STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION IN SPEAKING SUBJECT AT THE 3rd SEMESTER OF *TADRIS BAHASA INGGRIS* STUDENTS IN ACADEMIC YEAR 2021/2022 OF IAIN PURWOKERTO

IAIN PURWOKERTO

THESIS

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Declare that all statements, opinions, and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto, Oktober 30, 2021

I who declare,

Nareemah Datoh
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APPROVAL SHEET

This thesis, entitled:

STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION IN SPEAKING SUBJECT AT THE 3rd SEMESTER OF *TADRIS BAHASA INGGRIS* STUDENTS IN ACADEMIC YEAR 2021/2022 OF IAIN PURWOKERTO

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

Having guided, analyzed, directed, and corrected the thesis by Nareemah Datoh, Student Number 1717404068, entitled:

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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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Supervisor, November 3, 2021

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MOTTO

The best preparation for tomorrow is doing your best today."
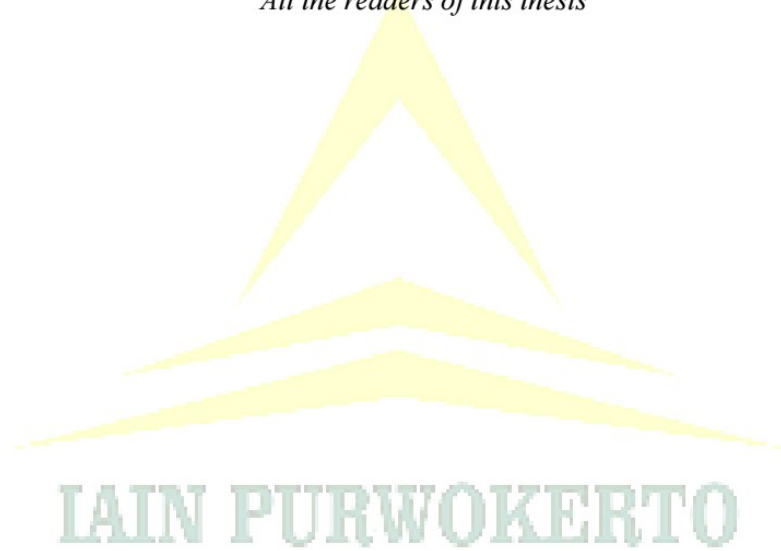
- H Jackson Brown, Jr.

DEDICATION

This thesis is dedicated to:

My beloved parents (Ahmad Datoh and Halimoh Chekoh)

My Almamater, UIN Saizu Purwokerto

My beloved friends

All the readers of this thesis

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Bismillaahirrahmaanirrahiiim

In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the words for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessings from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions, and his followers. It is a precious thing that the researcher finally accomplishes my thesis entitled **"STUDENTS' INTRINSIC AND EXTRINSICMOTIVATION IN SPEAKING SUBJECT AT THE 3rd SEMESTER OF *TADRIS BAHASA INGGRIS* STUDENTS IN ACADEMIC YEAR 2021/2022 OF IAIN PURWOKERTO"**. It is presented to the faculty of Tarbiyah and Teacher Training, in partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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Purwokerto, Octobert 30, 2021

Nareemah Datoh
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STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION IN SPEAKING SUBJECT AT THE 3rd SEMESTER OF *TADRIS BAHASA INGGRIS* STUDENTS IN ACADEMIC YEAR 2021/2022 OF IAIN PURWOKERTO

ABSTRACT

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Student's motivation is one of the factors for a success in language learning. It is commonly known that speaking is one of skill that is often considered difficult to foreign English learners. Not the exception Indonesian students of TBI IAIN Purwokerto is one of the institution which holds English education program. To know the motivation of the students in speaking subject, a research about the intrinsic and extrinsic motivation is needed.

The research was aimed at explaining students' intrinsic and extrinsic motivation in speaking subject. The research utilized the descriptive quantitative data approach since the data formed of the words and statistical analysis which included compiling, disassembling, reassembling, interpreting, and conclusion. The data were collected from questionnaire, documentation, and total class sampling with 101 students in the 3rd semester of Tadris Bahasa Inggris of IAIN Purwokerto out of 133 students. This research is in line with Rengsis Likert, Ying, and Gwaltney's theories.

The result presented that the students' intrinsic motivation obtained 53% and extrinsic motivation got 47%. The dominant both motivations are placed by intrinsic with an amount that is not too far from the presentation of extrinsic motivation.

Keywords*: Students' Intrinsic and Extrinsic Motivation, Speaking Skill.*

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CHAPTER I
INTRODUCTION

A. Background of the Research

Speaking comes from the word *speak*, which means *to express opinions; to say, to convert.* This means that speak here is a way of issuing or expressing opinions, for instance, the words we want to express. That is the meaning of speaking in simple terms and the origin of the word speaking. In a broad sense, speaking has a fairly large scope in our lives. Every day many people in this world express their opinions so that we can listen, concludeand also take a stand from what they say[1].

Speaking is described as the activity and ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Media said that, *"Speaking is to express opinions; to say; to converse"*. It means that speaking as the way of communication that influences our individual life strongly. Speaking is the most important skill among all the four language skills in order to communicate well in this global world. English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. The English is spoken all over the world and it has attained the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking and so on[2].

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[1]Nina Agustina, *"Speaking Skill Or Speaking Activity"*, http://ninaagustina16.blogspot.com/2012/12/speaking_1282.html (Accessed date : 29 June 2021,21:16 WIB).

[2]Zaky Media, *"Definition of Speaking Skill"* http://www.zakymedia.com/2013/06/definition-of-speaking-skill.html (Accessed date : 29 June 2021, 21:16 WIB).

English is the language that is used mostly for business correspondence and internet purposes. It is the only major language used in writing scientific research articles as more than 85% of the research publications are in English. It is the international language used for trade and commerce. Even in the IT field also, most of the programmers are written in English and even they communicate with their colleagues or other software professionals those who work around the world in English. Furthermore, most of the books related to higher education are published in English. Due to several advantages of English, many people are learning the English language to attain fruitful results in their respective fields[3].

The benefit of having speaking activities is self-confidence. How the students' confidence influenced speaking skill since it (speaking skill) enjoined the students to do a lot of practice as the implementation. In speaking, students have the opportunity to speak in front of many people. Furthermore, the benefits of speaking are not limited to that. In addition to having an impact on one's self-confidence, then speaking yourself in the context of English is one of the most important factors in developing other English skills. In speaking, everything can lead to speaking and also based on speaking. For instance, when learning to write or mastering various types of tenses so that when you speak, your grammar and your vocabulary selection are not wrong. Then in listening when following listening activities or just listening to English, then at least the listener can say it again. In reading, namely reading the reading text of course, it will become speaking too. That's why speaking can be an attraction[4].

Learning requires motivation. Motivation is the basic drive that moves a person to behave. This urge is someone who moves to do something according to impulse in yourself. Therefore, one's actions based on certain motivations contain themes in accordance with the motivation underlying it.

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[3]Parupalli Srinivas Rao, *"The Importance Of Speaking Skills In English Classrooms"*, Jurnal Vol-2, Issue-2 , 2019, page 6.
[4]Nina Agustina,.................(Accessed date : 29 June 2021, 22:42 WIB).

Motivation can also be said as the difference between being able to implement and want to carry out. Motivation is closer to wanting carry out tasks to achieve goals. Motivation is strength, both from internal or external that drives a person to achieve goals certain predetermined[5].

Motivation as a key factor to achieve success in language. It can help the students learn to speak in an EFL setting. Speaking is a lesson that is not easy and tends to easily make students bored in learning. Motivation is one of the important factors in developing speaking skills. Someone who has strong motivation can take part in speaking. It can be concluded that a person can speak well in English as a result of the motivational drive to speak. So, motivation plays a role in knowing someone's speaking ability. For example, people who have a strong motivation train him to become a better speaker and vice versa. Afterward, it might affect their speaking ability to stay consistent or even worse. There are two kinds of motivation: extrinsic and intrinsic. Extrinsic motivation is a type of motivation that is generated and occurs in the classroom. This means that the motivation of the class is like a teacher, for instance, the method given by the teacher is very interesting so that it becomes an encouragement for the students to learn to speak. Intrinsic motivation that arises from themselves, such as curiosity because students want to be able to understand the lesson and feel challenged to be able to understand the lesson better[6].

Motivation is one of the most important prerequisites in learning. Buildings are made, teachers are provided, and learning tools are complete, with the hope that students enter school with enthusiasm. But all that will be in vain, if students are not motivated to learn. From the point of view of the source that gives rise to it, two kinds of motives are distinguished, namely intrinsic motives and extrinsic motives. Intrinsic motives, the emergence

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[5] Hamzah B.Uno, *Teori Motivasi & Pengukurannya*, Jakarta: Bumi Aksara, 2007, page. 1-2.

[6] Siti Luruh Ayu Noerjanah, Trianis Luthfiani, "*Motivasi Siswa dalam Pembelajaran Berbicara Menggunakan Permainan Bergambar Pada Siswa Kelas Tujuh di MTs Al-Munawaroh Cirebon*", *Journal*, Vol. 3, No. 1, 2019, page 43-52.

does not require stimulation from outside because it already exists within the individual himself that is according to or in line with his needs. Whileextrinsic motives arise due to stimuli from outside the individual, for example in the field of education there is a positive interest in educational activities arising from seeing the benefits. Intrinsic motives are stronger than extrinsic motives. Therefore, education must seek to generate intrinsic motives by cultivating and developing their interest in relevant fields of study. For instance, informing the goals to be achieved in the form of instructional objectives at the time the learning will begin which gives rise to the motive for success in achieving the goals.[7]

IAIN Purwokerto is one of the institutions which hold an education to prepare English teacher through *Tadris Bahasa Inggris* (TBI) major. Considering this role, there should be efforts to improve the guilty of its graduates, not the exception, their quality of speaking skill is the most important of language skills. One factor to achieve this goal is by giving the students appropriate treatments in the learning process. One of the ways to give the appropriate treatments is by understanding their motivation as understanding what factors that can motivate them and what level is their motivation.

However, so far until this research was done there was no research about the issue. For that reason, this research is beneficial to portray TBI students' motivation. The researcher chose the TBI students since they have been studying English for four years despite of learning process one year ago and treatment institute design in accordance with students' motivation. By means of those reasons, the researcher intended to research under the title **"Students' Intrinsic and Extrinsic Motivation in Speaking Subject at the 3rd Semester of *Tadris Bahasa Inggris* Students in Academic Year 2021/2022 of IAIN Purwokerto"**.

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[7] Hamzah B.Uno, *Teori Motivasi & Pengukurannya*, Jakarta: Aksara, 2007, page 3-4.

B. Operational Definition

1. Speaking

In line with Burnkart, speaking is an activity of how people produce a sound in accordance with social rules to create a good communication aspects[8]. This skill is important for communication among people in the society in order to convey either information or ideas, and maintain social relationship.

2. Motivation

Motivation in English is *motive* comes from the word "*motion*" which means *motion* or *something that moves*. It begins from the word *motive*, motivation can be interpreted as a driving force that has become active. Motivation can become active at certain times when the need to achieve goals is indispensable. Motivation provides learners the primary stimuli for initiating second language learning, and later motivation become the driving force for learners to be persistent in tedious learning process, so that learners may be able to complete long-term goals if there is sufficient motivation. The theory implies that motivation is one of the determining factors in developing a second language.[9] In agreement with the education above, motivation is people's stimulus for doing something in pleasure. Generally, Motivation is a positive form to enjoin people get a fire in speaking-learning.

C. Research Question

1. How is the level of intrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto?

2. How is the level of extrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto?

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[8]Burnkart, G.S, "*Spoken Language: What it is and how to teach it*", an article, 1998, http://www.nclc.org/essentials/speaking/goalsspeak.htm.

