AN ANALYSIS OF STUDENTS' MOTIVATIONS IN LEARNING ENGLISH AT SLB YAYASAN MULATSARIRA WONOGIRI IN CENTRAL JAVA

THESIS

Submitted as a Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr. Wb

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    Thank You for your attention

Wassalamu'alaikum Wr. Wb

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RATIFICATION

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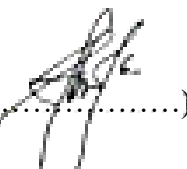
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DEDICATION

This thesis is dedicated to.

1. My beloved parents, who support me.

2. My beloved friends.

3. My beloved lecturer, Mr Irwan Rohardiyanto, M.Hum, who support me.

4. My next targets.

MOTTO

Time heals all wounds

(Mike Allred, Marvel actor)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"An Analysis of Students' Motivation in Learning English at SLB Yayasan Mulatsarira Wonogiri in Central Java"** is my real masterpiece. The things out my masterpiece this thesis were signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies. I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, November 23rd 2022

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ABSTRACT

Eka Melani Rahmawati, 2022. *"***An Analysis of Students' Motivation in Learning English at SLB Yayasan Mulatsarira Wonogiri in Central Java***"*. Thesis. English Language Education Culture and Language Faculty.

This research aims to find out the deaf student's motivation in learning English at SLB Yayasan Mulatsarira Wonogiri in Central Java according to Harmer's theory. Students' English learning activities are influenced by learning motivation, both externally and internally. Deaf students have difficulty to completely interpret information in the form of sounds so that visual learning is suitable for them to arising vocabulary mastery. Facilities at SLB YMS Wonogiri are still limited and still in the development stage, such as the unavailability of LCD. In addition to innovation and teacher reactivity in teaching, the right learning media will attract students' desire to gain knowledge.

The researcher used descriptive qualitative research method because the researcher only focuses to analyze, clarify, and interpret the data objectively. The data collection techniques which used in this research were questionnaire and interview that the subject of this study were five deaf students (SLB B) at senior high school level in SLB Yayasan Mulatsarira Wonogiri in Central Java. The questionnaires was given for five deaf students. In addition, the researcher used methodological triangulation.

Having conducted the research, it can be reported that, there are two kinds of motivation found in this research according to Harmer's theory such as: intrinsic motivation and extrinsic motivation. Based on the data presented in the research finding, it showed that the total mean score for students' extrinsic motivation is 31.20 (49,84%) and the total mean score for students' intrinsic motivation is 31.40 (50,1%). From this result, it can be said that the students from SLB B Yayasan Mulatsarira Wonogiri in Central Java had intrinsic motivation higher than extrinsic motivation in learning English. In other words, the motivation inside of students were bigger than the motivation comes outside the students. It's mean that students really have motivation inside to learn English.

Keywords : Motivation, Learning English, SLB

CHAPTER I
INTRODUCTION

A. Background of the Study

In the era of globalization, students are strongly encouraged to master English, which is an international language so that it is one of the tools to compete in the international realm. According to Dardjowidjojo (2002), in Indonesia, the government recognized that the growing importance English now plays in the world can be seen in the increasing number of schools - from kindergarten to university level in which the medium of instruction is English. In education, communicating and discussing is very important to improve knowledge. Various information worldwide can be obtained using various media, such as electronic media and print media. Global information, usually communicated in English. Thus, students can increase their knowledge not only in the national, but also in the international realm.

In Indonesia, English is used as a compulsory subject at various levels of education. Some schools have included English as a subject since elementary school. By learning four skills such as listening, speaking, reading, and writing, the teacher has designed a lesson plan that is adapted to the learning method. However, apart from appropriate learning methods, motivation is also an aspect that cannot be ignored.

Motivation is an energy within students that encourages them to carry out learning activities because they have certain goals, actually for disability students. Learning motivation is a non-intellectual psychological factor that plays a role in growing passion, feeling happy and enthusiastic about learning. Students who are motivated to learn will have a lot of energy to learn. If students do not have motivation, then students will learn because of coercion and mere formality. Thus, if students do not have the motivation to learn, the learning outcomes obtained are not optimal.

Nowadays, teaching English as a foreign language (EFL) to deaf students is a challenging mission for the deaf students need a fairly high effort in learning English which has problems in listening skills which is the earliest level of the other three skills, namely speaking, reading, and writing. According to Lazanova (2009), deaf students have difficulty to completely interpret information in the form of sounds so that visual learning is suitable for them to arising vocabulary mastery. SLB (Special School) is one of school in Indonesia for disabilities students to gaining knowledge in formal school.

There are several types of SLB based on students'disability. The type divided into seven part; SLB A for blind students, SLB B for deaf students, SLB C for mentally retarded students, SLB D for physically handicapped students, SLB E for tunalaras students, and SLB G for double handicap. In Wonogiri Central Java, there

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is one of SLB that has two types class, namely SLB BC YMS Wonogiri for elementary school level until senior high school level.

For disabilities student, teaching media has positive impact for English learning. Suhartini (2019) has conducted study about deaf students' motivation on learning English in SLB Mandara Kendari at Junior High School Level. The research was to find out the effects of the media used in assisting special need students and EFL teacher in the class; helping them in communication and comprehending the teaching materials especially in vocabulary English class; and gaining EFL teacher's and special need students' motivation in teaching and learning process utilizing the media. The results showed that by intervention and utilizing diverse media by flashcards, fold able books and posters could ultimately gain teacher's and students' motivation in the EFL context.

In the globalization era, English learning is more challenging for disability students. Using flashcard like the previous study by Suhartini (2019) has advantages in English learning, actually for vocabulary mastery. In the other hand, the teaching media using flashcard has weakness, such as the material will be discussed less perfectly because the media only displays insufficient perception of the sense of sight. The teacher need technology like LCD as the school's facility to showing the material clearly. The learning process will more funny and increase student motivation, actually for deaf students.

The researcher interested to find out students' motivation in SLB Yayasan Mulatsarira Wonogiri, actually in SLB B senior high school level consists of 5 deaf students. In the teaching process, the teacher focuses on adjusting the content of the material to be delivered as well as communicating the material so that it can be understood by students. For deaf students, the teacher tries to communicate with his mouth and hands so that the message can be conveyed even though the teacher is not a graduate from a special department of SLB teaching. The material taught is material that can be found around and everyday objects such as learning utensils, cooking utensils, and others.

Students' English learning activities are influenced by learning motivation, both externally and internally. Facilities at SLB YMS Wonogiri are still limited and still in the development stage, such as the unavailability of LCD. According to Reza (2021), in addition to innovation and teacher reactivity in teaching, the right learning media will attract students' desire to gain knowledge. Therefore, the success of the teaching and learning process does not only depend on the teacher, but also the effort and motivation of the students. Based on an interview with one of the English teachers at the school, the achievement of English scores for deaf students is satisfactory, especially in writing material. Researcher interested in researching the motivation of deaf students at the senior high school level at the school. Thus, the writer carried out of study entitled "An Analysis of Students' Motivations in Learning English at SLB Yayasan Mulatsarira Wonogiri in Central Java".

