THE ANALYSIS OF STUDENT'S MOTIVATION IN ENGLISH LEARNING AT SMA NEGERI 2 PALOPO

Submitted to the English Language Education Study Program of S1 Education and Teacher Training Faculty of State Islamic Institute of Palopo fulfilment Requirement for S.Pd Degree of English language Education

Thesis

IAIN PALOPO

Written By

DELVIN

Reg. Num, 18 0202 0136

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO
2024**

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Palopo, December 04th 2024

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THESIS APPROVAL

This thesis entitled "The Analysis of Student's Motivation in learning English at SMA negeri 2 Palopo," which is written by Delvin, Registration Number 1802020136, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday 9th October, 2024 and coincided with Rabi'ul awal 12th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 15 Oktober 2024

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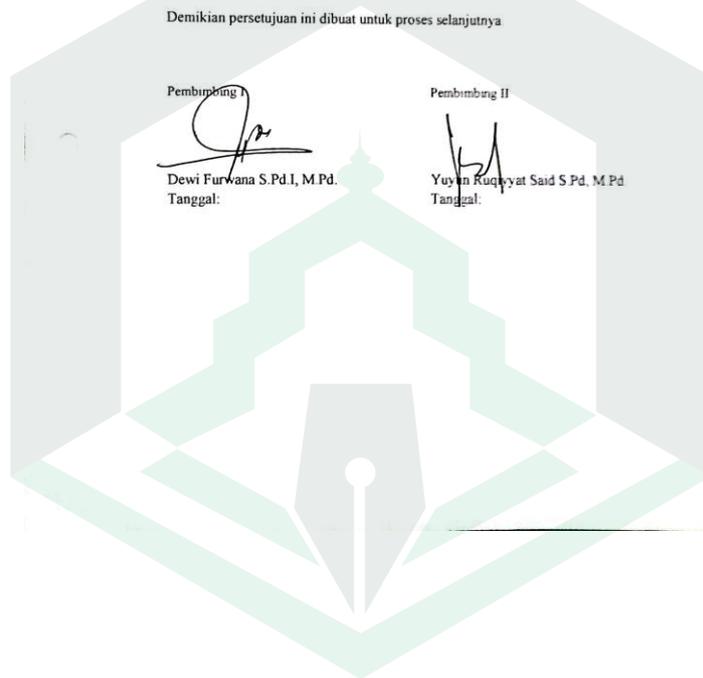
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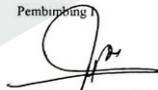
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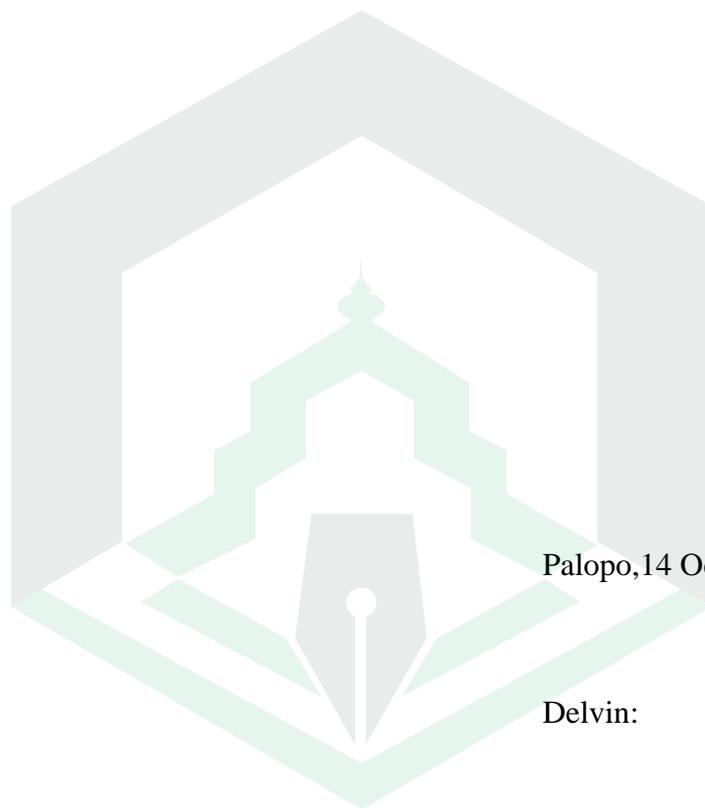"In the name of Allah, the most gracious, most merciful."

"All praise to Allah SWT, the sustainer of the world. May his blessing and greetings be the mercy of the great prophet and delegate, his family, his friends, and his followers until doomsday."

The researcher realized that in writing this thesis, many people have given their help, motivation, criticism, and advice throughout their studies. Therefore, the researcher would like to express her most profound thanks to them:

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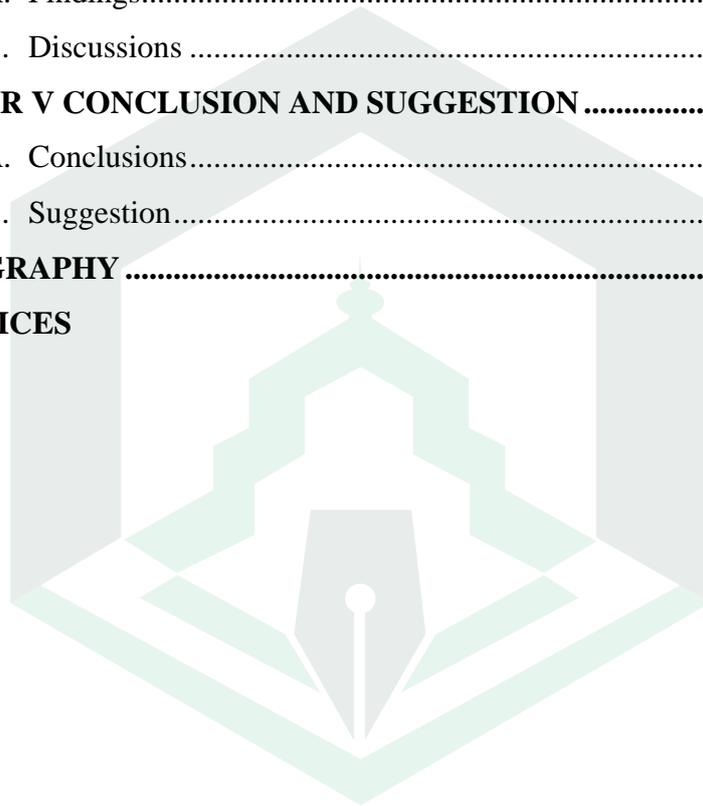
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LIST OF CONTENTS

ABSTRACT

Delvin, 2024. " The Analysis of Student's Motivation in English learning at SMA Negeri 2 Palopo". This thesis of English Language Education Study Program Education and Teacher Training Faculty State Islamic Institute of Palopo. Guide by Dewi Furwana and Yuyun Ruqiyyat Said.

This thesis discusses about analyzing student's motivation in English learning at SMA Negeri 2 Palopo. This research aims to find out the type of motivation that students have in learning English: To find out students who have intrinsic motivation, to find out students who have extrinsic motivation. The population of this research was 121 students from class VIII majoring in social sciences, total sample selected was 50 students. Data was obtained from observations, questionnaires and also interviews with students, then the data was analyzed on a Likert scale. The result of data analysis revealed the Student's dominant type of motivation, for extrinsic Motivation, behavioral 15 stdent's and socials cognitive 20 student's result is 4,82%. For intrinsic motivation, humanistic,2 ,cognitive ,4 social cognitive 3 ,social cultural 6. result is 4, 52%.

Keyword: Analysis, Motivation, English learning.
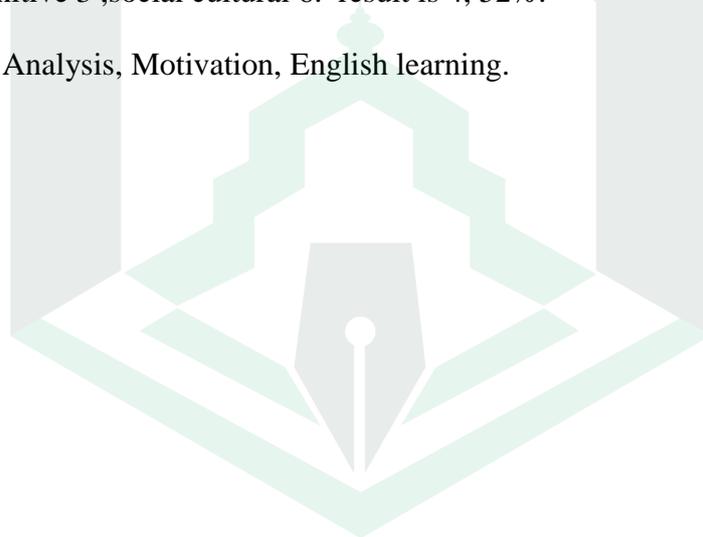
ABSTRAK

Delvin 2024, The analysis of student's motivation in learning englih at SMA Negeri 2 Palopo. Skripsi ini merupakan karya tulis program studi pendidikan bahasa inggris fakultas tarbiyah dan ilmu keguruan institut agama islam negeri palopo.yang di bimbing oleh Dewi Furwana dan Yuyun Ruqiyyat Said.

Skripsi ini membahasa tentang motivasi belajar bahasa inggris di SMA Negeri 2 Palop, penelitian ini bertujuan untuk mengetahui jenis motivasi belajar yang di miliki yaitu motivasi intrinsik dan juga motivai ekstrinsik, populasi penelitian ini adalah 121 siswa dari keas VIII IPS, total sampel penelitian ini yaitu 50 siswa, data di peroleh dari observasi, angket dan juga wawancara kemudian data di analisis menggunakan sekala likert. Hasil analisis data mengungkapkan jenis motivasi yang dominan pada siswa untuk motivasi ekstrinsik seperti ekstinsik 15 siswa dan kognitif sosial 20 siswa dan hasilnya adalah 4,82%, untuk motivasi intrinsik, humanistik 2, kognitif 4, sosial kognitif 3, sosial budaya 6, hasilnya 4,52%.

Kata kuci: Analisis, motivasi, pembelajaran bahasa inggris.
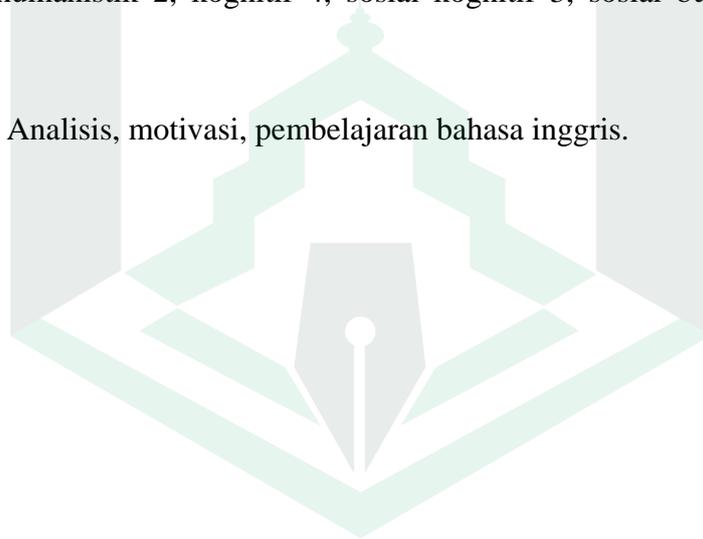
الملخص

دلفين ٢٠٢٤، تحليل دوافع الطلاب في تعلم اللغة الإنجليزية في المدرسة العالية الحكومية الثانية فالوفو. هذه الأطروحة هي عمل مكتوب لشعبة تدريس اللغة الإنجليزية، كلية التربية و علوم التعليمية، بالجامعة الاسلامية الحكومية فالوفو، و أشرف ديوي فوروانا ويويون رقية سعيد.

