

**STUDENTS' ENGLISH LEARNING MOTIVATION IN A
PRIVATE SENIOR HIGH SCHOOL GRADE XII**

A THESIS



By:

Helena/1213015047

**English Department
Faculty of Teaching Training and Education
Widya Mandala Catholic University Surabaya
2019**

**STUDENTS' ENGLISH LEARNING MOTIVATION IN A
PRIVATE SENIOR HIGH SCHOOL GRADE XII**

A THESIS

**In Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree
In English Language Teaching**



By:

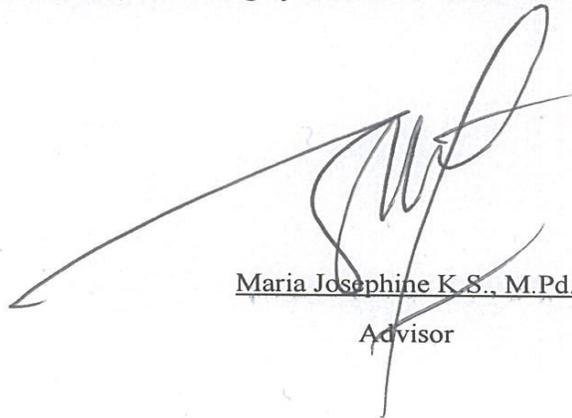
Helena/1213015047

**English Department
Faculty of Teaching Training and Education
Widya Mandala Catholic University Surabaya
2019**

APPROVAL SHEET

(1)

This thesis entitled Students English Learning Motivation in a Private Senior High School which is prepared by Helena (1213015047), has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the follow advisor

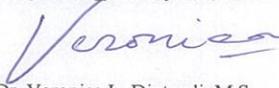
A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the left.

Maria Josephine K.S., M.Pd.
Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the committee on oral examination with the grade of on May 28th, 2019.



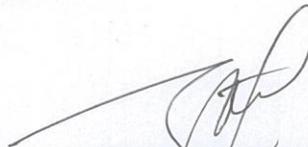
Prof. Dr. Veronica L. Diptoadi, M.Sc.

Chairperson



Prof. Dr. Agustinus Ngadiman

Secretary

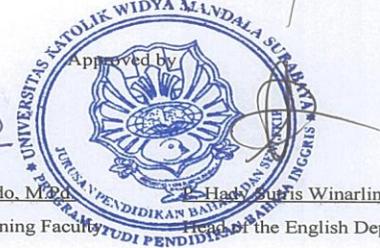


Maria Josephine K.S., M.Pd.

Member



Dr. V. Lukluk H. Sambodo, M.Ed.
Dean of the Teacher Training Faculty



Dr. Hady Sutris Winarlim, M.Sc.
Head of the English Department

STATEMENT OF AUTHENCITY

SURAT PERNYATAAN

Bersama ini saya:

Nama : Helena
Nomor Pokok : 1213015047
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

STUDENTS' ENGLISH LEARNING MOTIVATION IN A PRIVATE SENIOR HIGH SCHOOL GRADE XII

benar-benar merupakan hasil karya saya sendiri. Apabila skripsi ini ternyata merupakan hasil plagiarisme, maka saya bersedia menerima sanksi berupa pembatalan kelulusan dan/atau pencabutan gelar yang telah saya peroleh.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya dan dengan penuh kesadaran.

Surabaya, Senin 24 Juni 2019
Yang membuat pernyataan,



Helena

Mengetahui:
Dosen Pembimbing I/Tunggal,

M. Josephine KS, M.Pd.

Dosen Pembimbing II,

APPROVAL OF THESIS PUBLICATION

SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widy Mandala Surabaya.

Nama Mahasiswa : Helena
Nomor Pokok : 1213015047
Program Studi Pendidikan : Bahasa Inggris dan Seni
Jurusan : Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Tanggal Lulus : 28 Mei 2019

Dengan ini **SETUJU/TIDAK SETUJU** Skripsi atau Karya Ilmiah saya,

Judul :

STUDENTS ENGLISH LEARNING Motivation in A PRIVATE
SENIOR HIGH SCHOOL

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widy Mandala Surabaya) untuk kepentingan akademik sebatas sesuai undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/TIDAK SETUJU** publikasi Karya Ilmiah ini saya buat dengan sebenarnya

Surabaya, 20 Juni 2019
Yang menyatakan,



NRP. 1213015047

ACKNOWLEDGEMENTS

First of all, the writer would like to thank the lord for the abundant blessing and guidance that has been given during the whole process of completing her thesis for bachelor degree of education.

The researcher would also like to express her gratitude toward to all the people who have contributed in the completion of this thesis.

1. Maria Josephine K.S., M.Pd, the researcher advisor, who has been kind and helpful guiding whenever the writer had a question about my research or writing. Moreover, the writer also thanks to her valuable time spent for her suggestion, advices, and her endless support for accomplishing the researcher's thesis
2. Prof. Dr. Veronica L. Diptoadi, M. Sc., and Prof. Dr. Agustinus Ngadiman., the researcher's examiner who have given important suggestion for improving the researcher's thesis
3. Sr Ludovica Windu Kuntari SSpS., M.Ed. as the headmaster of Saint Agnes that has allowed the writer to conduct a research and collected data in Saint Agnes Senior High School.
4. Ni Wayan Virgin R., S.Pd as an English teacher in Saint Agnes High School which has always encouraged and supported the writer during the data

collection process. Moreover, the writer also wants to thank her for her guidance when the students filled in the questionnaire.

