

**THE CORRELATION BETWEEN MOTIVATION AND SPEAKING
PERFORMANCE OF THE ELEVENTH GRADERS AT SMAN 1
JENANGAN PONOROGO**

THESIS

Presented to

**State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the degree of Sarjana in English Education**



Arranged by:

Rendika Rahmada Suta

210916065

**IAIN
PONOROGO
ENGLISH EDUCATION DEPARTMENT**

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO JANUARY

2020

Approval Sheet

APPROVAL SHEET

This is to certify that thesis proposal of:

Name : Rendika Rahmada Suta
Student Number : 210916065
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : The Correlaton between Motivation and Speaking
Performance at SMAN 1 Jenangan

Has been approved by the board examiners.

Advisor

Ponorogo, 4 November 2020



Fenty Andriani, M. Pd

NIP. 198702012018012001

Acknowledged by
Head of English Education Department of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo



Ervia Rochmahwati, M. Pd.

NIP. 198103162011012003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO**

PENGESAHAN

Skripsi atas nama saudara :

Nama : **RENIKA RAHMADA SUTA**
NIM : 210916065
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **THE CORRELATION BETWEEN STUDENTS' MOTIVATION
AND SPEAKING PERFORMANCE OF THE ELEVENTH
GRADERS AT SMAN 1 JENANGAN PONOROGO**

Telah dipertahankan pada sidang Munaqasah di Fakultas Tarbiyah dan Ilmu Keguruan,
Institut Agama Islam Negeri Ponorogo, pada :

Hari : Rabu
Tanggal : 25 November 2020

dan telah diterima sebagai bagian dari persyaratan untuk memperoleh gelar Sarjana Tadris
Bahasa Inggris, pada :

Hari : Jumat
Tanggal : 4 Desember 2020

Ponorogo, 7 Desember 2020
Dekan Fakultas Tarbiyah dan Ilmu Keguruan,

Dr. AHMADI, M.Ag.
NIP. 09512171997031003

Tim Penguji Skripsi :

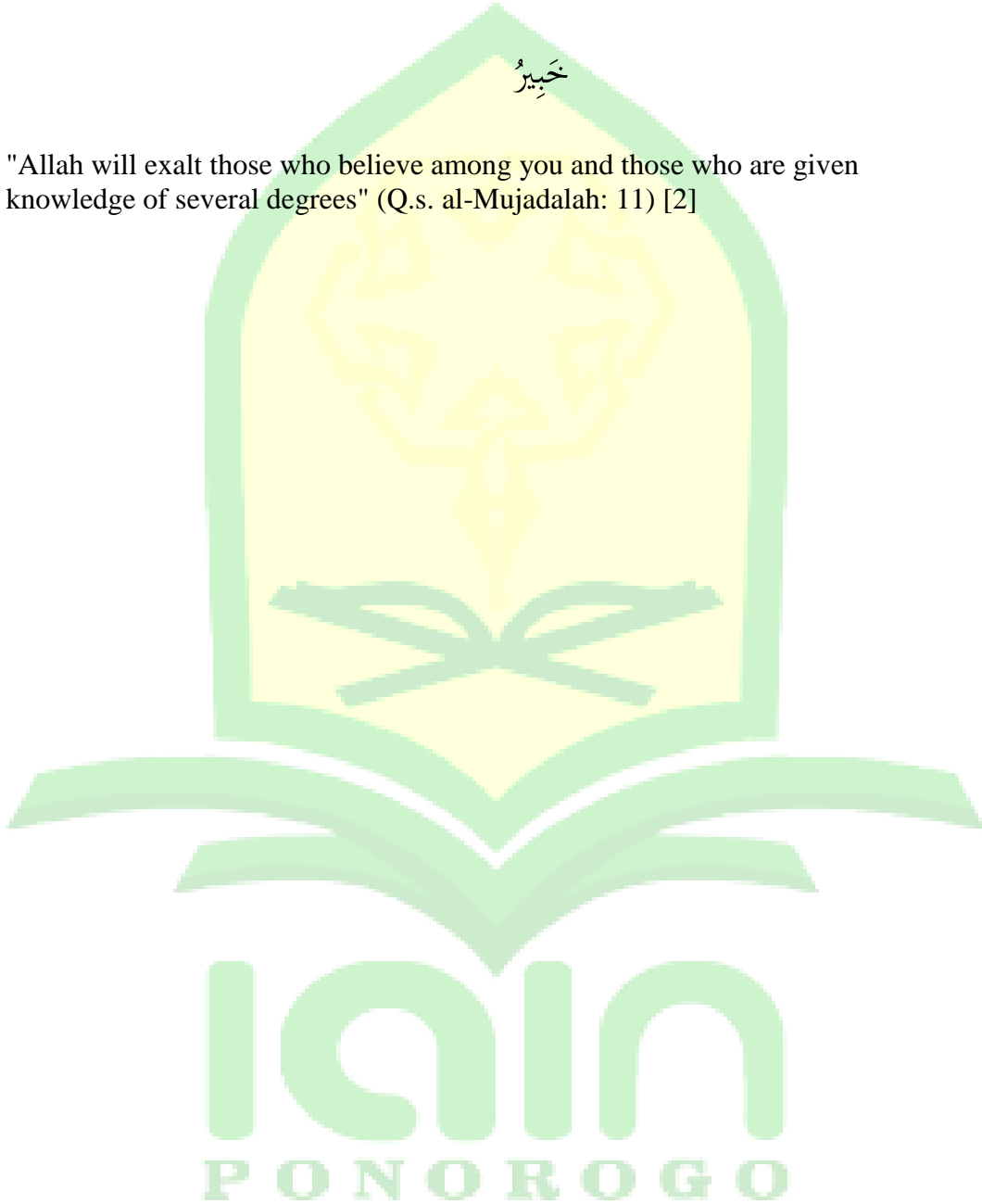
1. Ketua Sidang : **Dr. HARJALI, M.Pd**
2. Penguji I : **PRYLA RÖCHMAHWATI, M.Pd**
3. Penguji II : **FENTY ANDRIANI, M.Pd**

MOTTO

تَعْمَلُونَ بِمَا وَاللَّهُ دَرَجَاتٍ الْعِلْمِ أُوتُوا وَالَّذِينَ مِنْكُمْ ءَامَنُوا الَّذِينَ اللَّهُ يَرْفَعُ

خَيْرٌ

"Allah will exalt those who believe among you and those who are given knowledge of several degrees" (Q.s. al-Mujadalah: 11) [2]

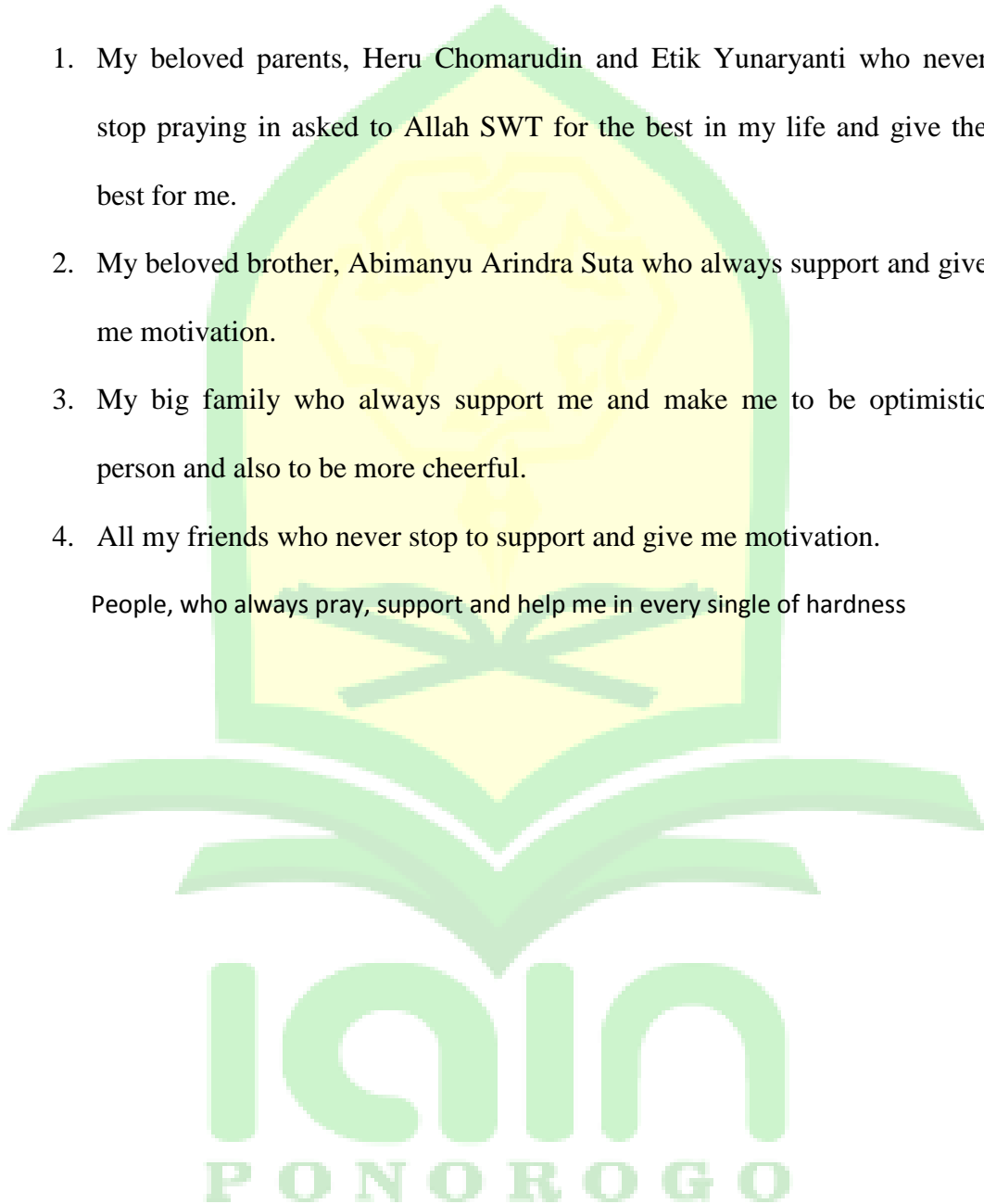


DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, Heru Chomarudin and Etik Yunaryanti who never stop praying in asked to Allah SWT for the best in my life and give the best for me.
2. My beloved brother, Abimanyu Arindra Suta who always support and give me motivation.
3. My big family who always support me and make me to be optimistic person and also to be more cheerful.
4. All my friends who never stop to support and give me motivation.

