STUDENTS' MOTIVATION IN LEARNING ENGLISH
(A Study at The 1st Year Students' of Al-Ikhsan Islamic Boarding School Banyumas in Academic Year 2022/2023)

AN UNDERGRADUATE THESIS

Submitted of the Faculty of Tarbiya and Teacher Training of State Islam University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

by

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MOTTO

One of things that we can count on about the future is,

Our belief that prejudice is beautiful

even though it has to grow at the lowest point of destiny.

Aqimee aL-Khoer

DEDICATION

I dedicate this research to

God the Almighty,

who has created the constellation of the universe so beautifully. Therefore, I am

grateful for all the perfection in it for me to live and self-serve.

All praise be to Alloh for all is due to the nobility of

the glory and majesty Your power.

Then, keep myself with Your grace and

I take refuge in You who has convinced my side.
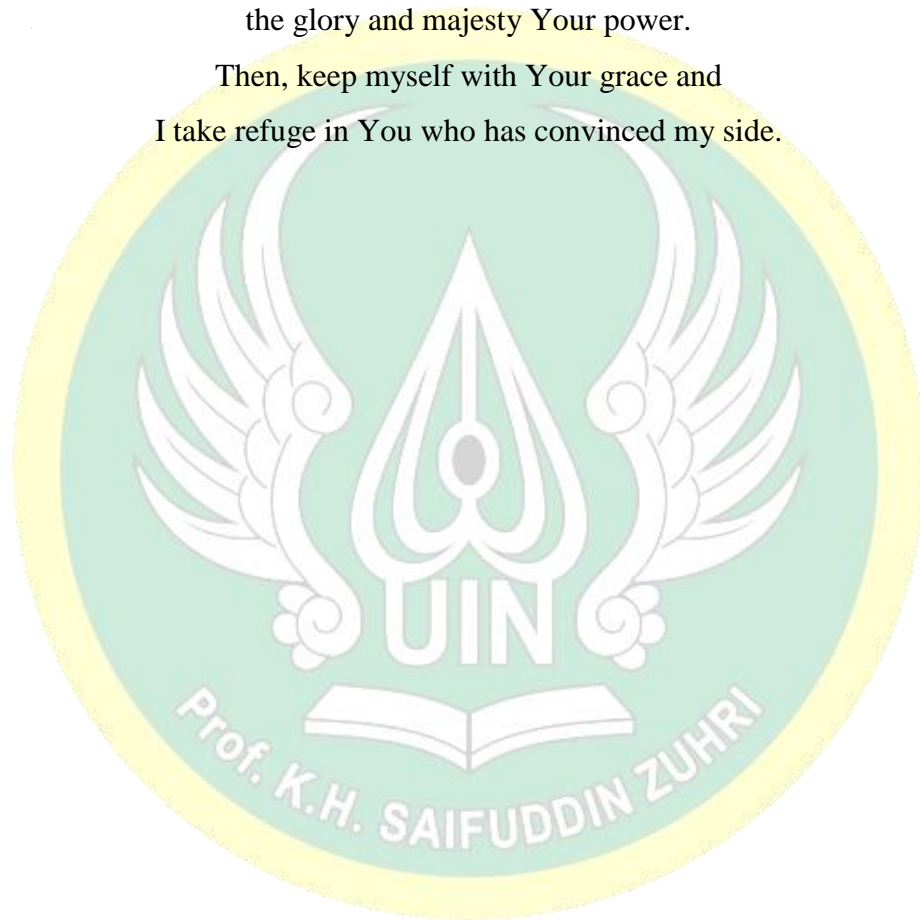
One of the greatest gifts of life is my family.

My dearest parents,

(Baroni Khoer and Uswatun Khasanah),

My beloved brother and sisters,

(M. Gegap Insan Merdeka, Lady Arya Raya and Janitra Hadya Astagina)

Thank you for loving me, and thank you for making me fell so loved.

Thank you for being a part of my life. Thank you is never enough to express my feelings for all you have done to me. Love you forever. May Alloh bless you.

Thank you Al-Ikhsan,

Thank you for your love that inspire me to be a better person because of you, I see the whole new world.

Thank you for always making me feel special and loved.

Together we are strong.

PREFACE
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In the name of Alloh SWT, the most gracious and the most merciful. Firstly, let's thank to Alloh SWT, who has created all of things in the best way with differences and variety as grace. Because without his grace, we never fell peace and safe. Secondly, sholawat and salam always be given to our prophet Muhammad SAW, who has come with the greatest example of us.

This thesis presented as partial fulfillment of the requirement for obtaining the scholar degree of education (S.Pd) from the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. During the arrangement of this thesis and as long as the writer learn in State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivations, aid and guidance from many sides. Thus, in this chance, the writer will convey the gratefulness and award as high as possible to honourable:

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5. Desi Wijayanti Ma'rufah, M.Pd., Head of English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
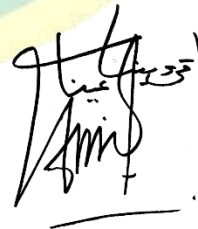
17. *Nyai Ontosoroh, Shoghir, Fuqoha, and Nyai Zen3* as my best listener in every single my storytale. Thanks for always talking to me and doing little things that show how important I am to you.

18. All teachers of Al-Ikhsan Islamic Boarding School, thank you for teaching from the heart. Wishing you joy and happiness.

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Finally, this thesis is hoped to be able provide useful knowledge and information for the readers although, the writer realized that this thesis has weakness and still far from the perfect. Therefore, the constructive critism and suggestion will be gladly accepted by the writer for the more good result from the previous experience.

Purwokerto, 26 Juni 2023

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ABSTRACT

Motivation is a factor of student success. Students will be motivated to learn if they have the motivation to learn. Motivation has a big role in learning activities, because with motivation it can encourage the spirit of learning and people didn't have motivation will tend to have a weak spirit. Therefore, motivation is a person's strength to increase willingness to carry out activities. In the realm of learning English as a foreign language, someone who has high motivation plays a major role in determining the success of a learning process. This study aims to determine the level of motivation (instrumental and integrative) of the 1ˢᵗ year students at Al-Ikhsan Islamic Boarding School Banyumas in learning English. This research used descriptive study. It employed questionnaires as instrument. The instruments used for the data collection are a set of adapted questionnaire from Gardner (1985) Attitude/Motivation Test Battery (AMTB) in the form of a 5-point scala edited by Sonya Inda Mapiliana. The population of the research were the 1ˢᵗ year students at Al-Ikhsan Islamic Boarding School. The total sample was 49 students.

The main findings show that students have high instrumental motivation and moderate integrative motivation. This shows that students are more motivated in the instrument than integrative. This helps teachers to develop learning models that can increase student motivation. Programs and activities to improve English language skills are also discussed according to students' language difficulties, as indicated in the questionnaire on difficult language skill to inhance students' learning motivation in English

Keywords: students' motivation, learning English, islamic boarding school

TABLE OF CONTENTS

LIST OF TABLES

Table

LIST APPENDICES

CHAPTER I

INTRODUTION

This chapter consists of the background of the study, clarification of key term, research question, aims and significances of the study, organization of the paper.

A. Background of Study

Education is a process of human thinking in living life. Education has a very important role for social survival. Successful education will create a decent generation in society so that it has quality and competitive. Success in the learning process is not only influenced by intellectual but is also influenced by other non-intellectual. Being able to motivate ownself becomes one of the non-intellectual factors that can affect the success of a learning process.

Motivation has a big role in learning activities because motivation can encourage the spirit of language, people who do not have motivation will tend to have a weak spirit. Brown (2017) explained that motivation is the extent to which in choosing goals to pursue and the effort you will devote to those goals. Gardner (2017) said that the motivated individualis goal-directed and persists in trying to achieve their goals. They are also attentive and have desire to learn a new language. These attributes characterize the individual who is motivated to learn a new language.

According to Ekiz and Kulmetoz (2016) motivation is very important in helping students learning English. With motivation in learning, students will more easily determine their talents and interests according to their motivation and students will be able to determine goals and steps ahead of the learning process. Dornyei (2001) said that "motivation" is related to one of the most basic aspects of the human mind, and most teachers would agree that it has a very important role in helping students succeed or fail in any learning situation. Likewise, Aalayina and Yulfi (2021) stated that motivation is the crucial term of human factors that help people fight their goals or aims in doing something.

In the realm of English learning as English as a foreign language. Someone who has high motivation play a major role determined the success of learning process. If students have high learning motivation, it is possible to achieve learning objectives easily. Motivation provides positive energy in achieving success in what is being studied. Kulmetov and Ekiz (2016) declared that English learning and teaching is considered to be complex and need special effort. Motivation makes students able to fight for all the processes that are being undertaken.

Dwinalida and Setiaji (2022) suggested that motivation is a component achieve the goal. Both students and teachers need to have the motivation to learn English successfully. English learning and teaching is complex, and requires a lot of effort of the part of the teacher. Next, Wahyuni (2006) argued that learning is the process by which humans gain a variety of skills, attitudes, and competencies. Learning begins in infancy with the baby's acquisition of a few simple skills and continues throughout adulthood. Hence, it is very important to instill student motivation in every learning process.

In this globalization era, mastery of international language become one of skills that must be developed. Most people have known that English is significant in all aspect people in this world. According to Indah (2018) that English used as an international language to communicate with different background in the world. Besides English is a global language used to communicate with native speakers and language learners in the world. English language is able to help us making a change for our country, if we care enough something in around us, almost all of technology using English. Thus, we have to learn English to be able to operate and understand it.

Mastery in English is one of the most influential skills in daily life. In English learning, there are four skills that can be mastered by learners. The four skills are reading, writing, listening and speaking. These skills are interrelated with each other. There is tendency for English to be an international language in this world. As the result, English is one of

important subject that taught widely in most formal and informal schools in Indonesia. Teaching English in formal school as the one of the main subject must be mastered by students. On the other hand, teaching English in non-formal school is conducted in non-formal learning environment.

Based on the results of observations at an Islamic boarding school in August 2022, researcher found information about the situation at Al-Ikhsan Islamic Boarding School. First, this Islamic boarding school that the students did not only study religion but also focus in development language skill. There is daily program to support language skill, namely Arabic and English Development Skill (AEDS) Program. This research was conducted in the AEDS Program, which specializes in English. Second, this islamic boarding school is the first language islamic boarding school in Banyumas. Even though it was old, this islami boarding school did not yet have adequate learning media facilities, such as a library, language laboratory, but the condition of other buildings was good, such as bedrooms, canteens, toilets, and prayer rooms. Even though there was one class that had to study in the foyer of the mosque without tables and chairs due to insufficient manpower. On the other hand, with limited facilities, this islamic boarding school always existed in taking part in language competitions and winning prizes.

From further observation on 20th of September 2022, teacher's activity in the learning process in grade the 1st year of senior high school showed that there were not enough classrooms. They had to study in the mosque's porch, with only blackboards and markers as learning tools. Second, it was saw that many students did not bring a dictionary with them in English lessons. Third, when the teacher was explaining English material there were noisy, rowdy, chatting and sleepy. When the teacher asks questions about the learning material that has just been explained, many students were silent and did not want to participate in the learning process. Hence, it can be said that some students were not interesting in learning English.

Even so, there were some students who looked happy and enjoyed the learning process and asked something they wanted to know. When the teacher gave questions and asked students to work on them in front of the class, some students scrambled to work on the questions in front of them. Even when there were students who came forward to work on the questions in front of the class, the other students paid close attention to how the process was done. Not only that, due to the limited learning facilities they get, some students had also won storytelling, speech, sing a song competitions.

Based on the results of interviews with the English teacher Miss. KA, it was found several problem namely, the activity of students in the learning process was lacking, only one or two students dared to express their opinions, students lacked confidence to show their English skill that had been learned so that students did not practice English in everyday life at Islamic boarding school. Then, Students had not interested in learning English, and students did not active in learning English. On the other hand, students had good comprehension power, it was just that they were not confident to express it.

Based on the interview with one of the students, it was found that first, teachers rarely used learning media such as projectors and speakers, so that students felt bored while learning. Second, students lack of confidence to practice English in their daily lives. Third, the teacher did not separate between groups of students who were quiet and students who were active. Fourth, English teacher used interesting teaching and made the students more confident. However, the teacher often appointed students to work on the problem on the whiteboard, so that quiet students become more confident.

Many studies have been conducted in the field of motivation, research conducted by Eka Nova Putri (2019) in her study about students' motivation and their achievement learning English at the department of English education. Her research focuses on instrumental and integrative

4

motivation to investigate difference in student achievement scores based on the type of motivation. The data obtained was the questionnaire data that has been given. Subjects in the study were divided into two groups based on their type of motivation to compare their GPA by using Independent Sample t-test. Data from the study were analyzed quantitatively using descriptive statistics. In her study, Eka Nova Putri (2019) showed that there was no significant differene in GPA between students with integrative motivation and students with instrumental motivation.

So far, there has never been any research on the level of students motivation in Islamic boarding school. In fact, understanding students' motivation will help teacher to handle the student better. The researcher interesting to conduct research under the title "Students' Motivation in Learning English in at Al-Ikhsan Islamic Boarding". The researcher is interested in investigating their motivation in English language learning.

B. Clarification of Key Term

The definition of key term is significant point in helping the researcher to give a guideline or direction of the research that will be conducted. Related to this research, there are three key terms in guiding in this research. Those are :

1. Students' Motivation

According to Majid and Shuhidan (2022) stated that Students' Motivation is defined as the ability to attain long- or short-term academic obejectives. It also manifests as enthusiasm and a good attitude toward the learning process.

The word motivation derives from the Latin verb movere meaning 'to move'. What moves a person to make certain choices, to engage in action, to expend effort and persist in action (Dornyei and Ushioda, 2011). Likewise, motivation can be define as a physical, psychological or social need which motivates the individual to reach or achieve his goal and fulfill his need and, finally, feel satisfied owing to achieving his aim (Sepora, et al., 2012). Similarly, motivation is an

essential factor which could directly affect student motivation and achievement levels in the target language (Tambunan, *et al.*, 2018). in the same way, Gardner (1985) Motivation is a term which is often used with respect to second language learning as a simple explanation of achievement, as in the statement 'if the students are motivated to learn language, they will'.

According to Dornyei and Ushioda (2011) defined that The meaning of the term 'motivation' by definition, concerns the direction and magnitude of human behavior, that is : (a) the choice of a particular action, (b) the persistence with it, (c) the effort expended on it. In the other words, motivation is responsible for (1) why people decide to do something, (2) how long they are willing to sustain the activity, (3) how hard they going to pursue it. Furthermore, Gardner stated that motivation plays a role in various ways in the process of learning a second language.

2. **Learning English**

Learning English is to develop the ability to speak English in a contextual and acceptable manner according to the context and conditions and daily situations of students. This is to produce a form of learning English that is more in touch with the language needs of students, (Wijaya, 2020).

The English language plays an important role in today's communication society which is continuously increasing as the world rapidly moves towards globalization. In addition, English language as the international language, mastery of English is very necessary to increase the competitiveness of every graduate. On this basis, English has become one of the mandatory subjects in the education curriculum in Indonesia (Dauyah and Yulinar, 2018). Likewise, Brown (2007) breakdown the components of the definition of learning: (a) learning is acquisition or getting, (b) learning is retention of information or skill, (c) retention implies storage systems, memory cognitive organization,

6

(d) learning involves active, conscious focus on and acting upon events outside or inside the organism, (e) learning is relatively permanent but subject to forgetting, (f) learning involves some from of practice, perhaps reinforced practice, (g) learning is a change in behavior.

C. Research Questions

Based on the background of the problem above, then the formulation of the problem in this study as follows :

1. What is the level of motivation among these the 1st year students of senior high school at Al-Ikhsan Islamic Boarding School ?

2. Are the 1st year students of senior high school predominantly instrumentally or integratively motivated towards learning English ?

D. Aims and Significances of The Study

1. Aims of The Research

Based on the problem of the study, the aims of this study are as follows:

a) To find out what is the level of motivation among the 1st year students of senior high school at Al-Ikhsan Islamic Boarding School.

b) To determine which one is dominant for the students in learning English (instrumental or integrative motivation).

2. Significances of the Research

By conducting this research, hopefully the result can provide positive contribution for the world of public education. There are two types of significances of this research as follow :

a. Theoretical Significance

Theoretical Significance from this study are :

1) The result of this study are expected to enrich knowledge in learning, especially related to motivation in learning English.

2) The researcher expects this research can be used as a study material about motivation in English language learning process for further researcher.

b. Practical Significance

Practical significances of this study are :

1) For teachers

The results of this study are expected to provide the teachers' information about the motivation in English language learning. This study will useful for teacher by knowing students' motivation, teacher will be develop learning English easily, so that make students' achievement better. We hope this study can be taken into consideration by the teacher to motivate students in learning English.

