A STUDY ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AS FOREIGN LANGUAGE (EFL) AT THE SEVENTH GRADE STUDENTS OF SMPN 1 SRAGEN

THESIS

Submitted in Partial Fulfillment of the Requirements

for the Degree of *Sarjana Pendidikan*

UNIVERSITAS ISLAM NEGERI
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Assalamu'alaikum Wr. Wb.

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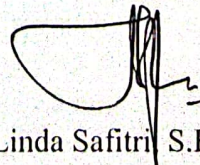
has already fulfilled the requirements to be presented before. The board of examiners *(munaqosyah)* to gain Bachelor Degree in the English Language Education study program.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATRIFICATION

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DEDICATION

This thesis is dedicated to:

1. My parents who always loves, supports, and faciliatates the researcher in everything until the researcher can get to the current page.

2. My little brother who also support and gives the researcher more information about his school that becomes the research place from this thesis.

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…And I entrust my affairs to Allah.

(Quran, 40:44)

Entire lives aren't lessons, but there are lessons in lives.

-Adam Silvera

"You're normal, you know? You're doing fine. Sometimes you're doing better. Sometimes you're doing worse. But at the end, it's you. So, I just want you to have no regret. I want you to feel yourself grow and I just want you to also love yourself"

-Mark Lee

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled **"A Study on Students' Motivation in Learning English as Foreign Language at the Seventh Grade Students of SMPN 1 Sragen"** is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Sukoharjo, 19th June 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

Arlinda Galuh Pratiwi

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ABSTRACT

Arlinda Galuh Pratiwi, 2023. *A Study on Students' Motivation in Learning English as Foreign Language at Seventh Grade Students of SMPN 1 Sragen*. Thesis. English Language Education Culture and Language Faculty.

This research aims to find out the level of students' motivation in learning English and to find out the factors that influences students' motivation in learning English as foreign language. Students' motivation in English learning activities are influenced by, both extrinsic and intrinsic motivation. Students have imbalance in their knowledge and motivation in learning English because of the differences in their background study. Moreover, there are students who have or have never experience English before.

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 observation, questionnaire, and interview that the subject of this study were 31 students at class 7C. The questionnaire was given to the students, while the researcher will observe the classroom learning and interview the students about the factors that influences their motivation. In addition, the researcher used method triangulation.

Having conducted the research, it can be reported that students have a moderate degree of motivation in learning English which score 3,63. Therefore, extrinsic motivation which score 3,69 that categorized a high degree motivation is more dominant than intrinsic motivation which score 3,57 categorized as a moderate degree of motivation toward students' motivation in learning English. The factors that influence students' motivation are learning environment, teacher's attitude, material, and also students' background study. In the other hand, the most dominant factor among them is learning environment.

Keyword: Motivation, Learning English, Factors

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the study obtained through the learning process. In order of the status of English as English Foreign Language (EFL) in Indonesia, non-native speaker students have difficulties in learning English. Intelligence, attitudes, abilities, and motivation are the factors that influence the success of foreign language learning (Fandino, Munoz, & Velandia, 2019). The main factor that influences in foreign language learning among them is motivation. Motivation is a mental impulse encourages human behavior. Related to the learning process, motivation will make students more concentrated and motivated in taking lessons (Uddinayah & Silfia, 2019)

Motivation has extremely important role for foreign language learners. In learning English, motivation is the key that influencing the students' success or failure (Ai, Pan, & Zhong, 2021). According to Thuan (2021), motivation has a correlation with foreign language learning. Motivation can increase interest in learning, and also learning can produce motivation. Moreover, motivation encourages students to achieve their goal in learning English. With that motivation, students will be more interested and try their best in learning. It can be seen that motivation plays an important role in the success of students' achievement in English.

Motivation is an influential factor in learning process. Based on Self Determination Theory (SDT) there are two types of motivation that should be

involved when referring to English learning process, they are intrinsic and extrinsic motivation (Deci & Ryan, 1985, as cited in Borah 2021). Intrinsic motivation is type of motivation that comes from students itself. This type is characterized by students who are comfortable in learning English because their own desire in order to achieve their goal. While extrinsic motivation is type of motivation that influence by others and comes from the outside of students, such as parents and society.

Moreover, if the teachers or parents can give motivation to their students it will encourage their willingness in learning process. Giving motivation in learning English can make students realize the benefits and the goal that they will get when learn English. While students are motivated in learning English, they can make learning as their habit. Therefore, students will give their best effort in learning process to focus in the learning process. So that students will understand about the material that given by teacher which can improve their achievement in learning English.

Motivation closely related with the goal of learning process. Whether students' enthusiasm and desire to learn is based on their motivation in learning (Purnama, Rahayu, & Yugafiati, 2019). Although, students in Indonesia have differences motivation level in learning English. Some students are having a high level of motivation, while others are having a low level of motivation. Furthermore, students who have high level motivation are enjoying and also can make good achievement while learning English in class. Besides that, students who have low motivation feel difficulties and often losers in learning English. That lack of motivation will make students have difficulty in learning process

because they do not have desire to learn and mastering English task that given by teacher (Sampelan & Sengkey, 2022).

This is also related to the pre-research that researcher done in SMPN 1 Sragen. Students have an inequality of motivation and knowledge because of the differences background study. In this new regulation of education, school are implementing a zoning system *(sistem zonasi)* which results in the absence of specific criteria for students' admission. This is the main factor that causes an imbalance in students' knowledge and motivation.

Therefore, in the learning process students have various level of understanding the material presented. Students that have experienced English subject in elementary school will be more confident than students that never received English subject before. This is because in several elementary school students do not receive English at all. This is because in the *Kurikulum 2013 (K-13),* English is not the major subject for elementary school level. However, these regulations are not fully implemented by all elementary schools. There are also several elementary school that still incorporate English into the subjects for their students. With this case, there is an inequality of motivation and knowledge of students.

The researcher did the preliminary interview with the English teacher at SMPN 1 Sragen. From the interview, the teacher stated that there are imbalance in students' abilities while learning English. Some students that receive English in elementary school have better English skills. Moreover, they also have higher motivation while learning English in class. Contrary, students that never

experience English in elementary school have lower motivation and anxiety while learning English in class. Although in Junior High Scholl, English is a major subject and also included in the national exam (UN) subject. So that, students from various educational background must learn English. In this case, motivation has an important role in the success of students learning English process.

This research will conducted at the SMPN 1 Sragen that applied new curriculum for seventh grade students. Previously the school use *Kurikulum 2013 (K-13)* for seventh until nine grades. However, in the new academic year the school applied *Kurikulum Merdeka* for seventh grade students. Furthermore, SMPN 1 Sragen is the only one school in Sragen that cooperates with school from Australia, St Mary's Bridge School. Because of this, mastering English is an important thing for students.

In this school, the learning process of English subject is more emphasized. The frequently of using English as a language while learning English subject process is become a common thing, so that students will be more familiar with English. Thus are why students' motivation in learning English become an important thing which is of concern. In order that, motivation play an important role in students achievement in learning English. With motivation students will be more directed alongside their goal that will impact their achievement.

This research conducted in seventh grade. The researcher choose seventh grade because in this grade there are newly experience in learning

English for some of the students. So that, it will show difference view point about learning English from students. Moreover, according to the pre-research by doing interview with English teacher this research conducted in class 7C. Based on the interview, students in class 7C show difference performance in English learning classroom. In this class there are various background study and level of knowledge also students' understanding in the learning process. There are students that fully received English subject in elementary school. Even, there are students who get extra tutoring outside of school. However, there are students who never have received English either from school or outside of school. With this case, researcher conducted this research in class 7C because of the various background study and difference performance that students show in English classroom.

There are many studies that have been done about students' motivation in some schools and universities. A study was conducted by Fredy, Luz, and Angela (2019) with the study about *Motivation and E-Learning English as a foreign language: A qualitative study*. The result of the study is students' motivation in learning English is strongly influenced by external factors. Socioeconomic, curriculum, teachers, resources, and environment are the external factors that influence students' motivation. An interactive and productive learning environment increases students' motivation while learning English. Furthermore, for better results learning environment should be flexible so students enjoying the learning process and can take advantage from teaching materials.

The second study was conducted by Arina and Rahayu (2019) with the study about *A Study on Students' Motivation in Learning English as English Foreign Language (EFL)*. The population of the study is at STIKES Cendekia Utama Kudus. The result of the study is that students have good motivation in learning English. Extrinsic and intrinsic motivation are in high level. The students were enjoying to learn English as EFL because their own pleasure and desire. Students want to improve their English skills and they think that English is important for their future. Therefore, to achieve their goal in learning English, students will encourage themselves to make an effort. This is good for both teacher and students in learning process.

The last study is conducted by Atikah Nuraidzni Santosa (2022) with the study about *Students' Motivation in Learning English during Covid-19 Pandemic at the Eleventh Grade of SMKN 2 Karanganyar at the Academic Year 2021/2022*. The population of the study is a student that majoring in Software Engineering. The result of the study is that students' motivation is in the moderate level. Students' motivation in learning English is strongly influenced by external factors. Several factors that influence the learning motivation, namely learning atmosphere, environment and condition of the study room, and also the teaching method that used by teacher to delivering the materials.

According to the various previous study above, novelty in this study is the grades and new education system that is zoning system (system zonasi). This kind of new education system cause an imbalance performance from students in English classroom. It also becomes a new experience for students that never receive English before in elementary school. Meanwhile, in the

previous study conducted the research in the Senior High School (SMA), Vocational High School (SMK), or even in the college level. In that school level, every students have been receive English so that their knowledge is in the same level. This novelty is intended to know the perspective and factors from students about motivation that they have. Either it from students that experience English before or not.

Based on the description above, it can be known that students' knowledge and background study have an impact in their motivation in learning English. In order that, the researcher was interested to investigate the level of students' motivation in learning English at SMPN 1 Sragen. Besides that, researcher also want to know the factors that influence their motivation, whether it is intrinsic or extrinsic factor of motivation. The researcher conducted descriptive research through the qualitative approach entitled **"A STUDY ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AS FOREIGN LANGUAGE (EFL) AT THE SEVENTH GRADE STUDENTS OF SMPN 1 SRAGEN".**

B. Identification of The Problem

Based on the background study above, the researcher identifies the problems as follow:

1. Students have different background of study that impact their type of motivation in learning English.

2. There are various level of students in understanding the material that given by teacher.

3. Students have imbalance level of motivation that effect in the learning process.

4. Students that never received English subject before, feel uncomfortable in learning process.

5. Students that have low motivation in learning English face difficulties in learning process.

C. Limitation of The Problem

The researcher limited this research on students' motivation in learning English. This research focused only on class 7C of SMPN 1 Sragen. In seventh grade, there are seven class (7A-7G). This research conducted in class 7C because in this grade there are newly experience in learning English for some of the students. So that, it shows difference view point about learning English from students. Moreover, based on the interview with English teacher, students in class 7C show difference performance in English learning classroom. Therefore, this research is focusing on the level of students' motivation and the factors that influence their motivation in learning English.

D. Formulation of The Problem

This research aimed at finding the answer of the following problem statement:

1. How are the students' motivation level in learning English at seventh grade students of SMPN 1 Sragen?

2. What are the factors that influence students in learning English at seventh grade students of SMPN 1 Sragen?

E. Objectives of The Study

Based on the problem statement above, the researcher conducted this research with the objective as follow:

1. To find out the students' motivation level in learning English at seventh grade students of SMPN 1 Sragen.
2. To describe the factors that influence students in learning English at seventh grade students of SMPN 1 Sragen.

F. Benefit of The Study

The result of this research hopefully can give benefits as follow:

1. Theoretical

   This research hopefully can give more benefit for English language learning and teaching. Understanding the type of students' motivation will help learning process. This research is expected to give information about students' motivation in learning English.

2. Practical

   There are many practical significances of the research which can be useful for:

   a) The Students

      After the students are researched, they will know the type of their motivation and the strategies that can be used to improve motivation in learning English.

   b) The Teachers

It will improve the teachers' knowledge in teaching and learning to know the type and strategies about students' motivation in learning English.

c) The Next Researcher

This research is expected to give significance information to the other researcher as reference for further studies especially on students' motivation in learning English.

G. Definition of Key Terms

There are some definitions of key terms in this research. It is used to avoid possible misunderstanding about the variables that are involved in this study:

1. Motivation

According to Brown (2007), motivation is a mental encouragement that leads human behavior to do things in order to achieve their goals.

2. English as a English Foreign Language

In Indonesia, English is studied as an English Foreign Language (EFL). English has been accepted as international language and become a tool of communication among the speakers of thousand different languages (Rao, 2019).

3. Learning English

The successful or failures of students in learning English can be influenced by habit, environment, and motivation. Furthermore, teacher need to motivate students in English learning process (Fithriyah, 2020).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Motivation

a. Definition of Motivation

According to Husna & Murtini (2019), "Motivation encourages students to learn second or foreign language". Motivation being the main support system for every student in learning process, especially while learning English as a foreign language. Therefore, students must have the enthusiasm to build motivation that will help them in learning English. Motivation is goal-directed. Students must have a goal to be achieved in doing something. The goal that students have can be achieved if they have high motivation. When students are motivated in learning English, they will make their best effort to achieve it. Students with high motivation will be more enjoy and concentrated in learning process. Thus, they also have better achievement in English lesson than students with low motivation. Low motivation will produce low achievement. Contrary, high motivation will produce high achievement.

Motivation is an important aspect in learning process, through the motivation that students have they will involves planning the goal, implementation of action, and evaluate the result to get better outcome in mastering English (Dornyei, 1994, as cited in Thuan 2021). With the motivation that they have, students will be more focused in learning

process. This is because they will apply maximum action to realize their goal. Besides that, they also will evaluate the results to measure the level of understanding they have. That effort is a form of students' seriousness in learning English to mastering it well.

Moreover, to guides the direction of individual's effort and behavior in learning process it needs motivation to set a goal (Ai, Pan, & Zhong, 2021). The source of motivation are humans itself, they will manifest it through the physical action to achieve their goal. Goals play important role in students' level motivation. Significant with the goal, students will be more motivated in learning process. It will help students that face difficulty in finding learning motivation to be more focused. Goals with specific performance will boost motivation in learning process and get better result in mastering English.

From the definition above, it can be concluded that motivation is an encouragement that makes students more eager to do something related in their goals. Moreover, motivation has an important role in a students' learning process and their achievement in mastering English. It also has been confirmed that motivation is the key of successful or failure in learning English as EFL. Students with high motivation will show the best effort to achieve their goals that have been decided before. Thus, they will have better achievement than students with low motivation. Motivation is a goal-oriented that will lead students to achieve their goals.

b. Types of Motivation

According to self-determination theory by Deci & Ryan, 1985, as cited in Borah (2021), there are two types of motivation: intrinsic and extrinsic motivation. Both of them is important factor to increase students' level motivation. Herzberg stated that to increase students' motivation, intrinsic motivation plays a main role. However, without extrinsic motivation will lead students' insatiability that impact on their performance in learning process (Supriyono & Susmonowati, 2022).

a. Intrinsic Motivation

Intrinsic motivation is based on human needs and enjoyment with their environment (Dwinalida & Setiaji, 2022). Moreover, the needs for every human are different. It can be one of the reasons the level of motivation that human has is different. Needs encourage human to make the best effort to achieve it. In this case, needs also implies for having an effective impact with interaction in the environment. Therefore, humans ambiguous to make the goal happen.