People, who always pray, support and help me in every single of hardness



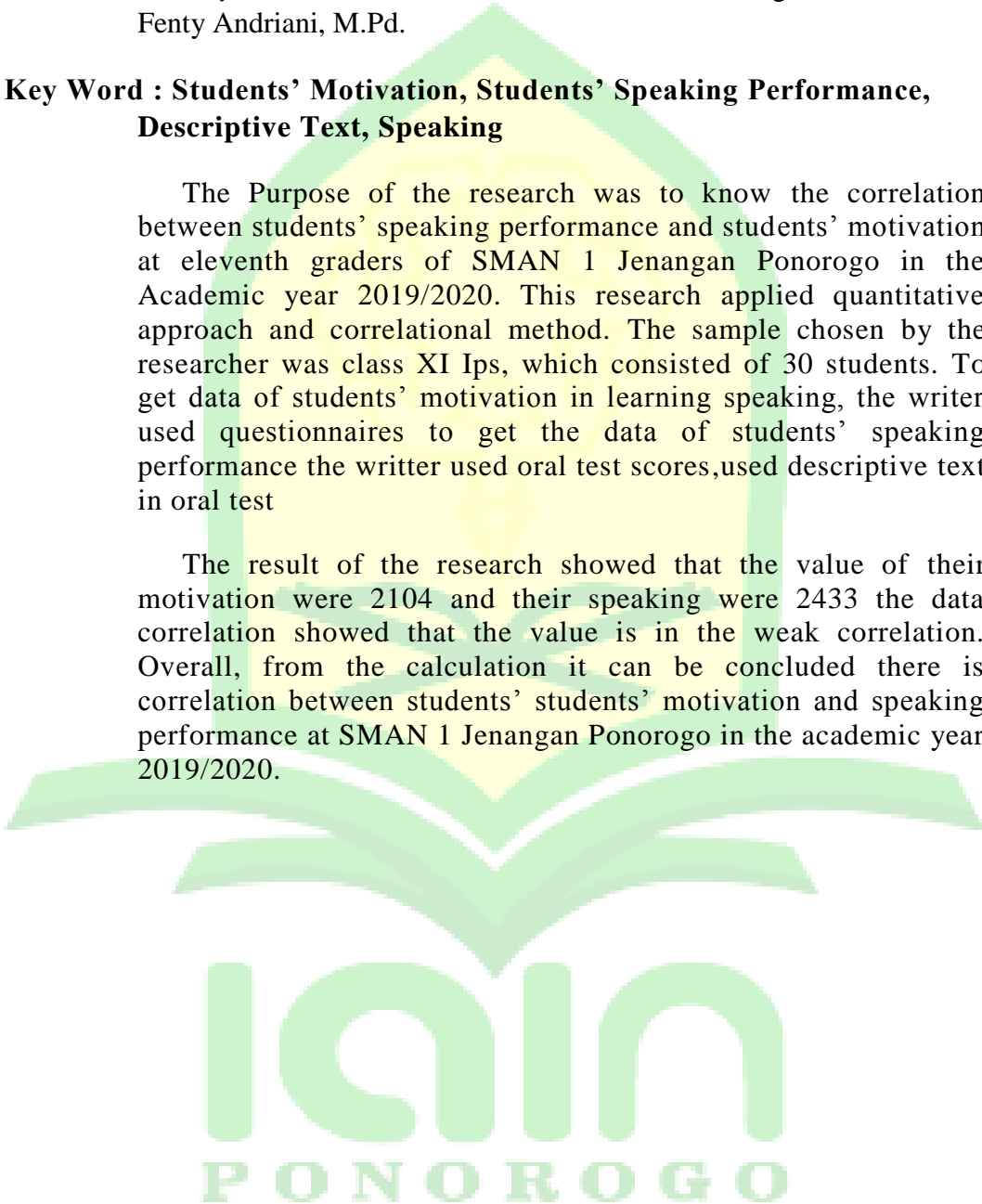
ABSTRACT

SUTA, RENDIKA RAHMADA. 2020. *The Correlation between students' Speaking Performance and their Motivation at SMAN 1 Jenangan Ponorogo. Thesis, English Education Departement, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo.* Advisor Fenty Andriani, M.Pd.

Key Word : Students' Motivation, Students' Speaking Performance, Descriptive Text, Speaking

The Purpose of the research was to know the correlation between students' speaking performance and students' motivation at eleventh graders of SMAN 1 Jenangan Ponorogo in the Academic year 2019/2020. This research applied quantitative approach and correlational method. The sample chosen by the researcher was class XI Ips, which consisted of 30 students. To get data of students' motivation in learning speaking, the writer used questionnaires to get the data of students' speaking performance the writer used oral test scores, used descriptive text in oral test

The result of the research showed that the value of their motivation were 2104 and their speaking were 2433 the data correlation showed that the value is in the weak correlation. Overall, from the calculation it can be concluded there is correlation between students' students' motivation and speaking performance at SMAN 1 Jenangan Ponorogo in the academic year 2019/2020.



SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama : Rendika Rahmada Suta
NIM : 210916065
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : The Correlation between students' motivation and speaking performance of the eleventh graders at SMAN 1 Jenangan Ponorogo

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di ethesis.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 10 Desember 2020

Penulis



Rendika Rahmada Suta

PONOROGO

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Rendika Rahmada Suta

NIM : 210916065

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Correlation between Students' Motivation and Speaking Performance of the Eleventh graders at SMAN 1 Jenangan Ponorogo

dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 10 Desember 2020

Yang Membuat Pernyataan



Rendika Rahmada Suta

PONOROGO

ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “*The Correlation between Motivation and Speaking Performance at SMAN 1 Jenangan Ponorogo*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Hj. S. Maryam Yusuf, M.Ag., as the rector of the State Institute of Islamic Studies Ponorogo.
2. Dr. Ahmadi, M.Ag., as the Dean of Tarbiyah and Teachers Training Faculty.
3. Pryla Rochmawati, M.Pd., as the Head of English Education Department of Tarbiyah and Teachers Training Faculty.
4. Fenty Andriani, M.Pd., as the advisor, for giving advice and guidance to the researcher until this thesis finished.
5. All the lecturers and staffs of Tarbiyah and Teachers Training Faculty of State Institute of Islamic Studies Ponorogo.

- a. Mursid, M.Pd., as the headmaster of SMAN 1 Jenangan Ponorogo for his permission to the researcher to conduct the research in this school.
- b. Rahajeng Drianing W., S.Pd., as the English teacher of SMAN 1 Jenangan who always kindly helps the researcher in conducting this research.
- c. The eleventh graders of SMAN 1 Jenangan Ponorogo for their participation as the subject of this research.

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

Ponorogo, 5 November 2020

The researcher

RENDIKA RAHMADA SUTA

NIM. 210916065

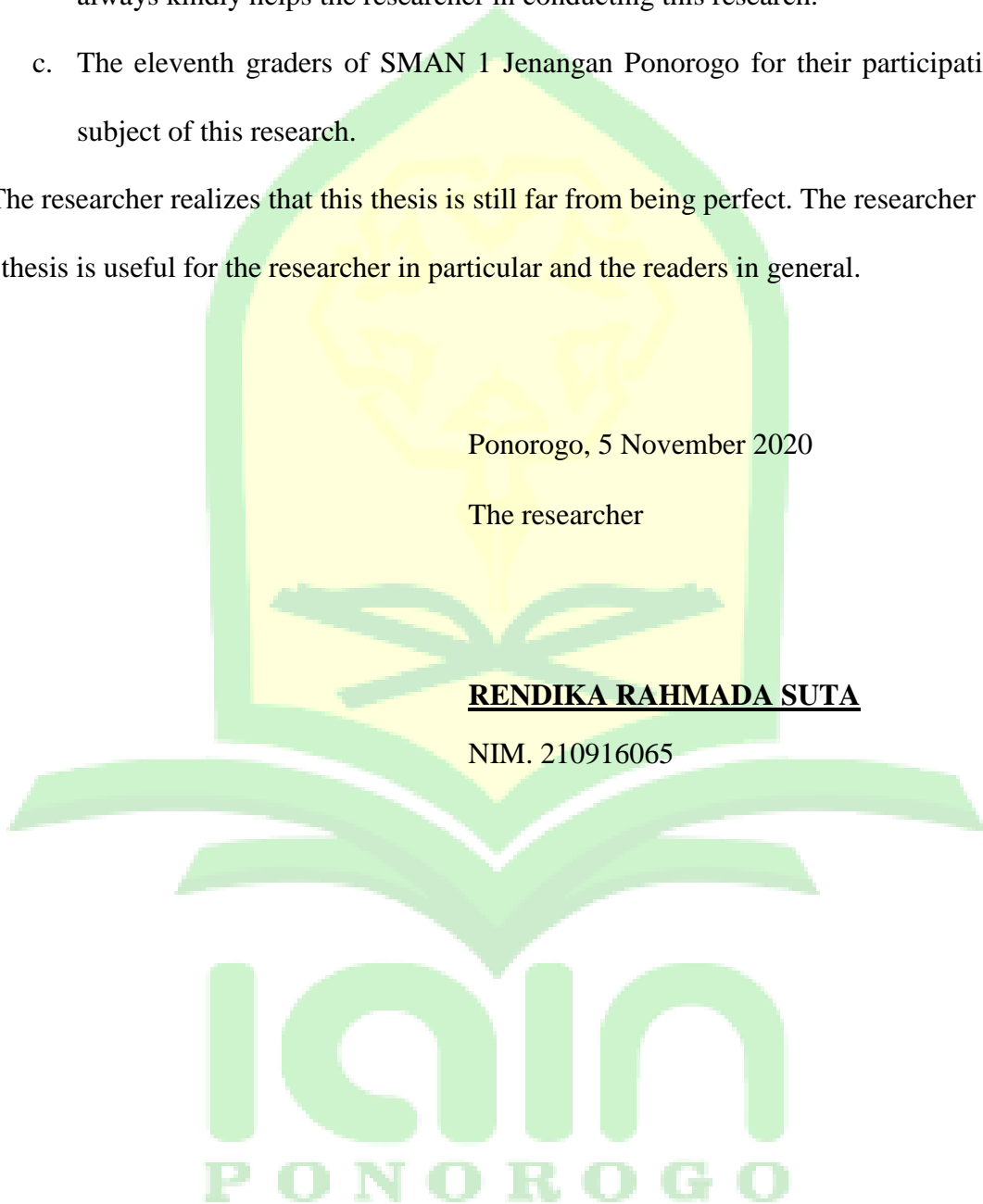


TABLE OF CONTENTS

COVE	i
APPROVAL SHEET	i
RATIFICATION SHEET.....	iii
MOTTO.....	v
DEDICATION.....	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	x
CHAPTER 1 : INTRODUCTION	
A. Background of the Study	1
B. Identification and Limitation of the Study	3
C. Statement of the Problem	3
D. Objective of the Research.....	3
E. Significances of the research	3
F. Organization of the research	4
CHAPTER II : Previous Study and Review Related Literature	
A. Previous Related Study.....	5
B. Theoretical Background	5
C. Theoretical Framework	9
D. Hypotesis	10
CHAPTER III : Research Methodology	
A. Research Design	11
B. Population and Sample	12
C. Data Collection Technique	12
CHAPTER IV : RESEARCH FINDING	
A. Data Description	19
B. Data Analysis	19
C. The Interpretation of Data	27
D. Test of Hypotesis	28

CHAPTER V : Conclusion and Sugestion

A. Conclusion	29
B Suggestion	29

BIBLIOGRAPHY

List of Appendices

Appendice 1	
Appendice 2	
Appendice 3	
Appendice 4	
Appendice 5	
Appendice 6	
Appendice 7	
Appendice 8	

List of Table

Table 3.1	13
Table 3.2	15
Table 3.3	15
Table 4.1	20
Table 4.2	21
Table 4.3	22
Table 4.4	24
Table 4.5	26
Table 4.6	28



CHAPTER I

INTRODUCTION

The chapter would explore sub chapters as introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, objectives of the study, and significances of the study

A. Background of the Study

Language is a tool for communication. Language is extremely important to human beings. People use it to communicate with one another, to solve problems, to express emotions, etc. In other words, language is one of the most important things to carry out activities of life. ¹As a matter of fact English is an international language that is used in the world. As an international language, it is used in international activities as a means of communication.

Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other’s and where one or both speakers are using it as ‘second’ language.²In Indonesia, English is the first foreign language which is taught from junior high school until university. It is a must for Indonesian students to learn English as a compulsory subject.

In learning English , there are four skills that must be mastered : listening, speaking, reading, and writing. Among those four skills, speaking is the most difficult

¹ Jeremy Harmer, The practice of English Language Teaching Third edition (London, Longman group Ltd, 1986), 51

² Harmer, J. (2007). How to teach English (new ed.). England: Pearson Education Limited.

skill to build in the classroom Sidik A.S says that speaking is so much a part of daily life that we take it for granted. Speaking is very important since it is the most used skill when someone wants to convey messages and exchange information ³. Richards concerns that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners.⁴ Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Unfortunately, based on the researcher's observation in SMAN 1 Jenangan Ponorogo, it was found that the eleventh graders were not interested in speaking class. Most of them only focused on their friends and didn't pay attention to the teacher. They didn't want to follow the teacher's instruction. Although the teacher has applied interesting teaching strategy and media but the students' still didn't get interested in learning English especially in speaking class.

Since learning depends upon motivation, the researcher assumed that the problem had something to do with motivation. It is assumed that the students with high motivation in learning English will be more successful rather than the students who have low motivation. Motivation in classroom affects both learning and behavior of the students who are motivated to learn more. The students with higher motivation to learn English will show effort to learn more than students with lower motivation. More than this, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role to learning process.

Moreover, based on a previous research conducted by Paul R Pintrich, it was

³ Sidik, A. S. (2013). Improving Students' Speaking Ability Through Practice Rehearsal Pair of The Tenth Grade of Man Malang 1. *Language-Edu*, 2(4), 682–688.

