

**EXPLORING THE FIRST YEAR STUDENTS' MOTIVATION IN  
LEARNING ENGLISH LANGUAGE AT ENGLISH DEPARTMENT  
STAIN KEDIRI**

**THESIS**

Presented to

State College for Islamic Studies (STAIN) Kediri

In Partial Fulfillment of the Requirements

For the Degree of Sarjana in English Language Education



By:

ALEK WIJAYA YUSUF

NIM: 9322.043.13

**ENGLISH DEPARTMENT  
FACULTY OF EDUCATION  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)KEDIRI  
2017**

MOTTO

"my process, my adventure",

"Nothing greatest without  
struggling"

Because

" to be greatest, it does not  
enough evolution. But, we need to  
metamorphosis"

(ALEK WIJAYA YUSUF)

## **DEDICATION**

This Thesis is dedicated to:

### **My Beloved Prophet**

My prophet Muhammad SAW, who has guiding us from the darkness in to the lightness, you are my idol in my life.

### **My Parents**

My beloved father and my beloved Mother, you're my best guide and heroes in my life.

### **My Brothers and Sisters**

All of member in Family, who always give me a support for struggle in my life.

### **My Teachers**

My teacher in SDN Bulu III, SMPN 4 Kediri, and SKAPSA Kediri.

All lecturers in STAIN Kediri, especially in English Department

And my advisors, Dr. Ary Setya Budhi Ningrum, M.Pd, Erna Nurkholida, and M.Pd thank to guide me in write this thesis.

### **My Beloved Friends, AL KINDY 13 (The Fifth Generation)**

Thank you so much for Alif , Baim, Rio, Noval, Arma, Mbah Shofi , Mbah Hasan, Hamdan , Nila, Fudoh, Mila ,Windy, Diah, Nurma, Didi, Laila, Anisa , Lia, Afiqa ,Nikmah, and all of member sahabat/i al kindly . Thank you so much for the proses.

### **My friend and Organization**

Thanks for all of cadre PMII, Especially for all of members Komisariat Sunan Ampel Kediri and Rayon PMII Al Kindy who has teaching me movement.

All members of TEATER KANDA 13, who have teach me sensitively taste.

My big Family from English department especially class B, CIPTA SEJATI KEDIRI, IKAMABSII especially JATIM Family, IMAKIPSI, DEMA J Tarbiyah 15, IPNU – IPPNU PAC SEMEN, all of my beloved friends who knows me.

## ACKNOWLEDGEMENTS

*Alhamdulillahirobbilalamin.* First and foremost, I would like to give thanks to Allah SWT, God Almighty for endlessly blessing me not only the good but rather than all the best things in my colourful life. Whose love and guidance have enabled me to finish this thesis.

In finishing this thesis by the title “Exploring The First Year Students’ Motivation In Learning English Language At English Department Stain Kediri”, the writer has gotten a lot of helps and advice that involve many people. Therefore, the writer would like to given appreciation to:

1. Dr. Nur Chamid, MM as the chief of the State College for Islamic Studies (STAIN) Kediri.
2. Dr. H. Ali Anwar, M.Ag as the chief of Tarbiyah Faculty.
3. Dr. Ary Setya Budhi Ningrum M.Pd, as writer’s advisor I in finishing the thesis who always gives the writer some advice to make this thesis correct and better, Erna Nurkholida, M.Pd as the advisor II who gives suggestion to the writer in writing this thesis.
4. All of staffs in master office, academic office, SLC, and Library of STAIN Kediri who let support the writer in the process of finishing this thesis.
5. All of members the first year student of English Department, who has permit the writer to do the a research in their class, and also all of the lecturers , who has helped the writer doing research in the class, thank you so much.

6. My beloved father DANURI, my respectable mother MU'ALATIF, All of my brothers and sisters, and also all of my family thanks for your helping.
7. The researcher's friends in Tarbiyah English Language Education 13', all of people in STAIN Kediri that knows the writer, and also the researcher's friends at We "B"re Family.
8. All of people that help this thesis become complete thank you so much for your attention, for your support, for your guidance and for your help in this thesis, the writer really proud of you.
9. All of my organizations in STAIN Kediri especially PMII, the researcher just want to say thanks to you all.

Finally, the writer hopes this thesis will be useful for all readers. The writer realize that this thesis in not perfectly enough yet, it is caused on limitation of capability and knowledge that the writer has owned. Therefore, the writer will be excites to receive constructive criticism and suggestion to make this thesis better and also the writer you for seeing this thesis. Comments, suggestions, and questions are always welcome.

