CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher described the data result in findings part. While in discussion, the researcher deduced the findings about the types of students motivation in learning English in Rumah Belajar Pandawa and the factors motivation that students have in learning Eglish at Rumah Belajar Pandawa.

A. Research Finding

This research has been conducted by the research in learning English from 31th Oktober 2016 – 2th November 2016 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer two research questions of this study. The first question is delaing with what types motivation students have in Learning English at Rumah Belajar Pandawa, while the second question is what might be the factors of the students' motivation in learning English at Rumah Belajar Pandawa. To present the result of this study suitable, the researcher sorts them based on the research questions.

The researcher distributed the questionnaire to the students in Rumah Belajar Pandawa. The questionnaires were distributed to the students to know the students motivation in learning English. In this research the researcher take score for the students' extrinsic motivation by using 18 items questionnaire that are question number 1 up to number 18. For the students intrinsic motivation by using 12 items questionnaire that are number 19 up to number 30.

The questionnaire was distributed to two clases that are VII A and VII B there are 54 students. We can see detail of sample in the following table:

Table 4. 1 **Data Respondents**

4		
Grade	Class	Total Respondent
7 th	VII-A	27
7 th	VII-B	27
Total		54

1. What types of students motivation in Learning English at Rumah Belajar **Pandawa**

¹ The questionnaire was conducted on Monday Oktober 31th 2016 at Rumah Belajar Pandawa

To determine the types motivation sudents have in learning English in Rumah Belajar Pandawa, the researcher used questionnaire, documentation and observation.² In fulfilling the questionnaire, if the questionnaire 1-18 had been external motivation, it indicated that those factors that motivation factors of student learning English. On the other hand, if the questionnaire 19-30 had been internal motivation, it automatically indicated that the factors motivation from itself.³ The questionnaire had been given 54 students from all the class (VII-A and VII-B). To answer the first research question, the researcher displays the frequency distribution by this table below:

Table 4. 2

Extrinsic Motivation (Frequency Distribution)

u		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Option	Score								7	Freq	uenc	e y							
SA	4	20	10	10	5	4	5	8	4	2	19	15	30	30	7	15	12	2	10
A	3	10	14	14	19	12	9	15	5	2	20	31	14	15	5	12	25	2	22
D	2	12	20	13	8	16	33	20	15	20	9	6	5	5	20	20	15	30	10

² The questionnaire was conducted on Monday Oktober 31th 2016 at Rumah Belajar Pandawa

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³ Gardner. *The Attitude/Motivation Test Battery.International AMBT Research Project*, (the university of western ontario,canada,2004)

SD	1	12	10	17	22	22	7	11	30	30	6	2	5	4	22	7	2	20	12

Table 4. 3

Intrinsic Motivation (Frequency Distribution)

Option	Score	19	20	21	22	23	24	25	26	27	28	29	30
			Frequency										
SA	4	22	8	15	20	20	5	30	7	4	8	30	22
A	3	20	15	30	15	15	30	22	25	10	7	20	15
D	2	7	20	4	11	11	15	1	15	30	25	3	8
SD	1	5	11	5	8	8	4	1	7	10	14	1	9

Then, the researcher determines the type that indicated as causing factor of students motivation by displaying the result of questionnaire that only the column "

extrinsic" had been fulfilled dominantly, it indicated that those factors that causing factors of students motivation. The result had been displayed in this table.

Table 4. 4

Result Of Questionnaire Of Students' Motivation In Learning English

Number of the Statement	SA	A	D	SD
1	37 %	19 %	22 %	22 %
2	19 %	25 %	37 %	19 %
3	19 %	25 %	24 %	32 %
4	9 %	35 %	15 %	41 %
5	7 %	22 %	30 %	41 %
6	9 %	17 %	61 %	13 %
7	15 %	28 %	37 %	20 %
8	7 %	9 %	28 %	56 %
9	4 %	4 %	37 %	56 %
10	35 %	37 %	17 %	11 %
11	28 %	57 %	11 %	4 %
12	56 %	25 %	9 %	9 %
13	56 %	28 %	9 %	7 %
14	13 %	9 %	37 %	41 %