⁴ Richards, Teachig listening and speaking

found that motivation had a correlation with a speaking performance of students'. Paul R. Pintrich and Dale H. Schunk found that "Motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviors, which has important implications for schooling."⁵ Some various studies have found that motivation relates to achievement in language learning: Jeremy Harmer said that, "it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success."⁶

Therefore, the researcher really wanted to conduct a research dealing with the correlation between motivation and speaking performance. It was quite strange why the eleventh graders in SMAN 1 Jenangan Ponorogo didn't get interested in learning English especially speaking although the teacher has applied interesting teaching strategies and media.

In short, the researcher conducted a study entitled "The Correlation between Motivation and Speaking Performance in SMAN 1 Jenangan Ponorogo".

B. Identification and Limitation of the Study

This research focused on the correlation between students' motivation and their speaking performance. The subject was the eleventh graders of SMAN 1 Jenangan Ponorogo.

C. Statement of the Problem

Regarding the background to the study, the problem of this research is:

1. Is there any correlation between students' motivation and speaking performance?

⁵ Paul R. Pintrich and Dale H. Schunk, *Motivation in Education Theory, Research, and Applications*, (New Jersey: Pearson Education, 2008), P. 5.

⁶ Jeremy Harmer, *The Practice of English Language Teaching...*, P. 3

D. Objective of the Research

Concerning with the statement of the problem, this study has an some objective :

1. To know the correlation between students' motivation and their speaking performance.

E. Significance of the Research

The result of the study is expected to be able to give advantage for both theoretically and practically.

1. Theoretical significance

The result of the study is expected to add knowledge about the correlation between students' motivation and their speaking performance.

2. Practical significance

- a. Teacher

This study can become an input for teachers, particularly English teacher in understanding student's learning motivation in learning English speaking.

- b. Students

This study can give motivation for students in improving their learning motivation and their speaking performance.

- c. Readers

This study is expected to give contribution for readers, particularly the students of IAIN Ponorogo in enriching references concerned with correlation between student's learning motivation and their speaking performance.

d. Researcher

This research is expected to be reference in arranging thesis to the other researchers and can be used to increase their knowledge and learning process.

F. Organization of the Research

The writer organizes this research report in order to make the reader easier to understand. The following show the content covered in this research.

CHAPTER I : Introduction

This chapter explains about general description background of the study, limitation of problems, statements of the problem, objective of the research, significance of the research, and organization of the thesis.

CHAPTER II : Review of Related Literatures

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III : Research Methodology

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV : Research Finding

This chapter consists of research location, data description, data analysis, and discussion.

CHAPTER V : Closing

This chapter consists of conclusion and suggestion.



CHAPTER II

PREVIOUS STUDIES AND REVIEW OF RELATED LITERATURE

A. Previous Related Study

There are some previous studies related with this research. First of all, a study conducted by Dwi Gita. The titled of her research is “The Correlation between Students’ Learning Motivation and their Achievement in English”. This research was quantitative study, she focused on the correlation beetwen students’ learning motivation and their achievement in reading at Mts Al Hamidiyah Jakarta. She used music to increase students’ motivation. The result showed that 30% of the students’ can increase their achievement in English.⁷

The second research was conducted by Putri Marunda Research. She focused on the correlation between student’s motivation and speaking skills at 8th grade in MTSN Rambah. The population of this research consisted of 20 students’. It was a quantitative study. All population were taken as the sample of the research. The researcher used questionnaire in this research. The result indicated that 70% students’ were more interested in learning by using picture as a media.

Different from the first researchers who focused on reading skill this research focused on speaking skill. For the second previous research, the researcher used the eight graders as the sample on the research, but this research used eleventh grade as the sample of the research, and this research used David Scale technique.

B. Theoretical Background

⁷ Gitawati, Dwi The correlation between students’ motivation and speaking skills, MTSN RAMBAH

1. Motivation

Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment in an adaptive, open-ended, and problem-solving sort of way⁸.

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe *why* a person does something. It is the driving force behind human actions.

Motivation doesn't just refer to the factors that activate behaviors; it also involves the factors that direct and maintain these goal-directed actions (though such motives are rarely directly observable). As a result, we often have to infer the reasons why people do the things that they do based on observable behaviors.

What exactly lies behind the motivations for why we act? Psychologists have proposed different theories of motivation, including drive theory, instinct theory, and humanistic theory (such as Maslow's hierarchy of needs). The reality is that there are many different forces that guide and direct our motivations.

2. Types of Motivation

⁸ Reeve, J. (2017). *Understanding motivation and emotion* (7th ed.) Hoboken, NJ: Wiley.

Reeves explained there are two types of motivation.

The first type is extrinsic motivations. It arises from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.

For the further explanation about extrinsic motivation, according to Gardner and Lambert's research, there are two main types of extrinsic motivation: they are integrative motivation and instrumental motivation⁹:

In integrative motivation, students need to be attracted by the culture of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students wish to integrate themselves into that culture and learn hard to master the language. A weaker form of this motivation would be the desire to know as much as possible about the culture of the target language community (English).

This motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position, or status. The language is an instrument in their attainment of such a goal.

From those explanations above, it is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students' view of English as a means to get a better job, position, and status in the future life.

The second type is intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem

⁹ Gardner and Lambert, Study motivation 1980

3) **Speaking**

Speaking is one of the four language skills. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, 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 skill¹⁰

Speaking and the human being cannot be separated from each other, it is much part of daily life that we take for granted. Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively. They stop talking because they face psychological obstacles or cannot find the suitable words and expressions. The modern world of media and mass communication requires good knowledge of spoken English.

Speaking is a productive language skill. It means that speaking is a person skills to produce sounds that exists at the meaning and be understood by other people to create of good.¹¹ As stated by Chaney which is quoted by Kayi, speaking is the proces of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.¹² Nunan informs that speaking is a part of the productive skill in English language teaching and it

¹⁰ Reeve, J. (2017). *Understanding motivation and emotion* (7th ed.) Hoboken, NJ: Wiley.

¹¹ Siahaan, 2008:95)

¹² Hyrie, Kayi, *Teaching speaking : Activities to promote Speaking in a Second Language*, (Nevada, 2006), retrieved on February 10, 2020 from [Http://iteslj.org/Articles/Kayi-teachingSpeaking.html](http://iteslj.org/Articles/Kayi-teachingSpeaking.html)

consist of producing systematic verbal utterance to convey meaning¹³. Speaking is a crucial part of the second language learning and teaching. Teaching speaking is that teacher should provide something for learners to talk¹⁴

It is a common desire to speak English well. To do this we need to know what skills are required to become a good speaker

- a) Fluency. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.
- b) Vocabulary. Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.
- c) Grammar. The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.
- d) Pronunciation. Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can

¹³ Kahleen M. Bailey, Practical English language Teaching : Speaking (Singapore : McGraw Hill Companies, 2004)

¹⁴ Hayriye, Kayi, Teaching Speaking ; Activities to promote Speaking in a Second Language, (Nevada)

speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasise and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible.

4) **Descriptive Text**

Descriptive text is one type of text in English which has the aim of explaining or describing to the reader an object or living being, such as a person, animal or place. Usually, what is explained from these objects are forms, features, or other properties.

a) **Generic Structure of Descriptive text**

- 1) **Identification:** The first step in creating descriptive text is the introduction of the object of what you want to describe or describe.
- 2) **Description:** The main description of the specific characteristics of the object to be conveyed, for example, the physical appearance, texture, psychological properties and others that clearly describe the object.

C. Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory but not necessary so well worked out. A theoretical framework guides the research, determining what things will be measured, and what statistical relationships will look

for. The concepts that deliver in theoretical framework are the theory of several studies that used to support the research. In short, theoretical framework is the concept in the theory can be related with factors which are defined as the important problem.

This research was conducted to find the correlation between students' motivation and their speaking performance at the eleventh graders of SMAN 1 Jenangan in academic year 2019/2020.

The research consists of two variables:

- 1) Independent variable Students' Motivation (X)
- 2) Dependent variable Students' Speaking Performance (Y)

The step to know the correlation between motivation on their speaking performance at the eleventh grade students of SMAN 1 Jenangan in academic year 2019/2020 was getting the students' scoring of motivation by using David Scale technique and speaking performance by conducting a descriptive spoken text. Then, the researcher calculated the data to find the correlation between students motivation and their speaking performance

Hypothesis

Hypothesis is a temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses:

Ha : There is correlation between students' motivation and their speaking performance

Ho : There is no correlation between students' motivation and their speaking performance

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this study was a correlational method of quantitative design. In correlational method, the researcher used the correlation statistical test to describe and measure between two or more variables. In other words, it was used to analyze whether there is correlation between two or more variables.¹⁵ This study was conducted to know the correlation between two variables. They are students' motivation in learning speaking as the independent variable and students' speaking performance as the dependent variable.

In the process of writing, the writer conducted field research. To get data of students' motivation, he distributed questionnaires and took the oral test results.. Then, after data completed, the data was analyzed by using the formula of correlation product moment.

B. Population And Sample

1. Population

Population in educational research usually was defined as all the members of a real or hypothetical set of people, events, or objects to which educational research wish to generalize the result of the research Population means characteristics of a specific group¹⁶

¹⁵ Kouzes and Posner (1987, 2011)

¹⁶ Prabhat Pandey and Meenu Mirsha Pandey, *Research Methodology: Tools And Techniques*

Population was the group to whom the writer would like to generalize of the result of the study. It means, population is cluster choose by writer to do the research.

From definition above, the writer concluded that population is all the subjecting which the writer can get to be used as the data..

In the study, the populations was the eleventh grade students of SMAN 1 Jenangan Ponorogo in academic year 2020/2021. The total students' was 85 people.

2. Sample

The small group that is observed is called a sample. Sample is portion of a population¹⁷ A sample is a small subgroup chosen from the larger population. It means that sample is part of population from which data is taken. Study of sample is used as means to find the information about the population. The sampling technique applied in this research is purposive sampling. The purposive sampling technique is also called judgment sampling. The researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. The sample chosen by the researcher was class XI Ips, which consist of 30 students.

C. Data Collection Technique

Based on the explanation above, the techniques used to collecting data in this research as followed:

1. Questionnaire

(Romania : Bridge Center, 2015), 41.

¹⁷ Donald Ary et, all, *Introduction to research in Education Eight Edition* (Unite States of America: Wadsworth, Cengage Learning 2010), 148

To get data of students' motivation in learning speaking, the writer used questionnaires to get students' answers. Questionnaires consisted of a number of questions should be answered by respondents asking about their actions and beliefs.⁵¹

The questionnaires are adopted from the Attitude/ Motivation Test Battery (AMTB) by Gardner. Actually it consists of many items of statements involving attitude and motivation but the researcher only took 30 items which are suitable with this study and modified the questionnaires based on the context. Therefore, the researcher only took motivation statements from AMTB and then translated into Indonesian language. So, the researcher provided 2 languages English and Indonesian.

The questionnaires are "closed", it means the respondents are only choosing the best one on the items and making checklist on the given answers. In answering the questionnaires, the students were asked from Google Form. Then the students were tested by oral test. The questionnaires in this study have 30 items adopted from AMTB by Gardner. The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: *Strongly Agree*, *Agree*, *Undecided*, *Disagree*, and *Strongly Disagree* (. Each option also has score based on the Likert Scale Rating below:

Table 3.1 Indicator Instruments of Questionnaire

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1

Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly disagree	1	5

2. Assessing Speaking Ability

To know students' speaking ability, students were assessed by oral test. All of the students' were asked to explain orally about their idols. The test was evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria are the components of speaking skill. In this study, the students were scored based on five components of speaking skill by using the scale rating scores of David P. Harris.

Table 3.2 Speaking Scale Rating of David P. Harris

No	Criteria	Rating score	Comments
1.	Pronunciation	(5)	Has few traces of foreign accent.
		(4)	Always intelligible, though one is conscious of a definite accent.
		(3)	Pronunciation problem necessities Concentrated listening and

No	Criteria	Rating score	Comments
			occasionally lead
			to misunderstanding.
		(2)	Very hard to understand because pronunciation problems, most frequently be asked to repeat.
		(1)	Pronunciation problems to serve as to make speech virtually unintelligible.
2.	Grammar	(5)	Make few (if any) noticeable errors of grammar and word order.
		(4)	Occasionally makes grammatical and or word order errors that do not, however obscure meaning.
		(3)	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		(2)	Grammar and word order error make comprehension difficult, must often rephrases sentence and or rest rich himself.
		(1)	Errors in grammar and word order so, severe as to make speech virtually unintelligible.

