

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discusses about the results and finding of the research. It presented the percentage of the questionnaire and the reason of data questionnaire of Students motivation in learning English in MTs Darul Huda.

A. FINDINGS

In this part, the researcher discusses about the results of the questionnaire of the students' intrinsic and extrinsic motivation in learning English in MTs Darul Huda Wonodadi Blitar (91students).

1. Intrinsic motivation

There are three aspects investigating students' intrinsic motivation in learning English.

a. The desire to succeed

There are eight statements investigating "the desire to succeed" in learning English. The result of each statement can be seen in the table 4.1 below.

Table 4.1 The desire to succeed aspect in intrinsic motivation

Statements	Yes	No
I am persistent to learn English every day to get good grades when the examination	45%	55%
I am diligent to learn English every night because I want to increase my knowledge	43%	57%
I always do English duties given by the teacher. So, I can get a good grade	42%	58%
I have a desire to be smart in learning English	53%	47%

I will keep to learn English material being taught by the teacher until I understand.	35%	65%
I studied earnestly, because I did not want to have a lower English grade than my friends.	35%	65%
I love to read some books or articles related to English lessons	23%	77%
I have a desire to keep learning especially English lesson although my parents do not ask it.	42%	58%

From the table above, statement (1) *I am persistent to learn English every day to get good grades when the examination.* 45% students answer yes because they have desire to succeed in the English examination. It means that students learning English because they have desire to get good grade. Statement (2) *I am diligent to learn English every night because I want to increase my knowledge.* 43% students answer “Yes” with this statement because they have desire to increase their English knowledge. Statement (3) *I always do English duties given by the teacher. So, I can get a good grade.* 42% students answer yes to this statement. It means that some of them have desire to succeed in English to get good score with always do English duties given by the teacher although they have another task. Statement (4) *I have a desire to be smart in learning English.* 53% students said yes to be smart in English learning. It shows that the most students want to master in learning English. Statement (5) *I will keep to learn English material being taught by the teacher until I understand.* 35% students answer yes because if they want to succeed in

learning English, they have to understand the material that taught by the teacher. Statement (6) *I studied earnestly, because I did not want to have a lower English grade than my friends.* 35% students answer yes because they feel afraid to get low English score. Statement (7) *I love to read some books or articles related to English lessons.* If student like read books or articles related with English, it shows that he/she has the desire to succeed in English from herself. Then the result shows 23% answer yes. Statement (8) *I have a desire to keep learning especially English lesson although my parents do not ask it.* 42% students answer yes because they want to succeed in learning English although their parents ask it.

The result of the data analysis from table 4.1 above, the researcher found that literally All of students have motivation from within self to be smart in learning English, they learn English is not because to get great only but another reason. Some students that have intrinsic motivation, they do not need to ask to learn they can do by themselves.

b. There are encouragement and need to learn

There are eight statements investigating “There are encouragement and need to learn” in learning English. The result of each statement can be seen in the table 4.2 below.

Table 4.2 There are encouragement and need to learn aspect in intrinsic motivation

Statements	Yes	No
I feel the loss if I do not join in the English learning	40%	60%
I will ask to the teacher about English material that I have not understood yet during the process of learning English	46%	54%
I will keep to look for the ways to unknown answer from English question	47%	53%
I feel guilty If I do not listen seriously during English learning	46%	54%
I reread my English note	36%	64%
I am curious about the English material explained by the teacher in the class, so I often ask when the English learning process	46%	54%
I need to repeat the English material taught by the teacher at home	41%	59%
When the teacher explains English material, I dare to ask if I do not understand	46%	54%

Statement (1) *I feel the loss if I do not join in the English learning.*

40% students feel the loss if they do not join in the English learning because they feel English learning is important. It was give information

that some students feel that learning English is needed. Statement (2) *I*

will ask to the teacher about English material that I have not understood yet during the process of learning English. 46% students will ask to the

teacher if they have not understood about the material. Statement (3) *I*

will keep to look for the ways to unknown answer from English question.

47% students answer yes in this statement. It was give information that student always does the ways for answering the English question.

