

**FACTORS AFFECTING THE ENGLISH DEPARTMENT STUDENTS'  
MOTIVATION IN LEARNING THE ENGLISH GRAMMAR**

**A THESIS**

**Presented to Faculty of Teacher Training and Education  
Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for the Degree of  
Sarjana Pendidikan in Teaching English as a Foreign Language**



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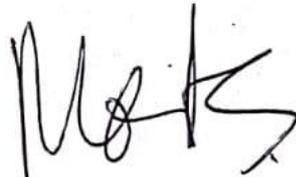
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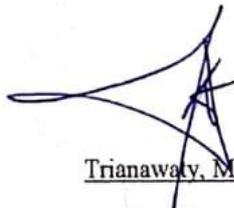
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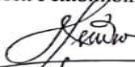
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## **ABSTRACT**

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Learning English means knowing its four skills: Speaking, Listening, Writing, and Reading, and its two main components grammar and Vocabulary (Baker, 2001). Grammar is one of the most important language components. Learning English grammar is also important especially for the English Department students of Teacher Training and Education Faculty. They are prepared to become teachers of English in the future. They must master the English grammar. When the students are in senior high school, they are just learning about reading and speaking. The students learn the English grammar in high school level, but it is too difficult to understand. When the students go to university, especially to the English Department, they need motivation in learning the English grammar.

Motivation is one of the key factors impacting successful foreign language learning. According to Harmer (1991), there are significant motivational factor that have an impact to the students' motivation. They are instrumental motivation, teacher influence (teacher personality, teacher performance, teacher feedback) and peer and peers group influence.

This study is a descriptive qualitative survey research using Gardner's Attitude/Motivation Test Battery (AMTB) and adapting some of the questionnaire from a previous study of Bc. Lenka Svabodova (2015), and interview. The questionnaire was distributed to 50 respondents of the English Department Students taking Structure B subject in WMCUS. This study used Likert scale to measure the interpretation score based on the interval. The result of the study shows that factors that mostly affect the students' motivation is 1. Instrumental motivation 2. Teachers feedback 3. Teachers Personality and 4) Teachers performance based on the average score. This study selects the factors that are included in the strongly-agree category. However, it does not mean that peer and peer group influence, does not affect the students' motivation.

In conclusion, the students, who were taking Structure B subject, who motivated by instrumental motivation, teachers feedback, teacher personality and teacher performance. The students think that learning the English grammar is very important. Although they think that grammar is too difficult to understand, they believe that English grammar will be very useful for their future especially when they want to get a good job. The students also think that teacher influence, such as feedback, personality and performance, is really important for them because it affects their intrinsic motivation.