15	28 %	22 %	37 %	13 %
16	22 %	46 %	28 %	4 %
17	4 %	4 %	56 %	37 %
18	19 %	41 %	19 %	22 %
19	41 %	37 %	13 %	9 %
20	15 %	28 %	37 %	20 %
21	28 %	56 %	7 %	9 %
22	37 %	28 %	20 %	15 %
23	37 %	28 %	20 %	15 %
24	9 %	56 %	28 %	7 %
25	56 %	41 %	2 %	2 %
26	13 %	46 %	28 %	13 %
27	7 %	19 %	56 %	19 %
28	15 %	13 %	46 %	26 %
29	56 %	37 %	6 %	2 %
30	41 %	28 %	15 %	17 %

The data from table above show that ther are 2 factors that indicated as students motivation in learning English in Rumah Belajar Pandawa, they are:

a. Question 1

"Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus"

37 % students strongly agree and 19 % students agree and 22 % students disagree and 22 % students strongly disagree with this statement. This question was give the information that most of students have good extrinsic motivation in learning English. The students motivated to study English because the teacher give reward to good score.

b. Question 2

"Guru bahasa Inggris di sekolah adalah sumber inspirasi saya"

19 % students strongly agree if they learning with native language they can speak English fluently,and 25 % students agree and 37 % students disagree, because they learn English just a lesson in their course and they afraid with native language because in avery day they learning with local teacher not native, if study with native in every activity using English so students afraid. And 19 % students strongly disagree with this statement because if they learn with native they must use English in every meeting in class.

c. Question 3

"Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat menyenangkan"

19 % students strongly agree if they learning with native language they use autentic material in learning in class, and 25 % students agree because enjoy in class and using game in every time and 24 % students disagree, because difficult metode that use the teacher. And 32 % students strongly disagree with this statement because they must use English if they play game in class.

d. Ouestion 4

"Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa Inggris bagus"

9 % students strongly agree if students in every class is more than 30 so the teacher give stars in every book if they give good score, and 35 % students agree and 15 % students disagree, because difficult metode that use the teacher. And 41 % students strongly disagree with this statement because the students if the teacher must give reward to students if the students have good score.

e. Question 5

"Menurut saya, guru bahasa Inggris saya tidak menyenangkan"

9 % students strongly agree because suddenly angry if students can't do the homework, and 22 % students agree and 30 % students disagree, because enjoy in every meeting. And 41 % students strongly disagree with this statement because the teacher give some game if the students bored in class so in class will be enjoy.

f. Question 6

"Metode yang digunakan guru dalam menjelaskan materi bahasa Inggris sangat membosankan"

9 % students strongly agree, and 17 % students agree and 61 % students disagree, and 13 % students strongly disagree with this statement.

g. Question 7

"Orang tua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa Inggris dengan les privat"

15 % students strongly agree,and 28 % students agree and 37 % students disagree, and 20 % students strongly disagree with this statement.

h. Question 8

"Orang tua selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris"

7 % students strongly agree, and 9 % students agree and 28 % students disagree, and 56 % students strongly disagree with this statement.

i. Question 9

"Orang tua saya selalu mendorong saya untuk belajar bahasa Inggris dan memberikan hadiah apabila nilai bahasa Inggris saya bagus"

15 % students strongly agree,and 28 % students agree and 37 % students disagree, and 20 % students strongly disagree with this statement.

j. Question 10

"Orang tua saya tidak mendukung saya belajar bahasa Inggris"

35 % students strongly agree, and 37% students agree and 17% students disagree, and 11 % students strongly disagree with this statement.

k. Question 11

"Orang tua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris"

28 % students strongly agree,and 57 % students agree and 11 % students disagree, and 4 % students strongly disagree with this statement.