2) For students

The results of this study are expected to improve the students' motivation in learning English.

3) For school

The result of this study can be suggestions in developing the program to motivate the students in English language learning process.

4) For researcher

The result of this study is expected to become motivation to always increase enthusiasm in studying, enrich the researcher' knowledge, especially to find out the existence of motivations in English language learning process.

E. Organization of The Paper

The structure of this research will explain as follow :

Chapter I explained an introduction. It has eight subsection, those are background of the study, clarification of key term, research question, aims and significances of study, previous study, organization of the paper.

Chapter II explained the theories of The Students' Motivation in English Language Learning which is consists of three sub sections there are concept of motivation, concept of learning, motivation in English language learning, previous study and conceptual framework.

Chapter III explained the research method, time and location of research, variable and indicator, research instrument, data collecting technique and data analysis.

Chapter IV explained result of the study which is consists of general description of AEDS Program in Al-Ikhsan Islamic Boarding School and the students' motivation in Al-Ikhsan Islamic Boarding School.

Chapter V explained conclusion, limitation of study and suggestion of the study.

CHAPTER II

LITERATURE REVIEW

This chapter consists of concept of motivation, concept of learning, motivation in learning English, previous study and conceptual framework.

A. **Concept of Motivation**

1. **The Definition of Motivation**

According to Dornyei (2001) stated that the term `motivation' is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex. Motivation is a general way of referring to the antecedents (i.e. the cause and origin) of action. Likewise, Anjomshoa and Sadighi (2015) stated that Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are, motivation is a kind of desire for learning.

In addition, Gilakjani, *et al.* (2012) argued that motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task, motivation is a major part of the teachers' job to help learners find opportunities for engaging learning tasks outside the classroom. Furthermore, Galishnikova (2014) argued that motivation is the process of encouraging the person to certain activities with the help of external and intrapersonal factors, the latter may be subject to change depending on the social and economic situation.

Saville and Troike (2012) stated that motivation largerly determines the level of effort which learners expend at various staged in their L2 development, often a key to ultimate level of proficiency. Additionally, Rahman (2011) defined that motivation is often defined as psychological quality that lead learners or students to achieve their goal.

Furthermore, Dornyei (2000) suggested that motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do. Likewise, Sepora, *et al.* (2012) argued that motivation is a very important and effective factor in the field of learning

10

language. Similary, Alizadeh (2016) stated that motivation is a key factor for explaining the success or failure of any difficult activity.

In addition, Seven (2020) claimed that motivation has three distinct features: (a) it results from a felt need. Motivation triggers behavior, impelling a person to action, (b) it is goal directed. Motivation is a driving state that channels behavior into a specific course that is fulfilment of a felt need, (c) it sustains behaviour in progress. It persists until the satisfaction or reduction of a need state occurs. He said that motivation is a personal and internal feeling. The feeling arises from needs and wants. Human needs are unlimited. Fulfilment of one set of needs gives rise to other need. Therefore, motivation is a continuous process.

Based on the explanation above, motivation is one of the most critical factors that will influence students' English achievement or performance. It means that motivation could be defined as one of the vital factors that determine learning English. Motivation can drive students to reach learning goals. Without motivation, the purposes of learning are difficult to be achieved.

2. **Types of Motivation**

In terms of motivation, integrative motivation refers to a holistic learning approach to the target language's speaking skill and culture, whereas instrumental motivation refers to language acquisition for practical and quick purposes. Motivation can be divided into two types: intrinsic and extrinsic motivation. Intrinsic motivation, such as integrative motivation, suggests that learning a foreign or second language is a natural pleasure in carrying out these acts. Meanwhile, extrinsic motivation, such as instrumental motivation, refers to learning a foreign or second language as being influenced by some societal punishment or reward, (Indah, 2018).

11

1) Integrative and Instrumental Motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. In Rochmat (2017) Dornyei said that the division of motivation stated by Gardner and Lambert as motivation is not really motivation, but is more accurately called an orientation. This orientation may be related to academic or career interest (instrumental) or socially or culturally oriented (integrative).

a. Integrative Motivation

An integrative motivated learner wants to learn a language so that he can better understand people who speak that language; he is also interested in the culture associated with that language (Mouili, 2014). Integrative motivation is the motivation driven by the desire of students to integrate with the culture and language studied (Gardner and Lambert in Santosa, 2017). In addition, Anjomshoa, *et al.* (2015) stated that integrative motivation means integrating onself within a culture to become a part of that society. Likewise, Similarly, Rehman, *et al.* (2014) stated that integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture.

b. Instrumental Motivation

Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college (Mouili, 2014). In addition, Anjomshoa, *et al.* (2015) argued that Instrumental motivation is a motivation based on expectations that by mastering foreign languages or English, someone can achieve something for example a better position or job. In addition, instrumental motivation refers to the motivation to acquire a language as

means or achieving goals such as promoting a career or job or reading technical texts. Similarly, Rehman *et al.* (2014) stated learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/bonus or getting into college.

It is important for the teachers to concern two critical elements. First, Gardner and his colleagues' research focused on a dichotomy of orientation rather than motivation. Orientation refers to the context or purpose for learning, whereas motivation refers to the strength of one's desire to learn. An integrative orientation essentially indicates that the learner is pursuing second language for social and/or cultural goals, and within that purpose, the learner may be motivated by a high or low level of motivation. Similarly, learners with an instrumental orientation study a language to advance a career or academic aim. Second, integrative and instrumental orientations are not the same as internal and extrinsic motivation, respectively, (Brown, 2017).

2) Intrinsic and Extrinsic Motivation

Motivation is divided into two main types that are intrinsic motivation and extrinsic motivation. According to Ryan and Deci (2000) stated that Intrinsic and extrinsic types of motivation have been widely studied, and the distinction between them has shed important light on both developmental and educational practice. Thus a person might be motivated by the enjoyment of the learning process itself of by a desire to make themselves feel better (Harmer, 2007).

a. Intrinsic Motivation

According to Edward Deci (1975) in Brown (2007) that Intrinsic motivation is aimed at bringing about certain internally rewarding consesquences, namely, feelings of competence and self-determination. Likewise, Gilakjani, *et al.* (2012) defined that

intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. According to Ryan and Deci (2000) that intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. Similarly, Mouili Fatiha, *et al.* (2014) viewed that this type of motivation is internal and takes place when people are compelled to do something out of pleasure or desire.

In (Sincero, 2012) there are many factor that promote intrinsic motivation. Some of these incude challenge, curiosity, control, fantasy, competititon, cooperation, and recognition, as follow as:

a. Challenge is a factor that means a person is more likely to be motivated if the task involves activities that include continuously intermediate or escalating levels of difficulty towards personally meaningful goals.

b. Curiosity is a force in a person's environment that either gets in his attention for new knowledge/skills or presents incongruity between his present knowledge/skills and the possible knowledge/skills that the activity may offer.

c. Control is a factor that means it is human nature for a person to want to have some degree of control over his situation. Intrinsic motivation may emerge from a person's autonomy in his actions.

d. Fantasy is a factor that is in the form of mental images that stimulate a person to behave to achieve the fantasy. For instance, a student sees himself as a successful engineer after college.

e. Competition is a factor that involves comparison of a person's performance with other's performance.

f. Cooperation is a factor that involves achieving a sense of satisfaction when a person helps other people toward the fulfilment of their goals.

g. Recognition is a factor that also includes the sense of satisfaction when others appreciate their achievements.

Indah (2018) stated that intrinsic motivation can appear as a character that has existed since a person was born, so that motivation is part of a trait that is driven by endogenous factors, internal factors, and something innate. The factors that influence intrinsic motivation include:

1. Self-desire
2. Satisfaction
3. Good habits
4. Awareness

In Additionally, Handayani, *et al.* (2020) stated that students who are intrinsically motivated to participate in learning activities can be seen from their dilligent activities in doing learning taks because they feel they need and want to achieve their real goals. Like, Wimolmas stated that Instrinsic motivation pushes the student to learn without reward, because the need is innate or come from inside or depends on their own will.

b. Extrinsic Motivation

According to Edward Deci (1975) in Brown (2007) he defined extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Similarly, Gilakjani, *et al.* (2012) defined extrinsically motivated learners are those whose actions are carried out to achieve some instrumental end, such as, earning a reward or avoiding a punishment. Besides, Ryan and Deci (2000) stated that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

Harmer (2007) stated that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Similarly Mouili, *et al.* (2014) viewed that this type refers to the performance of people which comes according to some external factors which in turn lead them to behave in certain way to achieve their goals. In Indah (2018) stated that Extrinsic motivation is the drive to excel given by other such as enthusiasm, praise and advice from teachers, parents, and other loved ones. Factors that influence extrinsic motivation include :

1. Compliments
2. Advice
3. Passion
4. Gifts
5. Punishment
6. Imitate something

A parallel argument, Wardani, *et al.* (2020) stated that students who are motivated by extrinsic motivation in participating in learning activities always expect the approval of the teacher to convince him that he is doing or what he has done is correct.

3. **Theories of Motivation**

   a. Maslow's Hierarchy of Needs

   Maslow's hierarchy of needs is a motivation theory in psychology comprising a five-their model of human needs, often depicted as hierarchical level within a pyramid.

   The original hierarchy of needs five-stage model includes:

   a) Physiological needs, these are biological requirements for human survival, e.g.. air, food, drink, shelter, clothing, warmth, sex, sleep,

   b) Safety needs, protection from elements, security, order, law, stability, freedom from fear.

c) Love and belongingness needs, after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The needs for interpersonal relationship motivates behavior.

d) Esteem needs, which Maslow classified into two categories; (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from other (e.g.., status, prestige).

e) Self-actualization needs, realizing personal potential, self-fulfillment, seeking personal growth and peak experiences, a desire "to become everything one is capable of becoming" (Maslow 1987:64 as cited in McLeod 2018)

b. Gardner's Model

Gardner was one of the pioneering researcher in second language acquisition to focus on motivation. He chose to define motivation by specifying four aspects of motivation:

a) A goal,

b) Effortful behavior to reach the goal,

c) A desire to attain the goal, and

d) Positive attitudes toward the goal (Gardner, 1985:50).

A goal, however, was not necessarily a measurable component of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on classifying reason for second language study, which he then identified as orientation (198:54). He found two main orientation through his research:

a) Integrative: a favorable attitude toward the target language community; possibly a wish to integrate and adapt to a new target culture through use of the language.

b) Instrumental: a more functional reason for learning the target language, such as job promotion, or a language requirement.

B. Concept of Learning

1. Definition of Learning

In Brown (2007) defined that learning is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Next, Wakefield (1996) stated that learning can be described as a relatively permanent change in behavior of an individual based on his/her experiences or discoveries.

Learning by Wahab and Rosnawati (2020) is a process of changing individuals who interact with the surrounding environment in a good or bad direction. Everyone's learning can be done in a different way. there is learning be seeing, discovering and also imitating. Because through learning a person will experience growth, development and change in himself both physically and psychologically. Physically, if what is learned is related to motor dimensions. Meanwhile, psychologically, what is learned is in the form of an affective dimension.

Christianto and Karin (2019) claimed that learning is a permanent attitude change relatively and it is resulted from the reinforced practice which is helped by a purpose in order to achieve a certain purpose potentially. From the expert's opinion the researcher argued that learning is a process of acquiring various skills and attitudes. Therefore, teachers and students will realize how important social and emotional factors are in learning to create thinking and problem solving.

2. Types of Learning

Gagne in Brown (2017) identified eight types of learning :

a) Signal Learning. The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov,

b) Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus.

c) Chaining. What is acquires is a chain of two or more stimulus-response connection.

d) Verbal association. Verbal association is the learning of chains that are verbal.

e) Multiple discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

f) Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.

g) Principle learning. In simplest terms, a principle is a chain of two or more concept. It functions to organize behavior and experience.

h) Problem solving. Problem solving is a kind of learning that requires the internal events usually referred to as "thinking," Previouly acquired concept and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

3. **Theories of Learning**

In Zhou and Brown (2015) for the purpose of this manual we focus on the so-called modern learning theories namely, Behaviourism, Cognitivism and Constructivism.

a. Behaviourism

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response association made by learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and

psychological drives existing at the moment of the action (Parkay & Hass, 2000).

b. Cognitivism

In the studying cognitive development of children and adolescents, piaget identifies four major stages: sensorimotor, preoperational, concrete operational and formal operational. Piaget believed all children pass through these phases to advance to the next level of cognitive development.

c. Constructivism

The constructivist approach is based on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Thus individuals use their own mental constructs to make sense of their experiences.

4. **The Function of Learning Motivation**

In Christianto and Karin (2019) argued that the essence of learning is the internal and external encouragement of the learner who are studying to have attitude changes, generally by using several supportive indicators or elements. Such things have important roles in terms of the success of a person in learning.

Learning motivation indicator are classified as follow:

a. The existence of the desire of being successful,

b. The existence of the encouragement and need of learning,

c. The existence of the future hope and wish,

d. The existence of the appreciation in learning,

e. The existence of the interesting activity learning, and

f. The existence of the conducive learning environment which possibly makes learners can study well.

5. **The Factors Affecting Learning**

In Wahab and Rosnawati (2020) stated that there are two factors affecting in learning, as follow :

1) Internal Factors

Internal factors are factors that come from within the individual and can affect individual learning outcomes. These internal factors include physiological factors and psychological factors.

a. Physiological Factors

Physiological factors are factors related to individual's physical condition. These factors are divide into two kinds. First, the state of physical tone. The state of physical tone in general greatly influences one's learning activities. Healthy and fit physical condition will have a positive influence on individual learning activities. Second, the state of physical function. During the learning process, the role of physiological functions in the human body greatly influences learning outcomes, especially the five senses.

b. Psychological Factors

Psychological factors are a person 's psychological state that an affect the learning process. Some of the main psychological factors that influence the learning process are student intelligence, motivation, interests, attitudes and talents.

a) Intelligence

Intelligence is the most important psychological factor in the student learning process, because it determines he quality of student learning. The higher intelligence of an individual, the greater the chance for the individual to achieve success in learning. Conversely, the lower level of individual intelligence, the more difficult the individual is to achieve learning success.

b) Motivation

Motivation is one of the factors that influence the effectiveness of student learning activities. It is

motivation that encourages students to want to do learning activities.

c) Memory

Theoretically, there are three aspects related to the functioning of memory, namely : 1. Receiving impressions, 2. Storing impressions, 3. Producing impressions. Perhaps, because of these functions, the term "memory" is always defined as the ability to receive, store and reproduce impressions.

d) Interests

In simple terms, interest means a high tendency and enthusiasm or a great desire for something. Therefore, in the context of learning in the classroom, a teacher or other educator needs to arouse students' interest so that they are interested in the subject matter they will face or learn.

e) Attitude

Attitude is the ability to give an assessment of something that brings oneself in accordance with the assessment. The existence of an assessment of something result in an attitude of acceptance, rejection or neglect. Students get the opportunity to learn. However, students can accept, reject or ignore the learning opportunity.

f) Talent

Talent is a person's ability to become one of necessary components in a person's learning process. If a person's talents is in accordance with the field he is studying, hen that talent will support his learning process so that he is most likely to succeed.

c. Study Concentration Learning

Concenration is the ability to focus on the lesson. The focus of attention is on the content of learning materials and the process of obtaining them. To strengthen attention to the lesson, the teacher needs to use a variety of teaching learning strategies, and take into account study time and breaks.

d. Confident

Self-confidence arises from the desire to realize oneself to act and succeed. From a developmental perspective, self-confidence can arise due to recognition from the environment. So, teachers should encourage students' courage continuously, provide various types of reinforcement and provide recognition and trust for students.

e. Study

Learning is an activity that is carried out intentionally or unintentionally by each individual, so that there is a change from those who do not know to know, from those who cannot walk to be able to walk, unable to read to be abe to read and so on.

f. Students Goals

The cultivation of ownership and achievement of ideals should stem from achievement abilities, starting from simple things to increasingly difficult ones. By linking ownweship of aspiration with achievement abilities, students are expected to have the courage to explore according to their own abilities.

2) External Factors

In this case, Syah (2003) explains that the external factors that influence learning can be classified into two group, namely social environmental factors and non-social environmental factors.

a. Social Environment

The school's social environment, such as teachers, administration and classmates can influence a student's learning

process. Community sosial environment. The environmental conditions of the community where students live will affect student learning. Family sosial environment. This environment greatly influences learning ativities. Family tensions, parental characteristics, family demographics, family management, all of which can have an impact on student learning activities.

b. Non-social Environment

Factors that include non-social environment are ;

a) Natural Enviroment, such as fresh air, not hot and not cold, light tha is nt too bright/strong, or nt too weak/dark, a cool and calm atmosphere.

b) Instrumental factors, namely learning devices that can be classified into two types. First, hardware, such as school buildings, learning tools, learning facilities, sports fields and so on. Second, software, such as the school curriculum, school regulations, handbook, syllabi and so on.

c) Factors subject matter. This factor should be adjusted to the age of student development as well as the teacher's teaching methods, adapted to the conditions of student development.