B. Identification of the Problems

From the statement above, the identification of the problems can be stated as follow:

1. Teacher was not graduate from the teaching department of disability student

2. Lack of learning media as facilities in school

C. Limitation of the Problems

There are several SLB in Wonogiri, Central Java such as SLB Negeri Wonogiri, SLB YMS Wonogiri, SLB Giri Wiyata Dharma Wonogiri, etc. However, the researcher only choose for the study in SLB YMS Wonogiri because compared to other school. There are 5 deaf students in senior grade at SLB YMS Wonogiri as the participant. It focused on the motivation in language learning English at SLB YMS Wonogiri. The subject of the study was students in the senior class at SLB YMS Wonogiri, actually SLB B Class that consist of five deaf students .

D. Formulation of the Problems

Based on the background of the research above, this research gave a problem information about the Students' Motivations in Learning English at SLB YMS Wonogiri. The problem in this research can be formulated "How is the deaf students' extrinsic and intrinsic motivation in learning English in SLB YMS Wonogiri based on Harmer's theory?"

E. Objective of the Study

Based on the research question that mentioned above, purposes of the study was to find out the deaf students' extrinsic and intrinsic motivation in learning English in SLB YMS Wonogiri using Harmer's theory. The researcher would make research to gain the score of each motivation. Intrinsic motivation comes from inside or desire from student self. In the other hand, extrinsic motivation comes from around of students, such as teacher, parents, and environment.

F. Benefit of the study

The result of this study was expected to be useful both in theoretically and practically. Theoretically, the result of this research gave the answer the question at the formulation of the research problems. In addition, this research gave the beneficial contributions to the school as the field of English education about how important the motivations to the students to achieve their study.

1. The theoretical benefits

Theoretically, the result of this research gives the answer the question at the formulation of the research problems. In addition, this research gives the beneficial contributions to the school as the field of English education about how important the motivations, intrinsic motivation to the students to achieve their study. The result of this research also expected to enrich the theory about students' motivation in learning English. The Researcher hope that this research

can give contribution and inspiration to increase the students' motivation in learning English.

2. The practical benefit

a. Teachers

The result can be used to improve their teaching to improve the students' motivation in learning English. Thus, they would get good achievement in English subject. Teachers also can understand the factors of students' motivation in learning English. By the result of study, the researcher hope that the teachers can manage the factors of students' motivation in learning English.

b. For students

This result of this research can give the information about intrinsic motivation in their learning English. When the students know the important of intrinsic motivation in learning, students would build their motivation by themselves. Students can gain information about the importance of motivation in learning English nowadays. Students also can increase their motivation in learning English.

G. Definition of Key Terms

1. Motivation

Motive comes from the Latin "move", which means to move (Eveline, 2010). In motivation there is a desire that activates, mobilize, channel and direct individual attitudes and behavior study (Dimyati, 2006). in the big Indonesian dictionary, the term motivation (motive) is the causes which impel one's actions; basic idea or the opinion of something that is the subject (Depdikbud, 2007). Donald in Sardiman (2014) also states that motivation is a change of energy in a person filled with a "feeling" plan and preceded by a response to a goal. Based on the explanation above, the researcher concluded that motivation is the desire and effort which drive people to do anything act in achieve the goal.

2. Learning English

According to Brown (2007), learning is the acquisition of the knowledge of a subject or skill through research, practice, or training. Erik (2010) also stated that learning is an interpretive process that aims to understand the reality that exists. From the learning process, mental change due to an increase or absorption of knowledge act according to what they are learning. From the definition above, it can be concluded that learning English is the the process of gaining knowledge about English language.

3. SLB

SLB is a formal educational institutions in Indonesia that serve education for student with special needs (Nyoman, 2015). Suparno (2007) also defined SLB as education for students who have difficulty in following the learning process due to physical, emotional, mental social disorders, but have the potential for intelligence and special talents. Then, according to Frieda (1998), SLB is integrated part of the national education system which is specifically organized for students with disabilities physical and/ or behavioral disorders.

CHAPTER II
LITERATURE REVIEW

A. Theoritical Review

1. Concept of Learning

Douglas (2007) said that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is one of important things in educational process because it is inseparable in teaching. Students can have or gain new ideas and information from what they have learn. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning.

There are many reasons why people learn language, especially English, many people learn English because English is useful for international communication and some students learn English because it is within curriculum so they need to learn it. Moreover, Harmer (2007) said that the purposes students have for learning will have an effect on what it is they want and they need to learn and as a result will influence what they are taught.

Each of students have purpose in learning, there are many reasons why they learn. Consideration of our students' different reasons for learning is just one of many different learner variables (Harmer, 2007). As we shall see below:

a. Different contexts for learning

English is learned and taught in many different contexts. There are two different contexts for learning.

1. EFL (English as a Foreign Language), many people need to learn English because it as means for internationalcommunication.

2. ESL (English as a Second Language), many people use English in the target language community (a place where English is the national language). They need to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

b. Learner differences

There are many factors in describing learners based on:

1. Age, it consists of young children, adolescent, and adultlearners.

2. Aptitude, some students are better at learning than others.

3. Good learners, they can find their own way without always having to be guided by the teacher through learning tasks, who are creative, and who make their own opportunities for practice.

4. Learner styles consist of visual, auditory and kinesthetic styles.

5. Language levels, teacher of English generally make three basic distinctions to categorize the language knowledge of their students, beginner, intermediate, and advanced (Harmer, 2007).

The most successful learners are not necessarily those to whom a language comes very easily, they are those who displays certain typical characteristics, most of the clearly associated with motivation

The characteristics of successful language learning, some ofthese are:

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.

2. Ego – involvement. The learner finds it important to succeedin learning order to maintain and promote his or her own (positive) self image.

3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5. Goal orientation. The learner is very aware of the goals of learning or to learning activities, and directs his or effortstowards achieving them.

6. Perseverance. The learner is very consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.

7. Tolerance of ambiguity. The learner consistently invest a high level of effort in situation involving a temporary lack of understanding on

confusion; he or she can live with this patiently, in the confidence that understanding will be come later (Penny, 1996).

From these statements above, it can be concluded that motivation is the process or a way to get a success. So it is very important thing for everyone if she or he wanted to achieve her or his goal in learning achievement. It is very difficult to achieve a goal without motivation. In teaching and learning process, giving motivation to the students is a process to support them to learn, so it can help the students to achieve their success.

c. **Type of learning**

Education psychologist states the importance of identifying the type of learning used by someone (Patricia, 1996). Because if only limited learning theory is not enough to capture the overall possibilities that exist in the principle elements in human learning in general (Douglas, 2007). This type of learning fits the context and subject matter and this must be learned. Gagne in Brown identifies eight types of learning as follows:

a) Signal learning. It's mean the individuals learn to make general diffusion in response to a sign or signal.

b) Learning stimulants. This stage students get the right response for the stimulus that will be discriminated against.

c) Chain. The purpose of the chain is that students can get two or more connection stimulus responses.

d) Verbal associations. In this stage, students will get oral chain learning. Such conditions are similar to motors and chains that are interconnected.

e) Various discrimination. It's mean this stage, the Individuals learn to make a number of different problems so that they can identify and respond to many different stimuli, which may be similar to each other in physical appearance to be larger or smaller in degree.

f) Concept learning. The Students acquire the ability to make equations and respond to stimulation classes even though individual members come from different classes.

g) Principle learning. In simple terms, a principle is a chain of two or more concepts. Serves to regulate behavior and experience.