1. Question 12

"Orang tua tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya"

56 % students strongly agree, and 25% students agree and 9 % students disagree, and 9 % students strongly disagree with this statement.

m. Question 13

"Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris"

56 % students strongly agree, and 28 % students agree and 9 % students disagree, and 7 % students strongly disagree with this statement.

n. Question 14

"Berbicara bahsa Inggris itu mudah bagi saya di maupun saya berbeda"

13 % students strongly agree, and 9 % students agree and 37 % students disagree, and 41 % students strongly disagree with this statement.

o. Question 15

"Saya sangat percaya diri ketika diminta untuk berbicara bahasa Inggris didalam kelas"

28 % students strongly agree, and 22 % students agree and 37 % students disagree, and 13 % students strongly disagree with this statement.

p. Question 16

"Jujur, saya tidak suka dengan kelas bahasa Inggris"

22 % students strongly agree,and 46 % students agree and 28 % students disagree, and 4 % students strongly disagree with this statement.

q. Question 17

"Saya merasa tidak nyaman ketika berbicara bahasa Inggris dimanapun saya berada"

4 % students strongly agree, and 4 % students agree and 56 % students disagree, and 37 % students strongly disagree with this statement.

r. Question 18

"Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas"

19 % students strongly agree,and 41 % students agree and 19 % students disagree, and 22 % students strongly disagree with this statement.

s. Question 19

"Saya selalu melatih bahasa Inggris dengan mempraktekkannya hampir setiap hari"

41 % students strongly agree with the statement ,and 37 % students agree that learning English is very important to give easier for the students to communicate with English speaker. By mastering English they can communicate and got any information for some people in other country and 13 % students disagree, and 9 % students strongly disagree with this statement.

t. Ouestion 20

"Ketika sya mengalami kesulitan dalam belajar bahsa Inggris saya selalu bertanya kepada guru"

15 % students strongly agree,and 28 % students agree with this statement. It was give the information that most of students have good intrinsic motivation in learning English and 37 % students disagree, and 20 % students strongly disagree with this statement. The students motivated to study English because they want to improve their language skill.

u. Question 21

"Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru"

28 % students strongly agree, and 56 % students agree and 7 % students disagree, and 9 % students strongly disagree with this statement.

v. Question 22

"Saya tidak pernah mempraktikkan bahsa Inggris"

37 % students strongly agree, and 28 % students agree and 20% students disagree, and 15 % students strongly disagree with this statement.

w. Question 23

"Saya tidak pernah bertanya kepada guru bahsa Inggris, walaupun saya mengalami kesulitan"

37 % students strongly agree, and 28 % students agree and 20% students disagree, and 15 % students strongly disagree with this statement.

x. Ouestion 24

"Sebisa mungkin saya menunda mengerjakan tugas bahsa Inggris yang diberikan oleh guru"

9 % students strongly agree, and 56 % students agree and 28% students disagree, and 7 % students strongly disagree with this statement.

y. Question 25

"Saya ingin bisa berbicara bahasa Inggris dengan lancar"

56 % students strongly agree because when they want to studies overseas they must mastering English before expecially speaking, and 41 % students agree and 2% students disagree, and 2 % students strongly disagree with this statement because they did not want to study overseas.

z. Question 26

"Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari"

13 % students strongly agree because many big companies recruit the peoples with good English and 46 % students agree that by mastering english they will get a good job in the future and 28 % students disagree, and 13 % students strongly disagree with this statement because they feel taht not all of good job need English language.

aa. Question 27

"Saya lebih suka menonton program TV yang berbahasa Inggris dari pada yng berbahasa Indonesia"

7 % students strongly agree, and 19 % students agree and 56 % students disagree, and 19 % students strongly disagree with this statement.

bb. Question 28

"Bahsa Inggris bukanlah hal yang penting daam hidup saya"

15 % students strongly agree, and 13 % students agree and 46 % students disagree if people who fluent English is a people who have high educated, and 26 % students strongly disagree with this statement.

cc. Question 29

"Saya lebih suka menonton program TV yang meggunakan bahasa Indonesia"

56 % students strongly agree, and 37 % students agree and 6 % students disagree, and 2 % students strongly disagree with this statement.

dd. Question 30

"Saya sangat menyukai pelajaran bahasa Inggris karena saya ingin bisa berbahasa Inggris dengan lancar" 41 % students strongly agree if they enjoy learning English because they like English lesson and they feel that learning English is interesting ,and 28 % students agree and 15 % students disagree, and 17 % students strongly disagree with this statement. Some of them may feel anxiety and find some difficulties in learning English so they feel bored to learn.