C. Motivation in Learning English

1. Motivation in Learning English

Motivation in English language learning of the students can be great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning athmosphere. Students with adequate motivation will become efficient language learners with ultimate language proficiency (Wimolmas, Thailand :914)

2. Creating Initial Student Motivation
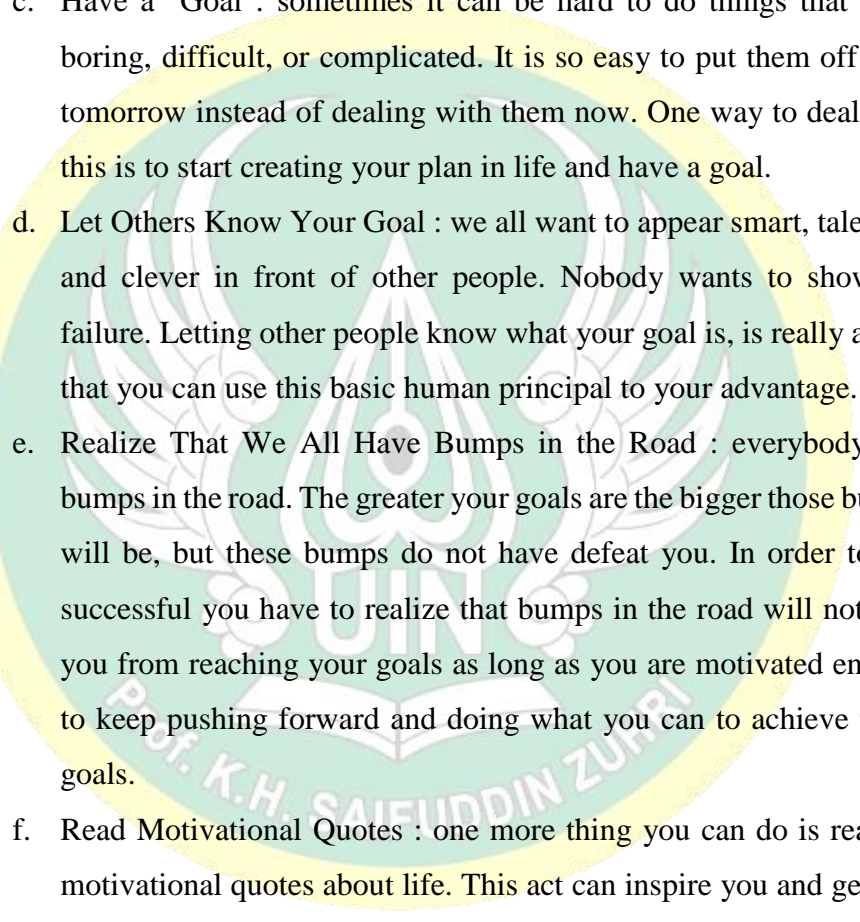
According to Spolsky (1989) in Gilakjani *et al.* (2012), there are several facets of creating initial student motivation has divided these into five broad groups:

a. Enhancing the learners' language-related values and attitudes: our basic value system greatly determines our preferences and approaches to activity. We can distinguish three types of language-related values: (a) intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning; (b) integrative value, related to our attitudes toward the L2, its speakers, and the culture it convey; and (c) instrumental value, related to the perceived practical, pragmatic benefits that the mastery of the L2 might bring about.

b. Increasing the learners' expectancy of success: we do things best if we expect to succeed, and, to turn this statement round, we are unlikely to be motivated to aim for something if we feel we will never get there.

c. Increasing the learners' goal-orientedness: in a typical class, too many learners do not really understand or accept why they are doing a learning activity.

d. Making the teaching materials relevant for the learners.

e. Creating realistic learner beliefs: it is a peculiar fact of life that most learners will have certain beliefs about language learning, and most of these beliefs are likely to be (at least partly) incorrect.

3. Strategies of English Language Learning

According to Mouili Fatiha, *et al.* (2014) motivational strategies of English language learning are many. Their main goal is helping the learner to acquire the English language as well as to facilitate its application in the field of the study and work. Those strategies can be summarized as follow :

a. Stay Active : this means that our bodies adapt what we do and how we live. If we don't do any effort into life, our body stays static, but if we are active then our body wants to achieve more activities.

b. Hang Around with Motivated People : here you may have heard the statement of "your income is the average of the 5 people you spend the most time with". This brings up a powerful point which can be applied to nearly every aspect of life.

c. Have a Goal : sometimes it can be hard to do things that seem boring, difficult, or complicated. It is so easy to put them off until tomorrow instead of dealing with them now. One way to deal with this is to start creating your plan in life and have a goal.

d. Let Others Know Your Goal : we all want to appear smart, talented, and clever in front of other people. Nobody wants to show his failure. Letting other people know what your goal is, is really a way that you can use this basic human principal to your advantage.

e. Realize That We All Have Bumps in the Road : everybody hits bumps in the road. The greater your goals are the bigger those bumps will be, but these bumps do not have defeat you. In order to be successful you have to realize that bumps in the road will not stop you from reaching your goals as long as you are motivated enough to keep pushing forward and doing what you can to achieve those goals.

f. Read Motivational Quotes : one more thing you can do is reading motivational quotes about life. This act can inspire you and get you ready to take action.

g. Do the Hardest Thing First : sometimes we ignore some things simply because we don not want to do the hardest thing in our life. When we have something that we just don't want to do all of these motivational strategies can go out the window.

h. Make it Fun : no matter if you do something fun; after all if we enjoy what we are doing it is a whole lot easier to keep doing it.

4. The Role of Motivation in the Teaching and Learning Process

Motivation plays an important role in the process of teaching and learning, namely (1) to determine things which can be used to empower the learning process, (2) to clarify the learning purpose which is to be achieved, (3) to determine various problem against the learning simulation, and (4) to determine the learning perseverance (Uno, 2010). It will be explained by Christianto and Karin (2019) as follow :

    a. The Role of Motivation in Determining the Learning Empowerment

Motivation can take a role in the learning empowerment, as in a case a child who is studying and he or she will be faced against a problem so that he or she need a solution.

    b. The Role of Motivation in Clarifying the Learning Purpose

The role of motivation is strongly related to the meaning of learning. A child will get interested to learn something if the thing learned is beneficial to him or her.

    c. The Role of Motivation in Determining the Learning Perseverance

A child will get motivated to learn something by hoping that he or she can get good grades. This motivation prevents the child attracted to do other things beside learning.

5. Factors in Motivation Learning

According to Harmer (1990) in Wimolmas Journal there are four factors that can be dangerous to the learners' motivation, are the following:

a. Physical condition

Which means the athmosphere in class. For example if student 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.

b. Method of teaching

Which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they will become demotivated".

c. The teachers

As the most powerful variable of motivation and demotivation, can become a major part demotivating the learners.

d. 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 affect on motivation. Students can also equally be demotivated by too low level of challenge.

D. Previous Studies

Many researcher are interested in conducting research on the survey of motivation, particularly student motivation in learning English. Many studies related to students were conducted such as students' learning strategy, students' learning style, and students' motivation. Scholars have conducted numerous studies on student motivation, particulary student motivation in learning English.

Below are the studies which are related with this research, there are four previous studies related to this research. The following is a comparison of previous research.

The first is Sonya Inda Mapiliana's research entitled is *Students' Motivation in Learning English: a Study at 1ˢᵗ year of SMP IT Khairunnas Bengkulu in 2019*. The research was aimed at identified as one of the main factors affecting English language learning. This is quantitative research. This research found that students are relatively "highly" motivated and

found to be slightly more "integrative" motivated to learn English. It can help teachers to develop program designs so as to maintain student motivation. The result of the study is students have strong integrative expectation in English language learning. The differences of this research are focus discussion and research method. The research was written by Sonya Inda Mapiliana focus on integrative and instrument as the factor motivation and the research used quantitative approach to find out the information, while this research focus on students' motivation based a case study and used qualitative to find out the information. The similarity of this research is analyzing motivation in learning English.

The second is Eka Novi Putri's research entitled is *An Analysis of Students' Motivation and Their Achievement in Learning English at The Department of English Education in 2019*. The research was aimed to analyze the dominant type of students' motivation in learning English and to investigate the difference in students' achievement scores (GPA) based on their motivaton types. This research is quantitative research. This result research findings revealed that 39 (43,8%) students have the integrative motivation and 50 (56,2%) students have instrumental motivation to learn English. The differences of this research is subject of research. The research was written by Eka Novi Putri has more subject of research than this research, with total 89 students while this research has 49 subject. The similarities of this research are research method and result. The research method is quantitative research and the result is students have strong instrumental expectation in learning English.

The third is Happy Widesti's research entitled is *Motivation in English Language Learning of English Department Fresh Year Students in 2016*. This research was aimed to investigate the level of the fresh year students' motivation based on instrumental and integrative motivation. This is quantitative research. This research found that the students had slightly higher instrumental motivation rather than integrative motivation in learning English as their second language. This happened because the

studens' motivation was affected by their environment. The differences of this research is subject of research. The research was written by Happy Widesti has more fewer subject of research than this research, with total 40 students while this research has 49 subjects. The similaties of this research is research design and result. The research design is quantitative research and the result is the students had slightly higher instrumental motivation rather than integrative motivation in learning English as their second language

The fourth is Ratanawalee Wimolmas's research entitled is *A survey study of motivation in English language learning of first Year undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University in 2012*. This research was aimed to examine the type and level of English language learning motivation of 30 first-year undergraduated students at an international institute of engineering anf technology in Thailand. This research found that the students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English. The differences of this research is subject of research. The research was written by Ratanawalee Wimolmas has more fewer subject of research than this research, with total 30 subjects while this research has 49 subjects. The similarities of this research are research design and result. The research design is quantitative and the result reveals that instrumental motivation is a significant factor among this group of students learning English.

From the explanation of some the research results above, it can be concluded that motivation has a big contribution to the success of the process of learning English. Someone who has good learning motivation will find it easier to understand and make the learning process more enjoyable. Therefore, motivation is one of the important points that students must have it to achieve success. To increase students' motivation, teacher have to understand what students' motivation are, students' learning

objectives in learning English, what influences students' motivation and how to keep students motivated in learning. Those are some important points that teacher must understand, because every students have different motivations and different character. If the teacher already knows about the students' motivation in learning, then the teacher will easily determine media and learning methods that suit the abilities and students' motivation.

There are two types of students' motivation in learning English by Gardner, namely instrumental motivation and integrative motivation. Although many studies state that student success in learning process is heavily influenced by instrumental motivation. However it does not mean that integrative motivation does not have an important role in students' learning success. Both have an important role in the success of language learning. That way, teacher can increase students' motivation to achieve the success of learning process. For more details, see the table below :

Table 2.1

Differences and Similarities Some Related Research Studies

No.	Research	Author	Difference	Similarties
1.	Students' Motivation in Learning English (A study at 1st Year Students' of SMP IT Khairunnas Bengkulu in Academic Year 2018/2019)	Sonya Inda Mapalini	Subject : 62 students Result : The main findings indicate that students are relatively "highly" motivated and found to be slightly more "integrative"	Method : Survey method Variable : An analyze motivation in learning English

			motivated to learn English.	
2.	An Analysis of Students' Motivation and Their Achievement in Learning English at The Department of English Education	Eka Nova Putri	Subject : 89 students	Method : Quantitative research Variable : Instrumental and integrative Result : Students have strong instrumental expectation in learning English.
3.	Motivation in English Language Learning of English Department Fresh Year Students	Happy Widesti	Subject : 40 fresh year student	Method : Qantitative research Result : The finding revealed that the students had slightly higher instrumental motivation rather than integrative motivation in learning English as their

				second language
4.	A Survey of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT) Thammasat University.	Ratanawalee Wimolmas	Subject : 30 students first-year undergraduate students at an international institute of engineering an d technology in Thailand.	Method : Quantitaivve research Result : This reveals that instrumental motivation is a significant factor among this group of students learning English.

E. Conceptual Framework

Education is a process of human thinking in living life. Education has a very important role for social survival. Successful education will create a decent generation in society so that it has quality and competitive. Success in the learning process is not only influenced by intellectual but is also influenced by other non-intellectual. Being able to motivate ownself becomes one of the non-intellectual factors that can affect the success of a learning process.

Motivation has a big role in learning activities, because with motivation it can encourage the spirit of learning and people don't have motivation will tend to have a week spirit. Therefore, motivation is a person's strength to increase willingness to carry out activities. In the realm

of learning English as a foreign language, someone who has high motivation plays a major role in determining the success of a learning process. From here, we know that motivation provides positive energy in achieving success in what is being studied.

In this diagram below English language learning and students' motivation are classified briefly as follows:

1. Students' motivation refers to the instrumental and integrative motivation.

2. English language learning refers to the mastery of four English skill, generally in reading, writing, listening and speaking.

3. Instrumental Motivation is type of motivation that can encourage someoneto have a will for the language with the aim of getting benefits; for example, to get a job or other things.

4. Integrative Motivation is motivation that can encourage someone to learn a language or become a member of that language community.
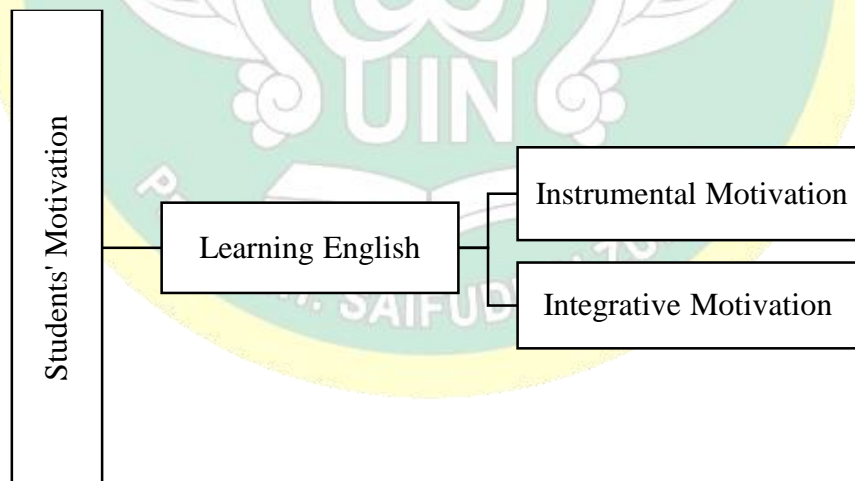
CHAPTER III
METHODOLOGY

This chapter describes the research design, time and location of the request, variable and indicator, population and sample, data collection technique and data analysis technique.

A. Research Design

The study was conducted to identify the students' motivation in learning English at the 1st year senior high school in Al-Ikhsan Islamic Boarding School. This research is a descriptive research that uses quantitative descriptive. According to Creswell (2014) stated that quantitative research is an approach for testing objective theories by examining the relationship among variable. Then, Patricia (2017) stated that quantitative research is design a survey research project with a questionnaire as the data collection method.

B. Time and Location of The Research

This research was conducted on Septermber 2022-Januari 2023 at Al-Ikhsan Islamic Boarding School. The site of the research is Al-Ikhsan Islamic Boarding School which is located at Beji Village, Kedungbanteng.

Al-Ikhsan Islamic Boarding School is one of the language-focused boarding schools in Banyumas. All students of Al-Ikhsan Islamic Boarding School are required to participate in this program. The students should learn Arabic and English. The Arabic and English Development Skill (AEDS) program is a regular program that runs five days a week. Every morning at 05.00-06.00 a.m. the students study Arabic, then in the afternoon from at 16.00-17.00 p.m. the students study English. The learning purpose in this program is to develop the active students to become proficient in Arabic and English as a foreign language. Hopefully the students can get great knowledge in religion and science and also knowledgeable in conceptual language especially Arabic and English as plus value students.

C. Population and Sample

Population is a group of individuals who has one or more characteristics in common or population is the total number of student to them the result of the research is going to be generalized, Gay (1996). The population of this research is the 1st year Senior High School of Arabic and English Development Skill (AEDS) Program in Al-Ikhsan Islamic Boarding School with a total 49 students. The research used total sampling technique. Total sampling is a sampling technique in which the number of samples equals the population. The sample of this research take all of the population. Thus, the number of sample was 49 students.

