THE EXPLORATION OF MOTIVATIONAL FACTORS IN AN EFL CLASSROOM

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THE EXPLORATION OF MOTIVATIONAL FACTORS IN AN EFL CLASSROOM

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ABSTRACT

Motivation is essential for the students to engage in learning a language. The purpose of this study was to find out the motivational factors in learning English as a foreign language. The subjects in this study were 31 tenth-grade students at SMA N 1 Bringin. Further, five of them were chose to be the participant in the interview. Close-ended questionnaire and semi-structured interview utilized in this study. 17 questionnaire items were used to measure the students’ motivational factors in EFL learning. The interview’s finding supported the findings of this study. Furthermore, the study reveals that integrative motivational factors, instrumental motivational factors, intrinsic motivational factors, and extrinsic motivational factors were highly motivated them to engage in EFL learning. None the less, extrinsically, they less motivated to learn English to get things or praise from their teachers and friends.

Keywords: motivational factors, EFL learning, SMA N 1 Bringin

INTRODUCTION

A formal school in Indonesia teaches English. One of them is Bringin State Senior High School 1 (henceforth called SMA N 1 Bringin). Every student at that school is required to learn English from the tenth grade until twelfth grade. During my Teaching Practicum at the school, I saw that the tenth-grade students’ enthusiasm in learning English of every class was different from one another. Some of them were excited, but some were not too eager. That situation might be
affected by some possible factors. One of them is the students’ motivation in learning English.

Motivation is influential for the students’ learning process. It has become a primary component that affects to the proficiency in a second language (Othman & Shuqair, 2013). It believed as an essential tool to achieve a goal in any activities (Rehman, Bilal, Sheikh, Bibi, Nawas, 2016) and drive the students to involve in learning consistently (Dornyei, 1998). Besides, motivation is the most crucial factor in Second Language Acquisition (henceforth called as SLA) (Ghamdi, 2014). Moreover, Gass and Selinker, (2001) as cited in Mali (2015) said that motivation is “a predictor of language-learning success” (p.2). With similar views, Dornyei (1998) state that motivation seen as one of the main determining factors for the students’ rate and success in the foreign language or second language learning. In the context of writing class, Mali (2015) more specifies that motivation works on the student’s success and performance in their EFL writing class.

Considering the importance of motivation and the differences of students’ enthusiasm for learning English at that school, I am interested in exploring factors that can motivate the students to learn English (henceforth called motivational factors) as a Foreign Language (EFL) from the perspectives of X grade students in that school. More specifically, this study aims to answer the research question:

What are the motivational factors to learn English as a foreign language perceived by the tenth-grade students at SMA N 1 Bringin?
The researcher hopes the result of the study will deliver some information for as a recommendation for the teachers about what to do to motivate the students to engage in learning English after they knew the students’ motivational factors in learning EFL learning.

LITERATURE REVIEW

Definitions of Motivation

It is difficult to give the meaning of motivation. Mali (2015) stated that motivation is a complicated term because it construed differently. It possible that there are some different perception about the idea of motivation since it is viewed differently based on the different contexts. Myers (2001) as cited Shirkey (2003) stated that “motivation can be defined as a need or desire that energizes and directs behavior” (p.2). In a context of education, Amnes (1990) pointed out that motivation is an outcome of teaching where the learner is not only focused on their achievement but also how the students value the learning process and increase their skills. In a high school context, motivation defined as a guidance of the future goal, Choy (2005). Related to the people’s behavior, Schunk (2012) defined motivation as a concept which explains to us why people behave as they do. In this study, the researcher views the motivation as an impulse that exists within a person to learn English and it affected by several factors.

Types Of Motivation

There are several types of motivation in learning English as a Foreign Language. It can be seen by the learners’ purposes in studying English as a
Foreign Language. Mahadi and Jafari (2012) stated that every person has different motivation from one another. The learners’ interest determined that differences. Thus, some researcher has defined some types of motivation in learning English.

Based on Gardner’s social psychological approach, Gardner and Lambert (1972) defined the types of motivation into integrative motivation and instrumental motivation. Firstly, integrative motivation deals with the learners’ interests in learning a language to be able to participate in the culture of a particular community. Mahadi and Jafari (2012) also supported that idea where they believed that Integrative motivation refers to learning a language to participate in the culture of its people. Moreover, Gardner (2007) believed that an individual is integratively to learn English because of sincere interest to interact with members of another language. Secondly, Gardner and Lambert (1972) stated that instrumental motivation is a type of motivations in which the learners learn English for benefit motive of their carriers. Based on Gardner’s theory of motivation (2007), students are instrumentally motivated to learn English to obtain an advantage like a higher salary.

Besides the two kinds of motivation mentioned above, there are also two others types of motivation. They are intrinsic and extrinsic motivations. Intrinsic motivation naturally comes from the inside of a person, Mahrooqi and Denman (2015). Intrinsic motivation is also presented by Ryan and Deci (2000) with self-determination theory. Ryan and Deci (2000) stated that intrinsic motivation refers to learners willingness to do something because of the fun and interesting methods used in the activity. Make a fun activity, games and curiosuty are the examples of
increasing the learners' intrinsic motivation. Moreover, Ryan and Deci (2000) believed that intrinsic motivation is related to the students’ interest to involve in an activity for enjoyment.