No	Criteria	Rating score	Comments
3.	Vocabulary	(5)	Use of vocabulary and idioms is virtually that of native speaker.
		(4)	Sometimes uses inappropriate terms and/or must rephrases ideas because of lexical inadequacies.
		(3)	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		(2)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		(1)	Vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	(5)	Speech as fluent and efforts less as that of a native speaker.
		(4)	Speed of speech seems to be slightly affected by language problem.
		(3)	Speed and fluency are rather strongly affected by language problem.

No	Criteria	Rating score	Comments
		(2)	Usually hesitant, often forced into silence by language limitation.
		(1)	Speech is also halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	(5)	Appears to understand everything without difficulty.
		(4)	Understand nearly everything at normal speed, although occasionally repetition may be necessary.
		(3)	Understand most of what is said at slower than normal speed without repetition.
		(2)	Has great difficulty following what is said, can comprehend only “social conversation” spoken slowly and with frequent repetition.
		(1)	Cannot be said to understand even simple conversational English.

3. Assessing Two Variables (Motivation and Speaking Ability of Students)

All of the data above were analyzed by using the formula of correlation product moment to know the correlation between students' motivation in learning speaking and their speaking ability.⁵⁶ The students' motivation in learning speaking is X variable and students' speaking ability is Y variable. The correlation product moment is one of techniques commonly used to seek the correlation between two variables.

$$r_{xy} = \frac{N \sum XF - (\sum X)(\sum F)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum F^2 - (\sum F)^2)}}$$

r_{xy} = coefficient of correlation between X variable and Y variable (Koefesien korelasi antara variable X dan variable Y)

N = Number of Class

X = Distribution of students' motivation score

Y = Distribution of students' speaking score

$\sum X$ = Sum of score in X distribution (Jumlah skor dalam distribusi X)

$\sum Y$ = Sum of score in Y distribution (Jumlah skor dalam distribusi Y)

$\sum XY$ = Sum of multiplication of X and Y (Jumlah perkalian X dan Y)

X^2 = Sum of X quadrate (Jumlah kuadrat dari X)

Y^2 = Sum of Y quadrate (Jumlah kuadrat dari Y) Significant critical value = 0.05 and 0.01

• Criteria =

If $r_o > r_t$ means there is correlation and H_a is accepted, H_o is rejected.

If $r_o < r_t$ means there is no correlation and H_a is rejected, H_o is accepted

Ho = There is no significant correlation between students' motivation and their speaking performance

Ha = There is a significant correlation between students' motivation and their speaking performance

2. Validity Test

In this research, the researcher used SPSS to measure the validity and the researcher used the formula product moment Karl Pearson. The analysis was to find out the r_{xy} with r -table with a 5% significance. To test the validity and reability of the item, the researcher took 30 samples and gave questionnaire and oral test. The calculation of validity as follows

Table 4.1 Recapitulation test item of Validity

No Item	Rhitung	R table	Keterangan
1	0.758	0.361	Valid
2	0.644	0.361	Valid
3	0.658	0.361	Valid
4	0.825	0.361	Valid
5	0.471	0.361	Valid
6	0.642	0.361	Valid
7	0.642	0.361	Valid
8	0.652	0.361	Valid

9	0.587	0.361	Valid
10	0.608	0.361	Valid
11	0.501	0.361	Valid
12	0.582	0.361	Valid
13	0.582	0.361	Valid
14	0.629	0.361	Valid
15	0.607	0.361	Valid
16	0.717	0.361	Valid
17	0.487	0.361	Valid
18	0.600	0.361	Valid
19	0.548	0.361	Valid
20	0.572	0.361	Valid

From the above data it can concluded that all of questionnaire item was valid

2. Realibility test

Realibility is defined as the extent to which the result can be considered consistent or stable ¹⁸ It means if the test is tested to different students in two diferrent times, it gave the table result or similiar result

Table 4.2 The result of realibility test

Case procesing summary

¹⁸ Brown, Testing in Language program (United States of America : Prentice hall Regents, 1996), 185

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.934	20

r- alpha	r- table	Explanation
0.934	0.361	reliable

The sample in the reliability test was students' eleventh graders of SMAN 1 Jenangan Ponorogo and the significances of the table in 5% was 0,361. Based on the calculation, reliability of students instrument was 0.934. it means $r\text{-count} > r\text{-table}$ 0.361 so the test was reliable.

Table 4.3 Validity of Spoken test

Item	r- Calculated	r-table	Explanation
Pronunciation	0,591	0,361	Valid
Grammar	0,634	0,361	Valid

Vocabulary	0,607	0,361	Valid
Fluency	0,643	0,361	Valid
Comprehension	0,754	0,361	Valid

From the above table it can concluded that all of item was valid. Pronunciation got $0,591 > 0,361 = \text{Valid}$, Grammar got $0,634 > 0,361 = \text{Valid}$, Vocabulary got $0,607 > 0,361 = \text{Valid}$, Fluency got $0,643 > 0,361 = \text{Valid}$, and also comprehension $0,754 > 0,361 = \text{Valid}$.

Table 4 4 Realibility test of Spoken test

r- alpha	r- table	explanation
0,954	0,361	reliable

Case procesing summary

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	5

The sample in the reliability test was students' eleventh graders of SMAN 1 Jenangan Ponorogo and the significances of the table in 5% was 0,361. Based on the calculation, reliability of students instrument was 0.954. it means $r\text{-count} > r\text{-table}$ 0.361 so the test was reliable



CHAPTER IV

RESEARCH FINDING

A. Data Description

As mentioned in the research methodology, to get the data, the researcher distributed questionnaires to know students' motivation in learning speaking to the students at eleventh grade of SMAN 1 Jenangan Ponorogo. Then he conducted oral test to know students' speaking ability. After both of data collected, he conducted classroom observation to confirm students' motivation in learning speaking and their speaking ability.

Finally, after all of the data collected, the writer analyzed each data. Motivation was assessed by Likert' scale rating and speaking ability was measured by David' scale rating score. Besides, the result of classroom observation is described to know the reality of students' motivation in learning speaking at the classroom Then, after each data analyzed, to see the correlation between students' motivation in learning speaking and their speaking score, the writer analyzed both of data by applying the formula of Correlational Product Moment by Pearson.

B. Data Analysis

In this study, students' motivation in learning speaking is as the independent variable (X). To measure students' motivation in learning speaking, the study used two techniques: distributing questionnaires and conducting oral test

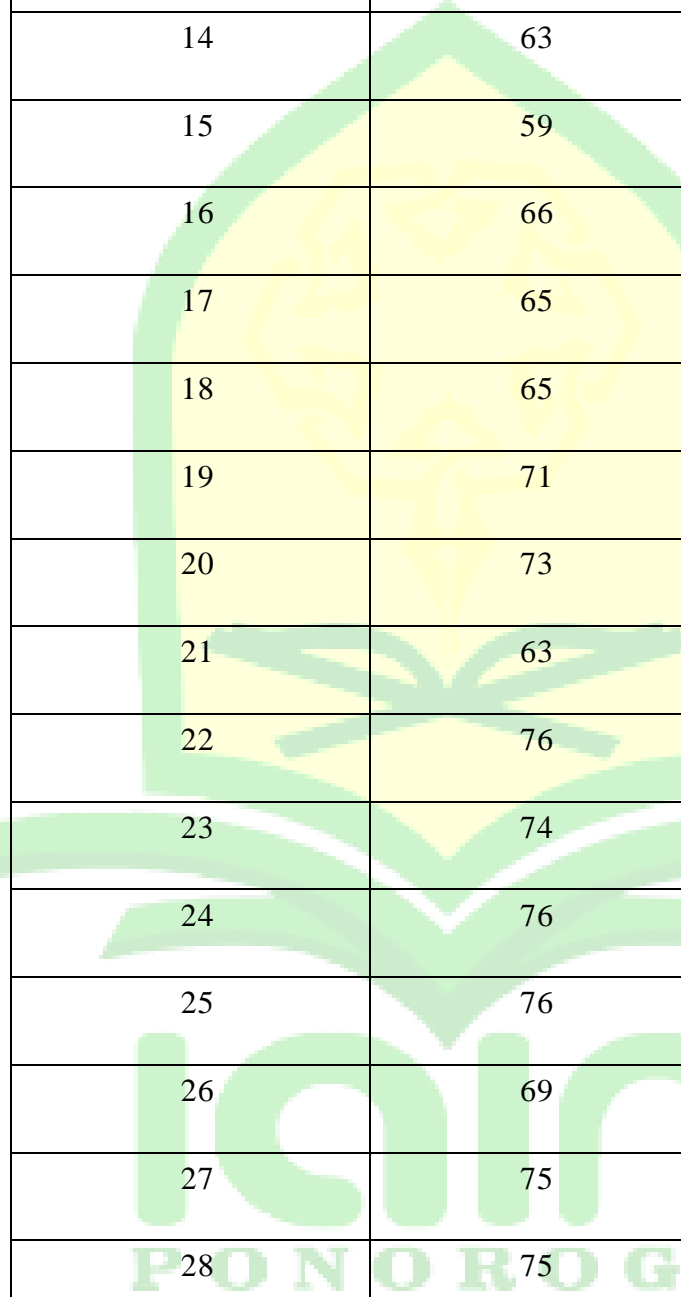
1. Students' Motivation toward Learning Speaking

As mentioned in technique of data analysis, the questionnaires in this study adopted from AMTB by Gardner. Before the questionnaires were distributed, the questionnaires were validated by two experts. It means that the questionnaires were used content validity to see they are measure what should to be measured. The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. The following table describes the result of questionnaires about students' motivation in learning speaking.

a. Student's Motivation Score in Learning Speaking

Table 4.3 Students Motivation Score in Learning Speaking

Students (N)	Motivation (X)
1	69
2	73
3	70
4	71
5	73
6	65
7	75
8	66
9	69
10	78
11	66



Students (N)	Motivation (X)
12	73
13	76
14	63
15	59
16	66
17	65
18	65
19	71
20	73
21	63
22	76
23	74
24	76
25	76
26	69
27	75
28	75
29	65
30	69

Students (N)	Motivation (X)
N=30	$\sum X=2104$

Statistics

MOTIVASI (X)		
N	Valid	30
	Missing	0
Mean		70.13
Std. Error of Mean		.902
Median		70.50
Std. Deviation		4.939
Variance		24.395
Range		19
Minimum		59
Maximum		78
Sum		2104

From the data above, we can see the total score of 30 respondents is 2433. By applying SPSS program, it shows that the mean of students' motivation score is 70, the median is 70, the range is 19, the minimum score of students' motivation is 59 and the maximum score of students' motivation is 78.

