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WHAT ARE THE ISSUES?

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Language Policy and Planning: What are the Issues?

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PREFACE

The theme of this year’s seminar “Language Policy and Planning: What are the Issues?” is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language(s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7th International Seminar, around the theme: “Language Policy and Planning: What are the Issues?”. We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniawati, M.Hum.
Conference Chair
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MOTIVATION AND ENGLISH ACHIEVEMENT OF THE GENERAL ENGLISH STUDENTS

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ABSTRACT

This study was to find out the motivation of general English students, the difference between extrinsic and intrinsic motivation based on gender, parents occupation, and parents education. Four hundred forty five students of English 1 to 4 answered the questionnaire. Results 1: showed as a whole general English 1-4 students were highly motivated. Based on gender General English 1 to 4 female level of motivation was > than male. ANOVA showed that Parents' occupation and parents' education did not affect learners' motivation, but Duncan shows English I based on parents' occupation of government employee's were > than other occupation. 2: No difference between extrinsic and intrinsic motivation of English 1-4., whereas overall based on gender both extrinsic and intrinsic motivation female is higher than male. 3: Overall the finding indicated no significant difference in achievement based on parents education. But Duncan showed that there was difference based on parents education, master’s grade was > than elementary and others. And no difference in achievement on parents occupation of English 2, 3, 4. but English I teachers grade was > than government employee. Gender by level indicated no significant difference on achievement too.

Key words: Motivation, achievement, gender, occupation, education

Motivation