Another type of motivation discussed in this study is extrinsic motivation. Fatankhah & Tanbakooei (2014) claimed that learners are extrinsically motivated to involve in an activity to gain some instrumental aims such as a reward. According to Noels (2002), extrinsic motivation link to the interest in doing something with the purpose to achieve the target at the end, such as reward and punishment. It also supported by Ryan and Deci (2000) who insisted that extrinsic motivation is the reasons for someone to take part in an activity to gain some outcomes. The example is that the students are motivated to undertake an activity for gaining a reward such as graduating, passing an examination or avoiding a punishment like a failing grade(Long, Ming, and Chen, 2013)

**Previous Studies on Motivation**

Several studies on the motivational factor have been conducted in EFL context. The finding showed that motivation positively linked to the student’s successes in learning. Othman and Shuqair (2013) did a research to find out some motivational factors and the impact of motivation on English language learning. The study reports showed that some factors influenced the learner to learn English. The teachers’ selections of teaching strategies can be considered as the factor which affects the students’ motivation in Learning. Another finding also indicates that motivation drove the learners to learn and practice English better.
Mali (2015) also conducted a study to explore the motivational factors perceived by Indonesian university students in their EFL writing class at Satya Wacana Christian University. He asked the participants to write reflective journal twenty to thirty minutes before the class ended in a one-month period. The result of the study indicated that the positive teacher’s performance, inspiring classmates, motivational parents, and positive classroom atmosphere are the primary factors affecting the students’ learning motivation in their English as a Foreign Language (EFL) writing class at Satya Wacana Christian University.

Nawaz, Amin, Tatla (2015) investigated the factors affecting the students’ motivation level to learn English as the second language in a public university context of Pakistan. The study approached both of quantitatively and qualitatively. The data was collected by distributing a structured questionnaire to 50 participants and conducting an interview with a group of 5 students. The quantitative data showed some factors which affect the students’ motivational factors. From the several factors, the three of them are integrative, instrumentality (promotion), instrumentality (prevention). Even more, some of the factors found from the qualitative data. It includes English for Pakistan general public and professionals, globalization, and science and technology which affect the students’ motivation in learning a language.

That previous studies inform the current study that some motivational factors mentioned above have a significant role in affecting the students’ motivation in EFL learning. Furthermore, some of that factors will be used in this research.
THE STUDY

This study aimed to figure out the students’ motivational factors in learning English perceived by tenth-grade students at SMA N 1 Bringin. Mix approach was used to achieve the purpose of this research. Quantitatively, the researcher collected the students’ responses from questionnaire item and counted the percentage of each questionnaire item they responded to. Qualitatively, the questionnaire data were supported by the students’ responses from an open-ended interview.

The Context of the Study

The study was conducted at SMA N 1 Bringin. It located in Jl. Wibisono 11/3, Bringin, Semarang - Central Java 50772. This school is a national and formal school in Semarang district with an “A” accreditation. There are 670 students, 21 classes, and 43 teachers. At that school, English considered as a subject taught from the tenth grade until twelfth grade. The students have an opportunity to learn English for 2 hours every week. The school’s environment is comfortable and relaxed since it is away from the crowded. The school got an award as “Sekolah Adiwiyata” in 2016. The researcher chose SMA N 1 Bringin as the site to conduct the research due to her experiences in Teaching Practicum at that school. The accessibility to meet with the participants is another consideration for the researcher to choose this school as the site of the study because the location of the school is not too far from the researcher’s address.
Research Participants

The study involved 31 tenth-grade students of an X science 1 class. That class was selected to be the participant of this research since most of the students in that class have a high enthusiasm in learning English compared to the other classes. During my Teaching Practicum at that school, the students in that class were very active in learning English. Then, they always respond to the teacher questions. There were 5 males and 26 females in the class which mostly come from the rural area of Bringin. Their ages are ranged from 14 years old until 16 years old. Two students were 14 years old, twelve students were 15 years old, and sixteen students were 16 years old. It will be presented on the tables one and two below (see Table 1 and 2). Furthermore, after knowing the result of the questionnaire, the researcher did an interview in order to dig more informations. Due to the time limitation, only five of them chose to be the interviewees. The selection is based on the students responses of the questionnaire. The researcher ranked the participants who were mostly responded ‘strongly agree’. Five participants with high number of ‘strongly agree’ chose to be interviewed. Furthermore, the Interview’s participants are presented as P1 until P5 in Table 3.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>5</td>
</tr>
</tbody>
</table>
**Tabel 2. The Age of The Participants.**

<table>
<thead>
<tr>
<th>Age</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2</td>
<td>12</td>
<td>16</td>
</tr>
</tbody>
</table>

**Tabel 3. A List of Interviewees**

<table>
<thead>
<tr>
<th>Participants / initial name.</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RK</td>
<td>DI</td>
<td>KN</td>
<td>RA</td>
<td>FJ</td>
</tr>
<tr>
<td>Total of “strongly agree” answer</td>
<td>13</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

**Data Collection Instrument**

A close-ended questionnaire used in this study (see Appendix 1). It utilized the Likert scale with four options which were ‘strongly agree,’ ‘agree,’ ‘strongly disagree,’ and ‘agree’. The questionnaire consists of the participant’s identity including gender, class, age, name, and their number phone. The researcher chose those type of questionnaire because of its flexibility. The researcher thought that as a senior high school students, they usually lazy to write a long answer. Therefore, a closed-ended questionnare was appropriate for senior high students because they would only need to choose the provided answers which were suitable for them. The items in the questionnaire have been made based on the literature review and have been developed by the researcher. The researcher made the questions in Indonesian so that the participant could understand it well. There were 17 items which represented the four types of motivation factors. They were
an extrinsic motivational factor, intrinsic motivational factor, integrative motivational factor and instrumental motivational factor.