h) Problem-solving is a type of learning that requires the term "thinking". Before acquiring concepts and principles that are combined in a conscious focus on a series of unresolved or ambiguous events (Douglas, 2007).

d. **Purpose of learning**

Learning objectives are actually very numerous and varied. Explicit learning goals are endeavor to be achieves by instructional actions, commonly

called instructional effects, which are commonly shape in knowledge and skills. While the more goals are the by-products: Is achieved because students live (to live in) a particular learning environment such as, for example, critical and creative thinking skills, open attitude, democratic, acceptance of others' opinions. According to Sardiman (2014:26) purpose of learning, there are three types:

a) To get knowledge

Knowledge and the ability to think as part that cannot be separated. In other words, cannot develop the ability to think without any knowledge, instead thinking ability will enrich the knowledge. The purpose of this is to have greater tendencies of its development in the learning activities. In this, case the role of the teacher as the lecturer more prominent.

b) Planting the concept of skills

The cultivation of the concept or formulate concepts, also require a skill. Thus, the question of skills those are physical as well as spiritual. Skills can be taught, that is indeed with many coaching ability.

c) Formation of attitudes

In fostering mental attitude, behavior and private learners, teachers should be more wise and careful in his approach. For this it needs the skills and motivation in directing thinking not forget private teacher uses itself as examples or models.

e. Psychological factors in learning

Factor of psychological factors that are said to have an important role, it can be seen as the way of the functioning of the mind in relation to the students understanding of the material, so that the lessons of mastery against the material that is presented more easily and effectively. Thus, the process of teaching and learning that will work well, if supported by a factor of psychological factor of the students. In this case, there are many different models of classification Division of the various psychological factors that are necessary in the learning activities. According to Sardiman (2014), states that outlines six kinds of psychological factor:

1) Motivation

Someone will succeed in learning, if there is in itself there is a desire to learn. This is the first legal principles and activities in education and teaching. The desire or urge to learn this is called motivation. The motivation in this case includes two things: (1) find out what will be studied; and (2) understand why it ought to be studied. The second is based on the elements with the motivation of this is as the basis of a good start to learn because without motivation (do not understand what will be learned and do not understand why it needs to be studied) teaching and learning activities difficult to succeed.

2) Concentration

Concentration is intended to focus attention on the strength of a learning situation. Elements of motivation in this very help the growing process of concentration in this concentration of mental engagement in detail is really needed, so there is no "attention".

3) Reaction

In the learning activities required the involvement of physical or mental element, as a form of reaction. Mind and muscle should be able to work in harmony, so that the subject of the study it was acting or did it. Learning should be active, just what it is, given up on the environment, but all that should be viewed as a challenge that needs a reaction. So people who study must be active, Act and do it with all senses sensory optimally.

4) Organization

Learning can also organized activities as said, organize or, placing parts of the learning materials in a sense of unity. This is the kind of thing that can make a person understand and learn to be more clear, but it may also grow confused. Difference in successful learning with confusion, possible illicit major is simply the difference between the way the reception and arrangement of facts and ideas in the minds of students studying. In this case, the mental skills needed for organizing the stimulus

(facts, ideas). To help students to quickly be able to organize the facts or ideas in his mind, then required the formulation of a clear purpose in learning. Thus a logical process will occur.

5) Understanding

Understanding or comprehension can be defines as a master with the mind. Therefore learning means must understand mentally meaning and philosophical vindication, the intent and the implications as well as its applications, so that students can understand a situation. This is particularly important for students that study. Understand the intent, capture its meaning, is the ultimate goal of any study. Comprehension or understanding had a very basic sense that put parts of the study in its proportions. Without that knowledge, skill and attitude will not be meaningful.

6) Review

Forgotten is ignoble in learning something but forget is the general nature of the human being. Everyone can forget. Investigations showed, that a day after the students learn something learning materials or listen to a lecture, they forget what they have acquired during these lessons. So, the longer the more are forgotten, although maybe not forget overall. Forget the psychological symptoms that it must be addressed.

2. Language Teaching

Motivation is important thing in language teaching, because without motivation, teaching process will not be success. In Oxford learner's dictionary, teach means give instruction tosomebody or give somebody knowledge and skill (Martin, 1994). Douglas (1987) said that teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

From the statement above, the writer can conclude that teaching is giving or transferring knowledge or skill to somebody by instruction, guidance to make somebody know and understand. In language teaching, teacher should be able to teach not only what language is, but also to make the students understand the material and students also need to comprehend objectives of the study from specific exercises and activities that the teacher has planned, so they can get knowledge and good achievement.

Furthermore, Harmer (2001) said that the roles of teacher are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Teacher has an important role in teaching learning process, teacher is not only a person who transfers the knowledge to the students but also has responsibility to make learning process successfully, the roles of the teacher are useful to facilitate the students to adopt more precise inteaching and learning process.

The teacher not only has the roles, but also has a function, such as motivator. Therefore the teacher must know the students need and their interest. Teacher and student have relations each other in the classroom. They constantly interact one another. Teachers ask question, provide feedback, administer rewards and punishments, praise and criticize, respond to students' questions and requests for help, and offer assistance when students experience difficulties. Teacher feedback is a major teaching function, various types of teacher feedback are:

a. Performance : provides information on accuracy of work; may include corrective information

b. Motivational : provides information on progress and competence;may include social comparisons and persuasions

c. Attributional : links   student performance with one or moreattributions

d. Strategy : informs students about how well they are applying astrategy and how strategy use is improving their work (Paul, 2008).

In teaching and learning process, feedback is important for teachers to make progress and improve their teaching, so teaching and learning process will be success.

3. Motivation in Learning Language

a. Definition of Motivation

Many psychologists have given various definitions of motivation. We have to comprehend about motivation in order to know and to understand what motivation is. The word "motivation" is familiar for us that is commonly used in our society, but definitely what the word actually refers to is not simple as it's utterance. The abstract term "motivation" on its own is rather difficult to define, it is easier and more useful to think in terms of the 'motivated' learner: one who 'willing' or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance or the topic for the teachers (Penny, 1996).

From the statements above, the writer can conclude that motivationis an essential factor of learning to achieve something. It is the process which directs to activity. It means motivation plays a vital part in teaching and learning activity, so it has an influence toward students' success or failure as language learners, so the teacher must develop an understanding of the nature of the motives and techniques of motivation.

Motivation is some kind of internal and external drive that encourages somebody to pursue a course of action. If we perceive a goal (this is, something we wish to achieve) and if that goal is sufficiently

attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short term goals and long term goals. Long term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short term goals might include such things as wanting to pass an end of semester test or wanting to finish an unit book (Harmer, 2001).

b. Kinds of Motivation

According to Harmer (2008), Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both or these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence (Penny, 1996).

a) Intrinsic motivation

According to Haremer (2008), Intrinsic motivation comes from within the individual. It means motivation is a desire which comes from inside to do something. Santrock (2004) said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student study hard for a test because

he or she enjoys the content of the course. So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

A more powerful category of reward is one which isintrinsically driven within the learner. Gage and Berliner said that intrinsic motivation can be found such as in students' interest, need, and goal in learning (Gage, 1984). Moreover, hobby exemplifies intrinsic motivation.

1) Interest, students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to something (Gage, 1984). Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest.

2) Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or

personal fulfillment a substance, state or any other thing. It means that need is a circumstances in which something is necessary.

The characteristics of the three types of needs are :

a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those aroundthem.

c) Need for power, power is not about reaching a goal butabout having control over other people. People high in this need would want to have influence over others and make an impact on them (Saudra, 2009).

d) Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. Therefore, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby is an activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, example, John's hobby is studying, he always tries to read a book wherever he is.

e) Goal, we have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first.

In teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

b) Extrinsic Motivation

According to Penny (1996), extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivations are motive active and function if there is stimulation from outside. An example : a person study because he or she knows that tomorrow morning there will be a test, by hopingthat she or he could get a good value.

We can find many sources of motivation, but actuallymotivation only has two big sources, the first source comes from within the individual itself or known as intrinsic motivation and the second is

extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teacher, parents, and environment (Gage, 1984).

(1) Teacher, a major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

(2) Parents, a part from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

(3) Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of

this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative (Harmer, 2001). Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English. Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

c. Function of Motivation

Sardiman (2014) argues that, motivation has three functions, namely :

1) Encourage people to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity that will be done.

2) Determining the direction of action, towards the goal to be achieved suchmotivation can provide direction and activities that must be done according to its purposes.

3) Selecting the action, which determines what action should be done harmoniously to achieve the goal, by setting aside the actions that are not beneficial to the goal.

d. Benefit of Motivation

There can be other various factors which can have significant role in creating motivation for the language learners (Kasmirah, 2010). For instance, some of the main points that concerning this matter appear to the researcher's mind are as follows:

1) The language teacher is supposed to teach and instruct according to each learner's level. In the sense that, initially, the teacher should identify and realize each student"s placement.

2) The language learner should not be reproached or blamed, or even scorned for not doing their homework, for making mistake in pronunciation, or for hesitatingto answer questions and so on.

3) Teacher should identify, perceive, and understand the language learners' social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so that the

language learners have a clear image from themselves and respect their own characters.

4) Teachers should be kind to their language learners and loving them while being friend with them. This matter is important and essential especially in the initial and primary levels of learning that the   language learners are susceptible, vulnerable, and sensitive, and they   need love and affection from their teacher.

5) Teachers should admire, respect, and value the students' differences and they should never contrast the language learners with one another.

6) Teachers need to promote students´ alertness, knowledge, inquisitiveness, and curiosity in the language classes as well as trying to uphold and preserve their motivation.

7) Teachers should bear in mind that learning a second or a foreign language means that the learners should also exploit and take advantage of social proficients and not just learn grammar rules (Sepora, 2012). Motivation is the essence of a language learning in which the teacher has a role in creating the motivation that exists in   the learner's own language. By understanding all the aspects that exist in the student himself and afterwards

determining how to create   the motivation itself. So students

feel comfortable and easy to learn the language.

4.   The Student's Learning Motivation

Motivation is hidden power which is coming from inside and outside of

the learners which drives them to do something benefit to get the desire changes.

The learners will be success if they have motivation, motivation to know what

will be learn and to understand why they learn, so the learners can have or gain

information andget knowledge from what they have learn. Learning motivation

is the desire or drive which comes from inside and outside to learn language,

especially English through a process which is done by learners to take a change

of behavior as a result of experience and to get knowledge. Motivation has a

significant role in teaching and learning process. The students who have a

higher motivation will get better opportunity to succeed in their learning

activities than the lower one.

Gardner (2001) argues insists there is a close interaction between

motivation and language learning success. To establish language learners"

motivation toward language learning, they should know the advantages of

learning a new language. Learners need to understand what types of motivation

they have because certain motivation brings them a greater success. To acquire a

foreign language successfully, the learners need motivation and teachers who

support their learning.

Motivation has an important role in success and failure in learning a second language. Spolsky (1990) stated that in motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

According to Harmer (2007), there are four factors that can be dangerous to the learners" motivation are the following:

a. Physical condition

Which means the atmosphere in class. For example if student have to study in the lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation in learning will be lowered.

b. Method of teaching

Which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher"s method, their motivation would likely be lost or gradually decreased. As he said, "if the students loses confidence in the method, they will become demotivated"

c. The teachers

As the most powerful variable of motivation and demotivation, can become a major part demotivating the learners. Teachers have important role in the class. They can be facilitator and be participant.

d. Success

Refer to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or to low, it can lead students to a demotivated situation in learning. As harmer (2007) pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

Spolsky (1990) revealed there are four influences of a child's learning motivation are:

1) Culture, each ethnic group or have been assigned and indirect values with respect to both in terms of academic knowledge and traditional. Those values are revealed through the influence of religion, the political laws for education and the expectations of parents concerning the preparation of their children in the lecture with the school. These things will motivate student learning.

2) Family, based on the study of parents gives a big influence in motivating children's learning. Its influence on the development of children learning

motivation has a very strong influence in every development and will continue until the time is up high school and so on.

3) School, when it comes to learning motivation, the teachers make a difference. In many cases, they are not as strong as parents. But they can make school life fun or interesting. We can remember a teacher who meets the classroom with joy and hope and open our doors to discover the wonderful knowledge.

4) The child itself, students have the greatest possibility to learn seriously, study well and still be able to enjoy learning, behavior and character smart, qualified, to have an identity, can set their own din certainly affect the learning motivation.

According to Spolsky (1990) there are factors that affecting motivation :

a) Teacher factor

Someone is said to be a teacher not quite "know" something material to be taught, but the first time he must be someone who does have "teacher personality" with all the features of his maturity level and have personality. For that it be mentioned in this discussion ten teacher competencies that are closely related to the task of forming student learning motivation in schools, among others:

(1) Mastering materials or teaching materials

(2) Managing the teaching and learning program

(3) Classroom management

(4) Using media and learning resources

(5) Mastering the educational foundations

(6) Manage the interaction of teaching and learning

(7) Assessing student achievement for teaching purposes

(8) Know the functions and program guidance & counseling

(9) Know and administer the school administration

(10) Know the principles and interpret the results of educational research for the benefit of teaching.

b) Parent Factor

Parenting factors in the family are crucial as well because they are partners of teachers in working together for that purpose. Parents are not satisfied enough to leave these affairs and responsibilities to the teacher.

c) Environmental Factors Society

Environmental factors of the community where students are domiciled become elements that are considered in the process of formation of student motivation, because students are also part or citizen of a society.

B. **Previous Related Study**

The first previous study was conducted by Fajar Mukhtar from State Islamic Institute of Palangkaraya 2017 entitled "**The Students Motivation in English Language Learning of Eight Grades at MTS Darul Amin Palangkaraya"** . This study aims at the motivation in learning English in the eighth grade in MTs Darul Amin Palangkaraya 2017/2018, and then describe how the motivation use a learning English. Furthermore this research also aims to know what factors behind the motivation in learning English and how teachers motivate students in learning English.

The research used a homogeneous sampling method of purposive with qualitative design. As for the subject of this study are 27 eighth grade students in MTs Darul Amin Palangkaraya. The results showed, (1) Student motivation can be said into the category of moderate class, according to the findings, the researchers concluded that the students' motivation to learn English is 68.07% of the questionnaire results that can be said moderate class, it belongs to the category of "fair motivation ", but also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand. (2) The factors behind the motivation to learn English as they like the atmosphere of the English class, are interested in the way English is used in conversation, and believe that students will be able to read and understand most of the texts in English if students continue to study them, nervous and confused

when students speak in English class, students also feel learning english is very interesting, besides that students are also motivated to learn a lot english, students very enjoy learning english. (3) The way teachers motivate students begins with teachers realizing the importance of motivation.