تناقش هذه الأطروحة الدافع لتعلم اللغة الإنجليزية في المدرسة العالية الحكومية الثانية فالوفو، ويهدف هذا البحث إلى معرفة نوع دافع التعلم لديهم، أي الدافع الداخلي والدافع الخارجي، ويبلغ عدد سكان هذا البحث ١٢١ طالبًا من الصف الثامن بالعلوم الاجتماعية، المجموع وبلغت عينة البحث ٥٠ طالبا، وتم الحصول على البيانات من الملاحظات والاستبيانات والمقابلات، ثم تم تحليل البيانات باستخدام مقياس ليكرت. كشفت نتائج تحليل البيانات عن نوع الدافع السائد لدى الطلاب للدوافع الخارجية مثل الدافع الخارجي ١٥ طالباً والمعرفي الاجتماعي ٢٠ طالباً وكانت النتيجة ٤.٨٢%، للدافع الداخلي، الإنساني ٢، المعرفي ٤، المعرفي الاجتماعي ٣، الاجتماعي الثقافي ٦، وكانت النتيجة ٤.٥٢%.

الكلمات الاساسية: التحليل، الدافع، تعلم اللغة الإنجليزية.

CHAPTER I

INTRODUCTION

A. Background

Undeniably, knowledge of the English language has become an essential part of people's daily lives. It is shown that English is used in various areas, such as education, media, business, and entertainment. The English language is used as a tool for international communication. English is also dominant in business, so learning English is crucial for people who intend to join a global marketplace. Additionally, many of the world's popular movies, books, music, and also content on the internet are primarily produced in English. Furthermore, more than 300 million people use English as their first language; meanwhile, 750 million people speak English as their second language.[1]

As a global language, English has different roles in every country. For instance, the English language in the United States of America is the first language, also called the mother tongue. English is used in institutions, education, and mass media for second language situations. Indonesian is considered a foreign language, which means English is taught in school, but it is not essential in national or social life in a second language situation.[2]

Based on this problem, the researcher used a questionnaire as an instrument to collect data. The questionnaire is a medium to get information about

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[1] M. Samanth Reddy, *Importance of English Laanguagge in today's world*, International Journal of Academic Research, 2016.

[2] Geoffrey Broughton *et-al ,.* Teaching as a foreign language second Education, (Abingdon: Taylor & Francis e-Library, 2003).

the student's learning motivation, especially in English. The student can get information about their type of motivation and answer the questions according to their kind of student motivation to learn the English language because the student students must know from junior high school what their type of motivation they are to learn the English language so they can achieve their goals according to what they want in the future. The quantitative and descriptive research analyses students' motivations for learning English. It led the researcher to conduct a study entitled **"The Analysis of Student's Motivation in English Language Learning at SMA Negeri 2 Palopo."**

English learning at school cannot be considered as successful. In junior high school, English is only offered once a week. While in universities, it is only once a week for two credits. Although different teaching methods were used, success has not been achieved yet. Although success in teaching English learning has not yet been achieved, researchers have revealed that many EFL learners have succeeded in accomplishing good capability in English. It has also occurred in Indonesia, where some EFL learners have become competent in English.[3]

The success of the student in learning a language is motivated to learn; motivation is one of the many factors that influence the student in the English language. Motivation guides the student to follow aims and directions, and

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[3] Mashyur, *Influences of motivation and language learning environment on the successfull,* EFL Learning, Proceduring of fourth motivational seminar on english language teaching (ISELT-4) 2016.

motivation has an essential role in language learning. Students who lack motivation may have some difficulty obtaining effective learning.[4]

The importance of language learning, there were several problems found. In school, some students consider English as a complex subject. As a result, they did not engage in the class and were exposed to poor attitudes toward studying the English language. Additionally, some students were unsatisfied because they had learned English for many years but still found it difficult to communicate using English.[5]

Motivation in language learning has two types, namely integrative and instrumental motivation. Students with integrative motivation are concerned not only about learning the English language but also about learning the culture of the people of the target language. Students often exhibit instrumental motivation when learning a language, driven by practical goals such as securing a job or earning money. Many learners are instrumentally motivated to study English for specific purposes, such as travelling to English-speaking countries or communicating with English-speaking friends. According to Gardner, instrumental motivation encompasses obtaining employment, satisfying parental expectations, and other pragmatic objectives. This type of motivation is similar to extrinsic motivation. On the other hand, integrative motivation, which involves

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[4]Mitra Alizadeh, *The important of motivation in english language learning.* International journal of Research in English Educations vol.1 no. 1, 2016

[5]Adila Jefiz, *Student's Motivations and Attitudes Toward Learning English Course,* Journal of Language, Literature and Educations , XII (12), 2017

personal growth and a desire to connect with others on a deeper level, is akin to intrinsic motivation.[6]

Over the years, many researchers have investigated the motivation for second foreign language learning. It has been revealed that motivation is one factor that distinguishes learners and affects learner achievement. In 2018, Nailufar researched the main types of student motivations for majoring in English and Arabic at UIN Banda Aceh. The researcher attempted to find similarities or dissimilarities in the kinds of students. Integrative motivation: The research finding indicated a difference between English and Arabic education for students.[7]

B. Research question

This Research was carried out for the second-year students of SMA Negeri 2 Palopo academic year 2023 until now. This study addressed these research questions:

1. What are type of student motivations in learning English at SMA Negeri 2 Palopo?

2. What are student perceptions in learning English at SMA Negeri 2 Palopo?

C. The Objective of Research

This Research aims to obtain two purposes of follows:

1. To know student motivation in learning English at SMA Negeri 2 Palopo

2. To know student perception in learning English at SMA Negeri 2 Palopo.

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[6]R. C. Gardner, *Integrative Motivation,* : *Past, Future, and Present.* University Japan, Distinguished Lecturer Series February, 17, 2001.

[7]Richard DLC. Gonzales, *Motivational Orientation in Foreingn Language Learning.* The Case of Filiphino Foreign Language Learner, TESOL, Journal Vol, 3, 2018.

D. The Significance of the Research

This Research concerns motivation as a factor that influences students to learn English. The researcher expects that the result will be beneficial. Furthermore, the significance of this study is divided into:

1. The theoretical benefit of this research is that students can find several types of motivation in learning, such as intrinsic and extrinsic motivation. After knowing the types of learning motivation, students can find out what motivation influences their way of learning, especially in learning English. After that, students can improve their motivation to obtain maximum learning results.

2. The practical benefit of this is to find students' English learning motivation using a questionnaire containing questions regarding the type of student learning motivation. After filling in all the questionnaires, the researcher will sort all the answers in the questionnaire and then determine the answers that fall into the intrinsic and extrinsic motivation categories and determine the motivation that influences students' motivation to learn English.

E. Scope of Research

The scope of the research is descriptive quantitative which is research carried out on independent variables. The aim of this research is to create descriptive data from variables and also pictures of the problems that will be studied. This research aims to analyze the type of learning motivation that students have in carry out English language learning at SMA Negeri 2 Palopo.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Study

Mike Nurmalia Sari (2023)" *An Analysis Students Motivation and Anxiety on Learning Englis at SMA. Neger 6 Kerinci."* His study aims to determine the types and causes of anxiety in learning English in eleven students of SMAN 6 Kerinci. This study uses a mixed method because this research uses quantitative data in the form of questionnaires and qualitative data in the form of interviews. The population in this research is students of SMAN 6 Kerinci, with the total students being 151. The sample in this study was determined by the stratified random sampling technique (38 students). The instrument in this study was a questionnaire adopted from Hafizi, which was tested for face validity. The data were analyzed in two ways: qualitatively using the Miles and Huberman interactive model analysis technique and quantitatively by calculating the percentage of the total respondents' achievements. The results showed that there were two types of anxiety felt by the eleventh-grade students of SMAN 6 Kerinci. They were trait anxiety felt by 21.86% of students and stated anxiety felt by 60.12% of students. Among the factors that cause anxiety in students, namely 46.84% feel anxious due to teacher factors, 29.30% of students feel anxious due to the subject matter, and 47.87% feel eager due to factors caused by them. Next, based on students' SMAN 6 Motivation in Learning English, the average score of students' motivation is 60. If the score is consulted to criteria students' motivation, 60 means low interpretation. It means that most students' SMAN 6 Kerinci have

low motivation to learn English. Furthermore, 10,6% of students SMAN 6 Kerinci have perfect motivation to learn English. There are 10,6% of students who also have good motivation in learning English, 5% of students have motivation with enough criteria, 7,9% of students have not good motivation in learning English, and 57,9% of students have insufficient motivation in learning English. Based on the results of this study, the researcher suggests that the teacher be able to choose the right strategy and material that does not cause anxiety to students in learning English and for students to be able to prepare well before attending English classes so that they do not feel anxious lost their concentration in learning English and hope it could motivate them in learning English.[8]

Nurul Dwi Uddiniyah, Efa Silfia (2019) *An Analysis of Student's Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019.* This study aimed to determine students' motivation to learn English. This research is one of the influential factors increasing student learning motivation. Learning success depends on the motivation of high or low students to learn. Motivation can encourage students to achieve learning goals in school. The research design in this study is descriptive quantitative survey research. The population of this study was all 11th-grade students at SMAN 8 Kota Jambi. The sample used is random sampling. The researcher took students in each 11 IPA class, with a total of 15% from each class, taking a sample of 6 people, and from all 11th grades, IPA had 48 people as samples. The research instrument was a questionnaire, and data analysis was done using a Likert analysis and percentage formula. To strengthen the

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[8]Mike Nurmalia Sari, *An Analysis Students Motivation and Axienty on Learning Englis at SMA. Neger 6 Kerinci.*Journal of Educations Characters.Vol 1. No 2. 2022

research, the researcher also added interviews. Students' answers to the questionnaire indicate the results of this study. There are 30 questions in the questionnaire. Fifteen questions for intrinsic motivation and 15 questions for extrinsic motivation. The calculation shows that students' intrinsic motivation score is 62% and extrinsic students is 38%. It means that SMAN 8 Kota Jambi students have higher intrinsic motivation than extrinsic motivation in learning English.[9]

Muhammad Azizul Chakim, Haris Dibdiyaningsih (2022)" *An Analysis of Teacher Speech in Giving Student Motivation for English Students"* Speaking reflects students' English communication ability. Compared to other language skills, speaking is more difficult because it occurs in real-time, and when we speak, we cannot edit and revise what we want to say as we can in writing. Speaking skills were considered difficult to maintain; therefore, extensive practice is required. However, students tend to be silent in the classroom since they lack self-confidence. Students need more practice to learn to express their feelings, thoughts, ideas, emotions, and intentions, whereas teachers should create a good situation in teaching the learning process in the classroom. Gallery walking is one of the most learner-centred activities, providing excellent teaching-learning. It is a presentation method in which individual learners or groups display their products and view others' work. This paper describes the gallery walk technique used to

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[9]Nurul Dwi Uddiniya, Elfa Silfia, *An Analisys of Student's Motivation in Learning English,* at SMAN 8 Kota Jambi Academic Year 2018/2019 Vol 3, No 2. (2019).

teach speaking in senior high school. This technique seems suitable for providing a fresh atmosphere for teaching English, especially speaking.[10]

Yanti Ismayanti, Ridho Praja Dinata(2022).” *An Analysis Studen's Motivation in English Language Learning at Vocational High School 5 Jambi."* This research aimed to determine students' motivation in English Language Learning. Learning success depends on the motivation of high or low students to learn. The research design in this study is a mixed method. The population of this study was all 10th-grade students at SMK N 5 Jambi City. The sample used is random sampling. The researcher took students in each 10th Marketing Program. The research instrument was a questionnaire and interview. Data analysis was done using Likert and percentage formula to strengthen the research. The results of this study are indicated by students' answers in the questionnaire and interview. There are 30 questions in the questionnaire. Fifteen questions for intrinsic motivation. The result shows that students' intrinsic motivation score is 62% and extrinsic students are 38%. Vocational High School 5 Jambi City students have higher intrinsic motivation than extrinsic motivation in learning English.[11]

Arista Kuatyamegasari, Agung Setiawan" *Analysis of Students Motivation in Thematic Learning with Indonesian Language Content for Class 3 students at SDN Banyuajuh 6 kamal"* This study aims to analyze and describe

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[10] Muhammad Abdul Chakim, Aris Dibdiyaningsih, *An Analysis of Teacher speech in Giving Student Motivation for English Student's* Journal of Educations Vol 1. No 3. Years 2022

[11] Yanti Ismayanti and Ridho Praja Dinata,).” *An Analysis Studen's Motivation in English Language Learning at Vocational Hight School 5 Jambi*. Journal Education Vol. 2 No 1. Year 2022

student learning motivation Indonesian thematic learning content, this type of research is quantitative research. The sample of this research is 28 students of class III, consisting of 15 women and 11 men. The data collection method is a questionnaire, observation, and student documentation. Student motivation was obtained from the questionnaire and teacher interviews, and the final total score of 40 questions and 28 responses is 2660, receiving an average of 59%, which is classified as sufficient good. Two students got good criteria, one student got poor criteria, and 25 students got good criteria.[12]

This research focuses on developing and understanding student motivation in learning English at SMA Negeri 2 Palopo. The similarity between this study and previous research lies in the goal of identifying the types of motivation students have for learning English. However, differences include the student level, the research methods, and the study results. Previous research may have been conducted with different student populations, used varying methodologies, and produced different findings compared to this study.