Table 3.1
Subject of the research

Subject of the Research		
Male	Female	Total
20	29	49

D. Research Instrument

In this research, questionnaire was used as an instrument in collecting data. Questionnaires are the primary data collection tool in survey research. A questionnaire is also reffered to as the survey instrument. Questionnaire contruction and delivery to respondents are very involved processes, and discuss them in detail (Patricia, 2017). Likewise, questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses (Ary, 2012).

Questionnaires were distributed the researcher to gather the authentic data and gain the students' motivation in learning English at Al-Ikhsan Islamic Boarding School. The researcher distributed the questionnaire to students by ticking the questionnaire based on their opinions and feelings. After the students finished answering the questions, the students submitted the questionnaire to the researcher.

The researcher gave questionnaire, it describe data about students' motivation in learning English, there are instrumental and integrative motivation. The questionnaire was adapted from Gardner's Attitudes and Motivation in Sonya Mapilini. It consisted of 20 questions were modified in Indonesian language to avoid misunderstanding. Question number 1-10 are questions to gather information about instrumental and question number 11-20 are questions to gather information about integrative motivation. The questionnaires were collected the data about instrumental and integrative motivation. In this questionnaires, the students are asked to answer the questions by choosing five categories SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree). Score range was divide according to five Likert Scale levels adopted from likert in Asyraf Badli, *et al.* (2017) as stated in table :

Table 3.2 The Distributor of Questionnaires Score

Scale	Scale Range	Score	Mean Score
5	Strongly agree	Highest	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Moderate	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly disagree	Lowest	1.00 – 1.49

According to Patricia (2017) that Likert scale is provide a statement with responses that indicate level of agreement and ask resspondents to select a single response. There are usually four or five responses choices, depending on whether you include a neutral, midpoint option or force a non-neutral choice. Each students are given the answer based on their opinions and feelings.

The question of questionnaires are taken from indicator of instrumental and integrative motivation, namely : passing the exam, get a job, pass the entrance test of college, students to learn culture, students want to be community of native speaker. In question about language skill problem

uses the rating scale. The data obtained is interpreted in a qualitative sense based on their opinion in the question.

E. **Data Collection Technique**

Ary, *et al.* (2010) argued that survey research is researcher made inquiries about credibility, opinion, characteristic, and behavior. Data collection means the selection and selection of subjects for research, asking permission, questioning or observing behavior to gather information. The questionnaires was used to collect data. Data were collected primarily to answer research questions and set specific goals.

The questionnaires conducted to the 1st year Senior high School class in AEDS program at Al-Ikhsan Islamic Boarding School. Teacher provided the opportunity for researcher to distribute the questionnaire in the middle of learning process. After the questionnaire data was collected, then the results were calculated using Microsoft Excel. In this questionnaire, students are asked to answer the questions by choosing in five categories; SA = 5, A = 4, N = 3, D = 2, and SD = 1. In this questionnaire there are two categories, there are instrumental and integrative motivation, each categories consist of ten questions. We could see the table below :

Table 3.3
The Likert Scale Rating

Categories	Score				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Instrumental	5	4	3	2	1
Integrative	5	4	3	2	1

After that, the researcher calculated the score from the questionnaire to find out the percentage of students' motivation either instrumental or integrative motivation. The teacher also calculated student answers to questions about language skills by frequency and percentage.

F. Data Analysis Technique

Quantitative data were analyzed using descriptive when analyzing survey result. Descriptive statistics used in this research were in the form of frequency and percentage and all statistics were done using Ms. Excel.

This descriptive approach is a means to tell and interpret the facts about ongoing situation, connection, action, perspective or process. Therefore, this research follows the following formula :

$$P = \frac{Fq}{N} \; x \; 100\%$$

Notation:

P   = Percentage of questionnaire

Fq   = Number of frequency

N   = Number of students

(According to Syakir cited Sudjana in Haeria, 2011:37)

In rating students' motivation, there are some criteria as follow :

1. Score 81-100 is categorized very high
2. Score 61-81 is categorized high
3. Score 41-60 is categorized intermediate
4. Score 21-40 is categorized low
5. Score 0-20 is categorized very low

(According to Syakir cited Depdikbud in Nurleni 2012:30)

The researcher will calculate mean score by using the following formula :

$$x_? = \frac{\sum x}{N}$$

Notation :

$x_?$ = Mean Score

$\sum x$ = The sum of all score

N = The total number of score

The data concerning subjects' general background as well as their comments were calculated and presented in percentage. A five-point Likert scale was used to measure the level and type of subject'learning motivation.

Such scale was used in the questionnaire to specify the level of agreement or disagreement based on the following criteria :

Table 3.4
Motivation Level

Mean Range	Interpretation
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

(Wimolmas, 2012:909)

G. Research Procedure

According to Ary, *et al.* (2010) stated that there are six steps involved in survey research : (1) Planning, (2) Defining the population, (3) Sampling, (4) Constructing the instrument, (5) Conducting the survey, (6) Processing data.

Based on the above statement the researcher with the following procedure. First, the researcher consulted with the supervisor to find a research location. Second, the researcher chose the 1st year grade students in Al-Ikhsan Islamic Boarding School as samples. Thirdly, the researcher consulted with supervisor to determined the theory to be used in the questionnaire, which adopted from the Gardner questionnaire. Fourth, researcher came to the Al-Ikhsan Islamic Boarding School with a research proposal and permit letter to distribute questionnaires to students. Fifth, the researcher consulted with English teacher at the research site. Sixth, the researcher distributed questionnaires to students. After getting the data, the researcher analyzes the data and find out the information to answer the research questions and draw conclusion

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions which provide an answer to the research question. The findings present the result of data analysis and the discussion deal with the arguments and interpretation of the research findings.

A. The Level of Motivation

This section presents the research findings and discussion for the first research question. The aims are to answer research question about what is the level of motivation among 1st year students of senior high school at Al-Ikhsan Islamic Boarding School.

1. The students' instrumental motivation in learning English

The data analysis of the mean score showed that the sudents' instrumental motivation in learning English at Al-Ikhsan Islamic Boarding school was in high instrument motivation. The mean score of students' instrumental was achieving by dividing the sum of all scores to the subjects' total number was in the following table:

Table 4.1
Students' Frequency Instrumentally Motivated in Learning English

Option	Frequency
Strongly Agree	126
Agree	210
Neutral	138
Disagree	16
Strongly Disagree	0

Table 4.1 above indicated that were 126 strongly agree, there were 210 students agree, 138 students neutral, 16 students disagree and there are not students strongly disagree. It was give the information that most of students have good instrumental motivation in learning English.

a. Scoring classification of students' questionnaires for each items.

1) Item 1 :

I mainly focus on using English for class assignment and the exam.

Table 4.2
Classification of Students' Questionnaires in Item 1

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	10	20.4
2.	Agree	31	63.3
3.	Neutral	7	14.3
4.	Disagree	1	2
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (1), 10 (20.4%) students strongly agree, 31 (63.3%) students agree, 7 (14.3%) students neutral, 1 (2%) students disagree with this statement. It was showed the information that most of students did not have motivated focus using English for class assignment and the exam.

It refers to the theory according to Christianto and Karin (2019) that a child will get motivated to learn something by hoping to get good score. The researcher concluded that motivation is very influential on the learning endurance and perseverance.

2) Item 2 :

I simply quote the textbooks and do not really communicate myself when speaking or writing in class.

Table 4.3
Classification of Students' Questionnaires in Item 2

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	11	22,4
2.	Agree	26	53,1
3.	Neutral	9	18,4
4.	Disagree	3	6,1
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (2), 11 (22.4%) students agree with this statement, 26 (53.1%) students neutral, 9 (18.4%) students neutral, 3 (6.1%) students disagree and there are not students strongly disagree. It was showed that it makes them easier to understand English language textbooks.

It refers to the theory according to (Sepora, *et al.* 2012) that one of the types of learners is Analytical learners. In other words they like to study grammar, English books and also they like reading newspapers. The researcher concluded that the ability to understand the textbook can make students have good writing skills, because it will be easy for them to compose a sentence from the reading.

3) Item 3 :

I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.

Table 4.4
Classification of Students' Questionnaires in Item 3

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	8	16,3
2.	Agree	24	49
3.	Neutral	15	30,6
4.	Disagree	2	4,1
5.	Strongly Disagree	0	0
	Total	49	100%

Form the question number (3), 8 (16.3%) students strongly agree, 24 (49%) students agree, 15 (30.6%) students neutral, 2 (4.1%) students disagree and there are not students strongly disagree in this statement. By reading English textbooks, it can make them easier answer the questions' from English teacher.

It refers to the theory according to Sincero (2012) that curiosity is one of the factors intrinsic motivation that is a force in a person's environment that either gets in his attention for new knowledge/skills or presents incongruity between his present skills and the possible skills that the activity may offer. The researcher concluded that one way to be successful in learning is to have curiosity, because with curiosity, students will try to find answers to all questions. Therefore, having curiosity becomes part of students' motivation in answering question.

4) Item 4 :

I am more interested in learning a university degree and a good job than learning English language itself.

Table 4.5
Classification of Students' Questionnaires in Item 4

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	16	32,7
2.	Agree	17	34,7
3.	Neutral	16	32,7
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (4), 16 (32.7%) students strongly agree, 17 (34.7%) students agree, 16 (32.7%) students neutral, and there are not students disagree and strongly disagree. It was showed information that English will make them easier to get job.

It refers to the theory according to Anjhomshoa (2015) that instrumental motivation is a motivation based on expectations that mastering foreign language for English, someone can achieve something for example a better position or job. The researcher concluded that this era, there are many jobs that require English language skills. Therefore, English has a role in career success.

5) Item 5 :

I am more interested in furthering my higher education than learning English language itself.

Table 4.6
Classification of Students' Questionnaires in Item 5

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	14	28.6
2.	Agree	18	36.7
3.	Neutral	17	34.7
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (5), 14 (28.6%) students strongly agree, 18 (36.7%) students agree, 17 (34.7%) students neutral in this

statement and there are not students disagree and strongly disagree in this statement. It was showed the information that education is very important to be a successful.

It refers to the theory according to Christianto (2019) that in Indonesia, English is considered as a foreign language which is studied as a part of the curriculum starting from the elementary level up to the higher education level. The researcher concluded that it is important for educational institutions to create a curriculum that is able to improve English language skills to lead students in higher education.

6) Item 6 :

Learning English is important for travelling aboard.

Table 4.7
Classification of Students' Questionnaires in Item 6

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	14	28,6
2.	Agree	17	34,7
3.	Neutral	15	30,6
4.	Disagree	3	6,1
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (6), 14 (28.6%) students strongly agree, 17 (34.7%) students agree, 15 (30.6) students neutral, 3 (6.1) students disagree and there are not students strongly disagree in this statement. By learning English, it makes them easier to produce more achievements in their life, especially when travelling aboard.

It refers to the theory according to Harmer (2007) that the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. The researcher concluded that with English language skills can go further to be able to see the wider world. That way English is very important to achieve goal in the future.

7) Item 7 :

Learning English is important for making me a knowledgeable and skillful person.

Table 4.8
Classification of Students' Questionnaires in Item 7

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	9	18.4
2.	Agree	12	24.5
3.	Neutral	22	44.9
4.	Disagree	6	12.2
5.	Strongly Disagree	0	0
	Total	49	100%

From the question number (7), 9 (18.4%) students strongly agree, 12 (24.5%) students agree, 22 (24.5%) students neutral, 6 (12.2%) students disagree and there are not students strongly disagree in this statement. It was showed that by learning English will make them easier to get a bachelor's degree and make them knowledgeable and skillful person.

It refers to the theory according to Mouili (2014) that one of the strategies of English language learning is having goal. One way to deal with this is to start creating your plan in life and have a goal. The researcher concluded that everyone is able to create the best strategy in successful learning. Having goals in the learning process is must for students and one of the goals is to grow into knowledgeable people. Therefore, English can be one way to achieve a bachelor's degree goal.

8) Item 8 :

Learning English is important for making me an educated person.

Table 4.9
Classification of Students' Questionnaires in Item 8

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	12	24.5
2.	Agree	21	42.9
3.	Neutral	15	30.6

4.	Disagree	1	2
5.	Strongly Disagree	0	0
	Total	**49**	**100%**

From the question number (8), 12 (24.5%) students strongly agree, 21 (42.9%) students agree, 15 (30.6%) students neutral, 1 (2%) student and there are not students strongly disagree. it was showed the information that learning English is important that to get higher education and make them become educated person.

It refers to theory according to Wahab and Rosnawati (2020) that learning is an activity that is carried out intentionally or unintentionally by each individual, so that there is a change from those who don't know to know, from those who cannot walk to be able to walk, unable to read to be able to read and so on. The researcher concluded that education has an important role in life and English language skills are one of the requirements for continuing higher education. This is what makes it easier for someone to carry out his academic journey.

9) Item 9 :

Being proficient in English can lead to more success and achievement in life.

Table 4.10
Classification of Students' Questionnaires in Item 9

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	18	36.7
2.	Agree	23	46.9
3.	Neutral	8	16.3
4.	Disagree	0	0
5.	Strongly Disagree	0	0
	Total	**49**	**100%**

From the question number (9), 18 (36.7%) students strongly agree, 23 (46.9%) students agree, 8 (16.3) students neutral and there are not students disagree and strongly disagree in this statement. By being proficient in English will make them knowledgeable person and it make easier to get success and achievement in life.

47

It refers to the theory according to Maslow (1987) that one of the original hierarchy of need is esteem needs, which Maslow classified into two categories; (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from other (e.g.., status, prestige). The researcher concluded that achievement is one of the needs that must be fulfilled to increase one's self-esteem. Therefore, English is able to lead someone to achieve their goals.

10) Item 10 :

Being proficient in English makes other people respect me.

Table 4.11
Classification of Students' Questionnaires in Item 10

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	14	28.6
2.	Agree	21	42.9
3.	Neutral	14	28.6
4.	Disagree	0	0
5.	Strongly Disagree	0	0
Total		49	100%

From the number (10), 14 (28.6%) students strongly agree, 21 (42.9%) students agree, 14 (28.6%) students agree, 14 (28.6%) students neutral and there are not students disagree and strongly disagree in this statement. It was showed that being proficient in English make other people respect one another.

It refers to the theory according to Maslow (1987) that one of the original hierarchy of needs is esteem needs, which Maslow classified into two categories; (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from other(e.g.., status, prestige). The researcher concluded that one of the human needs to fulfill his self-esteem is mutual respect for one another. Therefore, people can appreciate the shortcomings and strengths of others.

b. The students' Instrumental motivation in the score of students' questionnaires.

   After calculating the results of student responses to each item of the questionnaire, the score must be calculating to find out students' Instrumental motivation in learning English is very high, high, intermediate or low. It was explained as follow :

Table 4.12
Students' Instrumental Motivation in Leaning English

No.	Range	Category	Frequency	Precentage
1.	81-100	Very High	19	39%
2.	61-80	High	27	55%
3.	41-60	Intermediate	3	6%
4.	21-40	Low		
	Total		49	100%

   The table 4.12 shows that 19 (39%) students get very high instrumental motivation, 27 (55%) students high motivation and 3 (6%) students intermediate.

2. The Students' Integrative Motivation in Learning English

   The data analysis of the mean score shows that the students' integrative motivation in learning English at Al-Ikhsan Islamic Boarding School was in Moderate motivation. The scores to the subjects' total number was in the following table :

Table 4.13
Students' Frequency Integratively Motivated in Learning English

Option	Frequency
Strongly Agree	106
Agree	166
Neutral	167
Disagree	35
Strongly Disagree	16

   Table 4.13 above indicated that were 106 students strongly agree, 166 students agree, 167 students neutral, 35 students disagree and 16 students strongly disagree. It was showed information that most of students have good integrative motivation in learning English.

a. Scoring classification of students' questionnaires for each item.

1) Item 11 :

Studying English enable me to better understand and appreciate the way of life of native English speakers.

Table 4.14

Classification of Students' Questionnaires in Item 11

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	4	8.2
2.	Agree	15	30.6
3.	Neutral	28	57.1
4.	Disagree	2	4.1
5.	Strongly Disagree	0	0
	Total	49	100%

From the question number (11), 4 (8.2%) students strongly agree, 15 (30.6%) students agree, 28 (57.1%) students neutral, 2 (4.1%) students disagree and there are not students strongly disagree. By studying English, it will make them understand the lifestyle of native English speaker.

It refers to the theory according to Rodinadze, *et al.* (2012) that learning an English language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Reading books in the original, listening to the English channels, communicating with the English speaking people, will help a lot. When learning a foreign language you learn the culture and history of the native speakers. The researcher concluded that knowing and understanding the lifestyle of native English speaker is one of the reasons for someone to learn English so that we can respect each other more.