Supportive evidence also can be found in the study by Morris et al (2022) intrinsic motivation has potential effect that can improve individuals' outcome. Moreover, intrinsic motivation is based on the behavioral observation. Based on this behavioral, it will lead to a desire to do and learning something. It also can impact on the students' learning behavior. Learning behavior is one of the keys that will engage students' achievement in English. Students with

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better learning behavior can create better outcome. Besides that, learning process will be more enjoyable for them.

This is also as said by Supriyono & Susmonowati (2022) that individual attitudes, personality, education, and experience are the factor that can encourage intrinsic motivation. Thus, become active without stimulated from the outside because every individual actually has desire to achieve their own goals. Therefore, this type of motivation directly associated with performance and achievement that always perceive for positive progress. In order that, students' interest and enthusiasm in learning English is crucial to build better performance in learning process.

According to Tokan & Imakulata (2019) states about the correlation between intrinsic motivation and individual behavior:

1) Intrinsic motivation is directly affects to students learning behavior. It can happen because intrinsic motivation is the thing that related to students' interest and desire. Furthermore, it can produce the enjoyment in learning process when they find the correct learning behavior.

2) Intrinsic motivation that affects learning behavior is connected to the learning achievement. It is because learning behavior make students know the way of learning works best for them. Moreover, it can applied in their daily learning process to get better achievement in learning English.

From the definition above, it can be concluded that intrinsic motivation is comes from within a person. This type of motivation is proposed for the joy and satisfaction gained in learning process. It also influences by many factors, likely students' needs, behavior, and the ambiguous to mastering English through English learning process.

b. Extrinsic Motivation

Extrinsic motivation is a motivation that come from outside from students (Dwinalida & Setiaji, 2022). This type of motivation is more focusing to acquire reward from the social environment. External environment such as technology supports, teaching facility, special attention from the friend or teacher, and also teachers' method in learning process are encourage students to achieve their goals. Students will acquire reward if they can succeed the learning process and mastering the English language. Therefore, students feel excited from external encouragement, not from intrinsically.

According to Supriyono & Susmonowati (2022), everything that is obtained through self-observation, suggestions, or encouragement from others named extrinsic motivation. This type of motivation is an impulse that moves someone to do something that originates from needs that must be needs. It is mean that extrinsic motivation is also an encouragement someone to achieve their goals for accomplish others' expectation. Therefore, it will

influence someone's behavior in daily life that will applied in their learning process.

Supportive evidence also can be found in the study by Jhantasana (2021) extrinsic motivation based on desire to get rewards or avoid punishment. Rewards can take many forms, such as money and validation from others. Concerning to students, rewards that they wants are getting good grades and praise from their social environment. Students have the desire to meet social expectation. In other hand, students also want to avoid punishment. It can be happen when students get low grades, they will face remedial. Therefore, students feel excited if they receive encouragement from outside, not from themselves.

It can be concluded that extrinsic motivation is a type of motivation that come from the outside or external factors. External encouragement such as, get rewards, avoid punishment, and meet social expectation will help students to be more focused in learning process and mastering English well. Moreover, support from their social and school environment also can motivate them in learning English. Therefore, teacher role in learning process is important in this type of motivation.

c. **Factors Influence Motivation**

Considering the importance of motivation as a driver of learning process so that are factors that influence students' motivation in learning English as English Foreign Language (EFL). According to

Harmer (2001), there are three factors that influence students'
motivation, namely:

a) Goals and goal setting

As explained above, motivation is closely related with a
humans' desire to achieve their goals. There are two types of goals:
long- and short-term goals. A distinction needs to be made between
both of the types.

1) Long-term goals

Long-term goals may include mastering English
well, passing a final examination (at the end of the year), and
possibility to get a better in the future. Long-term goals is
important to encourage students' desire and motivation in
learning English. This type of goals takes more time to
accomplish and mastering. It is because long-term goals are
more complicated and need requires deep understanding.

2) Short-term goals

Short-term goals might be including the learning of
new language, successfully writing an essay, the ability to
partake in a discussion, and passing the progress test at the end
of the week. This type of goals is much closer with students'
daily activities. It is easier to mastering and accomplish. In
these short-term goals, teacher role is important. Teacher can
help students to maximize their achievement in short-term
goals. It will have significant effect in their motivation.

b) Learning Environment

Physical and emotional atmosphere in learning process is important. Both of them can have powerful effect on the initiating and continuing students' motivation. An attractive and interactive classroom will help students to get their focused and motivation in learning process. It needs better visual material to make students more relatable and agreeable with the material that given by teacher.

Moreover, music, lcd, speaker, and immovability of the furniture are needed to enhance the classroom atmosphere. If it is not possible, having students in practical the material can be an option that can implemented in classroom. Emotional atmosphere also needs to create and sustain by the teacher in the classroom. The teacher must be careful when they give a feedback and correction toward students. A good classroom atmosphere will increase students' motivation in learning process.

c) Interesting Classes

Motivation is closely related to students' interest and desire. Thus, the selection of materials and class activities is important to consider. Interested class and material will enhance students focus and effect their learning motivation. Moreover, teacher should provide the classroom activities with a variety of subjects and exercises to keep them engaged.

Moreover, there are also the theory about factors influence students motivation that is Self Determination Theory by Deci & Ryan (1985). The factors that influence student's motivation in learning English divided into three kinds:

1) Autonomy: self-initiation and self-regulation of students' behavior

2) Competence: ability to interact proficiently or effectively with their environment.

3) Relatedness: feeling close and belong to material that learnt.

The two theory that explained before have a relatedness each other. The first is goals and goal setting from Harmer' theory related to the autonomy from SDT that reflect an intrinsic motivation. Second, learning environment have related with competence which is reflect an extrinsic motivation. Then, the third is interesting classes that related with relatedness which also reflect an extrinsic motivation.

From the definition above there are six factors that influence students' motivation in learning. That factors is come from intrinsic and extrinsic motivation. These six factors are related to one another in influencing students' motivation. Moreover, the outcomes of goal-directed behavior also have an influence in student level of perceived value and expectancy for success. Therefore, maximum effort is needed whether from students or teacher to improve students' motivation in learning process.

d. The Important of Motivation in English Learning

According Getie (2020), motivation is an affective variable that have significant influences in the successful of language learning process. Motivation is also the main role that researchers and teachers provide regarding to the efficient of language learning process. Therefore, researcher accepted that motivation is the key factors which influence the success of foreign language learning.

Language learning motivation is the combination of students' effort, attitude, and desire to achieve their goal of mastering English (Dwinalida & Setiaji, 2022). Moreover, students are encouraged to learn English influenced by the motivation that comes from inside (intrinsic motivation) or outside (extrinsic motivation). Both are important for the students' successfully in learning English. Without motivation, students will face difficulties in enjoying the class which causes failure in mastering English.

According to Uddinayah & Silfia (2019) motivation plays an important part in students learning activities, such as:

a) Motivation encourages students' awareness in learning process. In this case students will pay attention in their learning style and way to understand the material that given by the teacher.

b) Motivation provides direction to achieve students' goal so they will be more motivated and focused in learning process.

c)   Motivation boost students' desire and enthusiasm in learning process. This is the most important part because motivation will grow when the students have assurance in learning English.

Committed to achieve learning goals, persistence in students learning is necessary. In this case, motivation plays control to realize the learning goals (Ikhwan & Andriyanti, 2021). The quality of English learning process can be predicted through some factors, there are students' perceptions, attitude toward learning English, and motivational intensity. Students attitude in learning English can support them in create the goal and solving problem that they face in the learning process. Their motivation and desire to mastering English also can support the success of students' achievement in learning.

It can concluded that motivation is crucial thing in learning other language, such as English in Indonesia as foreign language. People who learn a new language, their motivation in learning is the key of success to mastering it. Besides that, the attitude that they acquire from their society life which is parents, sibling, and teacher also plays a role (extrinsic motivation). In addition, it is also influenced by how important it is to learn English according to people desire and needed (intrinsic motivation).

2. Learning

a. Definition of Learning

According to Brown (2007), learning is getting knowledge of a subject or a skill by study, experience, or instruction. Learning is an important things in educational process because it is inseparable with teaching. Learning is intended to gain knowledge or mastering specific competencies. Students can have new ideas and information from learning process. Moreover, learning is the process through various experiences. Students can try new experiences in learning process and get knowledge from it.

Learning is a combination of human, facilities, materials, and procedure that affect each other in order to achieve the goals of what they learning (Puspitarini & Hanif, 2019). The successful of learning can be seen in changes of behavior and knowledge from students. The changes that occur are due to an increase in students' knowledge that affects their behavior and attitudes. From there it can be known that students will have positive changes through learning. These thing happened in all kinds of learning includes language learning.

There are many reason that underlies people to learn language, especially English. According to Karlen et al (2019), the purpose of students have in learning English will effect on what they need to learn and their result. Each students have different purpose in learning

English. Therefore, there is also various type of students in learning, some are active and some are lazy.

From the definition above, it can be concluded that learning is a process of interaction between a person and their environment that make new experiences to gain new ideas and knowledge. Moreover, learning also have effect on the changes of behavior, skill, and value. Therefore, that changes lead people to a better direction and have positive effect through learning.

b. **Learning a Foreign Language**

According to the status of English in Indonesia as Foreign Language (EFL), students need to learn in from the basic. In learning activities, students will gain new knowledge and experience about English. Contrary, students in Indonesia as non-native speaker faces a lot of difficulties in learning English Foreign Language (EFL). It is depend on many aspect that can becomes the factors behind the students' success. Students' interest, attitude, and motivation take a control in foreign language learning (Thuan, 2021).

In learning English as Foreign Language, students are influence by many reasons behind it. Every students have different reason to learning English. They learn English to get a better job in future, to get better knowledge and value, or even to communicate with people around the world. The support from their parents and teachers are involved in the students' learning process (Uddinayah & Silfia, 2019).

It can be concluded that while students learning English as foreign language they will gain new knowledge and experience about English. However, as long as the status of English in Indonesia students faces some difficulties. In order that, parents and teachers' role is very important to the successful of learning a foreign language.

B. Previous Study

Previous study is previous research that has the same topic with the research conducted. The researcher explained five previous studies related to the topic of this research "students' motivation in learning English".

The first research is from Kasmirah (2018), Muhammadiyah University of Makassar. The title is "A Descriptive Study on the Students' Motivation in Learning English at SMA Muhammadiyah 9 Makassar in Academic Year 2017/2018". The result shows that students' intrinsic motivation in learning English at SMA Muhammadiyah 9 Makassar is in intermediate level. It means, the students want to improve their English skills through learning process in the classroom. Students feel enjoy when they learning English since they have motivation to mastering English language. Intrinsic motivation plays role through students' motivation that want to learn English more comes from themselves. Students want to be more ease with English and they make an effort by focused in the learning process.

The second, Journal article from Arina Hafadhotul Husna and Rahayu Tri Murtini (2019). The title is "A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus".

The result of this study is extrinsic motivation level is higher than intrinsic motivation level. Extrinsic motivation was derived from the outside of students' self. Students get the encouragement from their environment, such as need to get a good job, to past their examination, to meet and have a conversation with varied people and learn English for their career in the future.

The third thesis is Eliriko Nainggolan (2019) from Batanghari University Jambi. The title is "The Motivational Factors of Students in Learning English at Class 9th of SMPN 9 Kota Jambi Academic Year 2018/2019". The result of this research is the extrinsic factors with the indicator teacher roles in teaching students, environment condition of students, the ability of students, interest or willingness of students, family factors, and the condition of students are included. Students had intrinsic and extrinsic motivation in learning English. There is encouragement from intrinsic and extrinsic motivation on students to improve their motivation in learning process. But, in this research extrinsic motivation with the indicator the environment condition is more dominant than intrinsic motivation.

The fourth thesis is from Cut Bismi Adelia Rizkina (2020) from Universitas Islam Negeri Ar-Raniry Banda Aceh. The title of this research is "Investigating Students' Motivation in Learning English at MAN 1 Sigli". The result shows that students have moderate motivation in learning English. Moreover, intrinsic motivation is the dominant motivation among the students in learning English. The reasons why students have intrinsic motivation cause they love learning English, they are enjoying learning English, English is their favorite subject in school, and they want to know more and interact with English

native speakers. Moreover, students also want to communicate with varied people around the world since English is an international language. That reasons are come from inside students, they motivated by themselves.

The fifth thesis is Atikah Nuriadzni Santosa (2022) from UIN Raden Mas Said Surakarta. The title is "Students' Motivation in Learning English during Covid-19 Pandemic at the Eleventh Grade of SMK N 2 Karanganyar in the Academic Year 2021/2022". The result shows that the level of student motivation in learning English is moderate. Both the intrinsic and extrinsic motivation shows the moderate level of student motivation. Moreover, the extrinsic motivation is higher than intrinsic motivation. Besides, several factors that affect the level of student motivation, namely physical condition (learning atmosphere, the condition of the study room), method of teaching (how the teacher conveys learning and interaction between students and teachers), teacher (teacher personality), and success (challenges, desire for success, and problem solving).

From the previous research above, this research will be different because in research the researcher will analyze about students' type of motivation. Moreover, this research also analyze the strategies that teacher uses to motivate their students in learning English. Therefore, by knowing students' type of motivation the teacher can make learning model that suitable to apply. Furthermore, this is intended to know the strategies that used to improve students motivation in learning English. The object of this research is class 7C students of SMPN 1 Sragen. This research use qualitative research.

Table 2. 1 The Differences & Similarity Previous Study

No.	Writer, Title	Similarity	Different
1.	Kasmirah (2018), A Descriptive Study on the Students' Motivation in Learning English at SMA Muhammadiyah 9 Makassar in Academic Year 2017/2018	Using questionnaire to collect data, and using same variable "students' motivation".	The subject of research. In this research using students at Senior High School level. Moreover, the difference also is in the focuses of the study. Kasmirah' research only focus on intrinsic motivation.
2.	Arina Hafadhotul Husna and Rahayu Tri Murtini (2019) A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus	Both of them use descriptive qualitative design, using questionnaire and using Likert-Point scale to measure the type of motivation.	The differences in this research are the subject and focuses study. The subject of this previous research is college students at Stikes Cendekia Utama. Moreover, the focuses in this previous research is to know the level and type of students' motivation.

3.	Eliriko Nainggolan (2019) The Motivational Factors of Students in Learning English at Class 9th of SMPN 9 Kota Jambi Academic Year 2018/2019	Both use "students' motivation" as variable, using qualitative design, using questionnaire and interview to collect data, and the subjects is students at Junior High School level.	The difference between both studies is the focuses on the factors that influence students' motivation. Meanwhile, in in this research, researcher also focus on the strategies that used by the teacher to motivate students.
4.	Cut Bismi Adelia Rizkina (2020) Investigating Students' Motivation in Learning English at MAN 1 Sigli	Both of them use questionnaire and A Five-Point Likert scale to measure the type of students' motivation.	The difference are the design, subjects, and focus. This research uses quantative design. Besides that, the subjects of this research are students in the Senior High School. This research only focuses on the level and type of students' motivation.
5.	Atikah Nuriadzni Santosa (2022)	Both use "students' motivation in	The difference between both studies are the

Students' Motivation in Learning English during Covid-19 Pandemic at the Eleventh Grade of SMK N 2 Karanganyar in the Academic Year 2021/2022	learning English" as variable and using descriptive qualitative design.	subject, and focuses of the research. This research uses students at Senor High School as a subject of research. This research focuses on the level and the factor that affect students' motivation.

