

**THE STUDENTS' LEARNING MOTIVATION IN SPEAKING
COURSE AT THE THIRD SEMESTER OF ENGLISH
PROGRAM TARBIYAH DEPARTMENT
IN IAIN PAREPARE**



By

**HASBAWATI
Reg. Num. 14.1300.127**

**IAIN
PAREPARE
ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Program of Tarbiyah Department of State
Islamic Institute of Parepare in Partial Fulfillment
of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
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Skripsi

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**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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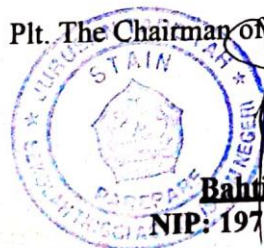
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THE STUDENTS' LEARNING MOTIVATION IN SPEAKING
COURSE AT THE THIRD SEMESTER OF ENGLISH
PROGRAM TARBIYAH DEPARTMENT
IN IAIN PAREPARE

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Parepare, December 7th 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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“The Students’ Learning Motivation in Speaking Course at the Third Semester of English Program Tarbiyah Department in IAIN Parepare”

This skripsi is my own research, gathered and utilized especially to fulfill the purpose and objective of this research and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, December 7th 2018

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ABSTARCT

Hasbawati. *The Students' Learning Motivation in Speaking Course at the Third Semester of English Program Tarbiyah Department in IAIN Parepare.* (Supervised by H. Saepudin and Hj. Nanning).

Motivation is one of the main factors affecting English language learning process. Learning and motivation have the same importance in order to achieve something. Learning makes the students gain new knowledge, skill, and motivation to go through the learning process. Speaking course is focused in this research because it is the students have to master in beginning and the students are hoped to be able to express their ideas orally as well. Therefore, in getting speaking mastery, the development of a high motivation is necessary.

Eventually, the purpose of this research was to know the students' learning motivation in speaking course of English program tarbiyah department in IAIN Parepare. The kind of this research was descriptive quantitative by using survey research design. The subjects of this research were the third semester students who have just learned speaking course with 115 respondents. The instrument used was an questionnaire consisting 30 statements with some indicators. The indicators being used were the kinds of motivation, which were intrinsic, extrinsic, integrative, and instrumental motivation.

After the research had been conducted, it was found that; 1) the third-semester students of English program in IAIN Parepare have good motivation in learning the speaking course with a mean score of 94 and it was categorized as high. 2) The classification from 15 positive and 15 negative questionnaires which was tested per-item that had been calculated and analyzed in the previous chapter. The students' learning motivation in speaking course at the third-semester of English program in IAIN Parepare had good response too. Among 115 students there were 31 students which were in interval 98-120 that has been categorized very response, there were 83 students were in interval 75,5-97,5 that has been categorized response, and there was only 1 student which was in interval 53-75 that has been categorized not response. The researcher presumes also that te result of the students' learning motivation in the speaking course is acquired from the indicator motivation. It is discovered that the third-semester students of English department have higher intrinsic motivation in learning the speaking course that the other kinds of motivation.

Keywords: Motivation, Intrinsic Motivation, Extrinsic Motivation, Integrative Motivation, Instrumental Motivasion, Speaking Course

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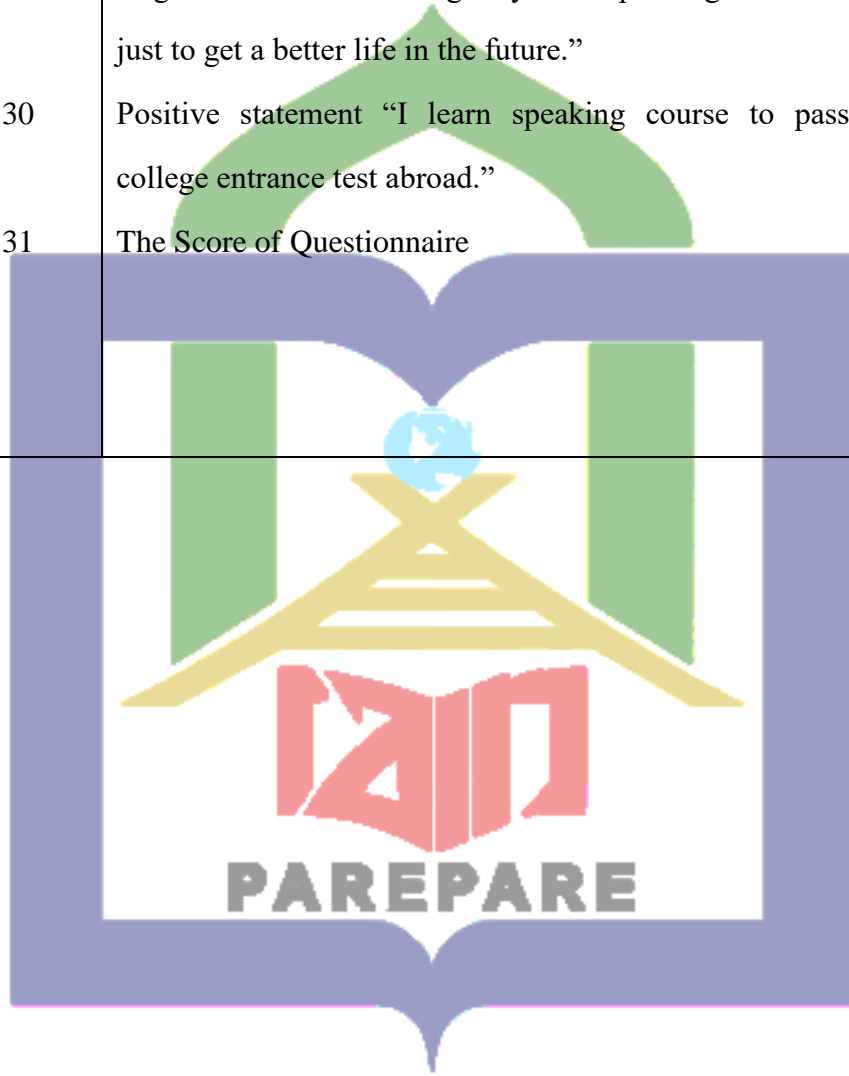
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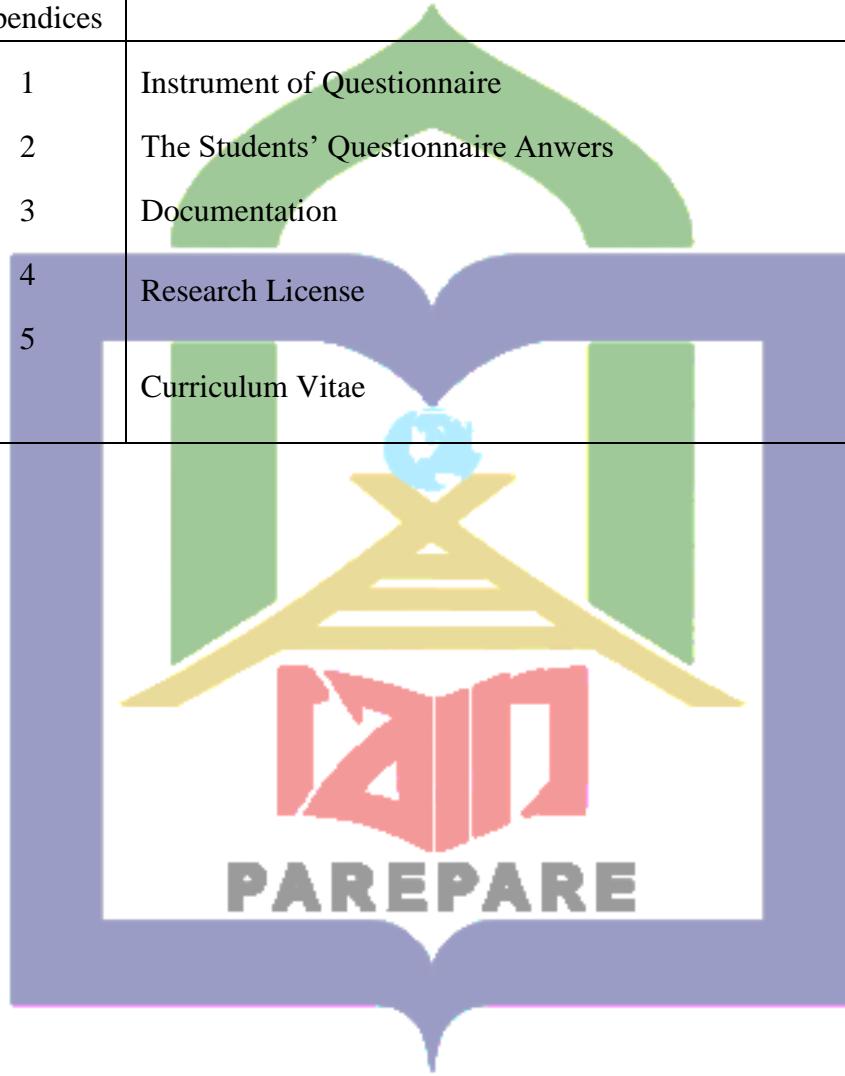
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CHAPTER I

INTRODUCTION

1.1 Background of Research

A language is a tool for communication among people because it is one of interrelated means among people, so they can understand one another. According to Finocchiaro, language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.¹ Wardhaugh said that language is a system of arbitrary vocal symbols used for human communication.² The language can be described as the most effective means of human communication, someone will first briefly examine what he means by communication.

Communication, in general, can be defined as the transmission of information (transfer of a message) between a resource and a receiver by means of a sign.³ The communication is the act of conveying meanings from someone or group to another through the use of mutually understood signs, and symbols. For many students, the language is a complicated task to be learned, English will be, but they must keep learning the English language because it is an international language which used almost all of the countries in the world. As the international language, it is used in international activities as a means of communication.

¹H. Douglas Brown, *Principles of Language Learning and Teaching* (United States of America: Prentice-Hall. Inc., 1980), p.4.

²H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 5.

³Laszlo Varga, *Introduction to English Linguistics* (Budapest: Eotvos Lorand University, 2010), p.8.

The people all over the world cannot deny that globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid from the influence of globalization. Indonesia must be ready to face the challenges of globalization by increasing its human resources. One of the requirements in facing the challenges of the globalization is mastering English as the international language. By mastering English, the students will get a lot of information, so it is very important to learn English. Through English, they can also do communicate with other people in the world and they can get knowledge easily. According to the President of Student English Activity-Muhammadiyah University of Yogyakarta (SEA-UMY) Omi Ongge in a limited discussion which discussed about the important of English in UMY recently. He said that English is not only to communicate, but also to support the students to be able to improve their knowledge and science. It is because at the moment, the new references are very much using English, both online and through internet media. In addition, at campus sometimes conducts International seminar by inviting the speakers from abroad. These opportunities will certainly also use English. So, English is very important for them.⁴

English as a foreign language involves four kinds of language skills namely: listening, speaking, reading, and writing. These skills are required to be able to master in order so the students can communicate both in spoken and written discourses. For the students especially in Indonesia, speaking skill is the most important skill that

⁴Pro Translasi, "Peranan Penting Bahasa Inggris Bagi Seorang Mahasiswa," *Terjemah Inggris Indonesia: A Journal of All about English Translation English Learning and Teaching*.<http://www.terjemahinggrisindonesia.com/peranan-penting-bahasa-inggris-bagi-seorang-mahasiswa.html> (accessed on August 5th 2018).

they have to master in beginning because they are hoped to be able to express their ideas using English in daily activity. But, in fact, many students lack the ability to express their ideas orally. Producing spoken language has been often meant a difficulty for them. They mostly have limited mastery of speaking. It might be caused by inhibition, the lack of theme to be spoken, the low participation, and so fort. Therefore, in getting speaking mastery, the students should be having some characteristics. Such as: students talk a lot, participation is even, language is an acceptable level, and motivation is high.

Motivation is commonly thought of as inner drive, impulse, emotion, or desire that moves one to a particular action.⁵ Motivation has long been identified as one of the main factors affecting English language learning process. Learning and motivation have the same importance in order to achieve something. Learning makes the students gain new knowledge, skills, and motivation to go through the learning process. Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Motivation arises because of one's own desire, hobby, self-awareness, the practical reasons (to get a better job, to pass an exam, etc), and the drive from other people (parents, peers, teachers/lecturers).

One of the fundamental factors that makes the students motivated in learning in the class is caused by the teachers/lecturers' method in teaching too. If they have a good strategy, the learning process will be running well or the students will be enthusiastic in going through the learning process. For example, the lecturers provide motivation to the students at least 5 minutes before a learning begins, provide direction or advice like the parents to their children, create an interesting learning

⁵H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 112.

process, foster a positive learning environment, build rapport with the students, prepare engaging lessons, give students option (the lecturers address various learning styles, such as auditory, visual and tactile, helping the students to participate in ways that are most natural to them), and start a reward program.

The students will be success if they have the motivation, motivation is to know what will be learned and to understand why they learn, so the students can have or gain information and get knowledge from what they have learned. Motivation has a significant role in teaching and learning process. The students who have the higher motivation will get better opportunity to be success in their learning activities than the lower one. It means motivation plays the important part in teaching and learning activity, so it has an influence towards students' success or failure as language students. Without motivation, the objective of learning will be difficult to be reached because the students' effort and desire affect them to achieve the objective of learning. By having motivation, the students will be enthusiastic in learning activities, so they will be pushed to learn speaking course well.

Therefore, the researcher conducted the research entitled "The students' Learning Motivation in Speaking Course" by focusing at the third semester students of IAIN Parepare. It is because the third semester students are the freshmen who have just learned speaking course. Moreover, if their abilities are known early on then the lecturers can evaluate and provide options to improve the ability. It is different with the junior students who are already willing to graduate, it will certainly be difficult for improving their ability.

1.2 Problem of Research

Based on the background above, the researcher formulates the research question as follow:

What are the students' learning motivation in speaking course at the third semester of English program tarbiyah department in IAIN Parepare?

1.3 Objective of Research

Referring to the problem of research above, the objective of the research is formulated as follow:

To know the students' learning motivation in speaking course at the third semester of English program tarbiyah department IAIN Parepare.

1.4 Significance of Research

This research is expected to give useful information about the students' motivation in learning speaking at the third semester of English program tarbiyah department in IAIN Parepare. From the information given, the English Lecturers of IAIN Parepare can evaluate the students' learning motivation in learning and make serious efforts to increase that motivation, especially in learning speaking. In addition, the result of this research can be used as a reference for a further researcher who is interested in conducting the similar case study.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Motivation

2.1.1.1 The definition of motivation

Many psychologists have given various definitions of motivation. The students have to comprehend about motivation in order to know and to understand what motivation is. Motivation is considered to be one of the most factors, which affects the student's language input and intake. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit.⁶ 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. Harmer explains the meaning of motivation as the "internal drive" that pushes somebody to do something. If they think that their goal is worth doing and attractive for them, then they try to reach that goal; this is called "the action is driven by motivation". Lightbown and Spada note that motivation in second language learning is quite complicated to study which can be explained in terms of two factors: student's communicative needs and their attitudes towards the second language community.

Parsons, Hinson, and Brown define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in

⁶Hui Ni, "The Effects of Affective Factors in SLA and Pedagogical Implications," *Theory and Practice in Language Studie*, vol. 2 no. 7 (July 2012), p.1509. <http://www.academypublication.com/issues/past/tpls/vol02/07/25.pdf>. (accessed on April 7th, 2018).

order to achieve something. Learning makes the students gain new knowledge and skills and motivation pushes or encourages them to go through the learning process. Gardner notes that motivation is perceived to be composed of three elements. These are an effort, desire, and effect (the student's emotional reactions related to language learning). Aree Punmanee views motivation as the process aroused by a stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on person's desire.⁷ According to Ryan and Deci, to be motivated means to progress or to be in motion to do something.⁸ Crump believes that excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation.⁹

From the statement above, the researcher can conclude that motivation is a hidden power which is coming from inside and outside of the students which drives them to do something beneficial to get the desired changes. Motivation is an essential factor of learning to achieve something. It is the process which directs to activity. It means motivation plays the important part in teaching and learning activity, so it has an influence towards students' success or failure as language students.

2.1.1.2 Factors that affect motivation in learning

⁷Ratanawalee Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students Sirindhorn International Institute of Technology (SIIT), Thammasat University," *Litu: A Journal of FLLTCP*. <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf> (accessed on April 7th 2018).

⁸Tengku Sepora, and Tengku Mahadi, "Motivation, Its Types, and Its Impacts in Language Learning," *International Journal of Business and Social Science*, vol. 3 no. 24 (December 2012), p. 231. http://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf. (accessed on April 7th, 2018).

⁹Tengku Sepora, and Tengku Mahadi, "Motivation, Its Types, and Its Impacts in Language Learning," p. 232. http://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf. (accessed on April 7th, 2018).

According to Harmer, there are four factors that can be dangerous to the students' motivation, as follows:

- 2.1.1.2.1 Physical condition which means the atmosphere in class. For example, if the students have to study in the bad lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.
- 2.1.1.2.2 Method of teaching refers to the way that students that taught must affect their motivation. Whenever they feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "if the student loses confidence in the method, they will become demotivated".
- 2.1.1.2.3 The teachers as the most powerful variable of motivation and demotivation, can become a major part in demotivating the students.
- 2.1.1.2.4 Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. The students can also equally be demotivated by too low level of challenge.¹⁰

2.1.1.3 Purpose of Motivation

¹⁰Ratanawalee Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students Sirindhorn International Institute of Technology (SIIT), Thammasat University," <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf> (accessed on April 7th 2018).

