A CASE STUDY OF THE TENTH GRADE STUDENTS' MOTIVATION
TOWARD ENGLISH LANGUAGE LEARNING
AT SMKN 5 JEMBER

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2016

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Presented as One of the Requirements to Obtain the Degree of S1 of the English
Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

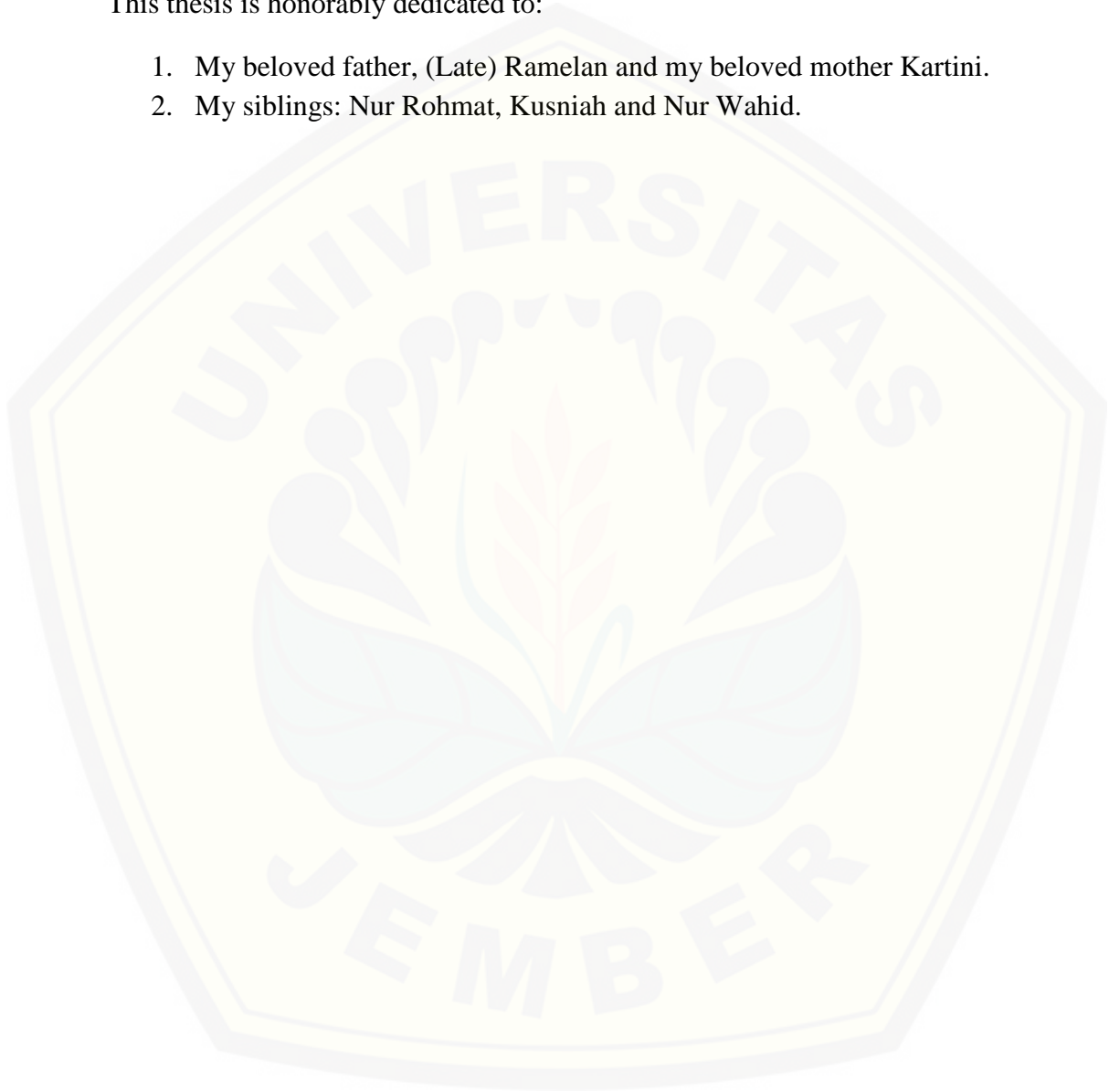ERIKA DARIS SALAMA

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DEDICATION

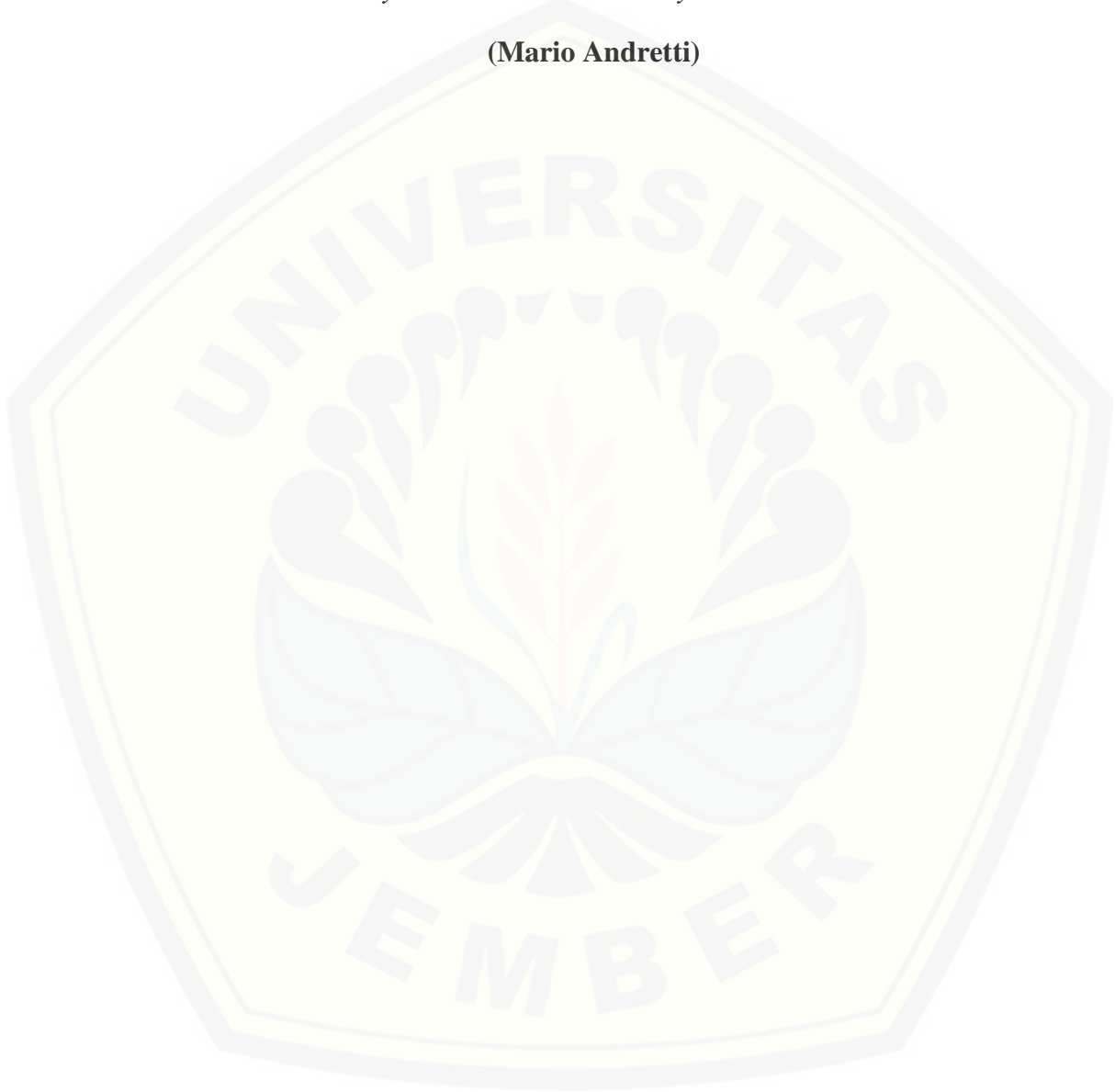This thesis is honorably dedicated to:

1. My beloved father, (Late) Ramelan and my beloved mother Kartini.
2. My siblings: Nur Rohmat, Kusniah and Nur Wahid.

MOTTO

"Desire is the key to motivation, but it is determination and commitment to an unrelenting pursuit of your goal — a commitment to excellence — that will enable you to attain the success you seek."

(Mario Andretti)

Mario Andretti. Available at http://www.lifehack.org/articles/productivity/50-motivational-quotes-that-will-put-your-motivation-on-overdrive.html [Sept 1, 2016]

APPROVAL SHEET

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STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, 14 Oktober 2016

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive criticism and suggestions will be fully appreciated.

Jember, 14 Oktober 2016

Erika Daris Salama
NIM. 120210401106

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SUMMARY

A Case Study of The Tenth Grade Students' Motivation toward English Language Learning at SMKN 5 Jember, Jember; Erika Daris Salama, 120210401106; 2016; 52 pages; English Language Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.

As the fast growing number of people speaking English around the globe, there is a new trend that put English as one of the important requirements in recruiting new employees in institution. This condition makes the students should learn English more deeply and seriously to fulfill their need whether for their education or future career purposes. It is especially for the students of vocational school which the majority of them proceed to work after graduating from that the school. To get a job, usually there would be some phases such as interview that sometimes carried out in English, the application letter that sometimes should be written in English or the curriculum vitae that should be written in English. That is why English is really important for the students of vocational school.

In learning an English language, the students should have a motivation to achieve their goal and their success. Related with this condition, the students of SMKN 5 Jember had some goals why they learned English. With the goals that they had, it means they had motivation to learn English. Fortunately, the motivation they had was different from one to another. There were some students stated they learned English because they need to prepare their exam. Other students stated they learned English to prepare everything after graduating from the school to get a good job.

The purpose of this research was to describe the Tenth Grade students' motivation toward English Language Learning at SMKN 5 Jember. It has been known that there were many kinds of students' motivation. In this research, the researcher classified the students into which motivation they had toward English language learning.

The design of the research was case study research. In this research, the number of the respondents was 24. It was determined by using purposive

sampling method. In collecting the data, the researcher used questionnaire, observation and interview. The questionnaire data was used to collect the data related with the students' motivation to classify them into kinds of motivation they had. The observation was used to collect data relating with their activities during learning process whether they showed their hard effort or not. The interview was used to collect the data relating with the questions in the questionnaire. The qualitative data were analyzed by describing the real condition of the students and quantitative data were analyzed by using SPSS version 21.0.

The result of the gained data showed some students gave many responses through the data collection result. From the questionnaire, the 24 research respondents filled the questionnaire completely. It has been known that there were 20 items in the questionnaire that the research respondents should choose to indicate whether they strongly agree, agree, moderately agree, disagree and strongly disagree. From the 20 items, there were two kinds of motivation to determine the kinds of students' motivation. They were about integrative and instrumental motivation. The result showed that the mean score of the instrumental motivation is higher than integrative motivation. It could be seen from the highest mean scores that the highest mean scores were existed in the instrumental motivation. It could be seen from the number of questions 13, 11 and 20. These numbers were included in the kinds of instrumental motivation. The result from the observation also showed that some students had high motivation to learn English. It could be seen that some of them had high enthusiasm to follow the lesson, showed their hard efforts, pay their attention well, and showed their active and seriousness well. From these indicators, they were kind of students who had good motivation to learn English. The result from the interview also showed that some of the research respondents argued they learn English since it was important for them to prepare for their need after graduating from vocational school. Besides, some of them also argued that it was important to prepare their need in national examination as well as in pursuing their study to university.