Moreover, the researcher conducted a semi-structured interview in which the question can be added while the discussion is running (see Appendix 2). It used to follow up the questionnaire. The reason for utilizing the semi-structured interview is to clarify the students’ responses to the questionnaire and to support the questionnaire data. Due to the time limitation, only five students selected for the interview. They were selected based on their answer to the questionnaire which was mostly ‘strongly agree’. Every student would have a different question in the interview based on their answer in the questionnaire. The interview would be about 30 minutes long.

**Data Collection Procedure**

The researcher did a piloting to some people who have the same characteristic to the participants of this study to measure questionnaire could get the expected answer. The researcher chose 3 students from the tenth-grade of a senior high school. The researcher hoped that this procedure could help to test the questionnaire item provided in the questionnaire.

From the piloting, the researcher found some important things to consider. The questionnaire contained some difficult words. First, they found difficult in the understanding some phrases and sentence. Thus, the researcher change that phrase and sentence to make it understandable.

In collecting the data, the researcher gave the permission letter to the school and then, arranged a schedule to collect the data with the teacher in the school.
After that, the researcher distributed questionnaire to the participants in class X science I. Researcher hoped that by distributing the questionnaire she could get the expected answer. Next, the researcher explained the researcher’s intention and how to respond the questionnaire. The students were required to answer the question honestly. The researcher told the participants that their answer would be kept as a secret and would not affect their grade. Then, the researcher inputted the result of the questionnaire in the worksheet of Microsoft Office Excel that have been prepared by the researcher.

After getting the result of the questionnaire, researcher selected five students to be interviewed. The interview was conducted in Indonesian. Every student had about 20 minutes to do the interview. It held in the school’s environment because they did not have much times to do the interview after the school. In the interview, the researcher asked some questions to the participants and they answered it. While the interview was running, the researcher recorded every part of the discussion. Finally, the researcher transcripted the interview.

Data Analysis Procedure

To analyze the questionnaire data, firstly the researcher prepared a table to categorize the data. After that, the researcher inputted the data on the Microsoft Office Excel worksheet that have been prepared by the researcher. Then, the researcher initially read the students’ answer then counted the percentage of their responses.

In analyzing the interview data, the researcher made the transcript of the interview. After that, the researcher underlined all the ideas which are related to
the motivational factor. Thereupon, the researcher determined in what theme is the answer belongs to.

Afterward, the researcher explained every idea and supported it with the students’ answers gained from the interview and also the diagram to present the answer from the questionnaire. Finally, the researcher interpreted the.

**FINDING AND DISCUSSION**

In this present section, the researcher discusses the findings of the study. These results are examined to answer the research question which is ‘What are the motivational factors to learn English as a foreign language perceived by the tenth-grade students at SMA N 1 Bringin?’ The discussion divided into four main themes which are integrative motivational factors, instrumental motivational factors, extrinsic motivational factors, and intrinsic motivational factors. Every topic of the findings is supported by the table from the questionnaire results, then, confirmed by the interview data and the relevant literature.

**Integrative Motivational Factor**

These present findings discusses the integrative motivational factors which are presented in Figure 1. Then, three of the motivational factors which are the desire to go abroad, communicate with a foreigner, and socialize with modern society are supported by the interview’s finding.
Based on Figure 1, it is clearly that the majority of the participants interested in learning English since they want to go abroad. 17 out of 31 participants chose ‘strongly agree’ and 12 participants chose ‘agree’. Besides the students’ motivation to communicate with foreigner considered as a necessary factor since it highly motivated the students to learn English. 18 participants stated that they ‘strongly agree’ to that statement. As shown in Figure 1, the students’ interest to learn English culture also highly motivated them to learn English because 17 of the participants agreed on it. Below are the interview findings which supported the questionnaire data. However, not all the factors are supported by the interview findings since the interviewees were only responded ‘strongly agree’ in three motivational factors which were going abroad, communicate with a foreigner and socialize with the modern society.
1. Going abroad

This study reveals that the majority of the participants were driven to learn English by their desire to go overseas. It constituted by vacation motive. For example, participants one and five argued that he want to go abroad for vacation.

**Excerpt 1**

“I want to go to England to see the Big Ben” (P1/translated by the researcher)

“Just go there, go on vacation, meet with Justin Bieber, meet with Selena Gomez, see the concert, well, like that” (P5/translated by the researcher).