B. Some Pertinent Idea

    a. Defenition of Motivation

Researchers define motivation in various ways, but it is commonly understood as an internal condition that influences and regulates human behaviour. Woolfolk outlines five fundamental questions that psychologists

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[12] Arista Kustyamegasari, Agung Setiayawan" *Analysis of student motivaation in thematic learning indonesian language content fo class 3 at SDN Banyajuh 6 kamai''* univesrsty of Trunojoyo madura, Jawa timur 2020.

address when studying motivation. The first question explores people's choices about their behaviour, such as why some students focus on their homework while others prefer playing video games. The second question investigates how long it takes for individuals to get started on tasks, noting that some students begin their homework immediately while others delay. The third question examines the intensity level of involvement in chosen activities, assessing how deeply engaged individuals are. The fourth question seeks to understand what causes someone to persist in or give up on an activity, exploring the factors influencing their decision to continue or stop. Finally, the fifth question looks at what individuals think and feel while engaged in the activity, focusing on the thoughts and emotions they experience.[13]

According to Santork, motivation is the process of energizing, controlling and maintaining behaviour.[14] Motivation is also why an individual engages in specific behaviours or actions. It is viewed as a process that initiates and sustains goal-directed actions. Motivation involves both physical and mental activities. Physical activities include cognitive actions such as scheduling, practising, establishing goals, monitoring progress, making decisions, and assessing outcomes. Additionally, motivation influences new learning, the performance of previously acquired skills, and the strategies and behaviours used to achieve those goals.

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[13]Anita Walfolk, *Educational Psycology.* (Harlow, Pearson, Educations. 2016)

[14]Jhon W. Santrock, *Educational Psylogy* (New York, Mc. Graw-Hill, 2011).

According to Ryan and Deci, motivation encompasses energy, persistence, and intentions, and it plays a crucial role in driving behaviour. Motivation is highly valued because of its consequences in the real world. It compels individuals to act based on various factors. For instance, people may engage in an activity because they find it essential or enjoyable or because they are committed to achieving something. Additionally, motivation can be influenced by interest or a sense of being observed, which can also drive behaviour.[15]

b. Type of Motivations

In self-determination theory, Ryan and Deci distinguish their motivation based on the different reasons or goals for doing an activity. The distinction between intrinsic and extrinsic motivation indicates a specific contrast in individual behaviours.[16]

1. Intrinsic Motivation

Intrinsic motivation is the engagement in an activity for its inherent satisfaction rather than for external rewards or consequences. In other words, an intrinsically motivated individual performs an activity because of the enjoyment or challenge it offers rather than due to external incentives. This form of motivation is recognized as a significant phenomenon in education because it leads to higher-quality learning and increased creativity. Therefore, it is crucial to

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[15]Richard. M. Ryan & Edward L. Deci, *Self – Determination Theory and Facilitations of Instrinsic Motivation, Social Developmen, and Well-Being,* American Psycologist, 55 (1) 2000.

[16] Richard. M. Ryan & Edward L. Deci, *Self – Determination Theory and Facilitations of Instrinsic Motivation, Social Developmen, and Well-Being,* American Psycologist, 55 (1) 2000.

understand the factors and forces that stimulate and support intrinsic motivation and those that may undermine it.[17]

In addition, intrinsic motivation is characterized by an individual's tendency to seek out and overcome challenges as they pursue their interests and develop their capabilities. When someone is intrinsically motivated, they do not require external incentives or punishments because the activity is inherently satisfying and fulfilling. This type of motivation drives individuals to engage in activities for the joy and personal growth they bring rather than for external rewards.

2. Extrinsic Motivations

Extrinsic motivation is a contrasting form of intrinsic motivation. It is a construct when individuals do an activity to achieve some purpose. For instance, a student has a motivation to learn something because he needs to obtain good grades, avoid punishment, or please the teacher or parents, it means that the student is affected by extrinsic motivation, in which he is not interested in learning itself. Extrinsic motivation is usually connected with negative emotions or poor academic motivation. Extrinsic motivation is seen as something that can undermine intrinsic motivation. Several studies have confirmed that if they have to do an activity because of some extrinsic factors, they will lose their natural interest in doing it.[18]

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[17] ." *The defenition and intrinsic of motivation*" january 2020.

[18] Wolfolk" *Extrinsict Motivation in Learning"* 2021

a. Student Internal Factors

Factors originating from within the students include physiological (physical) and psychological (spiritual).

1. Physiological Aspects General physical condition and tone (muscle tension), which indicate the fitness level in body organs and joints, can affect the enthusiasm and intensity of students in attending lessons. The condition of the body's organs is weak, especially if accompanied by severe headaches, for example, can reduce the quality of the creative domain (cognitive) so that the material studied is lacking or does not remain intact.

2. Psychological aspects play a significant role in influencing both the quantity and quality of student learning acquisition. Certain elements, such as intelligence or cognitive ability, student attitudes, talents, interests, and motivation, are considered particularly essential. These psychological factors can profoundly impact how students engage with and absorb educational material, ultimately affecting their learning outcomes.

b. Student External Factors Like student internal factors, student external factors also consist of two types, namely, social environmental factors and non-social environmental factors.

1. The school's social environment, such as teachers, administrative staff, and friends class, can influence a student's enthusiasm for learning. The teachers always show a sympathetic attitude and behaviour and are good role models, excellent and diligent, especially in studying. For example, diligently reading and discussing can be a positive driving force for student learning activities.

Furthermore, the student's social environment includes the community, neighbours, and playmates around the student's village.

2. Non-social Environment Factors included in the non-social environment are school buildings and location, the house where the student's family lives and its location, learning tools, weather conditions, and the study time used by students. These factors also determine the level of student learning success.

3. Motivation in Learning

Starting from the meaning of the word motivation above, what is meant by learning motivation is something that creates encouragement or enthusiasm for learning or, in other words, as a driver of enthusiasm for learning (Islamuddin, 2012: 259). According to Hermine Marshall, learning motivation is meaningfulness, value, and benefits. These learning activities are pretty enjoyable for students.[19]

Motivation to learn is essential for students and teachers. For students, the importance of understanding motivation is as follows :

a. Awareness of the position at the beginning of learning, the process and the final results.

b. After students read a chapter of the reading book, compare it with their classmate in that chapter. He was less successful in capturing the content, so he was encouraged to read again.

c. Informs about the strength of learning efforts compared to friends and peers as an illustration, if it is proven that a student's learning efforts are inadequate So he

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[19] Marshall Hermione," *The Benefit, Meaningfulness, and Value of motivation.*" Journal of Education. vol.2 2019

tried, so he tried as diligently as his friends who studied and succeeded. d. Directing learning activities, as an illustration, after he knows that He hasn't studied seriously like he's joking around in class, will change their learning behavior.

Motivation has a strategic role in a person's learning activities. No no one studies without motivation. No motivation means no activity learning. For the role of motivation to be more optimal, the principles of motivation in education are not just known but must be explained in teaching and learning activities. There are several principles of motivation in learning, as in the following description:

a. Motivation as a Basic Driving Force that Encourages Learning Activities. Someone carries out learning activities because someone encourages them. Motivate as the fundamental driving force that enables someone to learn. Interest is a psychological tendency to like an object but not yet carry out activities. However, interest is motivation in learning. Interest is The potential of psychology that can be utilized to explore motivation. If someone is already motivated to learn, he will carry out deep learning activities for a certain period. Therefore, motivation is recognized as a primary driving force that encourages a person to engage in learning activities.

b. Intrinsic Motivation is More Important than Extrinsic Motivation in Learning Of all teaching policies, teachers decide to give more extrinsic motivation to each student. Students who are very lazy about studying have the potential to be given extrinsic motivation by the teacher so that they study diligently. The undesirable effect of providing extrinsic motivation is the tendency of students to depend on

everything outside themselves. Apart from lacking self-confidence, students also have a hopeful and easy mentality. Therefore, intrinsic motivation is more important in learning.

c. Motivation in the form of praise is better than punishment. Although punishments are still applied to stimulate students' enthusiasm for learning, it is still better to receive praise in the form of praise. Everyone likes to be appreciated and appreciated and doesn't like being punished in any form. Praising others means something giving appreciation for other people's work achievements. It will encourage someone to improve their work performance further. But praise that is said does not just happen. It must be in the right place and under the right conditions. The mistake of praising can mean mocking.

d. Motivation is Closely Related to Learning Needs. In students' lives, appreciation, attention, fame, status, and dignity are average needs for students. Everything can motivate students to learn. The experienced teacher must be able to take advantage of students' needs to arouse their enthusiasm for learning and help them become children who love to learn. Students are also active in learning to fulfil their needs to satisfy their taste and curiosity about something.

e. Motivation can foster optimism in learning. Students motivated to learn are always sure they can finish every job. He believes that studying is not a futile activity. The results will be helpful not only now but also in the future.

There are several forms and ways to foster motivation in learning activities, including:

a. Giving numbers and Numbers symbolizes the value of many students' learning activities learning. The main thing is to achieve good numbers or grades. Usually, what is chased is the test scores or the scores on the report cards fine. For students, good numbers are a powerful motivation. However, many students work or study to catch up as long as they move up a class.

b. Prizes can also be said to be motivational, but this is not always the case. Because a prize for a job may not be attractive to someone who is not happy and is not talented for that job. For example, a prize given for the best drawing may not be of interest to someone. a student who has no talent for drawing.

c. Rivalry/competition Rivals or competition can be used as a motivational tool to encourage student learning. Competition, both individual competition and group competition, can improve student learning achievement. Indeed, many elements of competition are used in industry or trade, but they are also very well used to enhance student learning activities.

d. Ego involvement: Raising awareness in students so they feel the importance of assignments and endure the challenge of working hard severely. Self-esteem is a form of motivation that is quite important for a person who will try with all my strength to achieve good performance while maintaining his self-esteem. Completion of a task well is a symbol of pride and self-esteem, as well as for students who study subjects. Students will learn loudly that it could be because of his pride.

The Role of Motivation in the Learning Process The learning process is an activity that involves an individual (physical and spiritual). Learning activities are never carried out without encouragement or strong motivation from within or outside the individual who follows Learning Activities. The role of motivation in learning is as follows following (Wasty, 2006: 12-15).[20]

1. The role of motivation as a driving force or driver of learning activities. In this case, motivation acts as a driving force, especially as a student, to learn, both from within oneself and from outside oneself (external), to carry out the learning process.

2. The role of motivation clarifies learning objectives. Motivation is related to a goal. Without a goal, there will be no one's motivation. Therefore, motivation plays a significant role in achieving optimal student learning outcomes. Thus, motivation can provide direction and activity for students (students) who must work following these objectives.

3. The role of motivation is selecting the direction of creation. Here, motivation can play a role in choosing what must be done for students to achieve the objective.

4. The role of internal and external motivation in learning. In learning activities, internal motivation usually arises from within the student, whereas students' external motivation in general education is obtained from teachers (educators).

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[20] Marshall Hermione," *The Benefit, Meaningfulness, and Value of motivation*." Journal of Education. vol.2 2019

5. The role of motivation creates achievement. Motivation plays a significant role in helping students in achieving learning achievement. The high and low levels of a student's learning achievement (students) are always associated with high and low learning motivation a student.