Based on the statistic result above, there are 2 categories of motivation score. The first is low motivation and the second is high motivation. Students categorized by low motivation score are under 70 score and students categorized by high motivation score are above 70. Therefore, from the table above, it is considered that the mode of students' motivation score is 70. It means that most of students have high motivation in learning speaking. It is also confirmed by the result of classroom observation shows that students who have high

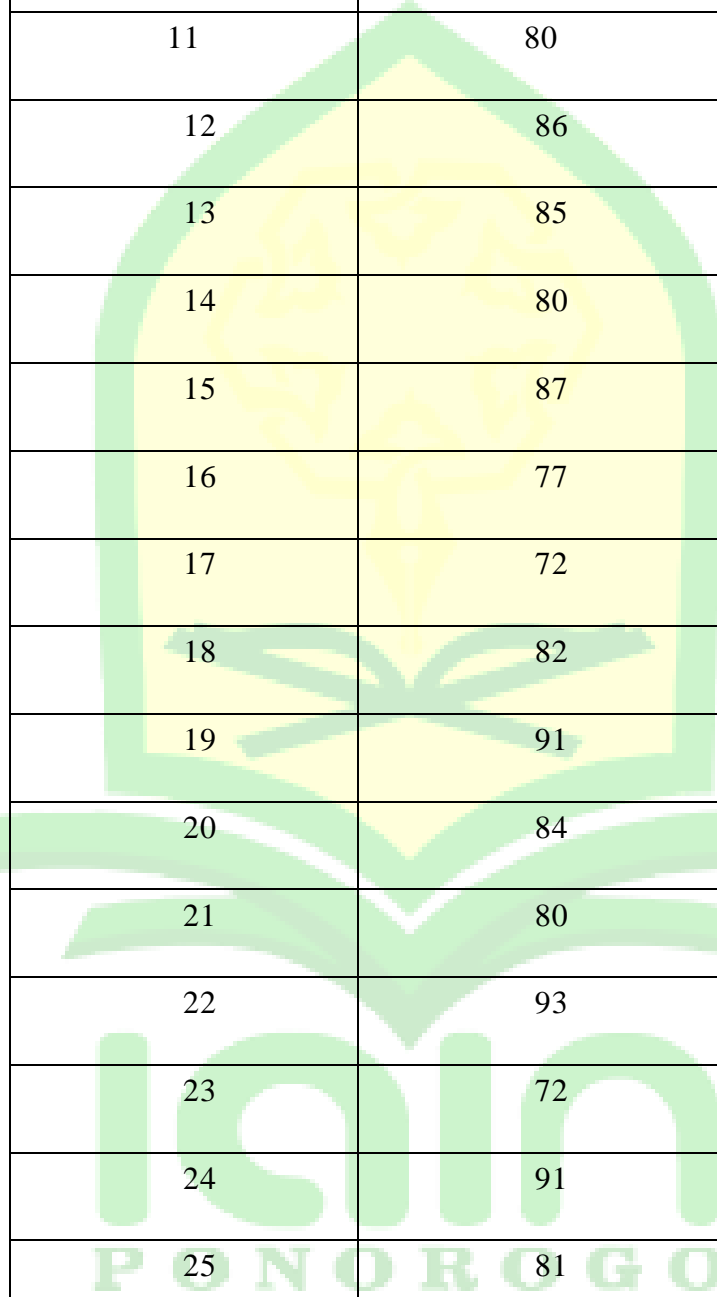
motivation's score also follow the teaching and learning process well, pay attention to the teacher's explanation, express their ideas, do assignment from teacher, etc.

b. Students' Speaking Score

The students' speaking ability is as the dependent variable (Y). To know students' speaking score, the researcher conducted oral test to the students. The test was evaluated into five criteria; they are pronunciation, grammar, vocabulary, fluency and comprehension. The five criteria were the components of speaking skill. In this study, the students were scored based on five components of speaking skill by using the scale rating scores of David P. Harris. Here are the results of students' speaking ability.

Table 4.4 Student's Speaking Score

Students (N)	Speaking Score (Y)
1	83
2	82
3	81
4	78
5	73
6	81
7	80
8	67



Students (N)	Speaking Score (Y)
9	81
10	89
11	80
12	86
13	85
14	80
15	87
16	77
17	72
18	82
19	91
20	84
21	80
22	93
23	72
24	91
25	81
26	82
27	87

Students (N)	Speaking Score (Y)
28	83
29	70
30	75
N=30	$\sum Y=2433$

Statistics

SPEAKING (Y)

N	Valid	30
	Missing	0
Mean		81.10
Std. Error of Mean		1.149
Median		81.00
Std. Deviation		6.294
Variance		39.610
Range		26
Minimum		67
Maximum		93
Sum		2433

The respondents are 2433. By applying SPSS program, it shows that the mean of students' speaking score is 81, the median of students' speaking score is 81, the standard deviation of students' speaking score is 6,2, the range of students' speaking score is 26, the minimum score of students' speaking is 67 and the maximum score of students' speaking is 93. Based on the result statistic above, the average speaking score is 81. It means that most of students' speaking ability is in the medium level. It is seen from the minimum speaking score is 67 and most students got score in 80 - 85 score.

2. The Correlation between Students' Motivation and their Speaking Performance

In this case, both the score of students' motivation and students' speaking ability are correlated by Pearson's Product Moment formula. The data are described in the following table :

Table 4.5 The Calculation of Questionnaire of Motivation and Speaking Score

Students (N)	Motivation (X)	Speaking (Y)	XY	X²	Y²
1	69	83	5727	4761	6889
2	73	82	5986	5329	6724
3	70	81	5670	4900	6561
4	71	78	5538	5041	6084
5	73	73	5329	5329	5329
6	65	81	5265	4225	6561
7	75	80	6000	5625	6400
8	66	67	4422	4356	4489
9	69	81	5589	4761	6561
10	78	89	6942	6084	7921
11	66	80	5280	4356	6400
12	73	86	6278	5329	7396

Students (N)	Motivation (X)	Speaking (Y)	XY	X²	Y²
13	76	85	6460	5776	7225
14	63	80	5040	3969	6400
15	59	87	5133	3481	7569
16	66	77	5082	4356	5929
17	65	72	4680	4225	5184
18	65	82	5330	4225	6724
19	71	91	6461	5041	8281
20	73	84	6132	5329	7056
21	63	80	5040	3969	6400
22	76	93	7068	5776	8649
23	74	72	5328	5476	5184
24	76	91	6916	5776	8281
25	76	81	6156	5776	6561
26	69	82	5658	4761	6724
27	75	87	6525	5625	7569
28	75	83	6225	5625	6889
29	65	70	4550	4225	4900
30	69	75	5175	4761	5625
N=	ΣX=	ΣY=	ΣXY=	ΣX²	Σ Y² =
30	2104	2433	170985	=148268	198465

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{30 \times 170985 - 2104 \times 2433}{\sqrt{(30 \times 148268 - (2104)^2)(30 \times 198465 - (2433)^2)}}$$

$$r_{xy} = \frac{5129550 - 5119032}{\sqrt{(4448040 - (4426816)) (5953950 - (5919489))}}$$

$$r_{xy} = \frac{10518}{\sqrt{(21224)(34461)}}$$

$$r_{xy} = \frac{10518}{\sqrt{731400264}}$$

$$r_{xy} = \frac{10518}{27044,413}$$

$$r_{xy} = 0,389$$

$$t_{count} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{count} = \frac{0,389 \sqrt{30-2}}{\sqrt{1-(0,389)^2}}$$

$$t_{count} = \frac{0,389 \sqrt{28}}{\sqrt{1-0,151321}}$$

$$t_{count} = \frac{0,389 \times 5,291503}{\sqrt{0,848679}}$$

$$t_{count} = \frac{2,05839467}{0,921238}$$

$$t_{count} = 2,234$$

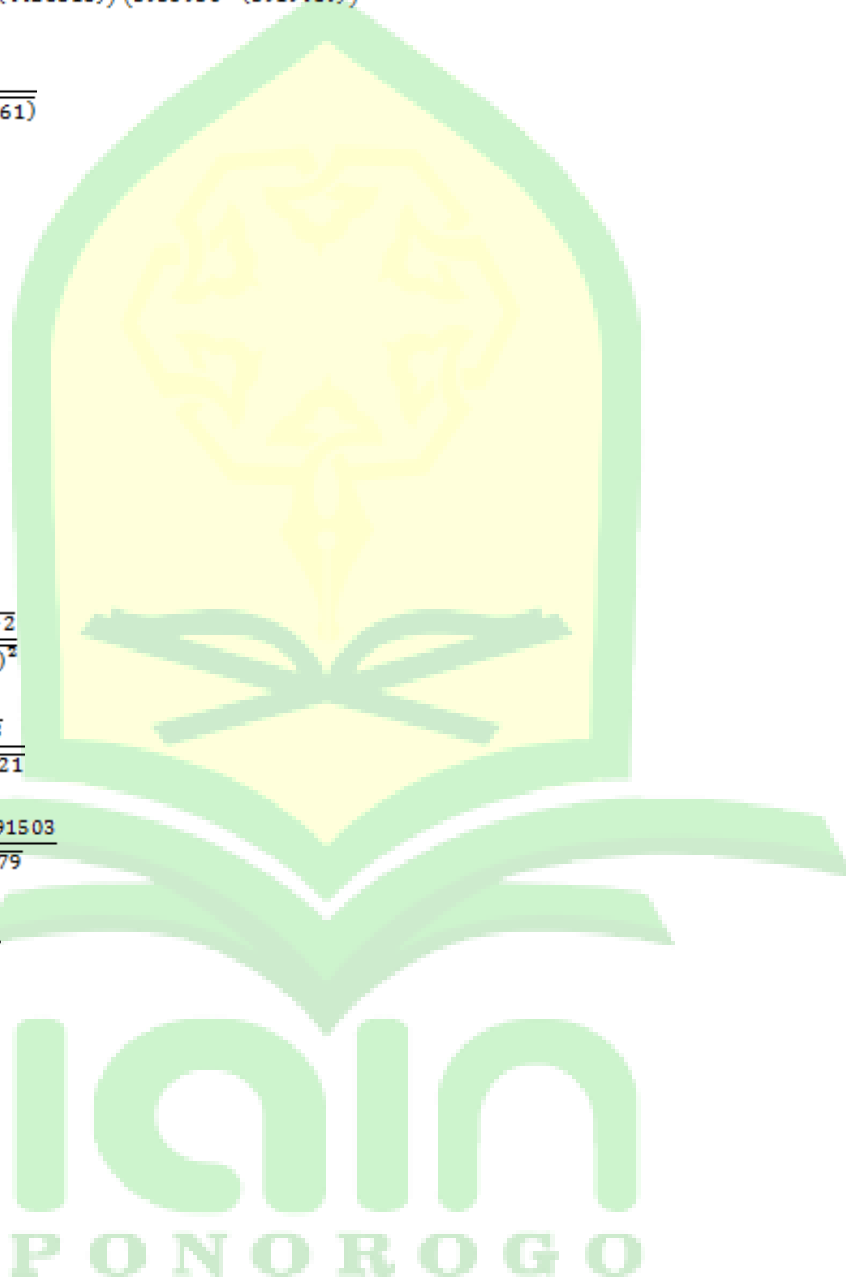
$$Df = N - nr$$

$$Df = 30 - 2$$

$$Df = 28$$

So, Ttable = 2048

$$t_{count} > t_{table} \quad (2,234 > 2,048)$$



C. The Interpretation of Data

After the writer calculated the data by applying the correlation of Product Moment formula and finding the result of r_{xy} , the next level is to give interpretation of the r_{xy} .

From the analyzing data of students' motivation in learning speaking (X) and students' speaking score (Y), it appeared that the correlation index between X variable and Y variable is 0.389. It means that between both variables has a weak correlation. It can be seen at simple interpretation toward the correlational index "r" Product Moment (r_{xy}) on the following table:⁵⁸

Table 4.6 Table The Simple Interpretation of r_{xy} .

"r" Product Moment (r_{xy})	Interpretation
0.00 – 0.20	Very low/weak
0.20 – 0.40	Weak
0.40 – 0.70	Medium
0.70 – 0.90	High
0.90 – 1.00	Very High

By looking at the result of $r_{xy} = 0,389$, It shows in the interval 0.20 – 0.40. It indicates the gravity of correlation in this study is in the weak level. It was concluded that there was weak level correlation between students' motivation in learning speaking and students' speaking ability. It means the alternative hypothesis of the study is accepted.

