

**IDENTIFYING THE STUDENTS' LEARNING MOTIVATION IN  
MAKING SKRIPSI TO THE EIGHT SEMESTER  
STUDENTS OF ENGLISH PROGRAM OF  
STAIN PAREPARE**



**By**

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**Reg. Number: 12.1300.072**

**ENGLISH PROGRAM  
OF TARBIYAH AND ADAB DEPARTMENT  
STATE ISLAMIC COLLEGE (STAIN)  
PAREPARE**

**2016**

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Submitted to the English Program of Tarbiyah and Adab Department  
of State Islamic College of Parepare in Partial Fullfilment  
of the Requirements for the Degree of  
Sarjana Pendidikan Islam (S.Pd.I.)

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**SKRIPSI**

**As Partial Fulfillment of the Requirements for the Degree of Sarjana  
Pendidikan Islam (S.Pd.I)**

**English Program**

**Submitted By**

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**ENGLISH PROGRAM  
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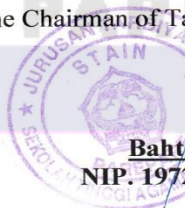
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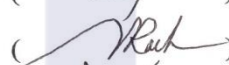

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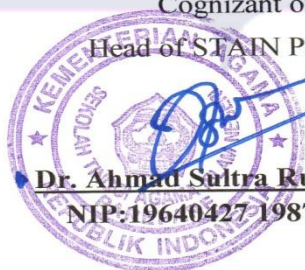
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May the Almighty Allah SWT. always blesses us now and forever, Aamiin.

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## ABSTRACT

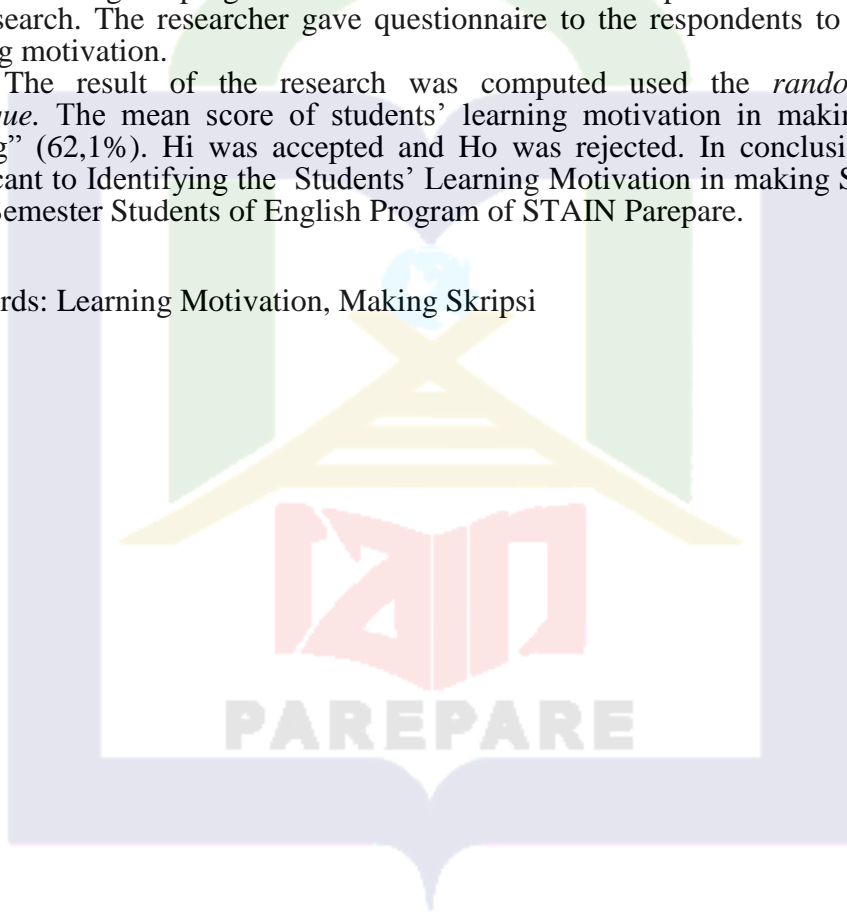
**SANI.** *Identifying the Students' Learning Motivation in Making Skripsi to the Eight Semester Students of English Program of STAIN Parepare.* (Supervised by Anwar and Ambo Dalle).

Skripsi is one among the scientific papers, therefore, every student should understand about the procedure for obtaining the scientific work skripsi which was really good and scientifically. In addition, students need to add potential motives.

This research was aimed to find out the Identifying the Students' Learning Motivation in making Skripsi to the Eight Semester Students of English Program of STAIN Parepare. The design of this research was descriptive quantitative method. It was conducted in STAIN Parepare in population they are 117 students to the eight semester of English program. The researcher took 35 respondents as the sample of this research. The researcher gave questionnaire to the respondents to find out the learning motivation.

The result of the research was computed used the *random sampling technique*. The mean score of students' learning motivation in making skripsi is "Strong" (62,1%).  $H_1$  was accepted and  $H_0$  was rejected. In conclusion, There is significant to Identifying the Students' Learning Motivation in making Skripsi to the Eight Semester Students of English Program of STAIN Parepare.

Keywords: Learning Motivation, Making Skripsi



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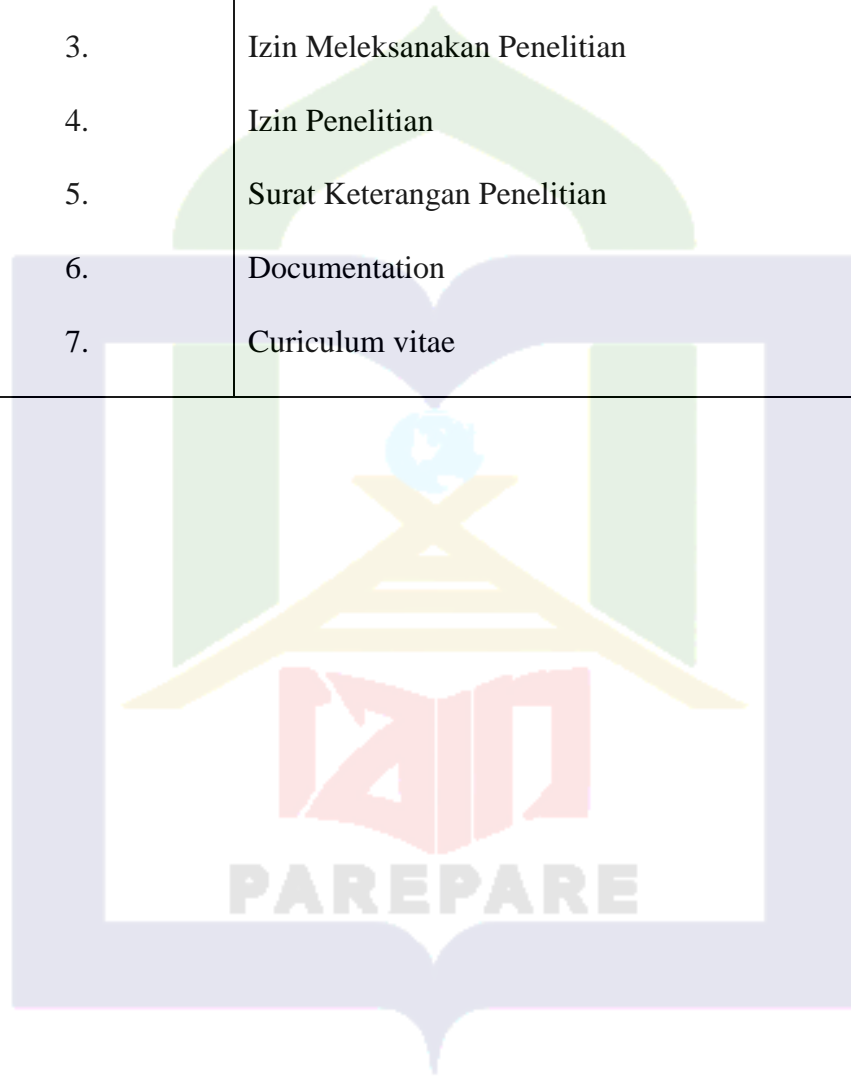
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# CHAPTER 1

## INTRODUCTION

This chapter consists of four sections; they are background, problem statement, the objective of the research and significance of the research.

### 1.1 Background

In English language learning there are some capabilities that must be owned by a learner, like; reading, writing, speaking and listening. These capabilities can be used in the process when the learning is on going. For achieve this need a strong understanding and motivation high, in order to achieve it. In a study of a learner must be preparing ourselves for overcoming what would be learned during the learning process. That requires a strong desire or motivation high. At the college level, where students would complete the program completed or would graduate, previously learners would program skripsi course, this is one of the requirements to be learners go through in order to carry out the graduation.

Motivation is a growing desire of the human heart, to do something with passion without considering the bad things. If some one sees something unique would grow awareness to further improve his spirits again in order to achieve something to be desired. Motivation is the basic impetus that drives a person to behave. This impulse is in a person that moves to do something that fits the impetus with in him. Therefore, the act of a person based on the specific motivational contains themes in accordance with the the underlying motivation.

Learning motivation can arise because of factors. In the form of desire, managed to impulse learning needs and expectations ideals. Where as extrinsic factor are the lack of respect, a conducive learning environment, and engaging learning activities.<sup>1</sup> But of these two factors caused by certain stimuli, so that one wishes to learn more vigorous activity and spirit. Motivation and Learning are the two things that mutually exclusive. Learning is change in behavior is relatively permanent and potentially happen as a result of practice or reinforcement to achieve certain goals.

Skripsi is a scientific papers done by students who would complete the education program at the undergraduate level (S1), including state islamic college (STAIN) Parepare. In the structure of the curriculum at all existing studies on the program as STAIN, the skripsi is a program that is mandatory for every students.<sup>2</sup>

Skripsi is a scientific paper prepared by students as one of the final requirements of the release of a bachelor's degree program (S-1). As the work of the summit or the monumental work, it is logical that the writing of this requires extra energy and thoughts for the concerned, especially for those who are less familiar or less capable of writing.<sup>3</sup>

If the learning process learners do not have the urge or motivation in learning then the resulting value would not be satisfying for him, because motivation is a growing desire of the human heart, to do something with passion without considering

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<sup>1</sup>B. Uno Hamzah, *Teori Motivasi & Pengukurannya* (Jakarta: Bumi Aksara, 2007), p. 23.

<sup>2</sup>Saepudin, et al., eds., *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)* (Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, 2013), p.iv.

<sup>3</sup>Masnur Muslich, *Bagaimana Menulis Skripsi* (Jakarta: PT Bumi Aksara, 2009), p. 1.



the things that are bad. If someone sees something unique will grow awareness to further improve his spirits again in order to achieve something to be desired.

Quite a lot of cases of students who complete the study because of overdue thesis, in fact none of them have to be dropped out of college because it has exceeded the time limit be permitted. Various factors may be suspected to be the cause of the delay, which includes internal and external factors for the students.<sup>4</sup>

Thus the authors are curious and want to find out how motivation learners in making skripsi. Usually students making skripsi at half seventh and half of seventh is beginning to make proposals and after implementing the proposals seminar students would continue studies related to the title of the issues raised , and after that learners would complete the skripsi . Based on the explanation above, the writer was curious, so I wrote the title *“Identifying the Students’ Learning Motivation In Making Skripsi to the Eight Semester Students of English program of STAIN Parepare”*.

## **1.2 Problem Statement**

Based on the previous background, the and of formulates a research question as follows:

How is the students’ learning motivation in making skripsi to the eight semester students of English program of STAIN Parepare.

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<sup>4</sup>Gusti Ngurah Agung. *Manajemen Penulisan Skripsi, Tesis dan Disertasi*. (PT RajaGrafindo Persada. 2007), p. 1.

### 1.3 The Objective of the Research

In relation to the problem statement mentioned previously, the objective of the research was to identifying the students' learning motivation in making skripsi to the eight semester students of English program of STAIN Parepare.

### 1.4 Significant of the Research

It is expected that the result of the research will provide useful contribution for:

#### 1.4.1 Lecturers

This research is expected to give learning motivation in making skripsi activities in an English subject. Therefore, the lecturers are expected to pay attention to the students' their increase when they are teaching, so that they can interact well with their students.

#### 1.4.2 Students

When they want to making skripsi they must have motivation in making skripsi, the students are expected to be able to master motivate.

#### 2.4.3 Researcher

The researcher expected that it could bolster up their motivation and the researcher will have learning motivation especially in making skripsi.

## CHAPTER II REVIEW OF RELATED LITERATURE

### 2.1 Some Pertinent Ideas

#### 2.1.1 Definition of Motivation

Motivation term come from motivate word as strength which there are in individual self, which cause the individual do and act.<sup>5</sup>

In big dictionary Indonesian, Motivation interpreted as follows:

2.1.1.1 Motivation arising out at someone self consciously or unconscious to do an action with a certain purpose.

2.1.1.2 Effort able to express certain people group or someone make a move to do something because wishing to reach the aim of which is desired it or get satisfaction with its deed.<sup>6</sup>

Based on the various related research findings above motivation form impeller or an energy which there are in someone self effected someone will act. Other word, motivate is a situation in someone self pushing to do certain activity to reach a target.

Motivation comes from the Latin word "movere" which means "push or activator".<sup>7</sup> Motivation is an important factor in language teaching since it can affect

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<sup>5</sup>B. Uno Hamzah, *Teori Motivation & Pengukurannya Analisis di Bidang Pendidikan* (Jakarta: PT. Bumi Aksara, 2007), p. 3.

<sup>6</sup>Dendy Sugono, et al., eds., *Kamus Besar Bahasa Indonesia Pusat Bahasa Edisi Keempat* (Jakarta: PT Gramedia Pustaka Utama, 2008), p. 930.

<sup>7</sup>H. Malayu Hasibuan, *Organisai & Motivasi* (PT Bumi Aksara Jl. Sawo Raya No. 18, 2001), p. 92.

the success or failure of learners. The researcher that is reasonable to suggest the motivation that brings the students to class is biggest single factor affecting student success.<sup>8</sup>

Motivation is the starting point for learning. How a student is motivated determines whether or not that student will attempt to learn and how the task is approached. So why do students learn? Because they value either the outcome or the process of learning, and they expect that they will be successful. Without both elements present-the activity being valued and the outcome being probable-people will not perform. Why should they? That, at any rate, is what the expectancy-value theory of motivation suggests.<sup>9</sup>

There are many definitions of motivation that have been proposed by experts. Those definitions were made up, based on their views, and ways of thinking as expressed distinctively, as follows:

According to Thomast M Risk cited by As'Ina, motivation is the effort done by teacher to evoke motifs at educative participant to support up at aim learn.<sup>10</sup>

According to Moh. Uzer Usman stated motivate is a process key up motifs become behaviour or deed to fulfill requirement and aims achieve or condition and

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<sup>8</sup>Jumarni, "The Use of Story Mapping to Improve Students' Motivation in Reading Comprehension at The Twelfth Year Students of Mathematics Sciences Department IPA of SMA Negeri Cina Kab. Bone," (Unpublished Skripsi, of Tarbiyah: Parepre, 2012), p. 7.

<sup>9</sup>John B Biggs Phillip, J Moore, *The Process of Learning* (Prentice Hall of Australia Pty Ltd, 1993), p. 258.

<sup>10</sup>As'ina, "The Effect of Punishment and Reward to Students' Motivation in Learning English at The Second Year of SMPN 3 Mattirosompe Pinrang", (Unpublished a Skripsi, of Tarbiyah: Parepre, 2012), p. 10.

readiness of in individual self which push its behavior to do something in reaching specific-purpose.

According to Alex Sobur express motivation is to awaken motif, awakening momentum, or actuate someone or own self to do something in order to reaching a aim or satisfaction.<sup>11</sup>

Based on the various related research findings above researcher can take conclusion that motivation is teacher will make something so that educate participant of motivated to learn. Motivation can push student in activity learn as aim of able to reach. Motivation will arise if there is something reached aims.