The researcher calculate the students' intrinsic motivation by including the total of score from the questionnaire number 19-30 into the formula as follows:

Percentage of intrinsic motivation =
$$\frac{3381}{7764}$$
 X 100 % = 44 %

The researcher calculates the students' extrinsic motivation by including the total of score from the questionnaire number 1-18 into the formulte as follows:

Percentage of extrinsic motivation =
$$\frac{4383}{7764}X$$
 100 % = 56 %

Furthemore, from the calculation of students' motivation intrinsic and extrinsic motivation, the researcher finds that 44 % for students' intrinsic motivation and 56 % extrinsic motivation. It was express that students of Rumah Belajar Pandawa have good extrinsic motivation than intrinsic motivation.

2. What might be the factors of the students' motivation in learning English at Rumah Belajar Pandawa.

Continuing the next the standard, it focused on the factors of the students' motivation in learning English. The teacher should be able to use many games or good method. And also the teacher should be able to use accumulated factors motivation for facilitating students' educational development for students.

The observation result here was the students' score about the way teacher gave fedback for the students to brings them be better.



Figure 1. Condition when the teacher gives feedback and the score

The observation and the result for both classes were showed and explain below:

Classroom observation in this research is conducted to confirm the reality of students' motivation in learning English focusly in learning speaking. It is also done in first grade of Rumah Belajar Pandawa class VII-A and VII-B. The researcher observed the teaching and learning process from beginning of class till the end based on the classroom observation rubric.

Based on the result of observation in the classroom, students who have high motivation score also show good performance in the classroom. They do activities which represent their interested in learning English. Most of them do activities which stated on the observed aspects.

The first aspect is motivated students pay attention when their teacher explained the material in front of the classroom. They listened carefully to the teacher's explanation about speaking material. Students with high motivation score point their good behavior out in the teaching and learning process. They represent their motivation in learning speaking by paying attention to the teacher's explanation seriously. In contrast, students with low motivation in learning speaking did not pay attention well to the teacher's explanation. Any students talked each other during the lesson. The teacher sometimes admonishes them to stop talking during the lesson. Any students also seem alittle bored to the teacher's explanation method. They were nice themselves by playing their pen and no pay attention to the explanation.

The scecond observed aspect is asking to the teacher when the students face problems about the material. Based on the observation in the classroom, when motivated students did not understand any materials, they asked to the teacher eagerly and the teacher also answered the questions. They did not feel shy to ask the teacher about their problems. They have good confidence to speak up in front of their friend and the teacher. However, students with low motivation have no bravery to ask to the teacher when they got problem. They have no confidence to speak up in front of the

teacher and afraid of being laughed by their friends. They prefer to ask their problem to their friend.

Thirdly, students with high motivation score stated in the result questionnaire are brave to express their ideas in their mind. They uttered what they think about something to the teacher gorgeously. For example, when teacher explained about the hottest topic, any students told the information to the teacher bravely.

Fourthly, motivated students in learning speaking wrote down the point important of teacher's explanation. They though that it would help them to remind the material. However, not all students wrote down the teacher's explanation. Many students were lazy to write the explanation.

Besides, students with high motivation would follow the teaching and learning process seriously from the beginning lesson till the end. They did not play with their friend during the lesson. However, any students played with their partner during the lesson. Tehy seemed not interested to the teaching and learning process.

Sixthly, motivated students are interested to the speaking material delivered by the teacher. Tehy like the way their teacher in delivering material. It seemed in the classroom observation that they have enthusiasm in learning speaking. Students engage in teaching and learning process by paying attention to the teacher. However, any students are not interested to the speaking material because they did not like to the teacher method in sending material.

The seven observed aspect is the interaction between teacher and students are created lively in the classroom. The teacher and students interact one other during teaching and learning process. The interaction in the classroom is created between teacher and students not only teacher himself. It means that the teaching and learning process in this classroom is balanced. In balance instruction, the portion of teacher-centered instruction and learner-centered instruction are considerably balance. The teacher becomes the facilitator and the students are the initiator of the process. The role both of them are balance in the classroom.