There is one major difference with all the previous study above, which is the objective of the study. This research is intended to know how the teacher motivate their students in learning English. Where the previous research above do not have it.

CHAPTER III

RESEARCH METHODOLODY

A. Research Design

This study uses a descriptive qualitative design. Descriptive qualitative research is concerned on how and why something happened. Based on Kumar (2011), descriptive qualitative is the research that attempts to describe situation, problem, issues, and phenomenon systematically also provide information toward an issue. Descriptive qualitative research has a function to analyze events, phenomena, or circumstances socially that especially occur on the ground with more specific, in-depth, and transparent. According to Suardi (2017), descriptive research depends on an observation as means of collecting data to examine situations which establish possibility under the same circumstances. Observation can take many forms, which interview people, distributed questionnaire, or visual and audio recorded. Moreover, the observations are written down and in order to subsequently analyzed.

Creswell (2014) stated that, qualitative research is an approach that begins from assumption and interpretation influence the study to exploring and understanding toward social or human problem. Based on Abdussamad (2021), qualitative research is research that provide complex textual description about phenomena and issues toward people as a participant. Qualitative research explains something based on a real situation that happening during the research.

Based on the several experts' opinions above, it can be concluded that descriptive qualitative research is research conducted by describing situation,

phenomena, or issue occur when conducting research that produce the data in the form of word and the expression of experience from each source. In this study, the researcher will describe about students' motivation in learning English at the seventh-grade students of SMPN 1 Sragen and what are the factors that influence students' motivation by in learning process in the classroom.

B. Research Setting

1. Place of the research

This research took place in SMPN 1 Sragen at the seventh-grade students. This school one of the schools under the ministry of education and culture of the Republic of Indonesia. It is located in Jl. Sukowati No. 162, Kebayan 3, Sragen Kulon, Sragen, Jawa Tengah. This school is the only that cooperates with school from Australia, St Mary's Bridge School. Because of this, English is a major subject that taught in school. Therefore, students' motivation in learning English become an important thing which is of concern. In fact, the new regulation from government establishes a zoning school. This is of particular concern because students come from different background that also affects their ability and level of motivation in learning English. In the seventh-grade class, there are seven class 7A until 7G. SMPN 1 Sragen has "A" accreditation (from Badan Akreditasi Nasional Sekolah/Madrasah).

2. Time of the research

This research conducted during English teaching and learning process in the academic year 2022/2023. This research carried from

November 2022 to June 2023 at SMPN 1 Sragen. The schedule of the research is made in the form of time table.

Table 3. 1 Time of Research

Activity	Month							
	November	December	January	February	March	April	May	June
Pre-Research and Title Submission	■							
Writing Proposal		■	■	■				
Consultation and guidance					■	■		
Proposal seminar							■	
Conduct the research on the field							■	
Collecting and							■	

analyzing data							■	
Finish writing chapter IV-V							■	
Consultation and guidance							■	■
Report the research								■

C. Research Subject and Informant

Subject in this research is people that become participant in this research. In this school, there are seven class in seventh-grade and three teachers who teach English in grades 7 to 9. In this study, the researcher only focuses on students at the seventh-grade because this is the first level in Junior High School so that some of the students have new experience learning English. Which is, the students come from many different primary schools with different background and knowledge. Because of that, students' motivation is in the various level. Subject of this study are seventh-grade students at the class 7C. Then, the number of participants are 31 students. This is according to the pre-research by interviewing English teacher, and stated that students' class 7C shows difference performance in English learning classroom.

D. Data and Source of the Data

1. Data

   According to Santosa (2017), data is a research object that become the focus of research, including places, participants, and events that surround it. Data in this research is utterance from students related to their motivation and factors that influence motivation in learning English. According to Santosa (2017), data is divided into two, namely primary data and secondary data. Primary data is data that collected by researcher from research location directly. In this study, data was obtained directly from its main sources. In this research, researcher obtained primary data through observation, shared questionnaire that had been made to students and also in-depth interviews with students. The second type of data is secondary data, data that related to the research focus. In this research, secondary data obtained from literature in the form of books, websites, and journals about students' motivation in learning English.

2. Source of Data

   According to Abdussamad (2021), data sources in qualitative research is take from three methods generate are field notes, audio (and sometime using video), recordings, and transcript. The data in this study were obtained based on:

   a) Observation, in this research observation done in three times observation in the English learning classroom until the data enough (found repeated phenomena during the observation).

   b) Questionnaire are shared to students in seventh-grade at class 7C.

c) Interview, researcher conducted interview with one of the students at class 7C related to the factors that influence their motivation in learning English.

E. Research Instrument

The key instrument of this research is the researcher themselves as well as informants who help to provide the data (students and English teacher). However the researcher is helped, tool as stated by Ravitch and Carl (2019) that researcher uses to collect the data in research. Therefore, the researcher uses paper for observation checklist and questionnaire form and hand phone to record the interview and take a photo as the instrument of this research. According to Kumar (2011), research instrument are very important data collection tool that the first 'practical' step in carrying out the research.

In addition, researcher uses observation that done in three times of English learning class to get information about the students' motivation and factors that influence their motivation in learning process. In this research, the observation checklist activities is adopted from Sadirman (2009) cited in Girsang & Chadijah (2022).

Table 3. 2 Extrinsic Observation Checklist

Time	Activities	Check
	Explaining learning objectives to students	
	Helping the learning difficulties of students individually or groups	
	Arousing students' interest	

	Give praise for each students' success	
	Comment on the result of students' work	
	Gifts	
	Competition	
	Punishment	

Table 3. 3 Intrinsic Motivation Checklist

Time	Activities	Check
	Students pays attention to teachers' explanation	
	Students obeys to teachers' instruction	
	Students gives opinion by using expression and hand gestures	
	Students gives opinion with clarity and appropriate statement	
	Students responds to another opinion and question	
	Students is eager to defend one's opinion	
	Students ability to summarize the learning material	

Moreover, researcher also uses a closed questionnaire consisting of 20 statements (10 statements to gather information about intrinsic motivation and 10 statements to gather information about extrinsic motivation).

Table 3. 4 Extrinsic Motivation Questions

Aspect	Indicators	Item	Total
Extrinsic Motivation	The influence of assimilated value and needs	1, 2, 4, 8	4
	The influence of other people	3, 5, 6	3
	The influence of learning environment	7, 9, 10	3
Total			10

Table 3. 5 Intrinsic Motivation Question

Aspect	Indicators	Item	Total
Intrinsic Motivation	Goals	1, 2, 8	3
	Interest	4, 5, 7	3
	Enthusiasm	3, 6, 9, 10	4
Total			10

Researcher gave a score on all points of the problem that have been used and on the point that is not filled by the respondent the score is zero. While the score use in questionnaire is the Likert scale to find out the extent to which respondents agree or disagree with classified questions.

Table 3. 6 Likert Scale Rating

Option	Score
Strongly Disagree	1

Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Moreover, the data obtained from the questionnaires were analyzed by calculating the mean in each question by using Microsoft Office Excel. Likert scale's five points used to measure the level and types of students' motivation in learning English. The scale used in the questionnaire to specify agreement or disagreement level based on the following criteria (Taherdoost, 2019)

Table 3. 7 Likert Scale Criteria Adopted from Taherdoost (2019)

Main Range	**Criteria**
3.68 – 5.00	High Degree of Motivation
2.34 – 3.67	Moderate Degree of Motivation
1.00 – 2.33	Low Degree of Motivation

Furthermore, researcher also uses interview with the 16 students to know the factors that influence their motivation in learning English. The researcher pick the students to interview based on the result of questionnaire form which distributed before. The interview that researcher used had been compiled and adjusted to Harmer' theory and Self Determination Theory about factors that influence students' motivation in learning English.

Table 3. 8 The Guidelines for Interview

Factors influence students' motivation in learning English	Indicators
Goals and goal setting/ autonomy	Students' desire and initiation to achieve their goals, behavior in learning activities.
Learning environment/ competence	Classroom condition, classroom atmosphere
Interesting classes/ relatedness	The teacher's method of conveying learning and interacting with students, classroom activities

F. Technique of Collecting the Data

Technique of collecting the data must be done systematically so that the research can function properly. In addition, researcher must understand the steps that will be taken during the collection of data. In this study, researcher uses three kinds of data collection technique combined namely.

1. Observation

According to Arslan (2020), observation is the activity of observing phenomena that occur in the field by taking extensive field notes. In observation activities, videotaping and audiotaping could also employed to record parts of observation. The researcher also take fields note during their observation in order to underline the crucial thing in the field. After take the observation that also recorded in the form of video and audio, the record transcribed and examined by the researcher to know about the phenomena

that studied. In this research, researcher carried an observation in three times of English learning process.

2. Questionnaire

According to Aithal et al (2020), questionnaire is intended to explain or describe information through some statement that distributed to respondents. In this research, researcher used questionnaire by adopting questionnaires from Self Determination Theory by Deci & Ryan (1985) and will be scored using the Five-Point Likert scale. Researcher distributed the questionnaire in the form of paper to class 7C students of SMPN 1 Sragen. The researcher used closed questionnaire. The research questionnaires translated in to Indonesian language so that students will not be confused and can answer the question maximally.

3. Interview

Before writing the proposal, the researcher conducted a pre-research in-depth interview with one of the teacher that teach at class 7C. After that the researcher identified how the condition of the class. Furthermore, after conducted the research using questionnaire, researcher interview 16 students about the factors that influence their motivation in learning English.

According to Neergaard & Leitch, 2015, as cited in Elhami (2022), there are three types of interview, which are:

a) Structured interview. In this case, researcher prepare all the questions related to the objectives of the study to initiating the interview and ask during the interview.

b) Semi-structured interview. In this case, the interview is more like a natural conversation between the researcher and interviewer. This type of interview is flexible, the researcher use an open-ended questions to collect the data.

c) Unstructured interview. In this case, researcher conducts the interview without any planning about the questions that will ask to the interviewer.

From the definition above, the researcher used structured interview to collect the data. The researcher interviewed students at class 7C. The questions in the interview is about the factors that influence students' motivation in learning English.

G. Trustworthiness of the Data

In qualitative research, researcher must check the validity of data that researcher gets from the data that collected before it can be called as trustworthiness of data. Validation check is very important because we can know whether the data is same with the fact or not and whether the data obtained can be trusted or not. Moreover, to check trustworthiness of data researcher uses triangulation.

According to Zakrzewska et al (2021), triangulation is a method in research that uses several methods, data, or theories to obtain a more reliable to the reality that study conducted. Triangulation also used to enhance the credibility and validity of the research findings. Credibility of research refers believable a study conducted. Besides that, validity refers the accurately the study being investigated. Moreover, triangulation help the research provide

more balanced explanation. There are four types of triangulations according to Joe F. Hair, Page, & Brunsveld (2020) as follows:

1. Research triangulation

    Research triangulation is a method in order to check the validity of data by involving the analysis interpretation from several researcher of the same object that come from a different background. In this case, researcher can use several investigators even though they do not get as prominent a role as the actual observation process. When using multiple investigators, the most skilled investigator positioned close to the data.

2. Data triangulation

    Data triangulation is the types of triangulation that check the validity of the data from different source which done by researcher. Researcher can find as much as data from different source that related to the thing being analyzed. This data source must refer to the method to generate the data. Therefore, researcher can use the same method from different data sources.

3. Method triangulation

    Method triangulation is the type that involves different method and then compare the findings. Method triangulation is checking the validity of data using several data collection techniques then analyze it.

4. Theory triangulation

    Theory triangulation is method of checking the validity of data by using multiple perspective and theories for interpreting and explaining the data.

Based on the explanation above, triangulation is used to check the validity of the data. In this research, researcher used method triangulation to check the validity of data. Researcher choose it because in this study, researcher used several data collection technique such as observation, data from questionnaire and interview.

H. Technique of Analyzing the Data

Data analysis technique is how the researcher analyze the data that will create transparency process from researcher and the reader (Lester, Cho, & Lochmiller, 2020). According to Miles & Saldana (2014) analysis data consist three stages, namely data condensation, data display, drawing and verifying conclusion.

1. Data Condensation

    Data condensation is the process of selecting, focusing, simplification, abstracting or transformation the data that has been obtained in the field notes, documents, interview transcript and another empirical material. The data of qualitative research can be transformed by selection, making paraphrase, or summary. After researcher collect the data, researcher summarize the data that related to the main question in blueprint regarding to students' motivation in learning English.

2. Data Display

    The second type is data display, in this stage the data will be displayed. After the data selection and summarized, the researcher must present the data. Most form of qualitative data display are in the form of

text. In this step, researcher displayed the summarized data from data condensation related to students' motivation in learning English.

3. Drawing and Verifying Conclusion

From the data that has been displayed, the researcher can make summarize from the data. During the process of making conclusions, researcher can add arguments to support the findings from the data that has been obtained. In this step, researcher make a conclusion based on the data display related to the students' motivation in learning English.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the results and the discussion of research results aimed at answering the formulation of problems in the research. The research data obtained came from the results of observation, closed questionnaire, and interview analysis that have been made by researcher on students at seventh grade specifically class 7C of SMPN 1 Sragen on English language learning classroom about students' motivation.

A. Research Finding

The findings in this study discussed its relevance to the limitation of the problems mentioned in chapter 1, namely the analysis of students' motivation and factors that influence their motivation whether from extrinsic or intrinsic motivation at class 7C of SMPN 1 Sragen on English language learning classroom. To obtain research data, the researcher conducted classroom observations, disseminated questionnaires, and interview with several students. Each of the findings is explained and equipped with supporting data that is useful for answering the formulation of the problem in chapter 1. Here are the research findings in detail:

1. The students' motivation in learning English at seventh grade students of SMPN 1 Sragen.

To obtain research data, the researcher conducted research by collecting data through questionnaire that utilized in the paper and the data was analyzed using Microsoft Office Excel to find the *mean* in every single

statement then it analyze to know the students' motivation in the class 7C of SMPN 1 Sragen.