Then, based on the data analysis, it can be concluded that the students were instrumentally motivated to learn English. It was proved by the analysis of the

questionnaire using SPPS version 21.0 that the mean score of instrumental motivation was 4,38 higher than integrative motivation was only 4,17. Besides, the spread of the highest mean score was existed in the instrumental motivation items. Besides, the result of the observation and interview also showed that the students had good motivation to learn English. They also claimed that they learn English because it was needed for the students and the people in this era to help them in looking for job and in preparing their future career.

Therefore, it was suggested for the teacher to know the kind of students' motivation toward learning English and make good atmosphere such as by modifying assigning a task related with the work world, giving good material, giving an authentic material. The purpose was in order to the students always had high motivation toward learning English. In addition, it was also suggested for the future researchers to conduct further research on similar topic but in different focus. For example, it could be used as the reference for other future researchers, it would be better if the researcher determine the research respondents in some vocational schools in a region so that the future researchers can measure the students' motivation of vocational school in a region.

CHAPTER 1. INTRODUCTION

This chapter discusses some aspects related with topic of the research. They are the Background of the Research, the Problem of the Research, and the Objectives of the Research that focus on the case study of students' motivation. This also includes the Significance of the Research.

1.1 Background of the Research

As the fast growing number of people speaking English around the globe, it is caused by a new trend in recruiting new employees that requires English as the important requirement in institution. This circumstance leads the students to learn English more deeply and seriously to meet the need both for education and future career purposes. Furthermore, English is used as a means of communication in various fields of study. Consequently, it is crucial for students to learn English. It is also happened to the students of vocational school which the majority of them proceed to work after graduating from vocational school. To get a job, usually there will be some phases such as interview that sometimes carried out in English so that the skill in English is more needed by the students of vocational school in order to they can be accepted in one of the institutions. Related with that, they have to make an application letter and curriculum vitae in English version. That is why English is really needed by the students of vocational school.

Basically, English is one of the subjects for students in vocational school. In this research, the researcher uses vocational school as the research area that is SMKN 5 Jember. It is also one of the important subjects in the curriculum of vocational school as it is done in the national examination. English also is one of the subjects prioritized beside other subjects which become the focus of the study in vocational school. It is based on the preliminary of study that was conducted. Furthermore, the fact finding unwrapped that students learn English for various purposes. They are to pass the national examination, to communicate with foreign people, to listen to foreign music and entertainment, to pursue their study to

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foreign country, to work in international company. From these purposes of study, students of SMKN 5 Jember have motivation to study English.

In English language teaching (ELT), students' motivation is one of the key factors determining the students' eagerness to study English. It also happened on students' of SMKN 5 Jember. It is in line with Gardner (1985) who states that concept of motivation is addressed to students who have desire and efforts to achieve the goal of learning the language and the positive attitudes toward learning the language itself. It has an important role for the learners to develop positive attitudes toward English language learning. It has been known that the students who want to be successful in learning the target language will be motivated to learn it.

The characteristics of students are various and totally different among each other. It may relate to different motivation they have in learning English. As a result we can find some different attitudes. Some students have good attitude and another students have bad attitude toward leaning English. It is because they have different motivation. As the illustrations some of them show positive attitude on learning English, but it does not always happen to others. The students who show poor attitudes while learning English happens since they think English is difficult and they will not enjoy English class. Furthermore, students with this condition sometimes were not satisfied because they have learned English for many years since in the elementary school but still could not speak English well. It will make them frustrated and show bad attitude while learning English. It seems they lose their motivation in learning English. Nevertheless, successfulness in learning English is related with the motivation.

Moreover, successfulness in learning English is closely related with the motivation. In addition, Gardner (1985) states that motivation is something that makes someone act and achieve what they did with strong desire. Since motivation is something important when students learn language, students with positive attitude and high motivation toward learning language will be more successful than students with negative attitude. Students with negative attitude will not achieve success in learning language. The word successful commonly

linked to the capability of using English in various activities including skills in communication of English, such skill obviously and apparently needed by the students when they have job interview.

However, students' motivation is basically the main problem when learning English as the foreign language in a classroom. Nevertheless, the motivation factor is not becoming the consideration when learning English. It is very contradictive with the finding from Dornyei (2001) that motivation has a vital role in determining whether the students will success or fail in any lessons or areas. He also adds that 99% of language learners who really want to learn a foreign language will be able to master the reasonable working of it. Related with the motivation, he divided the motivation into two types, they are integrative and instrumental motivation (Gardner, 1985). Related with learning the target language there are two reasons for learning a target language, these are instrumental an integrative orientations. Integrative motivation refers to the students who learn language because they enjoy and like English. Moreover, the students feel they are comfortable in the English class and having strong desire to know something new about language means they tend to have integrative motivation (Gardner and Lambert, 1959).

When doing practice teaching at SMKN 5 Jember, the researcher found the various students' motivation in learning English; since it was interesting the researcher decided to conduct the research and the preliminary study there. It is also because the researcher was curious to know why they had different motivation toward learning English. Then, the researcher conducted the preliminary study.

Based on the interview as the preliminary study to the English teacher of the tenth grade students which was conducted on Thursday October 27th 2015, it was known that the motivation of the tenth grade students of SMKN 5 Jember were varied. The reasons behind that are they got the English lesson in different schedule and class. Therefore, it was possible for the researcher to conduct the research dealing with the case of students' motivation. From the interview it was revealed that the students usually showed their active response when the teacher

taught vocabulary. She said that in teaching vocabulary, she usually used pictures and applied discussion with the group. So, when the teacher applied discussion in teaching and learning processes she is going to know the students' motivation by their active response to the teacher's explanation and question.

Related with that condition, the researcher found that the students of SMKN 5 Jember have different characteristics since there are 26 classes and 12 fields of study. For instance, the students of analyst chemistry often show their high interest in learning English since the condition is supported by their spirit as well as the class and the time. The majority of them are the students with high enthusiasm in learning English. In SMKN 5 Jember usually the English teaching and learning process took place in the language laboratory with the qualified learning class for the students. It was supported by the air conditioner, the viewer and the cleanliness of the class. The students of the analyst chemistry often used this class when English learning occurred in the morning. Since the condition of the class and the time, the students enjoyed the learning process and they could show their good motivation toward English learning. Another example came from the fishery students which got the English lesson in the last period in the afternoon. They seldom used the laboratory since the schedule was in the end of the lesson and there were some students violate the rule. So, sometimes the learning process occurred in their class. Some students sometimes showed their high enthusiasm in learning English. Therefore, these differences are extremely attractive to know further related with the students' motivation to learn English.

Several studies on students' motivation have been conducted by some research in different places. Jefiza (2012) conducted a research about the students' motivation and attitudes toward learning English in an English course in Bandung. This research conducted about the students' motivation in one of the English courses in Bandung. The result shows that students in that course have positive attitudes although some of them have negative attitudes and most of them were supported by extrinsic motivation rather than intrinsic motivation. They were motivated by getting good job and pursuing study overseas. It is obtained from the questionnaire that distributed to the students. From the questionnaire and the

interview that the researcher did, it was known that the questionnaire consists of four parts about positive attitudes, negative attitudes, intrinsic motivation and extrinsic motivation. From the questionnaire number 1-5 that investigated students' positive attitudes in learning English, the result is most of the students have positive attitudes to learn English. Moreover the questionnaire number 6-10 that investigated students' negative attitude in learning English, the result shows that all of them disagreed that learning English is waste of time although some of them felt that English is hard and uninteresting. Furthermore, the questionnaire number 11-15 showed that the most of students' had good intrinsic motivation based on the statement that 100% students learned English to improve their English language skills and for their social interaction with native speakers. The last part is the questionnaire number 16-20 that investigated the extrinsic motivation. The result showed that most of them strongly agreed that learned English for getting a good job.

Another related study was conducted by Bakar (2014) that analyzed the effect of learning motivation on student's productive competencies was at vocational high school, West Sumatra. It was known that the students' motivation of Vocational High School in West Sumatra both intrinsic and extrinsic motivation was good. Moreover, the competence productive learners are in either category and there is positive attitude that influence the students to achieve the competences of students earning in SMK of West Sumatra. It means if the students' motivation to learn is increased, the students tent to increase the productive competence.

Another research was conducted by Asih (2014) that analyzed about the relationship between motivation and English skill achievement. The result shows that the students have instrumental and integrative motivation. The indication of integrative motivation can been seen from the result of the research that some students integrative motivated learners since they had high curiosity toward English that can make them interested to be learnt. Besides, the students were also kinds of learners who love a challenge in learning. Moreover, the students indicate have instrumental motivation since they learn English for their own purpose in the

future time. From each aspect of achievement in English language skill, theycan indicate that they have instrumental and integrative motivation.

Based on those results, students' motivation have important role in learning English. That is why the researcher has interested in conducting the research about students' motivation in SMKN 5 jember. Furthermore, the researcher would like to conduct a research entitle "A Case Study of the Tenth Grade Students' Motivation toward English Language Learning at SMKN 5 Jember".

1.2 Problem of the Research

According to the background of the research described above, the problem of the research is formulated as follow:

"What is the Tenth Grade students' motivation toward English Language Learning at SMKN 5 Jember?"

1.3 Objective of the Research

Considering of the problem of the study, the objective of the study is to describe the Tenth Grade students' motivation toward English Language Learning at SMKN 5 Jember.

1.4 Significance of the Research

The result of this research is extended to be useful for English teacher and the future researchers. In this research the students is not included as the intention.

a. For the English teacher

This research is hopefully useful for English teacher as the information to know the kinds of students' motivation toward English Language learning. It is important for the teacher to know the students' motivation to create a good atmosphere by making some good material related with the work world.

b. For Future Researchers

The result of this research is hopefully useful as the reference for the future researchers to conduct the research dealing with the similar topic using

different research design and with different level of students. It would be better if the researcher conduct the research in a region in some vocational school to know their motivation toward English language learning.

CHAPTER 2.REVIEW OF RELATED LITERATURE

This chapter presents about some important theories and concepts related to the English language learning and students' motivation. In relation to the problem of the study, this chapter reviews some points of view related to the Importance of English, English as Foreign Language Learning, and Problems in Learning English, The Definition of Motivation, Types of Motivation, Factors of Influencing Students' Motivation, and The Techniques to Motivate Students.

2.1 The Importance of English

It has been known that the most popular language in the world is English. The researcher believes that there are many people in the world speak English as the first language and many of them speak English as the second language. On the other hand, one of the four populations in the world speaks English as the foreign language. Some people realize that English is one of the important languages for international communication. To support this idea, Jenniferc (2014) notes that there are 375 million speakers in the world speak English as the first language and 750 million speakers speak English as the second language. English has been the official language in at least 70 countries. From knowing the total number of the speakers of English in the world convinced anybody who read it that English is truly important to be learned. There are some reasons why English is important to be learned. As Menon et.al (2012) note that there are various reasons of the importance of English language that is used as the foreign language.

The first reason is about the notion of travel and business. In this era, some people often go around the world for some reasons such as for business or just as tourists. The language that is used for the communication in the country where the people live and the country where they visit may differ. English skills will help everyone to communicate between others (Naved, 2015). For example if some people visit some offices, companies, government organizations or even math or engineering companies, English is the language needed. It is in line with Menon

et.al (2012) who state that to help the people to communicate with others in the country that they visit, English is one of the languages that can help them in that condition since English is the international language. To support this idea, Mitaka (2012) put one of the participants' opinions about English when conducting business in Singapore.