[9] Dornyei, Z, *Motivation in Second and Foreign Language Learning. Language Teaching*, 1998, Page 117-135.

D. Objectives of the Research

This research is intended to:

1. To in for the level of intrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto.

2. To in for the level of extrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto.

E. Significances of the Research

1. Theoretical Significance

   The researcher expected this research will provide references to readers about how important the motivations are, both intrinsic and extrinsic motivation in speaking form.

2. Practical Significances
   1) For English Lecturers

      The result of this research will provide the information for the English lecturers who have to be aware about how they develop learning designs that fit the students' needs.

   2) For Students

      The result of this research becomes a way to the students grasp about what the dominant motivation they have, intrinsic and extrinsic. It is hoped that students can introspect themselves regarding what can help them in developing speaking skills.

   3) For Institution

      This research is expected to be an information in planning curriculum based on the students' level and needs.

   4) For the Research

      This research can increase the write's knowledge about students' motivation in acquiring speaking skills.

5) For the Other Researches

This research is expected to be a reference for similar research in the future.

F. Structure of the Research

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I contains an introduction which consists of the background of the study, operational definitions, research questions, objectives of the research, significances of the research, and structure of the research.

Chapter II contains the theories of speaking, motivation, intrinsic and extrinsic motivation, the students' intrinsic and extrinsic motivation in speaking subject, and the review of relevant studies.

Chapter III contains the research method which includes the type of the research, time and location of the research, data sources, technique of data collections, and technique of data analysis.

Chapter IV discusses the finding of the research which consists the research finding about the *Students' Intrinsic and Extrinsic Motivation in Speaking Subject at the 3rd Semester of Tadris Bahasa Inggris Students in Academic Year 2021/2022 of IAIN Purwokerto.*

Chapter V contains two parts as the conclusion and suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

A. Theoretical Background

1. Speaking Skill

a. Definition of Speaking Skill

Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is dominant about the learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and point of view. In addition, speaking seems intuitively the most important so that people who know a language are referred to as "speakers" of that language. Furthermore, in almost any setting, speaking is the most frequently used language skills[10]. Speaking is expressing thoughts, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentences to choose the words related to the topic[11].

Learning English, especially speaking is considered difficult for many students. Homby stated that speaking is the ability of people to make use the language in ordinary one. In line with Burn and Joyce speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. On the other side, the art of speaking skill is the single most important aspect of learningsecond or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Moreover, speaking requires more than grasping its grammatical and semantic rules. Learnersare merely required to have the knowledge of how native speakers usethe language in the context of structured interpersonal exchange. In other

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[10] Shiamaa Abd EL Fattah Torky, "The Effectiveness of Tech-Based Instruction Program in Developing the English Language Speaking Skill of Secondary Students", *Thesis*: Ain Shams University, 2006, page 13.

[11] Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press 2008), page 19.

words, the learners must be able to speak the target language fluently and appropriately[12].

b. The Four Elements of Speaking Skill

Speaking is one of four language skills which needs to be mastered by the students. Speaking is an important skill since people are able to say what they want to express. Besides, speaking is a symbol of the words that usually convey by someone through communication[13]. A speaker must specify some aspects of speaking when they want to speak. Syakur in Ramyani's thesis wrote that there are four components of speaking skill as:

1) Pronunciation

Pronunciation is a way for people to produce clearer language when they speak. It deals with the phonological process that refers to the sound's components. Pronunciation includes segmental features vowels, consonants, stressing, and intonation. Speakers are required to pronounce English words correctly.

2) Grammar

A grammar consisting of the elements and principles that determine how sounds vary in each of pronunciations and patterns in a la nguage. Grammar and speaking have a close relationship. In addition to the sound system learners must be taught by using a structure system of language. Learners must be given insight into the words order. Inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

3) Fluency

Fluency is the area of language proficiency that deals with speed and ease which a language skill should be performed by the

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[12] Hadriana, "*Improving-students-speaking-skill-throng*", Journal, Vol. 2, No. 2, 2008, page 38.

[13] Siti Surinah Harahap, et.al, "AN ANALYSIS ON STUDENTS' SPEAKING SKILL AT SECOND GRADE SMP 8 RAMBAH HILIR", *Artikel Ilmiyah*, 2015, page 1.

learners out of four skills (speaking, listening, reading, and writing). Although the concept of fluency is related for all four language skills, it tends to be most closely related to speaking.

4) Vocabulary

Vocabulary is knowledge of words and word of meaning. However, vocabulary is complex than this definition suggests. *First*, the words come in two forms as oral and written. Oral vocabulary includes not only the words that we recognize but also utilize in listening and speaking. Written vocabulary includes the words that we use in reading and writing. *Second*, vocabulary also comes in two forms as receptive and productive. Receptive vocabulary includes the words that we recognize when we hear or see the object. Productive vocabulary includes words that we utilize when we speak or write[14].

c. **Five Basic Types of Speaking Skill**

In agreement with Brown, there are five types of speaking as imitative, intensive, responsive, interactive, and extensive.

1) Imitative

At one point, the type of speaking skill is the ability to "parrot" back (imitate) a word or, phrase or, possibly a sentence while this is a purely phonetic level of oral production, a number of prosody, lexical, and grammatical properties of language which are included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation" no inferences are made about test-taker's ability to understand or, convey the meaning of or, participate in an interactive conversation. The only role of listening here is in the short-term storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

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[14] Fatma Ramyani, "Students' Difficulties To Speak English Of Ninth Grade Students Of Madrasah Tsanawiyah Laboratorium Kota Jambi", *Thesis*, 2019, page 24.

2) Intensive

It is frequently employed in assessment contexts that the production of short stretches of oral language is designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosody's elements, intonation, stressing, rhythm, and interlude). The speakers must have been aware of semantic properties so that they can give arespond, yet interaction with an interlocutor or test administrator is minimal at best.

3) Responsive

It includes interaction and test comprehension, but it tends for limited level in short conversations, standard greetings, small talk, simple request, and comments. The stimulus is always a spoken prompt (in order to preserve authenticity) with perhaps only one or two follow-up questions.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction which frequently include multiple exchanges or multiple participants. Interaction can take the two forms of transactional language which have the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

5) Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is

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frequently deliberative (planning is involved) and formal forextensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech[15].

d. The Benefits of Speaking Skill

Speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skill to obtain a success in their respective fields[16]. Parupalli Srinivas Rao stated the 30 advantages of speaking skills as:

1) Actively participate in pair or group activities in class.
2) To give different girls and impress on different occasions.
3) Actively participate in debates and group discussions.
4) Critical thinking among students.
5) To pursue higher studies abroad.
6) To interact with people all over the world.
7) To promote product sales in business.
8) To make life abroad simpler and easier.
9) Get better job opportunities.
10) Internet effectively.
11) Perform well in job interviews.
12) Increase knowledge.
13) Travel abroad.
14) To do good international business.
15) To gain high respect in society.
16) To give presentations for all purposes.
17) Communicate effectively with others.
18) Increase in individual income.
19) Increase the confidence of the speaker.

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[15] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy New Jersey: Prentice Hall Regents*, 1994, page 141-142.

[16] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms", *Journal*, Vol-2, Issue-2, 2019, page 6.

20) To know the various cultures of the world.

21) To interact with people all over the world.

22) To maintain very sharp cognition and reasoning.

23) To get better job opportunities all over the world.

24) Improved problem solving and critical thinking skills.

25) To improve the overall development of the speaker.

26) To motivate and attract customers to buy products.

27) The ability to inform, persuade, and direct.

28) The ability to stand out from the rest.

29) The ability to obtain a hereditary advantage.

30) Career advancement[17].

2. **Motivation**

a. **Definition of Motivation**

Motivation is something that makes someone interested in doing it any. Motivation is something that can be seen and touched, but can see the effects of one's actions. It should be treated as concept because it cannot be observed directly[18]. Motivation is the extent to which where you make choices about the goals you want to pursue and the efforts you put in will devote myself to that pursuit[19]. Motivation is an absolute requirement for learning. Motivation is a series of attempts to provide certain conditions, so that a person want and want to do something, if he doesn't like it, he will try to negate or avoid that feeling of dislike[20].

Motivation is examined as a factor that influences an attitude. Two different clusters of attitudes divided two basic types of the orientation of motivation. These two different basic types of the orientation of motivation are instrumental and integrative. Instrumental refers to

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[17] Parupalli Srinivas Rao, ..., page 12.

[18] Mohammad Khoirul Manan, *"The Correlation Between Students" Motivation in Reading English Text Books and Their Achievement in Reading Comprehension"* skripsi, 2019, page 9.

[19] Dimyati Mudjiono, *Belajar Dan Pembelajaran,* (Jakarta: Rineka Cipta, 2009), page 80.

[20] H. Douglas Brown, ..., page 35.

acquiring a language as attaining instrumental goals (furthering a career, reading technical material, achievement, translation). Moreover, integrative means the learners who expect to integrate themselves into the culture of the target language group and become involved in social interchange in that group. In line with Brown's view, motivation isdivided into two types language learning as integrative and instrumental motivation. Both the types affect the success of second language acquisition from different perspectives[21].

Gardner stated that motivation is fusion of attempt and struggling to acquire the purpose in the language learning, for sure, a positive posture in the language learning itself[22]. Motivation is a process that cannot be observed directly, but can be inferred by behaviors such as effort, persistence, and verbalization[23].

Motivation is an action taken by someone to achieve a certain goal. People who have motivation, they will try to achieve their goals and try their best to achieve their desired goals. People who are interested in learning the target language, they will direct themselves with encouragement. They will not only offer a positive reaction in every single learning activity but also seek the an effective way to becomedeep mastering the language both inside and outside of school. Motivation is a dynamical component which presents the unstabilitycontinually[24].

[21] S. Menggo, "English Learning Motivation And Speaking Ability", *Journal*, Vol. 2 No. 2, 2018, page 70-76.

[22] Gardner, "Motivation in Second and Foreign Language Learning, Language Teaching", 1985, Vol. 31, No. 03, 117-135. Accessed on September 4, 2021, at 9:30 PM, in http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

[23] Yee Chee Hong & Malini Ganapathy, "To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study", *Journal of English Language Teaching*, Vol. 10, No. 9, 2017, page 19.

[24] Z. Dornyei, "The Psychology of the Language Learner Individual Differences in Second Language Acquisition", *Thesis*, 2019, page 15.

b. **Extrinsic Motivation**

1) **Definition of Extrinsic Motivation**

Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome[25]. Extrinsic motivation is caused by external factors such as having to pass an exam, getting financially rewarded, or having a future trip[26]. Extrinsic motivation is the driving force work that comes from outside the worker as an individual, in the form of a condition that requires carry out the work to the fullest[27].

2) **Four Types of Extrinsic Motivation**

a) External Regulation

External regulation refers for behavior that is controlled primarily through external factors, for instance, deadlines, rewards, directions, and punishments.

b) Introjected Regulation

Introjected regulation refers to behavior wherein external pressures have been partially deflected inward, but not truly adopted or internalized.

c) Identified regulation

Identified regulation is a more autonomous form of extrinsic motivation and denotes the point at which behavior becomes internally governed and self-endorsed.

d) Integrated regulation

Integrated regulation refers to behavior that is completely internalized[28].

[25] Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", *Journal*, 2000, page 60.

[26] Asfia Nur Laeli, "Students' Intrinsic And Extrinsic Motivation In Learning English Writing At Senior High School A Case Of The Eleventh Grade Students Of Sma N 1 Kaliwiro Wonosobo In The Academic Year Of 2018/2019", Thesis, 2019, page 13.

[27] Fakhrian Harza, et.al, "Pengaruh Motivasi Intrinsik, Motivasi Ekstrinsik Dan Komitmen Organsasi Terhadap Kinerja Karyawan Pada Bank Btn Kantor Cabang Malang", *Journal*, Vol. 22 No. 1, 2015, page 3.

[28] Lisa Legault, "Intrinsic and Extrinsic Motivation", *Article*, 2016, page 3.