Hence, it can be assumed that participant one is encouraged to learn English because he realizes that English can take her to traveling abroad. Moreover, participant 5 stated another reason where she wants to go abroad to meet with her idol. In the other hand, she probably realized that English will prepare her to be able to interact with their idols who also speak English. In term of education, almost all the participants have the same vote in which their willingness to study abroad influenced them to go abroad.

**Excerpt 2**

“Ya, to be able to study there” (p1 /translated by the researcher)

“I want to go to England. Especially to Manchester because I have a dream to study at Manchester” (p2 /translated by the researcher)

“I want to study there miss” (p3 /translated by the researcher)

“My purpose is I want to study there. I want to study at California University” (p5 /translated by the researcher)

As senior high school students, some of them might be planning to go to college after they graduated. Aside from studying in Indonesia, some of them were dreaming to study abroad. They assumed that studying abroad required a good English skill. Then, it motivates the students to learn English.
Ahat (2013) found that learners are motivated to learn English since it is useful to go abroad. Then, this study also revealed the same idea. It probably because of the participants aware that English is essential for reach their desire to go abroad. They learn English to prepare themselves for it because they understand that English is useful when they go abroad. In teaching practice, it is better for the teachers to give some information about studying in overseas since it motivates the students to learn English.

2. Communicate with foreigner

The majority of the respondents agreed that they were motivated to learn English because they want to communicate with the foreigner. This finding shows a significant number which means that their willingness to communicate with the foreigner are the crucial motivational factors in learning English. In the interview session, the participants declared their reasons by the following statements:

Excerpt 3

“There is a native speaker of English in my school, so I want to speak English with her or foreigner who comes to my school by learning English”

(p1 /translated by the researcher)

By the presence of the foreigner who comes to their school, the students are motivated to learn English. In that way, English believed as a tool to interact with the foreigner. Indeed, they want to be able to communicate with the foreigner who they meet outside the school. The second participant argued it.

Excerpt 4

“Learning English makes me able to speak English when I met with the foreigner. For example, if we go to a vacation place where there are many foreigners who come from many countries so we can make a dialogue with
them. At school, there is an English native speaker teacher, so I want to communicate more with her” (p2 /translated by the researcher)

The participants apprehend that Indonesia has many tourist places visited by the foreigner. It is possible to meet with the foreigner at some of the tourist spots. The participants may be think that the foreigner mostly use English no matter whether they are from English-speaking country or not. By learning English, they realize that it could help them to practice English with the foreigner. Moreover, the native speaker teacher at their school is also another factor that motivates their students to learn English.

Based on that findings, it can be interpreted that participants are encouraged to learn English since English is a lingua franca which help them to communicate with the native speaker of English.

3. Socialize with a modern society

Besides two motivational factors above, the modern society seems to be a necessary motivational factor in learning English. They assumed that modern people are identic with English. In the interview, the participant stated that the modern society utilizes the use of English in their daily life.

Excerpt 5

“Modern people tend to use English in their daily live. Usually, it can be found in the office, school, particular institute, etc.” (p1 /translated by the researcher)

The participant asserted that he used English at school and in social media. That evidence considered as a factor of motivation. Nawaz, et al. (2015) stated that the use of English in media and technology is an important element that
affects the students’ English learning motivation. As we know that in the modern era, the technology offers many kinds of social media like Facebook, Instagram, Tweeter, etc. Through it, the students need to learn English for social media. For example, regarding writing in English or understanding the English words in the social media participant one stated his following idea:

Excerpt 6

“I usually write my status or read other friends status on Facebook which was written in English. Then, for Instagram, it is also the same as Facebook.” (p1/translated by the researcher)

For the modern society, English was not only used in a direct communication but also in the cyberspace. Another participant related the modern society to the international language.

Excerpt 7

“Modern people tend to use English since English is an International language.” (p2/translated by the researcher)

Along with the times, the development of education, economy, and technology affect the social life in every layer of the society. By the technology, it is possible that their social networking will be expanded even in the international world. From the participants’ statement above, it can be said that the modern society also comes from many countries, then, English is needed for their communication. Below is the explanation which stated by the third participant.

Excerpt 8

“Nowadays, there are many people familiarized to use English since they are a child so that later when they are growth, they can understand to communicate in English. Then, if we can speak English, we can compensate them” (p 3/translated by the researcher)
Most of the modern society learns English from their childhood. The participants do not want to leave behind by the modern society who is increasing the use of English and that is why they learn English.

**Instrumental Motivational Factor**

This finding of the instrumental motivational factors covers two factors affecting the students’ instrumental motivation in EFL stated in the literature review. The factors are the desire to get a job easily and to get a higher salary in the future job.

*Figure 2. Students’ Questionnaire Responses Toward The Instrumental Motivational Factors.*

According to Figure 2, the findings revealed that integrative motivational factors are highly encouraging the learners to involve in learning English. Only a view number of the participants disagreed with both of the instrumental motivational factors above. In the other hand, 20 participants chose ‘strongly agree’ that they learn English to get a job easily in the future and 14 participants
strongly agreed that they study English to obtain a higher salary. Below are the comments from the interviewees related to that factors.