## **2.1.2 Motivation to Reach Something**

### 2.1.2.1 Extrinsic Motivation

Extrinsic motivation is to do something to get something else (how to achieve the goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students may be studying hard for exams to get good value.

Behavioral perspective emphasizes the importance of extrinsic motivation in this achievement, while the cognitive and humanistic approach emphasizes the importance of intrinsic motivation in achievement.

### 2.1.2.2 Intrinsic Motivation

Intrinsic motivation is internal motivation to do something for the sake of the thing itself (an end in itself). For example, studying for the students exams probably because he delighted in subjects tested it.

New evidence supports the creation of a classroom climate where students are intrinsically motivated bias for learning (Wigfield & Eccles). Pupils are motivated to

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<sup>11</sup>Alex Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2003), p. 208.

learn when they are given a choice, happy face challenges at their own pace, and got reward that contain informational value but is not used for control. Compliments also can streng then students intrinsic motivation. To see why this get occurs, there are two types of intrinsic motivation:

#### 2.1.2.2.1 Determination of Self and Personal Options

In view of this, the students want to believe that they are doing something because of their own accord, as something that is needed for optimal achievement intelligence Because not external motivation or external rewards.

In another study, which includes many African-American students from poor backgrounds, teachers are encouraged to give more responsibility to the students in the learning process in particular, the opportunity to determine their own goals, plan their own way of achieving goals, and monitor their own progress toward goals. Students are given several choices in activities they want they are also encouraged to take personal responsibility for their actions, including achieving the goals they set themselves. Compared with the control group, student motivation and self-determination of the intrinsic group is higher achievement.

#### 2.1.2.2.2 Optimal Experience.

Mihaly Csikszentmihalyi, also develop ideas that are relevant to understanding the intrinsic motivation. He studied the optimal experience of people. People reported that an optimal experience this form of feelings of pleasure and a great happy. Csikszentmihalyi used the term to describe the experience of optimal flow of life. He found that the most optimal experience occurs when people are able to master and fully concentrate while doing an activity. He said that this optimal

experience occurs when individuals involved in the challenges that they think is not too hard and not too easy.<sup>12</sup>

### **2.1.3 Perspectives on Motivation**

Psychology perspective Explain the motivation in different ways based perspectives. There are four perspectives.

#### **2.1.3.1 The Behavioral Perspective.**

Behavioral Perspective emphasizes external rewards and punishments as key in determining a student's motivation. Incentives are events or positive or negative stimuli that can motivate student behavior. Supporting the use of incentives stressing those incentives can add interest or pleasure in the subject, and draws attention to proper behavior and keep them away from inappropriate behavior.

Incentives are used in the classroom by teachers, among others is a good value, which gives an indication of the quality of students work, and asterisks or praise when they finish a job well done. Other incentives include a member of the award or recognition on such students exhibit their work, achievement certificate members, honorary members, or announce their achievements. Other intensive types focused on granting permission for students to do something special, such as the activity they want, as a reward for their good results. Incentives in the form of hours of rest more, permission to play the game on the computer, a trip or a party. In summary, in our discussion of instinct and extrinsic motivation, we will look more closely at the issue of whether these incentives are a good idea or not.

#### **2.1.3.2 Humanistic Perspective**

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<sup>12</sup>John W. Santrock, *Psikology Pendidikan*. Edisi.2 (Jakarta: Kencana, 2010), p. 514-515.

Humanistic perspective emphasizes the capacity of students to develop the personality, the freedom to choose their destiny. And positive qualities (such as sensitive to others). This perspective is closely related to Abraham Maslow's view that certain basic requirements must be satisfied before higher needs satisfying.

#### 2.1.3.3 Cognitive Perspective

According to the cognitive perspective, the students thinking will guide their motivation. Lately appear great interest in motivation cognitive perspective. This interest-focused on ideas such as internal the student motivation weeks to achieve something, their attribution (perceptions of the causes of success and failure, especially the perspective that business is an important factor in achievement), and their believe that they can control their environment effectively. Cognitive perspective also emphasizes the importance of setting goals, planning and monitoring of progress toward a goal.

Thus, the behaviorist perspectives view student's motivation as a consequence of external incentives. While the cognitive perspective argues that external pressure should not be overstated. Cognitive Perspective recommends that students are given ample opportunity and responsibility to control their own learning outcomes.

Cognitive perspective on motivation in accordance with the idea of RW White, who proposed the concept of competence motivation, namely the idea that people are motivated to confront an environmental them effectively, to master their world, and process information efficiently. White said that people do these things not because of biological necessity, but because people have the internal motivation to interact with the environment effectively.

#### 2.1.3.4 Social Perspective



Are you the type of people who are motivated to be around a lot of people. Or do you prefer to stay home and read a book? Need for affiliation or connection is motive to connect with others safely. This requires the establishment, maintenance or restoration of a warm personal relationships and intimate. The student affiliate needs reflected in their motivation to spend time with family, close friends, their attachment to the parents, and the desire to establish a positive relationship with the teacher.<sup>13</sup>

#### **2.1.4 The Function of Motivation**

Generally the function of motivation has been divided as follows:

2.1.4.1 To stimulate someone to do something, without motivation will not appear on something action like study.

2.1.4.2 Motivation as director. It's mean that direct of action to reach goal.<sup>14</sup>

2.1.4.3 Motivation as moving spirit. It is function as machine size of motivation will determine quick or slow something the job.<sup>15</sup>

Based on the function of motivation above, the researcher could conclude that motivation has functioned has motivator of efforts and achievement. Someone made an effort because the effort a good motivation in learning would show a good result. In other word, with diligent effort and primarily based on the motivation. Then someone who learned it would be able to bear a good achievement. Intensity of a student's motivation would largely determine the level of learning achievement.

#### **2.1.5 The Principle of Motivation**

There are some principles of motivation in studying namely:

2.1.5.1 The motivation as the basic of activation to motivate learning activity.

<sup>13</sup>John W. Santrock, *Psikology Pendidikan*. Edisi.2 (Jakarta: Kencana, 2010), p. 511-513.

<sup>14</sup>As'ina, "The Effect of Punishment and Reward to Students' Motivation in Learning English at The Second Year of SMPN 3 Mattirosompe Pinrang", (Unpublished a Skripsi,of Tarbiyah: Parepre, 2012), p. 18.

<sup>15</sup>Oemar Hamalik, *Proses Belajar Mengajar* (PT. Bumi Angkasa: Jakkarta, 2001), p. 161

2.1.5.2 The intrinsic motivation is more important than the extrinsic motivation in learning.

2.1.5.3 The motivation in the form praise is better than punishment.

2.1.5.4 The motivation can foster the optimism in learning.

2.1.5.5 The motivation can increase the learning achievement.<sup>16</sup>

## **2.1.6 The Type of Motivation**

### **2.1.6.1 Cognitive Motives**

This motif shows at process of intrinsic, that is concerning problem of individual satisfaction. Motive type like this very primary in activity learn in school, especially related to intellectual development.

### **2.1.6.2 Self Expression**

Expression of self is some of behavior of human being. Important that individual requirement not simply just enough to know why and how something that happened, but also can make an incident. This is true needed creativity, full of imagination. So in this case someone have desire for the actualization of self.

### **2.1.6.3 Self Enhancement**

Through self actualization and development of interest will improve progress of someone. Height and progress of this self become one of desire for every individual. In learning can be created by healthy interest atmosphere to educative participant to reach an achievement.<sup>17</sup>

## **2.1.7 Characteristics of Motivated Students**

According to Penny Ur, divides into seven the characteristics of motivated students as follow:

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<sup>16</sup>Morgan, *Instruction to Psychology* (Austin: The University of Texas Press, 1986), p. 26.

<sup>17</sup>Sardiman A.M, *Intrerasi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja Grafindo Persada, 2007), p. 87.

- 2.1.7.1 Positif task orientation, the learner was willing to tackle task and challenges and has confidence in his or success.
- 2.1.7.2 Ego-Involvement, the learner finds in important to succeed in learning in order to promote his or her own (positive) self-image.
- 2.1.7.3 Need for achievement, the learner has a need to achieve to overcome difficulties and succeed in what or she sat out to do.
- 2.1.7.4 High aspirations, the learner is ambitions, goes for demanding challenges high proficiency, top grades.
- 2.1.7.5 Goal orientations, the learner is very aware of the goal of learning of specific learning activities and directs his or her efforts toward achieving them.
- 2.1.7.6 Perseverance, the learner consistently invest a high level of eft. Learning is not discouraged by setbacks of- apparent lack progress.
- 2.1.7.7 Tolerance of ambiguity, the learner is not disturb or frustrated by situation involving.<sup>18</sup>

Based on the various related research findings above, the researcher concludes that the characteristics of motivated students is spend many time studying and deepen their knowledge.

### **2.1.8 Definition of Skripsi**

Skripsi is a scientific paper based on the results of field research and literature study compiled or students according to the study as the final project in a formal studies at the Faculty of Social and Political Sciences, University of the Free Madiun.

Skripsi is a scientific paper based on the results of field research or literature review. And defended at the trial exam (munaqasyah) in order penyelesaian studies undergraduate level (S1) to obtain a college degree.<sup>19</sup>

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<sup>14</sup>Penny Ur, A Course in Language Teaching Practice (New York, Cambridge University Press, 1996), p. 39.

Skripsi is the result of field research is a kind of research-oriented empirical data collection in the field. Judging from the approach used, field research can difference into two kinds, namely: quantitative and qualitative.<sup>20</sup>

The study is the overall activities both in the mind and in the concrete activities undertaken by students to solve a problem in the field of scientific knowledge in the context of preparation of the skripsi.

### **2.1.9 Characteristics Skripsi**

2.1.9.1 It is a scientific work that has to be generated through scientific method.

2.1.9.2 Is a written report of the results of research on one aspect of the life of society or organization (in social sciences). Results of this study assessed with reference to a phenomenon, theory, or the results of relevant research ever undertaken before.

### **2.1.10 Scientific Papers**

Writing of scientific papers is a written report describing the results of scientific peneliitann or studies that have been conducted individual or a team that meets the rules and ethics of science that confirmed and adhered to by the scientific community.

## **2.2 Previous Research Findings**

Some researchers have observed and found related results referred to particularly in increasing motivation by using a lot of kinds of techniques.

According to As'ina in the researcher the effect punishment and reward to students' motivation in learning English at the second year of SMPN 3 Mattirosompe

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<sup>19</sup>Saepudin, et al., eds., *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi)*. (Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, 2013), p. 3.

<sup>20</sup>Bahdin Nur Tanjung dan Ardial, *Pendoman penulisan Karya Ilmiah, (Proposal, Skripsi dan Tesis)*, (Jakarta Kencana, 2008), p. 2

Pinrang. Punishment and reward gave positive effects to student's motivation in learning English. It is proved by student's behavior in the classroom. When the bell was ringing, the students came to the class on time and when the teacher was explaining materials, they keep eye contact focus on teacher's explanation. Besides that, students looked enthusiastic in learning English. It could be seen by their curious to know English material.<sup>21</sup>

According to Jumarni in the researcher the use of story mapping at the twelfth year students of mathematics sciences department IPA of SMA Negeri 1 Cina could improve the students' motivation in reading comprehension. It can be proved by the students mean score of pre-test is 49.20 and the mean score of post-test is 67.93. It means that the score of post-test was greater than pre-test (67.93 49.20). After the looking the statement above the writer concluded that. There the different score between pre-test and post-test.<sup>22</sup>

Based on the various related research findings above, the researcher could conclude that in learning and teaching process, teacher have to be creative how to make the students interested and enjoy in learning process. Teacher has many methods to teach of the students, so the students have high motivation to learning English.

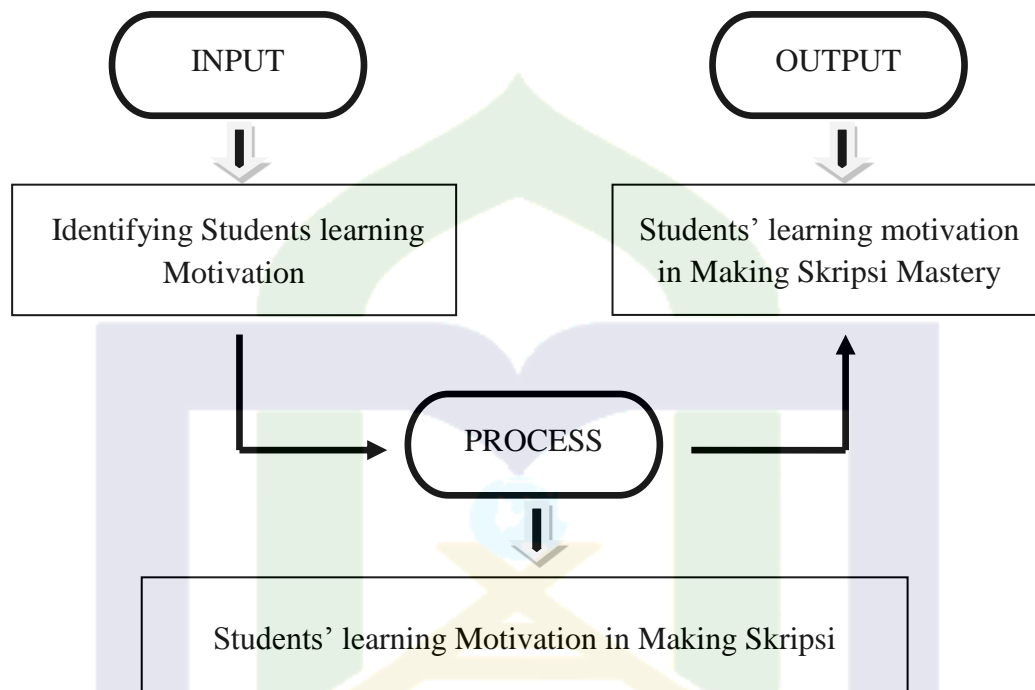
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<sup>21</sup>As'ina "The Effect of Punishment and Reward to Students' Motivation in Learning English at The Second Year of SMPN 3 Mattirosompe Pinrang" (Unpublished a Skripsi,of Tarbiyah: Parepre, 2012), p. 61.

<sup>22</sup>Jumarni, "The Use of Story Mapping to Improve Students' Motivation in Reading Comprehension at The Second Twelfth Year Students of Mathematics Sciences Department IPA of SMA Negeri 1 Cina Kab. Bone" (Unpublished Skripsi,of Tarbiyah: Parepre, 2012), p. 43.

### 2.3 Conceptual Framework

The conceptual framework of this research is given in the following diagram:



Here the explanation about input, process, output:

1. Input : it Identifying Students' learning Motivation
2. Process : it Students' learning Motivation in Making Skripsi
3. Output : it Students' learning motivation in Making Skripsi Mastery.

## 2.4 Hypothesis

Based on the previous related literature and the problem statement, the researcher puts forward as follow:

2.4.1 Null Hypothesis (H<sub>0</sub>): There is not students' learning motivation in making skripsi to the eight semester students of English program of STAIN Parepare.

2.4.2 Alternative Hypotesis (H<sub>1</sub>): There is students' learning motivation in making skripsi to the eight semester students of English program of STAIN Parepare.

## 2.5 Defenition of Operational

2.5.1 Motivation is a impulse from the strong heart to perform an activity so that such activity can be achieved with good, fit what we want. So in this case, the motivation that the authors mean is the motivation to learn. So how student learning motivation in making the skripsi. Students in the mean English program is a students during start skripsi for the settlement terms , the eight semester students up and do not involve the seventh semester down.