2) Item 12 :

Studying English enables me to transfer my knowledge to other people e.g. giving direction to tourist.

Table 4.15
Classification of Students' Questionnaires in Item 12

No.	Options	Frequency	Percentage (100%)

1.	Strongly Agree	4	8.2
2.	Agree	3	6.1
3.	Neutral	14	28.6
4.	Disagree	20	40.8
5.	Strongly Disagree	8	16.3
Total		49	100%

From the question number (12), 4 (8.2%) students strongly agree, 3 (6.1%) students agree, 14 (28.6%) students neutral, 20 (40.8%) students disagree and 8 (16.3%) students strongly disagree. It was showed that studying English can create opportunities to become tour guide.

It refers to the theory according to Indah (2018) that English used as an international language to communicate with different background in the world. The researcher concluded that in this era, there are many opportunities that require English language skills, one of which is to become a tour guide for tourist. This is not only increases the country's foreign exchange but also adds to the experience of meeting people from various countries.

3) Item 13 :

Studying English helps me to be an open-minded, and sociable person like English speaking person.

Table 4.16
Classification of Students' Questionnaires in Item 13

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	4	8.2
2.	Agree	15	30.6
3.	Neutral	28	57.1
4.	Disagree	2	4.1
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (13), 4 (8.2%) students strongly agree, 15 (30.6%) students agree, 28 (57.1%) students neutral, 2 (4.1%) students disagree and there are not students strongly

disagree. By studying English they can have an open-minded like English native speaker.

It refers to the theory according to Mouili (2009) that integrative motivated learner wants to learn a language so that he can better understand people who speak that language; he is also interested in the culture associated with that language. Gardner states in this respect (2009) that learning language because of the learner wishes to identify, himself with or became integrated into society. The researcher concluded that having the ability to speak English will make it easier for us to socialize with various countries.

4) Item 14 :

Studying English enables me to discuss interesting topics in English with people from other national backgrounds.

Table 4.17
Classification of Students' Questionnaires in Item 14

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	21	43.8
2.	Agree	17	35.4
3.	Neutral	5	10.4
4.	Disagree	5	10.4
5.	Strongly Disagree	0	0
Total		49	100%

From the question number (14), 21 (43.8%) students strongly agree, 17 (35.4%) students agree, 5 (10.4%) students disagree, and there are not students strongly disagree. By studying English it can make them have an opportunity to go aboard and discuss interesting with people other national background.

It refers to the theory Gardner in Eka (2019) categorized these reasons as integrative reasons, which seems to reflect an interest to become integrated with the people who speak the language. The researcher concluded that one of the reasons someone who has integrative motivation in learning English is to make friends

or engage in conversations with native speaker so they can broaden their worldview.

5) Item 15 :

Studying English enable me to understand English books, movies, pop music, etc.

Table 4.18
Classification of Students' Questionnaires in Item 15

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	17	35.4
2.	Agree	16	33.3
3.	Neutral	13	27.1
4.	Disagree	2	4.2
5.	Strongly Disagree	0	0
	Total	49	100%

From the question number (15), 17 (35.4%) students strongly agree, 16 (33.3%) students agree, 13 (27.1%) students neutral, 2 (4.2%) students disagree and there are not students strongly disagree. By studying English it can make them easier to understand English book, film, pop music, etc.

It refers to the theory according to Anwari (2019) that many of the world's top films, books and music are published and produced in English. Therefore, by learning English we will have access to a great wealth of entertainment and will be able to have a great cultural understanding. The researcher concluded that a lot of technology and entertainment that uses English. Therefore, learning English is able to make us able to keep abreast of developments in information and technology.

6) Item 16 :

Studying English enables me to participate freely in academic, sosial, and professional activities among other culture group.

Table 4.19
Classification of Students' Questionnaires in Item 16

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	11	23.4

No.	Options	Frequency	Percentage (100%)
2.	Agree	19	40.4
3.	Neutral	15	31.9
4.	Disagree	1	2.1
5.	Strongly Disagree	1	2.1
Total		49	100%

From the question number (16), 11 (23.4%) students strongly agree, 19 (40.4%) students agree, 15 (3.9%) students neutral, 1 (2.1%) student disagree and 1 (2.1%) student strongly disagree. By studying English it will make them easier to participate freely in academic, social and culture activities.

It refers to the theory according to Saville-Troike (2006 cited in Wimolmas) defined that integrative motivation as the desire to be a part of recognized or important members of the community or that society that speak the second language. The researcher concluded that having the ability to speak English can make it easier to socialize with various places in the world. Therefore, one of the reasons someone learns English is to be able to participate freely either in the field of social or cultural activity.

7) Item 17 :

Studying English enables me to appreciate English arts and literature.

Table 4.20
Classification of Students' Questionnaires in Item 17

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	9	18.8
2.	Agree	24	50
3.	Neutral	12	25
4.	Disagree	0	0
5.	Strongly Disagree	3	6,3
Total		49	100%

From the question number (17), 9 (18.8%) students strongly agree, 24 (50%) students agree, 12 (25%) students neutral, 3 (6.3%) students strongly disagree and there are not students dis agree in this

statement. By studying English, they can easier to appreciate English art and literature.

It refers to the theory according to Vaezi (2008) that raising the interests towards the culture of the target language (i.e., English) can be done by activities such as giving information on the lifestyle, geography, literature of the English-speaking countries through visual, written and audio forms, or even organizing group-sharing for learners who have been to English speaking coutries. The researcher concluded that learning English has an important role in appreciating English the literature.

8) Item 18 :

Studying English enables me to behave like native English speaker; e.g. accent, using English expressions.

Table 4.21
Classification of Students' Questionnaires in Item 18

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	5	10.4
2.	Agree	11	22.9
3.	Neutral	29	60.4
4.	Disagree	0	0
5.	Strongly Disagree	3	6.3
Total		49	100%

From the question number (18), 5 (10.4%) students strongly agree, 11 (22.9%) students agree, 29 (60.4%) students neutral, 3 (6.3%) students strongly disagree and there are not students disagree in this statement. By studying English, it will make them easier to behave like a native English speaker.

It refers to the theory according to Mouili (2014) that one of the key motivational factors is have positive attitude towards L2 community, because people all around the world seem to have an idea about the importance of the attitude towards the L2 community if the learner wants to reach the native speaker competence of that society. The researcher concluded that learning English is not only

memorizing a lot of vocabularies but also has a positive attitude towards the L2 community because that way students can behave like English speakers.

9) Item 19 :

I am determined to study English as best as I can do achieve maximum proficiency.

Table 4.22
Classification of Students' Questionnaires in Item 19

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	20	40.8
2.	Agree	20	40.8
3.	Neutral	7	14.3
4.	Disagree	1	2
5.	Strongly Disagree	1	2
	Total	49	100%

From the question number (19), 20 (40.8%) students strongly agree, 20 (40.8%) students agree, 7 (14.3%) students neutral, 1 (2%) student disagree and 1 (2%) student strongly disagree. It was showed the information that English as best as possible to achieve maximum proficiency.

It refers to the theory according to Oroujlou, *et al.* (2011) that motivation has great roles in raising proficiency of the students in language learning. The researcher concluded that motivation is one way to maximize proficiency in learning English because, without strong motivation, the learning process will be difficult.

10) Item 20 :

Studying English enables me to keep in touch with foreign acquaintances.

Table 4.23
Classification of Students' Questionnaires in Item 20

No.	Options	Frequency	Percentage (100%)
1.	Strongly Agree	11	22.9
2.	Agree	22	45.8
3.	Neutral	14	29.2

No.		Frequency	Percentage
4.	Disagree	1	2.1
5.	Strongly Disagree	0	0
	Total	**49**	**100%**

From the question number (20), 11 (22.9%) students strongly agree, 22 (45.8%) students agree, 14 (29.2%) students neutral, 1 (2.1%) student disagree, and there are not students strongly disagree in this statement. By studying English they can speak fluently like a native speaker so that they can keep in touch with foreign acquaintances.

It refers to the theory according to Gardner (2017) that integrative motivation is a favorable attitude toward the target language community possibly a wish to integrate and adapt to a new target culture through use of the language. The researcher concluded to keep in touch with foreign acquaintances one needs not only good social skills but also good foreign language skills. In this way, relationship will be better developed.

b. The students' Integrative motivation in the score of students' questionnaires.

After calculating the results of student responses to each item of the questionnaire, the score must be calculated to find out, students' Integrative motivation in learning English is very high, high or low. It was explained as follow :

Table 4.24
Students' Integrative Motivation in Learning English

No.	Range	Category	Frequency	Percentage %
1.	81-100	Very High	9	18%
2.	61-80	High	35	72%
3.	41-60	Intermediate	5	10%
4.	21-40	Low	-	-
	Total		49	100%

The Table 4.24 shows that 9, 9 (18%) students very high, 35 (72%) students get high motivation, and 5 (10%) students intermediate motivation.

3. **The Students' Score of Instrumentally and Integratively Motivated**

From the result of data it was find that the 1ˢᵗ year students of senior high school in Al-Ikhsan Islamic Boarding School had high instrumental motivation and moderate integrative motivation. To find out the result of the details see the following table :

Table 4.25
Students' Score of Instrumentally Motivated

No.	Indicator	Question	Mean	S.D	Rating of Motivation
1.		Because it makes me easier to do assignments from school.	4.02	0.66	High
2.	Passing the exam	Because it makes me easier to understand English language textbooks.	3.92	0.81	High
3.		Because it can make me easier answer English teacher questions.	3.78	0.77	High
4.		Because it will make me easier to get a job.	4	0.82	High
5.	Get a job	Because it can make me easier to be a successful.	3.94	0.8	High
6.		Because it makes me easier to produce more achievements in life.	3.86	0.91	High
7.	Pass the entrance test of college	Because it will make me easier to get a bachelor's degree	3.49	0.94	Moderat

8.	(education)	Because I want to higher education.	3.9	0.8	High
9.		Because it will make me a knowledgeable person.	4.2	0.71	High
10.		Because it will make me an educated person.	4	0.76	High
Total			3.9	0.08	High

Table 4.25 reveals that respondents possessed a high level of instrumental motivation. This is shown clearly by the mean score of 3,9 in the table. The researcher will explain about the students' perception as follows:

From indicator passing the exam, all students are at high motivation level. Highest score is statement number 1 *(I mainly focus on using English for class assignment and the exam)* with mean 4.2 and S.D 0.66 at High motivation level. The statement gets the lowest score is number 3 *(I am interested in reading only English textbooks for my university study, but not other English texts e.g. mewspapers, magazines)* with mean 3.78 and S.D 0.77 at High motivation level. Statement number 2 *(I simply quote the textbooks and do not really communicate myself when speaking or writing in class)* get score mean 3.92 and S.D 0.81 at High motivation level.

From indicator get a job all students are at the High motivation level. Which statement number 4 *(I am more interested in learning a university degree and a good job than learning English language itself)* get the highest score mean 4 and S.D 0.82 at the High motivation. The lowest statement is number 6 *(Learning English is important for travelling aboard)* 3.86 and S.D 0.91 at the High motivation level. Statement number 5 *(I am more interested in furthering my higher education than learning English language itself)* get score mean 3.94 and S.D 0.8 at the High motivation level.

From the indicator pass the entrance test of college (education) there is one statement at the Moderate motivaton level and there are three statements at High motivation level. Statement number 9 *(Being proficient in English can lead to more success and achievement in life)* has the highest score with mean 4.2 and S.D 0.71 at High motivation level. The lowest statement is number 7 *(Learning English is important for making me a knowledgeable and skillful person)* has score mean 3.49 and S.D 0.94 at the Moderate motivation level. Statement number 8 *(Learning English is important for making me an educated person)* get score mean 3.9 and S.D 0.8 at the High motivation level. Statement number 10 *(Being proficient in English makes other people respect me)* get score mean 4 and S.D 0.76 at the High motivation level. However, the overall mean score of instrumental motivation demonstrates a high level of motivation.

As Gardner (2017) said that instrumental motivation is a motivation based on expectations that by mastering a foreign language or English, someone can achieve something for example a better position or job. From these reasons, students will be encouraged to try to achieve their reasons and goals in learning English. As examples of the data, it can be seen that students have the highest score in number 9 which stated that learning English makes them knowledgeable people. In addition, students also scored high on statement number 4 which stated that learning English made it easier to get a job. However, from all of the instrumental questions it turned out that students disagree with statement number 7 which stated that being proficient in English made it easier to get a bachelor's degree.

In the indicator of instrumental motivation, it is clear that the 1st year students of Al-Ikhsan Islamic Boarding School have high degree motivation in learning English. It means that students learn English based on the hope that by mastering English, one can achieve something for example a good or better position.

Table 4.26
Students' Score of Integratively Motivated

No.	Indicator	Question	Mean	SD	Rating of Motivation
11.		Because it will make me understand the lifestyle of native English speaker.	3.43	0.71	Moderate
12.		Because I want to be a tour guide	2.49	1.1	Moderate
13.	Students to Learn culture of native English speaker (habits, thinking, and artwork)	Because it will make me have an open mind like a English native speaker	3.43	0.71	Moderate
14.		Because it can make me have the opportunity to go abroad.	4.1	1	High
15.		Because it will make me easier to understand book, film, pop music, etc..	3.98	0.9	High
16.		Because it will make me easier to participate freely in academic, social and cultural activities.	3.8	0.9	High
17.	Students want to be community of native English speaker	Because I want to have foreign friends (English native speakers)	3.8	1	High
18.		Because it will make me easier	3.31	0.89	Moderat

		to behave like a native English speaker			
19.		Because I want to learn English as best as possible to achieve maximum proficiency	4.16	0.9	High
20.		Because it can make me speak fluently like a English native speaker	3.9	0.77	High
Total			3.6	0.12	Moderate

Table 4.26 shows that the respondent possessed a moderate level of integrative motivation. This is shown clearly by mean score 3.6 in the table. The researcher will explain about the students' opinion as follows:

From the indicator of students to learn the culture of native English speakers (habits, thinking, and artwork) get three statements at the Moderate motivation level and three statements at the High motivation level. Which statement number 14 (*Studying English enables me to discuss interesting topics in English with people from other national backgrounds)* gets the highest score with mean 4.1 and S.D 1 at High motivation level. Statement number 12 *(Studying English enables me to transfer my knowledge to other people e.g.. giving direction to tourist)* gets lowest score with mean 2.49 and S.D 1.1 at the Moderate motivation level. Statement number 11 *(Studying Engllish enable me to better understand and appreciate the way of life of native English speaker)* gets the score mean 3.43 and S.D 0.71 at the Moderate motivation level. Statement number 13 *(Studying English helps me to be open-minded, and sociable person like English speaking person)* gets the score mean 3.43 and S.D 0.71 at Moderate motivation level.

Statement number 15 *(Studying English enable me to understand English books, movies, pop music, etc.)* gets the score mean 3.98 and S.D 0.9 at High motivation level. Statement number 16 (*Studying English enables me to participate freely in academic, sosial and professional activities among other culture group)* gets the score mean 3.8 and S.D 0.9 at High motivation level.

From indicator students want to be community of native English speaker get one statement at the Moderate motivation level and three statements at the High motivation level. Statement number 19 *(I am determined to study English as best as I can do achieve maximum proficiency)* get the highest score with mean 4.16 and S.D 0.9 at the High motivation level. Statement number 18 *(Studying E3nglish enables me to behave like native English speaker; e.g. accent, using English expressions)* get the lowest score with mean 3.31 and S.D 0.89 at the Moderate motivation level. Statement number 17 *(Studying English enables me to appreciate English arts and literature)* get score mean 3.8 and S.D 1 at High motivation level. Statement number 20 *(Studying English enables me to keep in touch with foreign acquaitances)* get the score mean 3.9 and S.D 0.77 at High motivation level. However the overall mean score of integrative motivation demonstrate a moderate level of motivation.

Furthermore, the integrative table 4.26 presents as a whole that students have Moderate degree motivation of integrative motivation. There were some students who agree but also disagree in integrative statement. This provides information that students have Moderate degree motivation through integrative motivation. There are several reasons why students have integrative motivation in learning including. By learning English, it made them understand the lifestyle of native English speaker, it could give them the opportunity to go abroad, learning English as best as possible to achieve maximum

proficiency,because it made them speak fluently like a native English speaker.

As conveyed by Gardner (2017), Integrative motivation is Integrative motivation is the motivation driven by the desire of students to integrate with the culture and language studied. From the reasons, students become motivated to lean English and try to achieve goals in learning English. As examples of the data, it could be seen that students have the highest score in statement number 9 which said that learning English, learning English as best as possible to achieve maximum proficiency. In addition, students also scored high on statement number 15 which said that learning English made them easier to understand books, movies, pop music, etc. However, from all integrative statements most students disagree with the statement number 12 which said that studying English enable them to transfer knowledge to other people, e.g. giving direction to tourist. Most of students are not interested in becoming tour guides. In each indicator for each statement in the question, students agree more with the opinion that being fluent in English makes them a community of native English speakers, it could make them speak fluently like a native English speaker.