> *"I was involved in a meeting and the people were from probably five or six nations such as Japanese, Mandarin, and Korean. Many languages are spoken by those people but the language spoken in the meeting was English. If you do not have a proficient level of English, the meeting was in English, everything was in English, so you would not have been able to contribute, participate or understand what was going on if you did not speak or understand English".*

The second reason is about the same region. In some countries where the position of the countries is neighboring, the land is vast and the culture of the people is similar between each other like ASEAN. The language that is used to connect is English although some of them use Malay language. In this case, English is only the language that can connect one individual to another. As Naved (2015) states that there are some factors why English language is essential for communication. One of the factors is English as the foreign language. It means when two people come from different country, they will use English use to communicate. Consequently, everyone needs to learn English so that they can get in touch on an international level.

The third reason is about the education or studies. The existence of English as the international language makes people around the globe want to learn it because some of some reasons. The development of knowledge is developed using English. Besides, the international students will communicate with others using English. Menon et.al (2012) state that peoples that going abroad to study should be able to speak English as their medium of the communication since English is very important.

The fourth reason is about the agreement that English is the language which the political leaders and the members of the offices in the country where they work use English as the way of communication Menon et.al (2012). For example,

the ambassador who works in the foreign country will use English as the medium of communication. Another example is the president of one country to another country will also use English as their medium of communication.

The fifth reason is about the using of internet. The growth of internet in this era makes English to be one of the most important languages to deliver some information. English is also the language which most information and web site used. Since the users of internet are varied and come from many countries. So, only English is the language that can connect to one user to another user (Menon et.al 2012).

The sixth reason is about the importance of English in career development. English has important role in students' future career. It plays in every field such as business, tourism, politics, economy, and etc. The student who are mastering English or having the competence level in English will have more opportunity to have a better job (Nga, 2008). Besides, the students who want to apply the scholarship, school or university in other country will receive some requirements and one of the most important requirements is competence level in English (Nga, 2008). In short, those reasons are the causes why English is important language that should be learned by the students. Based on those, it has been known that English has many roles in many areas. Knowing that English is important in this era, students should master English.

2.2 English as Foreign Language Learning

According to Crystal (2003) a language becomes global if it is accepted in every country. He states that there are two main ways why language can be accepted as the global language. The first is the status of language, whether as the second language or the foreign language. It signified that language will be used in kinds of communication, including in academic, technology, science, media and government administration. Secondly is the attempt that a language should be made to teach in academic institution. It means that all the communities should learn this language. In short, a language will be called as the global language when it achieves the official status and education priority in almost every nation.

Based on this explanation the particular language will be used by more people than any other language.

Furthermore, English is used as an official language in more than 60 countries. It is the main language of books, newspapers, airports and air traffic controls, international businesses, academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop-music and advertising (Nga, 2008). In other words, English is also used as the main component of communication in many areas, such as in science, economic, politics, and technology which makes the language as the global communication.

Related with the condition of English as the global communication, English has become a compulsory subject in education curriculum for elementary school, secondary school as well as the universities in Indonesia. Almost all the international media use English as the way to deliver the message in it. As Nga (2008) states that books, magazines and internet use English as the language to deliver the information for all the readers. Through internet, books and magazine the students can access all the information they need.

Furthermore, English foreign language is be defined as the study of English by people live in places in which English is not used as the first language of communication (Gebhard, 2006). A similar definition is stated by Harmer (2007) who defines EFL as the learning of English where the students are studying English in their own country. Another definition is suggested by Camenson (2007) who indicates that EFL students are the students who live in their own country where their own language is used as their media of communication and these students learn English for their academic purposes, for travelling activities to an English-speaking country, or for business purposes. Therefore, the students who learn English as a foreign language are the students with the first language as their media of communication and learn English for their academic purposes.

Furthermore, this thesis involves the theory of English as foreign language learning because of some conditions. The writer's intention of this thesis is the students who are learning English in a classroom context. The term "foreign" in foreign language refers to the language that is used by non-native speakers in

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countries where English is not used as their medium of communication but English is taught in schools (Nordquist, 2015). In Indonesia, English is the main subject of foreign language learning being learned in Indonesia (Renandya, 2000). Therefore, in this study, EFL is defined as the study of English by non-native speakers living in a non-native environment and possibly taught by non-native teachers.

2.3 Problems in Learning English

The students' problem in learning English is the challenge or the difficulties that they face when they learnt English. In learning English, sometimes the students will face some difficulties like the problems in learning some skills or components of English. According to Shelby (2015), some various difficulties or problem in learning English are the students who make mistakes in English pronunciation, grammar, orthography or vocabulary usage.

It has been known that learning English consists of four language skills and three language components. Related with that condition, students may have the difficulty in each language skill and component. To support this idea, Shelby (2015) states that listening and speaking are the English skills that is usually used in a daily life than reading and writing. It is because when reading and writing a learner still has more time to think and pause about the topic or the material in reading and writing. It does not happen in listening and speaking that a learner has limited time to think about the topic and the material. In short, that is why listening and speaking are the English skill that usually more difficult and more important for the learners.

In addition, the Indonesian students' problem of listening is the lack of controlling the speed of the speaker. Many English language learners believe the problem that they have is that the listener cannot control the speed of the speaker so that they cannot understand what the speaker said (Khamprated, 2012). The next problem is about the limited vocabulary that the listener has. When listening to something, the listener may not understand what the speaker says because of

lack the vocabulary. In short, the problems can come from many aspect depend on the students.

The next problem may come from the inside of the students themselves. The motivation to learn is something important to have for every student. Students learn in a classroom because they have motivation to learn but some of them show that they do not have any motivation to learn because of some factors. The students can achieve success in learning if they have any motivation but in reality, there are some students who do not have any motivation while learning in a classroom. It is one of big problems when they do not have any motivation because it will be dangerous if they do not have strong desire and hard efforts in learning something (Gilakjani, 2012).

2.4 The Definition of Motivation

Motivation is one of the important things in determining people will achieve success or fail in doing something. It influences how they prepare their time to carry out something, how they use their energy to achieve the goal, how they consider and believe the duty, and how long they exert the duty. In relation with the learning process, it reflects in students' selections of learning subjects, in the time and effort they spend to them, in their exertion on learning tasks, and in the process of doing the task with the obstacle they find in the learning process. To support this idea, Dornyei (2010) states that motivation is one of the most important things in language education as it is one of the requirements for the teachers and the students to know what causes the success or failure in learning. He also adds that it reflects to the sentence "why human behave and think as they do".

In the education field there are many factors that is important to have by the learners, one of the factors is motivation. To support this idea it is in line with Zahran (1990), as cited in (Al-Khasawneh & Al-Omari, 2015) it has been known that motivation is one of the important factors in the education field. It is also important to expect the achievement and the success in second or foreign language. In the circumstances of academic attainment, motivation is an important

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role for the students to enrich their capability in improving their motivation toward learning English. In another side, Sardiman (2012) says that motivation is regarded as the driving force for students to guide them to the learning activities and achieve their goals.

Motivation is also something that makes the students strives and works to learn the language because of the desire and the goal in learning the language (Gardner, 1985). The student who shows some goal-directed activities and does some hard effort means that they have a motivation to do something (Gardner, 1985). It means when someone is motivated, he/she would show the strong desire or want to achieve the goal and the benefit attitude toward the activity in learning language. In short, motivation is an internal factor of the person through strong efforts and strong desire to make what they need come true. It concerns four aspects when the person has a motivation to do something, these are a purpose or target to achieve the want, strong effort behavior, a strong desire to achieve the target or the purpose and positive attitude to achieve the purpose or the target itself.

In the education field, learning motivation of students is crucial. It is not possible for the students to learn language without any motivation in them. The role of motivation in the education field is effective on students learning. Motivation can increase the performance of learning which can influence speed a work in doing the task and to achieve their goals. In the education world, motivation can give effect of students' success in learning the language. Motivation is also a factor whether the students' goals are high or low (Brown, 2001).

This is asserted by Baron and Donn (2000), as cited in (Bakar, 2014) explain that there are some characteristics of the students if they have high motivation, such as, initiative, diligent, active in learning, not easy to satisfy, disciplined and always try to get the best result of their effort. In line with (Dimyati and Mujiono, 2006) as cited in (Bakar, 2014) motivation has an agreement to activate, conscript, and direct the attitudes and behavior of a learner. In addition (Sukmadinata, 2003) as cited in (Bakar, 2014) says there are two

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factors that influence motivation; they are intrinsic and extrinsic factors. The intrinsic factors consist of students' attitude, interests and intelligence. Moreover, environmental factors such as family, school, or community environment are the extrinsic factors. It means that when students motivated in learning a language, they will show the positive behavior to get the best result. It is also influenced by some factors whether internal or external factors.

The motivation that learners have might determine the success of learning a second or foreign language. In line with Brown (2000) as cited in (Al-Khasawneh & Al-Omari, 2015) claim that motivated learners are more successful than unmotivated learners. In a similar word, Gardner (2006) states that learners with high level of motivation will perform better than learners with low level of motivation. It is lined with Hamzah (2011) states that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task. Gardner (2006) also adds that "if one is motivated, s/he has reasons for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal and enjoys the activities".

2.5 Types of Motivation

In the world, people have different reasons for studying a foreign language; some people want to study a language just for particular reasons, while others are interested in a particular language and its speaker and cultures as well. For many language learners, learning a language is only a means for an academic degree. To understand why language learners were motivated, it is essential to understand the learners' ultimate goal or purpose for learning the language (Gardner, 1985)

Dunkel (1948) as cited in (Gardner, 1985) divided between the kind of motivation and the intensity of motivation. In terms of his explanation that the kind of motivation refers to the goal looked for by the individual. It is different

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from the intensity of motivation that refers to the level of efforts that they accomplish to achieve the goal. The type of motivation refers to the individual's reason why they learn the language. It refers to a goal. Some reasons were listed such as to be able to speak with the community, to get a job, to develop the education, to get a future career, to be able to travel, to satisfy one's parents, to attain the social power, etc. To reflect the kind of motivation for language learning, the reasons also have to reflect to the some goals that related with language learning. As Gardner and Lambert (1959) state that they only focus on the two types of motivation. These are integrative and instrumental motivation.

2.5.1 Integrative Motivation

Integrative motivation is a component in supporting the students to improve some level or proficiency in the language, when they become an individual in a new society that uses a target language as the social interaction. In line with Gardner (1982) as cited in (Jafari, 2013) he believes that oriented learners were more perseveringly and intensely motivated than others. In his point of view the students with integrative oriented learners had a stronger desire to learn the language and had more positive attitude toward the learning atmosphere. Besides, they were more likely to broaden their effort to learn the language. He also emphasizes that the interactively motivated students and learners are more active in language classes and they are more successful in learning a second and foreign language. These students are more enthusiastic to participate in other society and to interact with others members.

In line with Gardner and Lambert (1972) as cited in (Al-Khasawneh & Al-Omari, 2015), integrative motivation is a kind of motivation which a language learners learn a language for their own interest and also to enrich their knowledge about culture. In addition Lucas et.al (2010) as cited in (Al-Khasawneh & Al-Omari, 2015) explain that integrative motivation is something that is called as the learner's eagerness to learn the target language in order to they can contact with the member in the target language community. In addition, in line with (Gardner cited in Dornyei, 2001, p.50) as cited in (Kitjaroonchai, 2013) stated that learners

with integrative motivation will gain a foreign or second language in order to they can close to their community and they can learn about culture and custom. In relation with this condition, integrative motivated learners learn the target language because of some goals such as to know the culture of foreign countries, the custom, and the tradition of the target language.

Furthermore, in line with Liuoliene and Metiuniene (2006) as cited in (Kitjaroonehai, 2013) state that integrative oriented learners tend to have a strong desire to improve their connection to a target community and they also have strong desire to learn the target language. This is also asserted by Likewise, Clement, Dornyei and Noels (1994) as cited in (Kitjaroonehai, 2013) that integrative motivated learners have a tendency in hard working and learn something faster than others.

