

CHAPTER V

DISCUSSION

In this chapter contained the discussion of the research. Here, the researcher presented the ideas in this cussing of the research finding.

A Discussion

In this chapter, The discussion focused on the finding of the one proposed research question. The discussion was the student's motivation in choosing TBI as major at TBI semester I 2018 at IAIN Tulungagung

1. Discussion on Intrinsic Motivation That Influences Students in Choosing TBI as Major at Semester 1 Year 2018/2019 of IAIN Tulungagung

Based on the result of the interview and questionnaire,it could be said that most students have their own self-determination and personal choice in learning English speaking skill. The excitement and enjoyment in the course itself make students felt enjoy to learn at TBI. Wigfield, Guthire, Tonks & Perencevich (2004), research about the characteristic of students that likely intrinsically motivated occur in this research. Students felt confidence and believe that taking course at TBI will deliver them to a bright future. so that 30 students agree and 3 students strongly agree that the students interest being the teacher. By studying English speaking, students believe that 34 students agree and 3 students strongly agree that students learn English speaking skill

because they had a clear vision about what they will do with their English skills. Deci et al (in Niemiec, 2009) also investigate the self-determination framework into intrinsic motivation in educational context. assessed public elementary teachers' reports of their orientations towards supporting students' autonomy versus controlling their behavior. Results demonstrated that children assigned to autonomy-supportive teachers, relative to those assigned to controlling teachers, reported increased intrinsic motivation, perceived competence, and self-esteem over time.

The autonomous behavior plays an important role in self-determination theory that leads students actively directed and regulated by choices that are based on an awareness of the one needs and integrated goals. students who function autonomously are hypnotized to seek out choice and to experience their behavior as self-initiated. Control-determined behaviors are initiated and regulated by controls in the environment such as form reward from parents, score from teacher or by internally controlling imperatives indicating how one "should" or "must" behave. Students who are oriented toward control are expected to seek out controls and to interpret their environment as controlling.

According to Deci and Ryan (in Koestner,1994), the autonomy orientation that was experienced by students who internally motivated has been associated with positive self-evaluation. High autonomy individuals possess high self-esteem, rarely derogate themselves, and

experience low levels of guilt. The autonomy orientation also associated with greater self-awareness, as reflected in significant positive correlations with scales measuring self-actualization, ego development, and private self-consciousness (Deci & Ryan; Scherhorn & Grunert; Vallerand et al., in Koestner 1994). The autonomy orientation is related to a confident and effective approach toward achievement: it is predictive of an internal locus of control, tendency to attribute successes to ability or effort, and the absence of feelings of boredom (Farmer & Sundberg; Koestner, in Koestner 1994).

from interview data and questionnaire data, it found that students were interested in mastering the English speaking skill rather than just rote learning to achieve good grades. Students posit that learning English speaking skill is sustained by satisfaction of the basic psychological needs for autonomy and competence. The need for autonomy refers to the experience of behavior as volitional and reflectively self-endorsed. For example, students are autonomous when they are willingly devoting time and energy to their studies

The data result also shown Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004) intrinsic theory that students felt confidence when students learning English speaking skill because of they really interested in English. The experience during the first twelve-year gives some confidence about what is English really alike. the data result also shown that by learning English speaking skill will

allow students to be effective agents in reaching desired goals whether it will deliver students to be a teacher, tour guide, eduprenur so that Students also confidence that their educational result to factors under students control.

Although Ryan and Deci (2009) stated that teachers who create circumstances for students to engage in self-determination as *autonomy-supportive teachers* students get lack of English speaking practice in class Students acknowledge that they do not have enough time to practice their English speaking skills. Not all students have the same opportunity to practice speaking English because the time given is only one and a half hour in a week. Futhermore, Csikszentmihalyi (in Santrock, 2008) stated that the optimal experiences in life occur most when people develop a sense of mastery and are absorbed in a state of concentration while they engage in an activity. Moreover, optimal experiences occur when individuals are engaged in challenges they find neither too difficult nor too easy.

In every learning process, there is no guarantee that students will learn and understand the material easily without problems even though the determined students. To solve the problems students need to use creativity to seek a way the problems to find the understanding and since problem-solving was a creative process, students have his or her own way. In this research, research data also showed that students' behavior when encountering obstacles in learning process. According

to interview data, most of students got their own way to learning English speaking by sing along western song. The researchers found that most students study English on their own because of the difficulty in finding training partners and the lack of support for the English language training environment. Other problems sometimes come from students themselves such as lack of confidence in their students and fear of being blamed due to the lack of English language skills. This condition drive students to think creative by practicing English speaking by mimicking foreign speech on song or movie.