Kediri, 19 juny 2017

The Writer

**ALEK WIJAYA YUSUF**

## ABSTRACT

Wijaya Yusuf, A.2017. “ *Exploring The First Year Students’ Motivation In Learning English Language At English Department STAIN KEDIRI*” Thesis. English Department Faculty of Education State College for Islamic Studies (STAIN) Kediri. Pembimbing: (I) Dr. Ary Setya Budhi Ningrum, M.Pd (II) Erna Nurkholida, M.Pd.

Keywords: motivation, instrumental motivation, integrative motivation,

Motivating students In the English as foreign language (EFL) classroom is often complex and difficult task. Motivation is an important contributing factor to success in second language learning. And motivation is often believed to trump language and learning conditions in terms of importance (cheng & Dornyei).

This study examined the type and level of English language learning motivation (instrumental or integrative) of 153 first-year undergraduate students of English Department STAIN Kediri in academic year 2016 - 2017. A modified motivational survey of 20 items adapted from Gardner’s Attitude/ Motivation Test Battery (AMTB) was conducted. The data were analysed by means of frequency, percentage, arithmetic mean and standard deviation. The main findings showed that the mean score of integrative motivation (3.89) is higher than the mean score of instrumental motivation (3.69) is considered as a high degree of motivation. However, the overall mean scores both of motivates of 3.79 is considered as a high degree of motivation. And found to be slightly more “integrative” motivated to learn English. This data presents that integrative motivation is a significant factor among this group of students learning English. Based on this study’s findings, some relevant and useful motivational learning implications are recommended for enhancement and improvement of the students’ motivation. Relevant language improvement programs and activities are also discussed in accordance with the students’ language difficulties as communicated in the open-ended questions to increase their motivation in English language learning.

## TABLE OF CONTENTS

COVER .....	i
APPROVAL SHEET .....	ii
NOTA KONSULTAN .....	iii
NOTA PEMBIMBING .....	iv
RETIFICATION SHEET .....	v
MOTTO .....	vi
DEDICATION.....	vii
AKNOWLEDGEMENTS.....	viii
ABSTRACT .....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES .....	xiv
LIST OF APPENDIXES.....	xvi

### CHAPTER I: INTRODUCTION

A. Background of the Study .....	1
B. Research Problem .....	6
C. Objectives of Study .....	7
D. Significances Of Study.....	7
E. Scope of Limitation Study .....	7
F. Definition of Key Terms .....	8

### CHAPTER II: REVIEW OF RELATED LITTERATURE

A. Motivation.....	9
1. The Definition of motivation .....	9
2. Type of Motivation.....	11
B. The importance of motivation in Second language learning .....	14
C. Factors that affect motivation In second language learning.....	14
D. Related the previous research .....	16

### CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.....	18
B. Research Location.....	18
C. Subject of The Research .....	19
D. Research instrument.....	19
E. Data collection.....	24
F. Data analysis.....	24

### CHAPTER IV: RESEAARCH FINDINGS AND DISCUSSION

A. Research Findings.....	25
1. General information.....	26
2. Motivation.....	28

3.	The result of Open – ended Question.....	32
B.	Research Discussion.....	34
1.	General information.....	34
2.	Motivation.....	35
3.	The result of Open – ended Question.....	40

## **CHAPTER V: DISCUSSION AND SUGGESTION**

A.	Discussion .....	42
B.	Suggestion.....	45

<b>BIBLIOGRAPHY .....</b>	<b>48</b>
---------------------------	-----------

## **APPENDIXES**

## **CURICULUM VITAE**

## **LIST OF TABLES**

**Table 1.1: The Likert Scale**

**Table 1.2 : Questionnaire of Instrumental Motivation**

**Table 1.3: Questionnaire of integrative motivation**

**Table 1.4 : Questionnaire Open – Ended Question**

**Table 4.1 : Result Gender Of Respondents**

**Table 4.2 : Result Age of Respondents**

**Table 4.3 : Result Instrumental Motivation**

**Table 4.4 : Result integrative motivation**

**Table 4.5 : The Comparison Between Integrative And Instrumental  
Motivation**

**Table 4.6 : Encountered Difficult Language Skill**

## **LIST OF APPENDIXES**

**Appendix 1: Research Instrument (A Questionnaire of motivational on learning English language)**

**Appendix 2: General information The First Year Students Of English Department STAIN Kediri**

**Appendix 3: Type Of Level Motivation and The Comparison Between integrative Motivation And Instrumental Motivation**

**Appendix 4: Result of Open - Ended question**

**Appendix 5: Surat Izin Penelitian dari STAIN Kediri**

**Appendix 6: Surat Keterangan Pelaksanaan Penelitian dari Jurusan Tarbiyah STAIN Kediri**

**Appendix 7: Daftar Konsultasi Penyelesaian Skripsi Pembimbing I dan Pmebimbing II**

**Appendix 8: The writer's Curriculum Vitae**