In addition, there are five general motivational approaches: behavioral, humanistic, cognitive, social-cognitive, and socio-cultural. According to behavioural views, student motivation in the classroom is influenced by rewards and incentives, with extrinsic factors being the primary source of motivation. In contrast, the humanistic view emphasizes intrinsic factors, such as self-actualization and the inborn tendency for self-determination, as the primary sources of motivation. Cognitive theories suggest that behaviour is determined by our thinking, with motivation resulting from individuals' expectations of achieving goals and the value they place on these goals. The socio-cultural view emphasizes participation in community practices, where individuals engage in activities to preserve their identities and maintain relationships within the community. The following table summarizes these five theories.[21]

Table 2.1

Five Views of Motivation

	Behavioural	Humanistic	Cognitive	Social Cognitive	Socio-cultural

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[21]Zoltan Durnyei & Ema Ushioda, *Teaching and Researching in Motivation Second Edition*, (Harlow: Pearson Education Limited. 2011),

Source of Motivation	Extrinsic	Intrinsic	Intrinsic	Extrinsic and intrisic	Intrinsic
Important Influences	Reinforcers, Reward, Incentives and punishers	Not for self-esteem Self – fulfilment And self – determinaattion	Beliefs, Attribution for success and failure, expectations	Goals Expectations, Self–efficacy	Engaged participation in learning communities, maintaining identify through participant in activities of groups
Key theorists	Skinner	Maslow, Deci	Weiner Graham	Locke& latham Bandura	Lave, Wenger

Furthermore, Garder and Lambert construct a socio-psychological theory of second on foreign language learning motivation. They express ethnocentric tendencies. His attitudes toward the members of the groups are believed to determine how successful he will be, relatively, in learning the English language.

The learner's motivation is assumed to be determined by his attitudes and orientation toward the learning task, whether integrated or instrumental.[22]

a. Integrative Motivation

Integrative motivation reflects an individual's interest in English language learning. An individual who has integrative tends to learn a language because it will help him to engage with the native speaker or understand the language to gain friends who speak English.[23]

b. Instrument Motivation

Instrumental motivation contrasts with integrative motivation in English learning. Instrumental motivation is characterized by a desire to gain social recognition or financial advancement through foreign language knowledge. Gardner explains that the goals of instrumental motivation do not include identification with or a sense of closeness to the language community but instead focus on practical purposes, such as obtaining a good job or studying abroad. It does not imply that individuals want to become emotionally close to native speakers. In other words, instrumental motivation reflects the practical benefits and advantages of learning a language.[24]

Regarding the classification, it can be inferred that extrinsic motivation is correlated with instrumental motivation, reflecting an individual's purpose of

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[22]R. C. Gardner & Walker E. Lambert, *Attitudes and Motivation Second Language Learning,* (Rowley: Newbury Home Publishers, 1973) .

[23]Dornyei*, Conceptualling Motivation in Foreign Language Learning, and Language Learning.* 40,(1), 1990.

[24]R. C. Gardner & Walker E. Lambert, *Attitudes and Motivation Second Language Learning,* (Rowley: Newbury Home Publishers, 1973)

achieving external rewards. Intrinsic motivation, conversely, is associated with integrative motivation, demonstrating an individual's persistence in learning due to internal factors.[25]

In summary, motivation is classified into intrinsic and extrinsic motivation. The term inherent motivation reverses the motives of performing an activity, which come from internal desires due to satisfaction and enjoyment of the activity. While extrinsic motivation reverses motives to do something to achieve particular goals, in this study, the researcher uses the concept of motivation in language learning, namely integrative and instrumental motivation. Integrative motivation reverses the learner's orientation, which reflects a genuine interest in the language and the culture of the community who speak it. Instrumental motivation refers to the desire of learners to learn the language to gain specific goals such as economic advancement or social recognition.

c. **Measurement of Motivation**

As a psychological construct, motivation cannot be directly observed or recorded. Therefore, when measuring motivation, a researcher must determine the specific type of motivation they aim to measure. Motivation can be assessed through cognitive, affective, and behavioural aspects. Cognitive measures include memory accessibility, evaluation, and perceptions of goal-relevant objects. Affective measures involve subjective experiences, while behavioural measures include speed, performance, and choice, capturing fluctuations in motivational

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[25]A. Torabi & A.R.N. Tabrizi, *The relationship Between Instrumental, Integrative, Instrinsic and Extrinsic Motivation and The Lexial – Oriented Knoeledge amoung Intermediate Iranian EFL Learners.* Journal of Applifed Linguistic and Language Research. 3,(6) 2019.

strength. Motivation can be observed in learning through aspects such as duration, attitudes, frequency, consistency, persistence, and loyalty.[26]

Several tools, such as performance tests, questionnaires, and scales, can measure student motivation. These tools are described as follows:

a. Performance tests are used to obtain formation-related loyalty, solemnity, targeting, awareness, duration, and frequency of activities.

b. The questionnaire is used to grasp an understanding of persistence and loyalty.

c. Freewriting is used to comprehend the information related to vision and aspirations.

d. Scale is used to understand the attitude of the study toward English learning.

Furthermore, Gardner and Lambert state that the value orientation of a potential foreign language student can be estimated or measured through structured interviews or carefully planned questionnaires.

Additionally, Gardner has developed a research instrument to measure the significant affective aspect shown in second language learning, called attitude/motivations. It consists of a scale measuring the individuals' responsiveness toward the several groups and individuals' concepts that are connected to acquiring a second language.[27]

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[26]Cucu Suhana, *konsep in Strategy of Learning.* (Bandung, Refika Aditama, 2014) Vol 2, No 3.

[27]R. C. Gardner, *The Attitude / Motivation Test Batery: Technical Report, Retrived on March 26. 2019,* From https;//publish.uwo.ca/-gardner/docs/AMTBmanual.pdf

In conclusion, to measure the motivational aspects of students in language learning, researchers can use several instruments, such as questionnaires or interviews, by considering the specific type of motivation they aim to measure. Many researchers have used and modified the Attitude/Motivation Test Battery (AMTB) to assess motivation in language learning, adapting it for specific purposes. In this study, the researcher modified some AMTB items to measure the dominant motivation among students in English language learning.

2. The Importance of Motivation in Language Learning

Motivation has been revealed as one of the critical factors influencing students in learning a language. Dornyei states that motivation is one of the main factors in second/foreign language acquisition. He also notes that a significant amount of research has investigated the role of motivation in second language learning.[28]

Gardner and Lambert express that attitudes and motivation play essential roles in acquiring a second or foreign language in North America. It indicates the significance of research on attitudes and motivation in foreign language learning.[29]

Motivating the learner to learn is pertinent to curriculum implementation. It is because motivation is an influential factor in the teaching-learning situations. The success of learning depends on whether or not the learners are motivated.

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[28] Zolta Douyei, *Motivation and Motiviting in the Foreign Language Clasroom,* The Modern Language Journal,8(3), 1994.

[29] R. C. Gardner & Walker E. Lambert, *Attitudes and Motivation Second Language Learning,* (Rowley: Newbury Home Publishers, 1973)

Motivation drives learners to reach learning goals. Recognizing that motivating learning is a central element of good teaching is essential. It implies that learners' motivation is probably the most critical element of learning. Learning is inherently hard work; it pushes the brain to its limits and thus can only happen with motivation. Students' motivation to learn is of particular importance because students' mere presence in the class does not guarantee that students want to know. It is only a sign that students live in a society where children are required to attend school.

Answering the challenges in the world of education today is how a teacher can provide knowledge to students through a learning process. Teachers must present an exciting learning process so that students are motivated to follow the learning process from beginning to end. The teacher learning design can combine several methods to form a varied learning process so that the teacher can facilitate all students from various learning styles. The teacher can also motivate students to learn by giving awards and praise and mentoring individually or in groups. Students' motivation will produce learning outcomes as desired because children following the learning process do not feel forced to emerge from within themselves, so they can process new knowledge based on what is given in any form.

Clearly, it can be said that a large part of the formation of intelligence (understanding), attitudes and interests is part of personality formation implemented by the school. This fact shows how significant the influence of schools is. On the other hand, tasked with developing the child's personality, the

school's function is more critical to conveying knowledge and implementing education intelligence. The function of schools in intellectual education can be equated with the functions of family in moral education. It defines a learning environment as one that is purposeful and used as tools in the educational process (clothing, home conditions, play equipment, books, teaching aids, and others.). According to Sardiman (2012), motivation can function as a driver of business and achievement. So, it can be said that if a student is motivated to learn, their learning achievement is expected to increase.

In learning, motivation does not just appear. Techniques are needed to generate motivation in learning. According to Hamzah B. Uno (2012), several methods can be used in learning, such as providing motivation for learning verbally and using test scores to drive success.[30]

In linguistic terms, is it known as the language acquisition phase, or where is this phase of language acquisition? Allows children to learn language and acquire language skills naturally as native speakers (Hu, 2016; Kidd & Garcia, 2022). Additionally, Wallin and Cheevakumjorn (2020) state in their research that someone exposed to foreign languages at an early age will have maximum achievement in learning a language. This research supports the statement that children should learn a foreign language early because childhood is the ideal period to acquire foreign language proficiency naturally.[31]

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[30] Hamzah, b. Uno" *Method in learning in provide motivation"* Journal of education vol. 2 years 2022

[31] Willin and Cheevakumjorn" *Exposed to foreign language at early age"* journal of education. Vol 1, year 2021.

One of the changes is the increasingly intense learning of English as a language for international foreigners in education. Many schools compete to design English learning in extracurricular activities or additional study hours. Many parents believe that having English language skills will improve future education and employment opportunities for their children.

1. English learning method

a. Listening Assessment a. Assessment Principles several principles need to be considered regarding the implementation of listening assessment, especially regarding the delivery of implied material to students. Heaton (1990) provides some considerations in providing material for students to listen to in the test: i) Try to keep the tone. Your talk gives the impression of talking directly to students and not reading. Use standard expressions or expressions used in spoken language; ii) Avoid using text that is too long because, in reality, the speaker natives also have difficulty remembering information quickly; iii) Don't memorize the text because it will make your way of conveying less reasonable; iv) Repeat essential points so that students clearly understand them.

2. Reading assessment a. Reading Comprehension Reading skills can be grouped with listening skills, namely understanding the message (receptive skill). In Listening, the activity is to understand the message conveyed verbally, while in reading, the activity is to understand written messages. Therefore, techniques can be used to measure skills. Listening can also be used to measure reading skills.

The difference is that in the reading assessment, the text is written. Meanwhile,[32] spoken text is used in the listening assessment. Besides that, because students can deal with visual text longer than with oral text, the same student can be given more written text length in the reading test. Meanwhile, spoken text is used for listening assessment, which is shorter and more straightforward than text for assessment reading.

3. Speaking ability assessment To measure speaking ability, the most appropriate way is to teach students to speak, not write. Therefore, efforts must be made to measure the ability to talk so that students carry out oral activities. With speaking, teachers can determine students' abilities in applying all elements of speaking skills (such as the ability to express meaning, Which means using vocabulary, grammar, and pronunciation correctly and fluently). With written answers, students will not get to demonstrate the many elements that need to be measured. Carry out speaking activities naturally if the speaker is good. Of course, you need someone to talk to. The interlocutor can also be a benchmark whether the spoken conversation is understandable, showing that he succeeded in communicating the meaning he wanted to express.

4. Writing Ability Assessment Writing skills can be obtained through assignments and requirements lots of time. Writing is an ongoing process that continuously includes prewriting, drafting, revising, editing, and sometimes showing the best works. The teacher gives examples of writing forms (such as short message, narrative text, recount, descriptive), discusses them with students, tries to make

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[32] Heaton*" Consideration in profiding material for students"* journal education english language vol 2. Years 2022.

their own, discusses the results of students' writing, improves the writing, and edits until you get the best results.

