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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 second 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 thought 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. They seemed not interested to the teaching and learning process.

Sixthly, motivated students are interested to the speaking material delivered by the teacher. They 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







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 communicate 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.