

**COMPARATIVE ANALYSIS OF MOTIVATION BETWEEN
BOARDING SCHOOL AND DAY SCHOOL STUDENTS IN
LEARNING ENGLISH AT SMA BAKTI PONOROGO**

THESIS



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ABSTRAK

Mudrikah, Laila. 2024. *Comparative Analysis of Motivation between Boarding School and Day School Students in Learning English at SMA BAKTI Ponorogo.* **Skripsi.** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Ponorogo. Pembimbing: Dr. Dhinuk Puspita Kirana, M.Pd.

Kata Kunci: motivasi, siswa pondok, siswa reguler, belajar, inggris.

Belajar adalah sebuah proses untuk memperoleh pengetahuan dan informasi baru. Dengan belajar seseorang akan mendapatkan wawasan baru yang belum pernah mereka dapatkan sebelumnya. Salah satu proses belajar di sekolah yang perlu dilakukan oleh siswa adalah belajar bahasa Inggris. Bahasa Inggris merupakan salah satu bahasa internasional yang umum digunakan oleh semua orang di dunia. dalam mempelajari bahasa Inggris, motivasi merupakan salah satu hal yang sangat penting yang dibutuhkan. Motivasi menjadi poin utama dari kemauan siswa untuk belajar bahasa Inggris. Selama magang kedua di SMA BAKTI Ponorogo, peneliti menemukan keunikan yaitu terdapat dua tipe siswa yang bersekolah di sekolah tersebut. Dua tipe tersebut adalah siswa pondok dan siswa harian. Dimana pada saat kegiatan pembelajaran Bahasa Inggris, siswa pondok memperhatikan penjelasan materi yang diberikan guru dan siswa reguler kurang memperhatikan materi yang dijelaskan guru. Namun pada saat sesi tanya jawab seputar materi, siswa pondok kurang mampu menjawab pertanyaan yang diberikan oleh guru dan siswa reguler lebih lancar dan percaya diri dalam menjawabnya.

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan motivasi yang signifikan antara siswa pondok dan siswa reguler dalam belajar bahasa Inggris di SMA BAKTI Ponorogo. Rumusan masalah dalam penelitian ini adalah apakah terdapat perbedaan motivasi yang signifikan antara siswa boarding school dan day school dalam belajar bahasa Inggris di SMA BAKTI Ponorogo. Pentingnya penelitian ini adalah dapat memberikan informasi yang berguna bagi guru bahasa Inggris, khususnya dalam meningkatkan motivasi belajar bahasa Inggris.

Penelitian ini dirancang menggunakan metode kuantitatif dengan desain analisis komparatif. Proses pengumpulan data dilakukan dengan menggunakan kuisioner berbasis Google Form. Partisipan penelitian berasal dari siswa kelas X, XI IPA, XI IPS, XII IPA, dan XII IPS di SMA BAKTI Ponorogo yang dipilih secara acak. Data penelitian yang telah diperoleh kemudian dianalisis dengan uji-t independen, dengan bantuan program SPSS dan Microsoft Excel.

Dari hasil analisa data diperoleh hasil penelitian bahwa tidak ada perbandingan motivasi belajar bahasa inggris yang signifikan antara siswa pondok dan siswa reguler. Hal tersebut karena terkait pemilihan sekolah antara siswa yang tinggal di pondok dan siswa reguler, tergantung preferensi dari orang tua siswa bukan dari kemauan siswa sendiri. Kemudian kurikulum belajar bahasa inggris yang digunakan antara kedua tipe siswa tersebut sama serta siswa yang tinggal di pondok juga tidak memiliki kelas tambahan atau materi terkait bahasa inggris.