1. Obtain job

Some of the senior high school students started to think about their future job. Some of them are planning to work after they graduated. This study showed that desire to get a job easily in the future driven the learners to learn English. They assumed that nowadays many jobs required English. It clearly stated in the following comment:

Excerpt 9

“Because we have a particular skill” (p1 /translated by the researcher)
“The specific job requires English. Then if we can speak English, it can help us to get that job” (p3 /translated by the researcher)
“English can help us to get our desired job” (p4 /translated by the researcher)

Moreover, two of the participants thought further about the global era where there the people who work in Indonesia was not only the Indonesian but also come from the overseas. The second and fifth participants stated their following argument:

Excerpt 10

“By English skill in this global era, we can compete with the foreign labors.” (p2 / translated by the researcher)
“Ya, related with the modern society, we can compete and now there are many jobs which require English.” (P5 translated by the researcher)

Here, English can be said as one of the foundations to contend in this global era. From the data above, the participants were motivated to learn English to get
the future job. They believed English could help them to obtain it since there are many jobs require English unless they will be disqualified in the working world.

2. Obtain higher salary

14 out of 31 participants stated that they learned English because they want to get a higher salary in the future. They believed that English could help them to reach that because it was seen as a particular skill. Below are the participant’s statement related to that idea.

Excerpt 11

“Since English is a special skill, so the salary will be different” (p2 translated by the researcher.)

A person who has an ability in English will gain different salary than those who does not have an English ability. They will obtain a higher salary because they are considered to have a particular skill. The others participant believed that English lead them to get a good job with a higher salary:

Excerpt 12

“Because it is a specific skill and not all the people can speak English so we can work in a better job and of course, with a higher salary” (p3 /translated by the researcher)

“If we can speak English we can get a good job, so the salary is higher” (p5 /translated by the researcher)

As seen in the participants’ statements above, English is considered as a specific skill which enables them to get a better job in the future and it offers them to obtain a higher salary. Therefore, in a learning activity, the teacher can tell some testimonies about someone who got a higher salary through their English skill.
Intrinsic Motivational Factor

This finding presents three factors of intrinsic motivation. They are a fun activity, a group working, and inspiring teacher. Those three motivational factors are considered as intrinsic motivational factors because it makes the students satisfy to learn English.

Figure 3. Students Questionnaire Responses Toward The Intrinsic motivational factors.

According to Figure 3, the study reveals that the intrinsic motivational factors were highly encouraged the students to learn English since the number of the participants who voted disagree in every item of the questionnaire were low. Interestingly, 19 of the participants agreed that they are motivated to learn English because he enjoyed the group working in the learning activity. Then, the sub-themes below clarified why that factors affecting the students in learning English

1. Fun activity

A fun activity increases the students’ motivation to learn English. There are many ways to create an interesting activity. In this study, the teacher’s used of games to deliver a material in English learning was believed as an Interesting activity which increased the student’s willingness to study English.
Excerpt 13

“Ya, because my teacher teaches in a fun way, Miss. For example, he uses game such as in learning present perfect tense and simple perfect tense we use the guess and select game” (p1 / translated by the researcher)

Learning English tenses can create a boring situation for the students when the teacher just explains it without modifying the activity. Based on the finding above, a game was one of the interesting methods that could be applied in delivering the English material such as English tenses. In the same belief, the third and the fourth participants said that they were excited to the use of a game in learning English.

Excerpt 14

“My teacher uses game for teaching English, so it is more fun” (p3 /translated by the researcher)

“Using a game. For example, guessing game. We choose the question that we want to answer then if the answer is correct we can get the point” (p4 /translated by the researcher)

Moreover, the participants believed that games help them to understand the material better.

Excerpt 15

“Enjoy using game rather than just listening to the material explanation which the atmosphere is more serious, but by using game, we can learn while having fun.” (p2 /translated by the researcher)

“Using a game is exited, so it easier for me to remember the material” (p3/translated by the researcher)

An Enjoyable activity is necessary for English learning. It encouraged the students to involve in learning English. Further, it enabled the learners to comprehend more and memorize the materials. In this study, English is a means to build a fun activity in learning English. Therefore, it is important for the teacher to obtain game in English learning.
2. Group working

The practice of group working in English learning activity is another motivational factor discussed in this finding. The students enjoyed a group working in a learning activity because of some reasons. Firstly, it enabled them to practice communication with their classmate, especially in their group.

Excerpt 16

“I like working in a group because I can communicate with others and it increases my skill in socializing” (p1 /translated by the researcher)

As a group working, of course, the activity is done in a group and they work together. Therefore they communicate with their group members while they are working. Secondly, they found group work included exchange idea.

Excerpt 17

“Yes, I like working in group because I can communicate with my friends and exchange ideas “(p2 /translated by the researcher)
“We can share ideas, then if we are less focused, the group help us” (p4 /translated by the researcher)

Through the activity in a group working, the students can cooperate one to another too. Based on that findings, it can be concluded that in addition to creating an enjoyable learning, a group working also useful for the students. Utilizing a group work activity in English learning is another way to grab the student’s willingness in learning. Thus it is better for the teacher to apply it in the classroom because it is interesting and helpful for the students.
3. Inspiring teacher

Another Intrinsic motivational factor is an inspiring teacher. Figure 3 shows that inspiring teacher had a great influence to encourage the students’ motivation since only one participant was not motivated to learn English by their inspiring teacher. On the contrary, almost the participants found that their English teacher’s testimony successfully stimulated them to learn English.