Table 2.1

Types of Extrinsic Motivation to the Example of Motivation to Regulate Prejudice (Addicted from Leagulty et.al 2007)

Type of Extrinsic Motivation	Nature of External Contingency	Underlying Reason for Behavior	Example
External Regulation	Consequences, incentives, compliance	To receive or avoid a consequence; to fulfill an external requirement	*"I avoid making prejudiced comments so that other people will think I'm non-prejudiced"*
Introjected Regulation	Feelings of internal pressure; to avoid guilt or to boost the ego	Because it "should" be done	*"I avoid acting in a prejudiced manner because I would feel bad about myself if I didn't"*
Identified Regulation	Personal valuing of a behavior, sense of importance	Because it is important	*"I avoid being prejudiced because it is an important goal"*
Integrated Regulation	Expression of self and identity; congruence with self and other values	Because it reflects core values and self/identity	*"I avoid being prejudiced because I see myself as a non-prejudiced person"*

3) The Examples of Extrinsic Motivation

Study because you want to get good grades. A student who does his homework just because he is afraid of parental sanctions for doesn't do it extrinsically motivated because he does the work sequentially to achieve results that can be separated from avoiding sanctions. Likewise a student who does the work because he personally believes it is valuable to him the chosen career is also

extrinsically motivated because he is also doing it for it instrumental value than because he finds it attractive.[29]

c. Intrinsic Motivation

1) Definition of Intrinsic Motivation

Intrinsic motivation is related to internal motivation want to do something[30]. According to Harza et.al intrinsic motivation comesfrom within the individual. This motivation generates the integrity of the goals, good organizational goals, and individual goals where they can be satisfied. Intrinsic motivation is the driving force for work which originates from within the worker as individual in the form of awareness of the importance of work carried out[31].

2) Three Elements of Intrinsic Motivation

a) Autonomy

In line with Pink, autonomy is the desire to direct our own lives. Autonomy runs counter to the traditional view of management which wants employees to "comply with", what is required of them. However, if managers want employee to be more engaged in what they are doing (and they should-as tasks become more complicated) then allowing employees autonomy (self-direction is better). Pink provides some examples of what he means by autonomy as summarizing them into four main aspects: time, technique, team, and task.

For instance, some firms allow employees to have time at the workplace to do whatever they want. This freedom spends time for doing their own things, leads to many more innovative ideas and solutions. A good example is *Google* which has benefited from numerous product ideas as a result of allowing

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[29] Richard M. Ryan and Edward L. Deci, ……, page 60.

[30] Aleksandra Oletic, "Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language" *Journal*, 2014, Vol. 2, No. 2, page 25.

[31] Fakhrian Harza, et.al, ... , page 3.

developers to pursue individual projects during work time. The growth of flexible working practices is another good example of allowing staff more autonomy. For example, providing the technology and freedom to work from home. Pink is an advocate of greater use of teamwork as a means of facilitating autonomy, particularly where the team members themselves pick the team.

b) Mastery

Pink described mastery as the desire to continually improve at something that matters. Pink argued that humans love to "get better at stuff". They enjoy the satisfaction from personal achievement and progress. Allowing employees to enjoy a sense of progresses at work that can contribute to their inner drive. By contrast, a lack of opportunity at work for self-improvement or personal and professional development are liable to make employees more bored and demotivated. A key implication for managers is to set tasks for employees that are neither too easy nor excessively challenging. Pink called such tasks "*Goldilocks* tasks", for instance. The tasks that are not "too hot or too cold". *Goldilocks* tasks not only push employees out of their comfort zones but also allow them to stretch themselves and develop both of their skills and experiences further.

c) Purpose

Pink described purpose as the desire to do things in service of something larger than ourselves. Pink argued that people intrinsically want to do things that matter. For instance, the entrepreneurs are often intrinsically motivated to "make a difference" rather than simply aiming for profit maximization. Most of us spend more than half our working hours at work. We want that time to matter. Thus, a key parts of adding purpose to work is to ensure that the missions and goals of the organization

are properly communicated to employees. Employees need not only to understand but also appreciate how their work and role fits into what the organization is about[32].

3) The Examples of Intrinsic Motivation

Play sports because you enjoy how you feel, stay longer at work because you believe in your work, using positive affirmations because you want to change your mindset positively.

d. Extrinsic vs Intrinsic Motivation

Intrinsic motivation tends performing a task since it's individually rewarding to you. Besides, extrinsic motivation is to complete a task since outside causes as avoiding punishment or receiving a reward[33].

Table 2.2

The Differences of Extrinsic and Intrinsic Motivation by Sennett

	Motivation	Goals
Intrinsic	You do the activity because it's internally rewarding. You may do it because it's fun, enjoyable, and satisfying.	Goals come from within and the outcomes satisfy your basic psychological needs for autonomy, competence, and relatedness.
Extrinsic	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as money, fame, power, or avoiding consequences[34].

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[32] Daniel Pink, "*Motivation-Pink (Three Elements of Intrinsic Motivation*)", https://www.tutor2u.net/business/reference/motivation-pink-three-elements-of-intrinsic-motivation. Accessed on August 2, 2021, at 4:13 PM.

[33] Phill Sennett, "Understanding Intrinsic and Extrinsic Motivation", Article: University of Rochester, published on June 29, 2021, in https://www.rochester.edu. Accessed on September 4, 2021, at 11:22 PM.

[34] Timothy J. Legg, "Intrinsic Motivation: How to Pick Up Healthy Motivation Techniques", *Article,* 2019, https://www.healthline.com/health/intrinsic-motivation. Accessed on August 29, 2021, at 8:57 PM.

In the opinion of experts, it can be concluded that motivation learning that exists in students including intrinsic motivation and motivation extrinsic. Intrinsic motivation is motivation that comes from within students themselves, without any external stimulation, on the contrary motivation Extrinsic is motivation that arises as a result of external stimuli student self[35].

Table 2.3

The Differences of Extrinsic and Intrinsic Motivation

Intrinsic	Extrinsic
Participate in sports because they are fun and you enjoy them.	Participate in sports to win prizes or get physically fit.
Learn a new language because you love to experience new things.	Learn a new language because your job requires it.
Spending time with someone because you enjoy their company.	Spending time with someone because they can increase your social status.
Clean because you enjoy a tidy space.	Clean up to avoid upsetting your partner.
Play cards because you enjoy challenges.	Play cards to win money.
Exercise because you enjoy physically challenging your body.	Exercise because you want to lose weight or fit into clothes.
Volunteer because it makes you feel content and content.	Volunteer to meet school or work needs.
Run because you feel relaxed or try to break a personal record.	Run to increase your chances of winning the competition.
Painting because it makes you feel calm and happy.	Painting so you can sell your art to make money.
Take on more responsibilities at	Taking on more responsibilities

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[35] Anonymous, http://repositori.unsil.ac.id/618/4/BAB%20II.pdf, *Thesis*, page 13. Accessed on August 5, 2021, 12:00 AM.

work because you enjoy being challenged and feeling successful.	at work to receive a raise or promotion.[36]

3. Motivation in Speaking Subject

English as foreign language has a great importance to be taught and learned. The learners who have contacted with a foreign language will find that some features are quite easy and extremely difficult. Furthermore, one of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the other hand, it is an easy catchword that gives the teachers a simple answer to the mysterious of language learning. "Motivation is the difference". Motivation is what pushes the learners to learn in the traditional language. "To motivate" means to get the students to apply them to the learning. Motivation is a concept without physical reality. We cannot see motivation, but we see behavior. Thus, the measurement of motivation is indirect as measurement of other psychological construct (attitudes, interest, and values or, desire).

Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language. In line with the idea of motivation, it is taught that the students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used.

From the ideas of motivation, there are some points in drawing the concepts of motivation. They are a) motivation is something different and it

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[36] Anonymous, "Extrinsic & Intrinsic Motivation Examples–What's the Difference?", *Article*, ,https://sprigghr.com/blog/hr-professionals/extrinsic-intrinsic-motivation-examples-whats -the-difference/. Accessed on August 5, 2021, at 12:30 AM.

cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire, b) motivation can be seen as the successful aspect when learning a target language deals with speaking skill. Speaking is the oldest and most universal way for human being to express their thought and feeling. Spoken language refers to linguistic competence or capacity and linguistic performance. For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context[37].

B. **Review of Relevant Studies**

1. A graduating paper of English Education Department of Teacher Training and Education Faculty, State Institute of Islamic Studies (IAIN)Salatiga that was written by Eni Rohmatin in 2020. This thesis is entitled with "*An Analysis of Students' Motivations to Improve Their English Learning Achievement (A Case study at the Fourth Semester of Sharia Economics Students of IAIN Salatiga in the Academic Year of 2019/2020)*". The objectives of this research are to investigate the types and effect of motivation in improving students' English learning achievement at the forth semester of Sharia Economics Department of IAIN Salatiga in the academic year of 2019/2020.

   The methodology of this research was qualitative research with case study approach which the writer analyzed the data from conducting research with several theory. The data were collected using questionnaire and interview. Finding from this study that the Sharia Economics students were extrinsically motivated and their intrinsic motivation was sufficient, too. Even though external motivation was the dominant motivation, both extrinsic and intrinsic motivations contribute to the

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[37] Mas Darul Ihsan, "STUDENTS' MOTIVATION IN SPEAKING ENGLISH", *Journal*, Vol. 1, 2016, page 31-48.

students English learning. One's motivation is greatly related to one's achievement, so the circular effect of motivation and achievement has been discussed. There are two ways to improve student English learning achievement. *First*, the student need to build a motivation from some motivation factors, it could be intrinsic and extrinsic factor. *Second*, the student will have a desire from that motivation to do efforts to improve their English learning achievement.

Both of this research and the relevant study have a difference as qualitative approach (the relevant study) and quantitative approach (this study), yet the two have similarities as the object of the research, about the extrinsic and intrinsic motivation in students' speaking skill in a campus, and the use of questionnaire for collecting data.

2. A *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, Vol. 2, No, 2, 2017 that was written by Dwita Laksmita Rachmawati and Widyarini Susilo Putri. This title of this journal is "*The Use of English Language Learning Strategy Viewed from Intrinsic Motivation and LEarning Style*". This study was held to find English learning strategy used by 120 students of Faculty of Economics *Universitas Merdeka Pasuruan* and to discover their different level of intrinsic motivation and learning style. Oxford's theory of language learning strategy, *Amabile*'s theory of intrinsic motivation and Reid's theory of learning style were employed in this study. The data obtained from *Language Learning Strategy Scale*, *Intrinsic Motivation Scale and Learning Style Scale*, were analyzed with two way of *ANOVA* statistical technique.

The results explained that there was a significant difference of language learning strategy applied by the students with high, moderate and low level of intrinsic motivation (F = 40.756, p < 0.05). There wasno significant difference of learning strategy used by the students with auditory, visual, individual or group learning style. Social and meta-cognitive strategies were the most frequent strategy applied by all

the students. Visual learning style and group styles were dominantly applied by Economics students 2016/2017 academic year.

The two studies have similarities as the insertion of intrinsic motivation despite there no extrinsic motivation and the object of the research, and the research method. Moreover, they obtained the dissimilarities as the use the theories, the completed description about extrinsic motivation, and the obvious description of the object class. The two have similarities as the object of the research, the method, the theories used, and how the researcher collected the data. The differenceis merely about the object class.

3. A thesis was written by Fina Hajar Kusumawati in 2014 with the entitled "*STUDENTS' MOTIVATION IN LEARNING ENGLISH IN MAN KUNIR WONODADI BLITAR*". Motivation is combination of desire and effort made to achieve a goal. Motivation is one of the influential factors in learning. The success of learning depends on high or low motivation of students. Motivation can drive the learners in reaching learning goal.By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. When the students are lack of motivation in learning English, they feel not enjoy studying so they will show poor attitude when teaching and learning process. As the result they will not achieve their study well.