In addition, integrative motivation is closely related with the intrinsic motivation. Intrinsic motivation is a kind of motivation which comes from the inside of the students themselves. It is in lined with Deci (1975) as cited in (Jafari, 2013) that students with intrinsically motivated learn English because they really want to study. In intrinsic motivation, the students learn English do not expect to receive a reward. The reward may come from the activity itself. The students with intrinsic motivation have strong effort and desire to achieve the success in learning a language.

2.5.2 Instrumental Motivation

The students learn a language just for practical goals or non-interpersonal goals such as to pass an exam or to have a future career refers to the instrumental motivation (Jafari, 2013). As the researcher believes that students with instrumental motivation tend to learn a language because they want to get a job and get into a college. In line with Spolsky (1989), as cited in (Jafari, 2013) it is important to state that instrumental motivation refers to a specific goal. If the goal is extended, it means the instrumental motivation would also to be active.

Furthermore, Gardner and Lambert (1972) as cited in (Al-Khasawneh & Al-Omari, 2015) state when the learners learn a language to obtain some practical

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purposes means they tend to have an instrumental motivation. They also define that learners with the instrumental motivation learn a language because to achieve some practical purposes such as for academic achievement and job advancement. Related with that, instrumentally motivated learners have some purposes to learn a target language such as to listen to the music and radio, to read books, or to watch a TV programs that uses a target language.

In other words (Kitjaroonehai, 2013) state that instrumental motivation is defined in which the learners learn a language to get some benefit goals such as passing the examination, passing the university test, gaining the future career with profitable income, or pursuing the study in overseas. Some of the learners who tend to have instrumental motivation they are motivated by external factors such as grading and satisfaction. Related with this condition, in line with Wang (2008) a cited in (Kitjaroonehai, 2013) state that schools which prioritized on grades, test and competition usually they only encourage the learners' extrinsic motivation and this can influence the learner's goals.

In addition, instrumental motivation is closely related with the extrinsic motivation. The students who learn a language with extrinsic motivation means they learn a language from the outside factor such as to get some rewards. It is in lined with Dornyei (2000) as cited in Jafari (2013) that students with extrinsic motivation is a kind of students who learn a language because they want to get some rewards. Besides, the learners also have little interest in it. As explained before that actually integrative and instrumental are closely related with the intrinsic and extrinsic motivation.

2.6 Factors of Influencing Students' Motivation

It has been known that several roles of motivation have attempted to explain the nature of motivation in the learning process. In relation with the importance of motivation and learning process, there are several factors that affect the students' motivation. It will be good for the students to be aware of several of the most crucial of these factors. They are anxiety, curiosity and interest, learned helplessness, self-efficacy, and students' environment (Elliot et.al: 2000).

In this case the first factor that affects the students' motivation is anxiety. Anxiety is described as obstacle to learning, particularly in its effects on learners (Leger, 2009). In a classroom setting, there are many sources of why anxiety occurred. It can be teacher, examinations, peers, social relations, achievement setting, what girls think of boys, what boys think of girls, like or dislike subjects, and distance from home for younger students (Elliot et.al, 2000). The anxiety will affect the students' performance in learning process. In this case the anxiety here related with the students' achievement. The achievement is related with the tasks that the students do. Usually, the students will have few successes if the task become difficult and it will make them unmotivated to continue the task. In short, too much anxiety will make the students are counterproductive (Elliot et.al, 2000).

The second factor is about the curiosity and interest. Curiosity is one of the best ways for the teacher to make the students eager to learn (Elliot et.al, 2000). It is also one of the meaningful components for the learners to increase their motivation. Students will learn new material that the teacher gives in every meeting. What the teacher should do is she/he has to arouse the students' curiosity about the material. There will be some important things to doengaging the students' curiosity. Arousing the students' enthusiasm to the subject they learn by giving questions related to the material can open the students' new knowledge (Elliot et.al, 2000). Besides, teacher can stimulate the students' curiosity by providing some problems and the solutions after the students solve the problem by themselves. In addition, interest and curiosity are the two things that related to each other. Both of them are the important characteristics that are expressed by a relationship between a person and a particular activity.

The third factor is about the learned helplessness. The best opportunity for the students to change them is in a classroom if the chance is lost, it means the experience of the students may call as the learned helplessness (Seligman, 1975). Helplessness symbolizes the statement of "I cannot". The belief of helplessness is accompanied by passivity, loss of motivation, depressed affect, and performance of regression (Berliner & Calfee, 1999). These things are really influence how the students' motivation occurred in a classroom.

The fourth factor is about self efficacy. Self efficacy believes the own capabilities of students to control the aspects of their lives (Elliot et.al. 2000). Self-efficacy theory believes that the efficacy is the products of students performances, others' experiences, verbal persuasion from others, and emotional arousal (Bandura, 1997). These things really influence the students' motivation when they learn in a classroom.

The last factor that influences the motivation is the classroom environment. If the classroom is comfortable, it will be enjoyable for the students when learning something. The students need the comfortable condition of classroom to improve their performance in the classroom (Elliot et.al, 2000). Everything that related with the spirit and enthusiasm of students depend on the classroom environment. In short, the condition of the classroom environment really influences the students' performance.

2.7 The Techniques to Motivate Students

The variety of teaching and learning in the classroom is based on the situation of the teacher and also the student. The students need some motivation to improve their performance during learning in the classroom. There are some factors that classroom teacher can use to improve student motivation (Sorenson, 1964). Below are the points to improve student motivation:

1. Use verbal and written praise

   In respecting the students' work, there are many ways to do it. One of the ways is through how the teacher can use the verbal and written praise. Praise is one of the types of positive reinforcement which appreciate the students' work (Hendrawijaya, 1999). Giving praise is important to motivate students in a better next work. In some occasion, saying or writing "Good", "Great", "Wonderful" or "Fine Work" in appropriate occasion or in their workbook can be a powerful motivating device (Sorenson, 1964). He also adds that praise is the easiest way for the teacher to motivate the students.Since this technique of motivation can

work as well as encouragement. It is not only for the students who need motivation but also the adults crave the recognition and praise (teachtoughtstaff, 2012).

2. Use familiar materials for examples

Giving a familiar example to the students in teaching English is one of the good ways to help them think deeply and comprehend the material easily. When the teacher gives the examples, the things that are familiar for the students are used (Sorenson, 1964).

3. Use simulations and games

Students can enjoy the learning process if the learning process can attract the students' attention. In this condition, students sometimes love the games and simulations in their learning process. Besides enjoying the learning process, simulations and games also help them to reduce the saturation in the classroom and they can comprehend the learning easily. Games and simulations can motivate students in teaching and learning process since both of them can illustrate some aspects in a real life situation (Sorenson, 1964).

4. Define the objectives

At the beginning of the lesson, students need to know the objectives of learning the material in order to they know the purpose of learning something. It will be frustrated for the students if they do not know about the objectives of the materials that they learn in a class (teachtoughtstaff, 2012). Students need to know what the teacher expect from them in order to they can more motivated to work. Through comprehending the objectives of the learning, it will give the benefits for the students so that it will appear strong desire for the students to learn (Hendrawijaya, 1999).

5. Offer rewards

In some occasions, sometimes students will be motivated if their efforts are appreciated by the teacher. Appreciating the students' work is not only through the score but also through the rewards that the teacher offers to the students. Rewards are kinds of motivation that can make the

students have the enthusiasm in learning (Hendrawijaya, 1999). Offering rewards to the students is an excellence way to motivate students (teachtoughtstaff, 2012).

Those are the techniques to motivate students in a classroom. There are many ways to do to motivate them while learning English. It depends on the teacher and the students itself. The techniques that mentioned above should be determined by the teacher to motivate the students. Since the characteristics of the students are different from others.
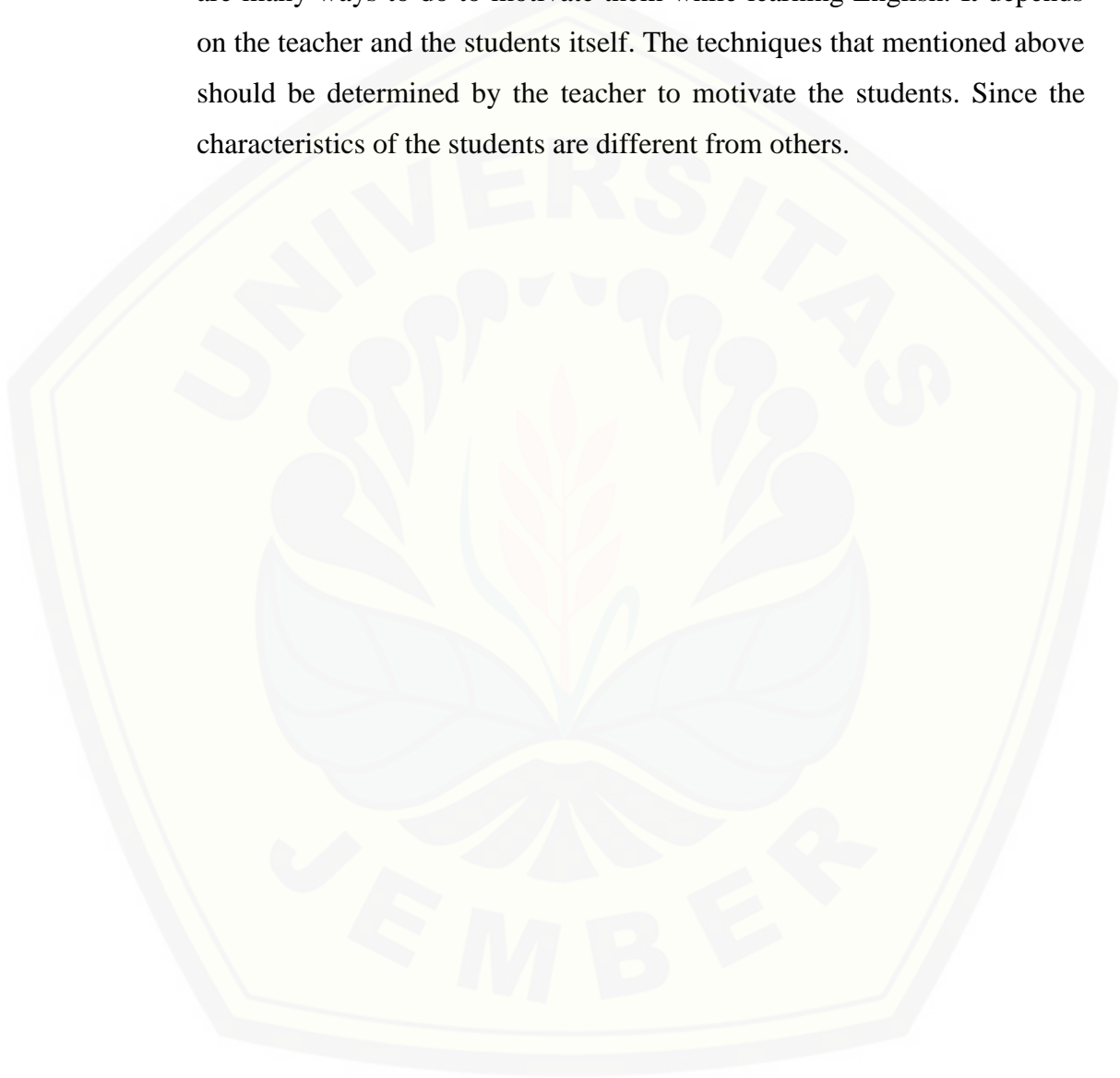
CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents some the research method applied in this research. These include the research design, area determination method, respondent determination method, data collection method, data analysis method, and the operational definition of key terms.