From the presentation of integrative motivation, it could be seen that the 1st year students at Al-Ikhsan Islamic Boarding School have the Moderate degree motivation. It means it learn English driven by students' desire to interact with the culture and language. Although there are not students who disagree in the integrative statement.

However, from the results of the overall data show that students have high motivation on instrumental and moderate motivation on integrative, but students have problems in language skill. The problem possessed by students is mostly a listening problem with 63%. To find out the detailed results, see the following table:

Table 4.27
Encountered Difficult Language Skill

Area of Language Difficulties	Frequency	Percent (%)
Writing Problem	7	14
Speaking Problem	6	13
Reading Problem	5	10
Listening Problem	31	63
Total	49	100

From the table 4.28 above, it can be seen that problem is the dominant in difficult language skill, namely in listening skills. From the problem of language skills, students who can influence the motivation of students can be considered for teachers to be able to improve listening skill problem. The researcher will explain the concept of students as follows :

The writing problem (14%) is considered a second problem that is difficult to understand. Students are requires to be able to choose the right vocabulary and can interpret al. words when writing. Not only that, students also have to understand the use of prepositions, punctuation, grammar's understanding etc. This will be faced by students when they have to complete a written task like the final assignment.quiz and manufacture of scientific papers. Writing ability books have been related to how many reading books have ever been read. The more books have been read, the students will have a lot of vocabulary, so that students can compile the word to a sentence. Whereas if it never reads. Students only have a little vocabulary so that it has difficulty composing a writing.

The speaking problem (19%) are rated as the most difficult skill of the third. Students are expected to be able to use English in oral examinations in the form of reading poem, speech, storytelling etc.. Speaking into routine activities in learning. However, when the teacher requires students to use full English in the learning process, students have difficulty understanding learning materials even students don't dare to convey pens can be afraid if what is said is not in according with the rules. Speaking is a fun thing if students have confidence in showing up their

abilities. Most students who have difficulty speaking are students who lack confidence to show up.

The reading problem (5%) are classified as the most difficult skills of the fourth. Students say it is difficult to understand the topic of reading and textbooks because, students must focus and concentrate to understand the topic of reading so that there is no misunderstanding in answering questions according to available reading. On the other hand, they also have imitate enough time to understand the text, where in understanding the reading text the students must have skimming or scanning abilities to make it easier for the learning process.

The listening problem (31%) are considered as the most difficult problems. Almost all students consider listening problems to be the most agreed problem. Listening comprehension and understanding the sound of native speaker is the most felt difficult of students. Students find it difficult to understand various accents of English. Although, teacher sometimes uses English and are followed by translations in Indonesian but the difficulty of students lies in the listening comprehension of native speaker. On way to be able to solve the listening problem is by multiplying the ears to focus on listening and practices that need to be improved.

To clarify the data from the table above, the researcher presents data in the form of graph as below :
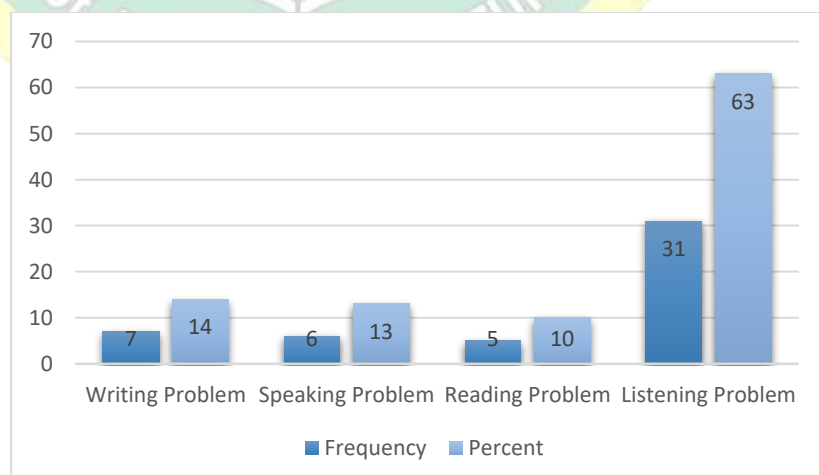
**Chart 4.1 percentage and frequency of overall students'
difficult language skill**

As shown by the graph Chart 4.2 above, the highest data is 63% and 31 frequency in listening problems. Then, 14% and 7 frequency in writing problem. The next data is 13% and 6 frequency is a problem in reading. While, the lowest data is 10% and 5 frequency which is reading problem.

Beside that, students' motivation in learning English is at a high level. However, it is also influenced by language skills. Sharma (2020) stated that language is an extremely influential tool of expression. Language is a complicated expertise, based on four important skills (listening, speaking, reading and writing). Listening is a means of language communication which is applied almost extensively in everyday live of people, speaking is the productive skill of the oral phraseology, reading is the receptive skill in the written mode and writing is the productive skill in the written mode.

However, from the result of the table regarding students' language learning difficulties. Listening ability is a difficulty that many students experience. Sadiku (2015) argued that listening is one important skill to progress as good listening is an integral part of communication process. A good listener shows readiness and possesses an ability to manipulate the sound into word and their contextual meaning. Academically, listening skills play a vital role in the teaching-learning cycle. Facing difficulties in language skill can be guide for schools to design more effective learning designs. Programs that focus on students' language skills can increase students' motivation.

These problematic areas of language abilities can serve as guidelines for Al-Ikhsan Islamic Boarding School to organize more practical language programs addressing these specific needs in order to boost students' willingness to learn English.

Then, based on the score level of students' motivation, it showed that on the instrumental motivation indicator it can be seen that the 1st

students of senior high school at Al-Ikhsan Islamic Boarding School have a high level of instrumental motivation. This means students learn English based on the hope that by mastering English, students can achieve something for example a good or better position. While there are indicators of integrative motivation, it can be seen that the 1st year students of Al-Ikhsan Islamic Boarding School have a moderate level of integrative motivation. This means that learning English is driven by students' desire to interact with culture and language. Therefore, knowing the level of students' motivation can be guide for Al-Ikhsan Islamic Boarding School to further increase students learning motivation both instrumentally and integratively.

B. Dominant Instrumental or Integrative Motivate toward Learning English

This section presents the research findings and discussion for the second research question about are the 1st year students of senior high school predominantly instrumentally or integratively motivated towards learning English. From the result of the data it was found that the 1st year students of Al-Ikhsan Islamic Boarding School were more instrumental motivated. To find out the results of the details see the following table.

Table 4.27
Comparison Between Instrumental and Integrative Motivation

Motivation	Mean	S.D	Meaning
Instrumental Motivation	3.9	0.08	High
Integrative Motivation	3.6	0.12	Moderate
Total	3.75	0.1	High

Table 4.27 presents the comparison between Instrumental and Integrative Motivation. It reveals that Instrumental motivation get score with mean 3.9 and S.D 0.08 is higher than the mean score of Integrative motivation which get score mean 3.6 and S.D 0.12 at the Moderate motivation level. However, the overall mean scores of both types of motivation of 3.75 and S.D 0.1 as a High motivation level.

The result of question scores that each question has a different score, this indicates that each students have different point of view based on different needs and goals in learning English. Some students have the same needs as said by Maslow (2019). He said that the Maslow's pyramid of human need is explained that, Physiological need (breathing, food, water, sex, sleep, homeostasis), Safety needs (body security, employment, resources, morality, the family, health and property), Esteem need (friendship, family, sexual intimacy), Self-actualization (morality, creativity, spontaneity, problem solving, lack of prejudice and acceptance of facts).

According to Ryan and Deci (2005) that motivation devided into two main types that are intrinsic and extrinsic motivation, researcher can find out why students can have their own preoccupations when the teacher explains English lessons. One of the reasons is because teachers and parents pay less attention to two motivational factors. Indah (2018) argues that the factors that influence intrinsic motivation are self-sire, satisfaction, good habits and awareness, while the factor that influence extrinsic motivation include about compliments, advice, passion, gifts, punishment and imitating something. After knowing the intrinsic and extrinsic factors can be used by the teacher to be more able to create and arouse student learning enthusiasm, because each student has great potential and opportunities in their respective fields.

Harmer (1990) in Wimolmas stated that there are four factors that can be influence to the learners' motivation, (1) Physical condition, (2) Method of teaching, (3) The teacher, (4) Success. From these factors, the researcher realized that in increasing student learning motivation a good English learning strategy was needed. As said by Moii (2014) those strategies of English language learning, as follow : (a) Stay active, (b) Hang around with motivated people, (c) Have a goal, (d) Let others know your goal, (e) Realize that we all have bumps in the road, (f) Read motivational quotes, (g) Do the hardest thing first, (h) make it fun. From the opinion of

these experts that motivation can be increased and developed through strategies related to motivational factors.

This means that motivation is power that comes from within or outside so that a person can take an action to achieve. From the opinion of experts that motivation has an important role for the development of student learning processes to achieve goals. That goal will be related to whether the students are instrumental or integrative motivated. When the teacher already knows the motivational goals of student learning, the teacher will design good teaching materials. Therefore, it is important for a teacher to create a learning strategy. Learning strategies that are in accordance with student motivation can increase students enthusiasm in learning to achieve goals.

Based on the overall explanation in this section, there are two types of motivation including instrumental motivation and integrative motivation. The mean scores from all items were high degree of motivation and moderate degree motivation. Hence, it can be concluded that the 1st year students of senior high school at Al-Ikhsan Islamic Boarding School have high motivation and more motivated to instrumental than integrative.
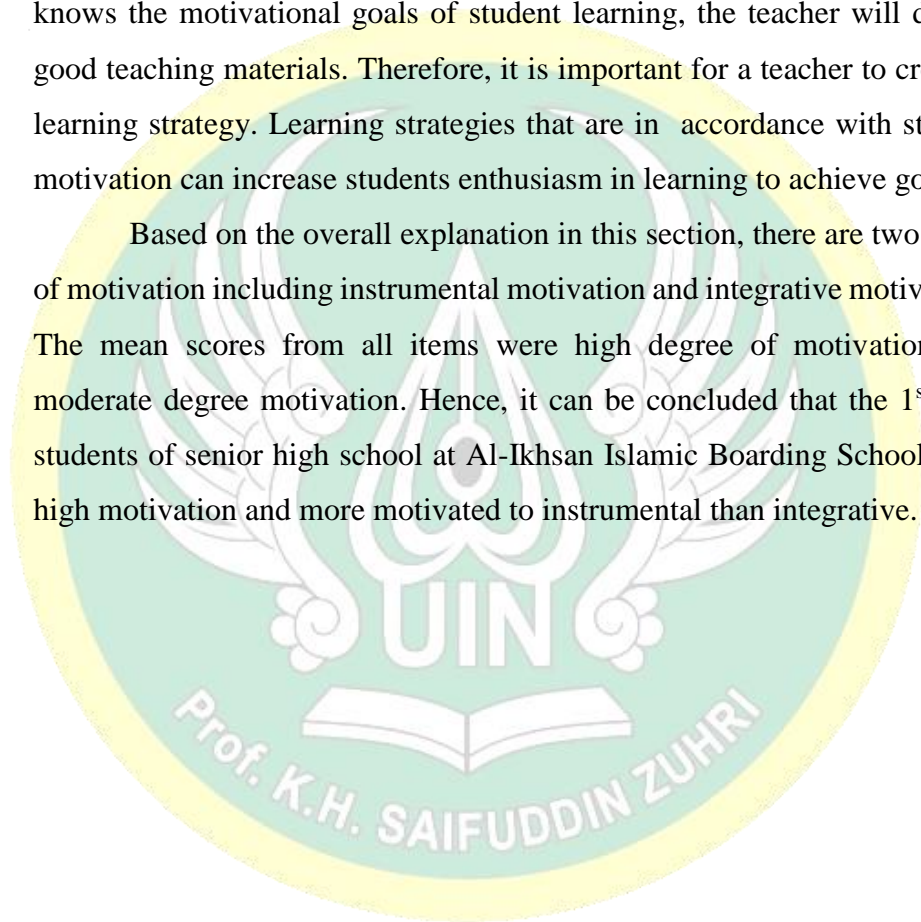
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion, limitation of the research and suggestion of the research about students' motivation in learning English a study at the 1st year students' of Al-Ikhsan Islamic Boarding School Banyumas in academic year 2022/2023.

A. Conclusion

Motivation is one of the success factors in achieving something. Motivation is a person's encouragement to achieving goals. This drive and effort is due to the need for achievement in life. That is what makes individuals have the desire, effort and drive to achieve good learning outcomes. Learning outcomes are a reflection of the ability of what has been learned. Therefore, motivation has a very important role to achieve goal. Students who have high motivation level tent to be successful in their environment. Whereas students who did not show motivation to learn, then they did not show their sincerity in learning so that the results achieved are also not very satisfying. However, each student had different motivation. So, the teacher must know what and how to make students motivated.

Based on the findings the level of motivation, the results of students' instrumental motivation in learning English, it can be seen that the 1st year students of senior high school at Al-Ikhsan Islamic Boarding School have high motivation level in almost every statements. So, it can be said that students know the importance of English as provision in the future to reach their goals, such as getting a scholarship to study aboard or get a good job. This can be used by teachers to find out how to increase students learning motivation through understanding that by mastery English language can make someone get something.

Furthermore, the results of the students' integrative motivation in learning English, it can be seen that students have high motivation in only a few statements and many are at moderate motivation level. So, it can be said that students have high integrative motivation because they want to

understand book, films pop music etc. and participate freely in academic, social and culture an d have foreign friends. This can be used by teachers to find out how to increase students learning motivation through understanding that learning English is not only to get a good job, but also to find out how a native English mindset as and have an open mind like an English native speaker, so they can easily reach dreams in the future.

Instrumental motivation and integrative motivate have their respective important roles. The average score of all instrumental items is High degree of motivation. Meanwhile, the average score of all integrative items is Moderate degree of motivation. Hence, it concluded that the 1st year students senior high school at Al-Ikhsan Islamic Boarding School have high motivation through instrumental motivation rather than Integrative motivation.

In this case, the agency must also consider potential and learning startegies that are in accordance with students' motivation. Students who tend to have high instrumental motivation hope that English will become an intermediary for their future success. Whereas students who have high integrative motivation can improve their confident, this is very useful for institutions that have continuous extracurricular activities and involve students to interact using English in daily life.

Secondly, based on the research results of the 1st year students of senior high school at Al-Ikhsan Islamic Boarding School, the results show the differences in instrumental and integrative motivation, namely, the tendency of students to be motivated by instrumental motivation in learning English. Judging from the score of instrumental motivation is more dominant than integrative motivation.

This research was conducted to provides knowledge about the level of motivation in learning English at Al-Ikhsan Islamic Boarding School and which is dominant instrumental or integrative motivate toward learning English. Even though, the research data source does not represent all other

classes, the researcher believes that these results will provide a relative representation for other parties.

C. Limitation of Study

This research was conducted with the samples from the 1st year of senior high school at Al-Ikhsan Islamic Boarding School to investigate the dominating motive in their English language acquisition. The data for this study was gathered using a questionnaire distributed with the total 49 students. The teachers may be able to create ways to boost their learning motivation in English language by determining if they are instrumentally or integratively motivated. This is for students improved language learning success. The students' motivation could be discovered at this early stage to help them along their successful route of learning English.

D. Suggestion

From the result of this research, researcher recommended learning motivation in learning English.

1. For English Teacher at Al-Ikhsan Islamic Boarding School

The finding shows that the 1st year students of senior high school have high motivation level on instrumental motivation an d moderate motivation level on integrative motivation. Students who have high motivation in learning will make it easier for students to understand learning material, because there is a desire within themselves so that students will be enthusiastic in the learning process. This is very beneficial for teachers to improve students' abilities by paying attention to the wishes of students in accordance with their learning motivation. From these findings, teachers can find out how to remind students' learning motivation, so teachers can play good learning media and methods.

2. For students

The researcher hopes that this research will make students maintain their enthusiasm for learning and increase their motivation to learn English. So that students can practice English as a daily habit. The

most important point is that they must have great motivation in learning English, so that their parents can provide support and create a positive environment to make it easier for students to understand English and understand how important English is in this era.