The purpose of this research were to: a) Give explanation about students' intrinsic motivation in learning English in MAN Kunir Wonodadi Blitar, b) Give explanation about students' extrinsic motivation in learning English in MAN Kunir Wonodadi Blitar. Research method: a) The research design in this research was survey research with quantitative approach, b) The population of this research was all students in MAN Kunir Wonodadi Blitar, c) The sample was X C,X D , XI IA-1 , and XI Ag-1 class with the total samples are 117 students, d) The research instrument was questionnaire, e) The data analysis was using frequency distribution and formula of percentage.

The result of this research showed from the students' answer in the questionnaire. There are ten questions in the questionnaire.

Question number one until number five are questions about intrinsic motivation and question number six until number ten are questions for extrinsic motivation. From the calculation showed that the score of the students' intrinsic motivation is 55% and the students' extrinsic motivation is 45%. It is mean that the student in MAN Kunir Wonodadi Blitar have higher intrinsic motivation than extrinsic motivation. Students motivated by the enjoyment of the learning process itself or by their internal desire than motivated by external source. They want to learn English because they feel that English is interesting and they want to master it. They believe that by mastering English they can communicate with native speaker and they also get the information from other countries.

This is the major of 4 relevant studies in this research. The two have similarities as The object of the research, the method, the theories used, and how the researcher collected the data too. The difference is merely about the object class.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Cross-sectional research is a study to study the dynamics of the correlation between risk factors and effects, by means of approach, observation, or data collection. The cross-sectional study only observed once and measurements were made on the subject variables at the time of the study[38]. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in orderto support or refute alternative knowledge claims. Quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. Quantitative research employ strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistical data[39].

Quantitative method emphasizes both of objective measurements andthe statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon[40].

The research approach used is a quantitative descriptive approach. Quantitative descriptive approach allows researcher to collect data numerical analysis through statistical analysis of samples using instruments that have been set. Research design used in this research is a survey research design.

[38] Notoatmodjo, S., *Metodologi Penelitian Kesehatan*, Jakarta: PT Rineka Cipta, 2010, page 48-50.
[39] Oberiri Destiny Apuke, "Quantitative Research Methods A Synopsis Approach", *Journal* Vol. 6, No. 10, 2017, page 12.
[40] Babbie Earl R., *The Practice of Social Research, 12th ed*, Belmont, CA: Wadsworth Cengage, 2010, page 31.

The survey research design is the procedure quantitative descriptive research conducted to determine attitudes, behavior, and characteristics of the population obtained through samples in population. The type of survey used is cross-sectional survey design is a research design that collects data onone time to the sample[41].

The selection of a cross-sectional survey design was carried out to measure behavior from the total population through the sample regarding the level of academic integrity students as a variable in the study. It is a consideration that cross sectional survey design is a popular survey design used in education, and is used to gather information about attitudes, beliefs, opinions, and behaviors with the advantage of being able to present information in a short time. Cross-sectional survey design can measure service needs education related programs, school facilities, or engagementsin school or in the community[42].

B. Time and Setting of the Research

This research was conducted in IAIN Purwokerto. It was located in *Jl. A. Yani No.40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara, Kabupaten Banyumas, Jawa Tengah 53126.* The research was held on August 20, 2021 until the finish. The timetable of this research is as follow:

1. Making an instrument. The instrument was arranged on June 30 toAugust 30, 2021.

2. Collecting the data. The data were collected from August 30 to 13 September, 2021.

3. Analysis of the data. The data were analyzed from September 11 to 18, 2021.

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[41] Muijs Daniel. *Doing Quantitative Research in Education with SPSS,* 2nd edition. London: SAGE Publications, 2010, page 22.
[42] John W Creswell, (translated) *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed,* (Yogyakarta: Pustaka Pelajar, 2012), page 46.

4. Writing report. Report was written from September 27 to 12 October, 2021.

C. Object and Subject of the Research

The object of this research is the extrinsic and intrinsic motivation of the 3rd semester students of TBI. The subject of this research is the 3rd semester students of TBI (A, B, and C classes).

D. Variable of the Research

1. Variable

The variable of this research was intrinsic and extrinsic motivation variables.

2. Population and Sampling

a. Population

According to Morissan, population is a collection of subjects, variables, concepts, or phenomena. We can examine each member of the population to determine the nature of the population in a question. This research was conducted in the online class of 3rd TBI-A, B, and C of IAIN Purwokerto. The population of the research was all of the students in the 3rd of *Tadris Bahasa Inggris* A,B, and C in academic year 2021-2022. Those classes have 133 students to the total. 3 TBI-A has 43 students, 3 TBI-B has 46 students, and 3 TBI-C has 44 students.

b. Sampling

The concept of sampling involves taking a portion, making observation on the smaller group, and then generalizing the finding to the large population from which the sample was drawn. In other word, sampling is the process or technique that used to take a

sample. Sampling has the purpose to gain information about the population[43].

The researcher took sample of three classes from the third semester of *Tadris Bahasa Inggris* major. The total samples of the students from those classes are 133 students. The researcher took the sample based on Gitawaty in Fina Hajar kusumawati's thesis who stated that the number of minimum sample taking for survey research are 100 respondents. The researcher utilized total classsampling that has two elucidations based on Sugiyono.

First, total sampling is a sampling technique when all members of the population are used as samples. This sample is used if the population is relatively small, namely no more than 30 people. Total sampling is also called a census where all members of the population are used as samples[44].

Second, the sampling technique in this study is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population. The reason for taking total sampling is because the population is less than 100. So the numberof samples in this study is 90 people in one month. The sample is part of the population to be studied or part of the number of characteristics possessed by the population. The sampling technique used in this study is to use total sampling, that is, all members of the population are used as research samples[45]. The sampling technique used in this study is total sampling, that is, all members of thepopulation are used as research samples. So the total of the samples in this study was 101 students within one month.

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[43] Donald Ary, *Introduction to Research in Education*, (United States of America: Wadsworth, 2002), page 372.

[44] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2014, page 63-124.

[45] Nursalam. (2011). Konsep dan penerapan metodologi penelitian ilmu keperawatan. Jakarta: Salemba Medika, skripsi, page **23.**

E. Data Collection Techniques

Tanzeh stated that data collecting is a systematic and standardized procedure to obtain the necessary data.

1. Questionnaire

In the process of collecting data, the researcher distributes questionnaire to the classes which selected by using stratified random sampling. The researcher provides the questionnaire to the class 3TBI-A, 3TBI-B, and 3TBI-C[46].

The researcher distributes the questionnaire through the online class since it (online class) is yet affected by the pandemic. The researcher enjoins the students to complete the table questionnaire via *Google Form* which has been provided by the researcher. The questionnaire is shared on *WhatsApp* application. The distribution of the questionnaire is conducted about 2 weeks. After the researcher get all the data collected from the questionnaire, the researchers calculates the results of the questionnaire using *Microsoft Excel*.

The researcher utilizes the close questionnaire for this research. In this questionnaire, the students answer the questions by choosing four categories SA (Strongly Agree) = 4, A (Agree) = 3, D (Disagree) = 2, and SD (Strongly Disagree) = 1. The questionnaire has two categories out of 10 questions that are intrinsic and extrinsic motivation. The highest score for each category are 20 and the lowest score are 5. Afterward, the researcher calculates the score from the questionnaire to know how students' percentage that have intrinsic and extrinsicmotivation. The score can be seen in the table below:[47].

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[46] Ahmad Tanzeh, *Metodologi Penelitian Praktis*, (Yogyakarta: Teras, 2011), page 193.

[47] Fina Hajar Kusumawati, "Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar, *Thesis*: IAIN Tulungagung, 2014, page 1.

Table 3.1
The Liker's Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	4	4
Agree	3	3
Disagree	2	2
Strongly Disagree	1	1

In this research, the researcher uses questionnaire as instrument to collect the data. Quantitative descriptive research is a study that basically using a deductive, inductive approach. This approach departs from a theoretical framework, the ideas of experts, as well as the understanding of researcher based on experience, then developed into problems along with the solutions proposed to obtain justification (verification) or rejection in theform of empirical support in the field[48].

Quantitative descriptive research is defined as a research method based on the philosophy of positivism, used to examine certain populations orsamples, collect data using research instruments, analyze quantitative/statistical data, with the aim of proposing hypo-tension that has been determined[49]. Quantitative descriptive research can be defined as a process of finding knowledge by using data in the form of numbers as a tool to analyze information about what you want to know[50].

In this research, the questionnaire distributes to know the student motivation in learning English. The researcher adopted the Fina Hajar Kusumawati's questionnaire. It consists of two parts of close-ended questions which contain about intrinsic and extrinsic motivations. The questionnaire has 10 questions that were written in English and also translated into Indonesian to give easier the students to understand and answer the questions. The questions for number 1-5 are the questions to collect the information

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[48] Anonymous, "Tim Penyusun Buku Panduan Penulisan Skripsi", *Pedoman Penyusunan Skripsi*: IAIN Tulungagung, 2012, page 19.
[49] Sugiyono, ..., page 117.
[50] Kasiram, "Metodologi Penelitian", *Article*: UIN Malang Press, ISBN: 978-692-958-280-2, 2010, page 351.

about intrinsic motivation and number 6-10 are questions for extrinsic motivation. In this questionnaire, the students answer the question by choosing four categories SA (*Sangat Setuju*), A (*Setuju*), D (*Tidak Setuju*), and SD (*Sangat Tidak Setuju*). According to Sugiyono using a rating scale makes it easier researcher because the respondent will answer with certainty, if the researcher adding one more score that is neutral will be due to the results of this study will be invalid. Each students were assigned the question based on their opinion and feeling[51].

Table 3.2
The Questionnaire of the Research

No.	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I Learn English in order to improve my English spaeking				
2	Learning English will allow me to be more atease with English Speakers				
3	Learning English speaking allows me to participate more freely in the activities of other cultural groups.				
4	I learn English speaking since it issomething that I always want to do.				
5	I study English speaking since Ienjoy learning it.				
6	Learning English seaking is usefulin getting a good job.				
7	I learn English speaking since I need it to further my studies overseas.				
8	I study English speaking since Iwant to do well in my examination.				

[51] Sugiyono. (2014). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta, page 141.

9	I study English in order toobey my family.				
10	I feel that no one is really educated unless she/he is fluent in English language.				

2. Documentation

Documentation is needed to understand the underlying design for the research output[52]. Collecting the data through documentation is seeking the data that is related to students' extrinsic and intrinsic motivation from daily test (questionnaire), assignment, books, journals, articles, theses, pictures, and so on.

F. Data Analysis Techniques

As stated in the prior chapter, the researcher takes 133 students as the sampling. The total of the students who are included in this research can be seen through this table below:

Table 3.3
Data Respondents

Class	Total Respondent
3TBI-A	43
3TBI-B	46
3TBI-C	44
Total	**133**

To know about the students' motivation in learning English in the 3rd semester of English education students, the researcher used descriptive quantitative method based on how many students answer each item in questionnaire. Items in the questionnaire were drawn on the descriptive table of frequency distribution and mean score.

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[52] Anonymous, "Research Documentation", accessed on September 5, 2021 at 3:13 AM. https://dimewiki.worldbank.org/Research_Documentation

Table 3.4
Intrinsic Motivation (Frequency Distribution and Mean Score)

Op	Scr	Q1		Q2		Q3		Q4		Q5	
		F	%	F	%	F	%	F	%	F	%
SA	4										
A	3										
D	2										
SD	1										
Total											
Mean											
Overall Mean=											

a. *Question 1*. I Learn English speaking in order to improve my English languageskills.

b. *Question 2*. Learning English speaking will allow me to be more at ease withEnglish Speakers.

c. *Question 3*. Learning English speaking allows me to participate more freely in theActivities of other cultural groups.

d. *Question 4*. I learn English speaking because it is something that I always want todo.

e. *Question 5*. I study English speaking because I enjoy learning it.