One of the purposes of motivation is to move or arouse a person to arise desire and willingness to do something so that in an activity performed can obtain optimal results in achieving a certain goal.

According to Ngalim Purwanto in his book "Educational Psychology" said that the purpose of motivation is to move the students to arise desire and willingness to improve learning achievement so that the achievement of educational goals in accordance with the expected and set in the school curriculum.¹¹

It can be said that the purpose of motivation is a tool as a driver that is given by the teachers to the students to be serious in a teaching and learning activities especially in learning speaking course. Motivation provides a great profits in realizing learning activities because it has a positive impact on the students' education in achieving learning achievement. Motivation is closely related to the goals to be achieved. In achieving the goals, it needs an action, while the cause of doing is motivation itself as the driver force.

2.1.1.4 Functions of motivation

Motivation plays an important role in achieving the success of a thing. Motivation is the impulse that arises in a person, whether consciously or not, to perform an action for a specific purpose. Psychologically, motivation is an effort that can cause a person or a certain group moved to do something because it wants to get satisfaction with what it does or in other words achieve the desired goal. 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.¹²

¹¹Ngalim Purwanto, *Psikologi Pendidikan* (Jakarta: Remaja Rosdakarya, 1990), p. 30.

¹²Nini Subini, *Mengatasi Kesulitan Belajar Pada Anak* (Cet. III; Jogjakarta: Javalitera, 2013), p. 115.

The explanation above shows that motivation encourages the emergence of behavior that can affect and change one's behavior. Motivation functions are:

- 2.1.1.4.1 Encourages the emergence of behavior or an act. Without motivation, it will not arise behavior or an act of diligent study, memorize and so forth.
- 2.1.1.4.2 Motivation serves as a steering, which means directing per-artificial students to achieve goals desired by the teachers and educational institutions.
- 2.1.1.4.3 Motivation serves as a driver. The size of the motor will determine the sooner or later of a job.¹³

It can be said that the function of motivation is the emergence of behavior or actions of the student who will direct himself to achieve the desired goal because it has got a boost. The students should be having the high motivation to help them in stimulating and facilitating learning activity. Learning is the active process which needs to be motivated and guided towards desired ends. The importance of motivation is well recognized in education but not too much and energy should be given this part of the lesson.

2.1.1.5 Types of motivation

According to Gardner and Lambert, there are four types of motivation: integrative, instrumental, intrinsic, and extrinsic motivation.

2.1.1.5.1 Integrative motivation

Integrative motivation refers to positive attitudes and feelings toward the target language group. The integrative motivation means learning the language with

¹³Oemar Hamalik, *Proses Belajar Mengajar* (Cet. I; Jakarta: PT Bumi Aksara, 2001), p. 161.

the intention of participating in the culture of its people. The integrative motivation is employed when a student wishes to integrate himself into the culture of the second language group, to identify himself with and become a part of society. Integrative motivation is wishing to integrate into the activities or culture of another group of people. Other definition mentioned integrative motivation is the desire to identify with and integrate into the target language culture and instrumental is the wish to learn the language for purposes of study or career promotion. In any case, emotional or affective factors are dominant. So, integrative motivation is that students' wish to participate with the native speaker, to integrate the culture and activities of target language members, and because of love or interested in the subject. Moreover, there are two components of integrative motivation; culture and social goals.¹⁴

2.1.1.5.2 Instrumental motivation

Instrumental motivation refers to the students are not learning a language because they want to (although this does not imply that they do not want to), but rather because they need to, such as need to sell things to speakers of the language, to pass the examination in the language, to read texts in the language for work or study. Instrumental motivational is a needing a language as an instrument to achieve another purpose such as doing a job effectively or studying successfully at the English-speaking institution. Instrumental motivation refers to the students' desire to learn language for utilitarian purposes, such as employment and travel. Instrumental

¹⁴Junko Matsuzaki Carreira, "Motivation for Learning English as a Foreign Language in Japanese Elementary Schools," *JALT Journal*, vol. 28 no. 2 (November 2006), p.136.<http://jalt-publications.org/archive/jj/2006b/art2.pdf>. (accessed on April 7th, 2018).

motivation is the wish of students to learn the language for purposes of study or career promotion.¹⁵

Instrumental motivation suggests and implies that a student learns the language in support of a purpose relating to occupation or further useful motive. The instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth.¹⁶ Those definitions have the same meaning in content. It can be concluded that instrumental motivation refers to the motivation of language students for practical reasons, such as job and career promotion, studying successfully or pass an examination, achieve social status and language requirement.

2.1.5.5.3 Intrinsic motivation

Intrinsic motivation is the kind of motivation that is generated by what happens inside the classroom; this could be the teacher's methods, the activities that students take part in, or their perception of their success or failure.¹⁷ Intrinsic motivation refers to motivation to engage in an activity for its own sake.¹⁸ Intrinsic motivation comes from within the individual. It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves

¹⁵Ika Oktavia Nur Widayanti, "The Correlation Between Instrumental and Integrative Motivation on Students' English Achievement at Tenth Grade Students of SMA Negeri 1 Slahung Ponorogo in Academic Year 2015/2016", p. 15.

¹⁶Tengku Sepora, and Tengku Mahadi, "Motivation, Its Types, and Its Impacts in Language Learning," p. 230. http://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf. (accessed on April 7th, 2018).

¹⁷Jeremy Harmer, *How to Teach English* (China: Pearson Education, 2007), p.20.

¹⁸Junko Matsuzaki Carreira, "Motivation for Learning English as a Foreign Language in Japanese Elementary Schools," p.136.<http://jalt-publications.org/archive/jj/2006b/art2.pdf>. (accessed on April 7th, 2018).

the internal motivation to do something for its own sake (an end itself). For example, another student may study hard for a test because he/she enjoys the content of the course.

The statement above shown that motivation will be active or has function, it does not need to stimulate from outside, because every person has the drive to do something. A more powerful category of reward is one which is intrinsically driven by the student. Gage and Berliner said that intrinsic motivation can be found such as in student's interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.

2.1.1.5.2.1 Interest, the students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to the selection of stimuli or attending to something. Interest is the factor which determines an attitude in working or studying actively. The learning process will run well if the students have the interest. The students will study regularly or effectively and they will be a success if they have high interest.

2.1.1.5.2.2 Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment of a substance, state or any other thing. It means that need is a circumstance in which something is necessary. The characteristics of the three types needs are: 1) need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones; 2) need for application, the high people in this need seek to be liked by others and

to be held in high regard by those around them; 3) need for power, power is not about reaching a goal but about having control over other people. The high people in this need would want to have influence over others and make an impact on them.

2.1.1.5.2.3 Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, a hobby is the activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby is the activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, Hasba's hobby is reading, she always tries to read a book wherever she is.

2.1.1.5.2.4 Goal, the student is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. All people have the goal in their life. Before they do what they wanted to do, they have decided the goal first. In teaching and learning activity, the students have to know and decide the goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.¹⁹

2.1.5.5.4 Extrinsic motivation

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.²⁰ Extrinsic motivation refers to engage in an activity as a means to

¹⁹Viona Rosalina, "The Relationship between Students' Motivation and Their English Learning Achievement: a Correlational Study at the Second Grade of the SMAN 3 Tangsel," *ResposetoryJournal*. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24839/1/Viona%20Rosalina.pdf>(accessed on March 12th, 2018).

²⁰Jeremy Harmer, *How to Teach English*, p.20.

an end and both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation.²¹ 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. This motivation comes from teacher, parents, environment, award, reward, and punishment as well.

2.1.5.5.4.1 Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in the learning activity.

2.1.5.5.4.2 Parents, a part of the culture of the world around the students. The students who are encouraged by their parents will try new things and try to give high performance to get a reward from their parents. As a result, they will get a better achievement.

2.1.5.5.4.3 Environment, the learning of English is important to be considered in the society. The students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of the classroom and also the quality facilities are good, they will do their best to achieve better speaking skill. The environment is everything exists around the people that have correlation influences in themselves.²²

²¹Ratanawalee Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students Sirindhorn International Institute of Technology (SIIT), Thammasat University," <http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf> (April 7th 2018).

²²Viona Rosalina, "The Relationship between Students' Motivation and Their English Learning Achievement: a Correlational Study at the Second Grade of the SMAN 3 Tangsel," <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24839/1/Viona%20Rosalina.pdf> (accessed on March 12th, 2018).

2.1.2 The Concept of Speaking Course

2.1.2.1 Definition of speaking course

Speaking is the production skill that consists of producing systematic verbal utterances to convey meaning.²³ Many definitions about speaking have been proposed by language theorists. According to Burns and Joyce, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.²⁴ According to Bahar, speaking is the act of saying something orally in which the act is built but a language system containing grammar, vocabulary, pronunciation, as well as culture awareness in a spoken discourse.²⁵ According to Brown, speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of attests-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.²⁶

According to Nunan, speaking is the single most important aspect of learning a second foreign language, and success is measured in terms of the ability to carry out a conversation in the language.²⁷ According to Bygate, the speaking skill demands special care like the other skills, for both the mother tongue and the foreign language, as it requires a firm trust on one's own abilities to reach his/her goals. Clark has

²³Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media Publishing, 2014), p. 1-2.

²⁴Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English*, p. 2.

²⁵Kaharuddin Bahar, *The Communicative Competence Based-English Language Teaching* (Yogyakarta: Trust Media, 2013), p.22.

²⁶H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United States of America: Longman, Inc., 2004), p.140.

²⁷David, Nunan, *Language teaching Teaching Methodology: A textbook for Teachers*, p.39.

argued that speakers who speak in order to influence their listeners, through asking questions to get information; use speaking as a tool and besides that they engage in many activities to reach their goals.²⁸

From the explanation above the researcher concludes that speaking is oral communication which is covering language elements and other skills and plays an essential role in human interaction as well. This skill is important for communicating with people in the society in order to convey information and ideas and maintain a social relationship. As speaking is to communicate, it generally becomes the main goal of language learning. People learn the language certainly want to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking because it will make them able to practice it with the other people. When talking about speaking, it is dealing with course.

According to a higher education of Canada and a United State, a course is a unit of teaching that typically lasts one academic term. It is led by one or more instructors (teachers or lecturers), and has a fixed roster of students. In India, United Kingdom, Australia, and Singapore, as well as parts of Canada, the course is the entire programme of study required to complete a university degree.²⁹ Therefore, speaking course is a unit of teaching speaking material which is led by some instructors (teachers or lecturers) to get the most out of the learning and to complete a university degree.

²⁸Miss Bouchareb Naouel, "The Role of Foreign Language Learners' Self-Esteem in Enhancing Their Oral Performance," *Multi Disciplinary Research* vol. 2 no. 2 (February 2015), p. 3. <http://express-journal.com/pdf/jan2015Issue2/ThebestArticle.pdf>. (accessed on April 7th, 2018).

²⁹"Course," *Wikipedia the Free Encyclopedia*. [https://en.wikipedia.org/wiki/Course_\(education\)](https://en.wikipedia.org/wiki/Course_(education)) (accessed on August 5th 2018).

2.1.1.2.1 Types of speaking performance

According to Brown, there are six speaking categories that students may carry out in the classroom.

2.1.1.2.1.1 Imitative speaking is producing speech by imitating language forms either phonological or grammatical. Students should pay attention to certain vowel sounds and intonations; next, they should imitate correctly. Meanwhile, the students need to practice an intonation contour or to find exactly certain vowel sound.

2.1.1.2.1.2 Intensive speaking is a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even form part of some pair activity.

2.1.1.2.1.3 Responsive speaking is the students' speech production in the classroom in the form of short replies or student-initiated questions or comments. Responsive speaking refers to short replies to teachers. Students should be active in the classroom, they should reply to teachers' questions and comments. They should participate in the classroom as well.³⁰

2.1.1.2.1.4 Transactional speaking is conducted for the purpose of conveying and exchanging specific information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Students should participate in the conversation.

³⁰Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies*, vol. 6 no. 2 (2016), p. 178. <http://www.ccsenet.org/journal/index.php/ells/article/viewFile/60070/32159>. (accessed on April 7th, 2018).

2.1.1.2.1.5 Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

2.1.1.2.1.6 Extensive speaking. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. In order to improve second language skills, students should practice regularly. First students should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile, they can increase their knowledge by reading a short story and sometimes memorizing some important parts of it.³¹

2.1.1.3 Types of spoken language

Brown categories speaking into two types:

2.1.1.3.1 Monologue is kind of speaking which is normally found in our social lives as in speeches, lectures, and news broadcasts. This commonly refers to a stream of speech which will go on whether or not the hearer comprehends, the hearer must process the long speech without interruption. Planned, as opposed to unplanned, differ in their discourse structure. A planned monologue is usually preceded by preparing some prewritten materials to be delivered (such as official speeches and news broadcasting). The next, unplanned monologue is usually an impromptu one way speaking (such as lectures and the long story in conversation).

³¹Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, p.22-24.

2.1.1.3.2 Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. When the interaction is conducted to promote social relationship, the exchange is then identified as an interpersonal dialogue e.g. conversation. When the exchange is carried out to convey propositional or factual information, the interaction is then recognized as a transactional dialogue e.g. discussion.³²

2.1.1.4 The level of speaking course

According to Charles, the grade speaking course is divided into four levels.

They are:

2.1.1.4.1 Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with a non-native speaker.

2.1.1.4.2 Intermediate. It characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and speak in discrete sentences and strings of sentences on a topic that either autobiographical or related primarily to his or her immediate environment.

³²Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, p.19.

2.1.1.4.3 Advanced. The Advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into a paragraph-like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to the non-native speaker.

2.1.1.4.4 Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.³³

2.1.1.5 The concept of teaching speaking course

Speaking seems one of the most important in language learning. The people who know a language referred to as speakers of that language, as if speaking included all another kind of knowing and many if not most foreign language students are primarily interested in learning to speak. Teaching speaking course is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they do not star to dominate. Although it is probably better to stand back so

³³Dwi Nurul Fajariyah, "Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP Negeri Baki Sukoharjo 2008/2009 Academic Year)" (Teacher Training and Aducation Faculty, Sebelas Maret University: Surakarta, 2009), p. 10.

that the teacher can watch and listen to what is going on, the students can also appreciate participation at the appropriate level.

2.1.1.5.1 Teacher's role

According to Byrne, the teachers also need to know their roles in teaching speaking course. They have spesipic roles at different stages, as follows:

2.1.1.5.1.1 The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as an informant.

2.1.1.5.1.2 The practice stage (when the teachers allow the students to work under their direction), the teachers have the roles as conductor and monitor.

2.1.1.5.1.3 The production stage (when the teachers give the students opportunity to work in their own).

Besides these three roles of each stage, there is another key role that cuts across them, namely as the motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, and the teacher's personality).³⁴

2.1.1.5.2 Principle for designing speaking course

Brown suggests some principles for designing speaking course as follows:

³⁴Dwi Nurul Fajariyah, "Improving Students' Speaking Proficiency Using Games (A Classroom Action Research on the Eight Grade Students of SMP Negeri Baki Sukoharjo 2008/2009 Academic Year)", p. 14.

- 2.1.1.5.2.1 Use techniques that cover a spectrum of student's need, from a language-based focus on accuracy to message-based focus interaction, meaning, and fluency.
- 2.1.1.5.2.2 Provide intrinsically motivating techniques.
- 2.1.1.5.2.3 Encourage the use of authentic language in meaningful contexts.
- 2.1.1.5.2.4 Provide appropriate feedback and correction.
- 2.1.1.5.2.5 Capitalize on the natural link between speaking and listening.
- 2.1.1.5.2.6 Give students opportunities to initiate oral communication.
- 2.1.1.5.2.7 Encourage the development of speaking strategies.³⁵
- 2.1.1.5.3 Characteristics of successful activity

The goal of teaching speaking course is communicative efficiency. Students must be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur, there are some characteristics of a successful speaking activity:

- 2.1.1.5.3.1 Students talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by students' talk. This may seem obvious, but often most time is taken up with teacher's talk or pauses.
- 2.1.1.5.3.2 Participation is even. Classroom discussion is not dominated by a minority of talkative participants. All the students get a chance to speak and contributions are fairly evenly distributed.

³⁵Lia Amalia Nirmawati, "Improving Students' Speaking Skills through Speaking Boards Games of Grade VIII of SMP Negeri 13 Yogyakarta in the Academic Year of 2015/2016" (English Education Department Faculty of Languages and Arts, Yogyakarta State University: Yogyakarta, 2015), p. 16.

2.1.1.5.3.3 Motivation is high. The students are eager to speak because they are interested in the topic and have something new to say about or just because they want to contribute to achieving a task objective.

2.1.1.5.3.4 Language is an acceptable level. Students express themselves in the utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.1.1.5.4 Problems with speaking activities

According to Ur, there are some problems faced by the students in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

2.1.1.5.4.1 Inhibition. Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful about criticism, or shy of the attention that their speech attracts.