According Mora, (in Dania, Douglas, Riwu, Ye, 2008) there is a close relationship between language and music, suggesting that music not only helps in improving pronunciation skills but also contributes towards the language acquisition process. McMullen (2004) find some interesting insights regarding the similarities and parallels that have been found between language and music including a similar processing, especially in childhood. Their work leads to the claim that the capability of segregating music and language is initially not present in childhood, but is developed over time, thus adults have a separate language processing mechanism.

Schon (in Dania, Douglas, Riwu, Ye, 2008) hypothesized that pairing the musical sequence with the language sequence greatly aids in learning new words leveraging the structural properties for the song to segment new words in the foreign language. Experimental result

have shown that the word learning performance rate was the highest for the group of users who were exposed to continuous singing with a constant mapping between syllable-pitch, thereby proving the claim that linguistic and music mapping enhance the performance and learning outcomes. Singing also has benefits over speaking and rhythmic speaking for language learning and is most evident on the verbal recall even a certain delay (in Dania, Douglas, Riwu, Ye, 2008). Anvari *et al* (in Dania, Douglas, Riwu, Ye, 2008) described interrelation between music, phonological awareness and reading development by investigating a population of a hundred 4-5 years old children. They deduced that the same auditory processing exist while perceiving music and developing reading skills.

Inline with creativity researchers, most notably Teresa Amabile and her colleagues (in Kaufman and Sternberg,2010) have demonstrated that creativity generally flourishes under conditions that support intrinsic motivation (signified by enjoyment, interest, involvement, and focus on personally challenging task) and can suffer under conditions that stress extrinsic motivators (such promising rewards or incentives for creative work), competitions, social comparisons, and evaluation.

Although Phylis and her colleagues (in Santrock 2008) found that creating learning environments that encourage students to become cognitively engaged and take responsibility for students learning,

questionnaire data shown that a lot of students claim that they are felt responsible for their low English mastery in students society. Interview data showed that most of students felt confused about how to realize their responsibilities to their society because most of informan had their own planning after completing study but only YP and SD confirm that she felt responsible for her society and her willing to be a teacher in remote area.

2. Discussion on Extrinsic Motivation that Influences Students in Choosing TBI as Major at Semester 1 IAIN Tulungagung

Based on the result of the interview and questionnaire, it could be said that most of the students learning English speaking are not interested in some external stimulation or feedback from external factors such as society or parents. It showed TBI IAIN Tulungagung had different psychological needs. Although self- determination is generally the goal for individuals, it couldn't be said that external motivation does not exist. Booth intrinsic and extrinsic motivation are highly influential determinants of our behavior. In this case, according to the developers of self-determination theory, Deci and Ryan (2008) each individual had differences in personality results from the varying degrees to which each need has been satisfied or thwarted. The two main aspects on which individuals differ in TBI IAIN Tulungagung include causality orientations and aspirations or life goals.

At the level of personality functioning, students can be distinguished by individual differences in their tendencies toward autonomous functioning across specific domains and behaviors. Although there are several measures of individual differences, the most central is the concept of causality (Deci and Ryan, in Deci and Ryan 2006; Koestner & Losier, in Deci and Ryan 2006). In this model, students' propensities to regulate behavior through different strategies are assessed. Those who are autonomy oriented organize their behavioral regulation by taking reflective interest in possibilities and choices; those who are control-oriented tend to regulate behavior by focusing on perceived or ambient social contingencies, such as salient rewards and punishments. Finally, an impersonal casualty orientation pertains to people whose behavioral regulation is often impaired or uncontrolled, they lack a sense of personal causation.

In the real world, the external factors are everywhere. In schools, for example. The teacher uses many methods that can undermine intrinsic motivation, including grades, detention, and honor roles. The teacher also uses public praise and humiliation as means of shaping behavior. At home, parents force students to learn English speaking because it is international language. To fulfill parents' desire parents will take all effort including give student some reward if students learning English speaking it could be a laptop, or motorcycle to support students. According to questionnaire data, there are two

students that taking course at TBI because forced by somebody and there are 23 students got reward when students taking course at TBI. from the data we can conclude that parents will give some reward, even though the students don't deserve it. Lepper, Henderlong & Gingras (in M. Selart et al, 1972) stated that if rewards are not expected while a person is working on a task (in this case, taking course at TBI), they are not predicted to affect motivation because the person is not likely to control by the rewards. in contrary, hand Deci & Ryan, (1996, in M. Selart); Deci, Eghrari, Patrick, & Leone, (1994, in M Selart) Ryan, Connel, & Plant (1990, in M Selart) finds that the more activity conducted under a rewards becomes internalized, the more it it represent self-determined behaviour. Thus, even though students had different opinions towards parents' wishes, the data result shown that students will follow parents' wishes. Most of students, internalize parents' wishes and carry on with students' own wishes.