The results of the analysis of students' motivation in learning English as foreign language during English classroom at class 7C of SMPN 1 Sragen are as follows:

a. **Extrinsic Motivation**

The results of the research on the extrinsic motivation of students in English learning classroom in the seventh grade of SMPN 1 Sragen can be seen through the diagram below:
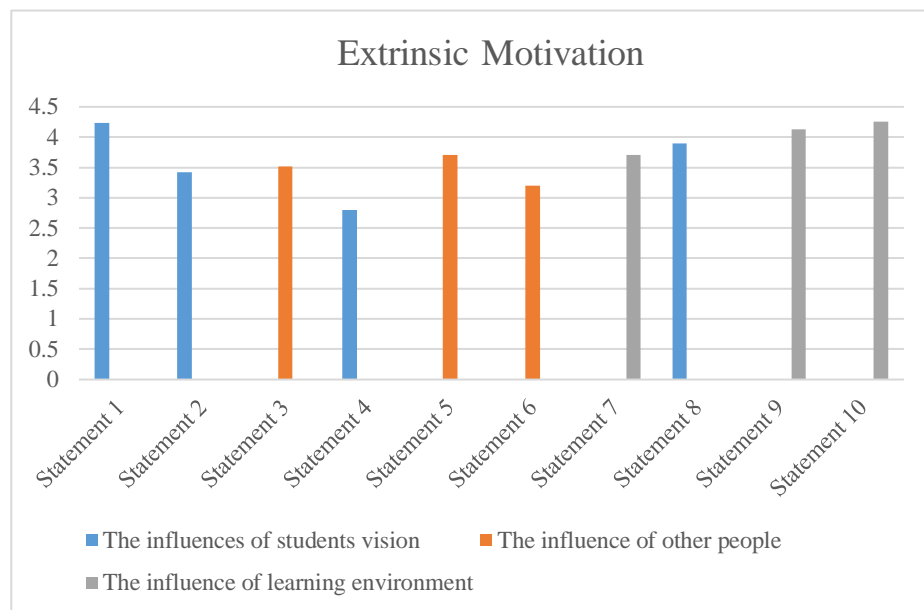
Graphic 4. 1 The Mean of Extrinsic Motivation

Students had the highest extrinsic motivation mean on the influence of learning environment with a mean score of 4.03 and the lowest mean on the influence of other people with an average score of 3.49. However, the total mean score of extrinsic motivation of students in learning English as foreign language at the seventh grade of SMPN 1

Sragen includes a high degree of motivation with a score of 3.69. Furthermore, to see more detailed and clear results of each indicators and statements listed, it can be seen in the following table:

Table 4. 1 The Mean of Extrinsic Motivation

No.	Indicators	Item	Mean	Rating of Motivation Level
1.	The influence of students vision	1	4,23	High Degree of Motivation
		2	3,42	Moderate Degree of Motivation
		4	2,80	Moderate Degree of Motivation
		8	3,90	High Degree of Motivation
2.	The influence of other people	3	3,52	Moderate Degree of Motivation
		5	3,71	High Degree of Motivation
		6	3,20	Moderate Degree of Motivation
3.	The influence of learning environment	7	3,71	High Degree of Motivation
		9	4,13	High Degree of Motivation
		10	4,26	High Degree of Motivation
Total			**3,69**	**High Degree of Motivation**

Table 4.1 shows that students have a high degree of extrinsic motivation with a total mean of 3.69. The researcher will explain the results of the questionnaire that have been obtained as follows:

1) From the influence of students' vision indicator, there are two statements stating about the students motivation level is high, and there are also two statements stating that students motivation is

moderate. The highest mean score is in statement number 1 *(Belajar bahasa Inggris akan berguna untuk mencari pekerjaan di masa depan)* with a total mean score of 4.23 which includes high extrinsic motivation level. The lowest mean score is found in statement number 4 *(Saya berpendapat bahwa tingkat kecerdasan seseorang diukur dari keterampilan mereka berbahasa Inggris)* with a mean score of 2.80 which includes moderate extrinsic motivation. Statement number 2 *(Saya belajar bahasa Inggris karena ingin melanjutkan pendidikan di luar negeri)* with a total mean score is 3.42 this statement includes moderate extrinsic motivation. Then, statement number 8 *(Saya belajar bahasa Inggris supaya dapat mendapatkan nilai yang baik)* with a total mean score 3.90 this statement includes high extrinsic motivation level.

2) The influence of other people has two statements stating that the students' motivation level is moderate. The highest mean score is found in statement number 5 *(Dalam pembelajaran bahasa Inggris di kelas, kepribadian guru sangat berpegaruh)* with a total mean score of 3.71 which includes high extrinsic motivation. The lowest mean score is found in statement 6 *(Orang lain akan menilai saya lebih baik jika saya menguasai bahasa Inggris)* with a total score mean of 3.20 which includes moderate extrinsic motivation level. Then, statement number 3 *(Saya belajar bahasa Inggris untuk membuat keluarga saya bangga)* with a total mean score 3.52 this statement also includes moderate extrinsic motivation level.

3) The influence of learning environment indicator has three statements stating that the students' motivation level is high. The highest mean score is found in statement number 10 *(Dalam belajar bahasa Inggris, metode menagajar guru sangat berpengaruh)* with a total mean score of 4.23 which includes high extrinsic motivation. The lowest mean score is found in statement 7 *(Dalam pembelajaran bahasa Inggris di kelas, penggunaan lcd dan speaker membuat saya tidak bosan dalam belajar)* with a total score mean of 3.71 which still includes high extrinsic motivation level. Then, statement number 9 *(Dalam pembelajaran bahasa Inggris di kelas, suasana kelas sangat berpengaruh)* with a total mean score 4.13 this statement also includes high extrinsic motivation level.

Table 4. 2 The Total Mean of Extrinsic Motivation

No.	Indicator	Total Mean
1.	The influence of students vision	3,58
2.	The influences of other people	3,48
3.	The influences of learning environment	4,03
Total		**3,69**

The table above shows that of the three indicators of extrinsic motivation, the most dominant factor that students have in learning English as foreign language is the influences of learning environment with a mean score of 4.03. Then, the next most dominant indicator is the influences of students' vision with a mean score of 3.58. While, the

lowest indicator of extrinsic motivation possessed by students is the influences of other people. Therefore, it can be concluded that the level of extrinsic motivation of students at the seventh grade in learning English as foreign language is high.

b. Intrinsic Motivation

The results of the research on the intrinsic motivation of students in learning English as foreign language in the seventh grade of SMPN 1 Sragen can be seen through the diagram belom:
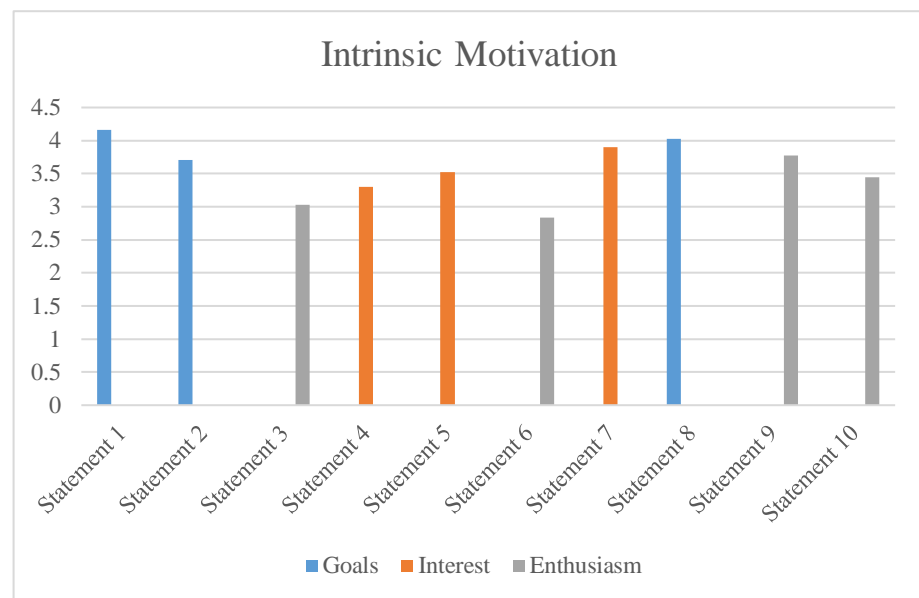
Graphic 4. 2 The Mean of Intrinsic Motivation

Students had the highest intrinsic motivation mean on the goals indicator with a mean score of 3.96 and the lowest mean on the enthusiasm indicator with a mean score of 3.27. However, the total mean score of intrinsic motivation of students in learning English as foreign language at the seventh grade of SMPN 1 Sragen includes a moderate degree of motivation with a score of 3.57. Furthermore, to see more

detailed and clear results of each indicators and statements listed, it can

be seen in the following table:

Table 4. 3 The Mean of Intrinsic Motivation

No.	Indicators	Item	Mean	Rating of Motivation Level
1.	Goals	1	4,16	High Degree of Motivation
		2	3,71	High Degree of Motivation
		8	4,03	High Degree of Motivation
2.	Interest	4	3,30	Moderate Degree of Motivation
		5	3,52	Moderate Degree of Motivation
		7	3,90	High Degree of Motivation
3.	Enthusiasm	3	3,03	Moderate Degree of Motivation
		6	2,84	Moderate Degree of Motivation
		9	3,77	High Degree of Motivation
		10	3,45	Moderate Degree of Motivation
Total			**3,57**	**Moderate Degree of Motivation**

Table 4.3 shows that students have a moderate degree of extrinsic

motivation with a total mean of 3.57. The researcher will explain the

results of the questionnaire that have been obtained as follows:

1) From the goals indicator, all the statements stating about the

   students' motivation level is high. The highest mean score is in

   statement number 1 *(Saya belajar bahasa Inggris untuk*

   meningkatkan kemampuan bahasa Inggris yang saya miliki) with a

total mean score of 3.96 which includes high intrinsic motivation level. The lowest mean score is found in statement number 2 *(Dengan belajar bahasa Inggris, saya menjadi pribadi yang lebih berwawasan luas)* with a mean score of 3.71 which includes high intrinsic motivation. Then, statement number 8 *(Saya senang belajar bahasa Inggris karena dapat memudahkan saya untuk memahami teks dalam bahasa Inggris)* with a total mean score 4.03 this statement also includes high intrinsic motivation level.

2) The interest indicator has two statements stating that the students' motivation level is moderate. The highest mean score is found in statement number 7 *(Saya sadar bahwa menguasai bahasa Inggris sangat penting)* with a total mean score of 3.90 which includes high intrinsic motivation. The lowest mean score is found in statement 4 *(Saya merasa senang dan nyaman belajar bahasa Inggris)* with a total score mean of 3.30 which includes moderate intrinsic motivation level. Then, statement number 5 *(Belajar bahasa Inggris adalah hal yang menarik untuk dilakukan)* with a total mean score 3.52 this statement also includes moderate intrinsic motivation level.

3) The enthusiasm indicator has three statements stating that the students' motivation level is moderate. The highest mean score is found in statement number 9 *(Saya berusaha maksimal untuk bisa untuk bisa menguasai bahasa Inggris)* with a total mean score of 3.77 which includes high intrinsic motivation. The lowest mean score is found in statement 6 *(Saya lebih mudah berkosentrasi ketika*

belajar bahasa Inggris daripada mata pelajaran lain) with a total score mean of 2.84 which includes moderate intrinsic motivation level. Statement number 3 *(Saya menggunakan waktu senggang saya untuk belajar bahasa Inggris)* which includes moderate motivation level. Then, statement number 10 *(Saya selalu bersemangat untuk mempelajari bahasa Inggris)* with a total mean score 3.45 this statement also includes moderate intrinsic motivation level.

Table 4. 4 The Total Mean of Intrinsic Motivation

No.	Indicator	Total Mean
1.	Goals	3,96
2.	Interest	3,56
3.	Enthusiasm	3,27
Total		**3,57**

The table above shows that of the three indicators of intrinsic motivation, the most dominant factor that students have in learning English as foreign language is the goals with a mean score of 3.96. Then, the next most dominant indicator is the interest with a mean score of 3.56. While, the lowest indicator of intrinsic motivation possessed by students is the enthusiasm. Therefore, it can be concluded that the level of intrinsic motivation of students at the seventh grade in learning English as foreign language is moderate.

Based on the presentation of the data above, students' motivation in learning English is high degree for extrinsic and moderate degree for intrinsic. Moreover, the extrinsic one is more dominant according to the mean in data above. Therefore, from the mean score of extrinsic and intrinsic motivation it can be concluded that the motivation of students in learning English as foreign language at the seventh grade students of SMPN 1 Sragen is moderate degree motivation level.

2. **The Factors that Influences Students' Motivation in Learning English as Foreign Language at the Seventh Grade Students of SMPN 1 Sragen.**

In order to find the factors that influences students' motivation in learning English as foreign language, the researcher made an observation three times. In this research, observation is carried out by looking directly at the learning process in classroom on Tuesday, May 23rd 2023, Thursday, May 25th 2023, and Tuesday, May 30th 2023 about the learning method, learning tools, and classroom atmosphere. The results of this observations shows that the learning process that applied by English teacher in learning process begins with opening by giving a greeting, checking the students' attendance, giving an introduction and objectives of the study, then goes to the core of the material to be studied. Moreover, the method that teacher used to deliver the material is by writes on the whiteboard and explaining the material directly. After the teacher giving the material, it is time for students to ask if there are any thing that they do not understand. If there are no one want to ask, the teacher is giving a task either it is individually or group about the material that given. Then, the teacher ask students to present it in front of

the classroom. After all of the students present it, the teacher randomly pick students to answer the questions to check their understanding. This section become an interactive moment with the question and answer between the teacher and students. This is also become a discussion section to discuss in detailed about the material.

Furthermore, related to the facilities or learning tools that have been provided by the school are quite adequate such as the existence of whiteboard, LCD, speaker, tables, chairs, AC, trash cans. Moreover, each of them are have a companion book that used by the teacher and students. Nevertheless, in the learning process LCD and speaker are rarely used. The teacher is prefer to writes and explain directly rather than using LCD or speaker. With that, students also feel more comfortable and understand when the teacher explain the material directly rather than through the LCD.

In addition, the learning atmosphere is quite conducive in the beginning until the teacher explain the material. Then, it becomes less conducive when it is the time to do their task and present it in front of the classroom. When the student present it, some of the students are pay attention beside that there are also any students who sometimes talk with their friend and do not fully pay attention.

Moreover, the teaching method used by the teacher is the collaboration method with an emphasis of cooperation between teacher and students. Regarding to this method, the teacher explain the material first then give students task in the form of group. After that, they present it in front of the classroom. In this section, there is a discussion among the students and

teacher is facilitated to make a conclusion in their discussion. In the discussion, some of students have a good response and interaction by willing to pay attention even though there are also occasionally rowdy students. However, the crowded students still willing to respond by answering the question that given by the teacher.

In addition, the use of language in English learning classroom uses a mixed language between Indonesian and English. This is intended to make it easier for every students to understand about the material considering that the students' mother tongue is Indonesian. Teachers explain the material with English first than explain it in Indonesian language. It is to make the students familiar with the word in English. So that, they can know the meaning of sentence that teacher's said both in English and Indonesian.

Based on the results of observations that researcher did in the English learning classroom of 7C three times. It can be concluded that in the English classroom teacher used collaboration method that intended to make an interactive class with discussion section between students. In this method, teacher becomes a facilitator that help the students to make a conclusion about the material that have been discussed. In learning activities, there are students who fully pay attention and have a good responses in the discussion section. However, there are also rowdy students that do not really pay attention with the discussion that held in English classroom.

In addition, the researcher also interviews 16 students at class 7C based on the data that conducted from questionnaire that distributed and analyze before. The students that interviewed are picked from the results of

their questionnaire that shows the low, moderate, or high motivation for each students. It is intended to know the perspective from every students with different level of motivation that they have regarding to the factors that influences their motivation in learning English as foreign language.