2.1.1.5.4.2 The lack of theme to be spoken. Some students get the difficulties in thinking of anything to say, they do not have the motivation to express themselves beyond the guilty feeling that they should be speaking.

2.1.1.5.4.3 The low participation. Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

2.1.1.5.4.4 The use of mother tongue. In a number of classes, the students share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

2.1.3 The Students’ Learning Motivation in Speaking Course

Learning is doing something differently as a result of experience and not because of physical growth, or of changes in the hard wiring.³⁶ Learning is the act, process or experience of gaining knowledge or skill and knowledge or skill gained through schooling or study. There are many definitions of learning:

- 2.1.3.1 Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.
- 2.1.3.2 Learning is acquisition or “getting”.
- 2.1.3.3 Learning is retention of information or skill.
- 2.1.3.4 Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 2.1.3.5 Learning is relatively permanent, but subject to forgetting.
- 2.1.3.6 Learning involves some form of practice, perhaps reinforced practice.
- 2.1.3.7 Learning is a change in behavior.³⁷

³⁶John B Biggs and Phillip J Moore, *The Process of Learning* (Australia: Prentice Hall, 1993), p. 205.

³⁷H. Douglas Brown, *Principles of Language Learning and Teaching*, p.7.

From those definitions above, the researcher can conclude that learning is a process of getting knowledge by doing activities, such as reading, listening, imitating, observing, following direction to the teacher, and so forth. So, the students have to practice regularly of learning activities. One of the factors of learning is motivation. The students will be success if they have the motivation, motivation to know what will be learned and to understand why they learn, so the students can have or gain information and get knowledge from what they have learned. Motivation has a significant role in teaching and learning process. The students who have the higher motivation will get better opportunity to be success in their learning activities than the lower one. The students' learning motivation in speaking course is the desire or drive which comes from inside and outside to learn about speaking course.

2.2 Some Previous Related Research Findings

Some researchers have found related result referred to particularly in knowing the students' learning motivation in speaking course. They are:

The research is written by Viona Rosalina "The Relationship between Students' Motivation and Their English Learning Achievement (a Correlational Study at the Second Grade of SMAN 3 Tangsel)" suggested that after doing the research and getting the result of the research, the researcher got conclusion for the research that there is no correlation between students' motivation and their English learning achievement in SMAN 3 Tangsel but it can be guessed that motivation has the correlation in students' score even it is very weak. So if the teachers increase the

students' motivation or the students are aware of the important role of motivation, the resulting score will be better than the researcher got from this data.³⁸

Nguyen Hoang Tuan and Tran Ngoc Mai in their journal "Factors Affecting Students' Speaking Performance at LethanhHien High School" conclude that the results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translating the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.³⁹

The next research by Ali Dincer and Savas Yesilyurt "Motivation to Speak English: A Self-Determination Theory Perspective", the study examined the relationship between student motivational orientations and certain variables by adopting qualitative and quantitative methods. This study extended our knowledge of

³⁸Viona Rosalina, "The Relationship between Students' Motivation and Their English Learning Achievement: a Correlational Study at the Second Grade of the SMAN 3 Tangsel," p. 37. <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24839/1/Viona%20Rosalina.pdf> (accessed on March 12th, 2018).

³⁹Nguyen Hoang Tuan and Tran Ngoc Mai, "Factors Affecting Students' Speaking Performance at Lethanh Hien High School," *Multidisciplinary Journal*, vol. 3 no. 2 (2015), p. 18. <http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/Abstract-FACTORS-AFFECTING.pdf>. (accessed on April 11th, 2018).

the importance of motivational orientations and autonomy-supportive teacher behaviors in learning a foreign language and especially gaining speaking fluency.⁴⁰

Ika Oktavia Nur Widayanti in her thesis “The Correlation Between Instrumental and Integrative Motivation on Students’ English Achievement at Tenth Grade Students of SMA Negeri 1 Slahung Ponorogo in Academic Year 2015/2016” stated that the result of this research support the theory. Instrumental and integrative motivation had correlated with English achievement. Finally, it can be concluded there is the positive correlation between students’ instrumental and integrative motivation to students’ English achievement at tenth grade of SMA Negeri 1 Slahung Ponorogo in academic year 2015/2016.⁴¹

Based on the previous researches above, the researcher assumes that with a high motivation, the students can achieve the learning process well because it makes them be more active and enthusiastic in going through the learning process. The understanding of speaking will be good when they have good learning motivation. Therefore, the researcher is interested to know how much motivation of students in learning speaking course at the third semester of English program tarbiyah department in IAIN Parepare.

⁴⁰Ali Dencer and Savas Yesilyurt, “Motivation to Speak English: A Self-Determination Theory Perspective,” *PASAA*, vol. 53 (June 2017), p. 19. <https://files.eric.ed.gov/fulltext/EJ1153672.pdf>. (accessed on April 11th, 2018).

⁴¹Ika Oktavia Nur Widayanti, “The Correlation Between Instrumental and Integrative Motivation on Students’ English Achievement at Tenth Grade Students of SMA Negeri 1 Slahung Ponorogo in Academic Year 2015/2016”, p.57.

2.3 The Conceptual Framework

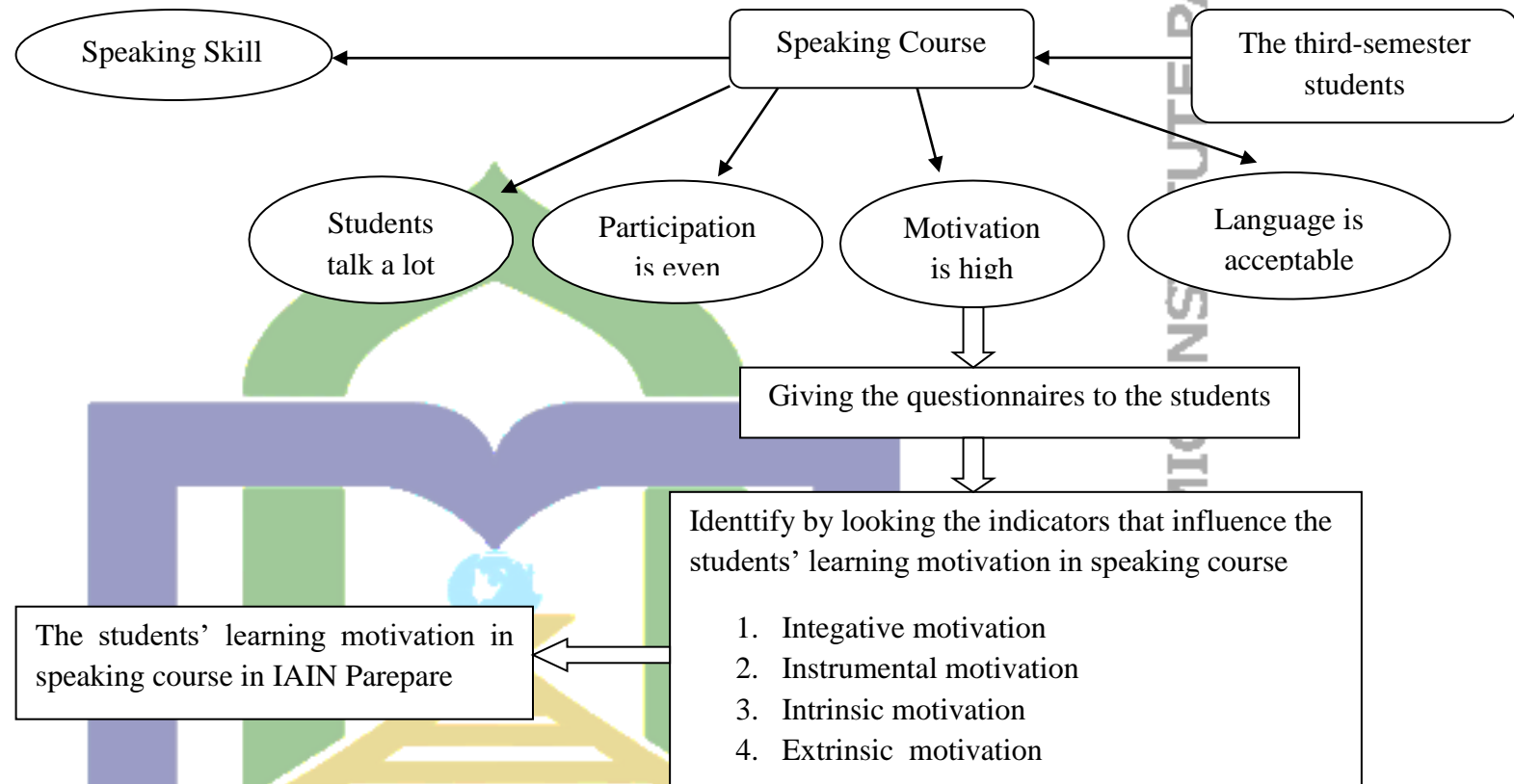


Figure 2.1 The Conceptual Framework of the Research

2.4 Operational of Definition Variable

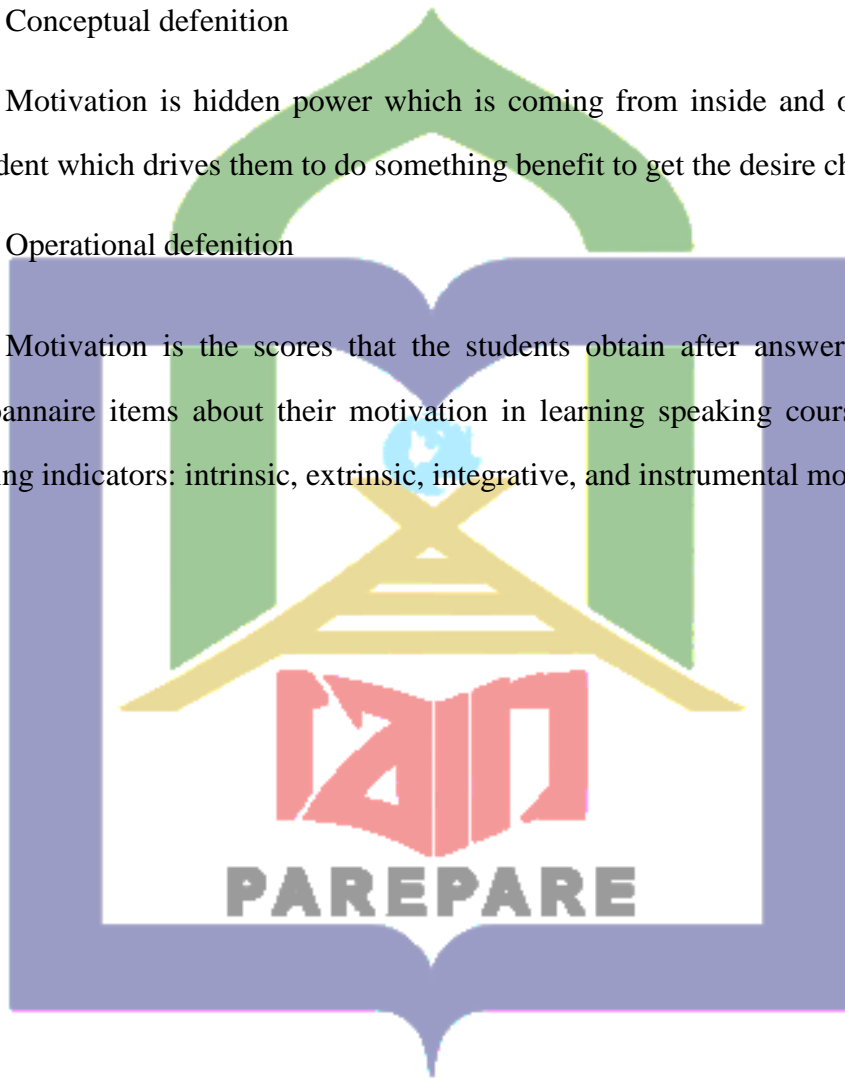
The variable which involves in this research is independent variable (students' learning motivation in speaking course).

2.5.1.1 Conceptual defenition

Motivation is hidden power which is coming from inside and outside of the student which drives them to do something benefit to get the desire changes.

2.5.1.2 Operational defenition

Motivation is the scores that the students obtain after answering those questioannaire items about their motivation in learning speaking course by the following indicators: intrinsic, extrinsic, integrative, and instrumental motivation.



CHAPTER III

RESEARCH METHOD

3.1 Kind and Design of the Research

Descriptive quantitative was implemented in this research. The researcher used a survey research design. The survey research involves collecting numerical data to test hypotheses or answer questions about the current status of the subject of study. One common type of survey research involves assessing the preferences, attitudes, practices, concerns, or interests of a group of people.⁴²

3.2 Location and Duration of the Reserach

The location of this research was conducted in IAIN Parepare, by focusing at the third semester-students of English program tarbiyah department and the duration of the research took \pm a month, academic year 2018/2019.

3.2 Population and Sample

3.3.1 Population

The population of this research was the whole students at the third semester of English program tarbiyah department in IAIN Parepare. The total number of population is 141. the male consists of 39 students and the female consists of 102 students.

3.3.2 Sample

In this research, the researcher used purposive sampling technique. Purposive sampling is the process of selecting a sample that is believed to be

⁴²L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications* (United States of America: Pearson Education Inc, 2012), p. 9.

representative of a given population.⁴³ The total sample of the research is 115. The researcher chose them as the sample because they are the students who were learning an informative speaking on the third semester course while others have not learned the subject yet.

Table 3.1 The Distribution of the Third Semester Students of English program tarbiyah department in IAIN Parepare

No	Class	Number of students
1	T309 (Thursday 07.30)	35
2	T309 (Thursday 09.00)	10
3	T304 (Friday)	34
4	T306 (Friday)	36
Total		115

Data Sources: Staf Tata Usaha Tarbiyah dan Adab Department State Islamic Institute (IAIN) Parepare Academic Year 2018/2019

3.4 Technique and Instrument of Data Collection

3.4.1 Technique of data collection

To obtain data in this research, the researcher applied questionnaire. The researcher did the research by using the questionnaire to know about the students' learning motivation in speaking course. It consisted of written questions with 30 items, 15 positive questions, and 15 negative questions.

⁴³L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, p. 131.

3.4.2 Instrument of the research

The researcher has stated in the point previously that the instrument which used in this research was the questionnaire. The purpose of this questionnaire was to find out the students' response in learning speaking.

3.4.2.1 Lattice of research instrument

According to Suharno and A.M Sardiman, the indicator of motivation can be taken from the kinds of motivation itself, namely: intrinsic, extrinsic, integrative, and instrumental motivation.⁴⁴

As describe in the next table:

Table 3.2 The Indicators of Statement

Variable	Dimension	Indicator	Items Number	
			Positive	Negative
Motivation	Intrinsic	Happy to do the learning task	1	
		Showed a deeper interest in the matter learned further	2	
		Excited to excel or to get the learning achievement		3,4
		Feel the importance of learning	5	6
		Tenacious and dilligent in facing learning problems	7,8	9

⁴⁴Dony Purnomo, "Intrinsic and Extrinsic Motivation," *Smartzone: A journal of Pinterd Blogspot*.
<http://www.Pinterdw.blogspot.com/2012/02/Intrinsic-and-extrinsic-motivation.html?m=1> (accessed on December 1st, 2018).

		The drive to actively engage in learning activities	10	11
		The drive to learn independently	12	13,14
Extrinsic		The drive to avoid the lecturer's punishment		15,16
		The drive to get the lecturer's reward		17,18
		The drive to please the parents		20,21
		The drive to gain the friends' recognition		22
		A supportive environment	19	
Integrative		The drive to learn the people related to English	23,24,25	
		The drive to learn the cultures related to English	26	
Instrumental		The effort made to pass the exam	27	
		The drive to get a better job	28	29

		The effort made to pass the college entrance test	30	
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3.4.2.2 Validity instrument

To test the validity of the instrument, expert opinion could be used. In this case, after the instrument was constructed about the aspects to be measured with a particular theory, and then further consulted with the expert. After testing the constants from the experts and based on the empirical experience in the field was completed, it was continued with an instrument test. Because the polytomic item scores are used, then to calculate the correlation coefficient, the *product moment* correlation form is used as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = Coefficient correlation variable X with Y

$\sum x$ = Number of distribution scores X

$\sum y$ = Number of distribution scores Y

$\sum x^2$ = The sum of squares of distribution scores X

$\sum y^2$ = The sum of squares of distribution scores Y

$\sum xy$ = Total multiplication of X and Y scores.⁴⁵

⁴⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Cet. XI; Jakarta: PT Rineka Cipta, 1998), p. 256.

The conclusion from the formula above is if $r_{xy} \geq r_{table} = 0,154$, then H_0 is rejected and H_1 accepted at the level of significance α 5%. The result of validity test by using SPSS. It can be seen in appendices.