2.5.2 Skripsi is a scientific paper based on the results of field research and literature study compiled or students according to the study as the final project. Skripsi is a requirement to obtain the status of undergraduate (S1)

## **CHAPTER III METHODOLOGY OF THE RESEARCH**

This chapter discuss is the method of the research, research design, population and sample, variable of research instrument and data collecting procedure, and technique of data analysis.

### **3.1 The Research Desigh**

The method that the researcher use in this research is descriptive quantitative method aims at describing the ability of identifying the students' learning motivation in making skripsi to the eighth semester students of English program of STAIN Parepare.

### **3.2 Location and Duration of the Research**

#### **3.2.1 Location**

The location of this research will be taken in State Islamic College (STAIN) Parepare, and focused on class eight semester.

#### **3.2.2 Duration**

This study is conductor after the seminar proposal and have been licensed examined. This research is begun in the eight semester of academic year 2015-2016 in March to April. It is mean, the duration of this research need about one month.

### **3.3 Population and Sample**

#### **3.3.1 Population**

Population is the totally of all value about certain achievement concerning the horde of object which is complete and clear that was learned and identifying feature<sup>23</sup>.

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<sup>23</sup>Nana Sujana, *Metode Statistik*, Cet. III (Bandung: persit. 1984), p. 3.



Population of this research is the whole students of the eight semester students at English program of STAIN Parepare in academic year 2015/2016, where the total of skripsi. The number population of students are 117, can be seen as the table follow:

Table 1: Population Students English Program the eight semester Students in academic year 2015/2016.

NO	Rombel	Score
1.	Rombel 1	35
2.	Rombel 2	35
3.	Rombel 3	35
4.	Rombel 4	12
	Total	117

Source: Kantor Jurusan Tarbiyah STAIN Parepare<sup>24</sup>

### 3.3.2 Sample

Table 2: Sample Students English Program the eight semester Students in academic year 2015/2016.

The students in English program of STAIN Parepare	Female	Male
Rombel	31	4
Total	35	

<sup>24</sup>Data Students of English Program STAIN Parepare in Academic Year 2015/2016 (Parepare: Kantor Jurusan Tarbiyah and Adab STAIN Parepare, 26<sup>th</sup> February 2016).

In this research, the researcher use cluster random sampling as the random sampling method of population which has common characteristics or we can say that sample taking over individual or thing which have smaller total than population.

The sample was taken from random sampling of the all eight semester English program of STAIN Parepare, where the sample of that research was 35 students. In this researcher used the random sampling technique.

### **3.4 Instrument of the Research**

The instrument is used to collect the data in truth to measure the research variable. In this research the researcher used 3 instrument consist of observation, questioner and documentation.

#### **3.4.1 Observation**

Observation is a process of observation and recording in a systematic, logical, objective and rational about various phenomena which aims to gather data or information and measuring factor-factor observed especially social skills.

#### **3.1.2 Questionnaire**

Questionnaire is a technique of collecting data by asking written questions to be answered in writing also by the respondent. The questionnaire is a written questions that are used to obtain information from respondents about the personal or things that he knew. Questionnaire goal is to find complete information about a problem and respondents without worrying if respondents gave answers that not correspond to reality in filling out the questionnaire. In addition, the respondents know the specific information requested.

The researcher used cognitive ability questionnaire to measure the students' level of cognitive ability. The total statements of this questionnaire were 20

statements which consisted of 10 positive statements and 10 negative statements. This questionnaire gave to the students during the process of collecting data and they chose the answer based on their own decision.

#### 3.4.3 Documentation

Documentation aimed to describe the condition and situation of students in making skripsi to the eight semester of STAIN Parepare. Where the instrument was focus in making skripsi at the library. Documentation is tool aiming at identifying documents or the field of study devoted to the study of documents.<sup>25</sup> This is an effort to help the researcher to collect the needed data and to support the researcher with the data dealing.

### 3.5 Technique of Colleting Data

Data collection through field research with the road approaching the object of study, and visit the respondents and informants who know more about the state of the data that is already available relating to the issues discussed in the research.

### 3.6 Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. caused the data is quantitative, then analyzes the data using statistical methods that have been available.<sup>26</sup> The data of the effect of motivation students in making skripsi from the questionnaire was classify by using following procedure. The writer analyzed it by using likert Scale.

3.6.1 For the positive statements, the score are: strongly agree 5; agree 4; undecided 3; disagree 2; strongly disagree 1.

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<sup>25</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 1998), p. 235.

<sup>26</sup>Sugiyono, *Methodologi Penelitian Kuantitatif dan R&D* Cet. Ke-4 (Bandung: Alfabeta, 2008), p. 243.

3.6.2 For the negative statements, the score are: strongly agree 1; agree 2; undecided 3; disagree 4; strongly disagree 5.

3.6.3 The research has 10 positive and 10 negative statements. There fore, if a student answer the 10 positive statements with strongly agree and with all 10 negative ones with strongly disagree, he sould get 100; and if a student answer the 10 positive statements with strongly disagree and with all 10 negative ones with strongly agree, the get 20. So, the rating score ranges from 20 to 100 (interval 100). Since the quastionnaires get five categories, the interval that was used to determine the category is  $100:5= 20$ . Following is the rating score of the category:

Table 3. The Rating Score of the Category.

81% - 100%	Very Strong (strong Agree)
61% - 80%	Strong (Agree)
41% - 60%	Undecide (Enough)
21% - 40%	Disagree (Low)
0% - 20%	Very Disagree (Very Low)

5.3.1 Calculating the rate percentage of the students' score.

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

Where:

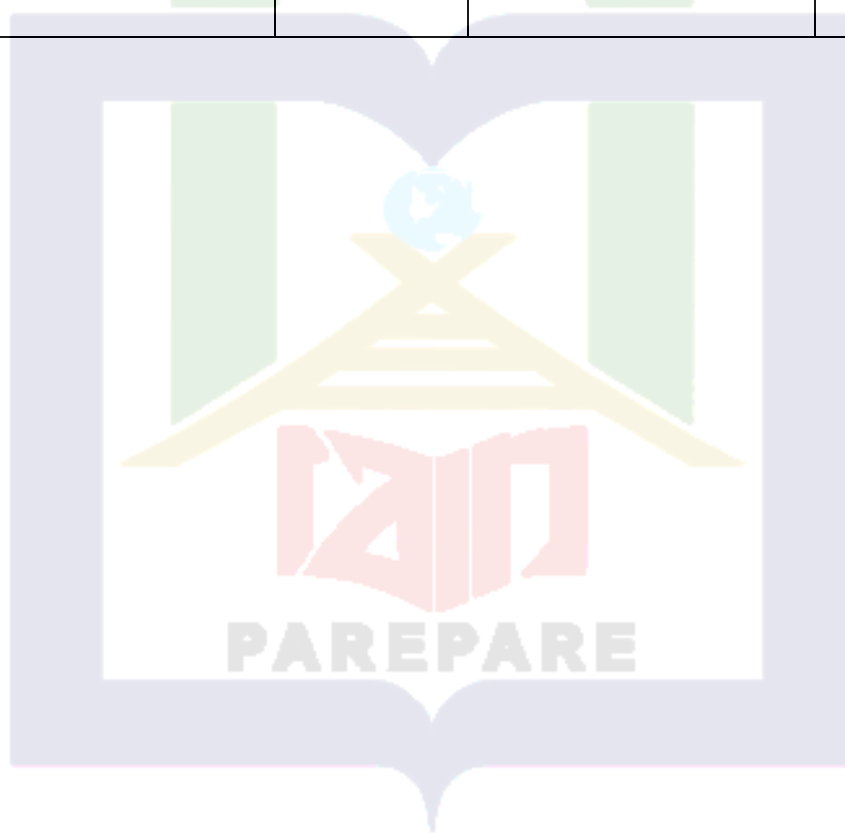
P = percentage

F = Frequency      N = Total of sample.<sup>27</sup>

<sup>27</sup>Riduwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandun, Alfabeta, Cet.Kedua,2007), p.18.

Table 4. liker scale of Questionnaire<sup>28</sup>

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Undecide (U)	3	Undecide (U)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5



<sup>28</sup>L. R. Gay, *Education Research Compotencies for Analysis and Application* (Columbus, Ohio: Charles E. Meril Publihing, 1981), p. 126.

## CHAPTER 1V FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the findings of the research and discussion of the findings. The researcher analyzed the data consisting of the result of the questionnaire.

### 4.1 findings

The findings of the researcher which were taken from analyzing the instruments presented as follow:

#### 4.1.1 the Result of Questionnaire

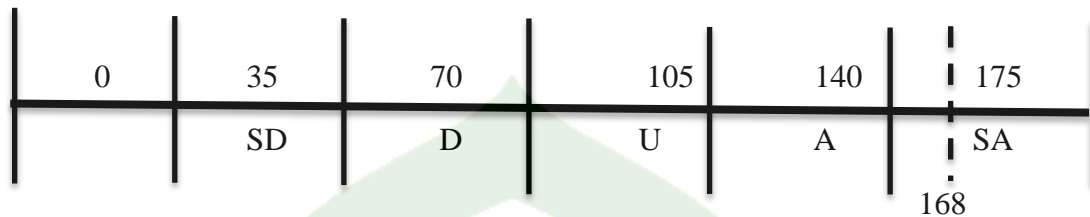
After calculating the data researcher would like to describe the frequency of responds and percentages of the student' score, there were 20 items questionnaire. The questionnaire item consists of 10 positive statements and 10 negative statements. The students' score described according to following tables from each items questionnaires.

Table.5,Positive statement. I believe that the serious learning, to my knowledge will increase.

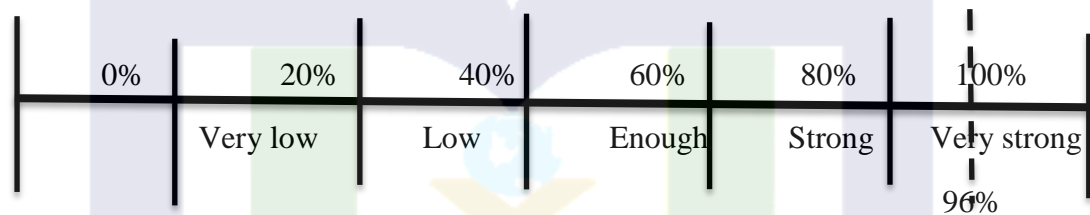
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	28	140
2.	Agree (A)	4	7	28
3.	Undecided (U)	3	0	0
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	168

(Data source: Questionnaire item No. 1)

The data above (item 1) based on the data in the table above there are 35 samples and there were 28 respondents who had a questionnaire on the highest position is strongly agree with the number 140 and the result was 96%.



Based on data the students strongly agree about the statement. To fine out the classification we can see from the result that  $168/175 \times 100\% = 96\%$



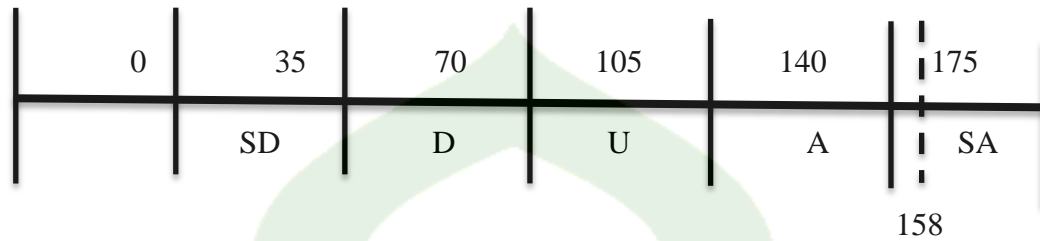
This statement is the positif one and it was taken from 35 respondents and most of them very agreed the leaning English was enjoyable and it can be conclude that the percentage is very strong.

Table.6, Positive statement. With learning vigorously, I can achieve satisfactory progress.

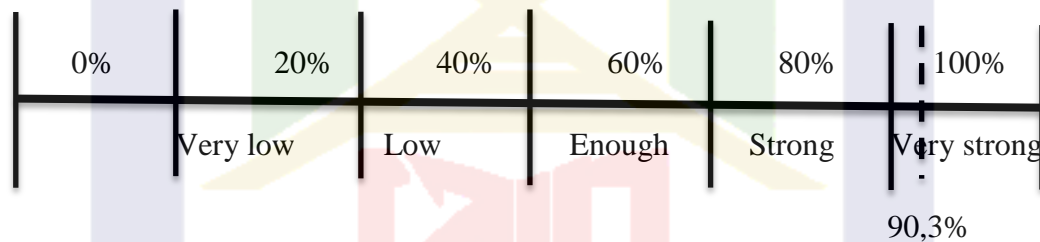
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	18	90
2.	Agree (A)	4	17	68
3.	Undecided (U)	3	0	0
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	158

(data source: Questionnaire item No. 2)

The data above (item 2) based on the data in the table above there are 35 samples and there were 18 respondents who had a questionnaire on the highest position is strongly agree with the number 90 and the result was 90,3%.



Based on data the students strongly agree about the statement. To fine out the classification we can see from the result that  $158/175 \times 100\% = 90,3\%$



This statement is the positif one and it was taken from 35 respondents and most of them very agreed the leaning English was enjoyable and it can be conclude that the percentage is very strong.

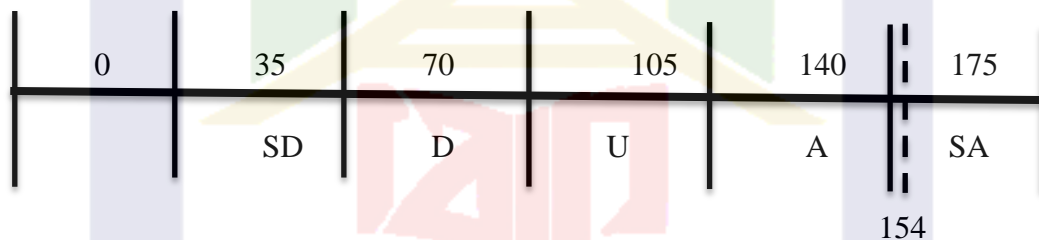
Table. 7, positive statement. I am very happy to learning how to write skripsi.



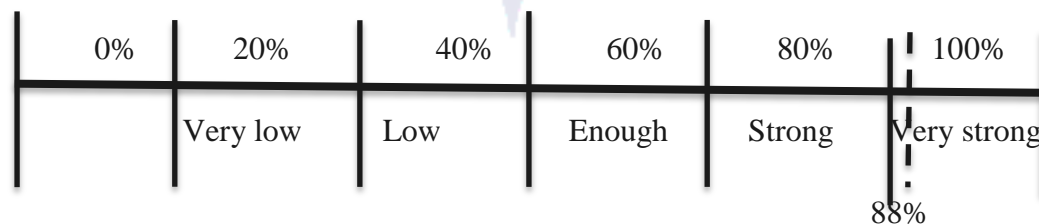
NO	Catory	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	17	85
2.	Agree (A)	4	15	60
3.	Undecided (U)	3	3	9
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
$\Sigma$			35	154

(data source: Questionnaire item No. 3)

The data above (item 3) based on the data in the table above there are 35 samples and there were 17 respondents who had a questionnaire on the highest position is strongly agree with the number 83 and the result was 88%.



Based on data the students very strong about the statement. To fine out the classification we can see from the result that  $154/175 \times 100\% = 88\%$



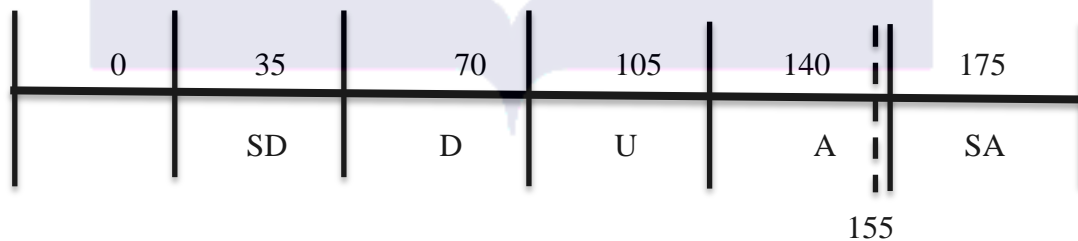
This statement is the positif one and it was taken from 35 respondents and most of them very strong the leaning English was enjoyable and it can be conclude that the percentage is strong agree.