Based on the results of interview that have been conducted by the researcher at the seventh grade students of SMPN 1 Sragen, the results of the analysis of students' motivation in learning English as foreign language can be obtained, there are three factors that influences students' motivation as follow:

a. Goals and Goal Setting

The goal and goal setting are become the key factor that influence students to learning English. It because when the students have goal and goal setting before they learn English, they will be more directed with the objectives of the study. Moreover, the students that experience English before have a directed goal and put more effort in the learning process in order to achieve their goals. Based on the interview that researcher have conducted on Thursday, 25th 2023 at 12.15 -13.35 that students have their own goals to achieve as ZRS students said:

> *"Kalau aku tu sadar ya karna kan **dimasa depan kan makin maju** kak, AI terutama. **Kalau ngga pakai bahasa Inggris ya gimana lagi buat orang faham** gitu. Dan **dunia kerja tu kan sekarang pakainya bahasa Inggris**, sebenernya sampai sekarang itu aku tu kurang bisa bahasa Inggris. Tapi aku tu berusaha gitu lho kak **dan satu cita-cita aku tu pengen buat aku bener-bener termotivasi bahasa Inggris** tu pengen travelling keliling dunia hehe"*

Another students' opinion that they interest in learn English to achieve their own goals as SHDA students said:

*"Minat sih kak, soalnya kan nanti **cita-citaku nanti juga membutuhkan bahasa Inggris** gitu"*

Students who have their goals in learning process make more effort during learning process, they frequently answer the teacher question, as NCP student said:

*"**Suka jawab pertanyaan** tapi suaranya tu agak ngga begitu kenceng tapi ya missnya tetep notice ko mbak"*

They also try to find the answer about the material that they do not enough understand by asking to the teacher, browsing, or open a dictionary as LATD student said:

*"Kadang **browsing**, kadang juga **tanya ke guru** langsung atau temen, atau ngga ya **buka kamus** kak. Tapi ya lebih seringnya kayak **tanya ke les-lesan** gitu"*

Beside that students that never experience English before, still in the process of determining their goals, so that they are still put a good effort but not like the students who receive English before. Their goals is more like a short-term goal, as ALO student said:

*"Emmm, belajar bahasa Inggris karena **pengen dapet nilai bagus** mbak kalau ulangan-ulangan harian sama kalau pas testing"*

Moreover, they frequently do not answer the questions that teacher ask or in the discussion section, this as EBR student said:

*"**Diam aja kak** hehe, soalnya ya kurang faham sama materinya"*

Another reason why students do not answer the teacher question is because they feel shy and afraid to make a mistake, as HJPL student said:

*"**Banyakan diem** kak, soalnya ya **kurang faham** sama **malu kalau seumpama jawabnya salah**"*

Furthermore, based on the results of interviews with several students the similarities that can be known from both students who experience English before and never experience English before is from their preference about English skill that they want to mastered, as AKA student said:

> "Dua-duanya si kak, pengen bisa **baca buku bahasa Inggris langsung faham ga perlu buka-buka kamus** atau browsing lagi. Sama juga **kepengen lancar gitu kalau ngomong pakai bahasa Inggris**, jadi kalau diajak ngomong atau ngga disuruh ngomong gitu yaudah percaya diri aja soalnya udah lancar ngomongnya"

b. **Learning Environment**

The influences of learning environment is becomes the highest score that can be known from the results of questionnaire. From that, we know that learning environment has a crucial role for influencing students in learning English as foreign language. The learning environment includes the learning atmosphere, the condition of learning room, the teacher attitude in the classroom, and also factors that come from other people in the classroom. The learning atmosphere is important to make an interactive and conducive class, as LCF student said:

> "Suasana dikelas **nyaman mbak**, gimana ya mbak ya ngga semua murid memperhatikan sih mbak ada juga yang ngomong sendiri, ada yang gojek juga tapi suasana kelasnya tetep nyaman kok mbak. **Tetep bisa mengikuti**, kalau disuruh maju atau dikasih pertanyaan sama miss Esti juga pada ngejawab"

The classroom condition also has an effect to influences students motivation in learning process. Classroom condition at class 7C is not so neat but still comfortable, as KNR student said:

> "Kalau untuk kondisi kelas sih ya **nggak begitu rapi** sih ya mbak, apalagi kan pelajaran bahasa Inggris itu mesti siang habis

*dzuhuran sama jam 1-an jadi ya kalau disuruh buat tetep rapi ya agak susah mbak hehe. Tapi ya kalau aku sih **tetep nyaman-nyaman** aja sih mbak"*

Moreover, teacher attitude and the way conditioning the classroom during learning process also has a big effect for students' motivation while follow the learning activities in the classroom. Based on the interviews, students are feel comfortable with the teacher during the learning process, as SPI student said:

*"Enggak galak jadinya **nyaman kak** enak dikelas itu kalau pas pelajarannya miss Esti. Gimana ya kak, miss Esti itu **kalau ngajar enak, santai, nggak galak juga, suka bercanda sama murid-muridnya** ya jadi kita juga **enjoy-enjoy aja waktu pelajaran bahasa Inggris** pokonya aku cinta miss Esti hehe"*

Furthermore, the uses of supporting tools while English learning activities such as LCD and speaker are often, but the students still enjoy and feel comfortable in learning process, as JNS student said:

*"Kalau pas pelajaran bahasa Inggris itu **jarang mbak pakai LCD** atau buat PPT gitu jarang banget. Missnya itu lebih sukanya nerangin didepan, menurutku juga lebih mudah buat dipahami mbak kalau missnya menerangkan daripada lewat LCD-LCD gitu. Terus kalau buat **speaker si nggak pernah pakai ya mbak"***

c. **Interesting Classses**

One of the factors that influences students' motivation in learning English is interesting class. This type of factor includes the material, how the teacher teach in classroom, and the reflection that given by the teacher in the end of learning activities. The students are feel comfortable with the way teacher conducted English learning process in the classroom, as AR student said:

*"**Udah nyaman mbak sama cara mengajarnya Miss Esti**, biasanya itu to mbak **missnya nerangin sama nulis catetan** di*

*papan tulis terus habisitu diputeri terus ditanya ada yang belum dipahami atau enggak. Terus habis itu **dikasih tugas** kadang ya individu kadang kelompokan. Kalau tugas individu itu biasanya **disuruh ngerjain terus nanti dicocokin bareng-bareng"***

Moreover, the interesting class is related with the material that studied. Based on the interviews, there are students that feel confident when they speaking, reading, writing, or listening. But, most of the students feel confident when they are speaking. This is also related with the discussion and presentation that teacher applied in the English learning process, as LCF student said:

> *"Paling suka kalau **materinya berkaitan sama speaking** sih mbak, soalnya kan apa ya itu waktu pelajaran bahasa Inggris sering disuruh maju presentasi kalau nggak ya jawab pertanyaan miss Esti gitu. Jadi mungkin ya karena udah terbiasa juga ya mbak hehe"*

There are also students who feel confident with the reading, as NCP said:

> *"Apa ya mbak, saking banyaknya materi itu jadi ngga tau mbak hehe, tapi paling suka kalau **membaca** si mbak"*

Moreover, there are students who feel confident with their listening skill, as NWP student said:

> *"Tergantung materinya sih mbak, tapi ya kalau aku pribadi sukanya **listening** mbak, soalnya ya gimana ya aku juga suka dengerin lagu-lagu bahasa Inggris gitu mbak"*

Besides that, there are students that feel confident with the writing task, as ALO student said:

> *"Paling nyaman kalau disuruh **menulis** sih mbak, soalnya ya kita ngga perlu maju-maju ke depan ga perlu ngomong hehe. Terus juga kalau gatau kata bahasa Inggrisnya bisa browsing atau ngga ya translate di google"*

In addition besides the material that given, students' background study is becomes an important thing in English learning process. Students that never experience English before feel unconfident and faces difficulties in learning English, as BAOA student said:

> *"**Susah sih mbak belajar bahasa Inggris**, soalnya gimana ya waktu di SD itu belajar bahasa Inggrisnya mulainya dari pas waktu kelas 4. Jadi ya gimana ya dasar-dasarnya itu kadang masih suka bingung"*

Another students also said that they are faces difficulties to understanding the material that given by the teacher, as IQ student said:

> *"**Susah mbak buat paham materinya** soalnya belajar bahasa Inggris juga baru pas masuk SMP ini sebelumnya pas SD nggak ada"*

There are also students who faces difficulties in learning English in several material, as RAP student said:

> *"Dapet pelajaran bahasa Inggris juga sih mbak waktu SD tapi ya kalau ditanya soal paham nggak pahamnya **tergantung materinya,** kalau materinya **gampang ya paham kalau susah ya nggak paham-paham** hehe."*

Then, in the end of the learning process sometimes the teacher is make a conclusion, giving a feedback and inform the students about the material that will be studied in the next meeting. That thing is really important to underline about the material that given and also students can prepare the material that will be studied, as EBR student said:

> *"Sebenernya **jarang sih ya kak kalau miss Esti ngasih feedback** gitu. Tapi ya pernah juga, terus juga **dikasih tau soal materi buat minggu depan disuruh belajar dulu** gitu"*

B. Discussion

Based on the research finding above, the researcher discusses the research finding about the factors that influences students' motivation in learning English as foreign language at seventh grade students of SMPN 1 Sragen. According to Ai, Pan, & Zhong (2021) motivation is the guide and direction for someone' behavior that direct their effort to achieve the goals. Students must set their goals so that they will put the best effort in English learning process.

According to Deci & Ryan (1985), motivation is divided into two types which are extrinsic and intrinsic motivation. Intrinsic motivation is a motivation that come from inside the students itself such as needs and enjoyment with their environment. While, extrinsic motivation is a motivation that come from outside and focusing to acquire reward from their social environment (Dwinalida & Setiaji, 2022). Therefore, the factors that influences students type of motivation is also different and come from many ways.

Moreover, students' motivation in learning English as influencing by many factors. According to Self Determination Theory by Deci & Ryan (1985) and Harmer's theory about motivation, there are three factors that influences students' motivation in learning English which are goals and goal setting that related with autonomy, learning environment that related with competence, and interesting classes that related with relatedness. That factors is also in have an impact to their performance in the English learning process in classroom.

Based on the findings from students' motivation in learning English as foreign language at the seventh grade students of SMPN 1 Sragen obtained from the results of questionnaire sheet whose data were processed using Microsoft

Office Excel, it can be seen that students have an extrinsic level of motivation with three indicators (the influences students vision, the influences of other people, and the influences of learning environment). The first extrinsic indicator is the influences of students' vision that contain students' individual perception toward English learning activities that will affect their own behavior and action. The second indicator is the influences of other people. This indicator contain students' perception about other perception toward themselves and this is also contain a desire to get a reward from others. The third indicator is the influences of learning environment. This indicator is used to measure the level of students' motivation about their responses to the learning atmosphere, learning facilities, and teacher's method in English learning process. That three indicators are used as the basis for making a questionnaire form where the statements that have been made represents each indicators with the total mean of score is 3.69 which classified as a high degree of extrinsic motivation.

Meanwhile, the intrinsic motivation possessed by the students with three indicators (goals, interest, and enthusiasm). The first indicator is goals. This indicators is contain students' goal to achieve while learning English. There are two types of goals which are short-term and long-term goal (Harmer, 2001). The second indicator is interest. This indicator contain the desire from students to learn English because students find that learning English is interesting thing to do. The third indicator is enthusiasm. This is contain a feeling that students enjoy and concentrated more in English learning process. That three indicators of intrinsic motivation have been made as the basis for making a questionnaire

form with the total mean of score is 3.57 which classified as a moderate degree of intrinsic motivation.

Therefore, from the explanation above it can be concluded that the level of extrinsic motivation is higher than the level of intrinsic motivation. This shows that most of the students have a high moderate extrinsic motivation in learning English. The extrinsic motivation that comes from outside of students, such as students want to make their parents proud, students want to have a better job in future, and the comfortable learning environment becomes the main factor in extrinsic motivation that influences students in learning English as foreign language.

Moreover, the students also have a moderate level of intrinsic motivation. In this type of motivation, students have a desire, feel enjoy and make a best effort in English learning process in order to achieve their own goals. This motivation come from inside the students, such as students want to have a better skill in English, students uses their break time to learn English, and also students feel enthusiast when they learn English. Based on these reason students will push themselves to make the best effort in learning English.

Although, the total mean score of extrinsic motivation is higher than intrinsic motivation, both of the motivation is important to maximize in the English learning process. This is good for the teacher if the students have a high intrinsic motivation, so that they can enjoy and comfortable in learn English. Students also will have the best effort in English classroom. Besides that, the teacher also need to make a good and suitable method of learning process so that it will maximize the extrinsic motivation that students have. This is need a

good cooperation between the teacher and students to make a best results of English learning process as foreign language.

Motivation has a very important function in learning English because of the existence of motivation being a support system for every students in learning process. Motivation is a thing that encourages students to learn English as foreign language (Husni & Murtini, 2019). Through the motivation it can help the students to set their goals and then they will make the best effort to achieve their own goals. Then it is also cannot be separated between motivation and the factors that influences students is learning English including motivation influenced by students goal, learning environment, and interesting classes. Based on the findings in this study about the factors that influences students' motivation in learning English as foreign language at the seventh grade students of SMPN 1 Sragen by the theory from Deci & Ryan (1985) about Self Determination and Harmer (2001) theory about factors influences motivation, that said there are three factors which are goals and goal setting, learning environment, and interesting classes that influences students' motivation in learning English.

Based on the results of interviews with students at class 7C of SMPN 1 Sragen, there are students who receive English in elementary school, but there are also several students that never experience English before. Then, the results of the interviews that held with students shows that students have different type of goals. The students that experience English before have a long-term goals which includes students want to get better job in the future, travelling around the world, and achieve their dream. They also learn

English because they are interest in it, so that they put so much effort in learning English. That is shows from their performance in the classroom that they frequently answer the teacher questions about the material. This is researcher get from doing an observation three times in English learning classroom and based on the interview with several students.

Furthermore, based on the results of interview students that never experience English before have a short-term goals which students want to get a good grades in English subject. Students that never experience English before also put their best effort but in a different way. In the English learning process, students that never experience English before frequently shy to answer the teacher question so that they prefer to keep silent. Another reason they do not answer the teacher questions is also because they feel unconfident with their answer and event they do not really understand about the material. From this, it can concluded that students shows the different performances in English learning classroom because of their background study and knowledge.

In order to solve the problem that students faces while learning English, they usually open the Google, asking the teacher, or even ask to their tutoring outside of the school. Then, the similarities between the two types of students is they want to mastered English skill through learning English in the classroom so that it will help the students to receive an income includes reading and listening then produce it in form of writing and speaking skills.

The next is learning environment, based on the results of questionnaire that researcher distributed to the students in class 7C of SMPN 1 Sragen, the influence of learning environment in order to students' motivation in learning English shows the highest mean score. So that we can know that learning environment has a crucial role in students' motivation. This is also in accordance with the results of interviews that researcher held with several students in class 7C. Learning environment which are includes the learning atmosphere, learning facilities, and the way teacher conditioning the classroom.

Based on the interviews, in the learning process they feel comfortable with the classroom condition. Even though there are several students who do not pay attention to the presentation that their friend did in front of the class, the classroom condition is still conducive. Based on the observation that researcher held, in the beginning of the English learning when teacher is explaining the material in front of the class, students are all quite. But it becomes less quite when that is time to present their task. But, the students still feel comfortable in the English learning process and it still can be well followed.

