



**THE RELATIONSHIP BETWEEN MOTIVATION AND ENGLISH SKILL
ACHIEVEMENT FOR THE FIRST TWO YEARS OF STUDY IN THE
ENGLISH DEPARTMENT THE FACULTY OF LETTERS
JEMBER UNIVERSITY: A CASE STUDY OF
2010/2011 ACADEMIC YEAR'S ENGLISH
DEPARTMENT STUDENTS**

THESIS

Written by

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2014**



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THESIS

Presented to the English Department,
Faculty of Letters, Jember University, as
One of the Requirements to Obtain the
Award of Sarjana Sastra Degree
in English Studies

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DEDICATION

This thesis is dedicated to:

1. My beloved father Chairus Saleh, S.E., I do thank you for your endless prayer.
2. My dearest mother, R.A. Siti Imaniyah, S.Sos., who always supports me by reminding me to finish this thesis soon. I do thank you for your support and your endless prayer.
3. My beloved little brothers Muhammad Kandayani who advises me how to be thankful to what I have done and Fajaritandyo Hidayatullah who cheers up my days.
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6. My Alma Mater.

MOTTO

“Mengeluh tanpa usaha mencari jalan keluar apalah artinya, mengeluh tidak akan merubah apapun yang telah terjadi, tinggal bagaimana memperbaiki..”

(Uje)*

*⁾ https://twitter.com/jefri_buchori posted on August 14, 2012

DECLARATION

I hereby reveal that the thesis entitled *The Relationship between Motivation and English Skill Achievement for the First Two Years of Study In the English Department the Faculty of Letters Jember University: A Case Study of 2010/2011 Academic Year's English Department Students* is an original piece of writing. I guarantee that the analysis and the research described in this thesis have not already been conducted for any other degree or any publications.

I guarantee to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, January, 6th 2014

The Candidate,

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SUMMARY

The Relationship between Motivation and English Skill Achievement for the First Two Years of Study in the English Department the Faculty of Letters Jember University: A Case Study of 2010/2011 Academic Year's English Department Students; Utami Kusuma Asih, 080110101036; 2013: 62 pages; English Department Faculty of Letters Jember University.

This study is concerned with Second Language Acquisition (SLA) especially the relationship between types of motivation and English skills achievement of the students of 2010/2011 academic year in English Department Faculty of Letters Jember University. This study is important in discussing contribution of types of motivation to the English skills achievement, especially for the learners themselves.

This study is qualitative research. In qualitative data collection, case study belongs to the one of the methods (Dornyei, 2007:152). It can mix with some methods in qualitative data collection such as interviews, observation, and document archives. In this thesis, the primary data are taken from the interview. Meanwhile, the secondary data are taken from the score of four skills in English which officially published by the faculty through academic division. After getting the secondary data, extreme case analysis will be done to make specific experience (Dornyei, 2007:128). The extreme case in this thesis is based on the average score. First, the highest achiever, who gets the highest average score, and the lowest achiever, who gets the lowest average score. Then, the interview is done to find out the indicators of the types of motivation of the two selected respondents. Krashen (1981:22) divides two types of motivation: integrative motivation and instrumental motivation. After knowing the type of motivation from the two selected respondents, the English skills achievement score will be used to know how the types of motivation contribute to their English skills achievement.

The results of this study show that integratively motivated student does not always get good achievement and instrumentally motivated student can get good achievement likewise in integratively motivated student. This shows that there is no consistent agreement on the types of motivation that can contribute positively to the English skills achievement.

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