Table. 8, Positive stetament. I have a will of its own will and learning to write skripsi.

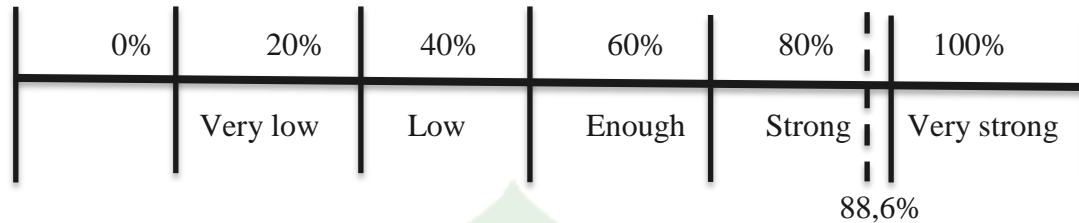
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	15	75
2.	Agree (A)	4	20	80
3.	Undecided (U)	3	0	0
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	155

(data source: Questionnaire item No.4)

The data above (item 4) based on the data in the table above there are 35 samples and there were 20 respondents who had a questionnaire on the highest position is agree with the number 80 and the result was 88,6%.



Based on data the students agree about the statement. To find out the classification we can see from the result that  $155/175 \times 100\% = 88,6\%$



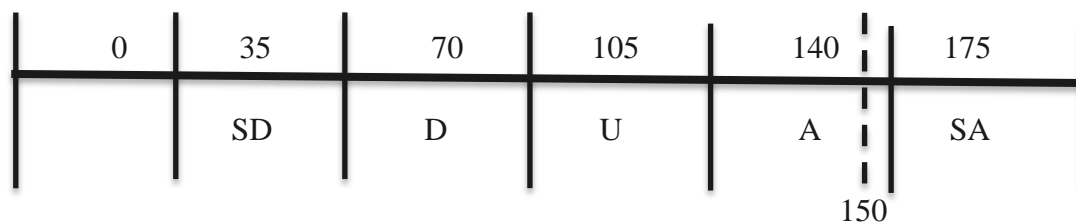
This statement is the positif one and it was taken from 35 respondents and most of them agreed the leaning English was enjoyable and it can be conclude that the percentage is strong.

Table.9, Positive statement. For maximum learning, I have strong incentive of self.

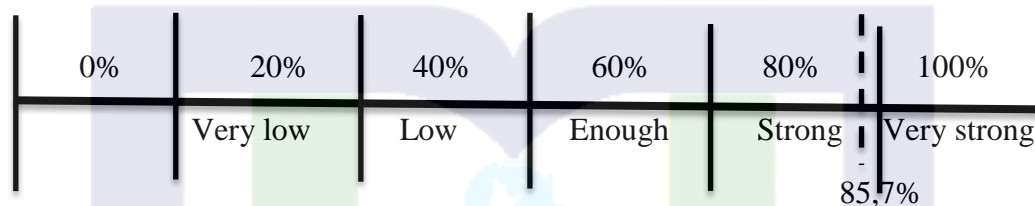
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	13	65
2.	Agree (A)	4	20	80
3.	Undecided (U)	3	1	3
4.	Disagree (D)	2	1	2
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	150

(data source: Questionnaire item No. 5)

The data above (item 5) based on the data in the table above there are 35 samples and there were 20 respondents who had a questionnaire on the highest position is agree with the number 80 and the result was 85,7%.



Based on data the students agree about the statement. To fine out the classification we can see from the result that  $150/175 \times 100\% = 85,7\%$



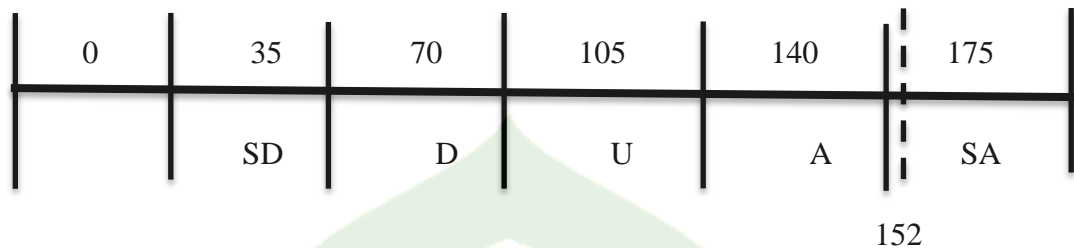
This statement is the positif one and it was taken from 35 respondents and most of them agreed the leaning English was enjoyable and it can be conclude that the percentage is strong.

Table. 10, Positive statement. I make motivation as a impeller faces the challenge of making the skripsi.

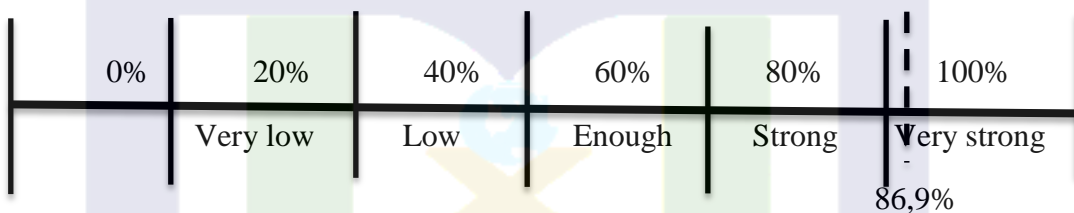
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	17	85
2.	Agree (A)	4	13	52
3.	Undecided (U)	3	5	15
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
$\Sigma$			35	152

(data source: Questionnaire item No.6)

The data above (item 6) based on the data in the table above there are 35 samples and there were 17 respondents who had a questionnaire on the highest position is strongly agree with the number 85 and the result was 86,9%.



Based on data the students strong agree about the statement. To fine out the classification we can see from the result that  $152/175 \times 100\% = 86,9\%$



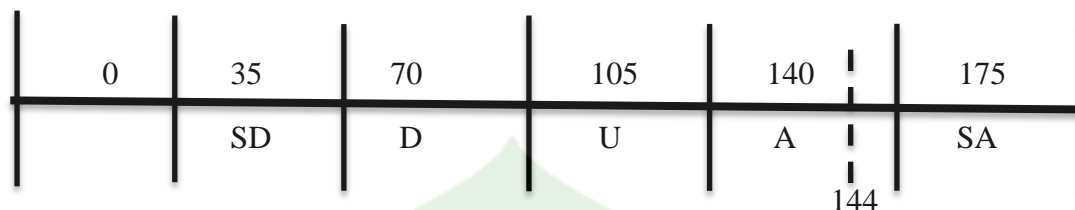
This statement is the positif one and it was taken from 35 respondents and most of them very agree the leaning English was enjoyable and it can be conclude that the percentage is very strong.

Table.11,Positive statement. In the learning process, I have the incentive to know more about these subject.

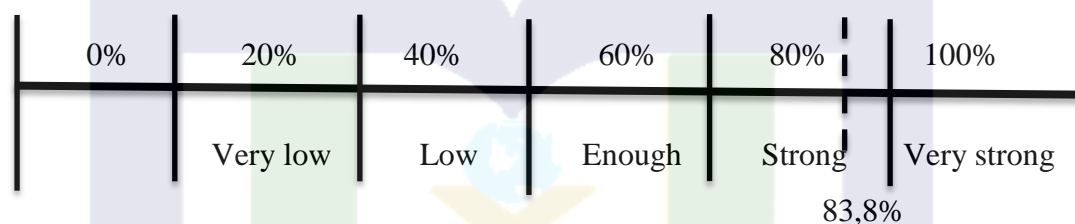
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	7	35
2.	Agree (A)	4	25	100
3.	Undecided (U)	3	3	9
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	144

(data source: Questionnaire item No.7)

The data above (item 7) based on the data in the table above there are 35 samples and there were 25 respondents who had a questionnaire on the highest position is agree with the number 100 and the result was 83,8%.



Based on data the students agree about the statement. To fine out the classification we can see from the result that  $144/175 \times 100\% = 83,8\%$



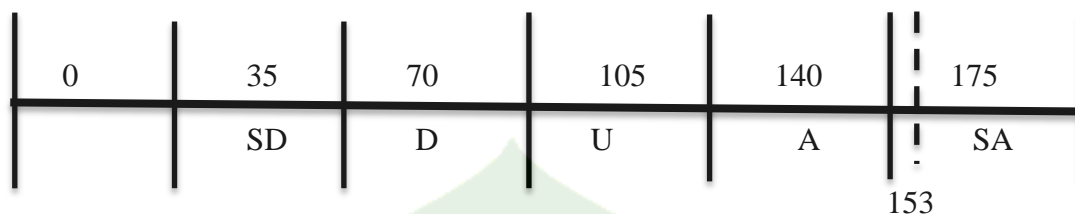
This statement is the positif one and it was taken from 35 respondents and most of them agreed the leaning English was enjoyable and it can be conclude that the percentage is strong.

Table. 12, Positive statement. I make as a source of motivation in the spirit of making skripsi.

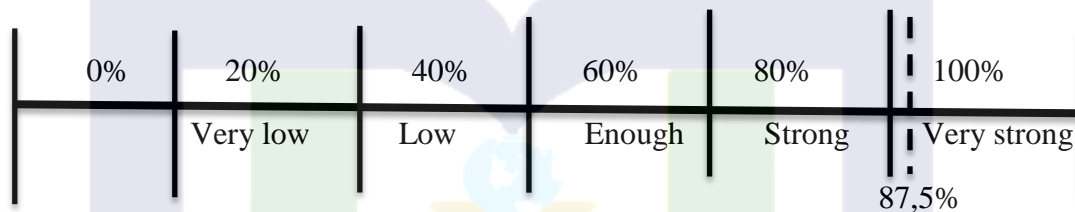
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	19	95
2.	Agree (A)	4	10	40
3.	Undecided (U)	3	6	18
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	153

(data source: Questionnaire item No. 8)

The data above (item 8) based on the data in the table above there are 35 samples and there were 19 respondents who had a questionnaire on the highest position is strongly agree with the number 95 and the result was 87,5%



Based on data the students strong agree about the statement. To fine out the classification we can see from the result that  $118/175 \times 100\% = 87,5\%$



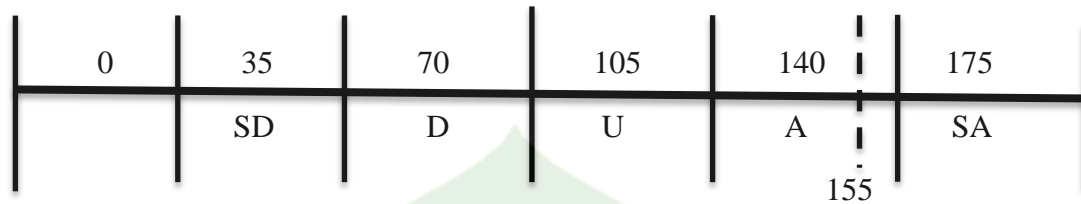
This statement is the positif one and it was taken from 35 respondents and most of them strong agree the leaning English was enjoyable and it can be conclude that the percentage is very strong.

Table. 13, Positive statement. I finished my skripsi with goal oriented write a good skripsi.

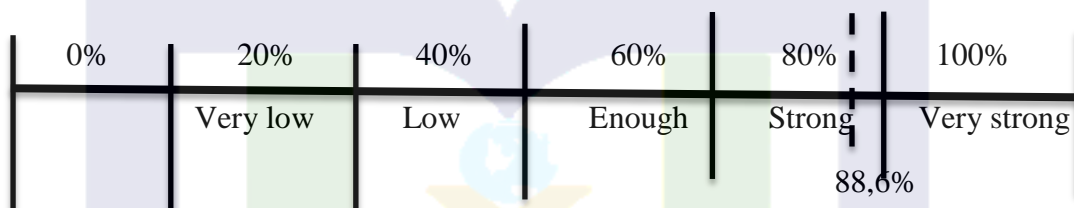
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	15	75
2.	Agree (A)	4	20	80
3.	Undecided (U)	3	0	0
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	155

(data source: Questionnaire item No. 9)

The data above (item 9) based on the data in the table above there are 35 samples and there were 20 respondents who had a questionnaire on the highest position is strongly agree with the number 80 and the result was 88,6%.



Based on data the students agree about the statement. To fine out the classification we can see from the result that  $155/175 \times 100\% = 88,6\%$



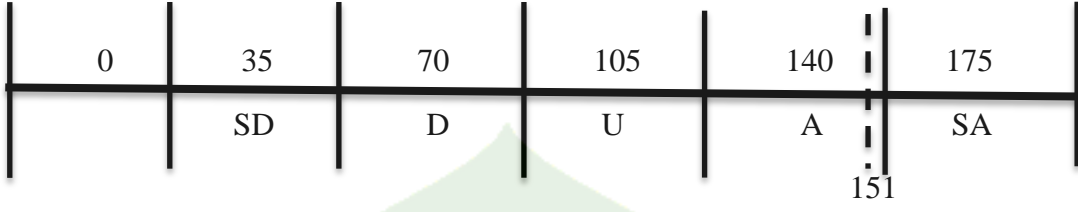
This statement is the positif one and it was taken from 35 respondents and most of them agreed the leaning English was enjoyable and it can be conclude that the percentage is strong.

Table.14, Positive statement. When I get compliments on my learning achievement, I would have the passion to learning.

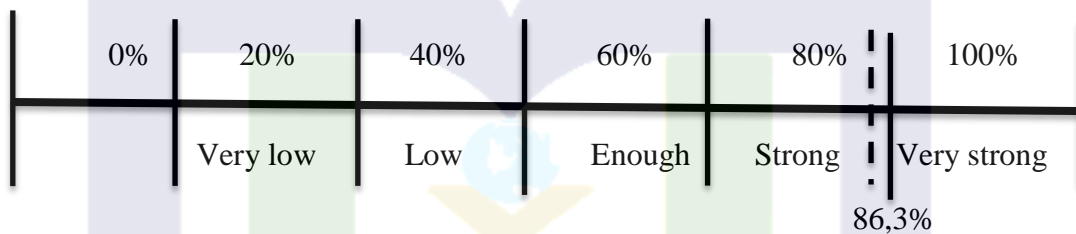
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	15	75
2.	Agree (A)	4	16	64
3.	Undecided (U)	3	4	12
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
$\Sigma$			35	151

(data source: Questionnaire item No. 10)



The data above (item 10) based on the data in the table above there are 35 samples and there were 16 respondents who had a questionnaire on the highest position is agree with the number 64 and the result was 86,%.  


Based on data the students agree about the statement. To fine out the classification we can see from the result that  $151/175 \times 100\% = 86,3\%$



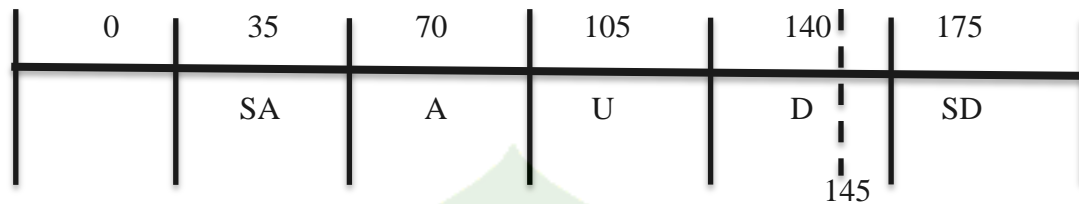
This statement is the positif one and it was taken from 35 respondents and most of them agreed the leaning English was enjoyable and it can be conclude that the percentage is strong.