Table 3.5
Extrinsic Motivation (Frequency Distribution and Mean Score)

Opt	Scr	Q6		Q7		Q8		Q9		Q10	
		F	%	F	%	F	%	F	%	F	%
SA	4										
A	3										
D	2										
SD	1										
Total											
Mean											
Overall Mean=											

a. *Question 6*. Learning English speaking is useful in getting a good job.

b. *Question 7*. I learn English speaking because I need it to further my studies overseas.

c. *Question 8*. I study English speaking because I want to do well in myexamination.

d. *Question 9*. I study English in order to please my family.

e. *Question 10*. I feel that no one is really educated unless he is fluent in English language.

Then, the researcher determines percentage both intrinsic and extrinsic motivation by the following formula:[53]

$$P = \frac{F}{N} \times 100\,\%$$

Notes :

P: Percentage of intrinsic/extrinsic motivationF:

Frequency of intrinsic/extrinsic motivation N:

The sum of the score from questionnaire

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[53] Aulia Putri Ardiana, "HOTS-Based Analysis On Reading Comprehension Assessment In Senior High School 2 Brebes", *Thesis*: IAIN Purwokerto, 2020, page 42.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the research presented the research findings and discussion of how the researcher analyze the data. Both of them answered the two research questions those are, 1) how is the level of intrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto? 2) How is the level of extrinsic motivation of the 3rd semester students of TBI IAIN Purwokerto? This study involved 133 3rd semester students majoring in English A-C IAIN Purwokerto for the 2021/2022 academic year. This research was collected through a questionnaire which was distributed via Google Form for 2 weeks. Based on the questionnaire, only 101 students out of the total students participated in filling out and sending the questionnaire.

This study used 10 questionnaires containing 5 (1-5) questions related to intrinsic motivation and 5 (6-10) questions related to extrinsic motivation. The questionnaires were adopted through research belonging to Fina Hajar Kusuwati from the State Islamic Institute (IAIN Tulungagung) in 2014. The questionnaire was arranged according to the Likert motivation scale rules with a scale of 4-1 as shown in table 3.1 in chapter III. Specifically, this study tends to analyze student motivation for courses related to improving speaking skills (one of 4 English skills). The students are grouped first in accordance with the distribution of each option from intrinsic and extrinsic motivation by the provisions of the Likert's scale, calculates the mean of each distribution, and draws an underline as a conclusion of the dominance between the two types of motivation. The analysis in this study is supported by some documentation (screen=shots) to prove they are connected to each other. The researcher explains the research results with clear descriptions supported by numbers as the application of descriptive quantitative methods.

A. Level of Intrinsic Motivation

To know the level of intrinsic motivation, the questionnaire contained 5 questions was handed to the respondents. The questions are:

1. *Question 1.* I Learn English speaking in order to improve my English languageskills.

2. *Question 2.* Learning English speaking will allow me to be more at ease withEnglish Speakers.

3. *Question 3.* Learning English speaking allows me to participate more freely in theActivities of other cultural groups.

4. *Question 4.* I learn English speaking because it is something that I always want todo.

5. *Question 5.* I study English speaking because I enjoy learning it.Below is the result of each of question's items:

Table 4.1
Intrinsic Motivation (Frequency Distribution and Mean Score)

Opt	Scale	Q1		Q2		Q3		Q4		Q5	
		F	%	F	%	F	%	F	%	F	%
SA	4	76	75	67	66	58	57	60	59	55	54
A	3	24	24	31	31	40	40	35	35	41	41
D	2	-	-	2	2	3	3	6	6	4	4
SD	1	1	1	1	1	-	-	-	-	1	1
Total		101	100	101	100	101	100	101	100	101	100
Mean		2,83		2,75		2,69		2,68		2,64	
Overall Mean= 2,71											

Based on table 4.1, the following is a clear description as a depiction of the numbers in each column and row:

a. The statement number 1) *I Learn English speaking in order to improve my English language skills.* In this intrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 75 students strongly agree, 24 students agree, 0 disagree, and 1 student disagree.

The data provided information that most students have good intrinsic motivation in learning English. Students are motivated to learn English

because they want to improve their language skills. The results of the questions above indicate that most of the respondent students have a good enough interest and self-motivation to take part in learning English. In addition to self-motivation, they also get motivation from the surrounding environment. In addition, their pride and love for English also supports their high interest in learning English.

In line with Rao, this statement has a relationship with one of the 30 benefits of speaking, namely Increase Knowledge. In fact, learning and practicing a new English vocabulary into conversation or writing has become one of the activities that can help students improve their English knowledge.

Picture 4.1
Graphic of Question 1 (Q1)
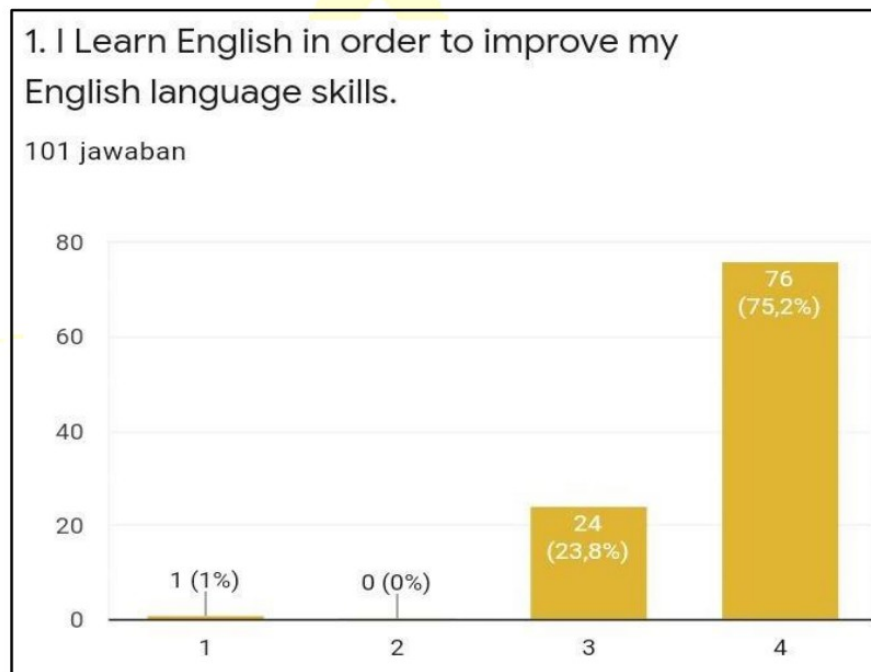
b. From the statement number 2) *Learning English speaking will allow me to be moreat ease with English speakers.* In this intrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 66 strongly agree. 31 agree. 2 disagree. 1 strongly disagree.

In agreement with Pink, we need to consider what we mean by "speaking" English and how broad the concept of mastering the language is. A student may wish to acquire speaking skills from havingconversations with other English speakers or wish to master spoken English completely to the point where they can communicate fluently. However, knowing that no one becomes fluent in English overnight is a good way to start. Here only 66% strongly agree and 31% agree LearningEnglish is very important to make it easier for students to communicate with English speakers. By mastering English they can communicate and get any information for several people in other countries.

People who like English, so they will support and help each other to achieve the goal of learning English that is fun and effective. Here only 2% of students disagree and 1% student strongly disagree with this statement. Everyone's memory is different. Nothing is the same. The timeit takes to learn English also depends on a person's memory and how committed they are to learning the language. There are many who like language here, so the intrinsic motivation is clear. Many people love languages and have a knack for learning them. It's easy to learn something we love. This applies to all studies. Having a taste for a given subject is a key factor when it comes to motivation. We are more motivated when it comes to learning something we love. Learning something we don't like can be very difficult.

2. Learning English will allow me to be more at ease with EnglishSpeakers.

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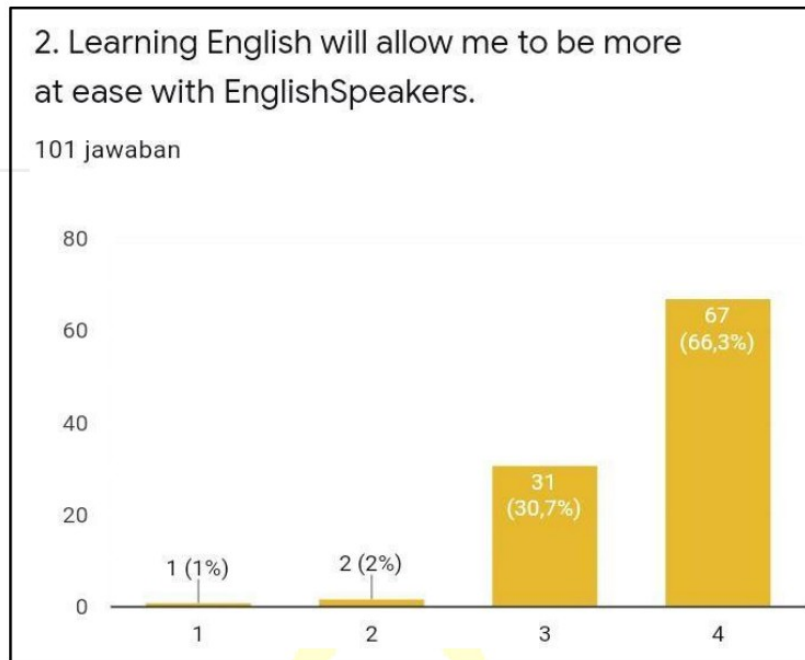
c. The statement number 3) *Learning English speaking allows me to participate morefreely in the activities of other cultural groups*. In this intrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 57 strongly agree, 40 agree, 3 disagree, 0 strongly disagree, 57% of students strongly agree with this statement. Because when students can speak English fluently, they can participate in other cultural groups by using English as an international language. Someone who is good at English will certainly be able to quickly know and understand the use of languagein the new environment, because it is clear that English is a universal language. Then, from the statement 40% of students agreed that learning English can provide benefits for a wider range of activities in other cultural groups. About confidence.
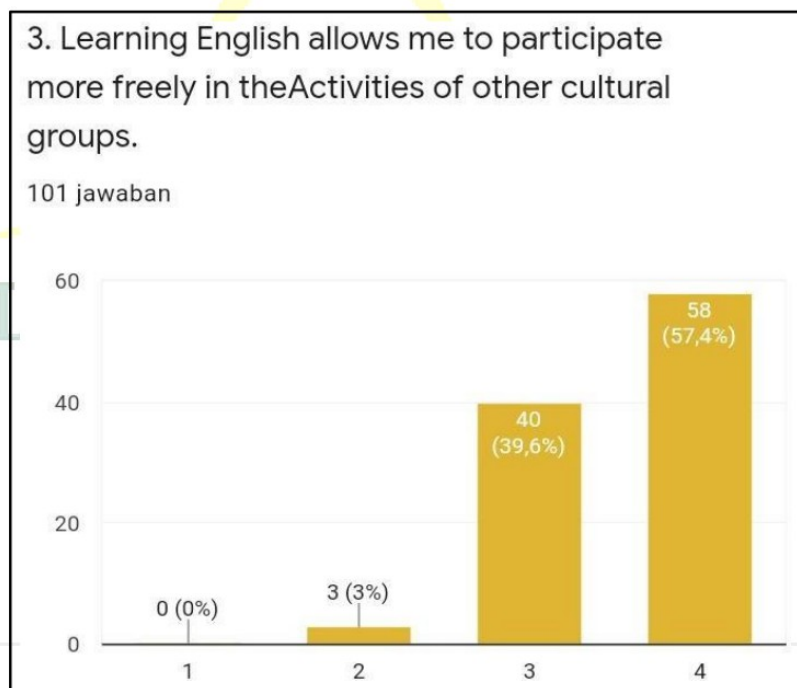
Based on Rao's theory of speaking's advantages, basically, humans have inferiority and self-confidence. But mostly, some humans actually have an excessive inferiority side rather than the self-confidence side. To

overcome this inferiority problem, mastering English can be one of the elements to increase self-confidence and get rid of the invading insecurity. 3% of students disagree with this statement. In life, we may not only meet people from the same country as us. In time, we will meet strangers.