Tabel 3.3 Validity Test of Intrinsic Motivation

Instrument Item	Correlation Coefficient	Evidence
1	0,543	Valid
2	0,506	Valid
3	0,520	Valid
4	0,525	Valid
5	0,356	Valid
6	0,608	Valid
7	0,495	Valid
8	0,528	Valid
9	0,572	Valid
10	0,589	Valid
11	0,566	Valid
12	0,547	Valid
13	0,252	Valid
14	0,419	Valid

After doing validity test of intrinsic motivation which consisted of 14 statements, it is found that the correlation coefficient of the first statement $r_{xy} = 0,543 \geq r_{table} = 0,154$, which means that it was valid, the correlation coefficient of the second statement $r_{xy} = 0,506 \geq r_{table} = 0,154$, which means that it was valid, the correlation coefficient of the third statement $r_{xy} = 0,520 \geq r_{table} = 0,154$, which means that it was valid, the correlation coefficient of the fourth statement $r_{xy} = 0,525 \geq r_{table} = 0,154$, which means that it was valid, the correlation coefficient of the fifth statement $r_{xy} = 0,356 \geq r_{table} = 0,154$, which

means that it was valid, the correlation coefficient of the sixth statement $r_{xy} = 0,608 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the seventh statement $r_{xy} = 0,495 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the eighth statement $r_{xy} = 0,528 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the ninth statement $r_{xy} = 0,572 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the tenth statement $r_{xy} = 0,589 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the eleventh statement $r_{xy} = 0,566 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the twelfth statement $r_{xy} = 0,547 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the thirteenth statement $r_{xy} = 0,252 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the fourteenth statement $r_{xy} = 0,419 \geq r \text{ table} = 0,154$, which means that it was valid. Therefore, all those statements were valid.

Tabel 3.4 Validity Test of Extrinsic Motivation

Instrument Item	Correlation Coefficient	Evidence
1	0,526	Valid
2	0,385	Valid
3	0,340	Valid
4	0,294	Valid
5	0,310	Valid
6	0,457	Valid
7	0,363	Valid
8	0,292	Valid

After doing validity test of extrinsic motivation which consisted of 8 statements, it is found that the correlation coefficient of the first statement $r_{xy} =$

0,526 \geq r table = 0,154, which means that it was valid, the correlation coefficient of the second statement $r_{xy} = 0,385 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the third statement $r_{xy} = 0,340 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the fourth statement $r_{xy} = 0,294 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the fifth statement $r_{xy} = 0,310 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the sixth statement $r_{xy} = 0,457 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the seventh statement $r_{xy} = 0,363 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the eight statement $r_{xy} = 0,292 \geq$ r table = 0,154, which means that it was valid. Therefore, all those statements were valid.

Table 3.5 Validity Test of Integrative Motivation

Instrument Item	Correlation Coefficient	Evidence
1	0,362	Valid
2	0,447	Valid
3	0,182	Valid
4	0,174	Valid

After doing validity test of integrative motivation which consisted of 4 statements, it is found that the correlation coefficient of the first statement $r_{xy} = 0,362 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the second statement $r_{xy} = 0,447 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the third statement $r_{xy} = 0,182 \geq$ r table = 0,154, which means that it was valid, the correlation coefficient of the fourth statement $r_{xy} = 0,174 \geq$ r table = 0,154, which means that it was valid. Therefore, all those statements were valid.

Tabel 3.6 Validity Test of Instrumental Motivation

Instrument Item	Correlation Coefficient	Evidence
1	0,196	Valid
2	0,239	Valid
3	0,179	Valid
4	0,274	Valid

After doing validity test of instrumental motivation which consisted of 4 statements, it is found that the correlation coefficient of the first statement $r_{xy} = 0,196 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the second statement $r_{xy} = 0,239 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the third statement $r_{xy} = 0,179 \geq r \text{ table} = 0,154$, which means that it was valid, the correlation coefficient of the fourth statement $r_{xy} = 0,274 \geq r \text{ table} = 0,154$, which means that it was valid. Therefore, all those statements were valid.

3.4.2.3 Reliability instrument

Reliability is a necessary characteristic of any good test: for it is to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions), then to the extent that it produces differing results, it is not reliable. Reliability defines whether an instrument can measure something to be measured constantly from time to time. In short, in order to be reliable, a test must be consistent in its measurements.⁴⁶To measure reliability in this research, the researcher used the technique of Alpha Cronbach. The result of reliability test was done by using SPSS (Statistical Product for Service Solution).

⁴⁶J.B. Heaton, *Writing English Language Tests* (New York, United States of America: Longman inc, 2001), p.162.

The formula of Alpha Cronbach:

$$r_i = \frac{K}{K-1} \left(1 - \frac{S_i^2}{S_t^2} \right)$$

Where:

r_i = Coefficient value of alpha-Cronbach

K = Number of valid instrumen items

S_i^2 = Variable items

S_t^2 = Total variance

And formula of varians total and varian item:

$$S_i^2 = \frac{JK_i}{n} - \frac{JK_s}{n^2}$$

$$S_t^2 = \frac{\sum x_t^2}{n} - \frac{(\sum x_t)^2}{n^2}$$

Where:

JK_i = The sum of squares the entire item score

JK_s = The sum of the squares of the subject

Xt = The number of valid item question score

Table 3.7 Reliability Test of Intrinsic Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.830	14

Based on a table above, it can be seen that $r_{xy} = 0,830 \geq r \text{ table} = 0,154$, then it can be stated that the questionnaire was reliable.

Table 3.8 Reliability Test of Extrinsic Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.610	8

Based on the table above, it can be seen that $r_{xy} = 0,610 \geq r \text{ table} = 0,154$, then it can be stated that the questionnaire was reliable.

Table 3.9 Reliability Test of Integrative Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.737	4

Based on the table above, it can be seen that $r_{xy} = 0,737 \geq r \text{ table} = 0,154$, then it can be stated that the questionnaire was reliable.

Table 3.10 Reliability Test of Instrumental Motivation

Reliability Statistics	
Cronbach'sAlpha ^a	N of Items
.304	4

Based on the table above, it can be seen that $r_{xy} = 0,304 \geq r \text{ table} = 0,154$, then it can be stated that the questionnaire was reliable.

3.5 Technique of Data Analysis

In analyzing that research, the researcher used Likert Scale. Likert scale is a scale can be used to measure attitude, opinion or perception of the person about certain object or phenomenon.⁴⁷ The instrument has alternative options based on Likert Scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. As see below:

⁴⁷Syofian Siregar, *Statistika Deskriptif untuk Penelitian* (Jakarta: PT Raja Grafindo Persada, 2010), p.138.

Table 3.11 Scoring of the Students' Answer by Likert Scale

Alternative Options	Score	
	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

The researcher used 15 positive and 15 negative statements. Therefore, if a respondent answered all the positive statements with strongly agree and with all the negative statements with strongly disagree, he got 120, and if a student answered all the positive statements with strongly disagree and with all negative statements with strongly agree, he got 30. The rating score ranges from 30 to 120 (interval 90). Since the questionnaire employs 4 level/category. The interval which used to determine the level category of respondents is $90: 4 = 22,5$. The rate score of student's response as shown in table as follow:

Table 3.12 The Rate Score of Students' Response

Score	Category
98 - 120	Very Response (Very Positive)
75,5- 97,5	Response (Positive)
53 - 75	Not Response (Negative)
<52,5	Very Not Response (Very Negative)

The scale used is rating scale. In the scale rating scale model, the raw data obtained in the form of numbers then interpreted in the qualitative sense.⁴⁸The

⁴⁸Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), p. 141.

researcher used the rate percentage which proposed by Riduwan to know the rate percentage category of students' response. The interval category and rate percentage category of students' response as shown in the table as follow:

0	20	40	60	80	100
	VL	L	E	H	VH

Table 3.13 The Rate Percentage of Students' Response

Score	Category
0 % - 20 %	Very Low
21 % - 40 %	Low
41 % - 60 %	Enough
61 % - 80 %	High
81 % - 100 %	Very High ⁴⁹

Then, the researcher percentaged the data by using the formula below:

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

Where:

P = Percentage

F = Frequency

N = Total number of student⁵⁰

⁴⁹Riduwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2011), p.41.

⁵⁰Anas Sudjino, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001), p. 40.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and the discussion of the research about the students' learning motivation in speaking course.

4.1 Findings

The researcher distributed the questionnaire to the students in IAIN Parepare. The questionnaires were distributed to the students to know the students' learning motivation in speaking course. In this undergraduate skripsi, the researcher takes the score in reference with the kind of motivation. Which are: intrinsic, extrinsic, integrative, and instrumental motivation. The students' intrinsic motivation by using 14 items questionnaire which were question number 1 up to number 14. For the students' extrinsic motivation by using 8 items questionnaire which were number 15 up to number 22 question, the students' integrative motivation by using 4 items questionnaire which were number 23 up to number 26 question, and the students' instrumental motivation by using 4 items questionnaire which were number 27 up to number 30 question.

Those questionnaires were distributed to the four classes which are T309 (Thursday 07.30), T309 (Thursday 09.00), T304 (Friday), and T306 (Friday). There are 35 students in the class T309 (Thursday 07.30), from the class T309 (Thursday 09.00) there are 10 students, 34 students in T304 (Friday), and there are 36 students in the T306 (Friday) class. The result of the students' conception is presented based on the classification each item of the questionnaires which have been collected and analyzed.

4.1.1 The respondents' questionnaire tabulation for intrinsic motivation

Table 4.1 Positive statement "I'm very happy to do an assignment related to speaking course."

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	44	176
2	Agree (A)	3	65	195
3	Disagree (D)	2	6	12
4	Strongly Disagree (SD)	1	0	0
Total				383

The data above (item No.1) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

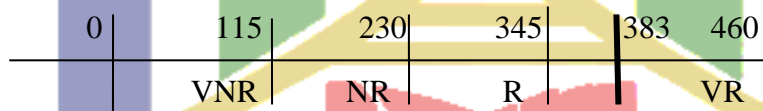


Figure 4.1 the rate score of students' response item No.1

I'm very happy to do an assignment related to speaking course. As we can see in the rate percentage category of students' response, which is: $383/460 \times 100\% = 83,2$. So, it is categorized as high. The result is shown as follow:



Figure 4.2 the rate percentage category of students' response item No.1

Table 4.2 Positive statement “I love finding the information out related to speaking course material, because I can get more knowledge.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	53	212
2	Agree (A)	3	59	177
3	Disagree (D)	2	3	6
4	Strongly Disagree (SD)	1	0	0
Total				395

The data above (item No.2) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:

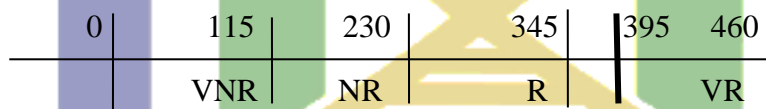


Figure 4.3 the rate score of students’ response item No.2

I love finding the information out related to speaking course material, because I can get more knowledge. As we can see in the rate percentage category of students’ response, which is: $395/460 \times 100\% = 85,8$. So, it is categorized as high. The result is shown as follow:

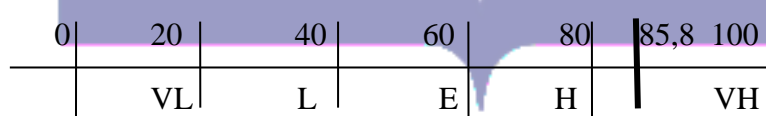


Figure 4.4 the rate percentage category of students’ response item No.2

Table 4.3 Negative statement “I’m lazy to ask a lecturer of speaking course material that I do not understand about”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	1	2
3	Disagree (D)	3	25	75
4	Strongly Disagree (SD)	4	89	356
Total				433

The data above (item No.3) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is not response and the result can be shown as follow:

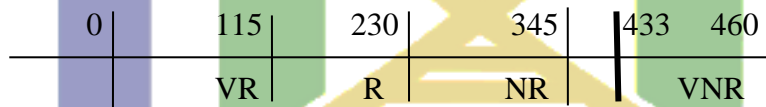


Figure 4.5 the rate score of students’ response item No.3

I’m lazy to ask a lecturer of speaking course material that I do not understand about. As we can see in the rate percentage category of students’ response, which is: $433/460 \times 100\% = 94,1$. So, it is categorized as low. The result is shown as follow:



Figure 4.6 the rate percentage category of students’ response item No.3

Table 4.4 Negative statement “I’m uncertain with the ability I have in understanding the explanation of the lecturer.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	6	12
3	Disagree (D)	3	31	93
4	Strongly Disagree (SD)	4	78	312
Total				417

The data above (item No.4) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is not response and the result can be shown as follow:

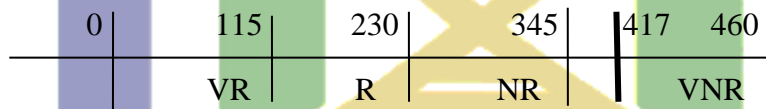


Figure 4.7 the rate score of students’ response item No.4

I’m uncertain with the ability I have in understanding the explanation of the lecturer. As we can see in the rate percentage category of students’ response, which is: $417/460 \times 100\% = 90,6$. So, it is categorized as low. The result is shown as follow:



Figure 4.8 the rate percentage category of students’ response item No.4

Table 4.5 Positive statement “Speaking course is very important for me.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	74	296
2	Agree (A)	3	38	114
3	Disagree (D)	2	2	4
4	Strongly Disagree (SD)	1	1	1
Total				415

The data above (item No.5) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:



Figure 4.9 the rate score of students’ response item No.5

Speaking course is very important for me. As we can see in the rate percentage category of students’ response, which is: $415/460 \times 100\% = 90,2$. So, it is categorized as high. The result is shown as follow:

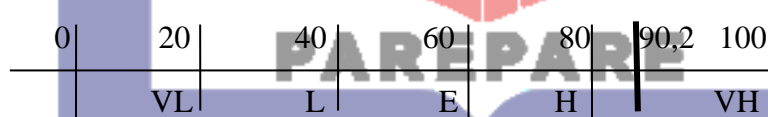


Figure 4.10 the rate percentage category of students’ response item No.5

Table 4.6 Negative statement “I feel that I did not get some profits in learning speaking course.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	4	8
3	Disagree (D)	3	69	207
4	Strongly Disagree (SD)	4	42	168
Total				383

The data above (item No.6) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

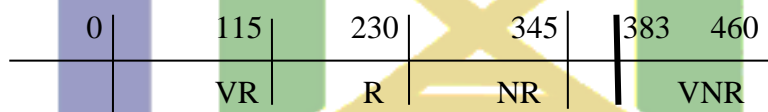


Figure 4.11 the rate score of students' response item No.6

I feel that I did not get some profits in learning speaking course. As we can see in the rate percentage category of students' response, which is: $383/460 \times 100\% = 83,2$. So it is categorized as low. The result is shown as follow:

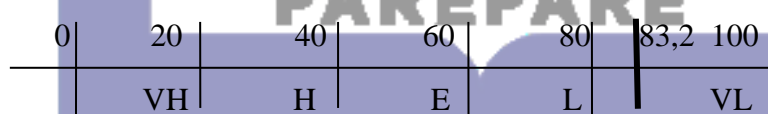


Figure 4.12 the rate percentage category of students' response item No.6

Table 4.7 Positive statement “When faced with difficulties in learning speaking course, I tried to find an alternative solution.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	25	100
2	Agree (A)	3	59	177
3	Disagree (D)	2	29	58
4	Strongly Disagree (SD)	1	2	2
Total				337

The data above (item No.7) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:

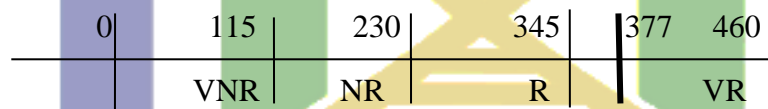


Figure 4.13 the rate score of students’ response item No.7

When faced with difficulties in learning speaking course, I tried to find an alternative solution. As we can see in the rate percentage category of students’ response, which is: $337/460 \times 100\% = 73,2$. So, it is categorized as enough. The result is shown as follow:

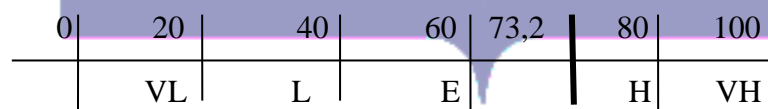


Figure 4.14 the rate percentage category of students’ response item No.7

Table 4.8 Positive statement “Even though I know that I will not get a good achievement, I will keep trying and learning.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	18	72
2	Agree (A)	3	53	159
3	Disagree (D)	2	39	78
4	Strongly Disagree (SD)	1	5	5
Total				314

The data above (item No.8) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is not response and the result can be shown as follow:

0	115	230	314	345	460
	VNR	NR		R	VR

Figure 4.15 the rate score of students’ response item No.8

Even though I know that I will not get a good achievement, I will keep trying and learning. As we can see in the rate percentage category of students’ response, which is $314/460 \times 100\% = 68,2$. So, it is categorized as enough. The result is shown as follow:

0	20	40	60	68,2	80	100
	VL	L	E		H	VH

Figure 4.16 the rate percentage category of students’ response item No.8

Table 4.9 Negative statement “I feel hopeless when I face the difficulties in learning speaking course”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	7	14
3	Disagree (D)	3	51	153
4	Strongly Disagree (SD)	4	57	228
Total				395

The data above (item No.9) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

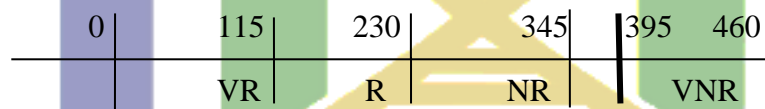


Figure 4.17 the rate score of students' response item No.9

I feel hopeless when I face the difficulties in learning speaking course. As we can see in the rate percentage category of students' response, which is: $395/460 \times 100\% = 85,8$. So, it is categorized as low. The result is shown as follow:



Figure 4.18 the rate percentage category of students' response item No.9

Table 4.10 Positive statement “I’m very happy to be actively involved in speaking course activities.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	48	192
2	Agree (A)	3	51	153
3	Disagree (D)	2	16	32
4	Strongly Disagree (SD)	1	0	0
Total				377

The data above (item No.10) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:

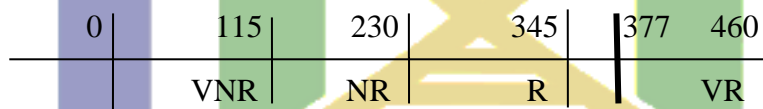


Figure 4.19 the rate score of students’ response item No.10

I’m very happy to be actively involved in speaking course activities. As we can see in the rate percentage category of students’ response, which is $377/460 \times 100\% = 81,9$. So, it is categorized as high. The result is shown as follow:

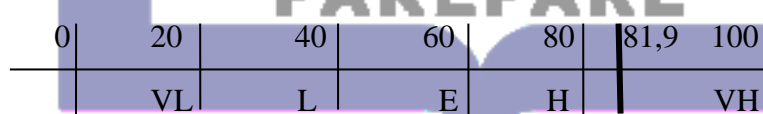


Figure 4.20 the rate percentage category of students’ response item No.10

Table 4.11 Negative statement “I always keep quiet when learning speaking course.