3. For Further Researcher

It is hoped that future researcher will conducted the same research, however, with a wider scope. Because each institution has different level so it will show different results. However, this thesis will still have contributions and information related to motivation for reference to future researcher, so that English language education can develop better and benefits can be felt.
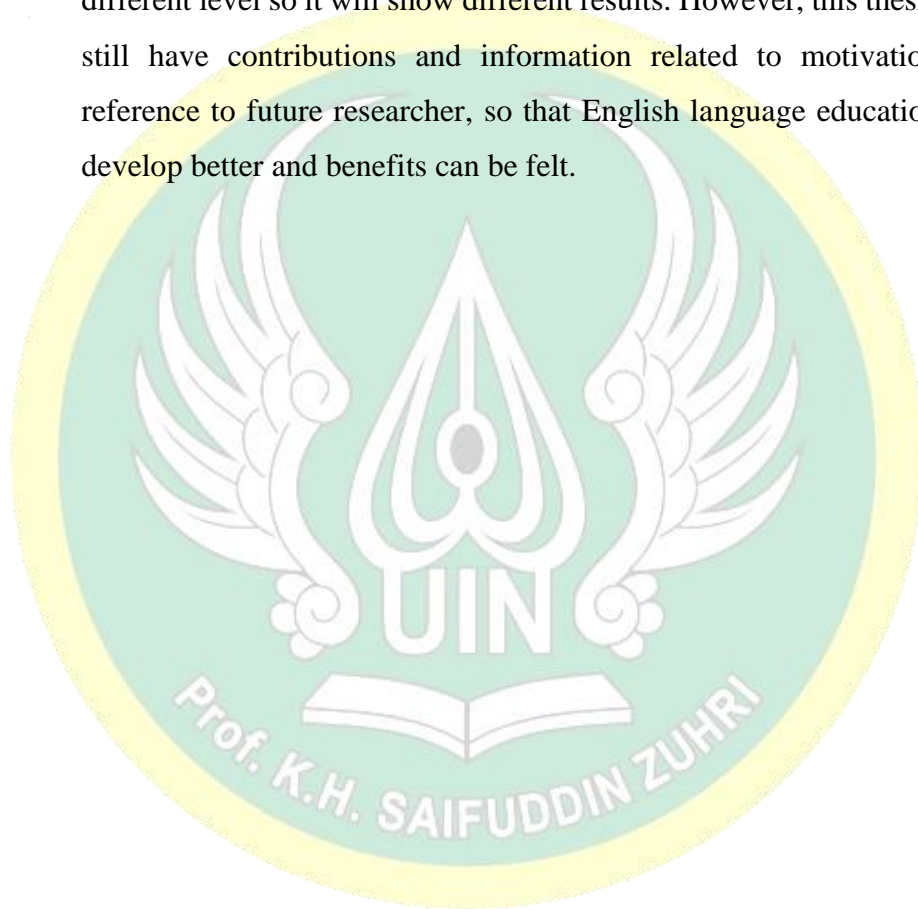
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APPENDICES

Appendix 1

Questionnaires of Instrumental Motivation

Identity of respondents

Name :

Age   :

The questionnaires of Instrumental Motivation

Question to determine the level of students' motivation in learning English. Please checklist for the answer choices the best suit you. Use the following information scale to select the appropriate answer.

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SD   : Strongly Disagree

No.	Instrumental Motivation	SA	A	N	D	SD
1.	I mainly focus on using English for class assignment and the exam.					
2.	I simply quote the textbooks and do not really communicate myself when speaking or writing in class					
3.	I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines.					
4.	I am more interested in earning a university degree and a good job than learning English language itself.					
5.	I am more interested in furthering my higher education than learning English language itself.					
6.	Learning English is important for travelling aboard.					

7.	Learning English is important for making me a knowledgeable and skillful person.					
8.	Learning English is important for making me an educated person.					
9.	Being proficient in English can lead to more success and achievements in life.					
10.	Being proficient in English makes other people respect me.					

Adopted from : Gardner in Sonya Inda Mapiliana

Appendix 2

Questionnaires of Integrative Motivation

Identity of respondents

Name :

Age   :

The questionnaires of Integrative Motivation

        Question to determine the level of students' motivation in learning English. Please checklist for the answer choices the best suit you. Use the following information scale to select the appropriate answer.

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SD   : Strongly Disagree

No.	Instrumental Motivation	SA	A	N	D	SD
1.	Studying English enable me to undertand English books, movies, popp music etc..					
2.	Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
3.	Studying English enables me to keep in touch with foreign acquaintances.					
4.	Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.					
5.	Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.					

6.	Studying English enables me to participate freely in academic, sosial, and professional activities among other culture groups.					
7.	Studying English enables me to behave like native English speaker; e.g. accent, using English expressions.					
8.	Studying English enables me to appreciate English arts and literature.					
9.	Studying English helps me to be an open-minded, and sociable person like English speaking people.					
10.	I am determined to study English as best as I can do achieve maximum proficiency.					

Adopted from : Gardner in Sonya Inda Mapiliana
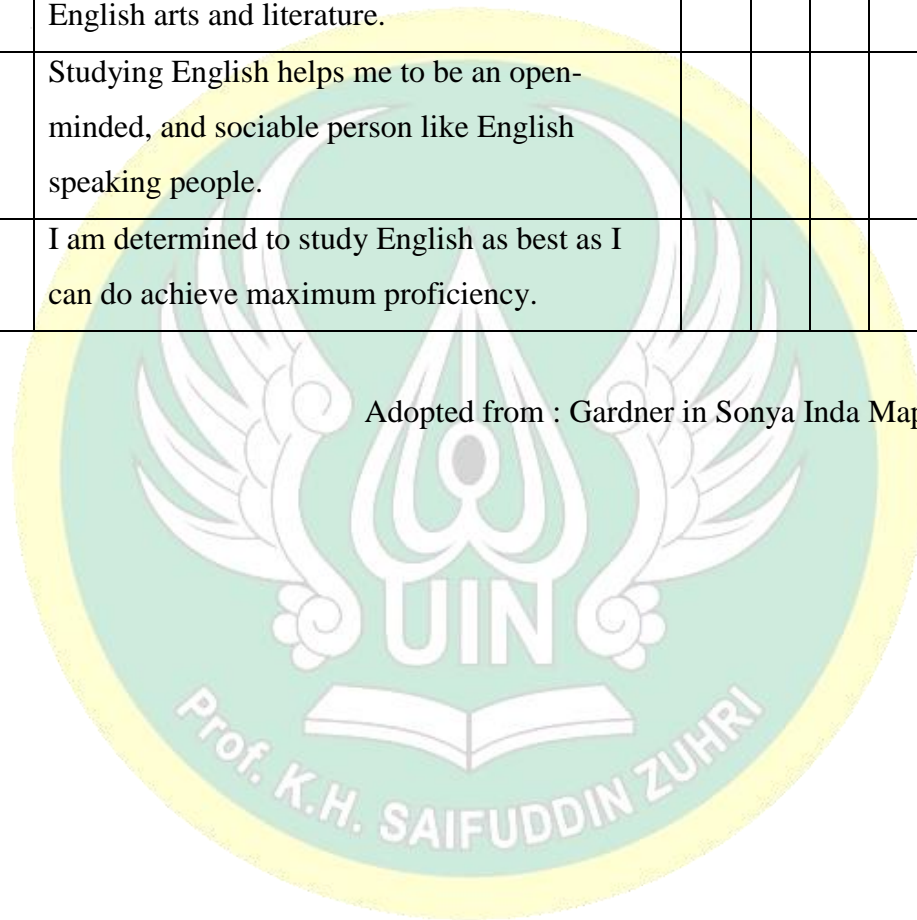
The Result of Item Questionnaires in Instrumental Motivation

No	Name	Indicator 1			Indicator 2			Indicator 3				Total	Score Max	%	% Mean
		1	2	3	4	5	6	7	8	9	10	S	N	%	
1	Zahwa Fikriya	4	4	3	3	3	4	3	3	4	3	34	50	68	
2	Sovia Setiani	4	3	3	5	5	5	5	5	5	5	45	50	90	
3	Aksitha Lafi Sarath	5	5	5	5	5	5	4	5	5	5	49	50	98	
4	Adelia Ditha	4	4	4	4	4	4	5	4	4	4	41	50	82	
5	Fadila Unita	3	4	4	5	5	5	5	5	5	5	46	50	92	78,2041
6	Widya Nabila	3	5	4	3	4	4	3	4	4	5	39	50	78	
7	Nur Ayni Asna	4	4	4	4	4	4	5	4	4	4	41	50	82	
8	Fika Amalia	4	4	4	4	4	4	5	4	4	4	41	50	82	
9	Anggi mulazimatun	5	4	4	5	4	4	5	5	4	4	44	50	88	
10	Bijak Ikhwan Ma'ruf	4	4	4	4	4	3	3	4	5	4	39	50	78	

STUDENTS' MOTIVATION IN INSTRUMENTAL

11	Reno Nur Rahmat	4	3	3	4	5	2	3	3	3	3	33	50	66
12	Wahyu Sadewa	4	4	5	4	4	4	3	4	3	3	38	50	76
13	Bayu Saputra	4	4	5	4	5	4	3	4	5	4	42	50	84
14	M. Sya'ban	4	4	4	3	3	4	2	3	5	5	37	50	74
15	Raffi Barzani	5	3	5	3	4	3	2	3	4	3	35	50	70
16	Ilham Chandra	4	3	2	4	4	5	4	4	3	3	36	50	72
17	Idham Kholid	4	4	3	3	3	3	3	3	4	4	34	50	68
18	Etfan Aulia Dava	4	4	4	4	4	3	3	2	4	4	36	50	72
19	Noval Ernanda	5	5	5	5	5	5	4	4	4	4	46	50	92
20	M. Zaini Nabil	3	5	4	3	4	4	3	3	5	4	38	50	76
21	Fajar Abi Pangestu	5	4	2	5	4	3	3	3	4	3	36	50	72
22	M. Fatir Ramadhan	5	5	3	5	3	5	3	3	4	3	39	50	78
23	M. Arfan Rifandi	3	5	4	3	3	3	2	3	3	3	32	50	64
24	Raihan Fikri	4	4	4	4	4	4	3	4	4	4	39	50	78
25	Wisnu Nugroho	4	4	3	3	3	3	3	4	5	4	36	50	72
26	Farih Zainul Fata	4	4	3	5	4	5	3	5	5	5	43	50	86

27	Shello Barqi Al Kausar	4	5	5	5	5	5	3	4	5	5	46	50	92
28	Fikri Khoiruddin	2	4	4	5	5	5	4	5	5	5	44	50	88
29	Alifatun Najwa	4	4	4	3	4	3	3	3	4	4	36	50	72
30	Ade Suryanti	4	4	4	3	3	4	3	4	5	5	39	50	78
31	Nadhifa Sabrina	5	4	3	3	4	4	4	4	4	4	39	50	78
32	Azizah Rizqi	4	2	3	5	4	3	4	5	5	4	39	50	78
33	Nensi Tri	5	4	4	3	3	4	4	4	5	4	40	50	80
34	Alfina Syifa	4	4	3	4	3	3	3	4	3	3	34	50	68
35	Rahma Mutashyfa	3	4	4	3	5	5	3	3	3	3	36	50	72
36	Fina Ramadani	4	2	3	4	5	5	4	3	5	4	39	50	78
37	Vania Fatahirni	4	5	5	5	5	5	5	5	5	4	48	50	96
38	Muhimmatun Nisa	4	3	3	3	3	2	2	3	4	3	30	50	60
39	Arini Putri Bestari	4	3	3	3	3	2	2	3	4	3	30	50	60
40	Afifah Nabila Safitri	4	4	4	5	3	3	2	5	4	5	39	50	78
41	Aulia Alifatuz	3	3	4	4	3	3	3	4	3	3	33	50	66
42	Zahrika Fani	5	4	4	4	4	4	4	4	4	4	41	50	82

No	Name											Total	Score Max	%
43	Reny Nur Hidayah	5	5	4	4	3	4	4	5	4	5	43	50	86
44	Aulita Lasya	4	2	3	3	3	3	3	4	3	3	31	50	62
45	Sheefira Elsyabani	4	5	5	5	3	3	3	3	4	4	39	50	78
46	Aribah Nu'ma	4	5	4	5	5	5	5	5	5	5	48	50	96
47	Annisa Hasna	4	3	3	4	5	5	4	4	5	4	41	50	82
48	Annisaul Faidah	4	3	4	5	5	4	4	5	4	5	43	50	86
49	Khurfatis Syifa	3	4	4	4	3	3	5	4	4	5	39	50	78
Total		197	192	185	196	193	189	171	191	206	196	1916		
Score Max		245	245	245	245	245	245	245	245	245	245			
Mean		4,02	3,918	3,776	4	3,939	3,857	3,49	3,898	4,204	4	3,9102		
%		80,41	78,37	75,51	80	78,78	77,14	69,8	77,96	84,08	80			
% Mean		78,20408163												

Appendix 4

The Result of Item Questionnaires in Integrative Motivation

No	Name	Indicator 4						Indicator 5				Total	Score Max	%	%
		11	12	13	14	15	16	17	18	19	20	S	N		Mean
1	Zahwa Fikriya	3	3	4	3	4	3	4	3	4	3	34	50	68	
2	Sovia Setiani	3	1	3	5	4	3	1	1	1	5	27	50	54	
3	Aksitha Lafi Sarath	4	3	5	5	5	4	3	4	5	4	42	50	84	
4	Adelia Ditha	3	2	3	4	4	4	4	4	4	4	36	50	72	
5	Fadila Unita	4	3	3	3	3	4	4	3	5	4	36	50	72	
6	Widya Nabila	3	3	5	4	5	4	4	4	5	4	41	50	82	
7	Nur Ayni Asna	3	2	3	5	5	4	4	3	4	4	37	50	74	
8	Fika Amalia	3	2	3	5	5	4	4	3	4	4	37	50	74	
9	Anggi mulazimatun	3	3	4	4	5	4	3	3	4	4	37	50	74	72,6939
10	Bijak Ikhwan Ma'ruf	3	3	3	2	3	3	1	3	3	2	26	50	52	
11	Reno Nur Rahmat	3	1	3	4	5	3	4	3	4	3	33	50	66	
12	Wahyu Sadewa	4	3	4	5	4	4	4	4	3	3	38	50	76	
13	Bayu Saputra	3	1	3	2	3	5	3	3	5	4	32	50	64	
14	M. Sya'ban	3	1	3	4	3	4	4	3	3	3	31	50	62	
15	Raffi Barzani	3	1	2	3	2	3	4	3	3	4	28	50	56	
16	Ilham Chandra	4	2	3	5	3	4	1	3	5	3	33	50	66	
17	Idham Kholid	4	3	3	4	4	4	4	4	5	4	39	50	78	

The header row "STUDENTS' MOTIVATION IN INTEGRATIVE" spans across all data columns.