C. Theoretical Framework

English is used widely by many people throughout the world. As it becomes widespread, English language learners are used by many people for different reasons, such as to communicate with the English-speaking community, to study abroad, or to get a promising career. Indonesian, the English language, has the status of a foreign language and is challenging in schools and universities. Many people are concerned about taking an English course, and will pay much money, but the success of English language learning in Indonesia has not yet been achieved despite many efforts to expand the quality of the teaching process. However, some students have become competent in the English language.

Motivation comes from Latin, Movere which means encouragement or driving force. Many experts have put forward the definition of motivation with various perspectives, but the essence is the same, as a driver that changes the energy within a person into a form of real activity to achieve a certain goal.[33]

Huitt, W. said that motivation is a condition or internal status (sometimes interpreted as a need, desire, or passion) that directs a person's behavior to actively act in order to achieve a goal.

Many factors contribute to the success of language learning. One of them is motivation, which guides students to follow directions and obtain goals. Motivation is distinguished into two types in language learning: integrative and

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[33] Arianti" *The Role of Teachers in Improving Student Learning Motivation"*, Didakkita, Journal of Education Vol.12, No. 2. Year 2018.

instrumental. Integrative motivation refers to students' orientation toward learning a language due to their interest in the culture of the target language community. In contrast, instrumental motivation refers to students' orientation to learn a language to achieve specific purposes, such as career advancement or academic success.

According to Makmun, there are eight important indicators to measure learning motivation, namely learning duration; learning frequency; persistence in learning activities; fortitude, tenacity and ability to face obstacles and difficulties; devotion and sacrifice to achieve goals; level of aspiration to be achieved with the activities carried out; level of

achievement qualification/product (output) achieved from the activities carried out; and direction of attitude towards the target of the activity.[34]

Based on the explanation of the learning motivation indicators above, it can be concluded that there are various indicators that can be used to measure students' learning motivation. Students who are motivated to learn tend to pay attention to the duration of learning activities, frequency of activities, persistence, fortitude, tenacity, and ability to face obstacles and difficulties, devotion and sacrifice, the level of aspiration, the level of achievement/product qualification (output), and the direction of learning attitudes. Students who have high learning motivation tend to be involved in all learning activities intensively, focused, and diligently during the learning process.[35]

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[34] Makmun " *The indicator of motivation in learning proces* " journal of education vol. 2 years 2022.

[35] Ricardo,Rini Intansari Mellani,"The impact of interest and motivation to learn on student learning outcomes " Journal of Education", Office Management Educational journal. Vol.1 No. 1 years 2018.

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                    ┌─────────────────────────────┐
                    │ Motivation in English learning │
                    └─────────────────────────────┘

  ┌─────────────────────────┐          ┌─────────────────────────┐
  │   Intrinsic Motivation  │          │   Extrinsic Motivation  │
  └─────────────────────────┘          └─────────────────────────┘

  ┌─────────────────────────┐          ┌─────────────────────────┐
  │   1. Humanistic         │          │   1. Behavioral         │
  │   2. Cognitive          │          │   2. Social Cognitive   │
  │   3. Social Cognitive   │          │                         │
  │   4. Social Cultural    │          │                         │
  └─────────────────────────┘          └─────────────────────────┘
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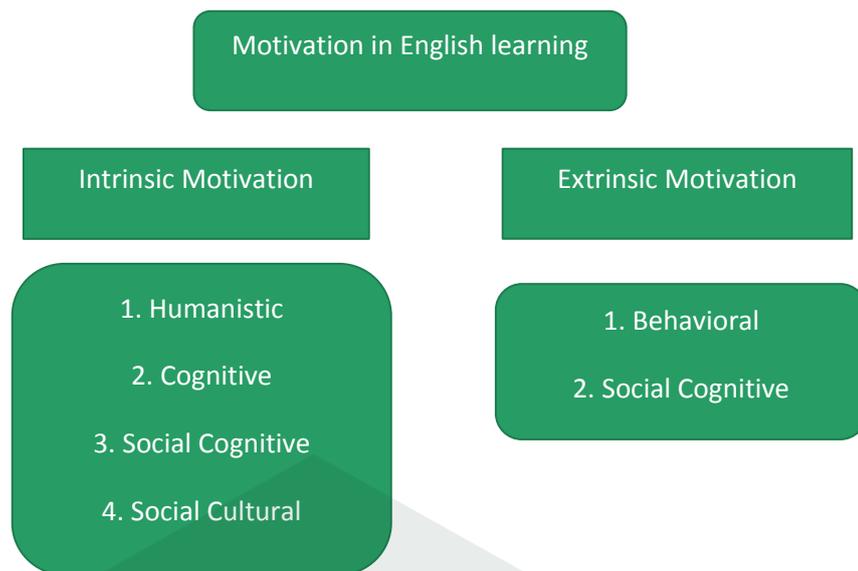
D. Hypothesis

In various kinds of literature, experts construct hypothesis definitions from multiple angles. According to Rogers (1966): "A hypothesis is a single tentative conjecture used to develop a theory or experiment and test it"; Creswell & Creswell (2018):" The hypothesis is formal statements present the expected relationships between independent variables and dependent variable"; "Hypothesis is a temporary answer to be tested the truth through research." Based on the definitions from several experts, it can be concluded that in a hypothesis, there are several essential components, namely conjecture, temporary relationships between variables, and truth tests.[36]

Research Hypothesis Categories The research hypothesis is also known as the alternative research hypothesis (Ha). Speculative statements about the relationship between two or more variables are used in quantitative research studies (Kerlinger & Lee, 2000). Because the nature of a hypothesis is conjecture

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[36] Creswell " *A hypothess single tentative to develop theory experiment* " jourrnal english education. Vol .2 years 2021.

or speculative, it needs to be tested. There are two concepts of research hypothesis, namely directional or one-sided and non-directional or two-sided hypotheses, which means researchers who do not have a clear basis regarding the direction of the results research, then the hypothesis written is a two-way hypothesis (non-directional hypothesis); On the other hand, if the researcher is clear and has strong references regarding the direction of the research can write a one-way hypothesis (directional hypothesis).

Hypothesis testing is a logical process in quantitative and scientific research, which is an area of inferential statistics using statistical test tools, and the results become material for analysis in subsequent research, Stage Hypothesis testing is not a ritual formality of quantitative research. However, it is a formal obligation with the aim of test results being used to conclude the study and, at the same time, determine further research.

The following is a list of specifications that will be made in this study:

1. Null hypothesis (Ho) The Student's has no Motivation in Learning English at SMA Negeri 2 Palopo

2. Alternative hypothesis (H_1): The Student's has Motivation in Learning English at SMA Negeri 2 Palopo

CHAPTER III

RESEARCH METHODS

A. Research Method

This Research uses a Quantitative descriptive research procedure with a survey design. The quantitative data were obtained from The questionnaire to determine students' motivation to learn English.

B. Place and Time of Research

This Research qqwas conducted at SMA Negeri 2 Palopo, the location of which is Perumnas, Palopo. Conduct the research when this research starts in the 2023-2024 academic year.

C. Population and Sample

The researcher conducted this study at SMA Negeri 2 Palopo. A purposive sampling technique was used to select the sample, which comprised 50 students from Class XI IPS 1-4 for the academic year 2023. Purposive sampling was chosen to select participants specifically relevant to the research focus.[37] In this study, the total student population in Class XI IPS 1-4 was 121, and 50 students were selected as the sample. The choice of these students was based on their high motivation levels, as they were believed to be indicative of motivation in learning English. The researcher aimed to investigate the motivation of first and second-year students at SMA Negeri 2 Palopo for the academic year 2023.

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[37] Louis Cohen, Lawrance Manion, and Keith Morrison, *Research Method in Education Sixth Edition, Vol. 2 , 2019*.

Table 3.1

No	Class	Boys	Girl	Total
1	XI IPS 1	11	23	34
2	XI IPS 2	10	21	31
3	XI IPS 3	14	18	32
4	XI IPS 4	7	17	24
Total				121

D. Instrument of the Research

The researcher used a questionnaire and interviews to investigate motivation in English learning. The questionnaire consists of two parts. The first part gathers general demographic information about the participants, such as name, gender, age, class, and grade point average. This data is provided solely for contextual purposes and has not been analyzed further, except for the grade point average items. The second part includes 20 items where participants select one of five options on a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The items in this section are adapted from the Gender Attitude/Motivation Test Battery.

The instrument to collect data used quantitative descriptive research and the survey method to know the students' motivation in learning the English language, and to collect data instrument used below:

The variable of instrument of the research is, Student's Motivation and English language learning and have optional defenition: The Student's understand about their motivation, Factors and benefit from their type motivation

The researcher used 20 items based on motivation in learning English to construct the questionnaire. The following table presents the specifications of the questionnaire items:

Table 3.2

The Specification of the Questionnaire Items

Questionnaire	Items
Motivation	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20.

The table shows that the questionnaire includes 20 items designed to assess student motivation in learning English. A pilot study was conducted to analyze its validity and reliability To determine whether the questionnaire effectively measures students' Motivation.

After constructing the research instrument, the next step was to conduct a pilot study to assess the validity and reliability of the questionnaire. In the pilot study, the researcher distributed the questionnaire to 50 students from the same population. The results of the questionnaire were then analyzed to evaluate both the validity and reliability of the instrument.

The central concept addressed in this study is the highest motivation for college students to learn English as a foreign language. Motivation is an internal state that leads individuals to accomplish specific goals involving mental and

physical action. It works as a motive for doing something, usually associated with excitement.

Based on the literature review, there are two motivational constructs in language learning: instrumental orientation and integrative motivation.

1.) Integrative orientation: The student intends to learn the target of communicating with a native speaker and their interest in the target language's culture and ways of life.

2.) Instrumental orientation: student perceptions of the usefulness of the target language and their intention to use it for practical purposes, such as future studies or careers, travelling abroad, or getting financial benefits.

Several tools can measure student motivation, including performance tests, questionnaires, free writing assessments, achievement tests, and scales. In this study, the researcher used a questionnaire to determine the dominant motivation among students learning English. The questionnaire employed a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The following table presents the specifications of the items in the questionnaire.

Table 3.3

Intrinsic Motivation	Extrinsic Motivation
1. I am motivated to learn English because it is a subject that I like	11. I am motivated to learn English directly because my family will be happy if my English score is high
2. I spend time learning English at home because I have more time than at	12. I am motivated to study English directly to get good grades

school	
3. I like learning English face to face because it is better understood	13. I am enthusiastic about taking English lessons because it can improve my English skills
4.I am motivated to study English at school because I want to improve my English skills	14. I am motivated to learn English because English will help me continue my studies at college
5. I am motivated to learn English at home because I like English lessons	15. I am motivated to learn English because I think every student who is good at English at school will be admired by other students and teachers at school
6. I like all the material about English lessons so I am motivated to learn it	16. I am motivated to learn English so as not to disappoint my parents who pay for my school needs
7. I am motivated to study English at school because I like English	17. I am motivated to learn English so as not to disappoint my parents
8. I like learning English face to face rather than e-Learning	18. I am encouraged to learn English face to face because I can learn optimally
9. I am motivated to learn English face to face because the material is easier to understand through the teacher's	19. I am motivated to learn English directly because I get impressions from my teacher

explanation	
10 .I feel that learning English face-to-face is more effective than learning online	20. I am motivated to learn English because I want better English grades than my classmates

The reliability of the research instrument is essential because it refers to the consistency of the instrument. The researcher used Cronbach's Alfa coefficient through IBM SPPS Statistic 24 to analyze the reliability. The result of the reliability analysis is presented in the table below:

Table 3.4

The Reliability of the Instrument

Cronbach's Alpha	N of Items
.927	20

Tale 3.2 reveals that the Cronbach's Alpha of the instrument is 0.927. According to Cohen, the alpha coefficient above 0.90 is categorized as highly reliable. In other words, the research instrument is considered as trustworthy.

E. Procedure Collecting Data

To collect the data, the researcher gained approval at SMA Negeri 2 Palopo to administer the study to students of batch 2023. In this study, the researcher used a questionnaire to collect the data to determine the dominant motivation in learning English. The researcher obtained data on GPA through the questionnaire, in which the students were required to fill out the GPA.

1. Observation

Before giving questionnaires to students, the researcher made observations to find out the situation in the school environment, then what questions were appropriate to the learning conditions at school that would be examined and then determined the students as samples for the research.