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	7	14
3	Disagree (D)	3	59	177
4	Strongly Disagree (SD)	4	49	196
Total				387

The data above (item No.11) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:

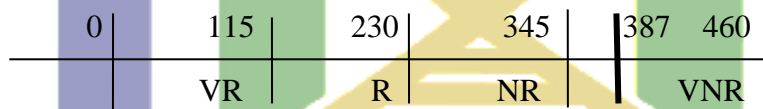


Figure 4.21 the rate score of students’ response item No.11

I always keep quiet when learning speaking course. As we can see in the rate percentage category of students’ response, which is: $387/460 \times 100\% = 84,1$. So, it is categorized as low. The result is shown as follow:

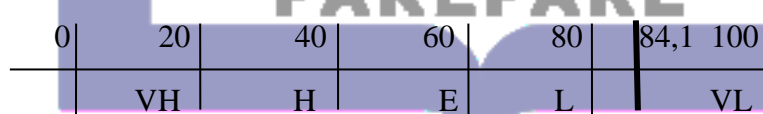


Figure 4.22 the rate percentage category of students’ response item No.11

Table 4.12 Positive statement “I can finish the speaking assignments with my own ability”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	46	184
2	Agree (A)	3	51	153
3	Disagree (D)	2	16	32
4	Strongly Disagree (SD)	1	2	2
Total				371

The data above (item No.12) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is response and the result can be shown as follow:

0	115	230	345	371	460
	VNR	NR	R		VR

Figure 4.23 the rate score of students’ response item No.12

I can finish the speaking assignments with my own ability. As we can see in the rate percentage category of students’ response, which is: $371/460 \times 100\% = 80,6$. So, it is categorized as high. The result is shown as follow:

0	20	40	60	80	80,6	100
	VL	L	E	H		VH

Figure 4.24 the rate percentage category of students’ response item No.12

Table 4.13 Negative statement “I feel unable to complete every assignment of speaking course given.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	2	2
2	Agree (A)	2	15	30
3	Disagree (D)	3	68	204
4	Strongly Disagree (SD)	4	30	120
Total				356

The data above (item No.13) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students’ response is not response and the result can be shown as follow:

0	115	230	345	356	460
	VR	R	NR		VNR

Figure 4.25 the rate score of students’ response item No.13

I feel unable to complete every assignment of speaking course given. As we can see in the rate percentage category of students’ response, which is: $356/460 \times 100\% = 77,3$. So, it is categorized as enough. The result is shown as follow:

0	20	40	60	77,3	80	100
	VH	H	E		L	VL

Figure 4.26 the rate percentage category of students’ response item No.13

Table 4.14 Negative statement “I prefer to do speaking tasks with friends.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	7	14
3	Disagree (D)	3	59	177
4	Strongly Disagree (SD)	4	49	196
Total				387

The data above (item No.14) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:



Figure 4.27 the rate score of students' response item No.14

I prefer to do speaking tasks with friends. As we can see in the rate percentage category of students' response, which is: $387/460 \times 100\% = 84,1$. So, it is categorized as low. The result is shown as follow:

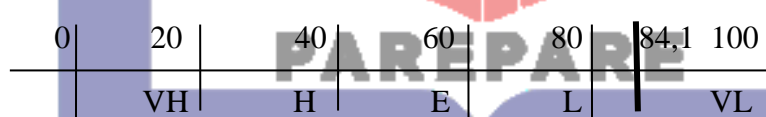


Figure 4.28 the rate percentage category of students' response item No.14

4.1.2 The respondents' questionnaire tabulation for extrinsic motivation

Table 4.15 Negative statement "I diligently learn speaking course merely for fear of getting punishment from the lecturers."

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	11	22
3	Disagree (D)	3	57	171
4	Strongly Disagree (SD)	4	47	188
Total				381

The data above (item No.15) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

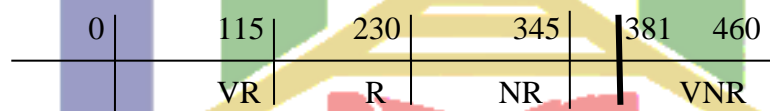


Figure 4.29 the rate score of students' response item No.15

I diligently learn speaking course merely for fear of getting punishment from the lecturers. As we can see in the rate percentage category of students' response, which is: $381/460 \times 100\% = 82,8$. So, it is categorized as low. The result is shown as follow:

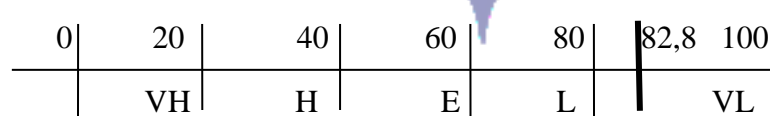


Figure 4.30 the rate percentage category of students' response item No.15

Table 4.16 Negative statement “I diligently learn speaking course merely because I am afraid of the course lecturer.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	1	1
2	Agree (A)	2	22	44
3	Disagree (D)	3	75	225
4	Strongly Disagree (SD)	4	17	68
Total				338

The data above (item No.16) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

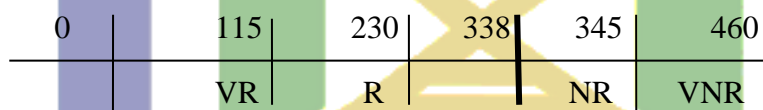


Figure 4.31 the rate score of students' response item No.16

I diligently learn speaking course merely because I am afraid of the course lecturer. As we can see in the rate percentage category of students' response, which is: $338/460 \times 100\% = 73,4$. So, it is categorized as enough. The result is shown as follow:

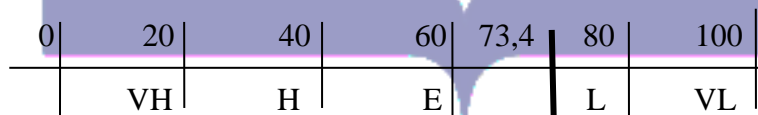


Figure 4.32 the rate percentage category of students' response item No.16

Table 4.17 Negative statement “I engage with a lecture process to get a good grade from the lecturer.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	10	10
2	Agree (A)	2	59	118
3	Disagree (D)	3	41	123
4	Strongly Disagree (SD)	4	5	20
Total				271

The data above (item No.17) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

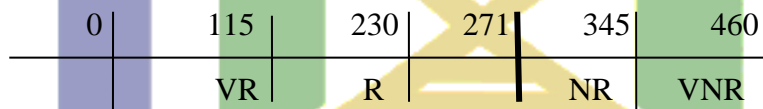


Figure 4.33 the rate score of students' response item No.17

I engage with a lecture process to get a good grade from the lecturer. As we can see in the rate percentage category of students' response, which is: $271/460 \times 100\% = 58,9$. So, it is categorized as high. The result is shown as follow:

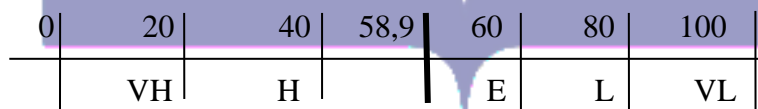


Figure 4.34 the rate percentage category of students' response item No.17

Table 4.18 Negative statement “I diligently learn speaking course just merely to get a reward from the lecturer.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	1	2
3	Disagree (D)	3	41	123
4	Strongly Disagree (SD)	4	73	292
Total				417

The data above (item No.18) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

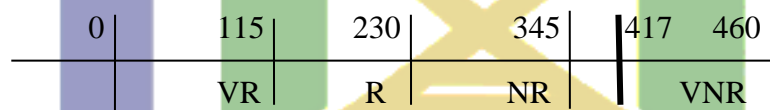


Figure 4.35 the rate score of students' response item No.18

I diligently learn speaking course just merely to get a reward from the lecturer. As we can see in the rate percentage category of students' response, which is: $417/460 \times 100\% = 90,6$. So, it is categorized as high. The result is shown as follow:

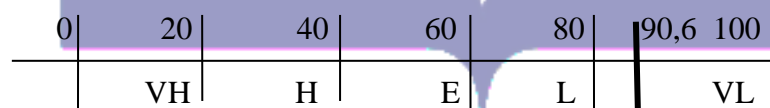


Figure 4.36 the rate percentage category of students' response item No.18

Table 4.19 Positive statement “I can speak English because my friends around me often speak English.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	23	92
2	Agree (A)	3	62	186
3	Disagree (D)	2	23	46
4	Strongly Disagree (SD)	1	7	7
Total				331

The data above (item No.19) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

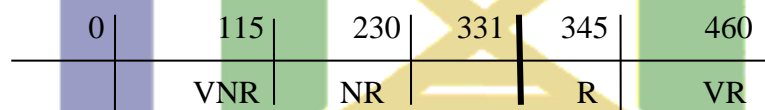


Figure 4.37 the rate score of students' response item No.19

I can speak English because my friends around me often speak English. As we can see in the rate percentage category of students' response, which is: $331/460 \times 100\% = 71,9$. So, it is categorized as high. The result is shown as follow:

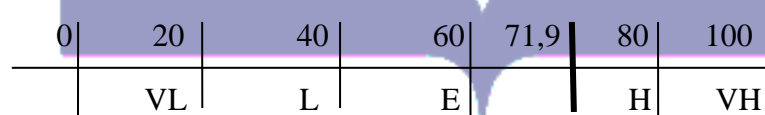


Figure 4.38 the rate percentage category of students' response item No.19

Table 4.20 Negative statement “I diligently learn speaking course just merely to please my parents.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	3	3
2	Agree (A)	2	37	74
3	Disagree (D)	3	61	183
4	Strongly Disagree (SD)	4	14	56
Total				316

The data above (item No.20) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

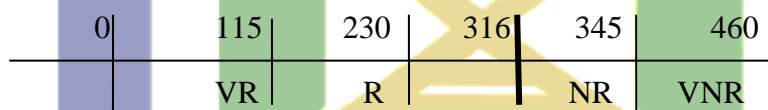


Figure 4.39 the rate score of students' response item No.20

I diligently learn speaking course just merely to please my parents. As we can see in the rate percentage category of students' response, which is: $316/460 \times 100\% = 68,6$. So, it is categorized as enough. The result is shown as follow:

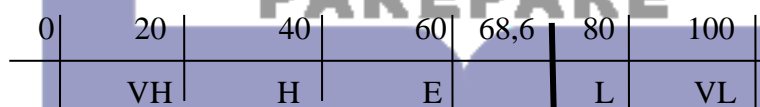


Figure 4.40 the rate percentage category of students' response item No.20

Table 4.21 Negative statement “My parents never buy the books related to speaking course.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	7	7
2	Agree (A)	2	17	34
3	Disagree (D)	3	74	222
4	Strongly Disagree (SD)	4	17	68
Total				331

The data above (item No.21) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

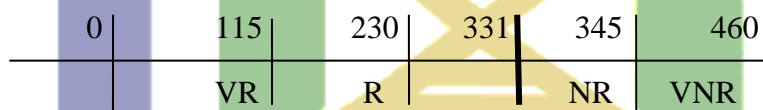


Figure 4.41 the rate score of students' response item No.21

My parents never buy the books related to speaking course. As we can see in the rate percentage category of students' response, which is: $331/460 \times 100\% = 71,9$. So, it is categorized as enough. The result is shown as follow:

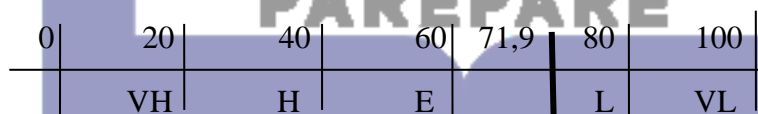


Figure 4.42 the rate percentage category of students' response item No.21

Table 4.22 Negative statement “I diligently learn speaking course merely to get the praise from the friends.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	3	6
3	Disagree (D)	3	60	180
4	Strongly Disagree (SD)	4	52	208
Total				394

The data above (item No.22) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

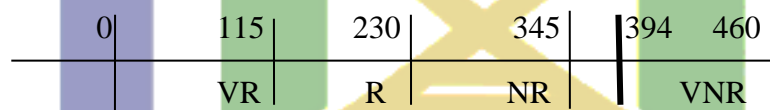


Figure 4.43 the rate score of students' response item No.22

I diligently learn speaking course merely to get the praise from the friends. As we can see in the rate percentage category of students' response, which is: $394/460 \times 100\% = 85,6$. So, it is categorized as low. The result is shown as follow:

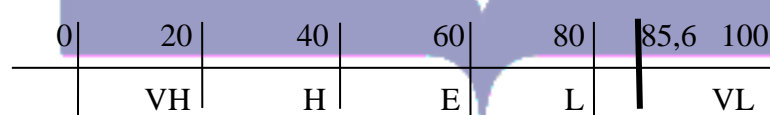


Figure 4.44 the rate percentage category of students' response item No.22

4.1.3 The respondents' questionnaire tabulation for integrative motivation

Table 4.23 Positive statement "I learn speaking course so I can speak directly with a native speaker."

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	36	114
2	Agree (A)	3	61	183
3	Disagree (D)	2	15	30
4	Strongly Disagree (SD)	1	3	3
Total				330

The data above (item No.23) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

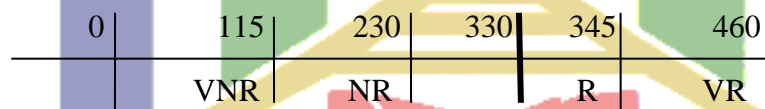


Figure 4.45 the rate score of students' response item No.23

I learn speaking course so I can speak directly with a native speaker. As we can see in the rate percentage category of students' response, which is: $330/460 \times 100\% = 71,7$. So, it is categorized as enough. The result is shown as follow:

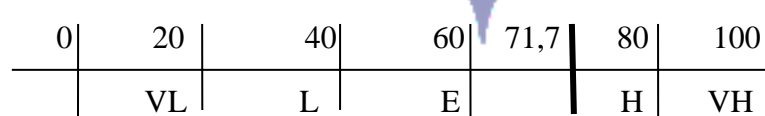


Figure 4.46 the rate percentage category of students' response item No.23

Table 4.24 Positive statement “I learn speaking course to have many friends from the other countries.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	34	136
2	Agree (A)	3	63	189
3	Disagree (D)	2	15	30
4	Strongly Disagree (SD)	1	3	3
Total				358

The data above (item No.24) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

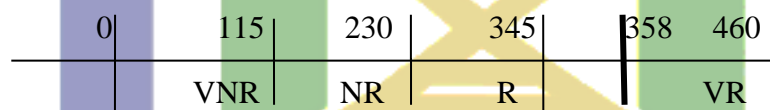


Figure 4.47 the rate score of students' response item No.24

I learn speaking course to have many friends from the other countries. As we can see in the rate percentage category of students' response, which is: $358/460 \times 100\% = 77,8$. So, it is categorized as enough. The result is shown as follow:



Figure 4.48 the rate percentage category of students' response item No.24

Table 4.25 Positive statement “I learn speaking course in order to understand and appreciate English art and literature.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	5	20
2	Agree (A)	3	31	93
3	Disagree (D)	2	57	114
4	Strongly Disagree (SD)	1	22	22
Total				249

The data above (item No.25) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

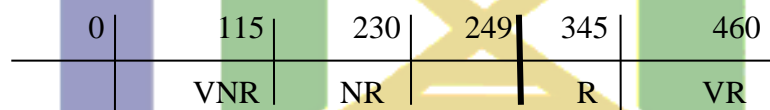


Figure 4.49 the rate score of students' response item No.25

I learn speaking course in order to understand and appreciate English art and literature. As we can see in the rate percentage category of students' response, which is: $249/460 \times 100\% = 54,1$. So, it is categorized as low. The result is shown as follow:

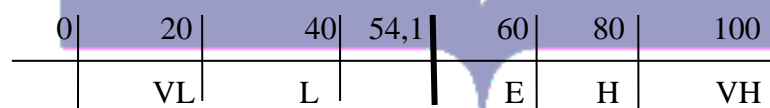


Figure 4.50 the rate percentage category of students' response item No.25

Table 4.26 Positive statement “I learn speaking course to understand the other cultures in order to take the world over.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	36	114
2	Agree (A)	3	69	207
3	Disagree (D)	2	4	8
4	Strongly Disagree (SD)	1	6	6
Total				335

The data above (item No.26) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

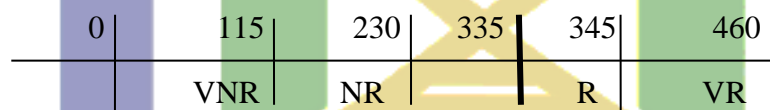


Figure 4.51 the rate score of students' response item No.26

I learn speaking course to understand the other cultures in order to take the world over. As we can see in the rate percentage category of students' response, which is: $335/460 \times 100\% = 72,8$. So, it is categorized as enough. The result is shown as follow:

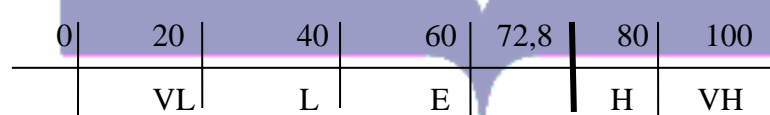


Figure 4.52 the rate percentage category of students' response item No.26

4.1.4 The respondents' questionnaire tabulation for instrumental motivation

Table 4.27 Positive statement "I diligently learn speaking course in order to pass the course."