18	Etfan Aulia Dava	3	2	3	5	5	1	4	3	5	4	35	50	70
19	Noval Ernanda	3	2	4	5	4	4	3	4	5	5	39	50	78
20	M. Zaini Nabil	3	2	3	2	3	2	3	1	4	3	26	50	52
21	Fajar Abi Pangestu	3	3	3	5	5	3	3	3	3	3	34	50	68
22	M. Fatir Ramadhan	2	5	4	2	2	5	4	5	2	4	35	50	70
23	M. Arfan Rifandi	3	1	3	5	4	3	4	3	3	4	33	50	66
24	Raihan Fikri	4	2	4	3	4	4	3	4	4	4	36	50	72
25	Wisnu Nugroho	3	2	3	4	3	3	4	3	4	4	33	50	66
26	Farih Zainul Fata	4	2	3	5	4	4	4	4	4	4	38	50	76
27	Shello Barqi Al Kausar	4	3	4	5	4	5	4	4	5	5	43	50	86
28	Fikri Khoiruddin	3	2	3	5	5	5	5	1	5	5	39	50	78
29	Alifatun Najwa	3	3	3	4	3	4	4	3	4	4	35	50	70
30	Ade Suryanti	3	2	3	5	4	4	3	3	4	3	34	50	68
31	Nadhifa Sabrina	5	4	5	5	5	5	5	5	5	5	49	50	98
32	Azizah Rizqi	4	5	4	5	3	5	3	3	4	5	41	50	82
33	Nensi Tri	4	3	3	5	5	4	5	3	5	5	42	50	84
34	Alfina Syifa	3	2	4	4	3	3	3	3	4	3	32	50	64
35	Rahma Mutashyfa	3	2	3	3	3	3	4	3	4	3	31	50	62
36	Fina Ramadani	3	2	4	4	4	3	4	3	5	3	35	50	70
37	Vania Fatahirni	4	5	4	4	3	4	4	5	5	5	43	50	86
38	Muhimmatun Nisa	4	5	3	4	5	3	4	3	4	4	39	50	78
39	Arini Putri Bestari	4	3	3	4	5	3	4	3	4	4	37	50	74
40	Afifah Nabila Safitri	3	4	3	4	4	3	5	3	5	4	38	50	76
41	Aulia Alifatuz	3	4	4	4	4	5	5	3	5	3	40	50	80

42	Zahrika Fani	2	2	3	2	3	3	3	4	4	4	30	50	60
43	Reny Nur Hidayah	3	1	2	4	4	5	5	3	5	5	37	50	74
44	Aulita Lasya	3	2	4	4	4	4	5	4	5	4	39	50	78
45	Sheefira Elsyabani	5	1	3	5	5	5	5	3	4	4	40	50	80
46	Aribah Nu'ma	5	2	5	5	5	5	3	5	5	5	45	50	90
47	Annisa Hasna	4	3	4	2	3	4	4	3	3	3	33	50	66
48	Annisaul Faidah	4	2	4	5	5	4	5	5	5	5	44	50	88
49	Khurfatis Syifa	5	2	3	5	5	5	4	3	4	3	39	50	78
	Total	168	122	168	200	195	187	184	162	204	191	1781		
	Score Max	245	245	245	245	245	245	245	245	245	245			
	Mean	3,43	2,49	3,43	4,1	3,98	3,8	3,8	3,31	4,16	3,9	3,6347		
	%	68,6	49,8	68,6	82	79,6	76	75	66,1	83,3	78			
	% Mean	72,69387755												

Appendix 5

Analysis of the Data Obtained Through Item of Questionnaire

Item	Frequency					TOTAL
	SA	**A**	**N**	**D**	**SD**	
1.	0	1	7	31	10	49
2.	0	3	9	26	11	49
3.	0	2	15	24	8	49
4.	0	0	16	17	16	49
5.	0	0	17	18	14	49
6.	14	3	15	17	14	49
7.	0	6	22	12	9	49
8.	0	1	15	21	12	49
9.	0	0	8	23	18	49
10.	0	0	14	21	14	49
11.	0	2	28	15	4	49
12.	8	20	14	3	4	49
13.	0	2	28	15	4	49
14.	0	6	5	17	21	49
15.	0	2	14	16	17	49
16.	1	1	15	21	11	49
17.	3	0	12	25	9	49
18.	3	0	30	11	5	49
19.	1	1	7	20	20	49
20.	0	1	14	23	11	49

Questionnaire 2

Questions to find out the difficulties of students in learning English skills.

Question :

Please sort your difficulties in learning skills as follows:

(from the most difficult by giving 1-5 number)

1. Writing
2. Speaking
3. Reading
4. Listening

Appendix 6

Analysis of the Data Obatained Through the Questionnaire 2

No.	The Difficulties English Language Skill	Name
1.		Bayu Saputra
2.		M. Sya'ban
3.	Writing	Raffi Barzani
4.		M. Zaini Nabil
5.		M. Arfan Rifandi
6.		Reny Nur Hidayah
7.		Idham Kholid
8.		Fajar Abi Pangestu
9.	Speaking	Annisaul Faidah
10.		Dewo Satrio
11.		Khurfatis Syifa
12.		Wahyu Sadewa
13.	Reading	M. Fatir Ramadhan
14.		Raihan Fikri
15.		Dev Rafi;
16.		Zahwa Fikriya
17.		Aksitha Lafi Sarath
18.		Adelia Ditha
19.		Fadila Unita
20.		Widya Nabila
21.		Nur Ayni Asna
22.		Fika Amalia
23.		Anggi mulazimatun
24.		Bijak Ikhwan Ma'ruf
25.		Reno Nur Rahmat
26.		Etfan Aulia Dava
27.	Listening	Noval Ernanda
28.		Wisnu Nugroho
29.		Farih Zainul Fata
30.		Shello Barqi Al Kausar
31.		Fikri Khoiruddin
32.		Alifatun Najwa
33.		Ade Suryanti
34.		Nadhifa Sabrina
35.		Nensi Tri
36.		Alfina Syifa
37.		Rahma Mutashyfa

38.		Fina Ramadani
39.		Vania Fatahirni
40.		Muhimmatun Nisa
41.		Arini Putri Bestari
42.		Afifah Nabila Safitri
43.		Sheefira Elsyabani
44.		Aribah Nu'ma
45.		Annisa Hasna
46.		Azizah Rizqi
47.		Faizal Nur Rohman
48.		Etfan Aulia Dava
49.		Noval Ernanda
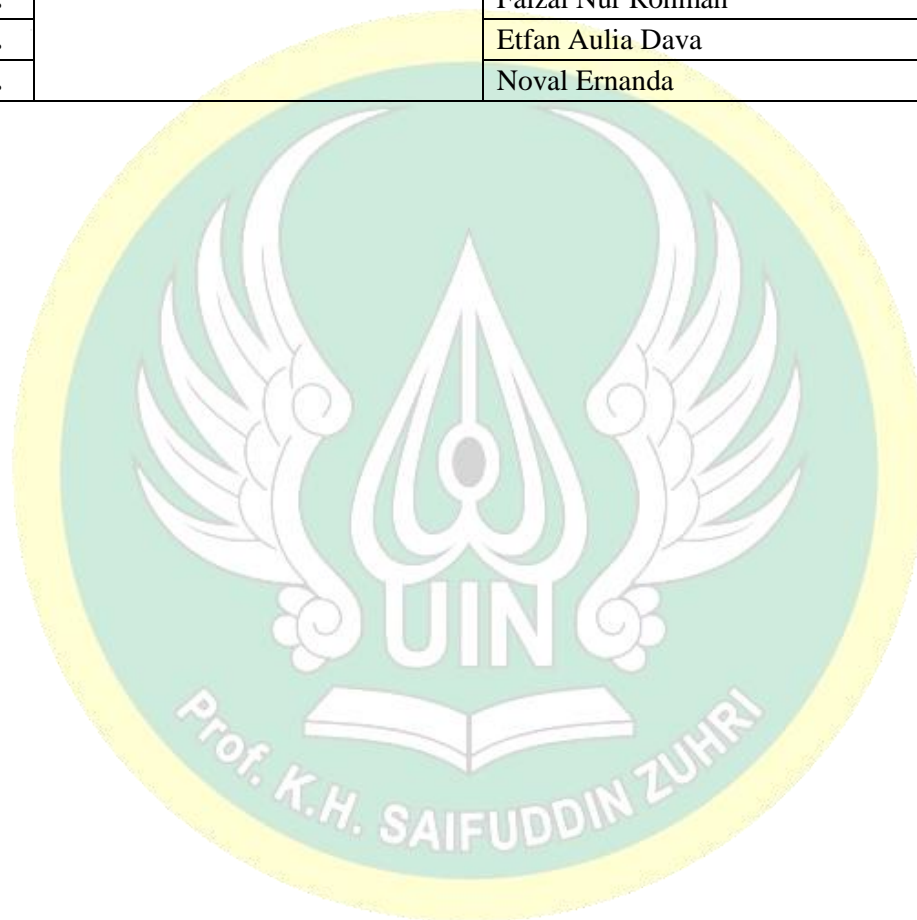
Appendix 7

The Name of Students of the 1st year Senior High School at Al-Ikhsan Islamic

Boarding School

THE MEMBERS OF ELEMENTARY 1 CLASS

NO.	NAME
1.	Ade Suryanti
2.	Adelia Ditha Pratiwi
3.	Afifah Nabila
4.	Aksita Lafisarath
5.	Alfina Syifa Naila
6.	Alifatun Najwa
7.	Anggi Mulazimatun Najah
8.	Annisa Hasna
9.	Annisaul Faidah
10.	Ariba Nurma
11.	Arini Putri Bestari
12.	Aulia Alifatuz
13.	Azizah Rizqi Ramadhani
14.	Bayu Saputra
15.	Bijak Ikhwan Ma'rufi
16.	Dina Amelia
17.	Etfan Aulia Dava A.
18.	Fadila Unita
19.	Fajar Abi Pangestu
20.	Farih Zaenul Fata
21.	Fika Amalia
22.	Fiqri Khaerudin
23.	Idham Kholid
24.	Ilham Candra Hidayatulloh
25.	Khurfatus Syifa
26.	Muhaimin Al Madani
27.	Muhammad Arfan Afandi
28.	Muhammad Fatir Ramdhani
29.	Muhammad Sya'ban Nur
30.	Muhammad Zaini Nabil
31.	Muhimmatun Nisa
32.	Nadhifa Sabrina
33.	Nensi Tri Widyastuti
34.	Noval Ernanda
35.	Nur Aini Asna
36.	Raffi Al Barzani
37.	Rahma Mutashyfa

38.	Raihan Fikri Adi
39.	Reni Nur Hidayah
40.	Reno Nur Rohmat
41.	Sheefira Elsyabani
42.	Shello Barqi Al-Kautsar
43.	Sovia Setiani
44.	Vania Fatahirni
45.	Wahyu Sadewa Saifur R
46.	Widiya Nabila
47.	Wisnu Nugroho
48.	Zahrika Fina Aulia
49.	Zahwa Fikria

Appendix 8

CURRICULUM VITAE

A. Personal Detail

    1. Name   : Aqimi Dinana Agit Qorri Aena

    2. Student Number   : 1817404049

    3. Place. Date of Birth   : Banyumas, 10th of December 1999

    4. Address   : Banjaranyar, RT 03/RW 06, Pekuncen, Banyumas.

    5. Name of Father   : Baroni Khoer

    6. Name of Mother   : Uswatun Khasanah

B. Education Background

    1. Formal Education

        a. MI Ma'arif NU 1 Banjaranyar

        b. MTs Al-Ikhsan Beji

        c. MA Al-Ikhsan Beji

        d. UIN SAIZU Purwokerto

    2. Non Formal Education

        a. Al-Ikhsan Islamic Boarding School

C. Organization Experience

    1. ALAIS Al-Ikhsan Beji

    2. EASA UIN SAIZU

    3. RACANA UIN SAIZU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2104/Un.19/D.FTIK/PP.05.3/09/2022   22 September 2022
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Pengasuh Pondok Pesantren Al-Ikhsan Beji
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : AQIMI DINANA AGIT QORRI AENA
2. NIM   : 1817404049
3. Semester   : 9 (Sembilan)
4. Jurusan / Prodi   : Tadris Bahasa Inggris
5. Tahun Akademik   : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek   : The Students' Motivation in English Language Learning at Al-Ikhsan Islamic Boarding School
2. Tempat / Lokasi   : Beji, Kedungbanteng, Banyumas
3. Tanggal Observasi : 23-09-2022 s.d 07-10-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

SURAT KETERANGAN

01/B/PPAI/X/2022

Yang bertanda tangan di bawah ini atas nama Direktur Bahasa :

Nama   : Aniqotul Milla Zakiyyah, S.S., M.M

Jabatan   : Direktur Bahasa Ponpes Al-Ikhsan Beji

Menerangkan dengan sebenarnya bahwa :

Nama   : Aqimi Dinana Agit Qorri Aena

NIM   : 1817404049

Semester   : Sembilan

Prodi/Jurusan : Tadris Bahasa Inggris

Adalah Mahasiswa UIN Prof. K.H. Saifuddin Zuhri Purwokerto yang benar-benar telah melakukan obsevasi pendahuluan guna menyusun skripsi di Pondok Pesantren Al-Ikhsan Beji dengan judul penelitian *"Students' Motivation in Learning English at Al-Ikhsan Islamic Boarding School"*.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Purwokerto, 5 September 2022

Pengasuh

Aniqotul Milla Zakiyyah, S.S., M.M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B4228.Un.17/FTIK.JTBI/PP.00.9/10/2022

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Students' Motivation Factors In English Language Learning at Al-Ikhsan Islamic Boarding School"

Sebagaimana disusun oleh :

Nama	:	Aqimi Dinana Agit Qorri Aena
NIM	:	1817404049
Semester	:	9
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 21 Oktober 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 26 Oktober 2022

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Penguji

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Desi Wijayanti Ma'rufah, M.Pd.

100

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp.0291-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/8963/08/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	**AQIMI DINANA AGIT QORRI AENA**
NIM	:	**1720289492**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	**71**
# Tartil	:	**85**
# Imla'	:	**80**
# Praktek	:	**85**
# Nilai Tahfidz	:	**90**

ValidationCode

Purwokerto, 08 Jul 2019
Mudir Ma'had Al-Jami'ah,

Masrudin, M.Ag
NIP: 197002051 99803 1 001

SIMA v 1.0 UPT MA'HAD AL-JAMI'AH IAIN PURWOKERTO - page1/1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-391Un.19/WD1.FTIK/PP.05.3/02/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Aqimi Dinana Agit Qorri Aena
NIM	: 1817404049
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal	: Jum'at, 10 Februari 2023
Nilai	: B+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 22 Februari 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA وزارة الـشـؤون الـديـنـيـة بجمهورية إندونيـسـيا

STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO جامعة الأـسـتاذ كياهي الحاج سـيف الـدين زهري الإسـلامية الحكومية بوروكرتو

TECHNICAL IMPLEMENTATION UNIT OF LANGUAGE وحدة اللغة

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.sib.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE
الشهادة

No.: B-2216/Un.19/UPT.Bhs/PP.009/921/XI/2022

This is to certify that			منحت إلى
Name	: Aqimi Dinana Agit Qorri Aena	:	الإسم
Place and Date of Birth	: Banyumas, 10 Desember 1999	:	محل وتاريخ الميلاد
Has taken	: EPTUS	:	وقد شارك/ت الاختبار
with Computer Based Test, organized by			على أساس الكمبيوتر
Technical Implementation Unit of Language on:	1 Desember 2022	:	التى قامت بها وحدة اللغة في التاريخ
with obtained result as follows	:		مع النتيجة التى تم الحصول عليها على النحو التالي :

Listening Comprehension: 54   **Structure and Written Expression:** 57   **Reading Comprehension:** 58

فهم العبارات والتراكيب   فهم العقروء

فهم الـسـموع

Obtained Score :   563.3   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto. تم إجراء الاختبار بجامعة الأـستاذ كياهي الحاج سـيق الـدين زهري الإسـلامية الحكومية بوروكرتو.

Purwokerto, 1 Desember 2022

The Head,

رئيـسـة وحدة اللغة

EPTUS
English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri

IQLA
Ikhtibārāt al-Qudrah 'alā al-Lughah al-'Arabiyyah

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

103

CERTIFICATE

الشهادة

No.: B-2216/Un.19/UPT.Bhs/PP.009/921/XI/2022

This is to certify that			منحت إلى
Name	: Aqimi Dinana Agit Qorri Aena	:	الإسم
Place and Date of Birth	: Banyumas, 10 Desember 1999	:	محل وتاريخ الميلاد
Has taken	: EPTUS	:	وقد شارك/ت الاختبار
with Computer Based Test, organized by			على أساس الكمبيوتر
Technical Implementation Unit of Language on:	1 Desember 2022	:	التي قامت بها وحدة اللغة في التاريخ
with obtained result as follows	:	:	مع النتيجة التي تم الحصول عليها على النحو التالي

Listening Comprehension: 54   **Structure and Written Expression:** 57   **Reading Comprehension:** 58

فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score :   563.3   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.

EPTUS
English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri

IQLA
Ikhtibārāt al-Qudrah 'alā al-Lughah al-'Arabiyyah

Purwokerto, 1 Desember 2022

The Head,
رئيسة وحدة اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

SERTIFIKAT
APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/4724/XII/2021

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	89 / A
Microsoft Excel	79 / B+
Microsoft Power Point	96 / A

Diberikan Kepada:

AQIMI DINANA AGIT QORRI AENA
NIM: 1817404049

Tempat / Tgl. Lahir: Banyumas, 10 Desember 1999

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer
pada Institut Agama Islam Negeri Purwokerto **Program** *Microsoft Office*® yang telah diselenggarakan
oleh UPT TIPD IAIN Purwokerto.

Purwokerto, 24 Desember 2021
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

105

SERTIFIKAT

Nomor: 1107/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama   : **AQIMI DINANA AGIT QORRI AENA**
NIM   : **1817404049**
Fakultas/Prodi : **FTIK / TBI**

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021
dan dinyatakan **LULUS** dengan Nilai **88 (A)**.

Purwokerto, 29 Oktober 2021
Ketua LPPM,

Dr. H. Ansori, M.Ag.
NIP. 19650407 199203 1 004

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2022

Diberikan Kepada :

AQIMI DINANA AGIT QORRI AENA
1817404040

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Purwokerto, 21 Maret 2022
Laboratorium FTIK
Kepala,

Dr. H. Suwito, M.Ag.
NIP. 19710424 199903 1 002

Dr. Nurfuadi, M.Pd.I.
NIP. 19711021 200604 1 002