The second study was conducted by Sonya Inda Mapiliana from State Institute of Islamic Studies Bengkulu 2019 entitled "**Students' Motivation in Learning English (A Study at 1st Year Students' of SMP IT Khairunnas Bengkulu In Academic Year 2018/2019).** The objectives of the research was to find out the level of motivation and orientation (instrumental and integrative) motivation of first year students at SMP IT Khairunnas Bengkulu towards English language learning. The modified motivation survey of 20 items was adapted from Gardner's Attitude/ Motivational Test Battery (AMTB) in the form of a 5-point scale. Frequency, percentage, arithmetic mean and standard deviation were used in analysis data. The researcher used survey method using questionnaire as the instrument.

Based on the results of the research of first-year students at SMP IT Khairunnas Bengkulu have high motivation in English language learning. Therefore this can be said that the first year students at SMP IT Khairunnas Bengkulu have great potential to be able to have better achievements in the field of English language learning because they have high motivation. Students who have high motivation in learning will find it easy to absorb learning because they will be enthusiastic when teaching and learning. This will provide an advantage for the teacher to make the ability of

students to be increased by paying attention to the wishes of students based on the motivation they have.

The third study was conducted by Lutfika Akana from Raden Mas Said State Islamic University of Surakarta entitled "**An Analysis of Students' Motivation in Learning English at Second Semester Students of UIN Raden Mas Said Surakarta in Academic Year of 2021/2022"** . The objectives of the research was to find out the level of motivation and the factors influence English students' motivation in learning English in second semester of UIN Raden Mas Said in the academic year 2021/2022. The researcher used qualitative research as the research design and took 30 English students in the second semester of UIN Raden Mas Said Surakarta as subject of the study.

From the result of the study, it can be concluded that English students at second semester of UIN Raden Mas Said Surakarta have low motivation in learning English. The data show that there are 47.91% students who have a positive attitude and 52.08% students who have negative attitude. The researcher also found four factors their motivation at studying english. The motivations are 28.96% integrative motivation, 24.70% instrumental motivation, 22.74% language anxiety, and 23.58% parental encouragement.

The fourth study was conducted in journal by Putu Subaktiasih (2020) entitled **"An Analysis of Students Motivation in Studying English during COVID-19 Pandemic"**. The objectives of the study was to find out investigate students'

motivation in studying English during Covid-19 Pandemic. The research was a survey method and the technique sampling used in the study was random sampling. The researcher was got 90 of 180 English students at the first semester.

The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation 4.20 > 3.39. It means that first semester of English students at Faculty of Foreign Language, Mahasaraswati Denpasar University had the higher intrinsic motivation than extrinsic motivation in learning English during Covid-19 Pandemic. In other words, the motivation to learn English that comes from inside students was higher than the motivation comes from outside students.

The fifth study was conducted in journal by Suhartini (2019) entitled **"Gaining Motivation on English Learning for Special Need Students using flashcards, Foldable Books and Posters in EFL Context"**. The objective of the study was to find out the effects of the media used in assisting special need students and EFL teacher class such as helping students in communication and comprehending the teaching materials especially in vocabulary English class. The study used qualitative by single case study design, with five students by deaf and hard hearing of SLB-F Mandara (special private junior high school) as the sample. The results showed that by intervention and utilizing diverse media by flashcards, foldable books and posters could ultimately gain teacher's and students' motivation in the EFL context.

Table 2.3 Previous Related Study

No	Name	Affiliation	Title	Similarity	Difference
1	Fajar Mukhtar (2017)	MTS Darul Amin Palangkaraya	The Students Motivation in English Language Learning of Eight Grades at MTS Darul Amin Palangkaraya	**Variable:** Analyze Students' motivation	**Subject:** 27 Students **Result:** The category of student motivation was moderate class (68.07%)
2	Sonya Inda Mapiliana (2019)	SMP IT Khairunnas Bengkulu	Students' Motivation in Learning English (A Study at 1st Year Students' of SMP IT Khairunnas Bengkulu In Academic Year 2018/2019	**Variable:** Analyze Students' Motivation	**Subject:** 74 students **Result:** score of integrative motivation (4.35) is higher than the average score of instrumental motivation (3.70)
3	Lutfika Akana (2022)	Raden Mas Said State Islamic University of Surakarta	An Analysis of Students' Motivation in Learning English at Second Semester Students of UIN Raden	**Variable:** Analyze Students' Motivation	**Subject:** 30 students **Result:** The score of negative attitude was 47,91% and

			Mas Said Surakarta in Academic Year of 2021/2022		the score of positive attitude was 52,08%
4	Putu Subaktiasih (2020)	Mahasaraswati University	An Analysis of Students Motivation in Studying English during Covid-19 Pandemic	**Variable:** Analyze Students' Motivation	**Subject:** 90 students **Result:** Students had higher intrinsic motivation than extrinsic motivation during Pandemic
5	Suhartini Syukri (2019)	SLB Kendari	Gaining Motivation on English Learning for Special Need Students using flashcards, Foldable Books and Posters in EFL Context	**Sample:** Five Deaf students	**Variable:** The effect of teaching media for students' motivation **Result:** intervention and utilizing diverse media by flashcards, foldable books and posters could ultimately gain teacher's and

				students' motivation in the EFL context.

CHAPTER III
RESEARCH   METHODOLOGY

A. Research Design

Research is an effort to develop knowledge, as well as develop and test theory. There are five steps for developing knowledge through research, namely: 1) identifying problems' study; 2) conduct empirical studies; 3) do a replica or repetition; 4) unite (synthesis) and reviewing; 5) use and evaluate by implementer. Through that stage answers will be obtained from the research objectives through scientifically guided logically methods, so that the results obtained can be accepted scientifically and logically (makes sense). Qualitative research as a human instrument, serves to determine the focus of research, selecting informants as data sources, assessing data quality, analyzing data, interpreting data and draw conclusions from their findings (Sugiyono, 2017). Informants in qualitative methods continues to grow (snowball) in a purposive manner until the data collected considered satisfactory or saturated (redundancy). Researchers are the key instrument. To collect data, researchers must actively participate in the field themselves.

In this study, the researcher used descriptive qualitative, because this research was conducted to reveal how students are interested in learning English. Moleong (2010:5) stated that qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action, holistically, and by means of description in the form of

words and languages. According to Latief (2015:77) qualitative research is a process of inquiry aimed understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs. It did so by analyzing words rather then numbers, and by reporting the detailed view of the people who have been studied. Such inquiry is conducted in setting where people naturally interact, as opposed to specially designed laboratories or clinical/experimental setting.

According to Sugiyono (2009:15) qualitative research method is a method of research based on the philosopy of post-positivism is used to examine to condition of natural objects. (as apposed of experiment) where the researcher are as a key of instrument, sampling data is done purposively and snowball, techniques of collecting with the triangulation (combined), data analysis is inductive/qualitative, and the result of the qualitative research emphasizes the meaning of generalization.