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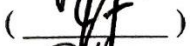

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P O N O R O G O

LETTER OF AUTHENTICITY

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assesment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 29th April 2024

Sincerely,



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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is the process of obtaining new information and data. By learning, a person will gain new insights that students has never obtained before. When studying, a person will carry out interaction activities with other people so that new information, knowledge, information and attitudes are obtained. During the learning process, interaction leads to the development of novelty. Learning activities can be carried out without any time limits, by studying frequently a person will gain more information and knowledge. Obtaining new information and knowledge will of course have an impact on the knowledge that a person previously had. The combination of previous information and knowledge with newly acquired knowledge will help someone to perfect the information and knowledge they will have.¹

One of the learning processes at school that students need to do is learn English. Because everyone uses English which is an international language. Then English be studied at all levels of education.² However, English is a mandatory subject that students must study at high school level.³ This is

¹ Azri Amin and Rizky Gushendra, "A Study on Students' Motivation in English Learning at the Eleventh Grade of SMAN 1 AIRTIRIS," *Indonesian Journal of Integrated English Language Teaching* 9, no. 1 (July 31, 2023): 53–61.

² Fredy Geovanni Escobar Fandiño, Luz Dary Muñoz, and Angela Juliette Silva Velandia, "Motivation and E-Learning English as a Foreign Language: A Qualitative Study," *Heliyon* 5, no. 9 (September 1, 2019).

³ Khairunnisa Dwinalida and Sholeh Setiaji, "Students' Motivation and English Learning Achievement in Senior High School Students," *Educalitra: English Education, Linguistics, and Literature Journal* 1, no. 1 (January 1, 2022): 1–9.

because English is a very important foreign language. After all, English is an international language in the world.⁴ Apart from that, learning English is also important because nowadays many Indonesian students are more interested in going abroad to continue their education or just on holiday.⁵ So English is often used as one of the core competencies that must be mastered or developed by everyone in all academic and work contexts. By mastering English, a person will be considered capable of achieving social, academic and economic progress.⁶

One of the most important aspects of learning English is motivation.⁷ This is because motivation is considered an important aspect in long-term English learning. According to Motivation itself, it is one of the positive impacts that can influence students' English learning achievement.⁸ Motivation is closely related to a person's interests, one of which is the achievement or goal of learning English. In Indonesia itself, the majority of students who study English tend to have low grades.⁹ Therefore, of course, in-depth observation is needed to improve it.

⁴ Helmi Abdul Latif, "Needs Analysis of English for Specific Purposes on Islamic Boarding School Students," *VELES (Voices of English Language Education Society)* 3, no. 2 (September 30, 2019): 136–44.

⁵ Evi Kasyulita and Armelida, "An Analysis of Students' Motivation in Learning English After Given Rewards at The Eight Grade Students' of SMPN 3 RAMBAH," *JEE (Journal of English Education)* 5, no. 1 (June 1, 2019): 23–36.

⁶ Escobar Fandiño, Muñoz, and Silva Velandia, "Motivation and E-Learning English as a Foreign Language."

⁷ Muhammad Bambang Purwanto, "The Effect of Learning Motivation on English Learning Outcomes at the State of High School 2 Sungai Lilin," *FLIP: Foreign Language Instruction Probe* 1, no. 2 (November 9, 2022): 132–39.

⁸ Martin Lamb and Fauziah Eka Arisandy, "The Impact of Online Use of English on Motivation to Learn," *Computer Assisted Language Learning* 33, no. 1–2 (January 2, 2020): 85–108.

⁹ Dwinalida and Setiaji, "Students' Motivation and English Learning Achievement in Senior High School Students."

Apart from that, motivation is also the main point of students' willingness to learn English. This is because motivation is often considered as part of the student's self. Where motivation in this context functions as the main force that can encourage students' English learning process.¹⁰ In several studies, it is explained that motivation plays an important role in the process of learning a foreign language, such as English. So, it can be concluded that the role of motivation is important and very much needed in the English learning process.

It cannot be denied that most students, including high school students, feel that English is a subject that is quite difficult to learn. However, if a student has high motivation to learn, of course he will try as hard as possible to make progress in learning English. On the other hand, students who have low learning motivation will consider English as a boring subject and waste time studying it. This will certainly make a student experience failure in learning English.¹¹ So in conclusion, motivation is the key to success in learning English.