Yet if we master English, it will be very helpful for us to communicate with these foreigners. People who are proficient in English, of course this is not a problem when meeting foreigners even the sense of security feels much unlimited. English is a universal language. So, of course, English is one of the most widely spoken languages in the world.

Yet language as a means of communication, people who are able to communicate are people who can express their ideas and feelings to others by using the language.

Picture 4.3
Graphic of Question 3 (Q3)

3. Learning English allows me to participate more freely in theActivities of other cultural groups.

101 jawaban

d. The question number 4) *I learn English speaking because it is something that I always want to do.* According to Pink's anatomy, in this intrinsic, student respondents also showed positive responses to the five statements given.

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This can be seen from the statistics which show that as many as 69 strongly agree. 35 agree. 6 disagree. 0 disagree. 69% of students strongly agree that they learn English because they want to learn it.

English is the language most often used or most commonly used throughout the world. English is the language used in science, aviation, computers, diplomacy and tourism. Not only limited to these sectors, English is also used for other sectors. 35% of students agree, because they want to learn and master English. Ever been very excited to learn something really, by learning English can give us its own satisfaction. English is not only a useful language for anything but also allows us to learn to appreciate the process of learning, and makes us know how to try to achieve something. The number of sectors that use English as the language of instruction makes this language an important language in all aspects. By knowing and mastering English, it will increase the value or value in us, especially when continuing education and looking for work. Mastering English also increases the chance to get a good job in a multinational company in our country or get a job abroad. 6% of students disagree, because they learn English only as a lesson in school.

Motivation becomes an important thing for someone and maybe everyone in doing or learning something. Having a strong motivation or reason indicates that someone already knows the purpose of something he does. Strong motivation is also one of the important things if we want to learn a language. Many people are hesitant to learn English because they do not have a clear goal for what they are studying. Because you don't have a clear and strong motivation, of course learning English becomes a difficult and tedious process. In fact, learning English is actually not that difficult. It can even be an interesting and fun learning activity to do compared to other languages.

Picture 4.4
Graphic of Question 4 (Q4)

4. I learn English because it is something that I always want to do.

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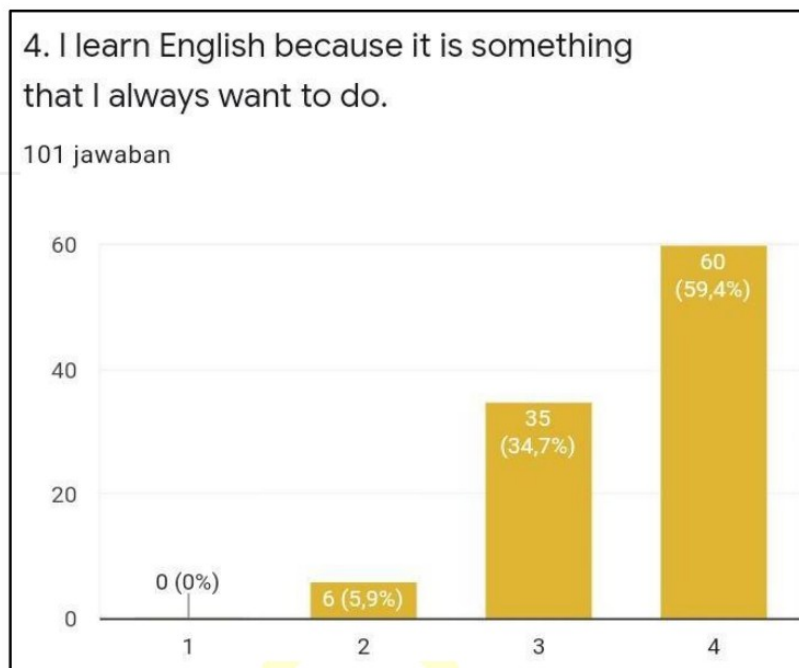
e.   The question number 5) *I study English speaking because I enjoy learning it.* 55 strongly agree. In this intrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 41 agree. 4 disagree. 1 strongly disagree.

55% of students strongly agree with the statement because they feel happy learning English. Someone who studies diligently means he has a commitment to learning. Based on Sennett, on the other hand, a diligent person knows his own way to have fun studying. Here, because he is motivated from within, he feels happy when he learns English. AndEnglish is his favorite language so he is happy to learn it and also there are many opportunities for the future. Motivation is the driving force / impetus to do a job, which can come from within and also from outside. 41% of students agree that they enjoy learning English because they like learning English and they find learning English interesting.

According to Rao, good command of English will open our door to a career in a bona fide company and Mastery of English will also open our opportunity to become a "global player. The benefit of English in career development is that it enriches opportunities for networking,opportunities to learn, and opportunities to gain experience. Trust me, English can take you anywhere. 4% of students disagree and 1% strongly disagree. Some of them may feel anxious and find some difficulties in learning English so that they feel bored to study.

Learning must has a purpose. For example, learn English because I like it. Or learn English so that there are many future opportunities to get a good job. That's a very good goal. Unfortunately, for some people, they learn, they just learn. Don't know what the purpose is. Over time, you will get bored of repeating the same routine. The Environment Does Not Provide Support One of the success factors for learning for a person is the support or motivation of the people around him. Lucky for friends who have parents, friends, friends, siblings, or whoever is always enthusiastic in providing support or motivation for us in learning activities. Learning is one of the most important things in human life.

However, many people feel lazy to study. Sometimes a person feels tired trying because the results achieved are not as desired. Even though it can happen because we are not serious or the way is not right in making it happen. If you're feeling tired, find out how to increase your self-motivation to study for yourself.

5. I study English because I enjoy learning it.

101 jawaban
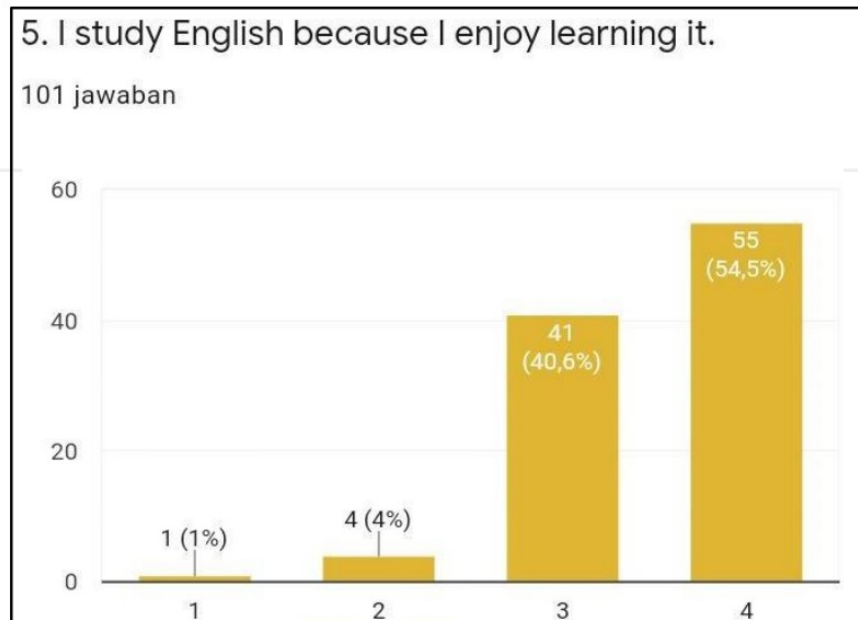
B. Level of Extrinsic Motivation

Below is the questionnaire of the level of extrinsic motivation, the questionnaire contained 5 questions that were written to the respondents. The questions are:

1. *Question 6*. Learning English is useful in getting a good job.
2. *Question 7*. I learn English speaking because I need it to further my studies overseas.
3. *Question 8*. I study English speaking because I want to do well in my examination.
4. *Question 9*. I study English in order to please my family.
5. *Question 10*. I feel that no one is really educated unless he is fluent in English language.

Table 4.2
Extrinsic Motivation (Frequency Distribution and Mean Score)

Opt	Scr	Q6		Q7		Q8		Q9		Q10	
		F	%	F	%	F	%	F	%	F	%
SA	4	62	61	54	53	58	57	33	33	29	29
A	3	35	35	39	39	34	34	44	43	42	41
D	2	2	2	7	7	9	9	21	21	19	19
SD	1	2	2	1	1	-	-	3	3	11	11
Total		101	100	101	100	101	100	101	100	101	100
Mean		2,69		2,61		2,64		2,3		2.45	
Overall Mean= 2,45											

Based on table 4.2, the following is a clear description as a depiction of the numbers in each column and row:

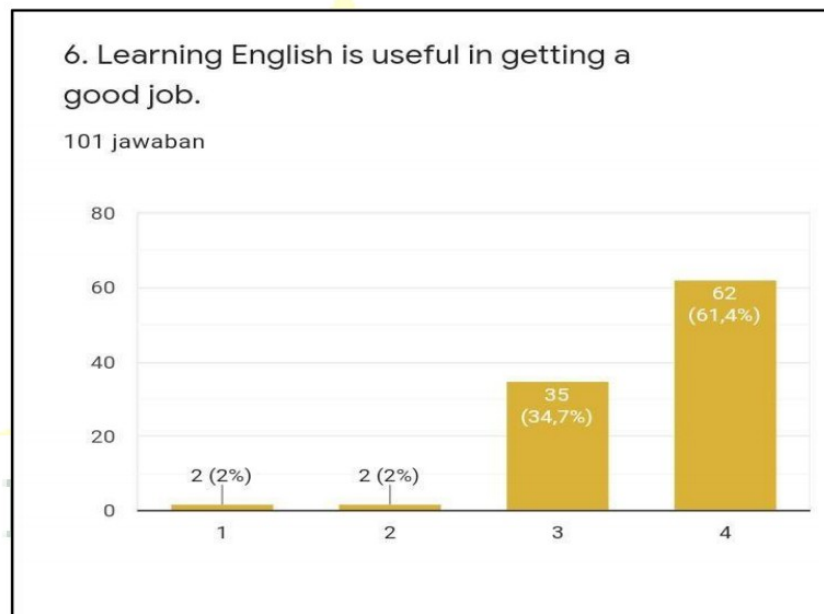a. The question number *6). Learning English speaking is useful in getting a good job.*

55 strongly agree. In this extrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 41 agree. 4 disagree. 1 strongly disagree.

61% of students strongly agree that by mastering English they will get a good job in the future. Mastering English gives you greater job opportunities. Being able to speak Basic English is now a mandatory requirement to be accepted for work in various companies. The better the quality of your English, of course, the better your chances of getting a job in a good company. 35% agree with the statement because many large companies employ people with good English.

In line with Dornyei, people who are interested in learning the target language, they will direct themselves with encouragement. They will not only offer a positive reaction in every single learning activity but also seek the an effective way to become deep mastering the language both inside and outside of school. The importance of mastering English in the world of work is that it can increase confidence during presentations or speeches. People will see you as a professional because you use an international language. Then, 2% of students disagree and 2% strongly

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disagree, because they feel that not all good jobs require English. Here it is true that in today's world, English is very important because it is the language of science. And if a nation or individual can master the language of science, you definitely need to master English. By mastering English, we can increase our knowledge from these various sources. English in Today's Globalization Era. In a developing country like Indonesia, English has a vital role in all aspects of life. So who has good command of English, there are many opportunities for work.

Picture 4.6
Graphic of Question 6 (Q6)

b. The question number *7). I learn English speaking because I need it to further my studies overseas.* In this Extrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 57 strongly agree. 39 agree. 7 disagree. 1 strongly disagree.