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	24	96
2	Agree (A)	3	57	171
3	Disagree (D)	2	25	50
4	Strongly Disagree (SD)	1	9	9
Total				326

The data above (item No.27) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is not response and the result can be shown as follow:

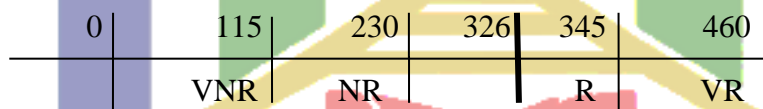


Figure 4.53 the rate score of students' response item No.27

I diligently learn speaking course in order to pass the course. As we can see in the rate percentage category of students' response, which is: $326/460 \times 100\% = 70,8$. So, it is categorized as enough. The result is shown as follow:

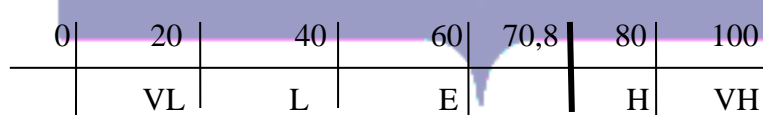


Figure 4.54 the rate percentage category of students' response item No.27

Table 4.28 Positive statement “I learn speaking course to get a better job.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	39	156
2	Agree (A)	3	47	141
3	Disagree (D)	2	26	52
4	Strongly Disagree (SD)	1	3	3
Total				352

The data above (item No.28) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

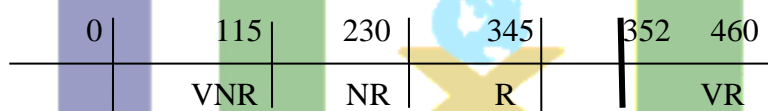


Figure 4.55 the rate score of students' response item No.28

I learn speaking course to get a better job. As we can see in the rate percentage category of students' response, which is: $352/460 \times 100\% = 76,5$. So, it is categorized as enough. The result is shown as follow:

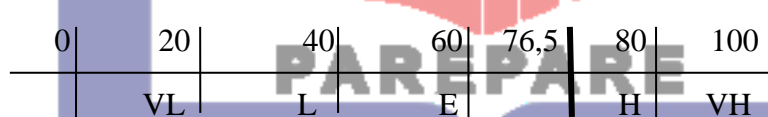


Figure 4.56 the rate percentage category of students' response item No.28

Table 4.29 Negative statement “I diligently learn speaking course merely just to get a better life in the future.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	1	46	46
2	Agree (A)	2	3	6
3	Disagree (D)	3	62	186
4	Strongly Disagree (SD)	4	4	16
Total				254

The data above (item No.29) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:

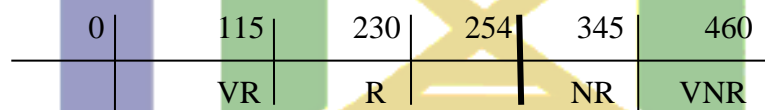


Figure 4.57 the rate score of students' response item No.29

I diligently learn speaking course to get a better life in the future. As we can see in the rate percentage category of students' response, which is: $254/460 \times 100\% = 55,2$. So, it is categorized as high. The result is shown as follow:

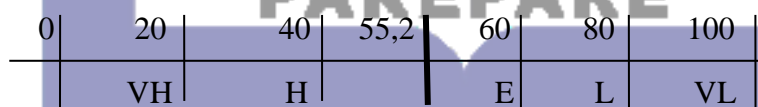


Figure 4.58 the rate percentage category of students' response item No.29

Table 4.30 Positive statement “I learn speaking course to pass the college entrance test abroad.”

No	Classification	Score	Frequency	Sum of Score
1	Strongly Agree (SA)	4	37	148
2	Agree (A)	3	48	144
3	Disagree (D)	2	28	56
4	Strongly Disagree (SD)	1	2	2
Total				350

The data above (item No.30) showed that it was gotten from 115 respondents. The respondents agreed that the rate score of students' response is response and the result can be shown as follow:



Figure 4.59 the rate score of students' response item No.30

I learn speaking course to pass the college entrance test abroad. As we can see in the rate percentage category of students' response, which is: $350/460 \times 100\% = 76$. So, it is categorized as enough. The result is shown as follow:



Figure 4.60 the rate percentage category of students' response item No.30

Table 4.31 The Score of Questionnaire

Respondents	Item																										Total		
	Positive													Negative															
1	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	3	3	3	3	3	4	3	3	3	3	1	4	100
2	3	4	4	4	4	3	3	3	3	3	4	3	3	3	3	2	3	4	2	3	4	4	4	4	4	4	3	2	98
3	3	3	4	4	4	3	3	3	3	3	3	4	4	4	3	2	1	4	2	2	2	4	3	2	2	3	2	4	91
4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	2	2	1	3	101
5	3	3	4	3	3	3	3	1	4	4	4	4	4	4	4	3	2	3	3	2	4	4	3	3	2	3	1	1	93
6	3	4	4	3	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4	2	4	4	4	4	1	4	4	104	
7	3	3	4	3	4	3	3	3	3	4	3	4	3	3	3	3	3	4	3	3	3	4	3	3	1	4	3	96	
8	3	3	3	3	4	3	2	2	3	3	3	3	3	3	2	3	2	3	3	2	3	4	3	3	3	4	3	86	
9	3	3	4	3	3	4	3	2	4	3	3	2	3	3	2	3	2	4	3	3	3	4	3	3	3	3	2	86	
10	4	3	4	4	4	3	3	2	4	3	3	3	3	3	3	4	3	4	3	3	2	3	2	2	2	1	3	88	
11	4	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3	3	4	3	3	3	4	4	4	2	3	3	104	
12	4	3	4	4	4	4	3	3	4	4	4	4	3	3	3	3	2	4	3	3	3	3	3	3	3	3	4	98	
13	2	4	4	2	4	4	2	2	2	3	3	2	3	3	2	3	1	4	4	1	3	4	3	3	2	3	2	85	
14	3	4	4	3	3	3	3	2	4	3	3	3	3	3	3	1	2	4	3	3	2	3	2	2	3	3	4	88	
15	3	4	4	3	3	4	3	2	4	2	3	4	3	3	3	3	4	4	4	3	4	4	4	4	4	1	4	96	

16	2	3	4	3	4	3	1	1	4	4	4	4	4	4	4	3	4	3	2	3	4	3	4	1	3	1	1	4	4	93	
17	3	3	4	3	4	3	2	4	3	4	4	4	4	4	3	2	4	3	2	3	4	4	4	1	4	3	3	1	3	97	
18	3	4	3	3	4	3	2	3	4	3	3	3	3	3	4	3	2	4	3	3	3	4	3	3	2	4	3	3	1	2	91
19	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	90
20	4	4	4	3	4	4	3	2	4	4	4	4	3	4	4	3	3	4	3	2	3	3	3	3	2	3	2	4	3	4	100
21	4	4	4	4	4	4	4	2	4	3	3	2	3	3	2	3	2	4	3	3	3	3	3	3	3	3	3	2	3	2	93
22	4	3	4	3	4	4	4	2	4	3	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3	4	4	2	3	4	107
23	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	2	4	4	4	3	4	4	4	2	4	4	3	1	3	106
24	4	4	4	3	3	4	3	2	4	4	4	4	3	4	3	3	2	3	2	2	2	3	3	3	2	3	3	2	3	4	93
25	3	3	4	3	4	3	3	3	4	4	4	3	3	4	4	3	3	4	3	3	3	3	3	3	2	3	2	3	3	4	97
26	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	4	1	4	3	4	4	4	4	4	1	3	1	4	106
27	4	4	4	4	4	4	3	3	4	4	3	3	4	3	4	4	2	4	4	3	4	3	2	3	2	3	2	4	1	3	99
28	4	4	4	3	4	4	3	2	4	3	3	3	3	4	3	2	4	3	3	3	2	4	4	3	4	3	3	1	3	96	
29	3	3	4	3	4	4	4	3	4	2	2	3	2	3	2	2	2	4	4	2	3	3	4	4	4	4	4	4	1	3	94
30	4	4	4	3	2	4	3	4	4	3	3	3	2	3	3	4	2	4	2	4	3	3	4	4	3	4	3	2	1	3	95
31	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	2	3	3	3	4	3	3	1	3	2	4	2	4	1	4	99
32	4	4	4	4	4	4	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4	3	3	2	3	3	3	3	3	99
33	4	4	4	4	4	3	4	3	4	3	3	3	1	4	3	4	1	4	4	3	1	4	4	4	3	4	4	4	1	2	98
34	4	3	4	3	4	3	4	4	3	2	4	3	3	4	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	2	93
35	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	1	4	3	2	1	3	105	
36	4	3	4	4	3	3	2	4	4	4	4	4	3	3	4	2	3	4	3	3	3	3	3	3	2	3	3	3	3	3	97
37	3	3	4	3	4	3	4	2	4	4	4	3	4	3	4	3	2	4	2	2	3	3	3	3	2	3	3	4	1	4	94

38	4	4	4	4	3	4	3	3	4	4	4	3	4	4	4	3	4	4	3	3	3	4	4	4	4	2	3	1	4	3	4	105
39	3	4	4	3	3	4	3	2	4	2	3	1	3	3	3	2	4	4	4	3	4	4	4	4	4	1	3	3	2	3	2	92
40	2	2	4	2	3	3	2	2	3	2	3	4	3	3	2	3	2	3	3	1	3	3	2	2	2	4	2	2	1	3	76	
41	3	4	4	3	4	3	3	3	3	4	4	3	3	4	4	3	2	4	3	2	3	4	4	3	2	3	3	2	3	4	97	
42	4	4	4	3	4	3	2	1	4	3	4	3	3	3	3	2	2	4	3	2	2	3	4	4	2	4	4	3	1	1	89	
43	4	3	4	3	4	3	4	2	4	4	4	3	4	4	3	4	3	3	2	4	3	4	3	4	1	1	2	4	3	4	98	
44	3	3	4	3	3	3	2	3	3	3	3	3	2	3	3	2	2	4	2	2	3	3	4	4	4	4	4	4	1	3	90	
45	3	3	3	3	4	3	2	3	4	4	3	3	2	3	4	3	3	4	4	3	4	3	4	4	1	3	3	4	3	3	96	
46	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	2	4	3	2	2	3	3	2	2	3	3	3	3	3	84	
47	4	4	4	3	3	3	3	3	4	2	3	2	3	4	4	3	3	4	3	3	3	3	4	4	2	3	3	2	1	3	93	
48	3	3	4	3	3	3	2	1	3	2	3	3	3	3	4	3	2	4	3	3	2	4	2	2	1	2	3	3	3	2	82	
49	3	4	4	4	4	3	4	3	3	4	4	3	4	4	3	3	2	3	1	3	4	4	3	3	1	3	4	4	1	3	96	
50	3	3	4	3	3	3	2	2	3	3	3	3	3	4	3	2	1	4	1	2	1	3	3	3	2	3	3	4	3	3	83	
51	3	3	3	3	3	3	2	2	3	3	3	3	3	4	3	2	1	4	1	2	1	3	3	3	2	3	3	4	3	3	82	
52	3	3	4	4	4	3	3	3	4	4	3	3	4	4	3	3	2	4	4	3	3	3	3	3	1	3	2	2	3	3	94	
53	4	4	4	4	4	4	2	4	4	4	2	4	2	4	4	4	2	4	4	4	3	4	4	4	4	4	2	3	1	4	105	
54	3	3	3	3	4	3	4	3	3	4	3	4	2	3	3	3	3	4	3	3	3	3	3	3	2	3	3	2	3	2	91	
55	3	4	4	3	4	3	3	4	4	3	3	4	2	3	3	3	2	3	3	3	3	3	4	3	3	4	4	4	3	2	97	
56	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	90	
57	4	3	4	3	3	4	1	3	3	3	3	2	3	3	2	2	2	3	2	2	4	3	3	3	3	4	4	3	1	2	85	
58	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	86	
59	3	3	3	3	3	3	2	2	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	2	3	2	3	2	3	3	4	88

60	4	4	4	3	3	4	3	3	4	4	4	4	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	96
61	4	3	4	4	3	4	4	3	4	4	4	3	3	3	4	4	2	3	3	4	3	4	4	4	3	2	3	2	3	3	3	100
62	2	4	4	3	3	3	3	4	4	4	2	2	4	4	4	2	3	4	1	2	1	2	3	2	1	1	1	3	4	4	84	
63	3	3	3	3	4	3	3	2	3	3	3	1	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	1	4	85	
64	3	4	2	4	4	3	2	1	4	3	4	3	4	4	3	2	1	3	3	2	2	2	3	3	2	3	2	4	1	4	85	
65	3	4	4	3	3	4	3	2	4	4	4	4	3	4	4	4	3	4	3	3	4	4	3	2	2	3	4	4	1	2	99	
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67	3	3	4	3	4	3	2	2	2	2	2	2	3	3	3	3	3	4	4	2	3	2	4	4	3	4	3	2	1	2	85	
68	3	4	4	3	4	4	3	3	3	2	3	3	4	3	2	2	3	4	2	4	3	4	4	3	2	3	3	3	3	3	94	
69	4	4	4	4	4	4	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	4	3	3	2	3	3	3	3	3	99	
70	3	3	4	3	4	3	3	2	4	4	4	4	3	4	3	2	3	4	2	3	3	3	3	3	2	3	3	3	3	4	95	
71	3	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3	2	3	3	3	3	3	3	3	2	3	3	3	3	4	101	
72	3	3	3	3	3	3	2	2	3	3	3	3	3	4	3	2	1	4	1	2	1	3	3	3	2	3	3	4	3	3	82	
73	4	4	3	4	4	3	3	3	3	4	4	3	3	4	3	3	1	4	1	4	3	3	3	4	2	3	2	4	1	4	94	
74	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	3	2	4	2	2	3	4	2	2	1	3	2	4	1	4	95	
75	3	4	4	3	4	3	3	4	3	3	3	4	3	3	3	3	2	3	3	3	3	3	4	3	3	4	4	4	3	2	97	
76	3	3	3	2	3	3	2	2	2	2	2	3	3	3	4	3	2	3	2	2	3	4	3	3	2	3	3	3	3	3	82	
77	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	4	3	2	4	2	3	1	4	2	4	106	
78	3	3	4	4	3	3	3	2	2	3	3	2	3	3	3	3	2	4	2	3	4	4	3	3	3	4	4	4	1	3	91	
79	4	4	4	3	4	3	2	3	3	3	3	3	3	3	3	2	2	4	2	3	3	3	2	2	2	3	2	2	3	3	86	
80	3	4	4	3	3	3	3	3	3	3	3	2	3	4	4	3	2	4	3	3	3	3	3	3	3	3	4	3	4	1	3	93
81	3	3	3	3	1	4	3	3	3	4	4	4	4	4	4	2	3	4	4	4	4	4	4	3	3	2	3	3	2	3	3	97