3.1. Research Design

This research conducted a case study. Lodico et al. (2010:156) say that a case study is a part of qualitative research that attempt to find something new, to investigate something occurred and to acquire the comprehension about the individual, group or situation deeply. In other words, case study research is asingle unit such as class, school or a community that have a limitation system to investigate (McKay, 2008). It is in line with Ary et al. (2010:454) case study focused on the single unit that made an in-depth description. The unit can be an individual, a group, a site, a class, a program, a process, an institution, a community or a policy. This research intends to investigate the motivation of the students toward learning English. The research will conduct at SMKN 5 Jember.

The procedure of the research design was as follows:

1. Determining the research topic.
2. Formulating research problems.
3. Conducting the interview as the preliminary study and obtaining the supporting data to know the details about the school, the lists of the students of the tenth grade in every fields of study especially the highest and the lowest achiever.
4. Determining the respondents of the research.
5. Deciding the items number of the questionnaire based on the items questionnaire keys that will be used for the questionnaire that will be distributed to the respondents.

6. Distributing the questionnaire directly to determine their kinds of motivation whether instrumental or integrative motivation.

7. Giving interview to the respondents to get the information about their kinds of motivation during learning English in the classroom and to verify the result of the questionnaire.

8. Preparing field notes before observing the students.

9. Observing the students selected during teaching and learning process in the classroom.

10. Analyzing the obtained data from the questionnaire, the interview and the observation.

11. Classifying the respondents as the instrumental motivation and integrative motivation based on the result of data analysis of the questionnaire, the interview and the observation.

12. Drawing conclusion of the research results to answer the research problem.

3.2 Area Determination Method

Area determination method is the method used in determining the place that is used to conduct the research. The research area of this research was determined by using the purposive method. Fraenkel et al. (2012:100) explain that "purposive method means the use of the researchers' judgment to select samples that they believe, based on the prior information, will provide the data needed". In addition, Arikunto (2006:139) states that purposive method is a method that is used for certain purposes.

In this research, the purpose refers to the researcher's intention to conduct the research at SMKN 5 Jember because of these reasons:

1. This kind of research has never been conducted in this school.

2. There were some different and various motivations during learning English in every class and major at SMKN 5 Jember.

3. There were some students who showed their eagerness and enthusiasm in learning English, in other side there were some students who showed the unmotivated behavior.

4. The English teacher allowed the researcher to conduct the research in the tenth grade students.

5. The head master gave the permission to the researcher to conduct this research.

3.3 Respondent Determination Method

Respondent is the subject of the research which the data is taken from (Arikunto, 2006). In addition, she also explains that respondents are the people who give a data to the researchers. The respondents of a research are the individuals who can be representative as the data resources so that to determine the respondents of a research is an important part and very crucial.

3.3.1 Population

Population is a group that the researchers interested in to generalize the result of the study (Fraenkel et.al, 2012). The groups can be of some students, teachers, or other individuals who have certain characteristics. The population of this research was the tenth grade students at SMKN 5 Jember. The tenth grade in this school consisted of some fields of study and some classes. There were 12 fields of study and 26 classes. The fields of study consisted of Multimedia, Technology of Computer and Network, Analysis of Chemistry, Cultivation of Gardening Plants, Cultivation of Food Plants and Horticulture, Agribusiness of Ruminant Livestock, Mechanization of Agriculture, Agribusiness of Poultry Livestock, Supervision of Material Standard Quality/ Food Product, Agribusiness of Fishery, Agribusiness of Seedling and System Culture, and Technology of Agriculture Product. Those were the twelve fields of study at SMKN 5 Jember that would be as the population in this research.

3.3.2 Sample

Sample is the group in which the information is obtained (Fraenkel et.al, 2012). This process was usually done to limits the sample to be the research respondents. This research used purposive sampling. Purposive sampling means the way how the researchers use their judgment to choose a sample that they believe based on the information that they believe and they need. The purpose of choosing purposive sampling in this research because the researcher believed that the sample selected would be representative of the population. In this occasion, the researcher chose one student with highest score and one student with lowest score of examination in every field of study. It has been known that there were twelve fields of study, so there would be twenty four respondents as the sample that the researcher used in this research.

3.4 Data Collection Method

In conducting the research, the process of collecting data was the most important thing to do since the researcher would get some information that they need. In this research the data collection method was used to collect the data about students' motivation toward learning English. In this research there were four kinds of data collection methods used, namely: Questionnaire, Interview, Observation and Documentation.

3.4.1 Questionnaire

Questionnaire is the subjects' responds to the some questions that consist of multiple choices, true false, matching or interpretive exercise (Fraenkel et al, 2012:125-126). They also state that there are some advantages and disadvantages of administering the questionnaire. One of the advantages is the questionnaire can be given to the people of the large number at the same time.

In this research, the questionnaire was used to decide what kind of students' motivation the students had toward learning English. In addition, to help the students understand the questions, the items of questionnaire were presented in *Bahasa Indonesia*. The questionnaire was taken from the Attitude Motivation Test

Battery by Robert Gardner as cited in (Kitjaroonehai, 2013). In the Attitude Motivation Test Battery, there were 104 questions that could be chosen by the researcher based on the researcher need. In considering which the questions that should be chosen by the researcher, there was attitude motivation test battery items that consisted of some aspects and the number items. There were twelve aspects as the consideration for the researcher and two of them were about integrative and instrumental motivation. They were the aspects that the researcher used to select the questions.

The items were developed into some questions based on the respondents' condition. In the AMTB items, there were some items that indicated the question to consider the kind of students' motivation. The items of the questionnaire used Likert scale where there were some choices that the respondent should choose based on their real condition. For the items of the questionnaire are available to see on the appendix.

3.4.2 Interview

Ary et al. (2010:438) states that interview is one of the basic methods to obtain data in qualitative research. They also states that interview is also used to collect the data from the respondents about their opinions, beliefs and feelings about the situation using their own words. In addition, Fraenkel at al. (2012:451) states that there are four kinds of interview. They are structured, semi-structured, informal, and retrospective interview. Below is the definition of them.

1. Structured interview is verbal questionnaires that consist of a series of questions arranged to obtain some information from respondents.
2. Semi-structured interview is the interview which is almost similar with structured interview. The difference lies in the questions in which the questions can be developed to gain specific information. Ary et al. (2010:438) add that the questions are answered by open ended and cannot be answered with a yes or no answer. Beside, the interviewer can add or modify some questions during the interview process.

3. Informal interview is less formal than structures and semi-structured interview. Besides, the interview and the interviewee have casual conversation and there will be no sequence of the questions.

4. Retrospective interview is the kind of interview which the interviewer tries to recall the interviewee's memory happened in the past and ask him or her to reconstruct it.

In this research, the researcher used semi-structured interview to gain the data from the respondents. It was one of the appropriate interviews that were used in this research. The researcher provided some questions before the interview occurred. On the other hand, the data was collected to determine the kind of students' motivation toward learning English and also to support the result from the questionnaire. The interview guide for the English teacher and the research respondents are provided in appendix.

3.4.3 Observation

A certain research question can be answered by doing observation to know how the research respondents do the activity in the real situation (Fraenkel et.al, 2012). Observation means a fundamental method to obtain data in qualitative research (Ary, Jacobs, & Sorensen, 2010). Qualitative observation relies on the narrative or words to describe the setting, the behaviors and the interactions. The purpose is to understand the interaction naturally.

Moreover Lodico et al. (2010:114) state that in conducting an observation the goal is to collect the data accurately and naturally to reflect the reality situation. Before starting the observation, the researcher decided the degree of participation of observer. They state that there are four degrees of participation of the observer. These are complete participant, participant as observer, observer as participant and complete observer. In this research, the researcher applies the observer as participant.

An observer as a participant is the degree of the researcher which the researcher should observe the participant's activities in a real life situation with a role as the researcher and naturally as the part of the member of group she/he is

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observing (Fraenkel et.al, 2012). The interaction with the participants is allowed to occur but in formal and structured way, such as through interview and very brief informal interactions. In other words, Ary et al. (2010:433) state that the researcher with observer as participant stance may interact with the participant but do not really belong to that group.

Moreover, the most common method of recording the data through observation is field notes (Ary, Jacobs, & Sorensen, 2010). The notes can be supported from other sources like questionnaire and interviews as the main research data. Field notes consist of what the researcher have seen and heard during the observation. There are two components of field notes; they are descriptive part and reflective part. In descriptive part, the researcher should report a complete description about the setting, the respondents and their interactions and the personal relationship. In reflective part, the researcher should report the observer's personal feelings, the comments on the research method, the problems and the speculation of data analysis. Field notes are allowed to include the photographs, the audio and the video recordings.

After preparing all of the things that related with the field notes, the researcher prepared the observational protocol that was designed about set of questions and a recording sheet. There were the arrangements of observational protocol that consisted of some part. The first part was in the top of the page that consisted of the background information such as the date, setting, participant observed and observer's name. After that in the second part there were some brief questions that include something important such as the type of actions by the teacher or the students, the features of the setting, and the interactions. The last part of the observational protocol consisted of the description of what happened in the real situation. The format of field notes can be seen on appendix.

3.4.5 Documentation

Document is also one of the data collection used in qualitative research (Lodico et al. 2010:130). The documents can be printed or written records before the study existed. Documents are a good source of data collection because it can

provide good descriptive information. Ary et al. (2010:442) state that there are four kinds of documents. They are public records, personal documents, physical materials, and research generated documents. The documents that were used in this research were the students' name list of the tenth grade (especially the highest and the lowest achievers), and their score of examination. They provide data to support previous data collection.

3.5 Data Analysis Method

Data analysis method is the method that is used to analyze the gained data. The analyzing data is done after questionnaire, interview, observation and documentation are completed. According to Miles and Hubermen (2007), they state that there are three procedures of analyzing the qualitative data. The procedures of analyzing the qualitative data are as follow:

1. Data Reduction

In this step, the researcher reduced the data obtained from questionnaire, interview transcripts, and field notes of observation. In this stage, the researcher also organized the obtained data. The way how to reduce and organize data in this stage can be done by coding, writing summaries or discarding irrelevant data. In this research, the researcher applied coding system.

2. Data Display

Miles and Hubermen (2014) suggest that a good data display should in the form of tables, charts, network and other graphical formats. In relation with that, the researcher decided to use tables in grouping the mass of data.

3. Conclusion drawing/ verification

In this stage, the researcher drew the conclusion from the previous stages after the analysis of previous stages were really completed.

3.6 Operational Definition Key Terms

Operational definition key terms propose to give explanation about the terms used in this research. Besides, it is also intended to avoid misunderstanding

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between the researcher and the readers. The items that are necessary to be defined operationally in this research are case study, English language learning, students' motivation, instrumental motivation and integrative motivation.

3.6.1 Case Study

A case study here means a kind of research designs that was used in this research to investigate the students' motivation in teaching and learning process. The students' motivation between one to another were different. It was caused by every student had their own purposes why they learned English. Some stated that they learned English to prepare everything after graduating from that school. On the other hand, some of them stated that they learned English because for their examination. It was interesting to conduct this kind of research by using case study research.

3.6.2 English Language Learning

English language learning here refers to the language that was learned by the students in the school. English is a language that was learned by the students was English as a foreign language. Foreign language here means a language that was learned by someone in their own country and the language itself was not the first or the second language in their daily life. Moreover, English language was learned by the students also was as a language in the academic field.

3.6.3 Students' Motivation

Students' motivation here refers to the students' need in learning English. the word "need" here refers to the goal in learning English. For instance, when the students need to prepare their exam, it means they had a goal in learning English. When they had a goal in learning it, they did the best to achieve it and they did the strong effort to make it come true.

3.6.4 Instrumental Motivation

Instrumental motivation refers to the one of many kinds of motivation. It also refers to the learners' goal in learning a language especially English. The students learned English with some purposes like to have a better job, to pursue

their study, or to pass the examination, it means they learned English instrumentally.