Statement (4) *I feel guilty if I do not listen seriously during English learning.* 46% student feel guilty if do not listen English learning seriously because they know that English is important for themselves. Statement (5) *I reread my English note.* 41% students answer yes because they need to reread it in order to always remember the materials that have been taught. Statement (6) *I am curious about the English material explained by the teacher in the class, so I often ask when the English learning process.* 46% students said yes because they have strong encouragement to understand it the material that taught by the teacher. Statement (7) *I need to repeat the English material taught by the teacher at home.* 41% students answer yes that they need to repeat to remember the material will teach by the teacher. Statement (8) *When the teacher explains English material, I dare to ask if I do not understand.* 46% students answer yes because they need to ask it so that they understand well to the English material.

From the explanation above, the researcher gets the conclusion that some students learning English because they need to learn it. Then the most students get less encouragement from inside motivation and have not realize that learning English is something necessary for them. It proves from the table above those percentages no get higher than yes answer.

- c. There are hope and aspiration for the future

There are seven statements investigating “There are hope and aspiration for the future” in learning English. The result of each statement can be seen in the table 4.2 below.

Table 4.3 there are hope and aspiration for the future aspect in intrinsic motivation

Statement	Yes	No
I am diligent to study English because I want to fluent in English	45%	55%
I want to learn English material that has not been taught by the teacher in the class so that I will understand it well than other friends.	41%	59%
I want to be able to understand the English lesson which is taught by the teacher in the class	81%	19%
I am diligent to study English because I will take English department in the University	21%	79%
I want to get highest English score than my friends	40%	60%
I want to continue my study abroad	44%	56%
I want to have achievement in learning English	49%	51%

Statement (1) *I am diligent to study English because I want to fluent in English.* 45% students said yes. It was give information that students said yes because they have a hope to fluent in English. Statement (2) *I want to learn English material that has not been taught by the teacher in the class so that I will understand it well than other friends.* 41% students answer yes because they have aspiration to understand the English lesson well although the teacher has not explained. Statement (3) *I want to be able to understand the English lesson which is taught by the*

teacher in the class. 81% student said that they want to be able to understand the English lesson. It was give the information that student literally want to learn English but they do not have strong intrinsic motivation. They need the outside factors to help them in learning English. Statement (4) *I am diligent to study English because I will take English department in the University.* 21% students have aspiration learn English diligently to get English department in university. Statement (5) *I want to get highest English score than my friends.* 40% students learn English because they hope to get highest score. Statement (6) *I want to continue my study abroad.* 44% students want to study abroad they must mastering English before so they learn English seriously from now. (7) *I want to have achievement in learning English.* 49% students want to get achievement in learning English because it can use for continuing the study.

The result of data analysis from the table 4.3 shows that some students learn English because have intrinsic motivation with a hope they learn English because they have aspiration to take English department or study abroad in the future.

b. Extrinsic motivation

In the questionnaire, there are 17 (seventeen) statements investigating about the students' extrinsic motivation in learning English. There are (three) aspects include in these statements, those are; there is appreciation in learning,

there is an interesting activity in learning and the existence of a conducive learning environment that allows learners to learn well. The result of each statements investigated the students' extrinsic motivation can be seen in the table below.

Table 4.4 There is appreciation in learning

Statement	Yes	No
I feel happy to get an above average English score because it can make my parents proud	80%	20%
I feel happy if my parents congratulate me on getting the highest English score in the class	89%	11%
I am proud if my friends praised me for getting best English score	74%	26%
I am happy when the teacher gives additional English score after answered the teacher's question	90%	10%
I am proud if I am praised by the teacher for actively asking in the class when the process of learning English	57%	43%

Statement (1) *I feel happy to get an above average English score because it can make my parents proud.* 80% students answer yes. It means that students learn English because they have encouragement for outside desire to make their parent proud of them. Statement (2) *I feel happy if my parents congratulate me on getting the highest English score in the class.* 89% Students can get motivate to learn English because their parents will give the appreciation if they get highest score. Statement (3) *I am proud if my friends praised me for getting best English score.* 74% students learn English because they want to get praise from their friend. Statement (4) *I am happy when the teacher gives additional English score after answered the teacher's question.*

90% students feel happy the teacher gives additional English score because it can help to cover the fewer score. So, that is why they want to learn English. Statement (5) *I am proud if I am praised by the teacher for actively asking in the class when the process of learning English.* 57% students have extrinsic motivation to get appreciation like praises if they learn English.