In conclusion, this research would be a descriptive qualitative research because data are in the form of word. This would cause the researcher wants to describe about deaf students' motivation in learning English at senior high school level of SLB B YMS Wonogiri.

B. Research Setting

1. Place of Research

The data of this research would be conducted at the senior grade of students of SLB YMS Wonogiri in the academic year of 2021/2022. This school located on Jl. Wonogiri Ponorogo, Km.5, RT.02/RW.1, Brubuh, Ngadirojo Lor, Ngadirojo,

Wonogiri, Jawa Tengah 57681. The researcher only chose for the study in SLB YMS Wonogiri because compared to other school, facilities at SLB YMS Wonogiri are still limited and still in the development stage, such as the unavailability of LCD. According to Reza et al., (2021), in addition to innovation and teacher reactivity in teaching, the right learning media will attract students' desire to gain knowledge. Therefore, the success of the teaching and learning process does not only depend on the teacher, but also the effort and motivation of the students.

2. Time of Research

This research was conducted at the Senior High School students of SLB YMS Wonogiri on July until November 2022.

Table 3.1 Time of Research

Activities	June 2022				July 2022				Aug 2022				Sept 2022				Oct 2022				Nov 2022			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal writing and guidance	■	■	■	■	■	■	■	■	■	■	■													
Proposal seminar												■												
Research data collection														■	■	■								
Report writing and guidance																		■	■					
Thesis examination																				■				

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C. Research Subject and Informant

The researcher decided to pick the subject according to the term that is used in qualitative research. The subjects of this research were 5 students of Senior High School in SLB YMS Wonogiri. Researcher used experience and knowledge to select a sample of participants that they believe can provide the relevant information about the topic or setting. In a classic work, Based on Guba and Lincoln (Ary, 2010) wrote Sampling is almost never representative or random but purposive, intended to exploit competing views and fresh perspectives as fully as possible. Researcher chose sample in this research about 5 students of senior grade in SLB YMS Wonogiri.

The researcher chose subjects based on purposive sampling criteria where there are many more specific and objective goals as described in Marshall and Rossman (Ary, 2010) use several variations on purposive sampling are used in qualitative research. Purposive sampling is a sampling design that is not intended to offer a representative sample but rather to hone in on particular phenomena or process. Researcher will use Homogeneous sampling for selects a sub group that is considered homogeneous in attitudes, experiences, and so on, which students who senior grade in SLB YMS Wonogiri.

D. Data and Source of the Data

Researcher need to collect data from students as the primary data. There were 5 students in senior grade at SLB YMS Wonogiri as the participant. The researcher used questionnaires to know they motivation feeling. Beside of that, they were interviewed by the researcher about their motivation when learning English.

E. Research Instrument

The research instrument is a written guide about interviews, or observations, or lists of questions, prepared to obtain information. Instrument it is called observation guide or interview guide or questionnaire or guide documentary, according to the method used (Mulyadi, 2011). Instruments are tools or facilities used by research in collecting data to make their work easier and the results are better, so it is easy to process (Mustari, 2012). The data collection instrument is a tool used to collect data generally quantitatively record the state and activity of the psychologist's attributes (Narbuko, 2004). These psychological attributes are technically usually classified into cognitive and cognitive attributes non-cognitive attributes.

The data collection instrument is a tool used to measure the data to be collected. This data collection instrument is basically inseparable from the method data collection. If the data collection method is depth interview (interview) in-depth), the instrument is an open/unstructured interview guide. When method the data collection is observation/observation, the instrument is an observation guide or open/unstructured observation guidelines. Likewise, if the data collection method is documentation, the instrument is a library format or document format (Narbuko, 2004).

The instrument of this research was questionnaire. It was aimed to find out the students' motivation motivation in learning English. The researcher adopted the questionnaire from Harmer theory in journal by Jefira (2011). It was collected

the information about students motivation . In this item, students were ask to answer the question by choosing four categories S (Strongly Agree), A (Agree), D (Disagree), And SD (Strongly Disagree) Likert Scale (Nurakhira, 2014). Each students were assigned the questionnaire based on their opinion and feeling.

F. Techniques of Collecting the Data

1. Questionnaires

This questionnaire used Likert scale or summative scaling to measure the extent to which the respondent agreed or disagreed with the questions. In research questionnaire was used to determine student motivation in learning English. The researcher adopted a questionnaire from Harmer's theory in journal by Jefiza (2017). In the questionnaire, there were twenty questions written in English and also translated into Indonesian to make it easier for students to understand and answer questions. Questions number 1-10 are questions to gather information about external motivation and questions number 11-20 are questions for internal motivation.

The response is classified into five categories, such as: strongly agree, agree, disagree and strongly disagree. Each student is given a question based on their opinions and feelings. In questions about language skill, problems use the Rating Scale. The data obtained is interpreted in a qualitative sense based on their opinions in the question. The questions for intrinsic and extrinsic motivation are represented as below.

Table 3.2 Motivation Questions

Variable	Aspect	Indicators	Parameter	No	Total Item
English Students' Motivation	The Level of English Students' motivation in learning English	Extrinsic motivation	Learning English is useful in getting a good job	1	1
			I learn English because I need it to further my studies overseas.	2	1
			I study English in order to please my family.	3	1
			I feel that no one is really educated unless he is fluent in English language.	4	1
			My parent will proud of me because I am expert in English	5	1
			Others will have a better opinion of me if I write English.	6	1
			In an English class, the teacher personality is important	7	1
			In an English class, the group is important	8	1
			I study English because I want to do well in my examination.	9	1

			In an English class, the teacher´s method is important.	10	1
		Intrinsic Motivation	I Learn English in order to improve my English language skills	11	1
			Knowing English helps me become a better person.	12	1
			I used the free time for learning English	13	1
			I enjoy study English	14	1
			English helps/will help me learn about other cultures, values and thoughts	15	1
			When I write English, I don´t mind making mistakes.	16	1
			Learning English is very important	17	1
			Learning English will allow me to be more at ease with English text.	18	1
			When someone text to me in English, I don't tend to be nervous.	19	1
			If I could not go to Campus, I would learn English by myself.	20	1
Total statements					20

2. Interview

Interview in qualitative research are conversations that has a purpose and is preceded by some informal question (Imam, 2013). Interview is a meeting of two persons to exchange information and idea through question and responses, resulting, in communication and joint construction on meaning about a particular topic (Sugiyono, 2007). In conducting interview guide, the researcher used Harmer (2008) as the theory. Interview is a way of gathering data that is used to obtain information directly from the source (Sudaryono, 2016). It is used to complete the data and also to confirm it clarifying data from the questionnaire.

In practice, interviews can be carried out in a structured and unstructured way (free). Freely means that the interviewer is free to ask the interviewee anything without having to bring along the manual. The requirement for an interview like this is the interviewer must keep in mind the data that must be collected. It is different with interviews that are guided, the interviewer is guided by complete and detailed questions, like a questionnaire. In addition, there are also free-guided interviews, where the interviewer is free conduct interviews using only guidelines that contain outlines only (Narbuko, 2004).

The interview consists of question that seek deeper information to be sure about the results of the questionnaire. In the interview section, five students in a class were used to be interviewed. Researchers dig information with structured

questions. With this interview technique it is possible to get relevant data with only a small amount of time. The interview in this study was intended to obtain additional data about the level of motivation among these second year students and predominantly extrinsic or intrinsic motivation towards deaf students of Senior High School level in SLB YMS Wonogiri in Central Java. The respondents were given the question "What is your reasons in learning English?". Five deaf students of Senior High School level answered the question in the answer sheet.