Moreover, the classroom condition is not so neat but the students feel comfortable with English learning in the classroom. Then, the facilities that class 7C has is quite complete with the LCD, speaker, AC, chairs, tables, and also book. But, the LCD and speaker in English classroom is rarely used. Students feel enjoy with the teacher method that is explaining, they said it easier to understand than using Power Point in LCD and speaker.

In addition, in the learning process the learning atmosphere also has an effect on students' motivation in learning English, it turns out that factor from the other people is also important. The classroom atmosphere includes the teacher's role in the classroom and also their friend. Students said that they like the way teacher conditioning the class. The teacher and the students have a good emotional connection that make the students feel enjoy in the English classroom. The relation between one and other students are also good, so that they have a good communication in discuss the material. In order that the class atmosphere in class 7C is going well.

Then, the last is interesting class which includes the material and learning activities during English learning process (Harmer, 2001). The selection of interesting material and activities becomes the main thing in this types of factor that influences students' motivation in learning English. In this factor, the teacher role is really important to make an interesting class that suitable and related for every students. Teacher needs to provide various activities and exercises to keep the students engaged during English learning.

Based on the observation that researcher held three times, it can be known that the teacher method in the classroom to deliver the material to students is collaboration. The teacher will explain the material in front of the class first. After that teacher will give a task either individual or group then present it in front of the class. In this section becomes a discussion to exchange thoughts and opinions with others. Then in the end of the class, the teacher and students will make a conclusion about the material that they

learnt. Moreover, based on the interview that researcher held, students feel enjoy with the method that teacher uses to teach English in the classroom. They feel more understand when the teacher explain the material directly. Then to emphasize students' understand through the task that given and corrected it together.

Furthermore, the material that given is also has an effect on students' performance during English classroom. There are different types of skill that students confident to show while learning. That is related with students' behavior and background study. Students that experience English before mostly confident in speaking. Moreover, students that never experience English feel confident in listening because their behavior to listen an English songs.

The level of students' understanding of the material explained is also different. This is influenced by their different knowledge and background study. Thus, during the learning process, the teacher uses mix language which are Indonesian and English so it will easier for every students to understand. Then, the teacher also needs to choose an appropriate and suitable learning activities that applied in the classroom for all students.

Then, the differences from this research with previous research is that the subject in this research have a different background study that they reciew\ve in elementary school. There are students that experience English befire and also there are students who never experience English in elementary school. That differences make an imbalance performance that students show in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on research that has been carried out regarding students' motivation in learning English as English Foreign Language (EFL) in seventh-grade students of SMPN 1 Sragen, from the data exposure and data analysis that has been presented, the following conclusions can be drawn.

The level of students' motivation of seventh-grade students of class 7C in learning English as EFL includes a moderate degree of motivation that extrinsic motivation is more dominant than intrinsic motivation. The extrinsic motivation was measured using a questionnaire that used indicators of the influence of students' vision, the influence of learning environment, and the influence of other people. The final results of the questionnaire showed that the total mean of students' extrinsic motivation was 3.69 high degrees of motivation. Moreover, the intrinsic motivation was measured using a questionnaire that used indicators of goals, interest, and enthusiasm. The final results of the questionnaire showed that the total mean of students' intrinsic motivation was 3.57 moderate degrees of motivation.

The factors that influences students' motivation in learning English are different between one students and another. From the observation it can be concluded that learning atmosphere in English learning process becomes the main factor that influence students to be motivated in learning English. Moreover, from the interview it found that the material that students' learnt also take an important role to influences their motivation in learning

English. Besides that, the differences background study that students have also influences their level of understand toward the material that given by the teacher.

B. Suggestions

From the result of this research, the researcher recommended some suggestion to improve the students' motivation in learning English. The researcher suggests as follows:

1. For teachers

   a. For the teacher in SMPN 1 Sragen

   From these findings indicate that seventh-grade students at SMPN 1 Sragen, specifically in class 7C have extrinsic motivation that influence their motivation in learning English. Based on that, the teacher' roles and classroom atmosphere is becomes the main factor that have an impact in improving students' motivation in learning English. In order that, teacher must build a good atmosphere while teaching in the classroom. Moreover, teacher need to motivate their students by provide an interesting method in teaching English. Teacher also need to give a feedback in a good way so students can improve themself to get better in mastering English. So that, teacher must improve their method and strategies in teaching English in order to influence their students' motivation. In teaching and learning English, teacher hoped to be creative to create a good atmosphere in teaching.

b. For the teachers in general, the teacher should stimulate motivation in learning and should let their students like learning and find learning activities satisfied. So that, the students can be more active and have a better progress in learning English.

2. For the students

Researcher hopes that students will keep their motivation in learning English. Moreover, students should practice English and make it as habit, so it can improve their intrinsic motivation. In order to make a better achievement in their goals when they have both intrinsic and extrinsic motivation. It will good when they have a big desire to learn English, the improvement in their motivation also will get better.

3. For the future researchers

It is expect to the future researchers to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. Thus, it will be more advantages and beneficial to the development of English education especially in Indonesia.

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Appendic 1. Transcript of Interview with English Teacher (Pre-research)

Date of Interview   : October, 13rd 2022

Informant   : One of the English teacher in SMPN 1 Sragen

Researcher   : Halo, assalamualaikum miss. Mohon maaf izin saya rekam nggih. Untuk di SMPN 1 Sragen ini jenengan mengampu kelas berapa nggih miss?

Teacher   : Halo, iya mbak silakan. Jadi di SMPN 1 Sragen itu mengampunya dikelas 7 dan kelas 8 C-G

Researcher   : Selanjutnya, untuk permasalahan yang crucial yang sering dihadapi ketika pelaksanaan pembelajaran bahasa Inggris dikelas itu apa nggih miss?

Teacher   : Emm, untuk masalah utamanya yang paling menonjol itu dikelas 7 mbak. Murid-murid itu udah pesimis dulu mbak sebelum mulai belajar bahasa Inggris. Kalau dikelas ada yang diem aja ada juga yang percaya diri buat jawab kalau saya kasih pertanyaan. Jadi kayak minat belajar mereka ke bahasa Inggris itu kurang tergali. Terus habis itu juga *practice*nya mereka, mereka itu cuma belajar materi tapi kurang mempraktikkan. Jadi mereka itu kalau disuruh *practice* udah takut duluan, takut salah, takut diketawain.

Researcher   : Emm, iya jadi mereka itu kurang termotivasi sama kurang percaya diri ya miss kalau belajar bahasa Inggris?

Teacher   : Heem, iya mbak. Jadi gimana ya, anak-anak itu sudah saya dorong. Setiap kelas yang saya ampu wajib pakai bahasa Inggris kalau mau ijin ke toilet atau mau cuci tangan.

Researcher   : Emm iya ya miss, supaya mereka lebih *familiar* sama kosa kata bahasa Inggris terus juga melatih *practice* mereka supaya lebih percaya diri kalau ngomong pakai bahasa Inggris.

Teacher : Heem iya mbak, itu aja mereka kalau mau ijin ada juga yang bawa buku buat dibaca itu kalimat bahasa Inggrisnya.

Researcher : Hehe, jadi mereka ini bener-bener kurang percaya diri nggih miss

Teacher : Iya mbak, makanya juga kalau dikelas itu saya mix bahasanya. Soalnya ya kalau pakai bahasa Inggris semua nggak pada paham. Apalagi dikelas 7 itu mbak, beda-beda *knowledge* mereka tentang bahasa Inggris. Ada yang udah paham, ada juga yang baru belajar berhitung *one two three*. Jadi saya itu ya pusing mbak, kalau diajari langsung ke materi yang belum dapet bahasa Inggris susah buat ngikutin. Kalau saya ngajari dari basic lagi juga kasian yang udah bisa materinya nggak maju-maju.

Researcher : Emm, susah nggih miss. Jadi bingung juga mau pakai metode apa waktu pelajaran dikelas.

Teacher : Iya mbak, makanya itu juga saya mix bahasanya.

Researcher : Nggih sampun miss, terimakasih nggih miss untuk waktu dan informasinya.

Teacher : Iya mbak, nanti semisal ada yang mau ditanya-tanyain lagi bisa langsung WA ya mbak.

Researcher : Nggih miss, sekali lagi terima kasih banyak nggih miss.

Appendic 2. Observation Checklist

Observations were carried out three times. Then, the researcher concisely make observations results.

English classroom in class 7C

1. Tuesday : 13.35 – 14.45 p.m.
2. Thursday : 12.15 – 13.35 p.m.

Adopted from Sadirman (2009) as cited Girsang and Chadijah (2022)

Extrinsic motivation

Time	Activities	Check
Thursday, May 25th 2023	Explaining learning objectives to students	√
Tuesday, May, 23rd 2023 & Thursday, 25th 2023	Helping the learning difficulties of students individually or groups	√
Tuesday, May 23rd 2023 & Thursday, 25th 2023	Arousing students' interest	√
Thursday, May 25th 2023 & Tuesday, May 30th 2023	Give praise for each students' success	√
Thursday, May 25th 2023 & Tuesday, May 30th 2023	Comment on the result of students' work	√
Thursday, May 25th 2023 & Tuesday, May 30th 2023	Gifts	√
-	Competition	×
-	Punishment	×

Intrinsic motivation

Time	Activities	Check
Tuesday, May 23rd 2023, Thursday, 25th 2023, & Tuesday, May 30th 2023	Students pays attention to teachers' explanation	√
Tuesday, May 23rd 2023, Thursday, 25th 2023, & Tuesday, May 30th 2023	Students obeys to teachers' instruction	√
Thursday, 25th 2023	Students gives opinion by using expression and hand gestures	√
Thursday, 25th 2023	Students gives opinion with clarity and appropriate statement	√
-	Students responds to another opinion and question	×
-	Students is eager to defend one's opinion	×
Tuesday, May 23rd 2023, Thursday, 25th 2023, & Tuesday, May 30th 2023	Students ability to summarize the learning material	√

1. First observation

Teacher   : Miss MEA

Time   : Tuesday, May 23rd 2023

Class   : 7C

Material   : Descriptive Text

     The researcher made observation by participating in teaching and learning activities for students in class 7C on Tuesday, May 23rd 2023 with Miss Meinas as the English teacher. Class starts at 13.35 until 14.45. The first step, teacher checks the attendance list for students. After that, the teacher inform the objective of the study and the activities that will held during the learning process. The material of that day is about Descriptive text. In that meeting is time for students to presents the task they have done in the previous meeting. The teacher invite students who want to go first, but there is no students that want to come forward. Then, the teacher randomly calls students to present their task individually in front of the class. Moreover, teacher gives the students appreciation after they present their task by giving applause and compliment. During the learning class, when the students are presents their task there students who pay attention but also there are several students who do not pay attention or talking with their friends. The teacher also been reprimanded several times. From this observation, researcher know that students who do not pay attention during learning activities are they who sit at the back corner of the class. So that the learning activities is less conducive. Before the class is done, the teacher give task to students as a homework and it will corrected in the next

meeting. Therefore, in the end of the learning after all the students present their tasks teacher gives feedback and also tell about material that will be studied next week.

2. **Second observation**

Teacher : Miss MEA

Time : Tuesday, May 25th 2023

Class : 7C

Material : Descriptive Text & Procedure Text

The researcher made the second observation by participating in teaching and learning activities for students in class 7C on Thursday, May 25th 2023 with Miss Meinas as the English teacher. Class starts at 12.15 until 13.35. The first step, teacher checks the attendance list for students. After that, the teacher inform the objective of the study and the activities that will held during the learning process. The material of that day is about Descriptive text and Procedure text. In that meeting teacher with students are correcting the task that have been a homework in the previous meeting. The teacher ask students to answer every questions together, then they decided the correct answer. In this meeting, there is student who does not satisfied with the answer. She raise her hand and ask the teacher, this moment also could be a discussion about the material. After all questions are answered, the teacher gives applause to all students to cheer up them in learning activities. Furthermore, teacher explain the new material about Procedure text. Teacher writes about structure and language features on the whiteboard then students are write it on their textbook. While students are write the material, teacher is walks around to check. After

that, the teacher ask students if there any thing that they do not understand about the material. Then, teacher randomly ask students to check their understanding. Furthermore, teacher also make a group that consist of four students to make a text about procedure to do something. That task will be presented on the next meeting.

3. **Third observation**

Teacher   : Miss MEA

Time   : Tuesday, May 30th 2023

Class   : 7C

Material   : Procedure Text

The researcher made the third observation by participating in teaching and learning activities for students in class 7C on Thursday, May 30th 2023 with Miss Meinas as the English teacher. Class starts at 12.15 until 13.35. The first step, teacher checks the attendance list for students. After that, the teacher inform the objective of the study and the activities that will held during the learning process. The material of that day is about Procedure text. In that meeting students are presenting their procedure text and practice it in front of classroom. Then, teacher gives feedback for every group. After all the group are presenting, teacher review the material about Procedure text by randomly pick students to conclude what they learn today. Furthermore, students are teacher also discuss about the material from first semester until second semester according to final examination that will held in June 5th 2023.

Appendic 4. Extrinsic and Intrinsic Questionnaire

The questionnaire form was addopted from Harmer's Theory (2001) and Self Determination Theory by Deci & Ryan (1985). Responded was asked to answer by choosing one of five choices, which are SS (Sangat Setuju), S (Setuju), N (Netral), TS (Tidak Setuju), and STS (Sangat Tidak Setuju). The scoring for each statement given with the likert scale in ratio 1-5.