Apart from motivation, where you live can also influence student success in studying. Regular students have the freedom to interact with their environment and freely socialize without being bound by standard rules. In addition, their interaction environment is heterogeneous. This is because regular students have free time outside of school hours, so they can interact in different social environments. In contrast, students who live in dormitories have a homogeneous social environment. Where in this environment the socialization

¹⁰ Thi Tuyet Minh Le, "Students' Motivation in an EFL Reading Class," *ICTE Conference Proceedings* 3 (March 27, 2023): 127–36.

¹¹ Siti Fachraini, "An Analysis of Students' Motivation in Studying English," *Getsempepa English Education Journal* 4, no. 1 (May 31, 2017): 47–57.

and social situations they have are not different from the social environment experienced by students in general.¹² Thus, there are differences between the two types of students. These differences can influence students in learning English.

While conducting internship II at SMA BAKTI Ponorogo, the researcher discovered the uniqueness that there were two types of students who studied at the school. The two types are boarding school students and day school students. Where during English learning activities, boarding school students pay close attention to the teacher's explanation of the material and day school students pay less attention to the teacher's explanation of the material. However, during the questions and answer session regarding the material, boarding school students were less able to answer the questions given by the teacher and day school students were more fluent and confident in answering them. Seeing this unique thing, researchers were interested in exploring further the differences in students' motivation to learn English between the two types of students.¹³

There are several journals related to preliminary studies that have been carried out on differences in learning motivation between students from different places of residence. The first research conducted by Agus Rahmat and Muhammad Akbar in 2019 with research entitled A Comparative Analysis of English Learning Motivation between the Rural and Urban Students, found that there was no difference in learning motivation between the rural and urban

¹² Tesi Hermaleni and Mudjiran Mudjiran, "Perbedaan Kompetensi Sosial Siswa Boarding School dan Siswa Sekolah Umum Reguler," *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)* 7, no. 1 (February 18, 2017): 90–98.

¹³ Lamb and Arisandy, "The Impact of Online Use of English on Motivation to Learn."

students.¹⁴ The second research conducted by Helfin Yossi Milania Helfin et al. in 2023 entitled Comparative Study of Learning Motivation for Boarding House Students and Students Who Live with Their Parents in Civics Study Program Students at the University of Riau, found that there was no comparison of learning motivation between boarding house students and students who lived with their parents in program students PPKn study FKIP University of Riau.¹⁵ From several research results, it can be seen that differences in residence do not necessarily affect students' learning motivation.

Likewise, at SMA BAKTI Ponorogo one of the schools which currently has two types of students, namely boarding school students and day school students. Where in the first year of this school's founding, in 1945 SMA BAKTI Ponorogo was an ordinary regular school. Seeing the rapid change in students and realizing the ideals of its previous founder, SMA BAKTI Ponorogo founded the Islamic Boarding School Bakti Ummah Ponorogo in 2019. This boarding school was established to help students who want to go to school but are constrained by costs and distance. Apart from that, this cottage was also established as a manifestation of developing the vision of SMA BAKTI Ponorogo, namely excellence in faith and piety.¹⁶

¹⁴ Agus Rahmat and Muhammad Akbar, "A Comparative Analysis of English Learning Motivation between the Rural and Urban Students," *Metathesis: Journal of English Language Literature and Teaching* 3 (2019).

¹⁵ Yossi Milania Helfin, Supentri Supentri, and Indra Primahardani, "Comparative Study of Learning Motivation for Boarding House Students and Students Who Live with Their Parents in Civics Study Program Students at the University of Riau," *QISTINA: Jurnal Multidisiplin Indonesia* 2, no. 2 (December 1, 2023): 1407–14.

¹⁶ Linda Novita Sari, "Program Keagamaan Berbasis Pesantren Sebagai Upaya Penguatan Karakter Islami Siswa (Studi Kasus Di Bakti Ummah Islamic Boarding School of SMA BAKTI Ponorogo)" (Skripsi, Ponorogo, IAIN Ponorogo, 2022).