2. Questionare

At this stage, students are asked to fill in their name, class and cellphone number. Then, students have to read the 20-item question, then choose the answer using a linker scale, where the answers are Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. where the value of the answer for each answer is 1 to 5 points.

3. Interview

At this stage the researcher asked questions according to the title being researched, after that he gave questions to the students who were designated as samples and the students answered the questions honestly.

4. Documentation

Every time a research activity is carried out, the researcher takes pictures during the questionnaire filling activity, then during the interview and also when making observation.

2. Literature review

A literature study is an effort to collect information about the problem and variables studied.

F. Data Analysis Technique

The data analysis technique used in this research is descriptive analysis, which describes or summarises research results on the relationship between learning motivation and English language learning to calculate the percentage of respondents' answer data. The research used the formula as follows :[38] To interpret the motivational level of each student, the researcher used the interpretation adapted from the interpretation procedure design by Degang.[39]

Table 3.6

The Interpretations of Motivational Level

Scale	Mean Range	Motivational Level	Score Range
5	Strongly agree	Highest	4.50-5.00
4	Agree	High	3.50-4.49
3	Neither agree nor disagree	Low Moderate	2.50-3.49
2	Disagree	Low	1.50-2.49
1	Strongly disagree	Lowest	1.00-149

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[38]Rusydi Ananda & Muhammad Fadhli, *Statisticall of Educations* (Teori dan Praktik dalam Pendidikan), (Medan: CV. Widiya Puspita, 2018), 158

[39]Manusak Degang, *Motivation Toward English Language Learning of The Second year Undergraduate Thai Student's Majoring in Business English at English-Medium University, Master's Projected of Srinakharinwirot University Bangkok,* 2010, Vol 1. No 2.

This study aims to find student's motivation and investigate whether there is a significant difference in student's grade point averages based on their type of motivation (integrative and instrumental). To investigate the second research purpose, the researcher used an independent .

sample t-test. The hypotheses for the independent sample test are formulated as follows:

$$H_0: n1 = n2$$

$$Ha: N1 = N2$$

1. If p-value > a (0.05), the null hypothesis (H0) is accepted, and the alternative hypothesis (Ha) is rejected. It indicates student motivation in learning English at SMA Negeri 2 Palopo.
2. If p-value < a (0.05), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted, it indicates that the student motivation in English learning at SMA Negeri 2 Palopo.

G. Validity of Instrument Data

In this research, the researcher has used some aspects to validity this research: Validity or authenticity come from the word validity whichmean to what extend the accuracy of a meansuring fuction in other word, validity is a concept related to extent the test has meansured what is it supposed to measure and than a research instrument said the valid if the istrument what its aim to do be measured.

The main concept addressed in this study is the highest of motivation college students to learn English as a foreign language. Motivation is an internal state which lead individuals to accomplish specipic goals which involves both mental action and physical action. It works as a motive for doing something which is usually asociated which excitement.

Based on literature review, there are two motivational construct in language learning namely instrumental orientation and integrative motivation.

Integrative orientation: student intention to learn the target to communicate with native speaker and their interest in culture and ways of life of the target langguage.

Instrumental orientation: student percepton of usefulness of the target language and their intention to use the language for practical purpose, such as future studies or careeer, traveling abroad, or getting financial benefits.

H. Technique of analysis data

No	Variabel	Optional Devenition	Measuremen	Tools Measuremen	Result	Scale Measuremen
1.	Student Motivation	The Students understand about their motivation	Answer about the student motivation use The	The questionaire used Scale Likert	Higest >4.50-5.00 Lowest	Ordinal

		motivation -Defenition -Factors -Benefits	questionaire for statement used the intepretational of motivation level when He Agree or Disagree.		<1.00-1.49	
2	English language learning	Goals of learning based on theirMotivatin	Statment used The questionaire for positive Questions and Correct Answer get 1 point and wrong answer get 0 point from test based on the different of motivation	The questionaire use Scale Gultman	Negatif: if: mark <4.50-5.00 Positive: if: mark >4.50-5.00	Ordinal

CHAPTER IV

FINDING AND DISCUSSION

A. **Findings**

1. **Data Description**

The result of research from The questionnaire on analysis of students' motivation in learning the English Language at SMA Negeri 2 Palopo is as follows:

Question 1

Category	Frequency	Percentage
SA	9	18%
A	17	34%
N	21	42%
D	3	6%
SD		
Total	50	100%

In response to Question 1, "I like English learning because it is a subject that I like," 18% of students (9) strongly agreed. Additionally, 34% of students (17 students) agreed with the statement. Meanwhile, 42% (21 students) were neutral, and 6% (3) disagreed.

Question 2

Category	Frequency	Percentage
SA	2	4%
A	19	38%
N	14	28%
D	15	30%
SD		
Total	50	100%

In response to Question 2, "I spend time learning English at home because I have more time than at school," 4% of students (2) strongly agreed. Additionally, 38% of students (19 students) agreed with the statement. Meanwhile, 20% (14 students) were neutral, and 30% (15) disagreed.

Question 3

Category	Frequency	Percentage
SA	11	22%
A	30	60%
N	6	12%
D	3	6%
SD		
Total	50	100%

In response to Question 3, "I like learning English at school face-to-face because it is easier to understand," 22% of students (11) strongly agreed. Additionally, 60% of students (30 students) agreed with the statement. Meanwhile, 12% (6 students) were neutral, and 6% (3) disagreed.

Question 4

Category	Frequency	Percentage
SA	14	28%
A	26	52%
N	8	16%
D	2	4%
SD		
Total	50	100%

In response to Question 4, "I am motivated to learn English at school because I want my English skills to continue to improve," 28% of students (14)

strongly agreed. Additionally, 52% of students (26 students) agreed with the statement. Meanwhile, 16% (8 students) were neutral, and 4% (2) disagreed.

Question 5

Category	Frequency	Percentage
SA	2	4%
A	17	34%
N	24	48%
D	7	14%
SD		
Total	50	100%

In response to Question 5, "I am motivated to learn English at home and school because I like English," 4% of students (2) strongly agreed. Additionally, 34% of students (17 students) agreed with the statement. Meanwhile, 48% (24 students) were neutral, and 14% (7) disagreed.

Question 6

Category	Frequency	Percentage
SA		
A	16	32%
N	30	60%
D	2	4%
SD	2	4%
Total	50	100%

In response to Question 6, "I like everything about all English learning materials, so I continue to be motivated studying them," 32% of students (16) agreed. Additionally, 60% of students (30 students) were neutral, 4% (2 students) disagreed, and 4% (2 students) strongly disagreed.

Question 7

Category	Frequency	Percentage
SA		
A	21	42%
N	22	44%
D	7	14%
SD		
Total	50	100%

In response to Question 7, "I am motivated to learn English because I like the English language," 42% of students (21) agreed. Additionally, 44% of students (22) were neutral, and 14% (7) disagreed.

Question 8

Category	Frequency	Percentage
SA	4	8%
A	34	68%
N	8	16%
D	4	8%
SD		
Total	50	100%

In response to Question 8, "I like learning English face-to-face rather than E-Learning," 8% of students (4) strongly agreed. Additionally, 68% of students (34 students) agreed with the statement. Meanwhile, 16% (8 students) were neutral, and 8% (4) disagreed.

Question 9

Category	Frequency	Percentage
SA	7	14%
A	22	44%
N	14	28%
D	6	12%
SD	1	2%
Total	50	100%

In response to Question 9, "I am motivated to learn English face-to-face because the material is easier to understand through teacher explanation rather than looking at material online and studying it myself," 14% of students (7 students) strongly agreed. Additionally, 44% of students (22 students) agreed with the statement. Meanwhile, 28% (14 students) were neutral, 12% (6 students) disagreed, and 2% (1 student) strongly disagreed.

Question 10

Category	Frequency	Percentage
SA	7	14%
A	28	56%
N	11	22%
D	3	6%
SD	1	2%
Total	50	100%

In response to Question 10, "I feel learning English through face-to-face learning is more effective than online learning," 14% of students (7) strongly agreed. Furthermore, 56% of students (28 students) agreed with the statement. Meanwhile, 22% (11 students) were neutral, 6% (3 students) disagreed, and 2% (1 student) strongly disagreed.

Question 11

Category	Frequency	Percentage
SA	2	4%
A	18	36%
N	24	48%
D	5	10%
SD	1	2%
Total	50	100%

In response to Question 11, "I am motivated to learn English face-to-face because my family will be happy if my English score is high," 4% of students (2) strongly agreed. Additionally, 36% of students (18 students) agreed with the statement. Meanwhile, 48% (24 students) were neutral, 10% (5 students) disagreed, and 2% (1 student) strongly disagreed.

Question 12

Category	Frequency	Percentage
SA	5	10%
A	27	54%
N	17	34%
D	1	2%
SD		
Total	50	100%

In response to Question 12, "I am motivated to learn English face-to-face so I can get good grades," 10% of students (5) strongly agreed. A majority, 54% (27 students), agreed with the statement. Meanwhile, 34% (17 students) were neutral, and only 2% (1 student) disagreed.

Question 13

Category	Frequency	Percentage
SA	13	26%
A	26	52%
N	10	20%
D	1	2%
SD		
Total	50	100%

In response to Question 13, "I am enthusiastic about learning English because it can help me improve my English language skills, which are very important for the future," 26% of students (13) strongly agreed. Additionally, 52% of students (26 students) agreed with the statement. Meanwhile, 20% (10 students) were neutral, and 2% (1 student) disagreed.

Question 14

Category	Frequency	Percentage
SA	12	24%
A	20	40%
N	14	28%
D	4	8%
SD		
Total	50	100%

Question 14:" I am motivated to learn English because English will help me continue my studies at college. Of these questions, students answered strongly agree, 12 students percentage 24%, answered agreed, 20 per cent 40%, answered neutral 14 percentage 28%, answer disagreed four percentage 8%.

Question 15

Category	Frequency	Percentage
SA	5	10%
A	23	46%
N	18	36%
D	4	8%
SD		
Total	50	100%

In response to Question 15, "I am motivated to learn English because I think other students and teachers at school will admire every student who is good at English," 10% of students (5 students) strongly agreed. Additionally, 46% of students (23 students) agreed with the statement. Meanwhile, 36% (18 students) were neutral, and 8% (4) disagreed.

Question 16

Category	Frequency	Percentage
SA	6	12%
A	26	52%
N	18	36%
D		
SD		
Total	50	100%

Question 16:" I am motivated to learn English, not to disappoint my parents, who have paid for my school needs. From this question, students strongly agreed with six per cent (12%). Answers "agreed" with 26%, 52%, and neutral 18%, 36%.

Question 17

Category	Frequency	Percentage
SA	5	10%
A	26	52%
N	19	38%
D		
SD		
Total	50	100%

Question 17: "I was encouraged to learn English so as not to disappoint my parents, who paid for my education. From this question, students answered strongly agree, five have a percentage of 10% responded agree, 26 students had a rate of 52% answered neutral, and 19 per cent 38%.

Question 18

Category	Frequency	Percentage
SA	6	12%
A	25	50%
N	18	36%
D	1	2%
SD		
Total	50	100%

In response to Question 18, "I am encouraged to learn English face-to-face at school because that is the only way to receive optimal learning from the teacher," 12% of students (6 students) strongly agreed. Additionally, 50% of students (25 students) agreed with the statement. Meanwhile, 36% (18 students) were neutral, and 2% (1 student) disagreed.

Question 19

Category	Frequency	Percentage
SA	4	8%
A	27	54%
N	18	36%
D	1	2%
SD		
Total	50	100%

In response to Question 19, "I am motivated to learn English face-to-face because I get an excellent impression from my teacher," 8% of students (4) strongly agreed. Additionally, 54% of students (27 students) agreed with the statement. Meanwhile, 36% (18 students) were neutral, 2% (1 student) disagreed, and no strongly disagreed.

Question 20

Category	Frequency	Percentage
SA	10	20%
A	23	46%
N	16	32%
D	1	2%
SD		
Total	50	100%

Question 20: "I am motivated to learn English because I want to create better English grades than most of my friends in the class. From these questions, students answer strongly agree 10 per cent 20%, answer agree 23 per cent 46%, neutral 16 percentage 32%, answer disagree 2%.