G. Trustworthiness of the Data

To check the credibility, qualitative research concern on the trustworthiness. The researcher used triangulation to verify the findings of the research. Triangulation techniques are used to test data by comparing data from same source using different techniques (Sugiyono, 2013). The researcher used methodological triangulation. The data are gained from questionnaire and then take interview from students.

H. Techniques of Analyzing Data

1. Data Reduction

Reducing data means choosing the main things, focusing on things that are important, look for themes and patterns and discard those that don't necessary, thus the reduced data will provide clearer picture (Sugiyono, 2014). Based on the above understanding, it can be understood reducing data means summarizing,

choosing the main things, focusing on things. The important thing is to look for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it when needed. Research in reducing data will assisted by the supervisor because the first researcher did qualitative research.

2. Data Display

In the display of qualitative research, data present in a brief description, chart, and relations between categories or text narrative (Hornby ,2000). From the above explanation, the researcher will present or describe the results of questionnaires and interviews that have been reduced, briefly and clearly.

3. Drawing Conclusions

Conclusions in qualitative research become the essence of answers problem formulation and field data valuable for the practice and development of science. Therefore based on what has been mentioned by the expert the last step what the researcher will do in analyzing the data is to draw conclusions and verify. In this activity, the researcher tries to show accurate and objective data.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

The purpose of this study was to find out the level and factors that influence English students' motivation in learning English. The researcher did the research and collected data from questionnaires and interviews. To determine the research objective, the researcher analyzed the data systematically and accurately in order to draw conclusions about the study's objectives. The complete finding and discussions are described below:

A. Research Findings

1. The Deaf Students' Motivation in Learning English

    a. Result of Questionnaire

    To analysis the questionnaire, the researcher uses responses' score as follow:

    1) Strongly Agree   : 4

    2) Agree   : 3

    3) Disagree   : 2

    4) Strongly Disagree   : 1

In this result of the questionnaires, there are two indicators that the researcher used to obtain the answer from the first formulation of the study. There are internal and external motivation that described from number one until twenty. The complete result are described bellow:

Table 4.1 The Students' Motivation Questionnaire in Learning English

(Extrinstic Motivation)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean Score
1	Learning English is useful in getting a good job	1	4	0	0	3.20
2	I learn English because I need it to further my studies overseas.	3	1	1	0	3.40
3	I study English in order to please my family.	1	3	1	0	3.00
4	I feel that no one is really educated unless he is fluent in English language.	1	3	1	0	3.00
5	My parent will proud of me because I am expert in	3	2	0	0	3.60

	English				
6	Others will have a better opinion of me if I write English.	2	2	1	0	3.20
7	In an English class, the teacher personality is important	1	3	1	0	3.00
8	In an English class, the group is important	0	4	0	1	2.60
9	I study English because I want to do well in my examination.	2	2	1	0	3.20
10	In an English class, the teacher´s method is important.	1	3	1	0	3.00
	Total	15	27	7	1	31.20

Statements number one to ten describe about extrinsic motivation. The total mean score from extrinsic motivation is about 31.20 that consists of ten statements. The highest mean score is about 3.60 from the fifth statement, and the lowest mean score is about 2.60 from the eighth statement. Based on the data above, it can be described as follow:

On statement number one "Learning English is useful in getting a good job" ,one student choose strongly agree, four students choose agree, no one student choose disagree, and no one student choose strongly disagree. It can be said that all of students agree that learning English is important, actually for getting job. There were 3.20 students who like statement number one.

Then, on statement number two "I learn English because I need it to further my studies overseas" three students choose strongly agree, one student choose agree, one student choose disagree, and no one student choose strongly disagree. Majority, students learn English not only for now, but for the studies on the future. there were 3.40 students who like statement number two.

On statement number three "I study English in order to please my family". one student choose strongly agree, three students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that there were 3.00 students who like statement number three.

On statement number four "I feel that no one is really educated unless he is fluent in English language". one student choose strongly agree, three students choose agree, one student choose disagree, and no one student choose strongly disagree. The score seem like statement number three, there were 3.00 students who like statement number four.

There are the highest score based on the table. On statement number five "My parent will proud of me because I am expert in English". three students choose strongly agree, two students choose agree, no one student choose disagree, and no one student choose strongly disagree. There were 3.60 students who like statement number five. All of students agree to learn English for their parent who were support them at all condition.

On statement number six "Others will have a better opinion of me if I write English". two students choose strongly agree, two students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that there were 3.20 students who like statement number six. From the result, mostly all of student feel that they are look cooler when they can write English.

On statement number seven "In an English class, the teacher personality is important".One student choose strongly agree, three students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that there were 3.00 students who like statement number seven. The agreement score seem like statement number three and four. In this statement, students agree that teacher personality during teaching is important, but there also a number of student that disagree with that opinion.

On statement number eight "In an English class, the group is important". no one student choose strongly agree, five students choose agree, no one student choose disagree, and one student choose strongly disagree. The researcher concluded that there were 2.60 students who like statement number eight. It's the lowest score of agreement from the table.

On statement number nine "I study English because I want to do well in my examination". two students choose strongly agree, two students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that there were 3.20 students who like statement number nine. Mostly, all of students learn English for the best score in examination.

On statement number ten, "In an English class, the teacher's method is important". one student choose strongly agree, three students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that there were 3.00 students who like statement number ten. It's mean that how teacher handle class will impact students' motivation.

Table 4.2 The Students' Motivation Questionnaire in Learning English

(Intrinstic Motivation)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean Score
11	I Learn English in order to improve my English language skills	1	3	1	0	3.00
12	Knowing English helps me become a better person.	2	3	0	0	3.40
13	I used the free time for learning English	2	3	0	0	3.40
14	I enjoy study English	3	2	0	0	3.60
15	English helps/will help me learn about other cultures, values and thoughts	1	3	0	1	2.80
16	When I write English, I don´t mind making mistakes.	1	1	3	0	2.60
17	Learning English is very important	2	2	1	0	3.20
18	Learning English will					

	allow me to be more at ease with English text.	3	1	1	0	3.40
19	When someone text to me in English, I don't tend to be nervous.	1	2	1	1	2.60
20	If I could not go to Campus, I would learn English by myself.	2	3	0	0	3.40
	Total	18	23	7	2	31.40

Statements number eleven to twenty are described intrinsic motivations. The total mean score from intrinsic motivation is about 31.40 that consist of ten ten statements. The highest mean score is about 3.60 from statement number fourteen and the lowest mean score is about 2.60 from statement number sixteen and nineteen. Based on the data above, it can be described as follow:

On statement number eleven "I learn English in order to improve my English language skills". One student choose strongly agree, three students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.00 students who like statement number eleven.

On statement number twelve "Knowing English helps me become a better person". Two students choose strongly agree, three students choose agree, no one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.40 students who like statement number twelve.

On statement number thirteen "I used the free time for learning English". Two students choose strongly agree, three students choose agree, no one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.40 students who like statement number thirteen.

On statement number fourteen "I enjoy study English". Three students choose strongly agree, two students choose agree, no one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.60 students who like statement number fourteen.