Excerpt 18

“Yes, for example, my English teacher who got an accident in his childhood and he lost her four left hand’s fingers. By learning English, he can go to Japan and know many foreigners that come to Indonesia like my native speaker teacher of English” (p1 /translated by the researcher)

It clearly stated that their English teacher had been studied abroad. The participants thought that it supported by their teacher’s ability in English. Three participants confirmed the argument from the first participant.

Excerpt 19

“My English teacher inspired me because his English skill he could be sent to Japan to study there” (p2 /translated by the researcher)

“Because of his English ability, he can study at Japan” (p3 /translated by the researcher)

It can be said that the teacher’s experience considered as the manifestation of the impact or the benefit of learning English. It made the participants amazed. As stated by the fifth participant, she want to experience as their teacher’s experience who could study abroad by her English skill.

Excerpt 20

“Because my English teacher had been traveled abroad and it is definitely because her English is good, so I want to” (p5 /translated by the researcher)
Maroni and Denman (2015) found that a good teacher is one who inspiring, encouraging, qualified and employ attractive activities in class motivates the students to engage in learning English. The data of this finding confirm that idea. Hence, in the learning process, the teacher can inspire their learners by telling them the success experience achieved by the English ability. It does not have to be the teacher’s experience, but the other experience is possible since it is related to English.

**Extrinsic Motivational Factor**

The last motivational factor describes in this study is Intrinsic motivational factors. This finding discusses the extrinsic motivational factors explained in the literature review in which the participant learning English to get a point, praise, ranking, passing an examination, and joining an English competition.

*Figure 4. Students’ Questionnaire Responses Toward The Extrinsic Motivational Factor.*
As shown in Figure 4, students were motivated by some of the extrinsic motivational factors such as they want to get the point, get praise from parents, get a ranking, passing an examination, and joining an English competition. However, they less motivated to get a reward in the form of thing because 22 participants disagreed with that statement. Further, only 4 out of 31 participants agreed that they learn English to get praise from their teacher and friend. Below is the explanation of the reason why that some factors motivated them to learn English.

1. Obtaining a point

The English teacher at SMA N 1 Bringin sometimes gives a point for the active students. The students can get it from the game or by answering the teacher question while learning English. The students can get if freely.

Excerpt 21

“Ya, because usually, it is given freely to the students who win the game to increase the grade in the rapport” (p 1/translated by the researcher)

Moreover, the teacher accumulates the point into their rapport. Students were very interested in getting it since it could increase their grades in the rapport.

Excerpt 22

“Because it can improve the grade in the rapport” (p2 /translated by the researcher)
“If we get the point from the game when the assignment grade is less than the average, it can be added with point from the game” (p3 /translated by the researcher)
“If the rapport’s grade is less, it can be added with the point from the game” (p4 /translated by the researcher)

One the other hands, participant assumed that learning English enabled her to develop her speaking. Then, she believed that it helped them to get the point in the English classroom which later increases her grade.
Excerpt 23

“Because the teacher assessment is different, then if I can speak English I can get the point and increase my grade” (p5 / translated by the researcher)

According to the findings above, ‘point’ is seen as a reward. All the participants motivated in learning English to get it. They want it because it increases their grades. Further, the use of point also develops their activeness in the classroom. For English learning activity, it is a good idea for the teacher to utilize point to engage the students in learning English.

2. Passing an examination

The educational world is identical with an examination. Indonesia is a country that implements a national examination in the education world. It is a final test before the students graduate from their school. It happens in elementary school until junior high school. Inevitably, students are required to take it if they want to graduate. English is one of the subjects included in the national examination.

Excerpt 24

“Ya, English is included in national examination, then I have to prepare myself for it” (p3/translated by the researcher)

The participant is motivated to learn English to prepare herself for the national examination. As stated in the study, all of the interview’s participants were the tenth-grade students and it is mean that they will have the national examination in the next three years. In other words, the participant seriously prepared as early as possible for the national examination. Another participant did not want to repeat the test.
Excerpt 25

“I do not want to repeat the test” (p4 /translated by the researcher)

Besides, the English test also motivates them to learn English. They did not want to repeat the test. By learning English the participant believes that she can pass the English examination.

3. Getting a rank

A ranking is another source of motivation for learning English. The ranking is usually made by the teacher which based on the students’ grade for every subject. The participant insists that they were happy with the ranking.

Excerpt 26

“It is pride. I can show my ability” (p3 /translated by the researcher)

The participant views the ranking as a point of pride. It believed as a tool to prove or show their ability in learning. Besides, the other participant indicated that ranking made them more enthusiasm in learning English.

Excerpt 27

“I am happy when I get a ranking because I can show my ability and more interest in learning” (p1 translated by the researcher)

Look at the above argument, the participant learned English as an attempt to obtain a ranking. One of the interview’s findings below showed evidence where the participant motivated to learn English to get a ranking of the overall subject.

Excerpt 28

“Because I prefer to English, then if I can obtain a good grade in English subject it can increase my grade” (p2 translated by the researcher)
The participant noticed that she was mastery in English subject. She convinced that learning English can produce a good grade which later helps the grade of the other subjects that she feels less capable.