PAREPARE

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82	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	1	1	1	1	2	1	4	4	97		
83	3	3	3	3	3	2	4	2	3	3	2	2	4	3	2	2	2	3	3	2	3	3	3	3	2	3	3	3	3	3	83	
84	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	2	1	4	3	2	4	4	3	1	1	2	1	4	1	4	95	
85	4	4	4	3	4	3	3	3	4	4	4	4	4	4	4	3	3	4	4	3	3	3	3	4	2	3	2	4	3	3	103	
86	4	3	4	3	4	3	3	3	3	2	3	3	2	4	4	3	3	4	3	2	3	3	3	3	3	3	3	3	3	3	93	
87	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	1	3	3	2	91
88	4	4	4	4	4	3	4	3	4	3	3	3	1	4	3	4	1	4	4	3	1	4	4	4	3	4	4	4	1	2	98	
89	3	2	3	2	3	2	2	2	3	2	2	2	3	3	3	2	2	3	3	2	2	3	2	2	2	3	2	2	3	3	73	
90	3	3	3	3	3	3	3	3	2	2	3	2	2	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	82	
91	4	4	4	3	4	4	4	3	4	4	4	3	4	2	3	3	3	4	4	3	1	4	4	4	1	4	4	3	1	1	98	
92	4	4	4	3	4	4	3	3	4	4	4	4	3	4	4	3	3	4	3	3	3	4	4	4	2	3	3	4	1	4	104	
93	3	3	4	3	4	3	3	2	3	2	3	2	2	2	3	3	2	4	2	3	3	3	4	4	4	4	2	3	1	2	86	
94	4	4	4	4	4	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	4	4	3	3	2	3	3	3	3	3	96	
95	3	3	4	3	2	4	3	3	3	3	4	4	2	4	3	3	2	4	3	4	3	3	3	3	2	4	2	4	1	3	92	
96	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	91	
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99	3	4	4	4	4	4	2	3	4	4	4	3	3	4	4	3	2	4	2	2	2	4	3	3	1	4	4	4	1	4	97	
100	2	2	3	3	3	3	3	2	3	3	3	3	3	4	4	2	2	3	2	2	3	3	2	3	2	3	3	1	4	82		
101	3	3	4	3	4	4	3	3	4	3	4	4	3	3	4	3	2	4	3	3	3	4	3	4	1	4	3	4	1	4	98	
102	3	3	4	3	4	3	2	3	3	3	3	4	3	4	3	3	4	3	2	3	3	3	3	3	2	3	3	3	3	2	91	
103	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	3	2	4	4	3	3	3	4	3	2	4	4	3	1	2	102	

104	3	3	4	3	4	3	2	3	3	3	3	3	3	3	3	2	2	3	3	3	2	4	2	2	3	2	2	2	2	3	83	
105	4	3	4	3	4	3	3	3	3	4	3	4	3	3	4	3	2	4	3	3	3	3	3	3	4	2	3	4	4	3	2	97
106	2	3	3	2	3	2	2	2	3	3	3	3	2	2	3	3	2	3	3	2	2	3	2	2	3	3	3	2	3	2	76	
107	3	4	4	3	4	3	2	2	3	3	3	3	2	2	3	3	2	4	3	2	3	4	4	3	3	3	3	3	3	3	90	
108	3	3	3	3	4	3	2	3	3	3	4	4	3	3	4	3	2	3	2	2	2	3	3	3	2	3	3	2	3	4	88	
109	3	4	3	3	4	3	3	3	3	4	3	3	3	3	3	2	4	3	2	3	3	3	3	3	3	4	4	3	1	3	92	
110	3	4	4	2	4	4	2	3	3	3	3	4	3	3	3	3	2	4	2	3	2	3	4	4	3	4	3	2	3	3	93	
111	3	4	4	3	4	3	4	4	3	3	4	3	3	4	4	4	4	2	2	3	4	4	1	1	2	4	3	4	3	4	98	
112	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	3	4	3	3	4	2	3	1	2	2	3	3	91	
113	3	3	3	2	3	2	3	2	3	3	3	3	2	2	3	3	2	3	3	2	2	3	2	2	3	3	3	2	3	2	78	
114	3	3	3	3	4	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	4	4	3	1	3	4	2	1	3	86
115	4	3	4	3	4	3	4	2	4	4	4	3	4	4	3	4	3	3	2	4	3	4	3	4	1	1	2	4	3	4	98	
Total																												10817				

$$\bar{X} = \frac{\sum X}{N}$$

Where:



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$$\begin{aligned}
 X &= \text{Mean score} \\
 \sum X &= \text{the total of the students' score} \\
 N &= \text{the number of student} \\
 &= \frac{10817}{115} \\
 &= 94
 \end{aligned}$$

4.2 Discussion

This part supplies the discussion about the finding which indicated in previous chapter. The researcher wants to know the students' learning motivation in speaking course by dividing some indicators of motivation, they are: 1) The students' intrinsic motivation in learning the speaking course. 2) The students' extrinsic motivation in learning the speaking course. 3) The students' integrative motivation in learning the speaking course. 4) The students' instrumental motivation in learning the speaking course, and 5) The result of the students' learning motivation in speaking course overall.

4.2.1 Students' intrinsic motivation

The first focus of the result is from the students' 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.⁵¹ According to Barry and King, the intrinsic motivation refers to engaging in an activity for its own sake, for the enjoyment, challenge, interest, or natural

⁵¹Junko Matsuzaki Carreira, "Motivation for Learning English as a Foreign Language in Japanese Elementary Schools," p.136.<http://jalt-publications.org/archive/jj/2006b/art2.pdf>. (accessed on April 7th, 2018).

fulfilment of curiosity.⁵²The intrinsic motivation comes within the individual. The students are motivated by the enjoyment of the learning process or desire which makes them feel better. Based on the presentation of the data, most of the students answered strongly agree and agree in the statement from the questionnaire. It provides the obvious information that the students have the good motivation in learning speaking course by their intrinsic motivation.

There are some factors why the students have motivation in learning the speaking course by their intrinsic motivation such as happy to do the learning task, showed a deeper interest in the matter learned further, excited to excel or to get the learning achievement, tenacious and dilligently in facing learning problems, feel the importance of learning, the drive to actively engage in learning activities, and the drive to learn independently.⁵³ Next, from the calculation of the students' intrinsic motivation, the researcher found that the students' answers were response because they had 75,5- 97,5 rate score. It can be determined by looking at the data presented previously. The data proves that among 14 statements on intrinsic motivation, only 1 statement was answered by not response because he had 53-75 rate score. So, it can be concluded that most of the third-semester students of English department in IAIN Parepare have good motivation in learning speaking course by their intrinsic motivation because most of them had high score.

⁵²Krystle Valerio, "Intrinsic Motivation in the Classroom," *Journal of Student Engagement: Education Matters*, vol. 2 no. 1 (2012), p. 30. <https://ro.uow.edu.au/jseem>. (accessed on December 2nd, 2018).

⁵³Dony Purnomo, "Intrinsic and Extrinsic Motivation," <http://www.Pinterdw.blogspot.com/2012/02/Intrinsic-and-extrinsic-motivation.html?m=1> (accessed on December 1st, 2018).

From the result, the researcher presumes that why they have good intrinsic motivation in learning the speaking course because from within the students there is an encouragement which causes them to do something. For example, they like to listen to songs, read, and draw, without being told, they will do what they should do. They will look for songs or books that will be read without having to be told by people or get encouragement from others. As well as learning speaking course, they learn without coercion or encouragement from others. Intrinsic motivation arises because of one's own desires, because of hobbies or because of self-awareness.

Intrinsic motivation is also driven by the objectives of the activities which are carried out. An example is the speaking course learning activity. The learning certainly has a goal of wanting to be smart and get better grades. The students learn seriously because they want to gain the knowledge. The intrinsic motivation can be said to be a form of motivation that starts from the internal drive to get something important from the learning activity.

4.2.2 Students' extrinsic motivation

The second focus of the result is from the students' extrinsic motivation. 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, for example, the offering of incentives for successful task performance such as the drive from the teachers, parents, environment, award, reward, and punishment as well.⁵⁴ From the presentation of the data, it provides the obvious information too that

⁵⁴Jeremy Harmer, *How to Teach English*, p.20.

there are some external factors which motivate the students in learning, which are extrinsic, integrative, and instrumental motivation. The students are motivated in learning the speaking course by their extrinsic motivation if they have some goals such as the drive to avoid the lecturer's punishment, the drive to get the lecturer's reward, the drive to please the parents, the drive to gain the friends' recognition, and a supportive environment.⁵⁵

From the calculation of the students' extrinsic motivation, the researcher found that most of the students' answers were not response. It can be determined by looking at the data presented previously. The data proves that among 8 statements on extrinsic motivation, there were 3 statements which were answered with response because they had 75,5- 97,5 rate score and there were 5 statements which were answered with not response because they had 53-75 rate score. So, it can be concluded that most of the third- semester students of English department in IAIN Parepare have enough motivation in learning speaking course by their extrinsic motivation or just some of them have motivation in learning speaking course by their extrinsic motivation.

From the result, the researcher presumes that why the students just have enough motivation in learning the speaking course because they are learning or doing something it's because by their own sake, it is not influenced by other factors. The extrinsic motivation is motivation that comes from outside or stimulation that is obtained by someone from outside. This motivation arises because someone wants to

⁵⁵Dony Purnomo, "Intrinsic and Extrinsic Motivation," <http://www.Pinterdw.blogspot.com/2012/02/Intrinsic-and-extrinsic-motivation.html?m=1> (accessed on December 1st, 2018).

get something because of someone else's orders. For example, a student must study harder to get the good grades because he will take the exam.

They are encouraged to learn, it is not because of the desire to get knowledge but because of the desire to get the good grades, the desire to get praise from others or the desire to get prizes. This external encouragement will motivate someone so that their desires are achieved even though they are not extremely enthusiastic about what they are doing. Actually, motivation from the outside has more results to change someone because if the intrinsic motivation is still lacking, motivation from the outside is an extraordinary stimulus to get success.

4.2.3 Students' integrative motivation

The next focus of the result is from the students' integrative motivation. As explained previously, in addition to extrinsic motivation factor, there are several other supporting external factors which make the students are motivated in learning the speaking course. It is integrative motivation. The integrative motivation is the students' wish to participate with the native speaker, to integrate the culture and activities of target language members, and because of love or interested in the subject.⁵⁶ The students can be declared to be motivated in learning the speaking course with their integrative motivation if they have some goals about it. Those goals are the drive to learn the people related to English and the drive to learn the cultures related to English.⁵⁷

⁵⁶Junko Matsuzaki Carreira, "Motivation for Learning English as a Foreign Language in Japanese Elementary Schools," p.136.<http://jalt-publications.org/archive/jj/2006b/art2.pdf>. (accessed on April 7th, 2018).

⁵⁷Reza Gholami, Negah Allahyur, and Shameem Rafiq-Galea, "Integrative Motivation as an Essential Determinant of Achievement: A Case of EFL High School Students," *Idosi: World Applied*

Therefore, from the calculation of the students' integrative motivation, the researcher found that most of the students' answers were not response. It can be determined by looking at the data presented previously. The data proves that among 4 statements on integrative motivation, all those statements were answered with not response because they had 53-75 rate score. So, it can be concluded that most of the third semester-students of English department in IAIN Parepare have enough motivation in learning speaking course by their integrative motivation because most of them have enough and low score about it.

From the result of the research, the researcher presumes that why the students have enough or even less motivation in learning the speaking course by their integrative motivation because most of them learn the speaking course it is not because they want to integrate the culture and activities of target language members or to participate with the native speaker but it might be influenced by the other factors. Therefore, the lecturers should give some overviews that if the students are integrated with the culture and activities of target language members, the speaking skill will be able to be mastered.

4.2.4 Students' instrumental motivation

The further external factor is the instrumental motivation. The students can be declared to be motivated in learning the speaking course with their instrumental motivation if they have some goals about it. Those goals are the effort made to pass the exam, the drive to get a better job, and the effort made to pass the college entrance test. Therefore, from the calculation of the third-semester students' score of English

department in IAIN Parepare, the researcher found that most of the students have enough motivation in learning speaking course by their instrumental motivation because among 4 statements, there were 2 statements which were answered by response and 2 statements which were answered by not response.

4.2.5 The result of the students' learning motivation in speaking course

After knowing what kinds of motivation which make the students more motivated to go through the learning process, then the researcher calculates all the students' score. The overall results reveal that the third-semester students of English department in IAIN Parepare have good motivation in learning speaking course because among 115 students there were 31 students which were in interval 98-120 that has been categorized very response, there were 83 students were in interval 75,5-97,5 that has been categorized response, and there was only 1 student which was in interval 53-75 that has been categorized not response.

That is good for the students and lecturers in a teaching and learning process because motivation is one of the main factors that affect attitude and achievement. By having good motivation, the students can be the great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. The students with adequate motivation will become efficient language students with ultimate language proficiency. Moreover, it will be useful for the lecturers in bringing the students to be the success in learning speaking course process.

The result is appropriate with Brown's view. He said that motivation is one of influential factor in English learning. Motivation is a factor of high or low of the goal. It is the key of success in learning process. Without motivation, the goal of learning is

difficult to be reached. By having motivation the students will be enthusiastic in teaching and learning process, so they will be pushed to learn the speaking course well. For example, a student who does not have motivation in learning English will be lazy to learn English because there is no any stimulus that drives him or her in learning English.⁵⁸ According to Palmer, the student motivation as an essential element that is necessary for quality education because by having good motivation they will pay attention, begin working on tasks immediately, ask questions, volunteer answers, and appear to be happy and eager.⁵⁹ In addition, Harackiewicz, Barron, Carter, Lehto, and Elliot stated that by having good motivation, the achievement goals are able to be reached because it can affect the way a person performs a task and represent a desire to show competence. Moreover, motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.⁶⁰

From this research finding, it is discovered that the students are slightly more instrumentally motivated to learn the speaking course which can answer the research question of the motivation found is more intrinsic. It is clearly showed that the third-semester students of English department have higher intrinsic motivation in learning the speaking course than the other kinds of motivation. They learn the speaking

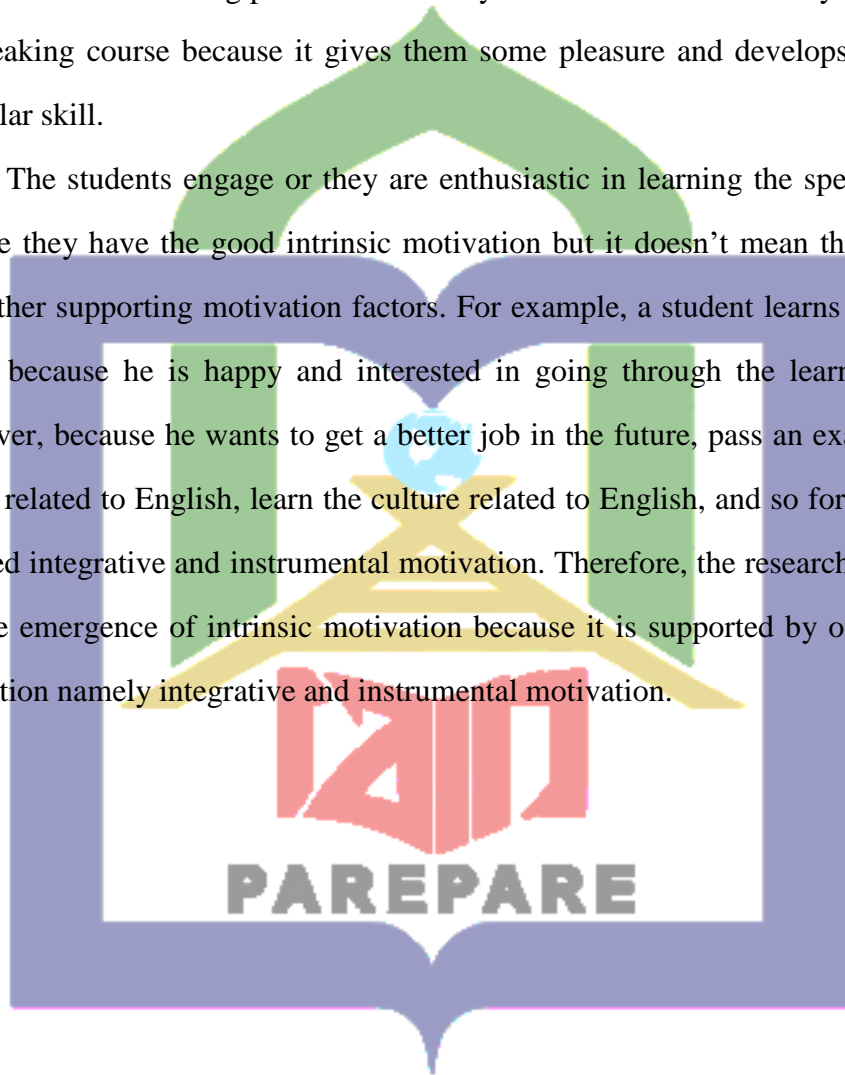
⁵⁸Aji Abdussalim, "The Importance of Motivation in Teaching and Learning Process to Reach Learning Goal," *Blog Aji Abdussalim*. <http://www.ajiabdu.blogspot.com/2008/12/importance-of-motivation-in-teaching-.html?m=1> (accessed on 2nd, 2018).

⁵⁹Eskja Vero, "The Importance of Motivation in an Educational Environment," *Pensa Multimedia*, vol. XV no. 1 (2017), p. 58. <https://www.ojs.pensamultimedia.it/index.php/siref/article/viewFile/2164/1973&ved-2ah> (accessed on 2nd, 2018).

⁶⁰Scott T. Rabideau, "Effects of Achievement Motivation on Behavior," *SAPA Project Test*. <http://www.personalityresearch.org/papers/rabideau.html> (accessed on 2nd, 2018).

course because they are happy to do the learning task, showed a deeper interest in the matter learned further, feel the importance of learning, have the drive to learn independently, and other intrinsic motivation indicators. They are motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn the speaking course because it gives them some pleasure and develops towards the particular skill.