Based on this explanation, researchers are interested in examining differences in motivation to learn English among high school students. Where the researcher chose BAKTI Ponorogo High School students as the objects to be researched. The reason is, students at SMA BAKTI Ponorogo are divided into two types, namely boarding school students and day school students. It is hoped that the results of this research will be useful for teachers and students to help them improve teaching and learning activities so as to achieve the desired learning goals and success. The researcher entitled his research "Comparative Analysis of Motivation between Boarding School and Day Students in Learning English at SMA BAKTI Ponorogo."

B. Identification of the Problems

Referring to the previous explanation, researchers are interested in studying differences in motivation to learn English among high school students. Where the researcher chose BAKTI Ponorogo High School students as the objects to be researched. The reason is, students at SMA BAKTI Ponorogo are divided into two types, namely boarding school student and day school student. Where during English learning activities, boarding school students pay great attention to the teacher's explanation of the material and day school students pay less attention to the teacher's explanation of the material. However, during the questions and answer session regarding the material, the Islamic boarding school students were less able to answer the questions given by the teacher and the day school students were more fluent and confident in answering them.

C. Limitation of the Study

Many aspects can be researched by the researcher at SMA BAKTI Ponorogo. However, in this study the researcher chose to focus on the comparative analysis of boarding school students and day school students. The researcher chose to examine the comparison of English learning motivation of the two types of students. This was chosen because the researcher wanted to find out if there was a significant comparison related to student learning motivation.

D. Statement of the Problems

Based on the background of the study, the statement of problems is as follows.

Is there any difference motivation between boarding school and day school students in learning English at SMA BAKTI Ponorogo?

E. Objectives of the Study

Based on the background of the study of this researcher, the objective of the study is as follows.

To find out the different motivation between boarding school and day school students in English learning at SMA BAKTI Ponorogo”.

F. Significances of the Study

By conducting this research, it is hoped that it can provide benefits for various parties as follows.

- a. For school, this research is useful as information and input to the school in the implementation and improvement of student learning motivation.
- b. For English teachers at the high school level, especially SMA BAKTI Ponorogo, they can find out each of the English learning motivations of the two types of students. So that it can be used to increase student learning motivation.
- c. For students at the high school level, especially SMA BAKTI Ponorogo, they can find out each of the English learning motivations of the two types of students. So that it can be used to increase student learning motivation.
- d. For the readers, it can help the readers to gain new insights and knowledge in English language learning.
- e. For future researchers, hopefully, this research can be useful as a reference for other studies that have similar research topics to this research.

G. Organization of the Thesis

The author divides the discussion around this proposal into three chapters. The first chapter will explain the background of the study, identifications of the problems, limitation of the study, statement of the problems, objectives of study, and organization of the thesis.