Table. 15, Negative statement. If I have difficulty in learning I less endeavor to understand the lesson.

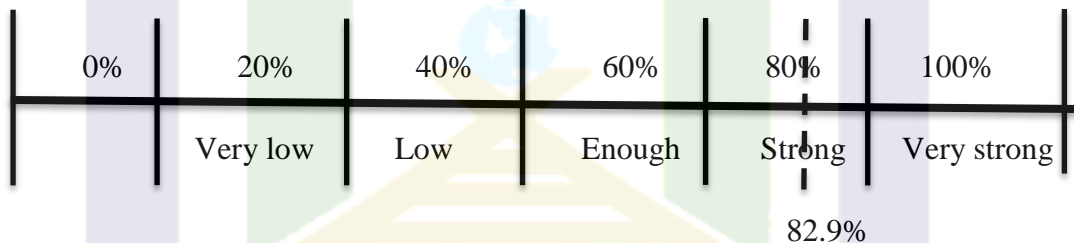
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	0	0
2.	Agree (A)	2	2	4
3.	Undecided (U)	3	2	6
4.	Disagree (D)	4	20	80
5.	Strongly Disagree (SD)	5	11	55
	$\Sigma$		35	145

(data source: Questionnaire item No. 11)

The data above (item 11) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $145/175 \times 100\% = 82,9\%$



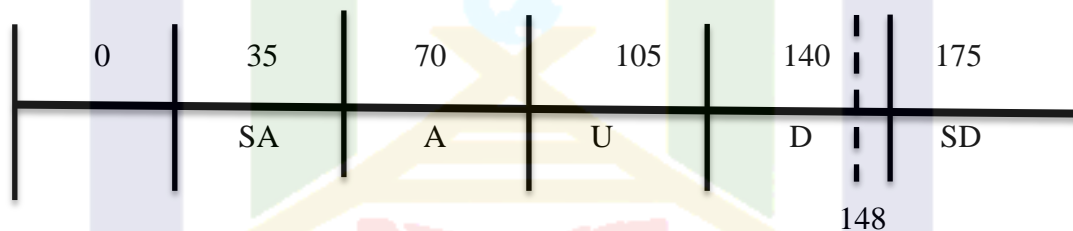
Based on the classification above the researcher can conclude that the students were disagree with statement. If I have difficulty in learning I less endeavor to understand the lesson.

Table. 16, Negative statement. If the value I declined, I less endeavor to improve the way I learning.

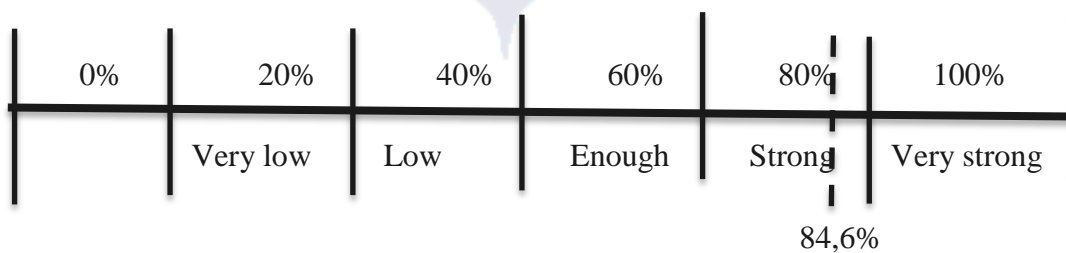
NO	Category	Score	Frequency	Sum of the Score
1.	Strongly Agree (SA)	1	1	1
2.	Agree (A)	2	1	2
3.	Undecided (U)	3	1	3
4.	Disagree (D)	4	18	72
5.	Strongly Disagree (SD)	5	14	70
$\Sigma$			35	148

(data source: Questionnaire item No. 12)

The data above (item 12) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $148/175 \times 100\% = 84,6\%$



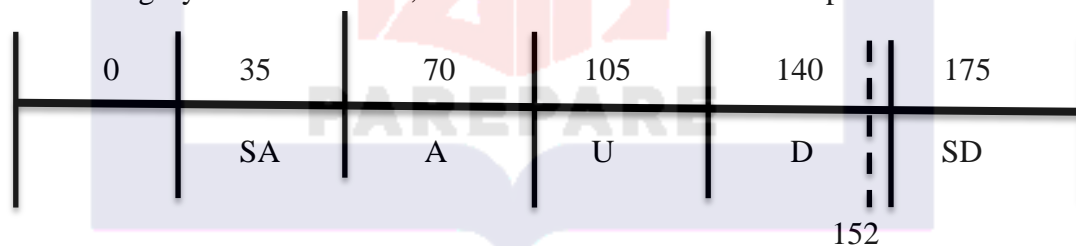
Based on the classification above the researcher can concluded that the students were disagree with statement. If the value I declined, I less endeavor to improve the way I learning.

Table. 17, Negative statement. I less the motivation to make as a impeller faces challenges in making the skripsi.

NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	0	0
2.	Agree (A)	2	0	0
3.	Undecided (U)	3	2	6
4.	Disagree (D)	4	19	76
5.	Strongly Disagree (SD)	5	14	70
	$\Sigma$		35	152

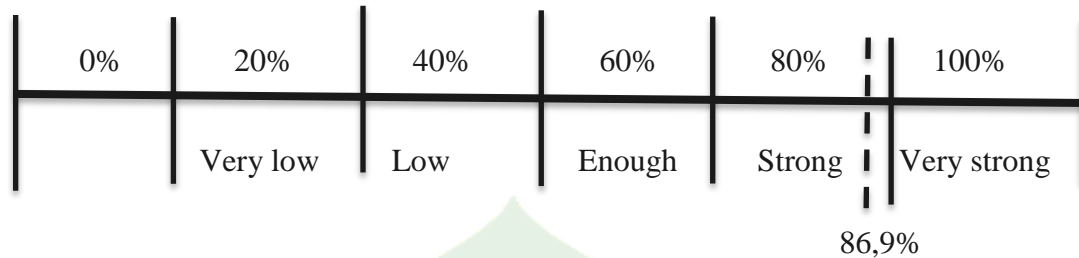
(data source: Questionnaire item No. 13)

The data above (item 13) shows that most of the students choose disagree is greater that the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It mmeans that the students disagree with this item. To fine out the

classification of the statement it can be see from the result that  
 $152/175 \times 100\% = 86,9\%$



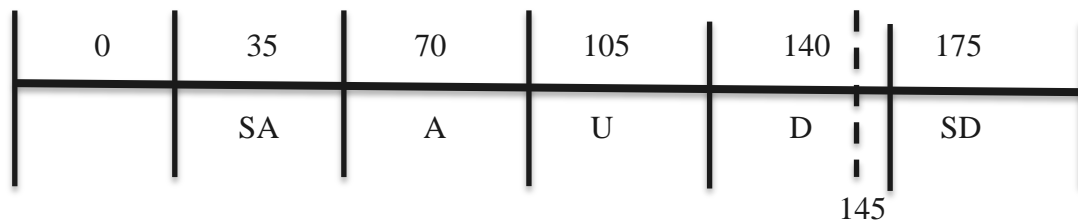
Based on the classification above the researcher can concluded that the students were disagree with statement. I less the motivation to make as a impeller faces challenges in making the skripsi.

Table 18, Negative statement. I make less motivation for direction to create a skripsi.

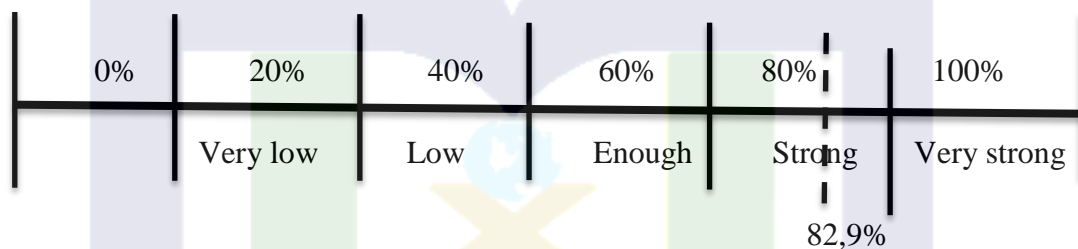
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	0	0
2.	Agree (A)	2	1	2
3.	Undecided (U)	3	1	3
4.	Disagree (D)	4	25	100
5.	Strongly Disagree (SD)	5	8	40
	$\Sigma$		35	145

(data source: Questionnaire item No. 14)

The data above (item 14) shows that most of the students choose disagree is greater that the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $145/175 \times 100\% = 82,9\%$



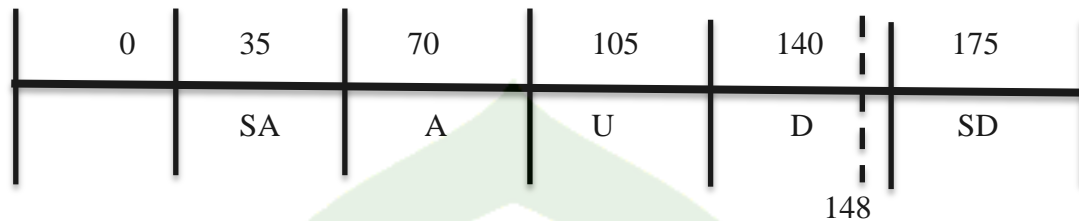
Based on the classification above the researcher can conclude that the students were disagree with statement. I have less motivation for direction to create a script.

Table 19, Negative statement. When I have difficulties in learning I less get a boost from lecturers and my friends to study harder.

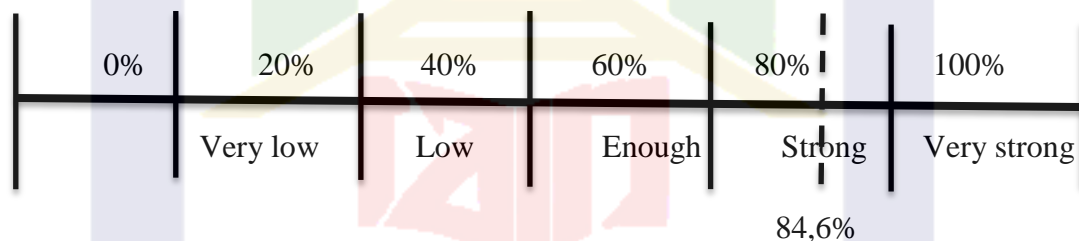
NO	Category	Score	Frequency	Sum of the Score
1.	Strongly Agree (SA)	1	1	1
2.	Agree (A)	2	0	0
3.	Undecided (U)	3	0	0
4.	Disagree (D)	4	23	92
5.	Strongly Disagree (SD)	5	11	55
$\Sigma$			35	148

(data source: Questionnaire item No.15)

The data above (item 15) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $148/175 \times 100\% = 84,6\%$



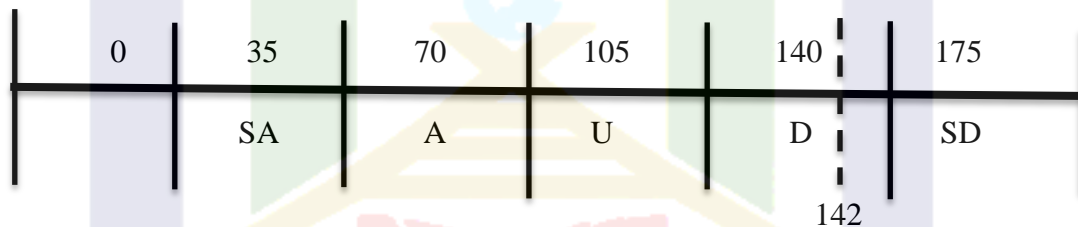
Based on the classification above the researcher can conclude that the students were disagree with statement. When I have difficulties in learning I less got a boost from lecturers and my friends to study harder.

Table 20, Negative statement. I less endeavor to make the motivation needs to make the skripsi.

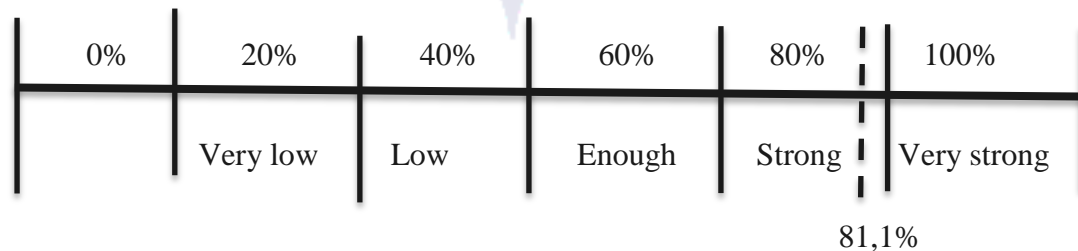
NO	Category	Score	Frequency	Sum of the Score
1.	Strongly Agree (SA)	1	0	0
2.	Agree (A)	2	3	6
3.	Undecided (U)	3	5	15
4.	Disagree (D)	4	14	56
5.	Strongly Disagree (SD)	5	13	65
$\Sigma$			35	142

(data source: Questionnaire item No.16)

The data above (item 16) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $142/175 \times 100\% = 81,1\%$





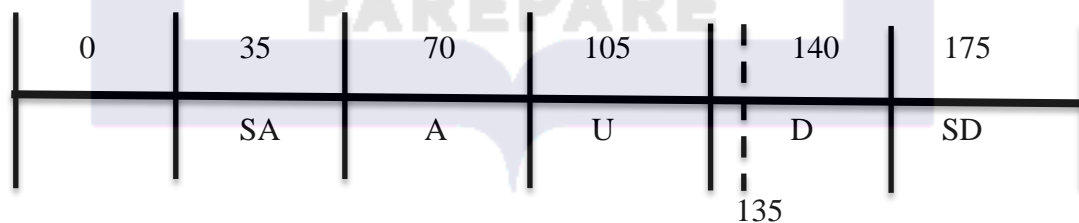
Based on the classification above the researcher can concluded that the students were disagree with statement. I less endeavor to make the motivation needs to make the skripsi.

Table 21, Negative statement. I less endeavor foster self-confidence to make the skripsi.

NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	0	0
2.	Agree (A)	2	1	2
3.	Undecided (U)	3	8	24
4.	Disagree (D)	4	21	84
5.	Strongly Disagree (SD)	5	5	25
	$\Sigma$		35	135

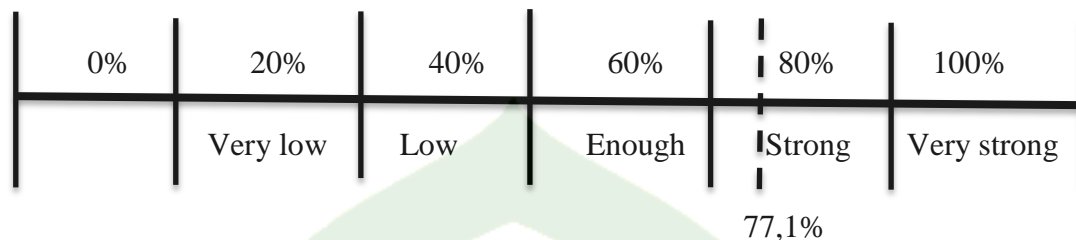
(data source: Questionnaire item No. 17)

The data above (item 17) shows that most of the students choose disagree is greater that the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To fine out the

classification of the statement it can be see from the result that  $135/175 \times 100\% = 77,1\%$



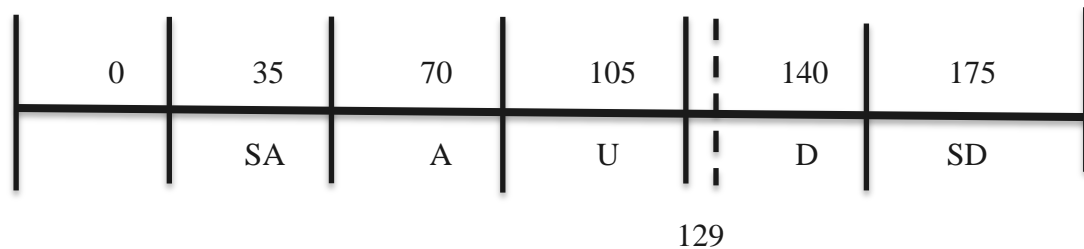
Based on the classification above the researcher can concluded that the students were disagree with statement. I less endeavor foster self-confidence to make the skripsi.