The students engage or they are enthusiastic in learning the speaking course because they have the good intrinsic motivation but it doesn't mean that they don't have other supporting motivation factors. For example, a student learns the speaking course because he is happy and interested in going through the learning process. Moreover, because he wants to get a better job in the future, pass an exam, learn the people related to English, learn the culture related to English, and so forth. Those are included integrative and instrumental motivation. Therefore, the researcher concludes that the emergence of intrinsic motivation because it is supported by other kinds of motivation namely integrative and instrumental motivation.



CHAPTER V

CONCLUSION AND SUGGESTION

The finding of the research leads to the conclusion and suggestion by concerning the students' learning motivation in speaking course in IAIN Parepare.

5.1 Conclusion

Based on the data analysis, it is obtained that the third-semester students of English program in IAIN Parepare have good motivation in learning speaking course with a mean score of 94 and it was categorized as high. Moreover, The classification from 15 positive and 15 negative questionnaires which was tested per-item that had been calculated and analyzed in the previous chapter, the researcher sums up that the students' learning motivation in speaking course at the third-semester of English program in IAIN Parepare had good response too. Among 115 students there were 31 students which were in interval 98-120 that has been categorized very response, there were 83 students were in interval 75,5-97,5 that has been categorized response, and there was only 1 student which was in interval 53-75 that has been categorized not response. The researcher presumes also that the result of the students' learning motivation in speaking course is acquired from the explanation of those motivation indicators. They are:

5.1.1 The students' intrinsic motivation

Based on the presentation of the data, most of the students' answers are response because they have 75,5- 97,5 rate score. It can be determined by looking at the data presented previously. The data proves that among 14 statements on intrinsic

motivation, only 1 statement is answered by not response because he has 53-75 rate score. So, it can be concluded that most of the students have good motivation in learning speaking course by their intrinsic motivation because most of them had high score.

5.1.2 The students' extrinsic motivation

Based on the presentation of the data, most of the students' answers are not response because they have 53-75 rate score. It can be determined by looking at the data presented previously. The data proves that among 8 statements on extrinsic motivation, there are 3 statements which are answered by response because they have 75,5- 97,5 rate score. So, it can be concluded that most of the students have enough motivation in learning speaking course by their intrinsic motivation because most of them have enough score.

5.1.3 The students' integrative motivation

Based on the presentation of the data, most of the students' answers are not response because they have 53-75 rate score. It can be determined by looking at the data presented previously. The data proves that among 4 statements on extrinsic motivation, only 1 statement is answered by response because he has 75,5- 97,5 rate score. So, it can be concluded that most of students have enough motivation in learning speaking course by their integrative motivation because most of them have enough score.

5.1.4 The students' instrumental motivation

Based on the presentation of the data above, most of the students have enough motivation in learning speaking course by their instrumental motivation because

among 4 statements, there are 2 statements are answered by response and 2 statements are answered by not response.

5.2 Suggestion

From the results of this research, the researcher recommends some suggestions in improving the students' speaking ability.

5.2.1 To the institution (IAIN Parepare)

The researcher hopes to the institution can give appreciation to the students who have the good achievement, because by giving appreciation, it can build the students' motivation in learning higher. Moreover, the institution is hoped to provide facilities and infrastructure related to speaking course so the students are motivated to learn more active.

5.2.2 For the lecturers

From this research finding shows that the third-semester students of English program in IAIN Parepare have good motivation in learning speaking course. It will give the advantages for the lecturer to bring the students in the English teaching and learning process because if the students have good motivation in learning, they can easy to achieve their study well. It can be done by improving their methods or strategies in teaching English. The lecturers are hoped to be creative in creating a good atmosphere in teaching too.

5.2.3 For the students

The researcher hopes that the students can keep their motivation in learning English, speaking course will be. The students should practice English and make it a habit whenever and wherever they are. The most important one is they must have the big desire to learn speaking course. Their parents also are hoped to give the positive

encouragement to their children to learn harder and give an understanding that English is one of the important things in this era.

5.2.4 For the further researchers

It is expected that the further researcher can conduct the similar case study on a wider area. This undergraduate skripsi will give some contributions and information for the further researcher. So, it will be more advantages to the development of English education.



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Appendix 1. Instrument of Questionnaire

	<p>KEMENTRIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE JURUSAN TARBIYAH DAN ADAB Jl. AmalBakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404</p>
<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : HASBAWATI

NIM/PRODI : 14.1300.127/TBI

JURUSAN : TARBIYAH DAN ADAB

JUDUL : THE STUDENTS' LEARNING MOTIVATION IN
SPEAKING COURSE AT THE THIRD SEMESTER OF ENGLISH PROGRAM
TARBIYAH DEPARTMENT IN IAIN PAREPARE

Instrumen Penelitian

Dalam Penelitian ini, peneliti akan menggunakan deskriptif kuantitatif dengan memberikan questionnaire kepada mahasiswa yang dilengkapi dengan instruksi pada instrument sebagai berikut:

Instrument of Questionnaire

**MOTIVASI BELAJAR MAHASISWA TERHADAP PEMBELAJARAN
SPEAKING PADA SEMESTER TIGA PROGRAM STUDI BAHASA
INGGRIS DI IAIN PAREPARE**

I. Identitas Responden

Nama :
Jenis Kelamin : Laki-laki Perempuan
NIM :

II. Petunjuk Pengisian Angket

1. Angket ini bertujuan untuk mendapatkan gambaran yang jelas tentang bagaimana motivasi belajar anda terhadap pembelajaran speaking.
2. Beri tanda ceklis (√) pada kolom jawaban sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Berdasarkan empat alternatif jawaban di bawah ini:
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Tidak Setuju (TS)
 - d. Sangat Tidak Setuju (STS)
3. Atas partisipasi adik-adik diucapkan terima kasih.

III. Daftar Pernyataan

A. Kuesioner (Angket) I : Intrinsic motivation

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
1	Saya sangat senang mengerjakan tugas yang berkaitan dengan pembelajaran speaking.				
2	Saya senang mencari informasi yang berhubungan dengan materi speaking course, karena bisa memperkaya ilmu kita.				

3	Saya malas bertanya kepada dosen mengenai materi speaking course yang tidak saya pahami				
4	Saya ragu dengan kemampuan yang saya miliki dalam memahami penjelasan dari dosen				
5	Pembelajaran speaking sangat penting buat saya				
6	Saya merasa tidak mendapatkan manfaat dengan mempelajari speaking course				
7	Bila menghadapi kesulitan dalam mempelajari materi speaking course, saya berusaha menemukan alternatif pemecahannya.				
8	Meskipun saya tahu tidak akan mendapat prestasi yang baik, saya akan tetap berusaha dan belajar.				
9	Saya merasa putus asa bila menghadapi kesulitan dalam mempelajari materi speaking course				

10	Saya sangat senang terlibat aktif dalam kegiatan pembelajaran speaking course				
11	Saya selalu diam ketika belajar speaking course				
12	Saya dapat menyelesaikan tugas speaking dengan kemampuan saya sendiri				
13	Saya merasa tidak mampu menyelesaikan setiap tugas mata kuliah speaking yang diberikan				
14	Saya lebih senang mengerjakan tugas speaking bersama dengan teman				

B. Kuesioner (Angket) II: Extrinsic motivation

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
15	Saya rajin belajar speaking semata-mata karena takut mendapat hukuman dari dosen				

16	Saya serius belajar speaking karena takut sama dosen mata kuliah tersebut				
17	Saya mengikuti proses perkuliahan agar mendapatkan nilai yang bagus dari dosen				
18	Saya rajin belajar materi speaking hanya untuk mendapat pujian dari dosen				
19	Saya bisa bercakap dengan menggunakan bahasa Inggris karena teman-teman disekitar saya sering berbahasa Inggris				
20	Saya rajin belajar materi speaking hanya untuk menyenangkan hati orang tua saya				
21	Orang tua saya tidak pernah membelikan buku speaking				
22	Saya rajin belajar speaking hanya untuk mendapatkan pujian dari teman-teman				

C. Kuesioner (Angket) III: Integrative motivation

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
23	Saya belajar speaking agar bisa berbicara langsung dengan native speaker				
24	Saya belajar speaking agar memiliki banyak teman dari negara lain				
25	Saya belajar speaking agar dapat memahami dan mengapresiasi seni dan sastra Inggris				
26	Saya belajar speaking untuk mempelajari budaya lain agar dapat menguasai dunia				

Kuesioner (Angket) IV: Instrumental motivation

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
27	Saya rajin belajar speaking course agar lulus pada mata kuliah tersebut				

28	Saya belajar speaking untuk mendapatkan pekerjaan yang lebih baik				
29	Saya rajin belajar speaking hanya untuk mendapatkan kehidupan yang lebih baik di masa depan				
30	Saya belajar speaking course agar lulus tes masuk perguruan tinggi di luar negeri				



APPENDIX 2. The Students' Questionnaire Answers

Nama : Putra Wulandari

Nim : 191500116

Questionnaire research of the students' learning motivation in speaking course at the third semester of English program Tarbiyah Department in IAIN Parepare

PETUNJUK

1. Angket ini bertujuan untuk mendapatkan gambaran yang jelas tentang bagaimana motivasi belajar anda terhadap pembelajaran speaking.
2. Beri tanda ceklis (✓) pada kolom jawaban sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Berdasarkan empat alternatif jawaban di bawah ini:
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Tidak Setuju (TS)
 - d. Sangat Tidak Setuju (STS)

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
1	Saya sangat senang mengerjakan tugas yang berkaitan dengan pembelajaran speaking.		✓		
2	Saya senang mencari informasi yang berhubungan dengan materi speaking course, karena bisa memperkaya ilmu kita.		✓		
3	Saya malas bertanya kepada dosen mengenai materi speaking course yang tidak saya pahami				✓
4	Saya ragu dengan kemampuan yang saya miliki dalam memahami penjelasan dari dosen			✓	
5	Pembelajaran speaking sangat penting buat saya		✓		
6	Saya merasa tidak mendapatkan manfaat dengan mempelajari speaking course			✓	
7	Bila menghadapi kesulitan dalam mempelajari materi speaking course, saya berusaha menemukan alternative pemecahannya.		✓		
8	Meskipun saya tahu tidak akan mendapat prestasi yang baik, saya akan tetap berusaha dan belajar.	✓			
9	Saya merasa putus asa bila menghadapi kesulitan dalam mempelajari materi speaking course			✓	✓

Nama : MAH. ALI AH

BO

Nim : 011001069

Questionnaire research of the students' learning motivation in speaking course at the third semester of English program Tarbiyah Department in IAIN Parepare

PETUNJUK

1. Angket ini bertujuan untuk mendapatkan gambaran yang jelas tentang bagaimana motivasi belajar anda terhadap pembelajaran speaking.
2. Beri tanda ceklis (✓) pada kolom jawaban sesuai dengan pendapat anda dengan jujur-jujurnya, tanpa paksaan dan pengaruh dari pihak lain. Berdasarkan empat alternatif jawaban di bawah ini
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Tidak Setuju (TS)
 - d. Sangat Tidak Setuju (STS)

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
1	Saya sangat senang mengerjakan tugas yang berkaitan dengan pembelajaran speaking.		✓		
2	Saya senang mencari informasi yang berhubungan dengan materi speaking course, karena bisa memperkaya ilmu kita.	✓			
3	Saya malas bertanya kepada dosen mengenai materi speaking course yang tidak saya pahami		✓		
4	Saya ragu dengan kemampuan yang saya miliki dalam memahami penjelasan dari dosen			✓	
5	Pembelajaran speaking sangat penting buat saya	✓			
6	Saya merasa tidak mendapatkan manfaat dengan mempelajari speaking course			✓	
7	Bila menghadapi kesulitan dalam mempelajari materi speaking course, saya berusaha menemukan alternative pemecahannya.		✓		
8	Meskipun saya tahu tidak akan mendapat prestasi yang baik, saya akan tetap berusaha dan belajar.	✓			
9	Saya merasa putus asa bila menghadapi kesulitan dalam mempelajari materi speaking course			✓	

APPENDIX 2. The Students' Questionnaire Answers

Nama : Pitra WulandariNim : 171500116

Questionnaire research of the students' learning motivation in speaking course at the third semester of English program Tarbiyah Department in IAIN Parepare

PETUNJUK

1. Angket ini bertujuan untuk mendapatkan gambaran yang jelas tentang bagaimana motivasi belajar anda terhadap pembelajaran speaking.
2. Beri tanda ceklis (✓) pada kolom jawaban sesuai dengan pendapat anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Berdasarkan empat alternatif jawaban di bawah ini
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Tidak Setuju (TS)
 - d. Sangat Tidak Setuju (STS)

No.	PERNYATAAN-PERNYATAAN	SS	S	TS	STS
1	Saya sangat senang mengerjakan tugas yang berkaitan dengan pembelajaran speaking.		✓		
2	Saya senang mencari informasi yang berhubungan dengan materi speaking course, karena bisa memperkaya ilmu kita.		✓		
3	Saya malas bertanya kepada dosen mengenai materi speaking course yang tidak saya pahami				✓
4	Saya ragu dengan kemampuan yang saya miliki dalam memahami penjelasan dari dosen			✓	
5	Pembelajaran speaking sangat penting buat saya		✓		
6	Saya merasa tidak mendapatkan manfaat dengan mempelajari speaking course			✓	
7	Bila menghadapi kesulitan dalam mempelajari materi speaking course, saya berusaha menemukan alternative pemecahannya.		✓		
8	Meskipun saya tahu tidak akan mendapat prestasi yang baik, saya akan tetap berusaha dan belajar.	✓			
9	Saya merasa putus asa bila menghadapi kesulitan dalam mempelajari materi speaking course			✓	✓

Appendix 3. Documentation



The students' activity when answering the questionnaire





The students' learning process





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 2467 /In.39/PP.00.9/10/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembanguna Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama : HASBAWATI
Tempat/Tgl. Lahir : TAPALANG, 13 Juni 1996
NIM : 14.1300.127
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : TAMAO, DESA TAPALANG, KEC. TAPALANG, KAB. MAMUJU

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

"THE STUDENTS' LEARNING MOTIVATION IN SPEAKING COURSE AT THE THIRD SEMESTER OF ENGLISH PROGRAM TARBIYAH DEPARTEMEN IN IAIN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.

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

Terima kasih,

08 Oktober 2018



Rektor
Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)

Ikh. Djunaidi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN

Nomor : B- 3346/In.39/PP.00.9/12/2018

Yang bertanda tangan dibawah ini, Rektor Institut Agama Islam Negeri (IAIN) Parepare menerangkan sesungguhnya bahwa :

Nama : HASBAWATI
Tempat/Tanggal Lahir : Tapalang, 13 Juni 1996
Nim : 14.1300.127
Jurusan/ Prodi : Tarbiyah dan Adab/Pendidikan Bahasa Inggris
Alamat : Tamao, Desa Tapalang, Kec. Tapalang, Kab. Mamuju

Yang bersangkutan telah melakukan penelitian di IAIN Parepare dengan Judul Skripsi :
"THE STUDENTS' LEARNING MOTIVATION IN SPEAKING COURSE AT THE THIRD SEMESTER OF ENGLISH PROGRAM TARBIYAH DEPARTEMENT IN IAIN PAREPARE"

Mulai Bulan Oktober s/d. November 2018

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

4 Desember 2018



Rektor,
Wakil Rektor Bidang APL

Muh. Djunaidiy



**PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 8 Oktober 2018

050 / 023 / Bappeda
-
Izin Penelitian

Kepada
Yth. Rektor Institut Agama Islam Negeri (IAIN) Parepare
Di - Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 2467/In.39/PP.00.9/10/2018 tanggal 8 Oktober 2018 -Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : HASBAWATI
Tempat/Tgl. Lahir : Tapalang / 13 Juni 1996
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Tamao, Kec. Talapang, Kab. Mamuju


Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE STUDENTS' LEARNING MOTIVATION IN SPEAKING COURSE AT THE THIRD SEMESTER OF ENGLISH PROGRAM TARBIYAH DEPARTEMENT IN IAIN PAREPARE"

Selama : Tmt. Oktober s.d. November 2018
Pengikut/Peserta : **Tidak Ada**

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

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.


 SEKRETARIS
E. W. ARYADI S. ST., MT
 Pangkat Pembina Tk. I
 No. 9541204 199703 1 002

REVISI : Kepada Yth.
Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
Walikota Parepare di Parepare
Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
Saudara HASBAWATI
Arsip.

CURRICULUM VITAE



HASBAWATI, the researcher was born in Tapalang subdistrict Mamuju regency of west sulawesi province, on June 13th 1996. She is the second child from four children of an endless love couple, Hasbi Anna and Bahraeni. She completed her elementary school from SDN No. 2 Tapalang in 2009.

In 2011, she completed her junior high school from SMPN 1 Tapalang. In 2014, she started pursuing her senior high school from MA.Al-Chaeriyah Ma'arif Simboro Mamuju. After graduating, she continued her study in IAIN Parepare by taking English study program. It is because she previously loved English so much and she wants to become an English lecturer eventually. She is one of the English tutor in dormitory for three years. Finally she graduated from IAIN Parepare in 2018 by undergraduate skripsi entitled "The Students' Learning Motivation in Speaking Course at the Third Semester of English Program Tarbiyah Department in IAIN Parepare".