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	: 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 12 Tahun 2006 tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2018 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	: a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.
Menetapkan	: <b>MEMUTUSKAN KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;</b>
Kesatu	: Menunjuk saudara: 1. Dra. Hj. Nanning, M.Pd. 2. Dr. Arqam, M.Pd.  Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa : Nama : Indah Fitriani NIM : 17.1300.122 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Students' Motivation In Studying English During COVID-19 at SMPN 5 Lembang
Kedua	: Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	: Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	: Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 05 Mei 2021

Dekan

H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Asoel Baki No. 08 Sorong Parepare 91132 ☎ 0421) 21307 Fax:04404  
PO Box 909 Parepare 91100, website: [www.iaainparepare.ac.id](http://www.iaainparepare.ac.id), email: [reksi@iaainparepare.ac.id](mailto:reksi@iaainparepare.ac.id)

Nomor : B.3927/In.39/FTAR.01/PP.00.9/09/2023

5 September 2023

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-

Kab. Pinrang

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Indah Fitriani  
Tempat/Tgl. Lahir : Pinrang, 18 Juni 1999  
NIM : 17.1300.122  
Fakultas / Program Studi : Tarbiyah/Pendidikan Bahasa Inggris  
Semester : XIII (Tigabelas)  
Alamat : Dusun Bakar Desa Ulu Saddang Lembang Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Students' Motivation In Studying English At SMPN 5 Lembang Kabupaten Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Dr. Zulfah, M.Pd.  
NIP. 19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0595/PENELITIAN/DPMPTSP/09/2023

Tentang

**REKOMENDASI PENELITIAN**

- Memimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 11-09-2023 atas nama **INDAH FITRIANI**, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** : 1. Undang - Undang Nomor 29 Tahun 1959;  
 2. Undang - Undang Nomor 18 Tahun 2002;  
 3. Undang - Undang Nomor 25 Tahun 2007;  
 4. Undang - Undang Nomor 25 Tahun 2009;  
 5. Undang - Undang Nomor 23 Tahun 2014;  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** : 1. Rekomendasi Tim Teknis PTSP : 1077/W/T.Teknis/DPMPTSP/09/2023, Tanggal : 11-09-2023  
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0597/BAP/PENELITIAN/DPMPTSP/09/2023, Tanggal : 11-09-2023

**MEMUTUSKAN**

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
  - 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
  - 3. Nama Peneliti : **INDAH FITRIANI**
  - 4. Judul Penelitian : **THE STUDENTS MOTIVATION IN STUDYING ENGLISH AT SMPN 5 LEMBANG KAB. PINRANG**
  - 5. Jangka waktu Penelitian : 1 Bulan
  - 6. Sasaran/target Penelitian : **SISWA / SISWI SMPN 5 LEMBANG**
  - 7. Lokasi Penelitian : Kecamatan Lembang
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 11-03-2024.
- KETIGA** : Peneliti wajib menaati dan melakukan ketetapan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 11 September 2023



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP, M.Si**  
 NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



**PEMERINTAH KABUPATEN PINRANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT. SMP NEGERI 5 LEMBANG**

*Alamat : Jl. Saoraja, Kendekan, Desa Bakaru, Kec. Lembang,  
Kab. Pinrang, Prop. Sulawesi Selatan*

**SURAT KETERANGAN**

Nomor : 422/02/UPT.SMPN5/LB/2023

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 5 Lembang Kabupaten Pinrang menerangkan bahwa:

Nama	: Indah Fitriani
NIM	: 17.1300.122
Jenis Kelamin	: Perempuan
Program Study	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut di atas, telah mengadakan penelitian pada UPT SMP Negeri 5 Lembang Kabupaten Pinrang dari tanggal 11 September 2023 s/d 11 Oktober 2023, dengan judul penelitian "THE STUDENTS' MOTIVATION IN STUDYING ENGLISH AT SMPN 5 LEMBANG KAB. PINRANG".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Bakaru, 12 Oktober 2023  
Kepala UPT SMP Negeri 5 Lembang,

  
Hasan, S.Pd., M.Si  
P196804052006041012

### Appendix 3: Documentation











## CURRICULUM VITAE



**INDAH FITRIANI**, the researcher was born in Pinrang on June 18<sup>th</sup>, 1999. She is the first child from two children of an endless love couple, Sadarullah and Santi. She completed her study at elementary school from SDN 155 Bakarur Pinrang in 2011. In 2014, she completed her study at junior high school from MTS Muhammadiyah Punnia. She continued her study at senior high school in MA Muhammadiyah Punnia until 2017. After graduating, she continued her study at IAIN Parepare by taking English study program. It is because she previously loved English so much and she wants to become an English teacher eventually. Finally she has completed her skripsi in the title “The Students’ Motivation in Studying English at SMPN 5 Lembang Kab. Pinrang.”