They are quite a lot of preparations that you have to do before continuing your studies to a higher level abroad. If you have decided to

study abroad, then you should know that you must be skilled in speaking English both orally and in writing. That is the importance of an English course before studying abroad.

In agreement with Dornyei, people who have motivation, they willtry to achieve their goals and try their best to achieve their desired goals. 57% of students strongly agree because English is an indispensable weapon abroad. Why is English so important? Of course because language is your weapon which you really need abroad. Without understanding English, your studies will be in vain and you don't even have the opportunity to study abroad. Various universities in every country require proof of the English language skills of prospective international students before they actually accept the prospective students. and 39% agree with this statement.

Because when you want to study abroad, you must master English first. English can be useful for your smooth communication with your social environment later. If you become a student abroad, then you will socialize with many foreigners. Apart from citizens, you will also get friends or colleagues from other countries, so to communicate with them you need a language that can unite you. This is where your English skills function as a tool in socializing. You absolutely need communication. Apart from being a communication tool, English is also needed in your lessons.

The language of instruction used on campus, namely during academic activities, of course, uses English. When the lecturer gives an explanation, asks questions, when you ask or ask something to the lecturer, you must use good and correct English. Of course, this is so that your interlocutor understands what you mean. In addition, your guidebooks are also in English. 7% of students disagree and 1% of students strongly disagree. Because they don't want to study abroad.

Picture 4.7
Graphic of Question 7 (Q7)

7. I learn English because I need it to further my studies overseas.

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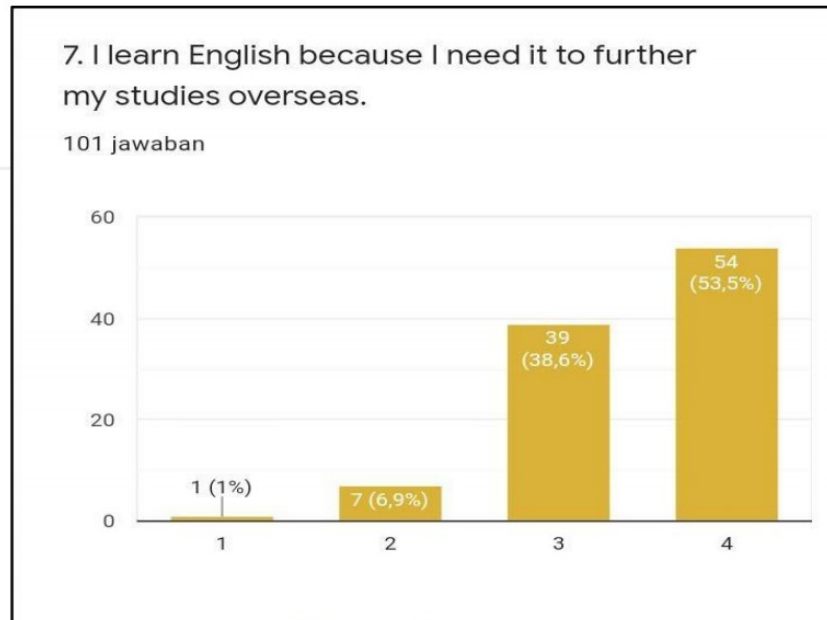
c. The question number *8). I study English spaeking because I want to do well in my examination.* In this Extrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 58 strongly agree. 34 agree. 9 disagree. 0 disagree.

58% of students strongly agree that they must study English in order to succeed in their exams. Because English is one of the subjects tested in the final exam. If they can learn English and become experts, students can already reap the benefits in college. Many lecture materials such as books or academic papers are in English. If they don't practice English immediately, they will have a hard time absorbing and using the academic material and it will be difficult for the exam. Lecturers will be happy if students have their own skills that support their learning performance. If they can speak English, the lecturers will certainly not hesitate to provide other learning materials from abroad.

This will make it easier for students to get better grades in the eyes of lecturers. Then 34% of students agreed with the question. Confidence is a very important element in learning to speak a foreign language. Many people worry that they will make a mistake or that what they say will be difficult for others to understand. One of the biggest obstacles in learning a foreign language, especially English, is the fear of making mistakes. This begins with a culture of reproach that makes a person ashamed of making mistakes. Here, we should not be afraid that mistakes are common and from mistakes we can learn to improve, keep trying to train our language can improve too.

Based on Gardner, stated that motivation is fusion of attempt and struggling to acquire the purpose in the language learning. While 9% disagree because they think English is normal. Self-confidence is a very important element in learning to speak a foreign language. Many people worry that they will make a mistake or that what they say will be difficult for others to understand. One of the biggest obstacles in learning a foreign language, especially English, is the fear of making mistakes. This begins with a culture of reproach that makes a person ashamed of making mistakes. Here, we should not be afraid that mistakes are common and from mistakes we can learn to improve, keep trying to train our language can improve too.

8. I study English because I want to do well in my examination.

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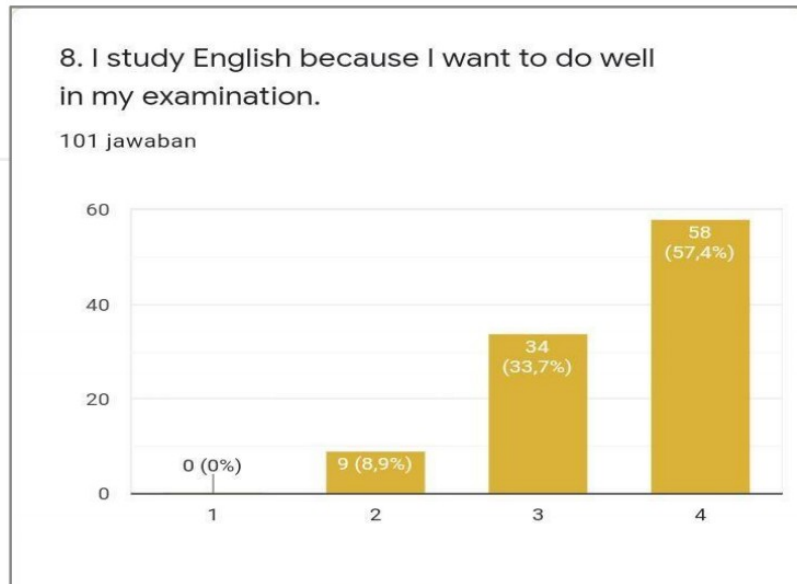
d. The question number *9). I study English in order to please my family*. In this Extrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 33 strongly agree. 43 agree. 21 disagree. 3 strongly disagree.

33% of students strongly agree and 43% agree with this statement. They learn English because of their parents. Families are people who have responsibilities towards children, especially responsibilities in terms of education. So here it depends on the family as well, there are families who participate in whatever their children want to learn, and there are also children's preferences or abilities. But there are also families who manage all their children's lives, for example forcing children to learn English because learning English has many opportunities for future learning.

As stated by Emi, the fact, students who want to learn about English because of their own, it will be easier than they learn English because of parental encouragement. Although the child continues to carry out activities according to what the parents want, the results depend on the

mindset of the child who will continue activities with progress or do without progress.

Family is a medium that has experienced everything in life so they already knows which is better for their children. Here it can also mean learning for the pleasure of parents[54]. Maybe this student doesn't like English but is motivated from outside because learning English can make the family happy and happy. 21% of students disagree and 3% strongly disagree. Because, they learn English based on their intrinsic motivation. There are also many who do not agree because if you study English because of family fun, but you are unable or not interested in learning English, you will also get bad grades. Here so he knows himself so he disagrees with this question.

Picture 4.9
Graphic of Question 9 (Q9)

9. I study English in order to please my family.
101 jawaban

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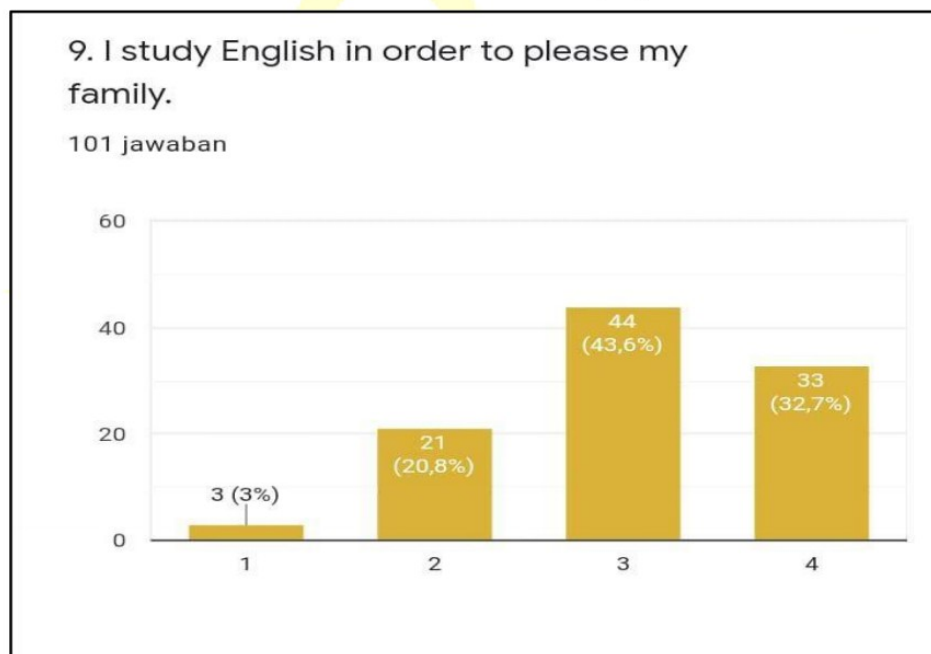
[54] Emi,"The Influen Of Parents Role Toward The Students Achieuement In Learning English", *Thesis* : Universitas Muhammadiyah Makassar, 2019, page 15.

e. The question number *10). I feel that no one is really educated unless he is fluent in English language.* In this Extrinsic, student respondents also showed positive responses to the five statements given. This can be seen from the statistics which show that as many as 29 strongly agree. 41 agree. 19 disagree. 11 strongly disagree.

As stated by Wherrett, Those statements are connected with how person's point of view toward people who mustard for speaking in public area or public speaking. Person thinks that people who are smart inpublic speaking is equal with they are smart in each of the other spaces, this is about handling anything. This motivation is presented as the supporter of person who wants learn English. Fact, no matter she/he/they mastered English but there is no confidence, its nothing[55].

Only 29% of students strongly agree and 41% agree with this statement. Meanwhile, 19% of students strongly agree and 11% strongly disagree that people who are fluent in English are highly educated people. In today's era, the ability to speak English is one of the important things that everyone needs to have. This is due to the demand to be ableto speak a foreign language in the world of work. And the most common and widely used requirement is the ability to speak English.

Basically, English lessons have been taught since school days, even many parents have provided English education from an early age. Even so, the lessons given in schools are more about theory and practice not so often. This is what makes many people good at doing questions or theoretical exams but have problems when they have to practice using English. It is also caused by a feeling of fear of making a mistake when speaking and then feeling ashamed because of the mistake. It's a shame if someone who can potentially speak good English has to experience sucha thing. Here are 3 basic things you can do to make yourself more fluentin English:

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[55] Alan wherrett, *Keynote Speaker The Fundamentals Of Public Speaking, n.y,* page 6. This booklet is provided by Keynote Speaker Ltd: UK. It can be downloaded on www. THEKEYNOTESPEAKER.org. Accessed on October 24, 2021, at 7:53 am.

1) Confidence. It's true, self-confidence is the most important thing that you must improve so that you can speak English fluently. It's not easy to make yourself have high self-confidence, but it's not impossible if you want to try. You must instill in yourself that you are learning English and should always try to speak English whenever the opportunity arises. There will be a lot of people around you who will say, "*Ah, your style is all English*" or "*You are all English pretentious*". Indeed, this sentence will often be heard because your environment is not familiar with English.