3.6.5 Integrative Motivation

Integrative motivation here refers to the one of the kinds of motivation. It also refers to the students' goal in learning a language especially English. The students who learned English integratively means they learn English because they had some goals like to know the knowledge of the culture or to contact with the community they belong to.
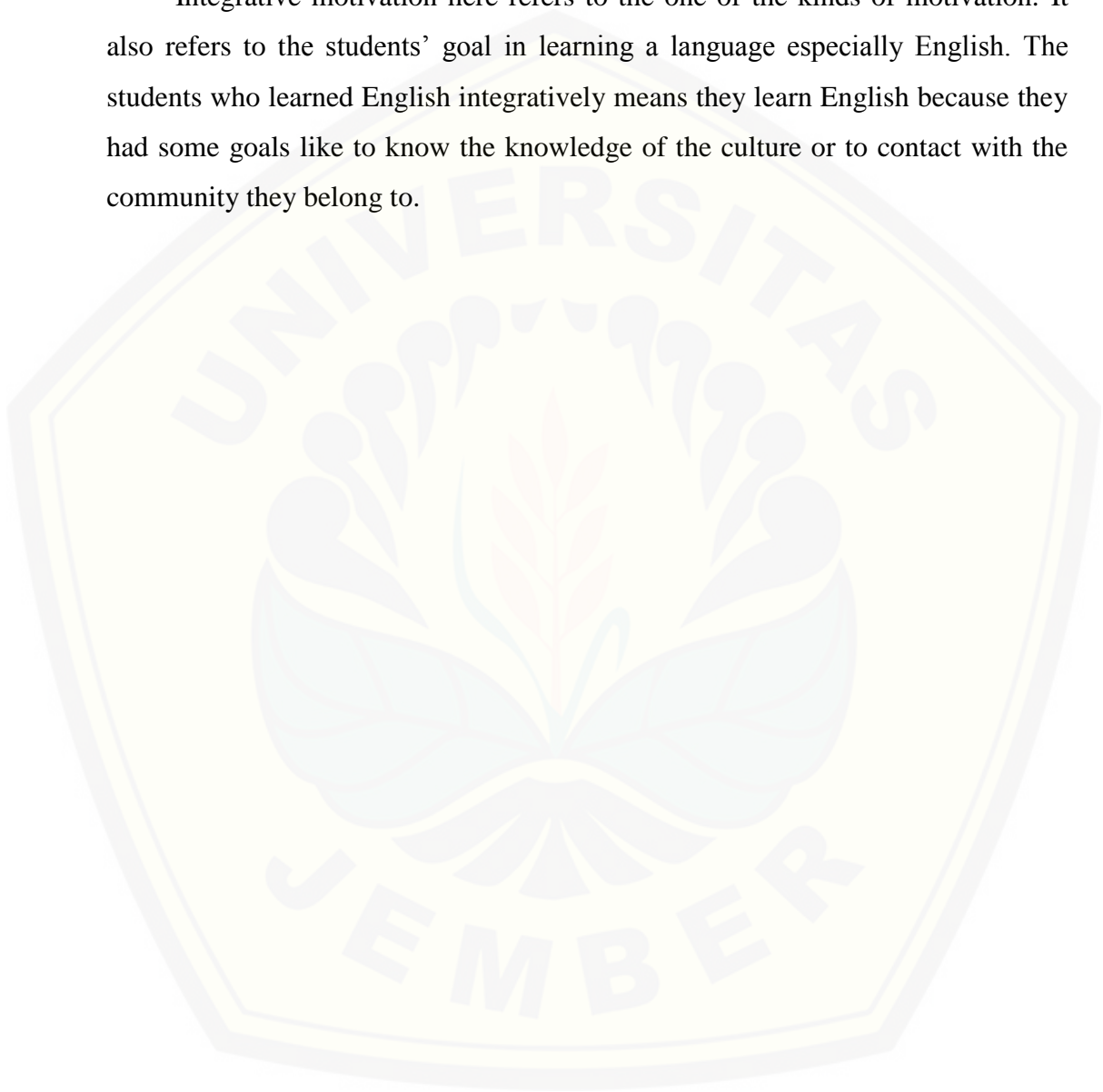
CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research result and suggestions. The suggestions are proposed to the English teacher and future researchers.

5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that the Tenth Grade students of SMKN 5 Jember were instrumentally motivated toward English language learning. The analysis of the questionnaire used SPSS version of 21 using descriptive statistics. The result provided some information about the minimum score, the maximum score, the mean and the standard deviation. From these information, the researcher calculate all the mean scores from the instrumental and integrative items and the research result showed that the mean score of instrumental motivation was 4,38 higher than integrative motivation was only 4,17. These mean scores were based on the result from the questionnaire which was filled by 24 research respondents.

In addition, the result of the students' interview had the function to support the result from the questionnaire. It showed that some students stated that they learned English because they had some purposes to achieve the success in learning a language. Many of them stated that they need English to prepare everything after graduating from that school. For instance they need to get a good job, to pursue their study or to have a future career. The result from the interview was synchronous with the result from the questionnaire. Furthermore, it was also supported the result from the observation who showed that the Tenth Grade students' motivation had high and good motivation toward English language learning.

5.2 Suggestion

From the findings of this particular research, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

It is suggested to the English teachers of SMKN 5 Jember to know that the Tenth grade students had instrumental motivation toward learning English since English is really important and needed for them to pursue their career or their study after graduating from that school. Besides, it is also needed by the teachers to always make good atmosphere such as by modifying assigning a task related with the work world, giving good material, giving an authentic material. The purpose was in order to the students always had high motivation toward learning English.

5.2.2 The Future Researchers

The result of this research provided a reference about the different point of view so that it would be possible to conduct further research on similar topic but in different focus. For example, it can be used as the reference for other future researchers, it would be better if the researcher determine the research respondents in some vocational schools in a region so that the future researchers can measure the students' motivation of vocational school in a region.

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Research Matrix

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Case Study of the Tenth Grade Students' Motivation toward English Language Learning at SMKN 5 Jember	What is the Tenth Grade students' motivation toward English language learning at SMKN 5 Jember?"	Students' motivation in English language learning	The category of motivation in learning English a. Integrative motivation b. Instrumental motivation	1. Observation 2. Respondents The Tenth Grade Students of SMKN 5 Jember. 3. Informant The English teacher of the Tenth Grade of SMKN 5 Jember 4. Document: The name of the respondents and the students' scores	1. Research design **Qualitative research (A Case Study Research)** 2. Area Determination Method **Purposive method** 3. Respondent determination method **Purposive sampling** 4. Data collection methods - **Questionnaire** - **Interview** - **Observation** - **Documentation** 5. Data analysis method **Descriptive Qualitative**

Appendix B

The List of Research Respondent

NO.	THE INITIAL NAME	CLASS	CATEGORY
1.	AAF	X TPI 1	HIGH ACHIEVER
2.	DD	X TPI 1	LOW ACHIEVER
3.	MRB	X BKJ 1	HIGH ACHIEVER
4.	MIR	X BKJ 2	LOW ACHIEVER
5.	AM	X PMT 2	HIGH ACHIEVER
6.	DW	X PMT 1	LOW ACHIEVER
7.	DEF	X TPH 2	HIGH ACHIEVER
8.	FR	X TPH 2	LOW ACHIEVER
9.	BGR	X BTU 1	HIGH ACHIEVER
10.	AAA	X BTU 3	LOW ACHIEVER
11.	WRF	X TPB 2	HIGH ACHIEVER
12.	MR	X TPB 1	LOW ACHIEVER
13.	MDP	X ATR 1	HIGH ACHIEVER
14.	MIE	X ATR1	LOW ACHIEVER
15.	SAF	X KIA 1	HIGH ACHIVER
16.	AGMI	X KIA 1	LOW ACHIEVER
17.	GWK	X MMD 1	HIGH ACHIEVER
18.	DMK	X MMD 1	LOW ACHIEVER
19.	MIM	X MPT 1	HIGH ACHIEVER
20.	FAF	X MPT 1	LOW ACHIEVER
21.	AB	X TKJ 1	HIGH ACHIEVER
22.	AAP	X TKJ 2	LOW ACHIEVER
23.	CAD	X PHP 1	HIGH ACHIEVER
24.	AAZ	X PHP 1	LOW ACIEVER

Appendix C

The Activities of The Research

NO.	DATE	ACTIVITES
1.	22nd July 2016	Collecting the students' English score and Classifying them into high and low achievers.
2.	27th July 2016	Administering questionnaire, Observing and Interviewing students of X BKJ 1, X PMT 2 and X TPH 2
3.	28th July 2016	Administering questionnaire, Observing and Interviewing students of X TPI 1 and X BKJ 2
4.	29th July 2016	Administering questionnaire, Observing and Interviewing students of X TPB 2, X KIA 1 and X MMD 1
5.	3rd August 2016	Administering questionnaire, Observing and Interviewing students of X BTU 1, X PHP 1, X BTU 3, and X PMT 1
6.	5th August 2016	Administering questionnaire, Observing and Interviewing students of X ATR 1
7.	6th August 2016	Administering questionnaire, Observing and Interviewing students of X MPT 1, X TKJ 2 and X TKJ 1
8.	8th August 2016	Asking for the statement letter of accomplishing research

Appendix D

The Descriptive Statistics of Integrative Motivation Items

No.	Integrative Motivation items	N	Minimum	Maximum	Mean	Std. Deviation
1.	Studying English is important to me because I can understand the cultures and traditions of native speakers of English.	24	2,00	5,00	4,0000	,83406
2.	Studying English is important to me because I can understand English stories, novels and literature.	24	3,00	5,00	4,2500	,79400
3.	Studying English is important for me because I would like to meet foreigners with whom I can speak English.	24	1,00	5,00	4,0833	1,01795
4.	Studying English helps me to easily make friends with foreigners.	24	3,00	5,00	4,5000	,58977
5.	Studying English can be important for me because I will be able to participate more freely in the activities of English groups.	24	2,00	5,00	4,2500	,73721

6.	Studying English is important for me because it will allow me to meet and converse with more and varied people from the entire world.	24	4,00	5,00	4,6250	,49454
7.	Studying English helps me to be calm whenever I have to speak English in my English class.	24	3,00	5,00	4,5000	,72232
8.	Studying English is important to me so that I can understand English pop music.	24	1,00	5,00	4,2083	,93153
9.	Studying English is important for me because I would like to know more about American and British people.	24	1,00	5,00	3,4583	1,17877
10.	Studying English is important for me because it will enable me to better understand and appreciate the English way of life.	24	3,00	5,00	3,8750	,74089
	Valid N (listwise)	24				

Appendix E

The Descriptive Statistics of Instrumental Motivation Items

No.	Instrumental Motivation Items	N	Minimum	Maximum	Mean	Std. Deviation
11.	Studying English is important for me because it will help me to get an ideal job in the future.	24	3,00	5,00	4,6250	,64690
12.	Studying English is important for me because I will need it for my future career.	24	3,00	5,00	4,5417	,72106
13.	Studying English is important to me because it will help me to increase my knowledge in English.	24	4,00	5,00	4,7083	,46431
14.	Studying English is important to me because it will help me to pursue my study to the university.	24	3,00	5,00	4,2083	,77903
15.	Studying English is important to me because it will help me search for information in English on the internet.	24	3,00	5,00	4,3333	,70196
16.	Studying English is important to me because it will help me when I travel abroad.	24	3,00	5,00	4,3750	,71094

17.	Studying English is important because I will learn more about what is happening in the world.	24	2,00	5,00	4,0000	,83406
18.	Studying English helps me to understand the film and talk-show in English version.	24	3,00	5,00	4,2500	,60792
19.	Studying English helps me to read books, article, newspaper and magazine in English version.	24	2,00	5,00	4,2917	,75060
20.	Studying English can be important for me because an educated person is expected to be able to speak English.	24	3,00	5,00	4,5417	,72106
	Valid N (listwise)	24				