Table 22, Negative statement. With giving punishment from parents and my lecturer, I learning how to decline in the write skripsi.

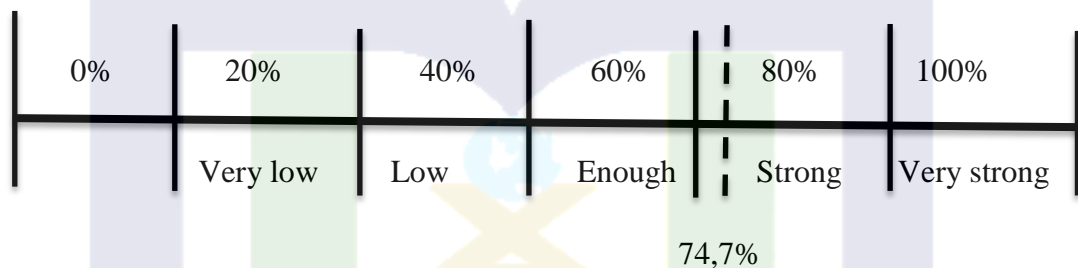
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	2	2
2.	Agree (A)	2	1	2
3.	Undecided (U)	3	5	15
4.	Disagree (D)	4	25	100
5.	Strongly Disagree (SD)	5	2	10
	$\Sigma$		35	129

(data source: Questionnaire item No. 18)

The data above (item 18) shows that most of the students choose disagree is greater that the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To fine out the classification of the statement it can be see from the result that  $142/175 \times 100\% = 74,7\%$



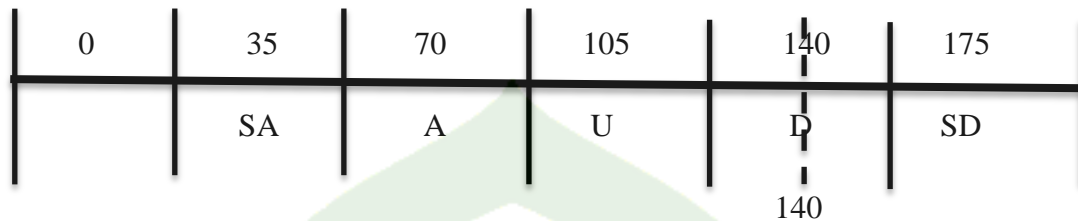
Based on the classification above the researcher can concluded that the students were disagree with statement. With giving punishment from parents and my lecturer, I learning how to decline in the write skripsi.

Table 23, Negative statement. With seeing my friend's spirit in learning! less have an incentive to be more active in learning the write skripsi.

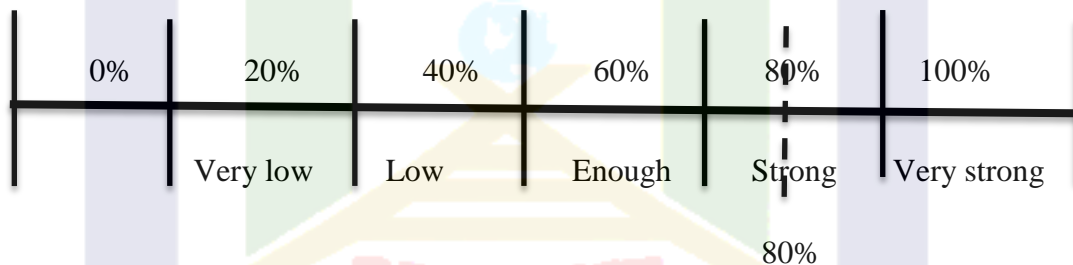
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	0	0
2.	Agree (A)	2	5	10
3.	Undecided (U)	3	1	3
4.	Disagree (D)	4	18	72
5.	Strongly Disagree (SD)	5	11	55
	$\Sigma$		35	140

(data source: Questionnaire item No. 19)

The data above (item 19) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out classification of the statement it can be seen from the result that  $140/175 \times 100\% = 80\%$



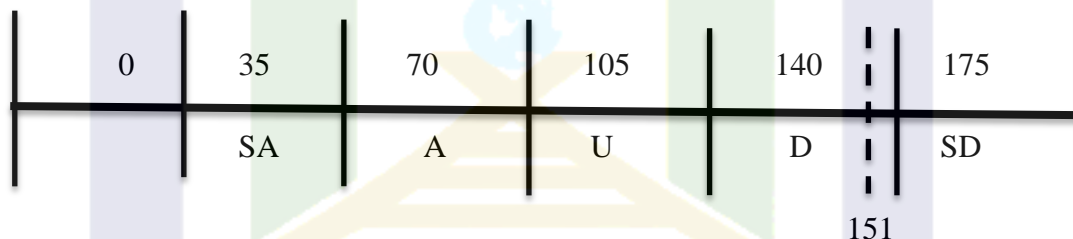
Based on the classification above the researcher can conclude that the students were disagree with statement. With seeing my friend's spirit in learning I less have an incentive to be more active in learning the write skripsi.

Table 24, Negative statement. When I get a value that is less good, I less have a desire to improve it.

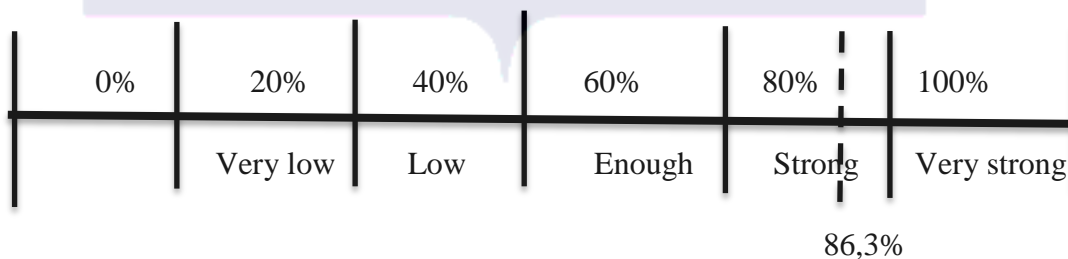
NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	1	1	1
2.	Agree (A)	2	0	0
3.	Undecided (U)	3	0	0
4.	Disagree (D)	4	20	80
5.	Strongly Disagree (SD)	5	14	70
$\Sigma$			35	151

(data source: Questionnaire item No. 20)

The data above (item 20) shows that most of the students choose disagree is greater than the other. It explained that the students disagreed the statement. To find out the category of the statement, it can be seen in the column as presented below:



The statement above is the negative one and the category goes to disagree position. It means that the students disagree with this item. To find out the classification of the statement it can be seen from the result that  $151/175 \times 100\% = 86,3\%$



Based on the classification above the researcher can concluded that the students were disagree with statement. When I get a value that is less good, I less have a desire to improve it.

#### 4.1.2 the rate percentage of Questionnaire

Based on questionnaire's score, the result of analysis of rate percentage of students' questionnaire showed as 62,1%. That is why the learning motivation of the students' located at "strong" category. It means that most of the students undecided and stated that they were have learning motivation when they were studying English in the labrary. On the contrary, this fact also showed that most of the students were quiet and they can followed the English class well received and no obstacles.

#### 4.1.3 The category of students' lerning motivation

Table 25. The table of students' lerning motivation category.

NO	Category	Score	Frequency	Sum of the Score
1.	Strongy Agree (SA)	5	0	0
2.	Agree (A)	4	27	77,1%
3.	Undecided (U)	3	8	22,9%
4.	Disagree (D)	2	0	0
5.	Strongly Disagree (SD)	1	0	0
	$\Sigma$		35	100

From the data above showed that were “0” of the students prefer “Very Strong” category of the instrument of questionnaire, and 77,1% of the “strong” category, and then 22,9% of the students prefer “Enough” category and there was no student prefer “Low” and “Very Low” category.

Based on the data above, most of the students prefer “Strong” category as 77,1% where it was higher than other category. It means that, the most of the students sometimes feel in learning motivation. It is according to the questionnaire given to them or in other words: they stated that they were learning when they are studying English. Moreover there were some of the students who prefer to “Enough” category as 22,9%. It means that there were some of the students who have learning motivation when making skripsi.

## **4.2 Discussions**

According to the research findings above, the researcher divides into as follows:

### **4.2.1 The result of research based on questionnaire**

From the questionnaire's findings, responses to learning motivation can be classified based on the rate of total score from 20 items of questionnaire which was on “Very Strong” category or the score over 175 as many 5 items, “Strong” category or score over 140 as many 15 items, the last is “Undecided” category as 0 items. That is way, it means that the students' responses are at “Very Strong” level balance with “Strong” level.

However, based on the result of rate of questionnaire's percentage showed that there was 62,1% of students located at "Strong" category. It can be said that most of the students Strong and stated that they were have learning motivation when they are learning in the labrary.

In general, the level of learning motivation to learn, can be influenced by two factors of motivation, the first was intrinsic motivation and the second extrinsic motivation. Usually the intrinsic motivation because there is a desire that must be achieved resulting in the encouragement of the private person. While the extrinsic motivation because of the encouragement from the outside personal cause something happens to indent a, whether it is from friends, other people, spouses and parents.

Based on the result of questionnaire's classification, there were " 77,1%" of the students prefer "Strong" category of the questionnaire, and 22,9% of the students "Enough" category, and there was no students prefer "Low" and "Very Low" category. It means, at all most of the students Strong (62,1%) in students motivation in making skripsi.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts namely the conclusion and of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research. The suggestion deal with some ideas given by the researcher.

#### 5.1 Conclusion

Based on the finding and discussion of the data above, the researcher concluded as below:

From the questionnaire's finding, respond to the learning motivation can classified based on the rate of total score from 20 items of questionnaire which was on "Very Strong" category or the score over 175 as many 5 items, "Strong" category or score over 140 as many 15 items, the last is "Undecided" category as 0 items. That is way, it means that the students' respond at "Agree" level balance with "Undecided" level.

However, based on the result of questionnaire's classification, there were "77,1%" of the students prefer "Strong" category of the questionnaire, and 22,9% of the students "Enough" category, and there was no students prefer "Low" and "Very Low" category. It means, at all most of the students Strong (62,1%) in students motivation in making skripsi.

Based on the result of rate of questionnaire's percentage showed that there was 62,1% of students located at "Strong" category. It can be said that most of the students Agree and all that they were have learning motivation in making skripsi when they are learning in the labrary to the eight semester of STAIN Parepare.

## 5.2 Suggestion

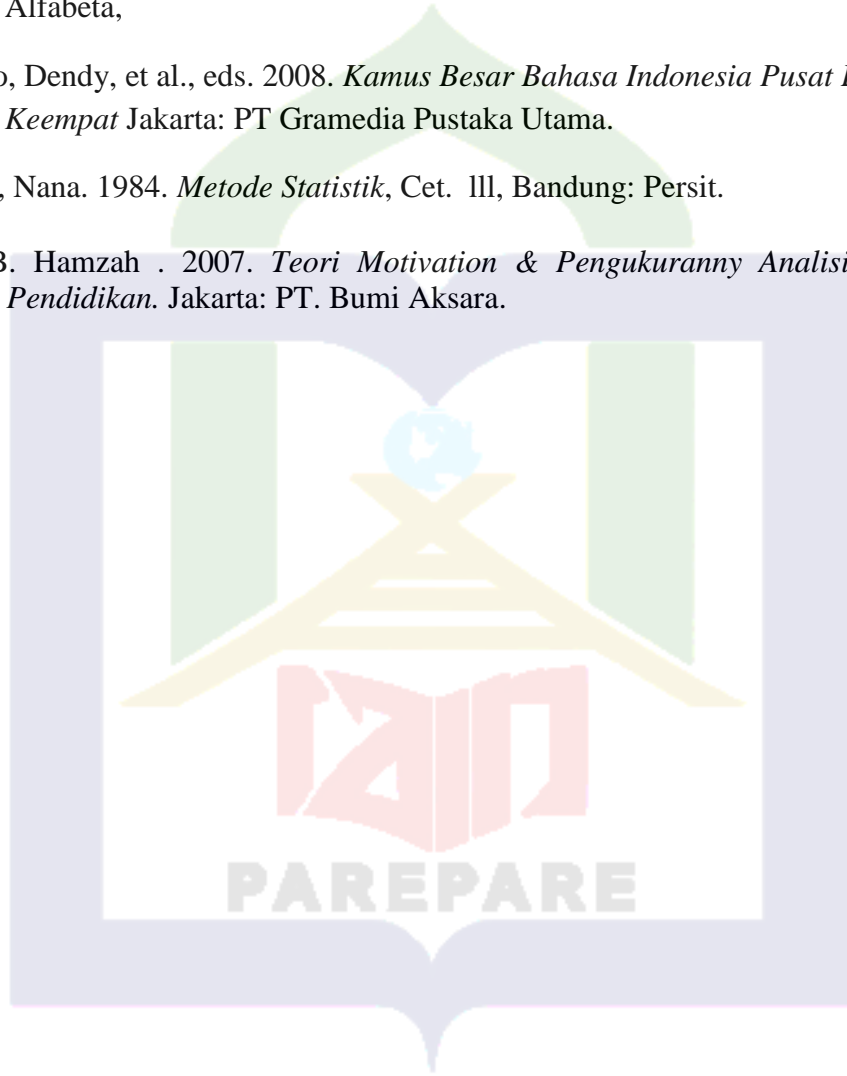
Based on the result of this research, the researcher is going to give some suggestions to the readers, as follows:

1. Students of English program STAIN Parepare have to learn more about learning motivation and become more support in conveying their ideas whenever they making skripsi.
2. For the lecturers, they have to present better methods in teaching English, especially in learning motivation students' in making skripsi. And give me to motivate and increase the students' interest in studying to the English lesson, considering dislike factor of the students was greatest factor to English lesson and it is expectend the teacher to know the characteristics of the students and professionalism in teaching, especially to keep the students' motivation in studying English even out of the English lesson.
3. For the future researchers, they can use this researcher as literature to guide them when they want run the similar research, although this researcher is still far from perfection.