On statement number fifteen "English helps/ will help me learn about other cultures, values and thoughts". One student choose strongly agree, three students choose agree, no one student choose disagree, and one student choose strongly disagree. The researcher concluded that, there were 2.80 students who like statement number fifteen.

On statement number sixteen "When I write English, I don't mind making mistakes". One student choose strongly agree, one student choose

agree, three students choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 2.60 students who like statement number sixteen.

On statement number seventeen "Learning English is very important". Two students choose strongly agree, two students choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.20 students who like statement number seventeen.

On statement number eighteen "Learning English will allow me to be more at ease with English text ". Three students choose strongly agree, one student choose agree, one student choose disagree, and no one student choose strongly disagree. The researcher concluded that, there were 3.40 students who like statement number eighteen.

On statement number nineteen "When someone text to me in English, I don't tend to be nervous". One student choose strongly agree, two students choose agree, one student choose disagree, and one student choose strongly disagree. The researcher concluded that, there were 2.60 students who like statement number nineteen.

On statement number twenty "If I could not go to campus, I would learn English by my self". Two students choose strongly agree, three students choose agree, no one student choose disagree, and no one student choose strongly

disagree. The researcher concluded that, there were 3.40 students who like statement number twenty.

Based on the overall data above, it was said that extrinsic motivation have a 31.20 total mean score that is lower than intrinsic motivation total mean score. Intrinsic motivation have 31.40 for the highest total mean score. Both of extrinsic motivation and intrinsic motivation have the same highest and lowest total mean score. The highest mean score for about 3.60 is the highest mean score from statement number five in extrinsic motivation and from statement number fourteen. The lowest mean score for about 2.60 is the lowest mean score from statement number eight in extrinsic motivation and from statement number sixteen and nineteen in intrinsic motivation.

b.Result of Interview

To validate data from the questionnaire, the researcher conducted interviews with the subjects. Five deaf students from Senior High School class were taken. The total number of students interviewed is five students. The researcher was asked structured interview questions to find out their motivation level in learning English.

Consistent with the questionnaire, the students tend to have intrinsic motivation during learning English. Students who have intrinsic motivation learn English to improve their skill. On the other hand, students who tend to have extrinsic motivation learn English because of their teacher. The

following direct quote was the answer from the the interviewer's question "What is your reason in learning English?"

There are two students that tend to have extrinsic motivation in learning English:

STUDENT 3: N

"Mr. Wahyu's teaching method is so funny"

STUDENT 4: A

"My parents and Mr. Wahyu always give me support"

There are three students that tend to have intrinsic motivation in learning English.

STUDENT 1: M

"I learn English to improve my writing."

STUDENT 2: S

"English translator is my dream job."

STUDENT 3: K

"I like the lesson and want to improve my English writing. Mr Wahyu support me too."

From the result of the interview above, two students have extrinsic motivation and three students tend to have intrinsic motivation. It means that an intrinsic motivation during learning English gets the majority of students. Students who have intrinsic motivation want to improve writing skill. Meanwhile, students who have extrinsic motivation get motivation from their teacher.

B. Discussions

The purpose of this study was to know the level of students' motivation in learning English. To discuss the result of data analysis presented, the discussion of the analysis of the collected data in this study are related to the theories that focused on English students' motivation

According to Harmer (2008), Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefit to get the desire changes. It is needed to achieve goal including learning English. Its also effect students' motivation level.

Based on the findings, it was found that extrinsic motivation have a 31.20 total mean score in questionnaire. There are two students that have extrinsic motivation. In the extrinsic motivation, the statement that has the highest mean score is 3.60 from the statement "My parent will proud of me because I am expert in

English". When the students have extrinsic motivation, they proud of their achievement in English learning because of family and teacher's good assumption.

According to Penny (1996), extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivations are motive active and function if there is stimulation from outside. From the result of interview, it can be seen from student that say "My parents and Mr. Wahyu always give me support". parent and teacher have important role to give external motivation for deaf students.

On the other hand, it was found that intrinsic motivation is higher than extrinsic motivation that deaf students' have. There are 31.40 mean score. It is more than an extrinsic motivation total mean score. In an intrinsic motivation, the statements that has highest mean score is 3.60 from the statement "I enjoy study English."

According to Harmer (2008), Intrinsic motivation comes from within the individual. It means motivation is a desire which comes from inside to do something. The statement "I enjoy study English" show that they enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to something (Gage, 1984). Interest is the factor which determine an attitude in working or studying actively. Learning process will run well if the students have an interest.

As a deaf students, they actually need more effort and intrinsic motivation to learn English. When they have an purpose from studying English, they will enjoy to learn it. From the result of the review, it can be seen from student that say "I learn English to improve my writing."Mostly, they have an dream job in writing that motivated them.

There is an impact of motivation for deaf students in SLB B YMS Wonogiri in Central Java. Both of extrinsic and intrinsic motivation affect their process in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Having conducted the research, it can be reported that, there are two kinds of motivation found in this research according to Harmer's theory such as: intrinsic motivation and extrinsic motivation. Based on the data presented in the research finding, it showed that the total mean score for students' extrinsic motivation is 31.20 (49,84%) and the total mean score for students' intrinsic motivation is 31.40 (50,1%). From this result, it can be said that the students from SLB B Yayasan Mulatsarira Wonogiri in Cenral Java had intrinsic motivation higher than extrinsic motivation in learning English. In other words, the motivation inside of students were bigger than the motivation comes outside the students.

B. Suggestion

From the results of the study the researcher did in B class of SLB Yayasan Mulatsarira Wonogiri in Central Java, researcher want to give some suggestion, namely to:

1. Teacher

Teacher should be aware of students' motivation in English class and should graduated from teaching for special need department. Knowing the best methods and approaches in language teaching is a must for teacher. So the students can have an intrinsic and extrinsic motivation in learning English. Student will receive

the English material optimally. Beside of that, teacher who graduated from teaching for special need department have good impact for learning process because the teacher more understand to teach disability student than teacher graduated from English education or others.

2. Student

For students to be easier to learn English, the most important thing is to love the English language and pay attention to teachers who explain when learning English. They must have purpose in learning. The purpose will motivate them to enjoy in learning English. Don't worry about the judgement.

3. School

The researcher hopes to the school to give appreciation to the students who have good achievement and support the student with learning media as facility. Because by giving appreciation can build the students' motivation in learning. The learning media also have benefit for students motivation in learning English. By using learning media, as such as LCD, disability student will more excited to learn because material will be understood clearly.

4. Researcher

For the next researcher in order to develop again this research in order to deepen the motivation of learning, especially learning English in school. The result of the research has positive impact for the development of education. Thus, education is hoped to be more effective. Beside of that, the result of research help other research for their references.

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APPENDICES

Appendix 1. Documentation during research

1.1. SLB YMS Wonogiri's school yard

1.2. Ceremony before class with teachers and students at 07.30 A.M, October 5th 2022

1.3. English learning situation in SLB B Senior High School class at 08.00 A.M, October

5th 2022

1.4. English learning situation in SLB B Senior High School class at 08.30 A.M, October

5th 2022

1.5. Researcher interacts with students for research at 09.00 A.M, October 5th 2022

1.6. Researcher interacts with students after research at 09.15 A.M, October 5th 2022