Extrinsic motivation Number 11-20	Precentage
Behavioral	15
Social cognitive	20
Totals	4,82%

Intrinsic motivation Nmber 1-10	Precentage
Humanistic	2
Cognitive	4
Social cognitive	3
Social cultural	6
	4,52%

The result of data for questionare at SMA Negeri 2 Palopo:

1. Intrinsic motivation

The result of data quesionare from students at SMA Negeri 2 Palopo, have a categories, humanistic: 2%, cognitive: 4%, social cognitive: 3%, and social cultural 6%. And totals from the result of intrinsic motivation is 4,52%.

2. Extrinsic motivation

The result from questionare fro students at SMA Negeri 2 Palopo categorie from this result is behavioral and social cognitie, and the result of

behavioral is 15%, social cognitive 20 student's totals from theresult of quetionare is 4,82%.

The resut of student's at SMA Negeri 2 Palopo:

1. Intrinsic Motivation

Student 1:

From the result of interview student, the answer of first student, she learning English language because he like learning english and have a goals go to abroad and make converstaion with other person there and make parets proud.

Student 2:

From the result of interview student, the answer of second student, she learning English language because he like learning english and have a goals go to abroad and make converstaion with other person there and make parets proud

Student 3:

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 4:

From te interviw student four student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 5:

From te interviw student five student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

2. Extrinsic Motivation

Student 1:

The result of interviw students she saying like English language because as international language and she motivied to learning engnlish to get job at international country and approved skill to convertation with other people.

Student 2:

The result of interviw students she saying like English language because as international language and she motivied to learning engnlish to get job at international country and approved skill to convertation with other people. And go to my faforite university.

Student 3:

The result of interviw students she saying like English language because as international language and she motivied to learning engnlish to get job at international country and approved skill to convertation with other people. And go to my faforite university.

Student 4

The result of interviw students she saying like English language because as international language and she motivied to learning engnlish to get job at

international country and approved skill to convertation with other people. And go to my faforite university.

Student 5

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 6

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 7

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 8

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 9

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

Student 10

From te interviw student third student the result is the student not realy like english language learning because student saying, word of english is not same in pronounsations and has many type word forms.

The result of the interview section the Student's have intrinsic Motivation is 20 Student's and the Student's have motivation extrinsic is 30 Student's after the analysis of the result of interview student the researcher achieve the dominant type of motivation Student's is extrinsic motivation.

1. Intrisic Motivation

The questionnaire from number 1 to 10 is about intrinsic motivation, which is motivation from the student self to achieve their future or find a great job. From 50 students as a sample in this research, the total answered strongly agree is 1,44%, and then students who answered "agree" 4, 52%, and neutral answered 3 16%. Disagree answered 1,04%; and responded strongly disagree is 0,1% student.

2. Extrinsic Motivation

Extrinsic motivation has external factors such as family, school, and institution, so students must study hard even if they do not like the program. After that, this questionnaire, from numbers 11 to 20, measures students' extrinsic motivation. Strongly agree the answer is 1,36%, agree answer 4,82% student answer it, neutral answer 3,06%, Disagree answer 0,36%, and strongly Disagree answer is 0,1% Students.

From the results of Questionnaires 1 to 20, the dominant type of motivation from 50 students in the sample was Extrinsic Motivation (4,82%). Students who have motivation to learn from within themselves are 4.52% of students, so we can conclude from this questionnaire data that students at SMA Negeri 2 Palopo have learning motivation that is more dominantly influenced by external factors, especially in learning English, where every Upper secondary school students are obliged to study it.

2. Data Analysis

Analysis data Descriptive of motivation learning English Students IPSThis research collected data on motivation to learn English for class 2 IPS students at SMA Negeri 2 Palopo from the questionnaire and documentation. The questionnaire was distributed on November 7, 2023. The questionnaire distributed contained several points about student motivation to learn English.

The points about student motivation were divided into two indicators, and then 20 questions were made in the checklist statement, each depending on the school's condition. After validation, 20 questions will be distributed to the different respondents.

The questionaire distribute to students containing 20 question with 5 alternative answer SS= sangat setuju, S= setuju, N= netral, Ts= tidak stuju and Sts= sangat tidak setuju dengan skor SS= 5 Score, S= 4 Score, N= 3 Score, TS= 2 Score and STS= 1 Score. The questionnaire result was delivered to class 2, majoring in social sciences at SMA Negeri 2 Palopo, consisting of 50 respondents (students) as the sample.

Data about student learning motivation is processed in tabulation and then analyzed, where the results of The questionnaires are included in the tabulation in this process of charging data and data collection instrument (The questionnaire) into a table of numbers (percentage). The scoring of question items can be seen in Chapter 3. The questionnaire results are included in the tabulation, which is the process of charging the data collection instrument (questionnaire) into the table of numbers.

B. Discussions

The lack of student motivation to learn, especially in learning English, makes researchers interested in conducting research, where this research aims at what types of motivation influence the English language learning process of students at SMA Negeri 2 Palopo.

Before carrying out the research, the researcher made observations at the research location to observe the conditions of the school and also the learning process. After that, he determined a sample from the population that had been selected. After making observations, the researcher gave a questionnaire to the students who had been appointed as samples for the research. After that, the students filled out a questionnaire containing their name, class and cellphone number. then answer the 20 questions in the questionnaire. Next, the researcher gave a statement to the students with 5 questions, then the students answered the questions according to their hearts. The next step was to carry out documentation for each research activity.

The result of the research of the analysis of Student's Motivation in English learning at SMA negeri 2 Palopo is:

From the results of Questionnaires 1 to 20, the dominant type of motivation from 50 students in the sample was Extrinsic Motivation (4,82%). Students who have motivation to learn from within themselves are 4.52% of students, so we can conclude from this questionnaire data that students at SMA Negeri 2 Palopo have learning motivation that is more dominantly influenced by external factors, especially in learning English, where every Upper secondary school students are obliged to study it.

The result of the interview section the Student's have intrinsic Motivation is 20 Student's and the Student's have motivation extrinsic is 30 Student's after the analysis of the result of interview student the researcher achieve the dominant type of motivation Student's is extrinsic motivation.

Mike Nurmalia Sari (2023)" An Analysis Students Motivation and Anxiety on Learning Englis at SMA. Neger 6 Kerinci." His study aims to determine the types and causes of anxiety in learning English in eleven students of SMAN 6 Kerinci. This study uses a mixed method because this research uses quantitative data in the form of questionnaires and qualitative data in the form of interviews. The population in this research is students of SMAN 6 Kerinci, with the total students being 151 The sample.

The advantage of this research compared to previous research is that it provides a significant new contribution to the existing research field, The shortcomings of this research are that it requires careful data processing and then

good analysis and requires carefulness in selecting research topics that are still

relevant and have not been researched much before.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the results of Questionnaires 1 to 20, the dominant type of motivation from 50 students in the sample was Extrinsic Motivation behavioral 15 student's, social cognitive 20 student's totals (4,82%). For intrinsic motivation, humanistic 2, cognitive 4, social cognitive 3, social cultural 6, and result 4,52%.

The result of the interview section the Student's have intrinsic Motivation is 20 Student's and the Student's have motivation extrinsic is 30 Student's after the analysis of the result of interview student the researcher achieve the dominant type of motivation Student's is extrinsic motivation.

B. Suggestion

Based on this research, the researcher would give some suggestions as follows:

1. For the teacher, it is essential to know the level of students' motivation to learn, especially in English learning. It is necessary because when teachers see the level of student motivation to learn, it will be easier to determine what learning methods are suitable for the level of student motivation to achieve an effective, successful learning process.

2. For students, a high level of learning motivation can determine the process and result of learning at home and school. One form of a student's high learning motivation can be measured by the student's high level of curiously,

and in learning English, if the student's motivation is high, it will usually lead to more significant curiosity and activeness in the English teaching and learning process, and this can be seen from how he responds to a learning process.

3. For the following research, they can explore the following research by analyzing the students' motivation in learning English.

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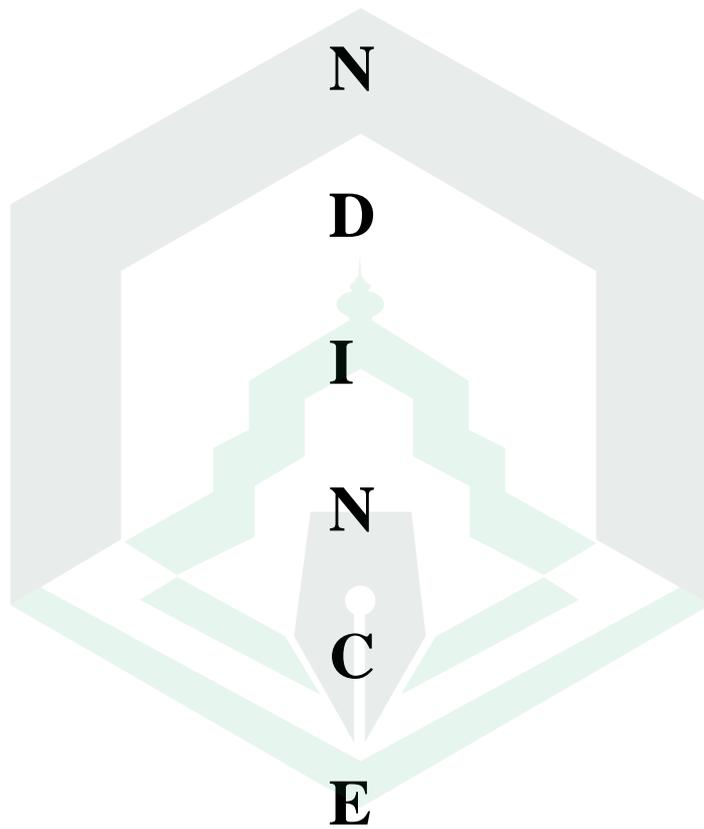
APENDINCES

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

ASLI

IZIN PENELITIAN
NOMOR : 14076/P/DPMPTSP/X/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Menteri Nomor 3 Tahun 24 tentang Penelitian Surat Keterangan Penelitian
4. Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	DELVIN
Jenis Kelamin	Laki-Laki
Alamat	Jl. Cempaka Kota Palopo
Pekerjaan	Mahasiswa
NIM	1602020136

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

THE ANALYSIS OF STUDENT'S MOTIVATION IN ENGLISH LEARNING AT SMA NEGERI 2 PALOPO

Lokasi Penelitian	SMA NEGERI 2 PALOPO
Lamanya Penelitian	01 November 2023 s/d 01 Desember 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku serta menghormati Adat Istiadat setempat
3. Penelitian tidak menyimpang dari maksud izin yang diberikan
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Dikeluarkan di Kota Palopo
Pada tanggal : 01 November 2023
Kepala Dinas

SYAMSURIADI NUR, S.STP
Pangkat Pembina
NIP. 19850211 200312 1 002

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Direktur IAIN Palopo
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Kepala tempat/lokasi dilaksanakan penelitian

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR D623 TAHUN 2021
TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;
		b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
		2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
		4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
		5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
Kedua	:	Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah: membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
Ketiga	:	Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2021;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 05 Juli 2021

Tembusan
1 Rektor IAIN Palopo di Palopo.
2 Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo.
3 Arsip

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0622 TAHUN 2021
TANGGAL : 05 JULI 2021
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA PROGRAM S1

I   Nama Mahasiswa   : Delvin

    NIM   : 18 0202 0136

    Program Studi   : Pendidikan Bahasa Inggris

II Judul Skripsi   : **Collaboration Between Teachers and Parents in Improving Students'**
                          Reading Skills During Online Learning at MTs Nurul Iman

III Tim Dosen Pembimbing   :

    A Pembimbing Utama (I)   : Dewi Furwana, S.Pd I , M.Pd

    B Pembantu Pembimbing (II)   : Yuyun Ruqiyyat Said, S.Pd., M.Pd

Dekan,

Nurdin K.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 694 TAHUN 2024
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa program sarjana maka dipandang perlu dibentuk tim penguji skripsi;
b. bahwa untuk menjamin terlaksananya tugas tim dosen penguji skripsi sebagaimana dimaksud dalam butir (a) di atas maka perlu ditetapkan melalui keputusan dekan;
c. bahwa yang tercantum namanya dalam keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen penguji skripsi.

Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI No. 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah RI No. 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI No. 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI No.6 Tahun 2017 tentang STATUTA IAIN Palopo;
6. Peraturan Menteri Agama RI No.17 Tahun 2022 tentang Perubahan Kedua atas Peraturan Menteri Agama RI No. 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;
7. Surat Keputusan Rektor IAIN Palopo Nomor 282.1 Tahun 2019 tentang Pedoman Penulisan Skripsi, Tesis dan Artikel Ilmiah IAIN Palopo;
8. Surat Keputusan Rektor IAIN Palopo Nomor 474 tahun 2022 tentang Pedoman Akademik Institut Agama Islam Negeri Palopo;
9. DIPA IAIN Palopo Tahun Anggaran 2024

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran keputusan ini sebagaimana pemberian kuasa dan pendelegasian wewenang menandatangani surat penetapan ketua sidang, dosen pembimbing dan dosen penguji skripsi;

Kedua : 1. Tugas ketua sidang adalah memimpin sidang dan mewakili pimpinan fakultas untuk melakukan yudisium;
2. Tugas tim dosen penguji skripsi adalah mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi;

Ketiga : Keputusan ini berlaku pada ujian semester hasil dan ujian munaqasyah skripsi;

Keempat : Segala biaya yang timbul akibat ditetapkannya keputusan ini dibebankan kepada DIPA IAIN Palopo (Anggaran FTIK Tahun 2024)

Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dan berakhir setelah kegiatan pengujian skripsi selesai dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;

Keenam : Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan.

Ditetapkan di : Palopo
Pada tanggal : 22 Juli 2024
Dekan,

Sukirman

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
TAHUN 2024
22 JULI 2024
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

I. Nama Mahasiswa : Delvin
NIM : 18 0202 0136
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : The Analysis of Students Motivation in Learning English at SMAN 2 Palopo.

III. Tim Dosen Penguji
Ketua Sidang : Husnaini, S Pd I , M Pd
Penguji (I) : Dr Wisran, S S , M Pd
Penguji (II) : Dr Maghfirah Thayyib, S S , M Hum
Pembimbing (I) : Dewi Furwana, S Pd I , M Pd
Pembimbing (II) : Yuyun Ruqiyyat Said, S Pd , M Pd

Dekan,

Sukirman

KUESIONER MOTIVASI BELAJAR BAHASA INGGRIS SISWA DI

SMA. NEGERI 2 PALOPO

Nama :..

Kelas :..

No. Hp :..

*Nama dan *No Hp dianggap perlu untuk menghubungi siswa yang dipilih untuk

melakukan wawancara tahap selanjutnya.

1. Kuesioner ini terdiri dari 20 item pertanyaan, bertujuan untuk mengukur motivasi belajar bahasa inggris siswa, isilah seluruh kuesioner ini sesuai dengan petunjuk di bawah ini.

2. Apa yang anda isi tidak ada kaitannya dengan nilai anda di sekolah, oleh karena itu isislah setiap item pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang anda alami, rasakan, selama anda mempelajari bahasa inggris.

3. Pastikan anda telah mengisi seluruh pertanyaan kuesioner ini.

Petunjuk pengisian

Isilah tanda check (✓) pada kolom dari setiap nomor pertanyaan yang paling sesuai dengan apa yang anda alami, pengertian yang ada di dalam kolom tersebut adalah sebagai berikut.

SS   = Sangat Setuju

S   = Setuju

N   = Netral

TS   = Tidak Setuju

STS   = Sangat Tidak Setuju

Intrinsic Motivation

No	Pertanyaan	Pilihan				
1.	Saya termotivasi belajar bahasa inggris karena bahasa inggris merupakan mata pelajaran yang saya sukai.	STS	TS	N	S	SS
2.	Saya menghabiskan waktu untuk belajar bahasa inggris dirumah karena lebih banyak waktu untuk belajar daripada di sekolah.					
3.	Saya senang belajar bahasa inggris di sekolah melalui tatap muka karena lebih mudah untuk di mengerti.					

4.	Saya termotivasi untuk belajar bahasa inggris di sekolah karena saya ingin kemampuan bahasa inggris saya terus meningkat.					
5.	Saya termotivasi belajar bahasa inggris di rumah dan sekolah karena saya menyukai bahasa inggris.					
6.	Saya menyukai semua tentang semua materi pembelajaran bahasa inggris sehingga saya terus termotivasi untuk terus mempelajarinya.					
7.	Saya termotivasi belajar bahasa inggris di sekolah karena saya menyukai bahasa inggris.					
8.	Saya suka belajar bahasa inggris secara tatap muka daripada secara E-Learning					
9.	Saya termotivasi belajar bahasa inggris melalui tatap muka karena materi lebih mudah di pahami melalui penjelasan seorang guru daripada harus mencari materi secara online dan belajar sendiri.					

10.	Saya merasa pembelajaran bahasa inggris melalui pembelajan tatap muka lebih efektif daripada pembelajaran secara online.					

Extrinsic Motivatin

11.	Saya termotivasi belajar bahasa inggris secara tatap muka ini karena kelurga saya pasti senang kalau nilai bahasa inggris saya tinggi.					
12.	Saya termotivasi belajar baggasa inggris secara tatap muka agar bisa mendapat nilai yang bagus.					
13.	Saya semangat mengikuti pembelajaran bahasa inggris karena dapat membantu meningkatkan kemampuan berbahasa inggris yang sangat penting untuk masa depang					

14.	Saya termotivasi bbelajar bahsa inggris karena bahasa inggris akan sangat membantu saya dalam melanjutkan study ke bangku perkuliahan					
15.	Saya termotivasi bbelajar bahasa inggris karena menurut saya setiap siswa yang pintar bahasa inggris di sekolah pasti akan di kagumi oleh siswa lain dan guru di sekolah.					
16.	Saya termotivasi belajar bahasa inggris supaya tidak mengecewakan orang tua yang telah membiayai keperluan sekolah saya.					
17.	Saya terdorong belajar bahasa inggris supaya tidak mengecewakan orang tua saya yang memmbiayai keperluan pendidikan sekolah saya					
18.	Saya terdorong belajar bahasa inggris secara tatap muka di sekolah karena itu cara satu-satunya untuk memproleh pembellajaran dari guru secara optimal.					
19.	Saya termotivasi belajar bahasa inggris secara tatap muka karena saya yang mendapatkan impresi yang baik dari guru saya.					
20.	Saya termotivasi belajar bahasa inggris karena saya ingin menciptakan nilai bahasa inggris yang lebih baik daari kebanyakan teman di kelas					

## INTERVIEW GUIDELINES

(UNTUK SISWA)

Tujuan: untuk megetahui alasan siswa yang termotivasi maupun tidak termotivasi dalam belajar bahasa innggris selama proses pembelajaran.

1. Apa yang anda suka/tidak suka dalam belajar bahasa inggris?

2. Apakah anda sering belajar bahasa ingris? Seberapa seringkah anda mempelajarimya?

3. Menurut anda seberapa pentingkah pembelajaran bahasa inggris? Dan apa mamfaatnya bagi anda?

4. Setelah anda tahu seberapa pentinggya beajar bahasa inggris, apakah itu mempengaruhi niat belajar bahasa inggris anda?

5. Aakah alasan utama anda tidak termotivasi/ termotivasi dalam mempelajari bahasa inggris?

Picture 1: Front of Senior high school 2 Palopo at perumnas.
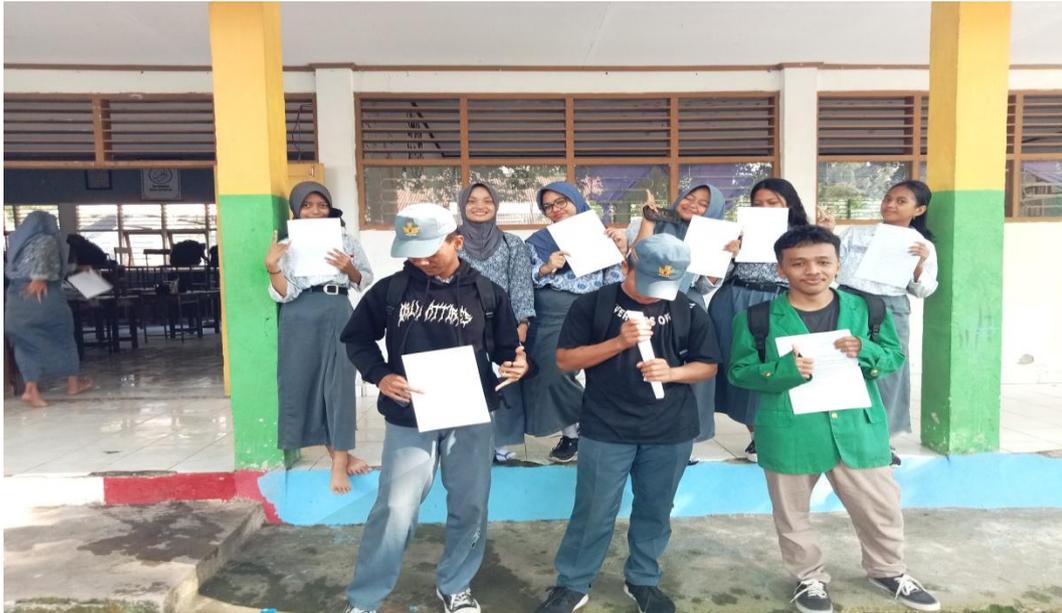
Picture 2 : Give Questionare to Class VIII Socials 1

Picture 3: Give Questionare to Class VIII Socials 2

Picture 4: Give Questionare to Class VIII Socials 3

Picture 5: Give Questionare to Class VIII Socials 4

Picture 6: The proces of interview Student 1

Picture 7: The process of interview student 2

Picture 8: The process of interview student 3

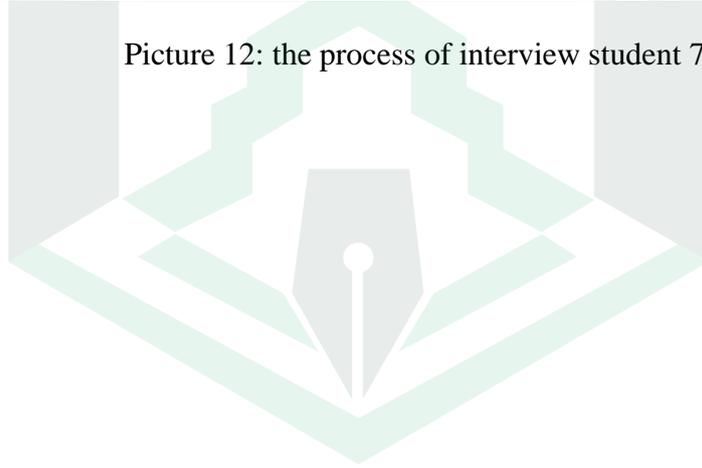Picture 9: The process of interview student 4

Picture 10: The process of interview student 5

Picture 11: The process of interview student 6

Picture 12: the process of interview student 7

T

Picture 13: the process of interview student 8

Picture 14: the process of interview student 9

Picture 15: the process of interview student 10

Delvin, Born in Desa.Mekar sari. Kec.Kalaena. kab. Luwu timur, day 10 October 2000. The firts child from the couple Jamiludin (father), Sukarni (mother).

The author studied elementary school at MI nurul iman mekar sari village (graduated in the year 2011), continue education to junior high shool negeri 1 kalaena (graduated at year 2015) Continued to senior high school 9 luwu timur (graduated in year 2018) and continued to start study at institute of islamic negeri palopo on tarbiyah teacher training faculty, major at english education. Thanks to the gidance and help from Allah subhanahuwat'ala and the prayer from my parents, friends, in carrying out academic activities at the palopo state islamic institute, Alhamduillah te author finish this thesis with title" The analysis of students motivation at SMA Negeri 2 Palopo"