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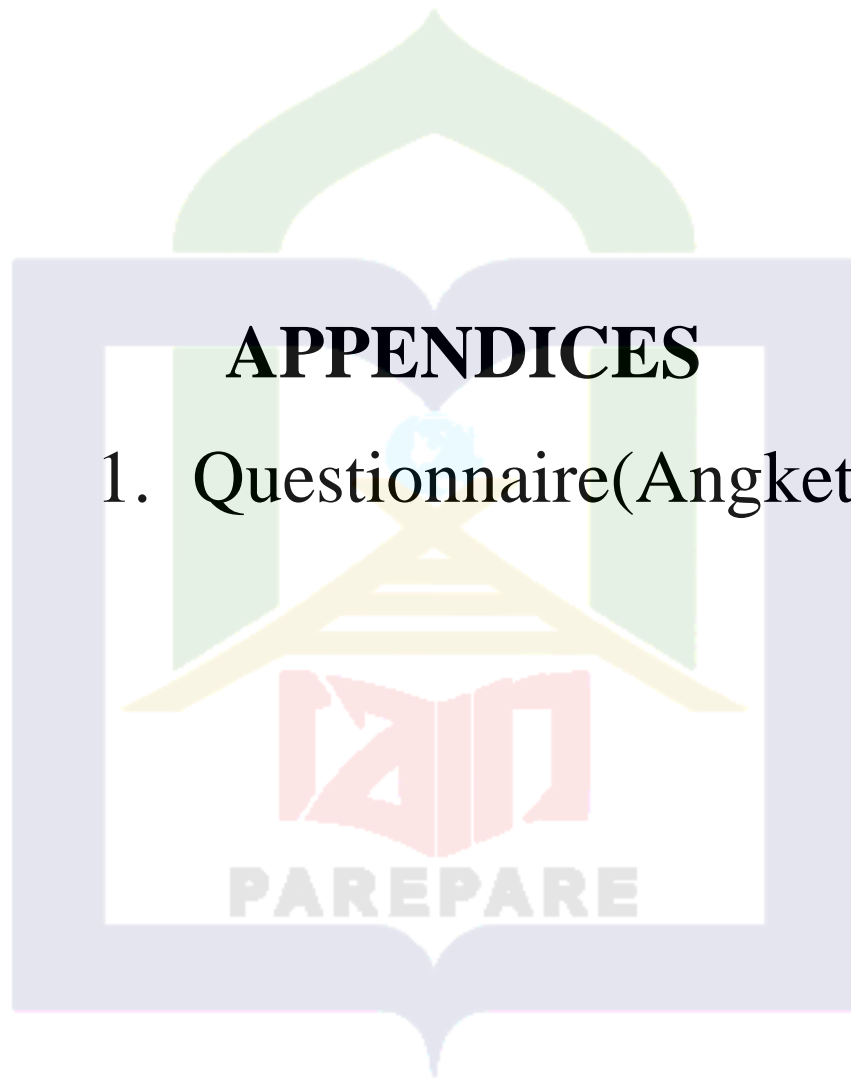
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# ***APPENDICES***





## **APPENDICES**

### 1. Questionnaire(Angket)

## Angket

Nama :  
Nim :  
Jenis Kelamin :

### Petunjuk

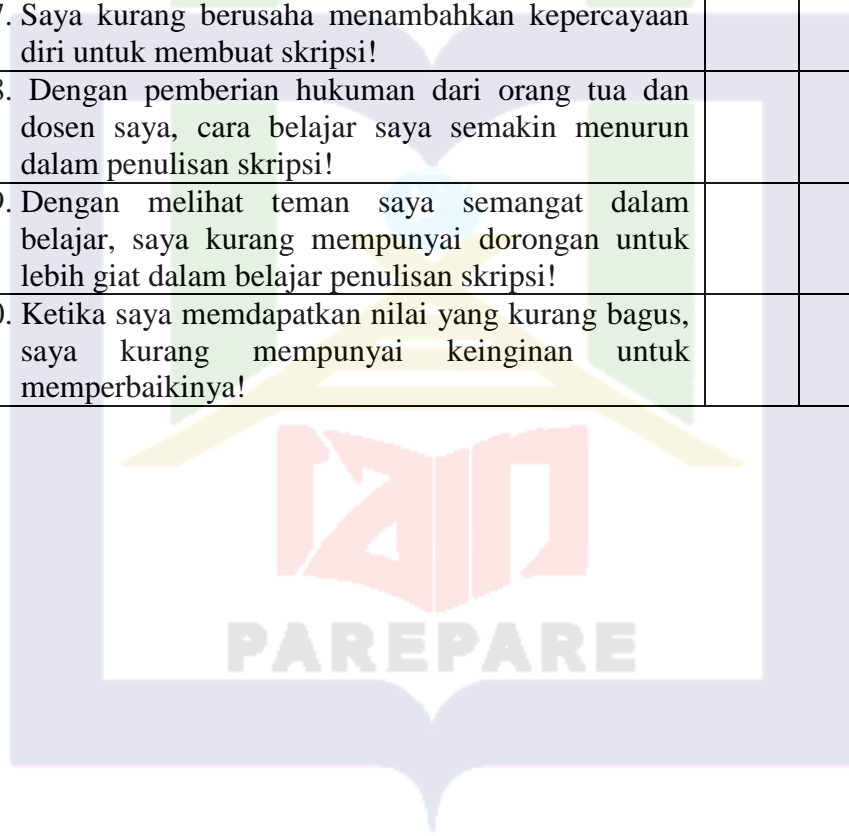
1. Pada angket ini terdapat 20 pernyataan. Perhatikan baik-baik setiap pernyataan tersebut.
2. Bacalah setiap pernyataan dengan teliti sebelum memberikan jawaban yang paling benar menurut anda.
3. Berilah tanda (√) salah satu pilihan yang benar-benar cocok dengan jawaban.

### Keterangan Pilihan jawaban:

- 1 = Sangat Tidak Setuju  
2 = Tidak Setuju  
3 = Ragu-ragu  
4 = Setuju  
5 = Sangat Setuju

Pernyataan Pilihan Jawaban	STS	TS	RR	S	SS
1. Saya percaya bahwa dengan belajar yang serius, pengetahuan saya akan meningkat!					
2. Dengan belajar yang penuh semangat, saya dapat mencapai prestasi yang memuaskan!					
3. Saya sangat senang mempelajari cara penulisan skripsi!					
4. Saya memiliki kehendak dan kemauan sendiri belajar menulis skripsi!					
5. Untuk belajar yang maksimal, saya memiliki dorongan yang kuat dari diri pribadi!					
6. Saya menjadikan motivasi sebagai pendorong menghadapi tantangan dalam membuat skripsi!					
7. Dalam proses pembelajaran, saya mempunyai dorongan untuk mengerti tentang mata pelajaran tersebut!					
8. Saya menjadikan motivasi sebagai sumber spirit dalam membuat skripsi!					
9. Saya menyelesaikan skripsi dengan berorientasi pada tujuan penulisan skripsi yang baik!					
10. Ketika saya mendapatkan pujian tentang prestasi belajar saya, saya lebih memiliki semangat untuk belajar dengan baik!					

11. Jika saya mendapatkan kesulitan dalam belajar, saya kurang berusaha untuk memahami pelajaran tersebut!					
12. Jika nilai saya menurun, saya kurang berusaha untuk memperbaiki cara belajar saya!					
13. Saya kurang menjadikan motivasi sebagai pendorong menghadapi tantangan dalam membuat skripsi!					
14. Saya kurang menjadikan motivasi sebagai penentu arah untuk membuat skripsi!					
15. Ketika saya memiliki kesulitan dalam belajar, saya kurang mendapat dorongan dari dosen dan teman saya untuk belajar lebih giat!					
16. Saya kurang berusaha menjadikan motivasi kebutuhan untuk membuat skripsi!					
17. Saya kurang berusaha menambahkan kepercayaan diri untuk membuat skripsi!					
18. Dengan pemberian hukuman dari orang tua dan dosen saya, cara belajar saya semakin menurun dalam penulisan skripsi!					
19. Dengan melihat teman saya semangat dalam belajar, saya kurang mempunyai dorongan untuk lebih giat dalam belajar penulisan skripsi!					
20. Ketika saya memdapatkan nilai yang kurang bagus, saya kurang mempunyai keinginan untuk memperbaikinya!					







# **APPENDICES**

## **2. Distribution**

Daftar Nama Mahasiswa Prodi PBI the Eight Semester in STAIN Parepare 2015/2016

No	Nama Respondent	P / L	Skor Item Pernyataan																			Skor Total	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1.	RATNAWATI	P	5	4	5	4	5	5	3	5	5	4	2	1	2	2	2	1	1	2	1	2	61
2.	HANI	P	5	4	5	5	5	4	4	4	5	5	2	1	2	1	2	4	1	2	2	1	64
3.	HERNIYANTI	P	4	4	4	4	4	5	4	4	4	5	2	2	1	2	2	3	2	2	2	2	62
4.	SURIANTIS	P	5	5	5	3	4	5	4	5	4	4	1	2	1	2	1	1	1	2	2	1	58
5.	SATRIANI	P	5	5	5	3	4	5	4	5	4	4	1	1	1	2	1	1	1	2	2	1	57
6.	SAUMILA	P	5	5	4	3	5	5	5	5	5	5	1	1	1	1	1	1	2	3	1	1	62
7.	YANNI	P	5	4	5	5	5	5	5	5	5	5	1	2	2	1	2	2	2	2	1	2	64
8.	ERDAWATI	P	5	5	5	5	4	4	5	5	4	3	2	2	2	2	2	2	2	2	2	2	65
9.	DAILIA	P	5	4	4	4	4	5	4	5	4	5	2	1	2	2	2	1	2	2	2	2	62
10.	NARHANA	P	5	5	4	4	5	5	5	3	4	5	2	5	1	2	1	2	1	2	1	1	63
11.	MASITA	P	5	4	3	5	4	5	4	5	4	4	2	2	2	2	2	1	2	3	2	2	63
12.	SYAMSINAR	P	5	5	3	4	4	3	4	5	4	4	2	2	1	2	1	2	3	2	3	2	62
13.	SYAMSURYA	P	5	5	5	5	5	5	5	5	5	5	1	1	1	4	1	1	2	2	1	1	64
14.	NURUDAYAH	P	4	5	4	5	4	5	4	5	5	3	1	1	1	1	1	1	2	2	4	1	59
15.	ROSMAH	P	5	5	4	5	4	5	4	5	4	4	2	2	2	2	2	2	2	2	2	2	65
16.	HARDIYANTI	P	5	4	4	4	4	3	4	4	5	5	2	2	2	2	2	2	3	2	2	1	62
17.	NASIRA	P	5	4	4	5	5	4	3	4	5	5	2	2	2	2	2	2	3	2	2	2	65
18.	SINAR	P	5	4	5	4	4	5	4	4	4	5	1	1	1	2	2	1	3	2	1	1	59
19.	NURMIATI	P	4	4	3	5	4	3	4	5	4	4	3	2	2	2	2	3	2	5	4	2	66
20.	SUPIANI	P	4	5	4	4	4	4	4	4	4	4	2	2	2	2	2	2	2	2	4	2	63
21.	SRI WAHYUNI	P	5	5	5	4	5	5	4	3	5	5	2	2	2	2	2	2	2	2	2	2	66
22.	HEXANG	P	5	4	4	5	4	3	4	3	4	5	4	4	3	3	5	3	3	3	4	5	78
23.	BARAH	P	5	4	5	5	5	4	5	4	5	5	1	1	1	1	2	1	2	5	1	1	63

24.	MUSYARRAFAH	P	5	5	4	4	2	5	4	5	4	3	2	2	2	2	2	2	2	2	2	2	2	61
25.	RUSMIATI	P	5	5	5	5	5	4	5	3	5	5	2	2	2	2	2	2	2	2	2	2	2	67
26.	APPEANI	P	5	5	5	4	4	4	4	5	5	4	1	1	1	2	1	1	2	2	1	2	2	59
27.	RINA ASWATI ARAS	P	5	4	4	5	4	4	4	4	4	4	2	3	2	2	2	4	2	4	2	2	2	67
28.	ARNIATI	P	5	5	4	4	4	4	4	3	4	4	4	2	1	2	2	3	4	3	4	2	2	68
29.	SUKMAWATI	P	5	4	5	5	4	4	4	4	5	4	2	2	2	2	2	2	2	3	2	2	2	65
30.	RISMAWATI	P	5	4	5	4	5	5	3	4	5	5	1	1	3	1	2	3	3	2	1	1	1	63
31.	NIRMALA SYAMSUL	P	5	5	4	5	5	5	4	5	5	4	1	1	1	2	1	1	2	1	1	1	1	59
32.	JASMAN PALLIASI	L	4	4	5	4	4	4	4	5	5	4	2	1	1	1	1	1	2	2	2	1	1	57
33.	SURIADI S	L	4	4	5	4	4	3	4	5	5	4	3	2	2	2	2	2	3	2	2	2	2	64
34.	MUHAMMAD. IDHAR	L	4	5	5	4	3	4	4	5	4	3	2	1	2	1	1	2	3	1	1	1	1	56
35.	SAPARUDDIN	L	5	5	4	4	5	4	4	5	4	4	2	2	2	2	2	4	2	2	2	2	2	66
	Total			168	158	154	155	150	151	144	153	155	151	65	62	58	65	6	68	75	81	70	5	2171
																	2						9	

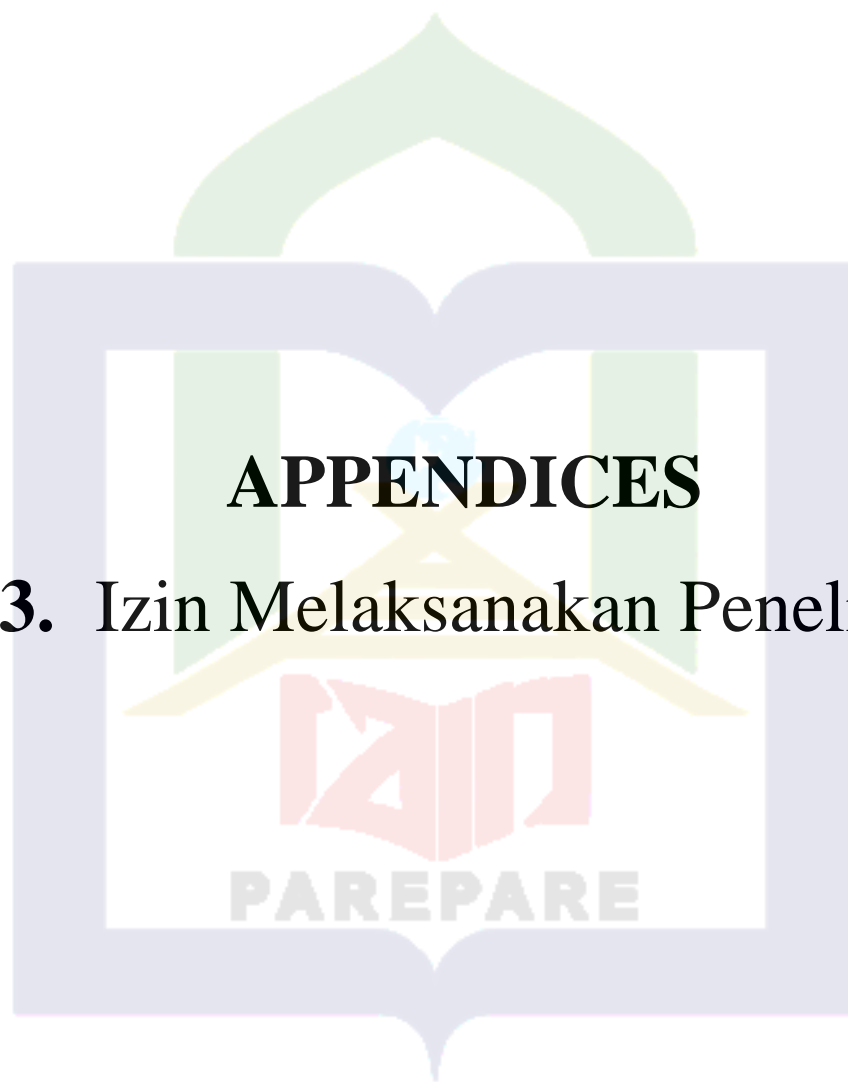
$$P = \frac{F}{N} \times 100\%$$

$$\text{Percentage} = \frac{2171}{3500} \times 100$$

$$= 62,1\%$$

PAREPARE

Parepare, 27 Mei 2016



## **APPENDICES**

### **3. Izin Melaksanakan Penelitian**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE**

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404  
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : Sti.08/PP.00.9/ 0738 /2016  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KOTA PAREPARE  
Cq. Badan Kesatuan Bangsa dan Politik  
di  
KOTA PAREPARE

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : SANI  
Tempat/Tgl. Lahir : PINRANG, 20 Juli 1993  
NIM : 12.1300.072  
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : DESA RAJANG, KEC. LEMBANG, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

**"IDENTIFYING THE STUDENT'S LEARNING MOTIVATION IN MAKING SKRIPSI TO THE EIGHT SEMESTER ENGLISH PROGRAM (PBI) STUDENTS OF STAIN PAREPARE"**

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

Parepare, 31 Maret 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan  
Pengembangan Lembaga (APL)



Drs. Muh. Djunaidi, M.Ag

NIP. 195412311991031032



## **APPENDICES**

### **4. Izin Penelitian**



**PEMERINTAH KOTA PAREPARE**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
 Jalan Ganggawa No. 5 Parepare, Telp. (0421) 24920 Fax. (0421) 24920 Parepare  
 Kode Pos 91111, Email : [kesbang@pareparekota.go.id](mailto:kesbang@pareparekota.go.id) Website : .....