   Yet remember, don't be discouraged, stay positive by ignoring negative words from these people. Remember that you are learning to speak English. You understand yourself better than the people who tell you that. Do not let the words of people like that make you feel inferior and do not continue your desire to learn English. The potential that should exist, will not develop further just because of the words of people who do not know us well.
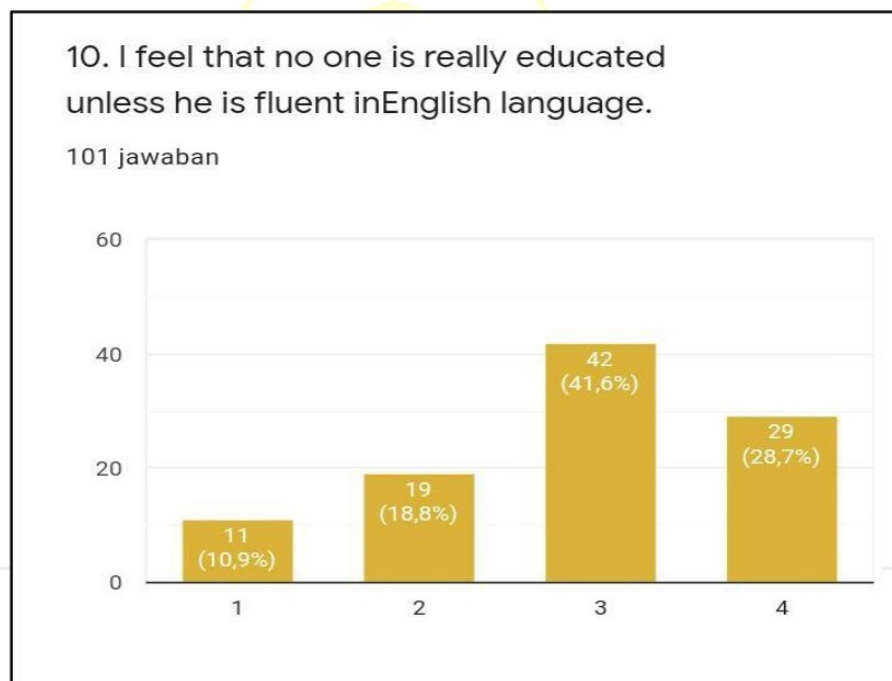
2) The importance of pronunciation in general, when a person learns English, his mind has formed the concept that the most important thing in English is grammar or structure. It is true that grammar or structure is important in learning English, but don't forget that there are many more important things besides grammar or structure, such as pronunciation, vocabulary, etc. Therefore, don't limit yourself to grammar or structure. Problem. Pronunciation of a word in English is as important as grammar or structure. If you can pronounce a word in English correctly it will be better because it will make it easier for you to communicate directly with foreign speakers. Moreover, if there is an error in pronunciation, the meaning of a word will also change and cause misunderstandings in speaking English.

3) Enriching vocabulary or better known as vocabulary is fundamental when you want to learn a language, including English. Having a large vocabulary will certainly make it easier for you when you have

to speak in English and of course will also make you more fluent when speaking in English. Adding vocabulary in English can be said to be difficult and easy. It's hard because you think you have too much English vocabulary to master, but it can also be easy when you know your goals and can find fun ways to enrich your vocabulary.

By listening to your favorite songs and watching your favorite movies while using English subtitles, you have indirectly managed to find a fun way for you to increase your English vocabulary. So learning English can be fun if you can find the right way for yourself. Those are the three basic things you can try to do when you want to start self-taught English before you find the right English course for you. Self-study is not always fun but it can be a good start for you to equip yourself first before you try to go out and use your English with other people or even foreign speakers.

Picture 4.10
Graphic of Question 10 (Q10)

10. I feel that no one is really educated unless he is fluent inEnglish language.

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C. Discussion

The explanation of the table below is the total response of all 101 students that was divided by the percentage of 100%: students of 3TBI-A just 42 (41.6% out of 100%) who responded to, students of 3 TBI-B, got 33 (32.7% out of 100%) students who participated, and students of 3 TBI-C, obtained 26 (25.7% out of 100%) students. The time for filling out the questionnaire is 2 weeks in the form of a link on the Google Form. The planned target students were 133 students and only 101 students participatedin filling out the questionnaire. Based on table 4.3, the students who participated the most in filling out the questionnaire were 3 TBI-A as many as42 out of a total of 42 students and the lowest was 3 TBI-C as many as 26 out of 44 students.

Table 4.3

The Distribution of Students' Answer

Class	Frequency	Percentage (%)
3TBI-A	42	41,6
3TBI-B	33	32,7
3TBI-C	26	25,7
Total	101	100

To grasp the dominant students' motivation, the data were calculated by including the total of score from the questionnaire number 1-5 (intrinsic motivation) then 6-10 (extrinsic motivation) through the inserted formula in the chapter III. Yet these were the calculation of both motivation:

1. Percentage of intrinsic motivation:

$$P = \frac{1810}{3447} \times 100\% = 53\%$$

2. Percentage of extrinsic motivation:

$$P = \frac{1637}{3447} \times 100\% = 47\%$$

According to the calculation above, it showed that intrinsic motivation obtained 53% and extrinsic motivation got 47% to the total. To get the per cent data, 1810 and 1637 is the sum of the multiplication of each statement with the value of the liker skill. 3447 is the intrinsic product added to the extrinsic product. According to the formula, the data obtained 53% was for intrinsic and 47% was for extrinsic.

a. **Student's Intrinsic Motivation**

The data clearly showed that intrinsic motivation dominates the level of student motivation in speaking subjects (53%). Yet in fact they have a difference that is not large. In line with Burn and Joyce, speaking skill is important when learning a foreign language. Speaking is the main medium for teachers and students to exchange information related to the word or information being studied, for instance. Intrinsic motivation dominates based on data in line with the opinion of Oletic and Harza's opinion which stated that intrinsic motivation is built from a student who is aware of future work goals. This motivation is a good factor to increase productivity/activities related to the development of speaking skill in the campus area.

Based on the presentation above, most of the students answered strongly agree in the questionnaire. As stated by Harmer, the most students have motivation in learning English with their intrinsicmotivation. Intrinsic motivation comes from within the individual. Students are motivated by the enjoyment of the learning process or desire to make themselves feel better. The most students at UIN Saizu Purwokerto are motivated by the enjoyment of the learning process itself or by their internal desires. They wanted to learn English because it gives them pleasure and develops certain skills.

In language acquisition, intrinsic motivation is driven by students' desire to integrate with the culture and language they are learning.

Usually this motivation is owned by students who have a strong desire to study the language in depth. According to Gardner and Lambert, integrative motivation guarantees success in mastering a foreign language or English. This is because individuals who have integrative motivation have a positive attitude towards the language they are learning, so they are willing to do anything to be able to master the language. This type of person is actively practicing and does not depend solely on books or teachers. They are always looking for opportunities to listen to a foreign language and are not shy or shy about trying to use that language in conversation. For them, learning a foreign language is not a difficultthing because they like it.

Another thing that is included in this integrative aspect is the interest or interest of students in learning English. Interest is an important factor that is very decisive. Without interest, students will tend to be reluctant to make maximum efforts to obtain maximum results. Without interest or interest, students will tend to do assignments just to abort obligations and not with a strong desire to achieve the highest achievements that they are proud of. Based on the answers to the questionnaire given to the students who were respondents, it can be seen that most of the students have a fairly good interest or interest in learning English.

b. **Students' Extrinsic Motivation**

From the results of the calculation of students' extrinsic motivation, it is obtained that the researcher found that the percentage was 47% for students' extrinsic motivation. It showed that some students of IAIN Purwokerto have the extrinsic motivation to learn English. There are several factors that influence students' extrinsic motivation. *First*, students at IAIN Purwokerto are motivated to learn English because their goal is like getting good marks in the final exam, they want to get a gift from the teacher, they may wish to continue their studies abroad.

Second, students have external sources such as the community where students live. In Indonesia, English is a second language though at school. Some students may feel that they do not use English in their daily communication with them in public. So, students who learn English are only the subjects that are taught their school.

In agreement with Harmer, extrinsic motivation is the result of a number of external factors, for instances, the need to pass an exam, the expectation of financial rewards, or possible future trips. These statements is accordance with students' statement in the questionnairethat some students at IAIN Purwokerto are motivated by their external desires.

These findings indicate that students at IAIN Purwokerto has high intrinsic motivation in learning English. It's good for students and teachers in the teaching and learning process. Because, motivation is one of the important things that influence attitudes and achievement. Forteachers who deliver subjects before starting learning, it is necessary and important for the teachers themselves to build enthusiasm or motivationin advance for students, so that students themselves also know the objectives in learning each subject. Because from the research that researcher did, most students tend to be driven to internal motivation. In this finding, students have good motivation, so they will useful for teachers to bring students to succeed in learning English. Yet intrinsic motivation will make good progress if it is supported by an appropriate learning design, too, an appropriate learning design will help students with extrinsic motivation to rebuild their motivation to practice speaking skill.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Motivation is an influential factor in the teaching and learning process. Without motivation, learning goals are difficult to achieve. Because the efforts and desires of students affect students in achieving learning objectives. Motivation is very important in learning another language. This can encourage students to achieve learning objectives. Through the motivation of students will be enthusiastic in the teaching and learning process, so they will be encouraged to learn English well.

1. Student Intrinsic Motivation

From the calculation of the questionnaire, the researcher found that students' intrinsic motivation had 53%. This value provides information that students at IAIN Purwokerto have good intrinsic motivation. Students are motivated by the pleasure of the learning process itself orby their internal desires. They want to learn English because it provides fun and develops certain skills.

2. Student Extrinsic Motivation

From the results of the calculation of students' extrinsic motivation, the researchers found a percentage of 47% for students' extrinsic motivation. This shows that some students of IAIN Purwokerto are motivated by external desires. They are motivated to study English because of their goals such as wanting to get a good score in the final exam, they want to get a gift from the teacher, they want to get a good job and they may want to continue their studies abroad.

B. Suggestion

The findings of this study lead to conclusions and suggestions regarding students' motivation to learn English at IAIN Purwokerto. From the results of

this study, the researcher recommends several suggestions to increase students' motivation in learning English.

1. To the Institution (IAIN Purwokerto)

   Researcher hopes that the institution will give appreciation to students who excel. Because by giving appreciation can build student motivation in learning. Students will be supported by their extrinsicmotivation.

2. For English Lectures and Curriculum Developers

   a. For English Lectures at IAIN Purwokerto

      These findings indicate that students at IAIN Purwokerto have good motivation in learning English. This will provide an advantage for lectures to bring students in the learning process of teaching English. Because students have good motivation in learning, they can easily achieve good learning achievements. Here, lectures have to build students' motivation every time they learn. This can be done by improving their methods or strategies in teaching English. In the teaching and learning process, lectures are expected to be creative to create a good atmosphere in teaching.

   b. For TBI Students

      The researcher hopes that the students will continue to be motivated in learning English. The students should practice English and make it a habit. The most important thing is that they must have a great desire to learn English.

   c. For the Future Researchers

      It is hoped that future researchers will conduct the same research in a wider area. This thesis will provide some contributions and information for future researchers. So that it will be more profitable and beneficial for the development of English education.

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Appendix 1

Yin's Five Phases of Data Analysis and the Interactions

Compiling:

1. Data Source
2. Interviews
3. Journaling

Disassembling:

1. Themes
2. Coding
3. NVivo

Interpreting:

1. Attribute
2. Completeness
3. Fairness
4. Empirical Accuracy
5. Value-added
6. Credibility

Reassembling:

1. Context Analysis
2. Patterns
3. Comparison
4. Negative Instances

Concluding:

1. Furture Research
2. New Concepts, Theories, and Human Social Behavior
3. Substantive Propositions

Source: Sharon Roberts, "Exploring How Women on Corporate Boards Cope With Gender Bias", *Dissertation*: Walden University, 2018, page 124.