5. All the respondents of this study who are grade XII of Saint Agnes Senior High School who participate in the questionnaire which has been conducted by the writer.
6. Eight students of Saint Agnes Senior High School students which has been interviewed by the writer during their busy time to prepare national examination.
7. The writer must express my gratitude to my parents and my sister in law for providing me support and continuous support throughout my years of study, and through the process of researching and writing this thesis.
8. The writer's best friends Yinni and Maria which always continuously encourage the writer to finish the thesis as soon as possible
9. The writer's close friends Lisa Caroline Tjandra who had spent her time to listen and give some advices during the difficulties happened in the process of finishing the thesis

Helena

TABLE OF CONTENTS

Approval Sheet (1)	i
Approval Sheet (2)	ii
Statement of Authenticity.....	iii
Approval of Thesis Publication.....	iv
Acknowledgements	v
Table of Contents	vii
List of Appendices.....	xi
List of Tables.....	xii
List of Figures.....	xiii
Abstract	xiv

CHAPTER 1: INTRODUCTION

1.1. Background of the problem.....	1
1.2. Statement of the problem.....	2
1.3. Objectives of the study.....	3
1.4. Significance of the study.....	3
1.5. Theoretical Framework.....	3
1.6. Limitation and scope.....	4
1.7. Assumption.....	4

1.8. Research Gap	5
1.9. Definition of the key terms.....	5

CHAPTER 2: REVIEW OF LITERATURE

2.1. English as a foreign language.....	7
2.2. Theories of learning motivation.....	8
2.3. Theories of motivation.....	10
2.4. Main types of motivation.....	11
2.4.1 Intrinsic motivation.....	14
2.4.2 Extrinsic motivation.....	15
2.4.3 Integrative motivation.....	17
2.4.4 Instrumental motivation.....	19
2.5. Factor demotivating foreign language learning.....	21
2.6. Senior High School.....	26
2.7. Review of related literature.....	27

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Research Design.....	30
3.2. The Respondents.....	30
3.3. Instruments of the study.....	31

3.4. Source of the data.....	32
3.5. Procedure of data collection.....	32
3.6. Technique of data analysis.....	33

CHAPTER 4: FINDINGS AND DISCUSSION

4.1. Findings.....	35
4.1.1 The factor motivating the students to learn English.....	35
4.1.1.2 Integrative Motivation.....	36
4.1.1.2 Instrumental Motivation.....	39
4.1.2. The factor demotivating the students to learn English	43
4.1.2.1 Personal Factor.....	44
4.1.2.2 Material Factor.....	48
4.1.2.3 Teacher Factor.....	50
4.1.2.4 Friends Factor.....	54
4.1.2.5 School Facility.....	57
4.3. Results of the Open – Ended Questions Analysis.....	59
4.4. Discussion.....	62
4.4.1 Discussion of student’s the most motivating factor.....	62
4.4.2 Discussion of student’s the most demotivating factor.....	64

CHAPTER 5: CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion.....69

5.2. Suggestions.....72

 5.2.1 Suggestion for the school.....72

 5.2.2 Suggestion for the further study.....73

Bibliography.....75

Appendix.....78

LIST OF APPENDICES

Appendix 1: Questionnaire (Motivation part).....	78
Appendix 2: Questionnaire (Demotivation part).....	81
Appendix 3: Interview Guidelines.....	87
Appendix 4: Interview Transcript.....	90

LIST OF FIGURES

Figure 2.4.3.1: Basic model of the role aptitude and motivation in second language learning.....	18
Figure 4.1: Integrative motivation.....	36
Figure 4.2: Instrumental motivation.....	40
Figure 4.3: Personal factor.....	44
Figure 4.4: Material factor.....	48
Figure 4.5: Teachers factor.....	49
Figure 4.6: Friends factor.....	55
Figure 4.7: School facility factor.....	57

LIST OF TABLES

Table 2.4.1: William and Burden’s (1997) framework of L2 motivation.....	11
Table 2.4.2: Dornyei Framework of L2 Motivation based on components of language learning motivation (1994).....	13
Table 4.1: Integrative motivation.....	36
Table 4.2: Instrumental motivation.....	40
Table 4.3: Personal factors.....	45
Table 4.4: Material factors.....	49
Table 4.5: Teachers factors.....	55
Table 4.6: Friends factors.....	58
Table 4.7: School facility factors.....	56

ABSTRACT

Helena. 2019. *Students' English Learning Motivation in a Private Senior High School Grade XII*. S-1 Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya

Advisor: Maria Josephine K. S. M. Pd.

Keywords: Student motivation, integrative motivation, instrumental motivation, demotivation, learning English.

This study has the purpose of knowing what motivate and demotivate senior high school students to learn English. There are two motivation factors which would be explored in this research such as integrative and instrumental motivation and five demotivation factors like personal, material, teacher, friends, and school facilities factor. There were seventy - five respondents from private senior high school who were participating in the survey. The research was conducted by distributing a paper-based questionnaire to the students. After the researcher finished calculating the answer, the writer carried on the interview with eight chosen respondents because of their inconsistency and contradictory answers.

The result of this study is the students in the school were more motivated integratively than instrumentally because they are highly exposed with English language and culture through the song, film, and game which they enjoyed. On the other hand, the factor which demotivating students the most were non – psychological factors as the exam oriented material and school facilities which rarely used in teaching learning activities. Besides, psychological factor like personal, teacher, and friends also take part in demotivating the students, even though they were not dominant factor.