The eight observed aspect is students learn hard toward material sources given by the teacher. Motivated students work hard to get the best in their achievement by learning hard toward material sources given by the teacher. Moreover, any students learn from other sources which supported the material. They try to achieve the best score in learning speaking by learn hard.

Moreover, motivated students do all assignment given by teacher well. They do not postpone doing assignment as long as possible. Besides, they learn hard and follow the teaching and learning process seriously and enjoyable. However, any students are lazy to do assignment from teacher. When the teacher asked them to do assignment, they postpone as long as possible. It shows that they have low motivation in learning speaking.

They last observed aspect in the classroom is students answered teacher's question well. When the teacher asked question to motivated students, they would

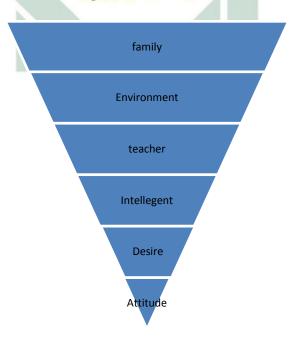
answer the question as well as possible. They could answer the question in English confidently. However, any students cannot answer the teacher's question. They have no confidence to answer the question in front of theacher and other students.

On the observation, the researcher divided the table into two groups based on the class, they were seventh grades VII-A and VII-B. It was because these two classes held in the different day each other. For the seventh grades VII-A the teacher special gave time to the students heard the feedback and also saw the result in the class on November 1^{th} 2016. On the other hand for seventh grades VII-B this was held on November 2^{th} 2016.

From this observation the researcher can put some result in diagram from the factors of students motivation in learning English at Rumah Belajar Pandawa. The diagram is

Table 4. 5

Research Finding of the factors of students motivation



B. Discussion

1. Students' Intrinsic Motivation

Based on the presentation of the data above, most of the students answer strongly agree and agree in the questions from questionnaire. It is provide the information that most of the students have motivation in learning English by their intrinsic motivation. Harmer stated that intrinsic motivation comes from within the individual⁴. Students motivated by the enjoyment of the learning process or desire to make them feel better. It is showed that most of the students Rumah Belajar Pandawa motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill

There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skill, they want to be more at ease with English speakers, they will more freely participate in the activities of other cultural groups, they learn English because it something that they always want to do, and they study English because they enjoy to learn. From those reason

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⁴ Harmer. The Practice of English Language Teaching. Fourth edition.(2007.)Page.98

the students will drive to make an effort to achieve their reasons and their goals in learning English.

Then, from the calculation of students' intrinsic motivation, the researcher finds the percentage that 44 % for students' intrinsic motivation. It showed that some students of Rumah Belajar Pandawa have intrinsic motivation in learning English.

2. Students' Extrinsic Motivation

From the presentation of the data, it provides the information that there are external factors that motivate the students in learning English. The students learn English because of some outside factors. Harmer states that extrinsic motivation is the result of any number of outside factors⁵. It showes that some of the students in Rumah Belajar Pandawa are motivated by their external desire.

There are some factors that influence the students extrinsic motivation. Firstly, students in Rumah Belajar Pandawa motivated to learn English because of their goals such as they want to get a good score in final exam, they want to get a reward from the teacher, they want to get a good job and they may want to continue their study overseas. Secondly, the students have external sources such as the society that the sudents live in. In Indonesia, English is a second language which is though in the school. Some students

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⁵ Ibid. Page.98

may feel that they did not use English in their daily communication with their society. So, the students learning English just a lesson which is though in their community or their school.

From the calculation of the students' extrinsic motivation, the researcher finds the percentage that 56 % for students' extrinsic motivation. It was express that students of Rumah Belajar Pandawa have good extrinsic motivation than intrinsic motivation.

From the explanation about intrinsic motivation and extrinsic motivation, it is clearly showed that students in Rumah Belajar Pandawa have higher extrinsic motivation in learning English than intrinsic motivation. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will be more easy to comunicate with English speakers. So they can get much information easily.

From this finding showed that the students in Rumah Belajar Pandawa have high intrinsic motivation in learning English. This is good for the students and teachers in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to e successful in learning English.