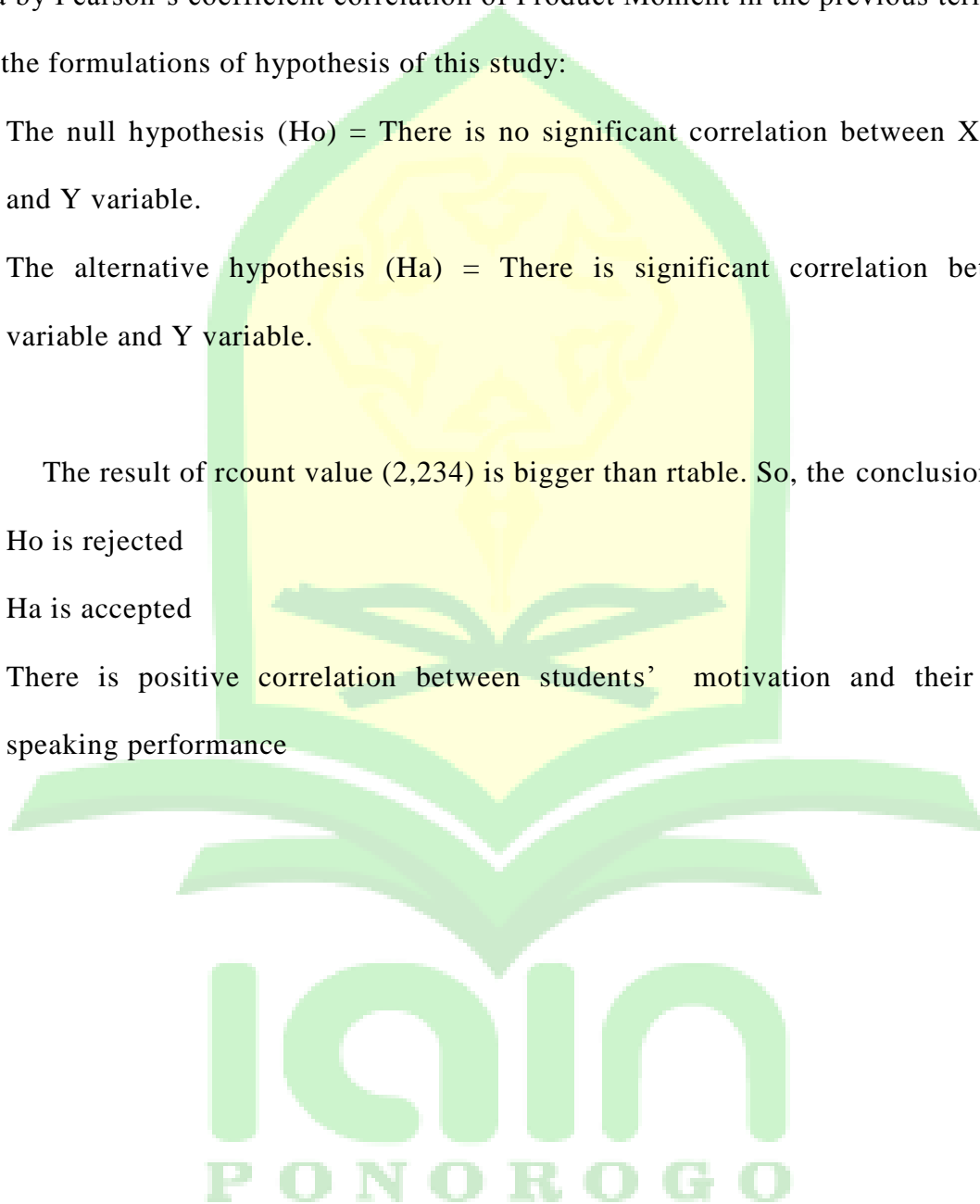
D. The Test of Hypothesis

To prove the result of hypothesis in this study, the writer calculated the obtained data by Pearson's coefficient correlation of Product Moment in the previous term. Below are the formulations of hypothesis of this study:

1. The null hypothesis (H_0) = There is no significant correlation between X variable and Y variable.
2. The alternative hypothesis (H_a) = There is significant correlation between X variable and Y variable.

The result of rcount value (2,234) is bigger than rtable. So, the conclusion is :

- a. H_0 is rejected
- b. H_a is accepted
- c. There is positive correlation between students' motivation and their students speaking performance



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description of the data which described in the previous chapters, it can be concluded that there is a significant correlation between students' motivation (X variable) and their speaking ability (Y variable). After analyzing both variables by Pearson's Product Moment formula, it is found that $r_{xy} = 0.389$. Based on the result of $r_{xy} = 0.389$, it indicates the gravity of correlation in this study is in the medium level. It is considered that there is medium correlation between students' motivation in learning speaking and students' speaking ability. Besides, by looking at calculation above, there is positive correlation between X variable and Y variable. It means that students with higher motivation will get better speaking ability than the lower one. In other words, the more motivated students are, the better speaking ability can be achieved.

In conclusion, there is positive correlation between students' motivation in learning speaking and their speaking ability at second grade SMA 1 Jenangan. students who have high motivation learning English can get good grades in these lessons, because they have high motivation which automatically affects their learning activities and quickly grasp the meaning or essence of the learning.

B. Suggestion

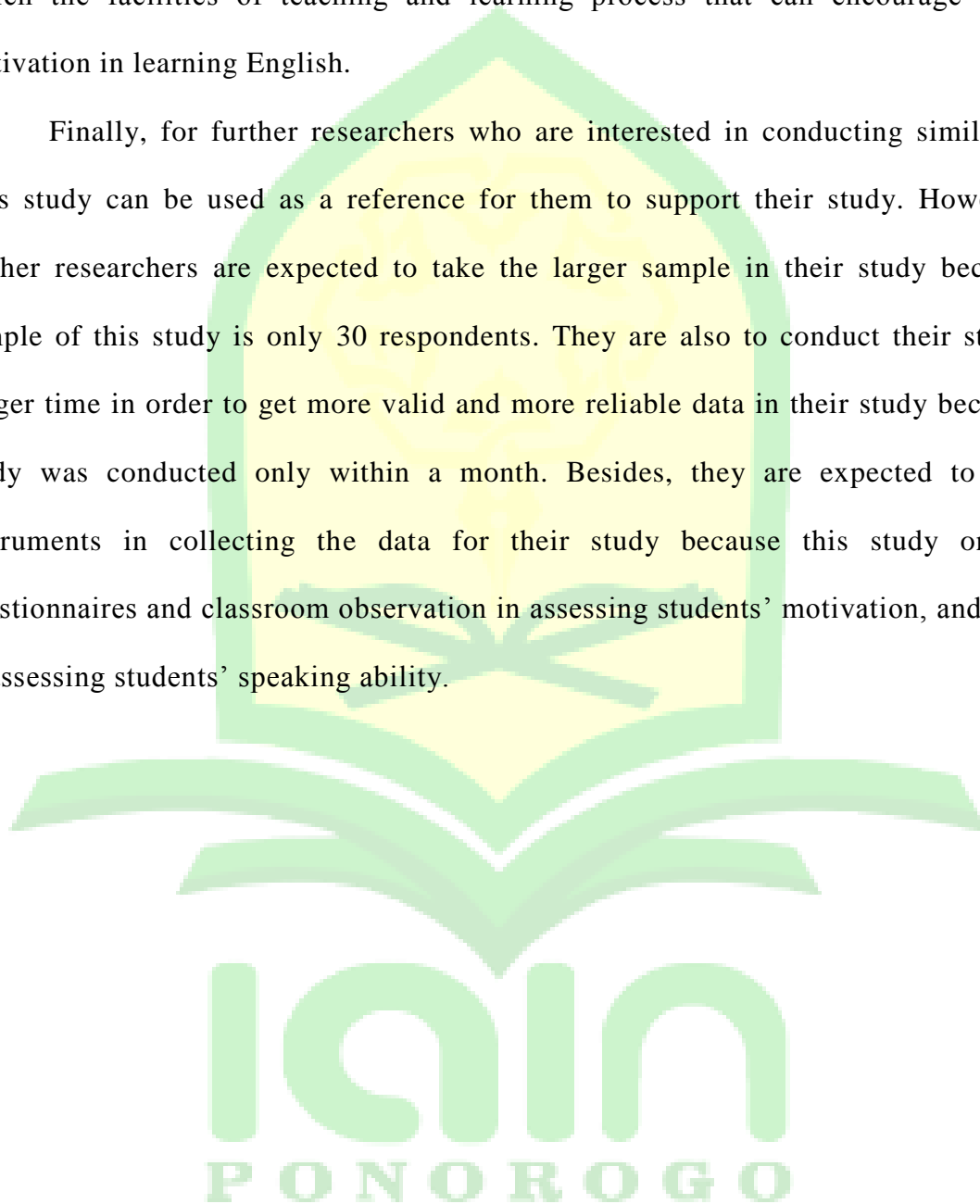
After conducting research and looking the conclusion above that there is significant correlation between student motivation and student virtual speaking abilit. The statistic correlatin of this research shows that $r_{xy} = 0.389$. It is considered that there is positive correlation between students motivation (X variable) and students virtual speaking performance (Y Variable) in a medium level. It means that students with higher motivation will get better speaking ability than other. From the finding above, it is proved that motivation is an essential part in learning procces.

Motivation can make teaching and learning easier and more interesting. It is very good if both of teacher and students motivate each other in teaching and learning process. English teacher has important role to support their students in learning English, especially in speaking skill. The teacher should create an interesting and comfortable situation in the classroom in order to make students speak up confidently. Besides, students also should have motivation from inside themselves to learn speaking. It can encourage students to learn and to achieve their goals. Motivated students will overcome obstacles which come to them with strong powerful from inside. They like to face challenging things in learning. Moreover, motivated students often get best result because motivation will improve their performance to achieve their goals.

The writer also would give suggestions in the following points: For English teachers, they are expected to improve their students' motivation in learning English, especially in speaking skill because motivated students will concentrate and enjoy the teaching and learning process. Besides, teachers should tell the important of English knowledge to their students. Secondly for students, they are expected to increase their motivation in learning English, especially speaking skill. They are also expected to be

more aware that English is very important in their life. Moreover, for the headmaster of this school, he is expected to encourage the English teachers to improve their motivation in teaching and students' motivation in learning English. Besides, the headmaster should enrich the facilities of teaching and learning process that can encourage students' motivation in learning English.

Finally, for further researchers who are interested in conducting similar study. This study can be used as a reference for them to support their study. However, the further researchers are expected to take the larger sample in their study because the sample of this study is only 30 respondents. They are also to conduct their study in a longer time in order to get more valid and more reliable data in their study because this study was conducted only within a month. Besides, they are expected to add the instruments in collecting the data for their study because this study only used questionnaires and classroom observation in assessing students' motivation, and oral test in assessing students' speaking ability.



BIBLIOGRAPHY

- Pintrich, P. Paul and Dale H. Schunk, *Motivation in Education Theory, Research, and Applications*, (New Jersey: Pearson Education, 2008), P. 5.
- Harmer, J. (2007). *How to teach English* (new ed.). England: Pearson Education Limited.
- Reeve, J. (2017). *Understanding motivation and emotion* (7th ed.) Hoboken, NJ: Wiley.
- Sidik, A. S. (2013). Improving Students' Speaking Ability Through Practice Rehearsal Pair of The Tenth Grade of Man Malang 1. *Language-Edu*, 2(4), 682–688.
- Hyrie, Kayi, *Teaching speaking : Activities to promote Speaking in a Second Language*, (Nevada, 2006), retrieved on February 10, 2020 from <Http://iteslj.org/Articles/Kayi-teachingSpeaking.html>
- Kahleen M. Bailey, *Practical English language Teaching : Speaking* (Singapore : McGraw Hill Companies, 2004)
- Hayriye, Kayi, *Teaching Speaking ; Activities to promote Speaking in a Second Language*, (Nevada)
- Prabhat Pandey and Meenu Mirsha Pandey, *Research Methodology: Tools And Techniques* (Romania : Bridge Center, 2015), 41.