A. Extrinsic Motivation Questionnaire

No.	Pernyataan	STS	TS	N	S	SS
1.	Belajar bahasa Inggris akan berguna untuk mencari pekerjaan di masa depan.					
2.	Saya belajar bahasa Inggris karena ingin melanjutkan pendidikan diluar negeri.					
3.	Saya belajar Inggris untuk membuat keluarga saya bangga					
4.	Saya berpendapat bahwa tingkat kecerdasan seseorang diukur dari ketrampilan mereka berbahasa Inggris					
5.	Dalam pembelajaran bahasa Inggris dikelas, kepribadian guru sangat berpengaruh					
6.	Orang lain akan menilai saya lebih baik jika saya menguasai bahasa Inggris					
7.	Dalam pembelajaran bahasa Inggris dikelas, penggunaan lcd					

No.		STS	TS	N	S	SS
	dan speaker membuat saya tidak bosan dalam belajar					
8.	Saya belajar bahasa Inggris supaya dapat mendapatkan nilai yang baik					
9.	Dalam pembelajaran bahasa Inggris dikelas, suasana kelas sangat berpengaruh					
10.	Dalam pembelajaran bahasa Inggris, cara guru mengkondisikan kelas guru sangat berpengaruh					

B. Intrinsic Motivation Questionnaire

No.	Pernyataan	STS	TS	N	S	SS
1.	Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris yang saya miliki					
2.	Dengan belajar bahasa Inggris, saya menjadi pribadi yang lebih berwawasan luas					
3.	Saya menggunakan waktu senggang saya untuk belajar bahasa Inggris					
4.	Saya merasa senang dan nyaman belajar bahasa Inggris					
5.	Belajar bahasa Inggris adalah hal yang menarik untuk dilakukan					
6.	Saya lebih mudah berkonsentrasi ketika belajar bahasa Inggris daripada mata pelajaran lain					

7.	Saya sadar bahwa menguasai bahasa Inggris sangat penting					
8.	Saya senang belajar bahasa Inggris karena dapat memudahkan saya untuk memahami teks dalam bahasa Inggris					
9.	Saya berusaha maksimal untuk bisa menguasai bahasa Inggris					
10.	Saya selalu bersemangat untuk mempelajari bahasa Inggris					

Appendic 5. The Results of Questionnaire

A. The Results of Extrinsic Motivation Questionnaire

Respon dent	Class	Statement									
		1	2	3	4	5	6	7	8	9	10
S1	VII A	4	2	3	2	4	4	4	3	4	4
S2	VII A	4	3	3	4	3	2	4	4	5	3
S3	VII A	5	3	4	3	4	3	3	4	5	5
S4	VII A	4	3	3	2	4	2	3	4	3	3
S5	VII A	4	3	3	2	4	3	3	4	3	4
S6	VII A	4	3	4	3	4	5	3	5	4	4
S7	VII A	4	3	4	3	4	3	4	4	4	5
S8	VII A	3	3	3	2	3	3	3	5	4	4
S9	VII A	3	3	2	3	4	5	4	4	5	5
S10	VII A	3	4	4	4	3	4	5	4	5	5
S11	VII A	5	5	5	3	4	2	4	3	4	4
S12	VII A	5	3	4	4	5	3	4	4	4	5
S13	VII A	4	5	4	4	3	4	5	4	5	5
S14	VII A	4	2	4	1	4	2	3	4	4	4
S15	VII A	5	3	4	4	5	3	4	5	4	5
S16	VII A	5	3	5	3	4	4	4	4	4	5
S17	VII A	5	3	4	3	4	2	3	4	4	4
S18	VII A	4	5	3	3	4	4	4	5	3	4
S19	VII A	5	4	3	3	3	2	4	2	5	5
S20	VII A	4	2	3	2	3	2	3	3	3	3
S21	VII A	5	5	4	3	3	3	2	5	4	4
S22	VII A	5	5	3	3	4	2	4	2	5	4
S23	VII A	5	3	3	4	5	5	5	5	5	5
S24	VII A	3	5	4	3	4	5	4	3	5	5
S25	VII A	4	3	3	2	4	3	3	3	3	4
S26	VII A	3	5	4	3	3	4	4	4	5	5

S27	VII A	4	2	3	2	3	2	4	5	4	3
S28	VII A	4	3	3	2	3	3	3	3	3	4
S29	VII A	5	3	3	3	3	3	5	5	3	3
S30	VII A	5	3	3	2	4	3	3	3	4	4
S31	VII A	5	4	4	2	3	4	4	4	5	5
Mean		4,23	3,42	3,52	2,80	3,71	3,20	3,71	3,90	4,13	4,26
MEAN		3,69									

B. The Results of Intrinsic Motivation Questionnaire

Respon dent	Class	Statement									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
S1	VII A	4	4	3	4	3	2	3	4	4	3
S2	VII A	5	3	3	4	5	3	3	4	4	5
S3	VII A	4	4	3	4	4	3	5	4	3	4
S4	VII A	4	3	4	4	2	2	3	4	4	2
S5	VII A	4	4	3	4	4	4	4	4	3	3
S6	VII A	4	4	4	3	4	3	4	4	5	5
S7	VII A	5	4	3	4	4	3	4	3	4	5
S8	VII A	5	3	1	5	4	3	4	5	2	3
S9	VII A	5	5	2	2	3	2	3	4	3	2
S10	VII A	3	4	3	2	4	3	4	4	4	2
S11	VII A	5	3	4	3	4	3	4	5	5	4
S12	VII A	4	3	3	3	3	3	5	5	4	4
S13	VII A	4	3	2	4	2	2	5	4	2	2
S14	VII A	4	3	3	4	4	3	4	4	4	4
S15	VII A	4	3	3	3	3	3	5	5	4	4
S16	VII A	4	3	4	4	4	3	4	3	4	4
S17	VII A	4	4	2	3	3	3	4	5	5	3
S18	VII A	5	5	4	5	5	3	4	4	5	5

S19	VII A	4	4	3	4	4	4	4	4	4	5
S20	VII A	4	3	3	3	4	3	3	4	4	4
S21	VII A	5	3	5	3	4	3	5	5	4	4
S22	VII A	5	5	3	3	4	3	5	5	5	4
S23	VII A	5	5	2	3	3	2	5	3	5	3
S24	VII A	4	4	3	2	2	2	2	4	2	2
S25	VII A	4	2	3	2	3	3	4	2	3	2
S26	VII A	4	4	2	2	2	4	2	3	3	2
S27	VII A	4	4	3	3	3	2	3	3	4	4
S28	VII A	4	3	3	3	3	2	4	3	2	2
S29	VII A	5	4	4	4	4	3	3	5	3	5
S30	VII A	4	4	3	3	4	3	4	4	5	3
S31	VII A	4	5	3	4	4	3	5	5	4	3
Mean		4,16	3,71	3,03	3,30	3,52	2,84	3,90	4,03	3,77	3,45
MEAN		3,57									

Appendic 6. List of Question of the Interview

The interviews was held with 17 students of class 7C. The students are choose according to the results of questionnaire and their background study in elementary school before. Interviews was did using an Indonesian language to make students easier to understand. The questions of the interview adopted from Harmer's theory (2001) and Self Determination Theory by Deci & Ryan (1985).

Goals and goal setting/ autonomy

1. Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

2. Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

3. Apa tujuanmu mempelajarai bahasa Inggris ini?

4. Apakah ketika diberikan tugas siswa langsung mengerjakannya?

5. Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

Learning environment/ competence

1. Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

2. Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

3. Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

4. Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

5. Bagaimana cara guru dalam meengkondisikan kelas selama pembelajaran?

Intersting classes/ relatedness

1. Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

2. Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

3. Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

4. Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

5. Apakah siswa memahami materi yang disampaikan oleh guru?

6. Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

Appendic 7. The Results of Interviews

Respondent 1

Time of Interview : May, 25ᵗʰ 2023

Students   : AR/1

Class   : 7C

Goals and goal setting/ autonomy

R   : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S   : Emmm, aktif mbak.Tapi ya nggak yang selalu ngejawab juga sih mbak hehe

R   : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S   : Lebih apa ya, lebih berinovasi biar lebih menarik

R   : Apa tujuanmu mempelajarai bahasa Inggris ini?

S   : Kalau aku itu kepengen bisa lebih menguasai bahasa Inggris

R   : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   : Iya mbak, biasanya langsung tak kerjain

R   : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   : Biasanya browsing sih mbak kalau semisal bingung atau kurang paham sama materinya

Learning environment/ competence

R   : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   : Nyaman mbak kalau bagiku

R   : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S   : Tidak semua memperhatikan mbak, tapi ya masih gimana ya kalau semisal ditanya sama missnya itu masih pada jawab

R   : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S   : Menurutku sih ya udah tertata rapi mbak

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R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Biasanya cuma pakai lcd, itupun juga jarang sih mbak

R : Bagaimana cara guru dalam mengkondisikan kelas selama pembelajaran?

S : Santai sih mbak missnya, yang kayak ya ditegur kalau ada yang ramai tapi nggak galak

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Hehe, Alhamdulillah ngerti mbak jadi ya mudah

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Udah nyaman mbak sama cara mengajarnya Miss Esti, biasanya itu to mbak missnya nerangin sama nulis catetan di papan tulis terus habisitu diputeri terus ditanya ada yang belum dipahami atau enggak. Terus habis itu dikasih tugas kadang ya individu kadang kelompokan. Kalau tugas individu itu biasanya disuruh ngerjain terus nanti dicocokin bareng-bareng

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Emmm, kalau aku sih lebih ke reading ya

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Iya mbak, baik caranya nyampeinnya

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Paham mbak, kalau lagi paham hehe. Nggak semuanya langsung ngerti sih mbak masih diolah-olah dulu hehe

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Emmm, ya tertulis juga lisan juga

Respondent 2

Time of Interview : May, 25th 2023

Students : ALO/4

Class : 7C

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Seringnya si diem ya kak hehe

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Emmm, belajar bahasa Inggris karena pengen dapet nilai bagus mbak kalau ulangan-ulangan harian sama kalau pas testing

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Emmm, apaya biar bisa ngomong lancar kak

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya

S : Ya kadang langsung kadang nggak, mepet gitu biasanya

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Kalau dirumah ya browsing, kalau disekolah ya tanya ke temen

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Lumayan nyaman

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru.

S : Semua tergantung orangnya si kak, ada yang ramai ada yang diem

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Yaaa, rapi kak bagiku hehe

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Jarang kak, biasanya ditulis di papan tulis

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Emm, ya baik kak nggak yang galak bentak-bentak gitu

Intersting classes/ relatedness

R　　**:** Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S　　**:** Setengah setengah

R　　**:** Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S　　**:** Lebih ke nerangin si kak

R　　**:** Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S　　**:** Paling nyaman kalau disuruh menulis sih mbak, soalnya ya kita ngga perlu maju-maju ke depan ga perlu ngomong hehe. Terus juga kalau gatau kata bahasa Inggrisnya bisa browsing atau ngga ya translate di google

R　　**:** Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S　　**:** Jarang kak, biasanya langsung keluar

R　　**:** Apakah siswa memahami materi yang disampaikan oleh guru?

S　　**:** Kadang faham kadang nggak, kalau nggak biasanya dirumah belajar lagi

R　　**:** Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S　　**:** Lebih seringnya ujian tertulis

Respondent 3

Time of Interview　　: May, 25th 2023

Students　　　　　　: AKA/5

Class　　　　　　　: 7C

R　　**:** Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S　　**:** Seringnya menjawab sih kak kalau pas miss Esti ngasih pertanyaan gitu-gitu

R　　**:** Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S   : Emmm, belajar bahasa Inggris karena emang minat pengen bisa bahasa Inggris lancar

R   : Apa tujuanmu mempelajarai bahasa Inggris ini?

S   : Dua-duanya si kak, pengen bisa baca buku bahasa Inggris langsung faham ga perlu buka-buka kamus atau browsing lagi. Sama juga kepengen lancar gitu kalau ngomong pakai bahasa Inggris, jadi kalau diajak ngomong atau ngga disuruh ngomong gitu yaudah percaya diri aja soalnya udah lancar ngomongnya

R   : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   : Tergantung situasi sama mood, kalau lagi mood bagus langsung ngerjain gitu

R   : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   : Kalau dikelas si ya tanya guru, tapi kalau dirumah ya seringnya browsing si kak

Learning environment/ competence

R   : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   : Emm, kalau aku sih nyaman-nyaman aja kak hehe

R   : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S   : Ya ada yang diem ada yang ramai juga sih kak hehe

R   : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S   : Rapi kak, nyaman kalau buat belajar

R   : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S   : Jarang ya kak kalau buat pakai-pakai lcd,speaker gitu, soalnya biasanya itu ditulis di papan tulis

R   : Bagaimana cara guru dalam mengkondisikan kelas?

S   : Emmm, ya baik mbak sambil bercanda-bercanda gitu kalau negur

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Gampang kak hehe

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Nerangin sama suruh nulis kak, terus dikasih tugas

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Aku sukanya lebih ke speaking

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Jarang si kak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Paham kak hehe

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Tertulis kak seringnya

Respondent 4

Time of Interview   : May, 25th 2023

Students   : BAOA/8

Class   : 7C

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Emm, seringnya diam aja soalnya kurang faham sama materinya hehe

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Kalau aku biar dapet nilai yang bagus mbak kalau pas ulangan

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar lancar berbicara bahasa Inggris

R   : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   : Emm, biasanya kalau udah mepet hehe

R   : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   : Biasanya browsing mbak kalau nggak paham materinya

Learning environment/ competence

R   : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   : Kalau buatku ya menyenangkan buat diikuti

R   : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S   : Emm, kalau aku ya memperhatikan dong mbak biar pinter hehe

R   : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S   : Iya rapi mbak

R   : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S   : Jarang banget mbak kalau pakai lcd

R   : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S   : Emm, nggak galak kalau negur yang ramai-ramai

Intersting classes/ relatedness

R   : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S   : Emmm, usah sih mbak belajar bahasa Inggris, soalnya gimana ya waktu di SD itu belajar bahasa Inggrisnya mulainya dari pas waktu kelas 4. Jadi ya gimana ya dasar-dasarnya itu kadang masih suka bingung

R   : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S   : Miss Esti lebih ke nerangin materinya langsung mbak

R   : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S   : Aku suka apa ya, emm reading mbak hehe

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Jarang mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Emmm, seringnya sih kurang paham mbak hehe

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Lebih suka tertulis

Respondent 5

Time of Interview : May, 25th 2023

Students : EBR/12

Class : 7C

Goals/autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Diam aja kak hehe, soalnya kurang faham sama materinya

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Minat sih kak, soalnya dari game-game banyak yang pakai bahasa Inggris

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar gausah buka kamus lagi kak

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Nanti nanti kalau udah mepet hehehe

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Emmm, rowsing biasanya

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Nyaman dong kak, kelas tercinta hehe

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Memperhatikan kalau aku kak hehe

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Rapi kak

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Emmm, jarang pakai kak

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Baik dong kak, miss Esti og hehe

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Emmm, ya gampang-gampang susah

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Nerangin kak tapi ya disuruh buat kelompok juga sih

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Sukanya reading, soalnya ya baca-baca dari game hehe

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Sebenernya jarang sih ya kak kalau miss Esti ngasih feedback gitu. Tapi ya pernah juga, terus juga dikasih tau soal materi buat minggu depan disuruh belajar dulu gitu

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Emmm, ya kadang faham kadang kurang

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S   **:** Campur kak, dua-duanya

Respondent 6

Time of Interview   : May, 25th 2023

Students   : HJPL/14

Class   : 7C

Goals/autonomy

R   **:** Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S   **:** Banyakan diem kak, soalnya ya kurang faham sama malu kalau seumpama jawabnya salah

R   **:** Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S   **:** Ya karena emang suka bahasa Inggris si kak, sama pengen dapet nilai bagus juga

R   **:** Apa tujuanmu mempelajarai bahasa Inggris ini?

S   **:** Biar bisa baca buku ga pakai buka-buka kamus lagi mbak

R   **:** Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   **:** Emmm, enggak kalau udah akhir hari baru dikerjain kalau inget heheheh. Kalau ngga inget ya dikerjain disekolah pas jam istirahat

R   **:** Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   **:** Kalau disekolah lebih ke tanya temen, kalau dirumah itu tanya orang tua atau sama kakak.