The result of data analysis from the table 4.4, the researcher found that the most students like to learn English because they get the motivation from outside such as feel happy if their parents, friends, and teacher praise them for getting good score or active asking in the English class. It means that students learn English because they want to make the people around proud of them. So, they have encouraged from outside in learning English.

Table 4.5 There is an interesting activity in learning

Statement	Yes	No
I like to learn English when the teacher uses creative teaching methods like teaching through the games	100%	0%
I am happy to learn English using cooperative learning method because it can exchange ideas and information	81%	19%
I became fond of English because of the way of teaching is not boring	100%	0%
I love to play question and answer with my friends about English material that will be tested	38%	62%
I am happy learning English using visual method (video, image, power point, etc.)	86%	14%
I love to learn English in the outside of class because it can get new things	67%	33%
I love to learn English through practice	67%	33%

Statement (1) *I like to learn English when the teacher uses creative teaching methods like teaching through the games.* 100% students said yes to this statement. It was give information that the teacher's teaching method very affects students' interest in learning English. Statement (2) *I am happy to learn English using cooperative learning method because it can exchange ideas and information.* 81% students answer yes to this statement. It shows that students like to learn together than learn individually because they can exchange some ideas. Statement (3) *I became fond of English because of the way of teaching is not boring.* 100% students like the way of teacher's teaching that is not boring because they feel get spirit to keep learn English. They can the loss drowsiness and be easier to understand it the material. Statement (4) *I love to play question and answer with my friends about English material that will be tested.* 38% students said yes to this statement. It shows that they need to learn individually so that concentrates if faced with the examination. Statement (5) *I am happy learning English using visual method (video, image, power point, etc.).* 86% students interest to learn English with the visual method. It shows that technological media very useful to convey the material so those students want to learn English seriously. Statement (6) *I love to learn English in the outside of class because it can get new things.* 67% students can learn English from outside class to get new things. They may feel need to related something in the outside of class with the material. Statement (7) *I love to learn English through practice.* 67%

students can learn English through practice. By practice, they will easy to understand and remember the material.

The result of the data analysis from table 4.5, the researcher found that the most students learn English because they interest how the teacher uses the creative method in teaching learning process. It shows that the way of teacher's teaching can affect to achieve the goal in learning English. It also shows that students have motivation in learning English by their extrinsic motivation.

4.6 The existence of a conducive learning environment that allows learners to learn well

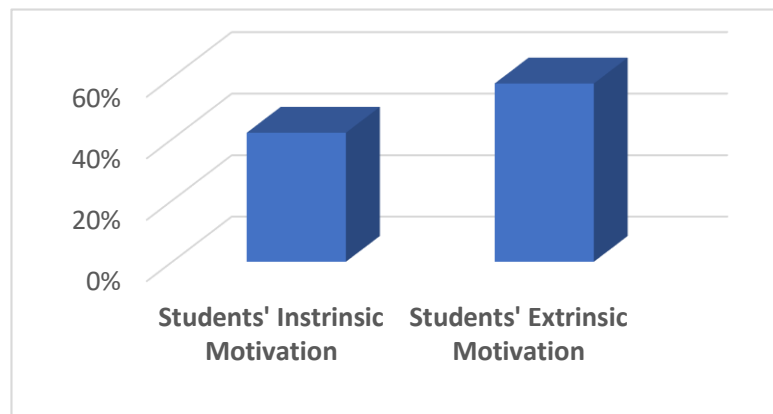
Statements	Yes	No
I feel comfortable to learn English in the clean room	95%	5%
I feel comfortable learning English in the cool room	86%	14%
I love to learn English on a neat desk	90%	10%
I can learn English well in the quiet atmosphere	87%	13%
I can learn English well if my friends are not noisy in the class	84%	16%