Appendix F

Kuesioner (Versi Bahasa Indonesia)

Nama **: ………………………….**

Jurusan **: ………………………….**

Berilah tanda centang (√) pada salah satu jawaban yang telah disediakan. (5=sangat setuju, 4=setuju, 3=kurang setuju, 2=tidak setuju, 1=sangat tidak setuju)

No.	Objek Motivasi	5	4	3	2	1
1.	Mempelajari bahasa Inggris itu penting bagi saya karena saya bisa memahami budaya dan tradisi dari penduduk asli Inggris.					
2.	Mempelajari bahasa Inggris itu penting bagi saya karena saya bisa memahami cerita, novel dan karya sastra berbahasa Inggris.					
3.	Mempelajari bahasa Inggris itu penting bagi saya karena saya ingin bertemu dengan orang asing dan berbicara bahasa Inggris dengan mereka.					
4.	Mempelajari bahasa Inggris membantu saya untuk berteman dengan orang asing.					
5.	Mempelajari Bahasa Inggris itu bisa jadi penting bagi saya karena saya akan mampu berpartisipasi dengan lebih bebas dalam aktvitas grup Bahasa Inggris.					
6.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan memperbolehkan saya untuk bertemu dan bercakap-cakap dengan berbagai macam jenis orang dari seluruh dunia.					
7.	Mempelajari Bahasa Inggris membantu saya menjadi lebih					

	tenang ketika saya harus berbicara bahasa Inggris di kelas bahasa Inggris.					
8.	Mempelajari Bahasa Inggris itu penitng bagi saya agar saya bisa memahami lirik dari lagu berbahasa Inggris.					
9.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya ingin mengetahui lebih banyak tentang orang Amerika maupun Inggris.					
10.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan memungkinkan saya untuk lebih memahami dan menghargai cara hidup orang Inggris.					
11.	Mempleajari Bahasa Inggris itu penting bagi saya karena akan membantu saya mendapatkan pekerjaan yang dicita-citakan di masa depan.					
12.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya akan membutuhkannya untuk pekerjaan saya di masa yang akan datang.					
13.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan membantu saya untuk meningkatkan pengetahuan saya dalam Bahasa Inggris.					
14.	Mempelajari Bahasa Inggris itu penitng bagi saya karena akan membantu saya untuk melanjutkan studi saya ke Universitas.					
15.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan membantu saya mencari informasi dalam Bahasa Inggris di internet.					
16.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan					

	membantu ketika saya hendak bepergian keluar negeri.					
17.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya akan mempelajari lebih banyak apa yang sedang terjadi di belahan dunia lain.					
18.	Mempelajari Bahasa Inggris membantu saya untuk memahami film dan acara berbincang-bincang dalam versi Bahasa Inggris.					
19.	Mempelajari Bahasa Inggris membantu saya untuk membaca buku, artikel, Koran dan majalah dalam versi Bahasa Inggris.					
20.	Mempelajari Bahasa Inggris itu penting bagi saya karena orang berpendidikan diharapkan mampu berbicara Bahasa Inggris.					

Appendix G

Questionnaire (English Version)

Name : ………………………….

Class/ Field of Study : ………………………….

Instruction: Please indicate your choice with a tick (√) in the column provided.

(5=strongly agree, 4=agree, 3=moderately agree, 2=disagree, 1=strongly disagree)

No.	Motivational Items	1	2	3	4	5
1.	Studying English is important to me because I can understand the cultures and traditions of native speakers of English.					
2.	Studying English is important to me because I can understand English stories, novels and literature.					
3.	Studying English is important for me because I would like to meet foreigners with whom I can speak English.					
4.	Studying English helps me to easily make friends with foreigners.					
5.	Studying English can be important for me because I will be able to participate more freely in the activities of English groups.					
6.	Studying English is important for me because it will allow me to meet and converse with more and varied people from					

	the entire world.					
7.	Studying English helps me to be calm whenever I have to speak English in my English class.					
8.	Studying English is important to me so that I can understand English pop music.					
9.	Studying English is important for me because I would like to know more about American and British people.					
10.	Studying English is important for me because it will enable me to better understand and appreciate the English way of life.					
11.	Studying English is important for me because it will help me to get an ideal job in the future.					
12.	Studying English is important for me because I will need it for my future career.					
13.	Studying English is important to me because it will help me to increase my knowledge in English.					
14.	Studying English is important to me because it will help me to pursue my study to the university.					
15.	Studying English is important to me because it will help me search for information in English on the internet.					
16.	Studying English is important to me because it will help me when I travel abroad.					
17.	Studying English is important because I will learn more about what is happening in the world.					

18.	Studying English helps me to understand the film and talk-show in English version.					
19.	Studying English helps me to read books, article, newspaper and magazine in English version.					
20.	Studying English can be important for me because an educated person is expected to be able to speak English.					
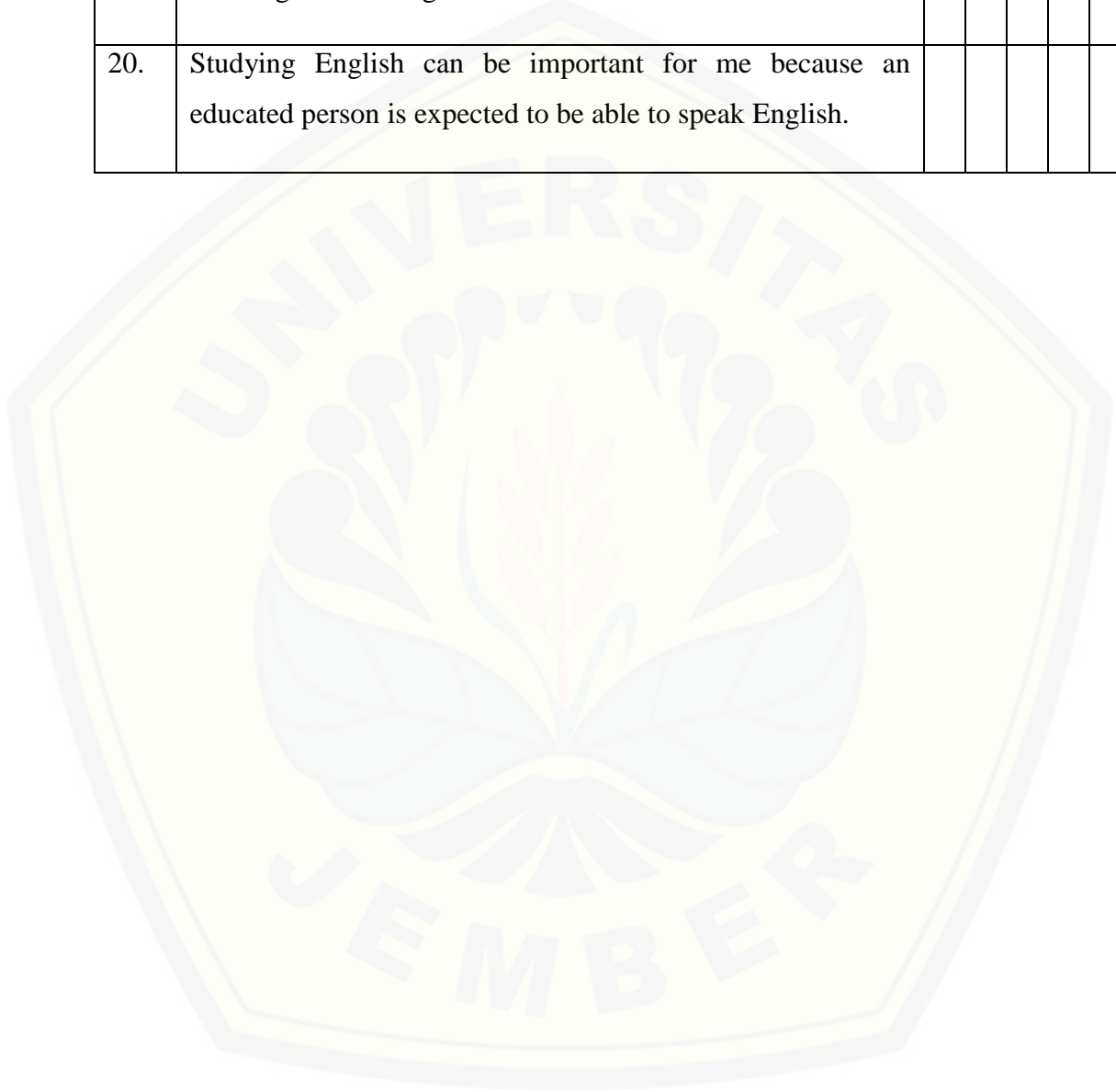
Appendix H

The Results of the Students' Questionnaire

Nama : SAF ....

Jurusan : .... KIA 1 ....

KUESIONER

Berilah tanda centang (√) pada salah satu jawaban yang telah disediakan. (5=sangat setuju, 4=setuju, 3=kurang setuju, 2=tidak setuju, 1=sangat tidak setuju)

No.	Objek Motivasi	5	4	3	2	1
1.	Mempelajari bahasa Inggris itu penting bagi saya karena saya bisa memahami budaya dan tradisi dari penduduk asli Inggris.	√				
2.	Mempelajari bahasa Inggris itu penting bagi saya karena saya bisa memahami cerita, novel dan karya sastra berbahasa Inggris.		√			
3.	Mempelajari bahasa Inggris itu penting bagi saya karena saya ingin bertemu dengan orang asing dan berbicara bahasa Inggris dengan mereka.	√				
4.	Mempelajari bahasa Inggris membantu saya untuk berteman dengan orang asing.	√				
5.	Mempelajari Bahasa Inggris itu bisa jadi penting bagi saya karena saya akan mampu berpartisipasi dengan lebih bebas dalam aktvitas grup Bahasa Inggris.	√				
6.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan memperbolehkan saya untuk bertemu dan bercakap-cakap dengan berbagai macam jenis orang dari seluruh dunia.	√				
7.	Mempelajari Bahasa Inggris membantu saya menjadi lebih tenang ketika saya harus berbicara bahasa Inggris di kelas bahasa Inggris.	√				
8.	Mempelajari Bahasa Inggris itu penitng bagi saya agar saya bisa memahami lirik dari lagu berbahasa Inggris.	√				
9.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya			√		

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	ingin mengetahui lebih banyak tentang orang Amerika maupun Inggris.				
10.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan memungkinkan saya untuk lebih memahami dan menghargai cara hidup orang Inggris.	✓			
11.	Mempleajari Bahasa Inggris itu penting bagi saya karena akan membantu saya mendapatkan pekerjaan yang dicita-citakan di masa depan.	✓			
12.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya akan membutuhkannya untuk pekerjaan saya di masa yang akan datang.	✓			
13.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan membantu saya untuk meningkatkan pengetahuan saya dalam Bahasa Inggris.	✓			
14.	Mempelajari Bahasa Inggris itu penitng bagi saya karena akan membantu saya untuk melanjutkan studi saya ke Universitas.		✓		
15.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan membantu saya mencari informasi dalam Bahasa Inggris di internet.		✓		
16.	Mempelajari Bahasa Inggris itu penting bagi saya karena akan membantu ketika saya hendak bepergian keluar negeri.		✓		
17.	Mempelajari Bahasa Inggris itu penting bagi saya karena saya akan mempelajari lebih banyak apa yang sedang terjadi di belahan dunia lain.		✓		
18.	Mempelajari Bahasa Inggris membantu saya untuk memahami film dan acara berbincang-bincang dalam versi Bahasa Inggris.		✓		
19.	Mempelajari Bahasa Inggris membantu saya untuk membaca buku, artikel, Koran dan majalah dalam versi Bahasa Inggris.		✓		

| 20. | Mempelajari Bahasa Inggris itu penting bagi saya karena orang berpendidikan diharapkan mampu berbicara Bahasa Inggris. | ✓ | | | | |

Appendix I

The Result of the Interview with the Teacher

Interviewee   : **Dra. Wahyu Ekawati, M.Pd**
Interviewer   : **Erika Daris Salama**
Date/ Place   : **October, 27th 2015/SMKN 5 Jember**
Objective   : **This interview is used to gain some information as the preliminary study.**

No.	Questions	Answers
1.	How many classes and fields of study in this school?	There are 12 fields of study and 26 classes in each level.
2.	As you mentioned that there are 12 fields of study, what are they?	The 12 fields of study are Multimedia, Technology of Computer and Network, Analysis Chemistry, Cultivation of Gardening Plants, Cultivation of Food Plants and Horticulture, Agribusiness of Ruminant Livestock, Mechanization of Agriculture, Agribusiness of Poultry Livestock, Supervision of Material Standard Quality/ Food Product, Agribusiness of Fishery, Agribusiness of Seedling and System Culture , and Technology of Agriculture Product.