Learning environment/ competence

R   **:** Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   **:** Emmm, ya nyaman

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Ya ada yang ramai ada yang diem

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Rapi kak

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Nggak si kak, lebih sering ditulis di papan tulis

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Ya ditegur kak kalau ada yang ramai tapi baik-baik

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Fifty fifty, tergantung materi

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Diterangkan didepan kak

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Emm, menulis menulis

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Emmmm, jarang si ya kak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Sedikit faham, nanti kalau dirumah dibicarakan lagi sama orang tua, nanti diulang lagi materinya

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Tertulis, soalnya kalau disuruh ngomong bahasa Inggris ya takut juga malu juga hehe

Respondent 7

Time of Interview   : May, 25th 2023

Students   : IQ/15

Class   : 7C

Goals/autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Diam aja mbak, takut salah

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Emmm iya mbak minat, pengen bisa bahasa Inggris

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar faham kalau baca buku bahasa Inggris

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Kebanyakan sih ya langsung dikerjain hehehe

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Kadang browsing, kadang tanya temen

Learning Environment/competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Seru, santai mbak

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Memperhatikan penjelasan missnya mbak

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Emmm, iya rapi mbak menurutku hehe

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Jarang pakai sih mbak

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Seru mbak dikelas, ya ada yang ramai ditegur juga sama missnya

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Susah mbak buat paham materinya soalnya belajar bahasa Inggris juga baru pas masuk SMP ini sebelumnya pas SD nggak ada

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Menerangkan didepan kelas mbak

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Emmm, listening mbak kalau aku

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Pernah tapi jarang mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Ya nggak semua paham mbak, ada yang masih bingung

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Seringnya ngasih tes tertulis mbak

Respondent 8

Time of Interview : May, 25th 2023

Students : JNS/17

Class : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S   : Memperhatikan mbak, tapi ya jarang jawab si mbak hehe

R   : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S   : Untuk mendapatkan nilai yang bagus

R   : Apa tujuanmu mempelajarai bahasa Inggris ini?

S   : Karena ada pembelajaran di sekolah

R   : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   : Nggak langsung mengerjakan mbak, nanti nanti dulu hehe

R   : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   : Biasanya tanya ke guru

Learning environment/ competence

R   : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   : Ya nyaman

R   : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S   : Nggak semua memperhatikan guru mbak, ada yang ramai juga

R   : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S   : Kurang rapi mbak kalau menurutku si

R   : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S   : Kalau pas pelajaran bahasa Inggris itu jarang mbak pakai LCD atau buat PPT gitu jarang banget. Missnya itu lebih sukanya nerangin didepan, menurutku juga lebih mudah buat dipahami mbak kalau missnya menerangkan daripada lewat LCD-LCD gitu. Terus kalau buat speaker si nggak pernah pakai ya mbak

R   : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Lumayan menarik mbak, nggak galak

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Mudah mbak Alhamdulillah hehe

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Lebih sering menerangkan didepan kelas mbak

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Emmm, reading

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Jarang mbak, tapi kalau memberikan feedback caranya itu baik mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Iya, paham mbak

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Lebih ke tertulis si mbak

Respondent 9

Time of Interview : May, 25th 2023

Students : KNR/18

Class : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Memperhatikan penjelasan guru mbak

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Apa ya mbak hehe, emm pengen dapat nilai yang baik disekolah

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Emmm, karena ya aku pengen bisa kuliah di luar negeri

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Iya mbak, kalau ada tugas biasanya langsung dikerjakan

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Kalau aku biasanya bertanya pada guru

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Nyaman-nyaman aja sih mbak kalau aku

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Emmm, nggak mbak ada yang memperhatikan ada yang nggak

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Kalau untuk kondisi kelas sih ya nggak begitu rapi sih ya mbak, apalagi kan pelajaran bahasa Inggris itu mesti siang habis dzuhuran sama jam 1-an jadi ya kalau disuruh buat tetep rapi ya agak susah mbak hehe. Tapi ya kalau aku sih tetep nyaman-nyaman aja sih mbak

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Belum pernah pakai speaker mbak, lcd pernah sih tapi ya jarang pakainya

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Menarik mbak, aku suka caranya miss Esti kalau ngajar dikelas

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Mudah mbak hehe

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Menerangkan didepan kelas mbak

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Emmm, aku lebih nyaman waktu suruh speaking sih mbak

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Emmm, paling dikasih apresiasi baik mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Bisa paham mbak

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Emm, ya lebih seringnya tertulis

Respondent 10

Time of Interview   : May, 25th 2023

Students   : LCF/20

Class   : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Ya kadang jawab kadang juga diem mbak hehe

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Emmm, ya kalau aku emang karena minat pengen belajar mbak

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Emmm, biar mudah kalo baca mbak

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Langsung tak kerjain mbak biasanya, jadi ya biar nggak numpuk-numpuk tugas

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Kalau ada yang susah-susah gitu ya biasanya browsing sih mbak, cepet soalnya

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Iya nyaman mbak, ramai-ramai tapi tetep kondusif

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : "Suasana dikelas nyaman mbak, gimana ya mbak ya ngga semua murid memperhatikan si mbak ada juga yang ngomong sendiri, ada yang gojek juga tapi suasana kelasnya tetep nyaman ko mbak. Tetep bisa mengikuti, kalau disuruh maju atau dikasih pertanyaan sama miss Esti juga pada ngejawab"

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Nggak rapi-rapi banget mbak tapi ya okelah

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Kalau missEsti jarang pakai lcd mbak

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Nggak galak, miss Esti seru dikelas

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Aku suka bahasa inggris mbak jadi gampang

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Dikasih tugas terus disuruh maju

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Paling suka kalau materinya berkaitan sama speaking sih mbak, soalnya kan apa ya itu waktu pelajaran bahasa Inggris sering disuruh maju presentasi kalau nggak ya jawab pertanyaan miss Esti gitu. Jadi mungkin ya karena udah terbiasa juga ya mbak hehe

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Kadang dikasih kadang ya enggak mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S ; kadang paham kadang ngga, yang paling paham materi speaking sama listening

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Emm, tertulis mbak

Respondent 11

Time of Interview : May, 25th 2023

Students : LATD/21

Class : 7C

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Memperhatikan kak, sering menjawab juga

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Emm, karena ya minat kak

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Semuanya si kak, pengen bisa menguasai bahasa Inggris

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Kalau dapet tugas biasanya langsung dikerjain gitu

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Kadang browsing, kadang juga tanya ke guru langsung, atau ngga ya buka kamus kak. Tapi ya lebih seringnya kayak tanya ke les-lesan gitu

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Emmm, ya nyaman

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Ya ada yang ramai ada yang memperhatikan

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Iya rapi kak, kondusif buat belajar

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Jarang, biasanya ditulis missnya di papan tulis

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Seru kak dikelas, enak ngikutinnya

Interesting classes/relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Mudah mudah susah hehe

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Menerangkan, terus dikasih tugas suruh ngerjain habis itu suruh maju ke depan

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Speaking

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Emmm, jarang ngasih mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Paham

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Emm, biasanya itu tertulis

Respondent 12

Time of Interview : May, 25th 2023

Students : NCP/22

Class : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran?(aktif/pasif, memperhatikan/tidak)

S : Suka jawab pertanyaan tapi suaranya tu agak ngga kenceng tapi missnya notice

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Berminat karena kan cita-cita saya kan ingin kuliah diluar negeri

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar lancar kalau bicara bahasa inggris mbak

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Biasanya tu ngerjainnya pas free, kayak pas hari jumat, sabtu, minggu

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Tanya mama, soalnya mama juga guru bahasa Inggris. Kan dulu kan kuliahnya tuh apaya ya tentang bahasa Inggris, tapi sekarang ngajar di SD

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Nyaman

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Ada yang ramai juga mbak, tapi kelasnya tetep kondusif

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Kelasnya nyaman, rapi juga mbak

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Kalau bahasa inggris jarang nggunain, jadi langsung ditulis di papan tulis

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Seru mbak kalo dikelas, asik

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Emmm, lumayan susah

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Seringnya disuruh maju si mbak, atau ngga ditunjuk random suruh jawab pertanyaan

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Saking banyaknya materi ngga tau mbak hehe, tapi paling suka kalau membaca

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Enggak setiap selesai si mbak, jadi kadang iya kadang nggak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Paham mbak

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Lebih suka lisan mbak

Respondent 13

Time of Interview : May, 25th 2023

Students : NWP/23

Class : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Iya, memperhatikan

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Biar pembelajarannya lebih menarik lagi

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Untuk masa depan, biar mudah mencari pekerjaan

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Nggak kak hehehe

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Mencari di google

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Ya, nyaman

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Ada yang memperhatikan ada yang tidak

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Tidak kak hehe, kurang rapi kalau menurutku

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Cuma pernah pakai lcd

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Santai kak, jadinya ya nyaman kak pas pelajarannya miss Esti hehe

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Emm, susah si kak

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Emmm, lebih sering ke menerangkan

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Tergantung materinya sih mbak, tapi ya kalau aku pribadi sukanya listening sih mbak, soalnya ya gimana ya aku juga suka dengerin lagu-lagu bahasa Inggris gitu mbak

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Iya, baik caranya

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Ya lumayan memahami kak

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Lebih sering tertulis

Respondent 14

Time of Interview : May, 25th 2023

Students : RAP/25

Class : 7C

Goals and goal setting/autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Emm, diem aja soalnya malu

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Emm, ya emang karena minat pengen bisa mbak

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar lancar mbak ngomong Inggrisnya

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Langsung, sregep og mbak hehe

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Browsing mbak seringnya

Learning environment/competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Enak mbak, nyaman aja buat belajar

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Memperhatikan mbak kalau aku hehe

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Emmm, ya gimana ya rapi mbak hehe

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Emm, jarang mbak

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Menyenangkan, nggak galak

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Lumayan susah mbak

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Nerangin didepan mbak

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Lebih ke reading

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Jarang si mbak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Dapet pelajaran bahasa Inggris juga sih mbak waktu SD tapi ya kalau ditanya soal paham nggak pahamnya tergantung materinya, kalau materinya gampang ya paham kalau susah ya nggak paham-paham hehe

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Tertulis mbak, gausah maju-maju

Respondent 15

Time of Interview   : May, 25th 2023

Students   : SHDA/27

Class   : 7C

Goals and goal setting/ autonomy

R : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S : Ya dijawab si kak kalau ditanya

R : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S : Minat si kak, soalnya kan nanti cita-citaku juga membutuhkan bahasa Inggris gitu

R : Apa tujuanmu mempelajarai bahasa Inggris ini?

S : Biar paham mbak kalau baca jadi gausah buka-buka kamus lagi

R : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S : Tergantung mood si kak

R : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S : Aku browsing kadang lihat kamus juga

Learning environment/ competence

R : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S : Nyaman bangett

R : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S : Ya ada yang memperhatikan ada yang ramai sendiri

R : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S : Rapi, pokonya nyaman

R : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S : Nerangin secara langsung kak, lebih enak kaya nerangin langsung sih kak

R : Bagaimana cara guru mengkondisikan kelas selama pembelajaran?

S : Ya menarik mbak, enak nggak galak. Santai aja

Intersting classes/ relatedness

R : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S : Emmm, fifty fifty ya kalau apaya. Kalau faham ya oke. Miss Esti juga asik gitu jadi enak ngikutinnya.

R : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S   : Lebih ke nerangin di papan tulis mbak

R   : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S   : Speaking

R   : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S   : Jarang kak, biasanya langsung keluar

R   : Apakah siswa memahami materi yang disampaikan oleh guru?

S   : InsyaAllah paham hehe

R   : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S   : Dua-duanya, tapi kalau akunya ngerti enakan speaking si kak

Respondent 16

Time of Interview   : May, 25th 2023

Students   : ZRS/30

Class   : 7C

Goals and goal setting/ autonomy

R   : Bagaimana responmu ketika guru sedang memberikan pembelajaran? (aktif/pasif, memperhatikan/tidak)

S   : Kalo bisa ya dijawab to hehe

R   : Bagaimana harapan dan keinginanmu terhadap pembelajaran bahasa Inggris ini?

S   : Kalau aku tu sadar ya karna kan dimasa depan kan makin maju kak, AI terutama. Kalau ngga pakai bahasa Inggris ya gimana lagi buat orang faham gitu. Dan dunia kerja tu kan sekarang pakainya bahasa Inggris, sebenernya sampai sekarang itu aku tu ngga bisa bahasa Inggris. Tapi aku tu berusaha gitu lho kak dan satu cita-cita aku tu pengen buat aku bener-bener termotivasi bahasa Inggris tu pengen travelling keliling dunia hehe

R   : Apa tujuanmu mempelajarai bahasa Inggris ini?

S   : Biar lancar kalo ngomong si mbak

R   : Apakah ketika diberikan tugas siswa langsung mengerjakannya?

S   : Kalau ngga PR itu langsung dikerjain kak kan mengumpulkannya hari itu juga. Tapi kalau PR tu kadang kan masih bertabrakan sama tugas lain jadinya ya tunggu-tunggulah. Mboyak gitu, ngko sik gitu hehe

R   : Apa yang kamu lakukan ketika menemui kesulitan dalam belajar bahasa Inggris? (bertanya pada guru, browsing, atau tanya teman?

S   : Browsing, tanya gitu juga sama lihat kamus

Learning environment/ competence

R   : Bagaimana suasana pembelajaran bahasa Inggris dikelas? Apakah nyaman untuk diikuti?

S   : Nyaman sih hehe, aku cinta miss Esti

R   : Bagaimana suasana kelas ketika pembelajaran? Apakah semua memperhatikan penjelasan guru?

S   : Kadang ramai kadang pada diem sih kak

R   : Bagaimana kondisi ruang kelas saat pembelajaran? Apakah tertata rapi?

S   : Ya rapi sih mbak

R   : Bagaimana dengan penggunaan lcd dan speaker ketika pembelajaran?

S   : Jarang mbak biasanya nerangin secara langsung

R   : Bagaimana cara guru mengkondisikan kelas selama pembelajarn?

S   : Enggak galak jadinya nyaman kak enak dikelas itu kalau pas pelajarannya miss Esti. Gimana ya kak, miss Esti itu kalau ngajar enak, santai, nggak galak juga, suka bercanda sama murid-muridnya ya jadi kita juga enjoy-enjoy aja waktu pelajaran bahasa Inggris pokonya aku cinta miss Esti hehe

Intersting classes/ relatedness

R   : Apakah bahasa Inggris termasuk kedalam pelajaran yang mudah/susah?

S   : Tergantung mood belajar atau ngga si kak. Tapi lebih sering moodnya, soalnya miss Esti itu kalau nerangin tu enak jadinya kan moodnya enak

R   : Bagaimana cara guru mengajar? (menerangkan, membuat kelompok lalu presentasi atau praktik)

S : Diterangin mbak terus habis itu disuruh kelompokkan

R : Apa materi yang paling membuatmu nyaman dan percaya diri ketika belajar bahasa Inggris? (speaking, listening, writing, reading)

S : Itu si pertama menulis dulu setelah itu baru speaking

R : Apakah guru memberikan feedback ketika selesai pembelajaran? Jika iya, bagaimana cara guru menyampaikannya? (baik/tegas)

S : Emmmm, jarang si ya kak

R : Apakah siswa memahami materi yang disampaikan oleh guru?

S : Paham, cuma kadang tu lupa kak soalnya ngga diperbaikin lagi hehe

R : Bagaimana cara guru dalam memberikan ulangan? (tertulis/lisan/tugas)

S : Emm apaya, dua-duanya sih kalau gampang suka semua hehe. Speaking juga suka si, karna ya enakan aja gitu kalau ngomong

Appendic 8. Photos in the Research Field

(Researcher distributed questionnaire and students fill it)

(Observation)

(Observation)

(Interview)

(Photo with the teacher and students at class 7C)