Based on the discussion above, students were extrinsically motivated to learn English to get a ranking. In other words, it assisted the teacher to motivate the students to engage in learning English. Therefore, it is better that the teacher implemented the use of ranking in a school.

4. Joining an English contest.

The last external motivational factor described in this study are the students' interest to participate in an English competition. It happens because sometimes there is an English competition SMA N 1 Bringin. Two of the participants stated that they want to join an English competition since it was a prestigious event:

Excerpt 29

“For me, it is a good competition, Miss. Not all the people can speak English.” (p1 / translated by the researcher) 
“First of all, I want to join that competition because it is an English race, so it is impressive.”

Their assumption that English competition was impressive motivated them to join the competition. However, the students realized that their English must be good too. Hence, four participants claimed that they learn English to prepare themselves for the competition.

Excerpt 30

“Since I want to win the English contest, so I learn it.” (p1 /translated by the researcher) 
“Ya, I want to join an English competition, so I learn English so that later I am ready and able to join it.” (p2 /translated by the researcher)
“Because I want to join an English competition so I have to be able in English. Therefore, I learn English. Hehe hehe.” (p3 /translated by the researcher)
“For joining English contests, the people have to master English. Hence, I learn English so later I can join and win an English competition.” (p4 /translated by the researcher)

The participants believed that learning English improved their skills in English. It helped them to be able to join an English competition. Furthermore, by learning English, they hoped that they can win the competition.

From the findings above, it is a good inspiration for the school or the teacher to hold an English competition. It can help the teacher to increase the student's motivation in learning English.

CONCLUSION

The study aims to find out the tenth-grade students’ motivational factors in learning English as a second language at SMA N 1 Bringin. In this study, the motivational factor is divided into four categories which are integrative motivational factors, instrumental motivational factors, intrinsic motivational factors and extrinsic motivational factors. The study finds out that those factors have a high influence in motivating the students in learning English. It can be shown from both of questionnaire and interview findings.

The study reveals that students integratively motivated to learn English by some factors which are their desire to study abroad, go abroad, communicate with the foreigner, get along in the modern society, and learn the English culture. Moreover, their native English speaker teacher also influences the students’
motivation in learning English. Therefore it is good for the school to keep using that teacher at the school.

Then, from the discussion above, it can be concluded that students also have a high instrumental motivation. Two factors which are their willingness to get a good job and higher salary affect them to learn English. They might be aware of the benefit of English which enables them to get a job easily and obtain a higher salary in their future live.

The intrinsic motivational factors also play a major role in encouraging the students to engage in the English learning. The students are motivated by the use of games since it makes the activity becomes more interesting. Working group is also another important motivational factors. the students found that learning in a group enables them to get more knowledge because they can share, exchange idea, and help one another. An inspiring teacher has also motivated them because her live testimony inspired and motivated them to study English. Thus, the teacher has to be smart in choosing the teaching method and always inspire the students in learning English.

Furthermore, extrinsically the students are motivated to involve in learning English to get the point, praise from their parents, passing an examination, obtain a ranking, and to join an English competition. It is important to note that giving a point is highly motivated them to learn English since the learners assumed that it increases their grade. In contrast, they less interested in getting a reward which is in form of things. Parents have considered as a source of intrinsic motivations which support them to learn English. Thus, they learn English to get praise from
their parents. However, the teacher and friends’ praise are less motivated them. Besides, the finding shows that the students are prepared for an examination especially the national examination. Learning English is one of their ways to prepare themselves for the examination because they did not fail the examination. Giving ranking can also drive the students since they can show their ability and gain satisfaction. From the finding, it can be concluded that holding an English competition is also important motivational factors in learning English. Therefore the researcher suggests that it is good for the teacher to remain using point in the learning activity, giving a ranking at the end of the semester, and sometimes holding an English competition.

The study is limited to some parts even though this study presents some findings. The result of this study can not be generalized for all levels of the learners because it is only investigated the tenth-grade students as the participants. Therefore, for the further research, it is better to utilize the larger context of the participants so that the result will be more reliable and detail.
REFERENCES


ACKNOWLEDGEMENTS

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APPENDIX 1
(Questionnaire)

Siswa-siswi kelas X IPA 1 yang saya hormati,
Saya adalah mahasiswa Pendidikan Bahasa Inggris dari Fakultas Bahasa dan Seni tahun 2013. Saat ini saya sedang melakukan penelitian tentang motivasi siswa dalam mempelajari Bahasa Inggris sebagai Bahasa Asing di SMA Negeri 1 BRINGIN. Oleh karena itu, saya bermaksud untuk memohon bantuan anda untuk mengisi kuesioner ini dengan sejujurnya.
Perlu diketahui bahwa jawaban dalam kuesioner ini tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris di kelas anda. Atas kesediaannya, saya sampaikan terimakasih.

Kelas : ........................................
No. Absen : ........................................
Jenis Kelamin : L / P (Lingkari salah satu)

Berilah tanda centang pada salah satu kolom dibawah ini !
SS = Sangat Setuju  TS = Tidak Setuju
S = Setuju  STS = Sangat Tidak Setuju

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Saya termotivasi untuk belajar Bahasa Inggris agar bisa mendapat rangking di akhir semester.