Statement (1) *I feel comfortable to learn English in the clean room.* 95% students answer yes. The clean room can affect them to learn. It shows that if they were on dirt class they will feel bothered with that situation. Statement (2) *I feel comfortable in learning English in the cool room.* 86% students said yes if the cool room can affect them learn. Statement (3) *I love to learn English on a neat desk.* 89% students answer yes too this statement. (4) *I can learn English well in the quiet atmosphere.* 86% students answer yes that they

can learn English in the quiet atmosphere. Statement (5) *I can learn English well if my friends are not noisy in the class*. 85% students answer yes if their friends are not noisy when some of them learn English in the class. Five statements show low percentages for No answer. They can learn English in any condition room because they learn it because they like to do it. It shows that the existence of conducive learning environment can affect student in learning especially in learning English.

The result of data analysis from table 4.6 shows environment is one of the aspects that can affect in learning especially in learning English. To achieve the goal in learning English, the most students can learn if the rooms are clean, cool, and in the quite atmosphere. It is mean that the most students can understand the learning English well because there is aspect from outside.

Furthermore, from the calculation of students' intrinsic and extrinsic motivation, the researcher finds the percentage that 58% for students' extrinsic motivation and 42% for the students' intrinsic motivation. It was express that students of MTs Darul Huda Wonodadi Blitar have good extrinsic motivation than intrinsic motivation. It can see the result of counting respond in percentage from the questionnaire of students' intrinsic and extrinsic motivation the table chart below.



Grafik 4.1
Histogram Students' Intrinsic and Extrinsic Motivation of Students'
MTs Darul Huda Wonodadi Blitar

B. DISCUSSION

1. Students' Intrinsic Motivation

From the finding above, it provides the information that there is internal desire that motivate the students in learning English. The students learn English because of some inside factors. According to Harmer (2007:98) stated that intrinsic motivation comes from within the individual for example students are diligent to learn English without any people ask it. It is showed that some of the students of MTs Darul Huda Wonodadi Blitar motivated by their internal desire.

There are some indicators that influence the students' intrinsic motivation. (1) Some of the students of MTs Darul Huda Wonodadi Blitar motivated to learn English because there is desire to succeed. Students have a strong desire to successfully master the English material and get a high score

in learning. It seems on some students who want to ask a teacher or a friend if there are English materials that do not understand. (2) There are an encouragement and need to learn. Students interest in learning English because feel need it. (3) There are hope and aspiration in the future. This is figure out the goal of students in the future.

2. Students' Extrinsic Motivation

Based on the finding about extrinsic motivation above, the most of the students have motivation in learning English by their extrinsic motivation. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors. Students motivated by external desire (1) there is appreciation in learning (2) there is interesting activity in learning (3) there is conducive learning environment, which allows learners to learn well.

From the finding above, the most students have extrinsic motivation in learning English. This is line with Uno's indicators (2012) about students have extrinsic motivation. Firstly, there is appreciation in learning English. The appreciation is easy way and effective to enhance the motivation. It looks from student get encourage to learn English because they want to get praise from others. For example: being a pride its own if friends, teachers, parents praise them because get good score. Secondly, there is interesting activity in learning. The interesting situation can affect learning process to be fun and easy to understand the material. For example: using visual method when learning can use cooperative learning to exchange their ideas, and like earning

English in the outside of the class. Thirdly, the existence of conducive learning environment. It is one of the factors that encourage student to learn well. It looks that students feel comfortable to learn in quite atmosphere, in the clean room, and cool room.

This result confirmed a previous research conducted by Bristol (2008) and Jezifa (2017) that some students have different type of motivation in learning English because each student have different characteristic in learning English. This study also benefits to the teacher to treat the students in learning. It revealed by Dimjayati that knowing and understanding the various of students' characteristic in learning motivation can increase and awaken teachers to choose one of among the various roles as advisors, facilitators instructors, discussion friends, encouragers, gift givers, or educators.