Donald Ary et, all, *Introduction to research in Education Eight Edition* (Unite States of America: Wadsworth, Cengange Learning 2010), 148

Jeremy Harmer, *The Practice of English Language Teaching...*,P. 3

Jeremy Harmer, *The practice of english Language Teaching Third edition* (London, Longn an group Ltd, 1986), 51

Kathleen M Bailey and David Nunen, 'Practical English language teaching speaking ; 2005, 2

Kahleen M. Bailey, *Practical English language Teaching : Speaking* (Singapore : McGraw Hill Companies, 2004)

Hayriye, Kayi, *Teaching Speaking ; Activities to promote Speaking in a Second Language,* (Nevada)

Brown, *Testing in Language program* (United States of America : Prentice hall Regents, 1996), 185



List of APPENDICES

Appendic 1

LEMBAR PROSES

MERUMUSKAN JUDUL PENELITIAN KUANTITATIF (Kn)

Nama Mahasiswa : RENDIKA RAHMADA SUTA

NIM : 210916065

SEMESTER : 7

PRODI : Tadris Bahasa Inggris

1	MENEMUKAN MASALAH	<p>1. based on the researcher did on Friday, 18 October 2019 in SMAN 1 Jenangan, from the observation researcher that there are one problem faced teacher in SMAN 1 Jenangan in learning proses</p> <p>2. The problem is students late for class, with their reasons, and they come to the class with</p>
---	-------------------	---

		innocent feeling.
2	MELAKUKAN IDENTIFIKASI MASALAH.	1. The students of SMAN 1 Jenangan have some habit ,it is come late to the class with many reasons
3	MENENTUKAN BATASAN MASALAH	The influence of the environment on the attitude of 8th IPS grade students of SMAN 1 Jenangan in learning english
4	MELAKUKAN DIALOG TEORITIK "MENGAPA FENOMENA TERSEBUT DIKATAKAN MASALAH DAN LAYAK UNTUK DITELITI".	<p>1. The environment plays a very important role in teaching and learning procces,its include :</p> <p>a.Family Environment</p> <p>b.School environment</p> <p>2. "The environment can be interpreted as everything that is outside yourself child. The environment can be tangible things. Like plants,people,circumsistances, politics,social economy, culture, and human endeavors including education"</p> <p>Hamalik (2005 : 195)</p> <p>3. "Attitude those who hold to a physchological definition of attitude recognize that social structure is</p>

		important in creating and maintaining social order” (Dollard,1949;krech & crutchfield, 1948; Kutner, Wilkins, & Yarrow, 1970; Lewin, 1999)
5	KEGELISAHAN PENELITI	Based on the result of observation, the researcher found some problem during english class. The problem is students habit late for class with many reasons,and they come to the class with innocent feeling.
6	MENGAJUKAN DUGAAN SEMENTARA FAKTOR-FAKTOR PENYEBAB TERJADINYA MASALAH YANG AKAN DITELITI.	<ol style="list-style-type: none"> 1. Students is not interest with english lessons 2. the teacher using confusing method to deliver the material
7	MERUMUSKAN JUDUL PENELITIAN	The influence of the environment on the attitude of 8th IPS grade students of SMAN 1 Jenangan
8	Kata Kunci	Students attitude, Student Environment

Ponorogo, 6 Desember 2019

Menyetujui

Nama Mahasiswa

Dosen PA

Prylla Rochmawati, M. Pd

Rendika Rahmada Suta

NIP.198103162011012003

NIM. 210916065

Disetujui

Sebagai pijakan untuk membuat proposal

Ketua jurusan TBI

Prylla Rochmawati, M. Pd

NIP.198103162011012003

Appendic 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 1 Jenangan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI MIPA/ 1

Materi Pokok : Analytical Exposition

Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3. 6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Mampu menganalisis personal letter dengan memperhatikan fungsi sosial, ungkapan dan unsur kebahasaan yang benar dan sesuai dengan kontek. • Memahami struktur kebahasaan dalam penulisan
<p>4. 6 Teks surat pribadi</p>	

<p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri, dan orang sekitarnya.</p>	<p>personal letter.</p> <ul style="list-style-type: none"> • Membuat teks personal letter pendek dan sederhana terkait dengan diri sendiri dan orang sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
<p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang di sekitarnya, lisan dan tulis, dengan kebahasaan, secara benar dan sesuai konteks.</p>	

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks personal letter.
- Mengetahui struktur penulisan personal letter.
- Menangkap makna teks personal letter sesuai dengan konteks penggunaannya.
- Membuat teks personal letter, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

- Fungsi sosial : Menjelaskan, mengidentifikasi
 - Struktur teks
1. Pendekatan : Scientific

2. Model Pembelajaran : Discovery Learning
3. Metode : Mengamati, Tanya jawab, Diskusi, Penugasan

E. Media Pembelajaran

1. Contoh Analytical Exposition
2. Lembar evaluasi
3. Papan tulis
4. Spidol

F. Sumber Belajar

1. Buku penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas XI, Kemendikbud, Revisi Tahun 2017
2. Kamus Bahasa Inggris

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan siswa merespon salam. 2. Guru membuka pelajaran dengan menyapa peserta didik dan menanyakan kabar mereka, 3. Guru mengajak berdo'a sebelum memulai pembelajaran. 	10 menit

	<p>4. Guru mengecek kehadiran peserta didik,</p> <p>5. Guru mengecek kembali penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu mengidentifikasi struktur Teks analytical Exposition</p>	
Inti	<p>❖ Observing (Mengamati)</p> <p>1. Guru menginstruksikan pada siswa untuk mengamati beberapa contoh Teks Exposition</p> <p>2. Guru menanyakan kepada siswa fungsi Teks Exposition</p> <p>❖ Peserta didik membaca dan memahami teks Exposition</p> <p>❖ Questioning (Menanya)</p> <p>1. Siswa bertanya tentang hal-hal yang belum diketahui/ dimengerti.</p> <p>2. Guru bertanya apakah ada kesulitan jika tidak ada guru melanjutkan materi.</p> <p>❖ Exploration (Explorasi)</p> <p>1. Guru meminta siswa untuk membaca komponen structure text teks Exposition</p>	75 menit

	<p>❖ Communication (Mengkomunikasi)</p> <ol style="list-style-type: none"> 1. Guru memberikan contoh Teks Analytical Exposition 2. Guru memberikan soal terkait dengan Analytical exposition teks 3. Guru meminta siswa untuk mengumpulkan hasil kerja mereka. 4. Guru memberikan soal sebagai bahan dari evaluasi selama proses pembelajaran di kelas. 	
Penutup	<ul style="list-style-type: none"> ➤ Guru memberikan feedback. ➤ Guru dan peserta didik mengambil kesimpulan dari materi yang dibahas hari ini. ➤ Guru berpamitan kepada peserta didik dan memohon maaf bila selama pembelajaran di kelas terdapat kesalahan. ➤ Memberikan salam. 	5 menit

H. Penilaian Hasil Pembelajaran

1. Teknik penilaian

- a. Penilaian sikap : Observasi
- b. Penilaian pengetahuan : Penugasan

c. Penilaian keterampilan : Praktik

2. Instrument penilaian

a. Jurnal Perkembangan Sikap (KI 1 dan KI 2)

Nama Sekolah : SMAN 1 Jenangan

Kelas/ Semester : XI/ 1

Tahun Ajaran : 2019/ 2020

NO.	NAMA SISWA	Bertanggung jawab				Percaya diri				Disiplin				Jumlah skor
		1	2	3	4	1	2	3	4	1	2	3	4	
1	Andrian Aiful Arohman													
2	Angga Dwi Wijaya													
3	Anggin Febrianti													
4	Devi Novitasari													
5	Didik Rohmansyah													
6	Dwi Lusianti													
7	Eva Selfiana													
8	Fatimatul Zahra													
9	Leviana Devi Permata P.													
10	Lilis Riska Febriana													
11	Marsanda Nur Avia													

12	Miva Dwi Yuliananda																			
13	Muhammad Ayyub Fadkurodin																			
14	Novia Putri Rahmadini																			
15	Pramudita Nelly Agustina																			
16	Rahmat Adi Ristanto																			
17	Susilowati																			
18	Triyan Mahmud Sayfudin																			
19	Ustatun Miatista																			
20	Slamet Yulianto																			

b. Instrumen Penilaian Kompetensi Pengetahuan (KI 3)

Teknik : Tes Tulis

Bentuk Instrumen : Memahami dan menemukan stuktur penulisan personal letter

Appendic 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah: SMAN 1 Jenangan

Mata Pelajaran: Bahasa Inggris

Kelas/Semester : XI/ Genap

Materi Pokok: learning meaning through by music

Alokasi Waktu: 2x45 Menit

A. Kompetensi Inti (KI)

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya
2. Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal,) dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.
4. Mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar (KD) dan Indikator

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai perilaku tanggung jawab, peduli, sungguh-sungguh, dalam melaksanakan komunikasi fungsional
3. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu
4. Menangkap esensi dalam lagu

C. Tujuan Pembelajaran

1. Spiritual

Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional

2. Sosial

Melakukan sikap yang bertanggung jawab, peduli, sungguh-sungguh dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten

3. Pengetahuan

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Keterampilan

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

D. Materi Pembelajaran

Konsep : Teks lagu

Fungsi sosial: Menghibur, mengungkapkan perasaan, mengajarkan pesan moral

Prosedur

Unsur kebahasaan:

1. Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
3. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

E. Media Pembelajaran dan Sumber

1. Media Pembelajaran : Audio, Music Player, White Board, Board marker, work sheet.

F. Metode Pembelajaran

1. Pendekatan : *scientific approach*
2. Metode : Project-based Learning
3. Teknik : diskusi, tanya jawab, pemberian tugas

G. Langkah Pembelajaran

FASE	KEGIATAN PEMBELAJARAN	WAKTU

<p>Pendahuluan</p>	<p>a. Peserta didik merespon salam dan pertanyaan dan guru dengan kondisi dan pembelajaran sebelumnya.</p> <p>b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.</p> <p>c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan</p>	<p>10menit</p>
<p>Kegiatan</p> <p>Inti</p>	<p>a. Mengamati</p> <ul style="list-style-type: none"> <input type="checkbox"/> mendengarkan/membaca beberapa lirik lagu berbahasa Inggris <input type="checkbox"/> menyalin lirik lagu yang diperdengarkan <input type="checkbox"/> menirukan pengucapan kata-kata yang dianggapmasihsulit. <input type="checkbox"/> menyanyikan sesuai dengan lagu yang didengar <p>b. Menanya</p> <ul style="list-style-type: none"> <input type="checkbox"/> mempertanyakan perbedaan pesan yang ada dalam lagu bahasa Inggris, dan lagu dalam bahasa Indonesia. <input type="checkbox"/> memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>c. Menalar</p> <ul style="list-style-type: none"> <input type="checkbox"/> berdiskusi tentang pesan lagu yang didengar <p>d. Mencoba</p> <ul style="list-style-type: none"> <input type="checkbox"/> membanding-kan pesan yang terdapat dalam lagu yang dibaca/ didengar yang sudah di siapkanolrh guru <input type="checkbox"/> menganalisispesan di dalamsebuahlaguygsudah di perdengarkan 	<p>70 Menit</p>

	<p>e. Mengkomunikasikan</p> <p><input type="checkbox"/> melaporkan hasil analisis tentang pesan di dalam lagu-lagu tersebut</p>	
Penutup	<p>a. Peserta didik bersama guru menyimpulkan pembelajaran.</p> <p>b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan</p> <p>c. Peserta didik menjawab pertanyaan yang diberikan oleh guru</p>	10 Menit

H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Ponorogo, 25 Oktober 2019

Mengetahui,

Guru Mata Pelajaran,

Penyusun,



Bahrul Hidayah,S.Pd

Rendika Rahmada Suta

NIP.19820714 201406 2 012

Appendic 4



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMAN 1 Jenangan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI MIPA/ 1

Materi Pokok : Analytical Exposition

Alokasi Waktu : 2x45 menit

I. Kompetensi Inti

- KI 1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam rana konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3. 6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Mampu menganalisis personal letter dengan memperhatikan fungsi sosial, ungkapan dan unsur kebahasaan yang benar dan sesuai dengan kontek. • Memahami struktur kebahasaan dalam penulisan
<p>4. 6 Teks surat pribadi</p>	

<p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri, dan orang sekitarnya.</p>	<p>personal letter.</p> <ul style="list-style-type: none"> • Membuat teks personal letter pendek dan sederhana terkait dengan diri sendiri dan orang sekitarnya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
<p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang di sekitarnya, lisan dan tulis, dengan kebahasaan, secara benar dan sesuai konteks.</p>	

K. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks personal letter.
- Mengetahui struktur penulisan personal letter.
- Menangkap makna teks personal letter sesuai dengan konteks penggunaannya.
- Membuat teks personal letter, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. Materi Pembelajaran

- Fungsi sosial : Menjelaskan, mengidentifikasi
 - Struktur teks
4. Pendekatan : Scientific
 5. Model Pembelajaran : Discovery Learning

6. Metode : Mengamati, Tanya jawab, Diskusi, Penugasan

M. Media Pembelajaran

5. Contoh Analytical Exposition
6. Lembar evaluasi
7. Papan tulis
8. Spidol

N. Sumber Belajar

3. Buku penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas XI, Kemendikbud, Revisi Tahun 2017
4. Kamus Bahasa Inggris

O. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none">6. Guru mengucapkan salam dan siswa merespon salam.7. Guru membuka pelajaran dengan menyapa peserta didik dan menanyakan kabar mereka,8. Guru mengajak berdo'a sebelum memulai pembelajaran.9. Guru mengecek kehadiran peserta didik,	10 menit

	<p>10. Guru mengecek kembali penguasaan kompetensi yang sudah dipelajari sebelumnya, yaitu mengidentifikasi struktur Teks analytical Exposition</p>	
Inti	<p>❖ Observing (Mengamati)</p> <p>3. Guru menginstruksikan pada siswa untuk mengamati beberapa contoh Teks Exposition</p> <p>4. Guru menanyakan kepada siswa fungsi Teks Exposition</p> <p>❖ Peserta didik membaca dan memahami teks Exposition</p> <p>❖ Questioning (Menanya)</p> <p>3. Siswa bertanya tentang hal-hal yang belum diketahui/ dimengerti.</p> <p>4. Guru bertanya apakah ada kesulitan jika tidak ada guru melanjutkan materi.</p> <p>❖ Exploration (Explorasi)</p> <p>2. Guru meminta siswa untuk membaca komponen structure text teks Exposition</p> <p>❖ Communication (Mengkomunikasi)</p>	75 menit

	<p>5. Guru memberikan contoh Teks Analytical Exposition</p> <p>6. Guru memberikan soal terkait dengan Analytical exposition teks</p> <p>7. Guru meminta siswa untuk mengumpulkan hasil kerja mereka.</p> <p>8. Guru memberikan soal sebagai bahan dari evaluasi selama proses pembelajaran di kelas.</p>	
Penutup	<ul style="list-style-type: none"> ➤ Guru memberikan feedback. ➤ Guru dan peserta didik mengambil kesimpulan dari materi yang dibahas hari ini. ➤ Guru berpamitan kepada peserta didik dan memohon maaf bila selama pembelajaran di kelas terdapat kesalahan. ➤ Memberikan salam. 	5 menit

P. Penilaian Hasil Pembelajaran

3. Teknik penilaian

- d. Penilaian sikap : Observasi
- e. Penilaian pengetahuan : Penugasan
- f. Penilaian keterampilan : Praktik

4. Instrument penilaian

c. Jurnal Perkembangan Sikap (KI 1 dan KI 2)

Nama Sekolah : SMAN 1 Jenangan

Kelas/ Semester : XI/ 1

Tahun Ajaran : 2019/ 2020

NO.	NAMA SISWA	Bertanggung jawab				Percaya diri				Disiplin				Jumlah skor
		1	2	3	4	1	2	3	4	1	2	3	4	
		1	Andrian Aiful Arohman											
2	Angga Dwi Wijaya													
3	Anggin Febrianti													
4	Devi Novitasari													
5	Didik Rohmansyah													
6	Dwi Lusianti													
7	Eva Selfiana													
8	Fatimatul Zahra													
9	Leviana Devi Permata P.													
10	Lilis Riska Febriana													
11	Marsanda Nur Avia													

12	Miva Dwi Yuliananda																			
13	Muhammad Ayyub Fadkurodin																			
14	Novia Putri Rahmadini																			
15	Pramudita Nelly Agustina																			
16	Rahmat Adi Ristanto																			
17	Susilowati																			
18	Triyan Mahmud Sayfudin																			
19	Ustatun Miatista																			
20	Slamet Yulianto																			

d. Instrumen Penilaian Kompetensi Pengetahuan (KI 3)

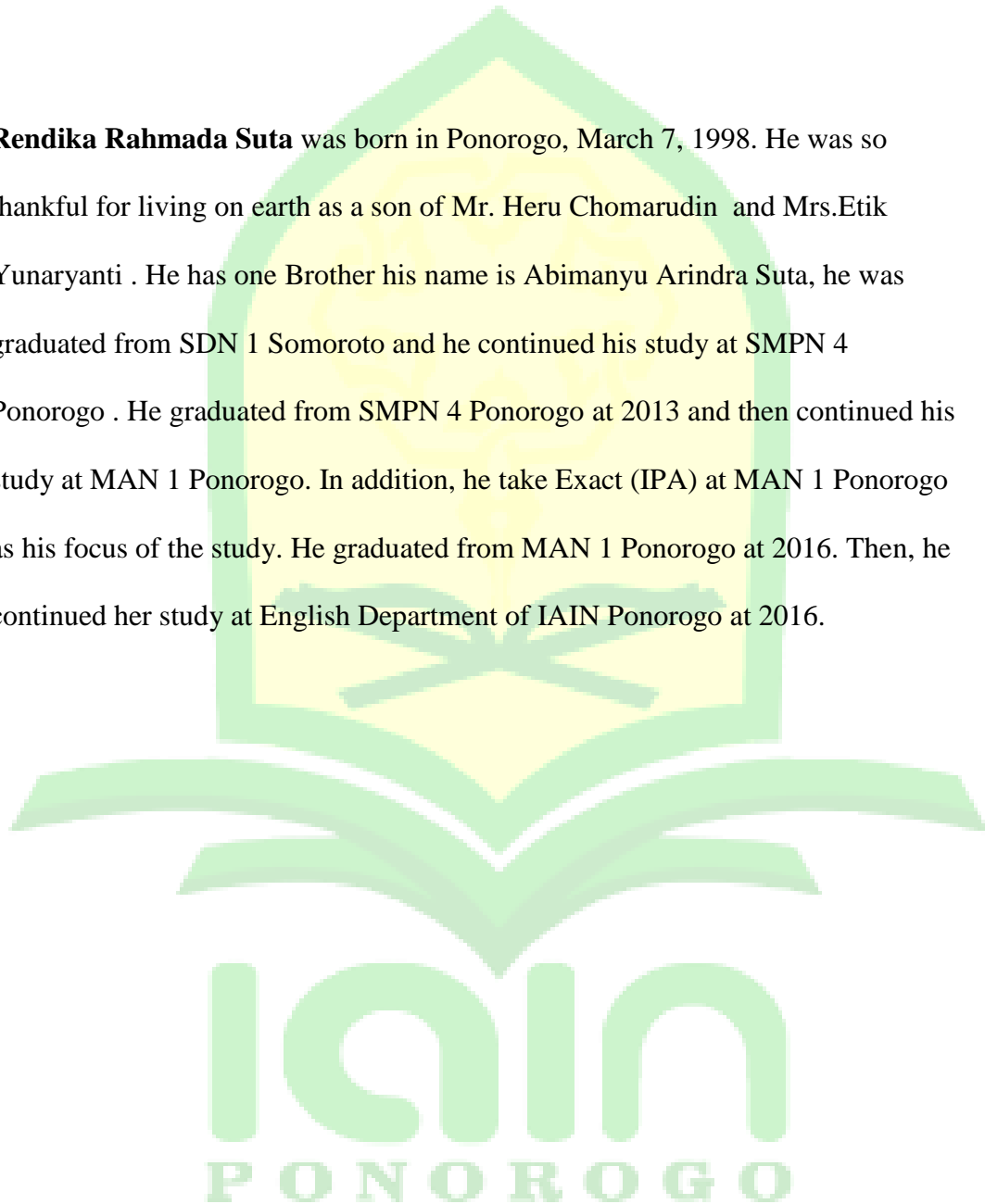
Teknik : Tes Tulis

Bentuk Instrumen : Memahami dan menemukan stuktur penulisan personal letter

APPENDIC 5

CURRICULUM VITAE

Rendika Rahmada Suta was born in Ponorogo, March 7, 1998. He was so thankful for living on earth as a son of Mr. Heru Chomarudin and Mrs. Etik Yunaryanti . He has one Brother his name is Abimanyu Arindra Suta, he was graduated from SDN 1 Somoroto and he continued his study at SMPN 4 Ponorogo . He graduated from SMPN 4 Ponorogo at 2013 and then continued his study at MAN 1 Ponorogo. In addition, he take Exact (IPA) at MAN 1 Ponorogo as his focus of the study. He graduated from MAN 1 Ponorogo at 2016. Then, he continued her study at English Department of IAIN Ponorogo at 2016.

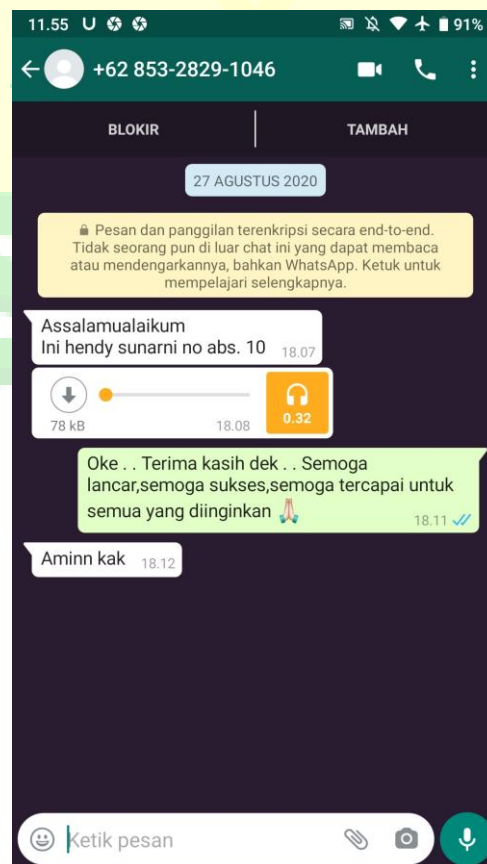


Appendic 6



IAIN
PONOROGO

Appendic 7





Appendice 8

MOE

Table 3.1 Questionnaire Items

1	My parents always provide and support to deepen English lessons through private lessons
---	---

	<i>(Orang tua saya selalu menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa inggris melalui les privat)</i>
2	My parents always help with difficulties around English lessons <i>(Orang tua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris)</i>
3.	Teachers always give gifts to students who get good grades <i>(Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai yang bagus)</i>
4	The English teacher is a source of inspiration for me <i>(Guru bahasa Inggris adalah sumber inspirasi saya)</i>
5	The method used by the English teacher was very enjoyable <i>(Metode yang digunakan guru bahasa inggris sangat menyenangkan)</i>
6	Teachers never give gifts to students who get good grades <i>(Guru tidak pernah memberikan hadiah kepada siswa yang mendapatkan nilai yang bagus)</i>
7	In my opinion, my English teacher is not fun <i>(Menurut saya, guru bahasa inggris saya tidak menyenangkan)</i>
8	The method the teacher uses in teaching English is very tedious <i>(Metode yang digunakan guru dalam mengajarkan bahasa inggris sangat membosankan)</i>
9	My parents always give me gifts when I get good grades <i>(Orang tua saya selalu memberikan hadiah kepada saya ketika saya</i>

	<i>mendapatkan nilai yang bagus)</i>
10	My parents don't support me learning English (<i>Orang tua saya tidak mendukung saya belajar bahasa inggris)</i>
11	My parents never helped me with English learning difficulties (<i>Orang tua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris)</i>
12	My parents never encouraged me to study English and never gave me gifts (<i>Orang tua saya tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya)</i>
13	Learning English is fun because the atmosphere in the classroom really supports me in studying (<i>Belajar bahasa inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk belajar)</i>
14	speaking english is easy for me wherever I am (<i>berbicara bahasa Inggris itu mudah bagi saya di manapun saya berada)</i>
15	I am very confident when asked to speak English in class (<i>Saya sangat percaya diri ketika diminta untuk berbicara bahasa inggris di dalam kelas)</i>
16	Honestly, I don't like English lessons (<i>Jujur, Saya tidak suka dengan pelajaran bahasa Inggris)</i>
17	I feel uncomfortable speaking English wherever I am (<i>Saya merasa tidak nyaman ketika berbicara bahasa inggris dimanapun ketika</i>

	<i>saya berada)</i>
18	I am not confident when speaking English in the classroom (<i>Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas</i>)
19	When I have difficulty learning English, I always ask the teacher (<i>Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, Saya selalu bertanya kepada guru</i>)
20	I've never practiced English lessons (<i>Saya tidak pernah mempraktikkan pelajaran bahasa Inggris</i>)