3.	How are the characteristics of the students?	We have so many students in this school. There are about 2000 students. The characteristics are varied. There are good students, naughty students and so on. As you know the characteristics of one student to another are different.
4.	How are their motivations toward learning English?	Some of them show good motivation because of some particular reasons but the rest of them usually show poor motivation because for the first time they met English, they do not like it.
5.	What are they?	You know, there are some alumni of this school who pursue their career abroad, to the international company. Besides, the most particular reason is since English is one of the subjects in national exam.
6.	Do you need the students' motivation when you teach English?	Of course. Since the motivation is the first thing that students should have in learning process.
7.	In teaching English, do you apply four skills and three language components in every time you teach?	Not always in every time. I have syllabus in every semester. So, the application of teaching four skills and language component

		has been arranged.
8.	What is the response of the students when you teach English as it has been known that the students' characteristics of this school have varied?	There are many kinds of students' response in learning English. You know, there are 12 fields of study and 26 classes in each level. So, they give many responses in learning English. Some of them are usually good respond that indicate they are motivated in studying English, but some of them show poor motivation like absent in a class, not doing the homework, and so on.

Appendix J

The Results of the Interview with the Research Respondents

1. Interviewee : AAF

   Interviewer : Erika Daris Salama

   Objective : This interview is to support the result from questionnaire.

No.	Questions	Answers
1.	Apakah Bahasa Inggris itu merupakan pelajaran yang penting bagi kamu? Mengapa?	Iya bu. Ya biar saya nanti kalau mau nyari kerjaan biar ada kemampuannya, buat kuliah juga penting, buat pengen tahu berita-berita bahasa Inggris juga.
2.	Apa yang kamu peroleh dalam mempelajari Bahasa Inggris?	Keterampilan bahasa Inggris biasanya saya buat main game.
3.	Apa yang mendorong kamu untuk mempelajari Bahasa Inggris?	Pengen tahu aja. Bahasa Inggris keren, selain itu juga karena pelajaran wajib dan dibutuhkan.
4.	Apakah dengan mempelajari Bahasa Inggris kamu bisa memahami cerita atau novel dalam versi Inggris?	Bisa bu. Biasanya dengan kita tahu arti dari vocab yang kita kuasai. Sedikt-sedikit kita bisa tahu maksud dari cerita yang kita baca.
5.	Selain dapat memahami cerita atau novel dalam versi Inggris, apakah dengan Bahasa Inggris kamu dapat memahami buku-buku tentang materi jurusan versi Bahasa Inggris?	Bisa juga bu. Tapi belum pernnah ada tugas mencari buku-buku perikanan dari luar negeri bu.

6.	Bagaimana pendapat kamu tentang pentingnya Bahasa Inggris?	Penitng sekali bu. Penting untuk mencari pekerjaan maupun mendapatkan pekerjaan.
7.	Apakah dengan Bahasa Inggris kamu dapat melanjutkan karir atau melanjutkan studi keluar negeri?	Bisa bu. Yang penting prsyaratan lainnya juga mumpuni, apalagi ditambah dengan kemampuan bahasa Inggris yang baik dan benar, pasti bisa.
8.	Bagaimana respon kamu terhadap pelajaran Bahasa Inggris yang berlangsung di kelas?	Lumayan mengasyikkan bu..
9.	Apakah Bahasa Inggris memiliki peran yang penting dalam mencari pekerjaan?	Iya bu. Poin penting sekali apabila kita bisa mempunyai kemampuan bahasa Inggris dengan baik.
10.	Apakah dengan mempelajari Bahasa Inggris kamu dapat mengetahui budaya orang asing?	Iya bu. Bahasa dan budaya tidak jauh berbeda. Mempelajari salah satunya, sepaket dengan pasangannya. Apabila belajar bahasa, budayanya ikut, begitupun sebaliknya.

2. Interviewee : DD

Interviewer : Erika Daris Salama

Objective : This interview is to support the result from questionnaire.

No.	Questions	Answers
1.	Apakah Bahasa Inggris itu merupakan pelajaran yang penting bagi kamu? Mengapa?	Iya bu. Ya karena bahasa Inggris itu pelajaran yang penting untuk dipelajari sebagai modal kita supaya bisa berbicara bahasa internasional.
2.	Apa yang kamu peroleh dalam mempelajari Bahasa Inggris?	Banyak bu. Salah satunya pengetahuan baru seperti vocab-vocabnya baru, bagaimana cara mengucapkan sesuatu dan masih banyak lainnya.
3.	Apa yang mendorong kamu untuk mempelajari Bahasa Inggris?	Karena bahaa Inggris merupakan pelajaran yang penting. Penting untuk ujian dan juga penting untuk mencari pekerjaan kalau sudah lulus nanti.
4.	Apakah dengan mempelajari Bahasa Inggris kamu bisa memahami cerita atau novel dalam versi Inggris?	Iya bu kalau kita sudah ahli mengerti bahasa Inggris tapi saya tidak pernah membaca novel versi bahasa Inggris kalau membantu ya pasti membantu.
5.	Selain dapat memahami cerita atau novel dalam versi Inggris, apakah dengan Bahasa Inggris kamu dapat memahami buku-buku tentang materi jurusan versi Bahasa Inggris?	Iya bu. Dengan mempelajari bahasa Inggris kita bisa sedikit-sedikit membaca buku-buku jurusan versi bahasa Inggris walaupun masih buka-buka kamus jika menemukan kata-kata yang sulit.

6.	Bagaimana pendapat kamu tentang pentingnya Bahasa Inggris?	Ya penting bu. Penitin untuk mencari pekerjaan, melamar pekerjaan juga unutk lanjut kuliah.
7.	Apakah dengan Bahasa Inggris kamu dapat melanjutkan karir atau melanjutkan studi keluar negeri?	Sepertinya bisa kalau bahasa Inggris kita sudah bagus.
8.	Bagaimana respon kamu terhadap pelajaran Bahasa Inggris yang berlangsung di kelas?	Kadang menyenangkan, kadang membosankan. Cara ngajarnya kadang bikin ngantuk bu.
9.	Apakah Bahasa Inggris memiliki peran yang penting dalam mencari pekerjaan?	Pasti bu. Karena kadang ada job interview yang menggunakan bahasa Inggris.
10.	Apakah dengan mempelajari Bahasa Inggris kamu dapat mengetahui budaya orang asing?	Iya bu. Tergantung kita juga mau memplejari budanya atau tidak.

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Appendix K

The Results of the Observation

Field Note

Respondent : WR   Classroom teacher : Mr. Rendra

Date : 29th July 2016   Time : 9.15 - 10.45

Grade : TPB 2.   Observer : Erika Daris Salama
(Agribisnis Tanaman Perkebunan)

Observation Checklist

No	Aspects		5	4	3	2	1	Note
	Activities							
1.	Attending a class during teaching and learning of English.		✓					She always attends at a class of English subject. She also always on time and She sits down in front of the teacher in order to she can listen and pay attention to the teacher.
2.	Paying attention to the teacher's explanation.		✓					As the highest achiever in English subject, she always pays attention to the teacher's explanation and she also writes what teacher explains in her own note book.
3.	Showing hard efforts to do the exercises in a class.		✓					She always do the best for every exercise that teacher gives to her. She also always shows her hard effort to do the exercise for example when Mr. Rendra ask for to write many vocabularies & the meaning, she is the first student who finish the exercise + and all are correct.
4.	Showing active and seriousness response while teaching and learning process.			✓				She often shows her active & seriousness response to the teacher while explaining as well as to her friend to discuss something.
	Using English							
5.	Talking to classmates and teacher using English in classroom activities below:							
	- Having discussion	Eng		✓				She often discusses about the material or about the exercises with her teacher as well as her friends using English and also Bahasa. She tries to use English although there are some mistakes while she pronounces some words.
		Ind.						
	- Asking questions	Eng						
		Ind.		✓				She often asks to the teacher while she doesn't comprehend about the material.

	- Answering questions	Eng	✓			While teacher asks to the students to answer the question, she often raise her hand to answer the questions in English.
		Ind.				
	- Sharing ideas	Eng				She often share her ideas with her classmates. Sometimes her friends asks to her about the meaning of some words, she tries to share the ideas about what she
		Ind.	✓			knows.
	- Giving responses	Eng	✓			She always give her response to the teacher while the teacher asks.
		Ind.				
6.	Answering a question by a teacher.			✓			She often answer the questions from the teacher. While teacher points her friends and unfortunately her friend cannot answer the questions, she tries to answer the questions from the teacher.
	Field Note: As the highest achiever in English subject. She is one of the good students in her field of study. She shows that she is cooperative with the teacher during TLP.						

Note:

5 = Always 4 = Often 3 = Usually 2 = Seldom 1 = Never

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Appendix L

The Permission Letter

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 3 7 4 0 / UN25.1.5 / LT / 2016   0 1 JUN 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMKN 5 Jember

Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Erika Daris Salama
NIM   : 120210401106
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi   : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "A Case Study of the Tenth Grade Students' Motivation toward English Language Learning at SMKN 5 Jember".
Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix M

Letter of Accomplishing the Research from the Principal of SMKN 5 Jember

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMK NEGERI 5 JEMBER
Jl. Brawijaya 55 Kotak Pos 134 ☎ (0331) 487535 📠 (0331) 422695 Jember 68101
e-mail : smk5jember@yahoo.co.id,   website : www.smkn5jember.sch.id

SURAT KETERANGAN MENYELESAIKAN PENELITIAN
Nomor : 421.4/0941/413.15.20523760/2016

Yang bertanda tangan dibawah ini :

Nama : **Drs. RINOTO, MM.**

NIP : 19581222 198503 1 014

Pangkat/Golongan : Pembina Tk. 1 / IV / b

Jabatan : Kepala SMK Negeri 5 Jember

Dengan ini menerangkan bahwa mahasiswi Universitas Jember tersebut dibawah ini :

Nama : **Erika Daris Salama**

NIM : **120210401106**

Fakultas : **Keguruan dan Ilmu Pendidikan**

Program Studi : **Bahasa Inggri**

Telah menyelesaikan penelitian dengan judul "**A CASE STUDY OF THE TENTH GRADE STUDENT' MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING AT SMK NEGERI 5 JEMBER**". Yang dilaksanakan dari tanggal 22 Juli-8 Agustus 2016 di SMK Negeri 5 Jember.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 10 September 2016
Kepala Sekolah,

Drs. RINOTO, MM.
NIP. 19581222 198503 1 014