Saya termotivasi untuk belajar Bahasa Inggris agar bisa mendapat kesempatan untuk mengikuti perlombaan yang berkaitan dengan Bahasa Inggris.

Apakah anda bersedia untuk diwawancarai jika saya membutuhkan informasi lebih lanjut?

**Ya / Tidak** *(Lingkari satu!)*

Jika anda bersedia untuk diwawancara, silahkan lengkapi informasi yang ada dibawah ini...!

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Terimakasih ☺
APPENDIX 2

(Interview)

Interview sesion
Name : KR
Duration :
M : hai, KR! Sama seperti yang lainnya, saya akan menanyakan beberapa pertanyaan berkaitan dengan jawaban kamu yang ada di questionnaire yang saya bagi dua minggu yang lalu. Dijawab yang jujur ya! Santai aja ga usah malu malu. Ok?
K : ya Mis.
M : kamu pengen ke luar negri? Ke negara mana
K : pengen ke Amerika Miss.
M : tujuanya buat apa?
K : ee, pengen kesana, belajar disana, kenal sama orang sana untuk bisa berbicara dengan Bahasa Inggris.
M : ada Tujuan yang lain?
K : pengen banget bisa sekolah di sana miss.
M : kamu kepengen bisa berkomunikasi dengan penutur asli Bahasa Inggris,
M : pernah berkomunikasi sama penutur asli Bahasa Ingris ga? Sama siapa kalau pernah?
M : Va, memang masyarakat yang moderen itu gimana sih kok menurutmu dengan bisa berbahasa Inggris kamu lebih mudah bergaul dengan mereka?
K : e, sekarang pada zaman ini tu banyak mulai dari kecil dibiasakan pakai Bahasa Inggris supaya nanti besarnya bisa tau-tau lah untuk berkomunikasi dengan Bahasa Inggris. Jadi kalo bisa Bahasa inggris tu kita bisa mengimbangi mereka.
M : kamu kalau komunikasi sama teman sekelasmu menggunakan Bahasa Inggris ga?
K : kadang-kadang sih.
M : kapan?
K : ya pas pelajaran sih kalau diluar pelajaran kalau diluar ya ga terlalu. Paling pas bilang thank you, I love you, beautiful gitu-gitu aja sih mis.
M : Fa, emang Bahasa Inggris bisa membuat kita lebih mudah dapet kerja? Kenapa?
K : kan kalau pekerjaan tertentu tu ada syarat e,... yang harus menguasai bahasa Ingris. Nah, itu bisa membantu dapet pekerjaan itu.
M : selain itu kamu juga sangat setuju kalau kamu belajar Bahasa Inggris biar dapet gaji yang lebih tinggi. Kok bisa? Emangnya kenapa?
K : karena kan itu keahlian khusus ya jadi kan nggak semua orang punya jadi kita bisa bekerja di tempat yang lebih baik dan tentunya dengan gaji yang tinggi.

39
M : katanya kamu termotivasi belajar Bahasa Inggris karena cara mengajar gurumu yang sangat menyenangkan ya? Coba dong ceritain!

K : misanya guru saya mengajar Basa Inggris menggunakan game jadi lebih menyenangkan.

M : ada guru lain yang nggak menggunakan game?

K : ada.

M : kamu lebih cenderung milih yang mana?

K : yang game lah Miss. Kan kalau pakai game itu lebih seru jadi saya lebih mudah mengingatnya Miss.

M : kasih contoh dong gamenya gimana?

K : ya kaya yang diceritain temen temen tadi Miss. Sama game tebak tebakan juga.

M : dari game itu kamu dapet apa?

K : ya ilmu sama poin miss.

M : memang poinya kenapa?

K : ya kan kalo dapet poin itu kan misalnya kalau nilai ulangan pas kurang dari rata-rata bisa ditambah nilai poin waktu pelajaran biasa.

M : kamu memilih sangat setuju kalau gurumu itu menginspirasi kamu untuk belajar bahasa Inggris. Memangnya dia kenapa kok bisa menginspirasi kamu?

K : ya karena itu Miss. Karena kemampuanya dalam berbahasa Inggris dia bisa belajar ke negeri Jepang.

M : kenapa kok pengen dapet rangking?

K : itu suatu kebangganan tersendiri Miss. Jadi saya bisa menunjukan kemampuan saya.

M : Kenapa kok mengikuti lomba bahasa inggris memotivasi kamu buat belajar bahasa Inggris?

K : ya pertama-tama saya pengen ikut karena itu kan bahasa Inggris ya miss, jadi keren. Terus kalo saya pengen ikut ya harus bisa bahasa Inggris makanya saya belajar. Hehehe.

M : pernah ikut lomba yang berkaitan dengan Bahasa Inggris?

K : wah pernah Miss. Tapi soal menang saya belum pernah hehehe.

M : ga papa yang peting pernah nyoba ya 😊

K : iya miss.

M : ya udah cukup sampe disini pertanyaanya. Makasih ya Fa, buat waktunya.

K : iya Mis. Sama-sa