Nomor : 070/199/BKBP  
 Sampiran : ---  
 Perihal : **Izin Penelitian.-**

Parepare, 31 Maret 2016  
 Kepada  
 Yth. **Ketua STAIN Kota Parepare**

Di - Parepare

**D A S A R :**

1. UU Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.
2. UU Nomor 8 Tahun 1985 Tentang Organisasi Kemasyarakatan.
3. Peraturan Daerah Kota Parepare Nomor 4 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Teknis Daerah.
4. Peraturan Walikota Parepare Nomor 21 Tahun 2011 Tentang Tugas Pokok, Fungsi dan Uraian Tugas Badan Kesatuan Bangsa dan Politik Kota Parepare.
5. Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare Nomor : Sti.19/PP.00.9/0738/2016 Tanggal 31 Maret 2016. Perihal Permohonan/Rekomendasi Izin Penelitian.

Setelah memperhatikan hal tersebut diatas, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare) dapat memberikan **Izin Penelitian** kepada :

**N a m a** : **S A N I**  
**Tempat/Tgl Lahir** : Pinrang, 20 Juli 1993  
**Jenis Kelamin** : Perempuan  
**Pekerjaan** : Mahasiswi  
**A l a m a t** : Talambung Riawa

Bermaksud untuk melakukan **Penelitian** /Wawancara di Kota Parepare dengan judul :  
**“ IDENTIFYING THE STUDENTS LEARNING MOTIVATION IN MAKING SKRIPSI TO THE EIGHT SEMESTER ENGLISH PROGRAM (PBI) STUDENTS OF STAIN PAREPARE ”**

**Selama** : Tmt. 31 Maret s/d 31 April 2016  
**Pengikut / Peserta** : Tidak Ada

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Jawatan Badan yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah telah diizinkan, semata-mata untuk kepentingan ilmiah.
3. Mentaati semua Per Undang-undangan yang berlaku dan mengindahkan Adat Istiadat setempat.
4. Menyerahkan 1 (satu) berkas Foto Copy hasil **“Penelitian”** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare)
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperlunya,-

Kepala Badan Kesatuan Bangsa  
 dan Politik Kota Parepare  
 Sekretaris



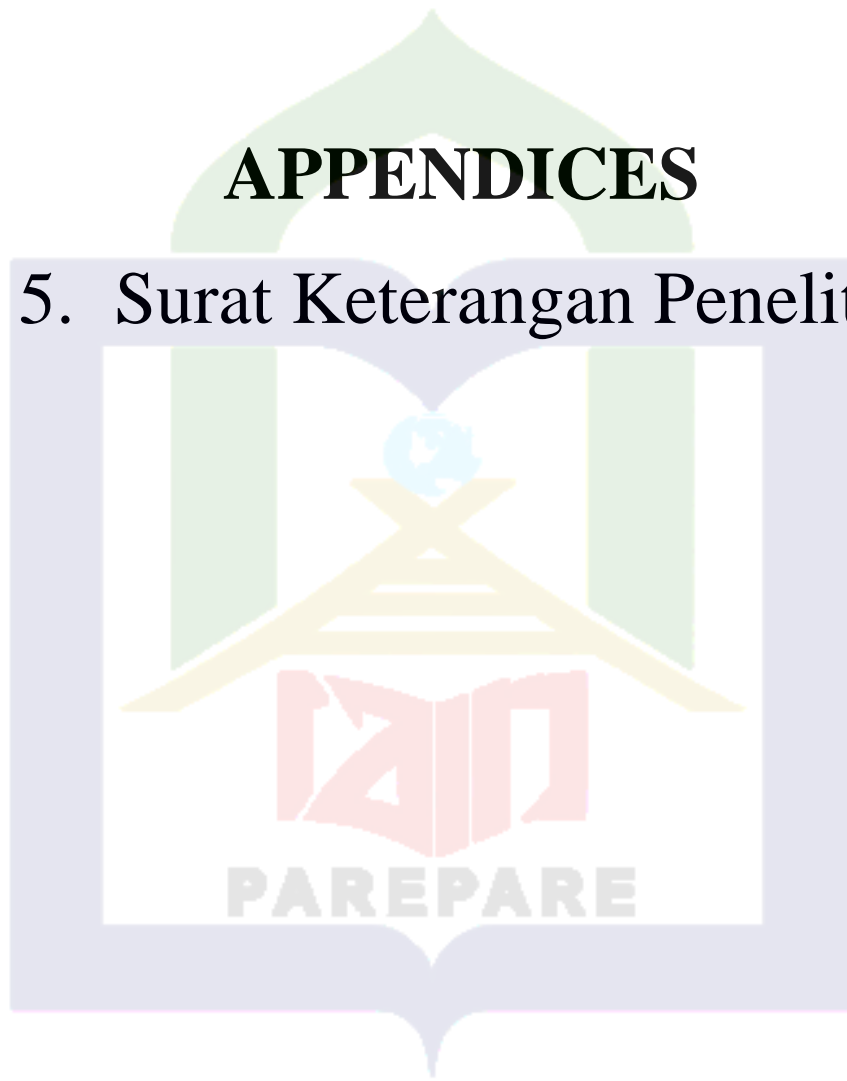
**Drs. A. LUTFI MUSA, M.Si.**  
 Pangkat : Pembina Tk I  
 Nip : 19670418 199403 1 005

**TEMBUSAN :** Kepada Yth,

1. Gubernur Prov. Sul Sel Cq. Kepala BKB Sul Sel di Makassar
2. Walikota Parepare di Parepare
3. Ketua STAIN Kota Parepare di Parepare
4. Sdr. **S A N I**
5. ....

# **APPENDICES**

## **5. Surat Keterangan Penelitian**







**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PAREPARE**

Jl. Amal Bakti Soreang Tlp. (0421) 21307 Fax. (0421) 24404

**SURAT KETERANGAN PENELITIAN**

Nomor : Sti.08/PP.00.9/1089 /2016

Yang bertanda tangan dibawah ini, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare menerangkan sesungguhnya bahwa :

Nama : Sani  
Tempat/ Tanggal Lahir : Pinrang, 20 Juli 1993  
Nim : 12. 1300. 072  
Jurusan/ Prodi : Tarbiyah dan Adab/ PBI  
Alamat : Talambung Riawa

Yang bersangkutan telah melakukan penelitian di STAIN Parepare dengan Judul Skripsi :  
**"IDENTIFYING THE STUDENTS' LEARNING MOTIVATION IN MAKING SKRIPSI TO THE EIGHT SEMESTER ENGLISH PROGRAM (PBI) STUDENTS OF STAIN PAREPARE"**

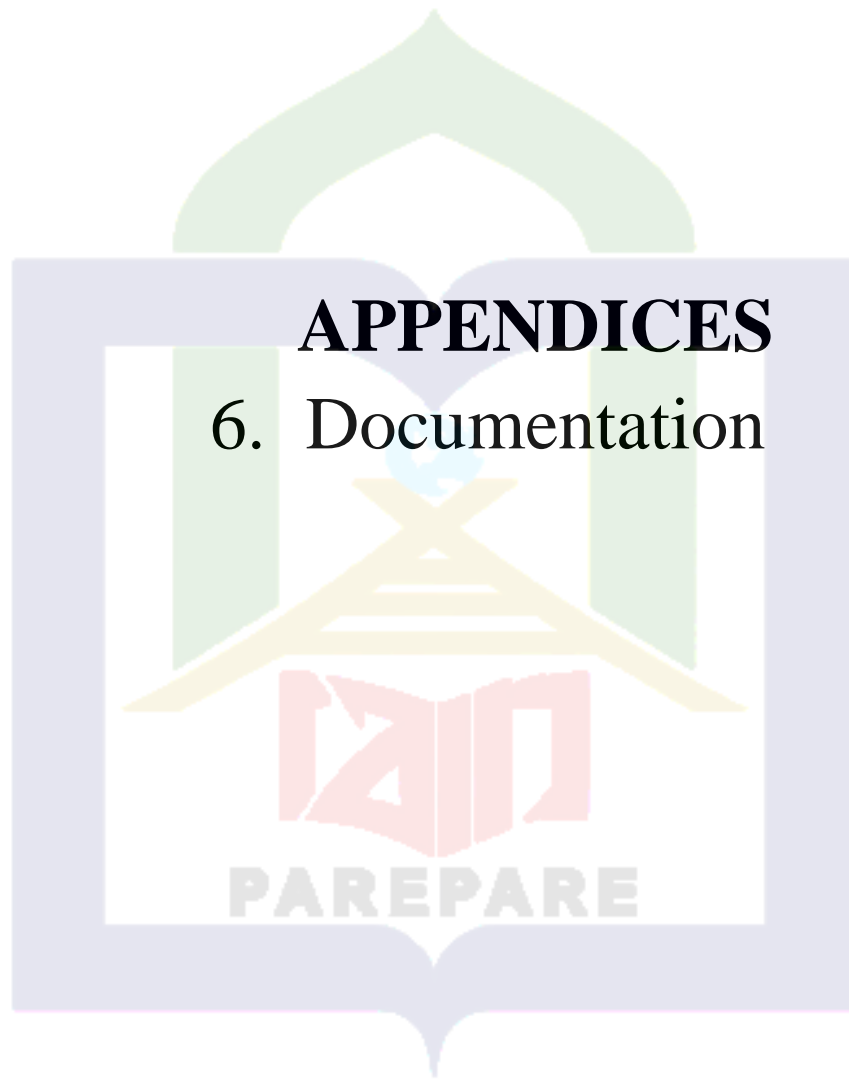
Mulai Tanggal 31 Maret s.d. 30 April 2016

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 13 Mei 2016  
a.n. Ketua,  
Wakil Ketua Bidang APL



*[Signature]*  
Drs. Muh. Djunaidi, M. Ag.  
Nip. 195412311991031032

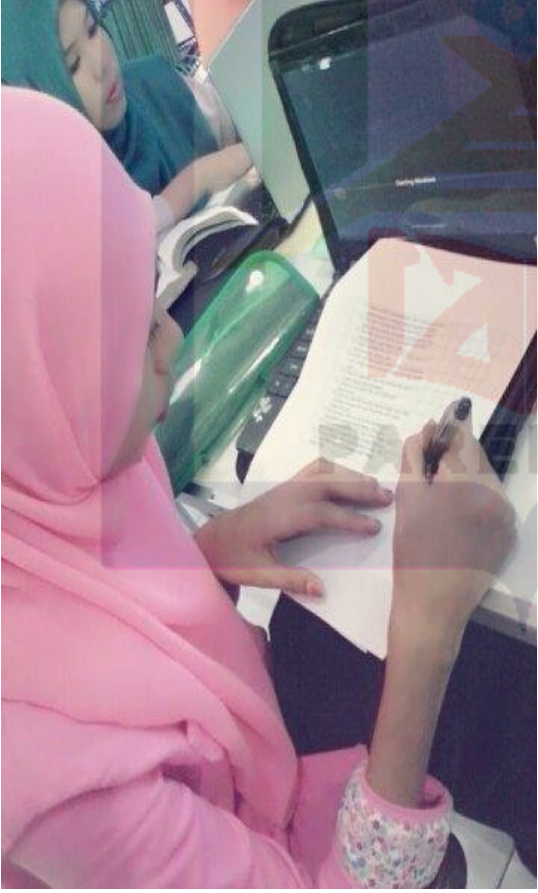


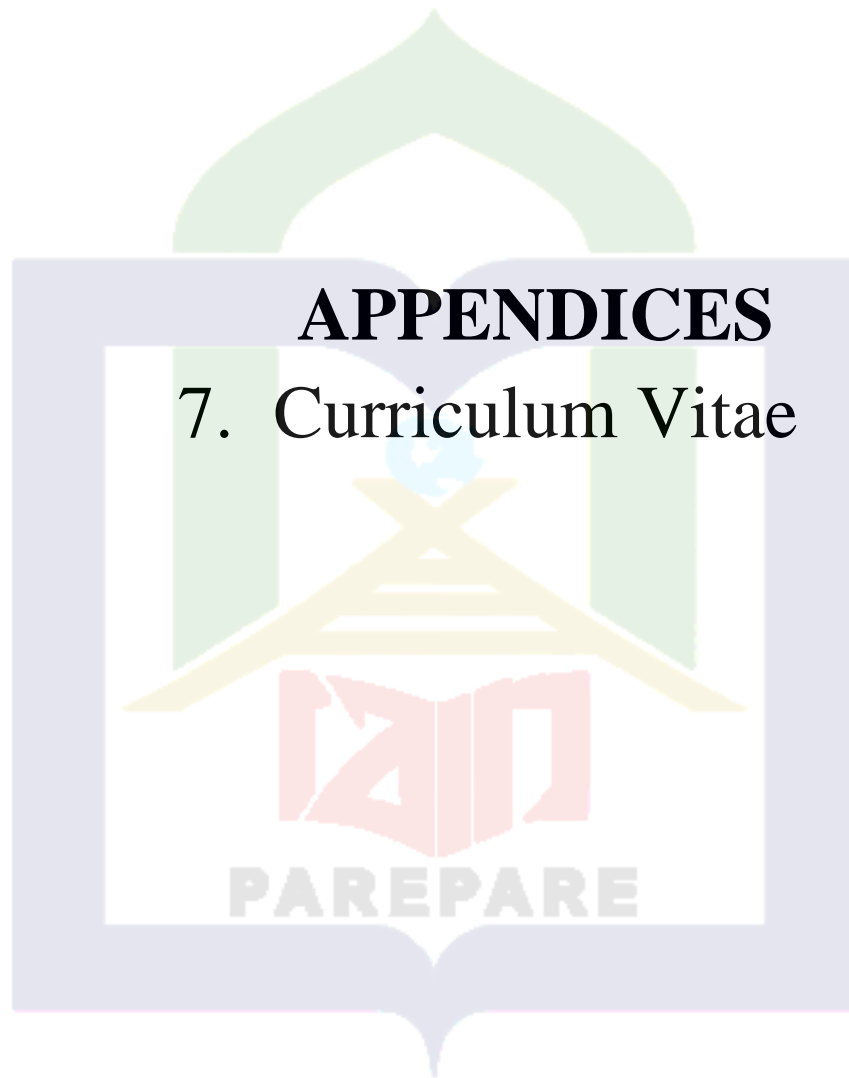
# **APPENDICES**

## **6. Documentation**

*DOCUMENTATION*







## **APPENDICES**

### **7. Curriculum Vitae**

## CURRICULUM VITAE



**SANI**, the writer was born on July 20<sup>th</sup>, 1993 at Pinrang, Kec. Lembang. She is the Fifth child in her family. She has six sisters and one brother. Her father's name is Nampe and her mother's name is Buah. Her educational background, she began her study 2000 in SDN 153 and move years 2001 in SDN 186 Tal.Riawa

Kec. Lembang, Kab. Pinrang and graduated on 2006, at the same year she registered at SMPN 3 Lembang, Kec. Lembang, Kab. Pinrang and graduated in 2009, at the same year she registered in SMAN 1 Lembang, but now change SMAN 8 Pinrang, Kec. Lembang, Kab. Pinrang, and graduated in 2012 she registered at State Islamic Collage (STAIN) Parepare at English Education Program and finished her study by title of skripsi "Identifying the Students' Learning Motivation in Making Skripsi to the Eight Semester Students of English Program of STAIN Parepare"