According to Ryan and Deci (2004, in Assor *et al*) From the phnomena occured in students, we can group students according to students' stage in acquiring external motivation. Self-determination theory (STD) speacifies four types of behavioral regulation that will be evident when a behavior and its accopanying value have been internalized to differ degrees. Before any internlization of a specific behavior has occured, the behavior is said to be enacted through *external regulation*. To the extent that the behavior is displayed, it is

because the child complies with the specific demands and contingencies rather than enacted volitionally or autonomously (2004, in Assor *et al*). The behaviors, which persist only when the contingencies are present, are associated with poor adjustment and well-being (2004, in Assor *et al*). According to the research data, there are 13 students forced by external factors to learn English speaking, 21 students get reward when they learn English speaking. Although there are great number students who are get reward, it does not mean student deserve the reward. According to interview data, parents gives the reward to support students so students could learn English speaking effectively.

The second stage type of internalization is introjection that involves the student rigidly taking in behavioral regulation but not accepting its value as his or her own. With introjected regulation, the behavior is said to be controlled by the desire for feelings of generalized social approval and self-worth, which are experienced as dependent on specific behaviors or attributes. In the other words, introjected regulation is not dependent on specific external contingencies, but still considered relatively controlled (rather than autonomous) because the person feels compelled to do the behavior. Specifically, it is controlled by internal contingencies that link feelings of self-esteem and social acceptance to the display of target behaviors or attributes. According to interview data, there are some students who

felt obliged to learn English speaking eventhough he had no idea about English speaking. There are alot of reason why student felt obligated to learn English such as to pursue good grades.

The fuller type of internalization is said to result from identifying with the importance of the behavior vis-avis one's personal values and goals. the resulting regulation, which is referred to as *identified regulation*, is considered relatively autonomous because the person has accepted the value of the activity as his or her own. The data result also shown the kinds of identified regulation motivation. Such as student learn english to pursue their dream job, or because she pursue scholarsip aboard. About 34 students claim that they learn english because they want to pursue their dream job. Researcher underline that most of students had a vision what will they do with their English speakin skill.

The fullest internalization, resulting the most effective form of internalized regulation, is reffered to as integration and results from reciprocally assimilating the identification with the other aspects of one's self. Underlying subsequent behavioral enactment will be *intergrated regulation*. Both identified and integrated regulation are considered relatively autonomous, and when so regulated, people experience a sense of choice.hubungkan dengan findings

Inline with Candra Yusfika (2015), there are three kinds of support given by parents in students' English learning. There the first

motivation support, which is encouraging students to learn English, directing students based on students ability. the second support is facility support, which is parents giving some facilities to support students learning well such as laptops, motorcycle to make students easier to commuting. The last support is parents' involvement. the research data have shown that parents involved in directing student to learn English speaking. For some parents who had Parents have their own criteria for students' future university. For some parents who have experience in learning English, of course have their own vision to direct their children to master the English language, according to research results, there is a student who was sent to the English village to master English. Research data also found that parents wanted students to study at public universities to get expectations from parents.

Despite some parent's expectation that willing the best for students, parental use of conditional regard led children to introject the regulation of expected behaviors, undermining more autonomous motivation. Children controlled in this way displayed more fragile self-esteem, more fleeting satisfaction following success, more shame following failures, and more feelings of rejection by and resentment toward their parents (Assor, Roth, and Deci, 2004)

Students' autonomy can be supported by teachers' minimizing the salience of evaluative pressure and any sense of coercion in the

classroom, as well as by maximizing students' perceptions of having a voice and choice in those academic activities in which they are engaged and it may influence students to learn English speaking. According to interview data, teacher influence students by giving some advice to students who literally knows students ability and capability. The teachers' strategy in teaching students by teaching in a meaningful by asking to the students why learning English is useful. In support this, Reeve et al (in Niemiec, 2009) reported that the provision (versus absence) of an autonomy-supportive rationale explaining the importance of a learning activity facilitated students' internalization., which in turn was, in turn, was associated with students' greater effort to learn. Teachers could support educators by introducing learning activities that are optimally challenging, thereby allowing students to test and to expand their academic capabilities. Furthermore, it is important that teacher provides students with the appropriate tools and feedback to promote success and feelings.