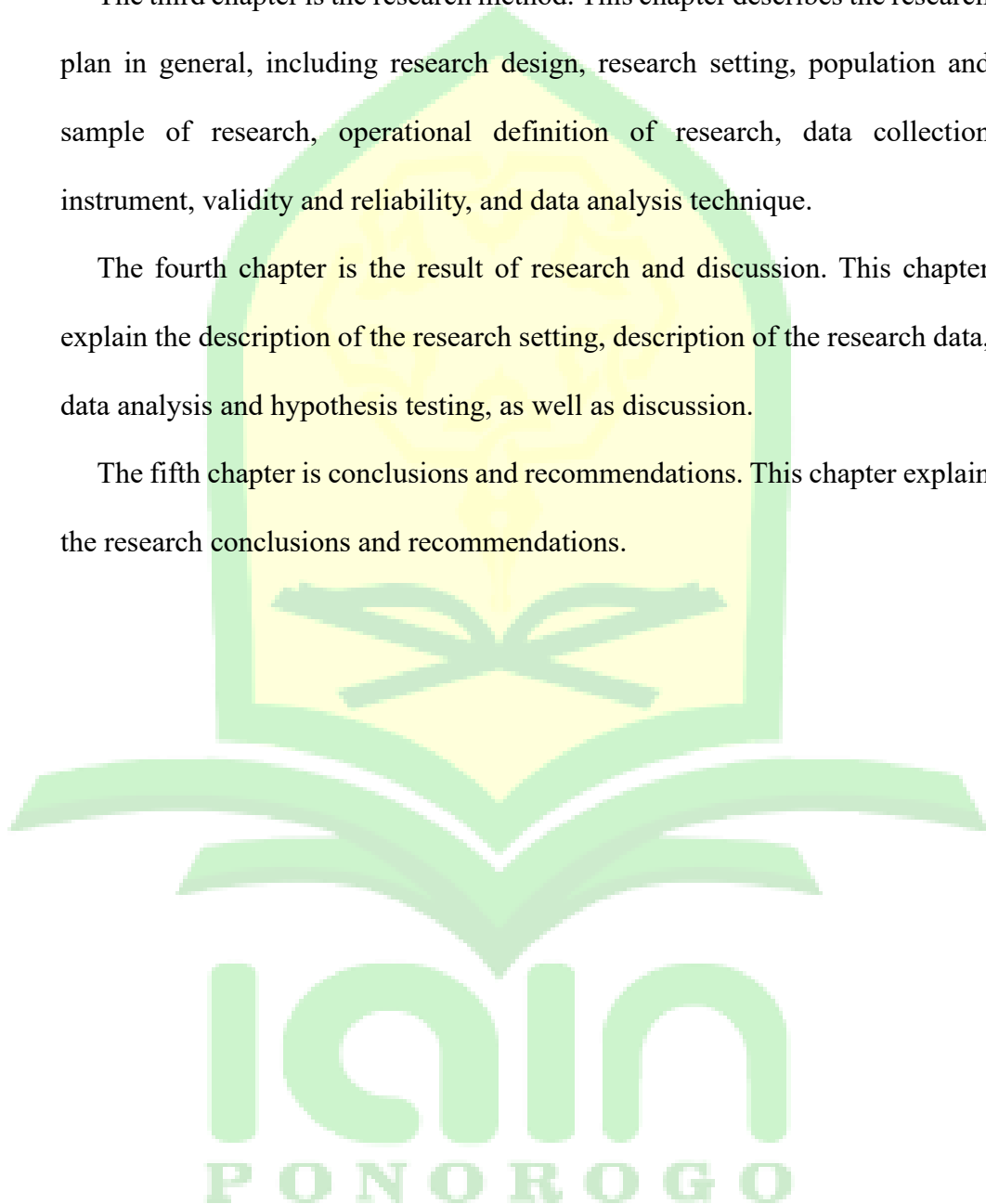
In the second chapter is the literature review. This chapter describes the theoretical background that supports the research. Theoretical can be sourced from books, journals, articles, etc. Then the previous research findings is included in this chapter as the researcher insight into conducting research. This chapter not only explains the supporting theoretical vackground and previous research findings, but also the theoretical framework to connect it with the

research. Theoretical framework to connect it with the research that the researcher will conduct. As well as explaining the hypothesis that will be used in this study.

The third chapter is the research method. This chapter describes the research plan in general, including research design, research setting, population and sample of research, operational definition of research, data collection instrument, validity and reliability, and data analysis technique.

The fourth chapter is the result of research and discussion. This chapter explain the description of the research setting, description of the research data, data analysis and hypothesis testing, as well as discussion.

The fifth chapter is conclusions and recommendations. This chapter explain the research conclusions and recommendations.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Motivation

Motivation is one of the things that a person must have. This means that motivation cannot be separated from a person. A person can do an action because of motivation. According to the Dictionary of Philosophy and Psychology, motivation is the energy of a human being that can make a desire.¹⁷ Where these desires are influenced by needs and directed towards certain goals. The term motivation comes from the word motive which means a force within an individual that allows an individual to take action.¹⁸ So all actions taken by humans begin with certain motives. Motives can only be seen from behaviour in the form of stimuli, and encouragement that appears in certain behaviors.¹⁹ So to find out someone's motive, a deeper observation is needed. The greater the motivation a person has, the greater the opportunities that will be generated. The following is a more detailed explanation of motivation for easy understanding.

¹⁷ Sudarsono, *Kamus Filsafat Dan Psikologi*, 1st ed. (Jakarta: PT. Rineka Cipta, 1993).

¹⁸ Hamzah B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan*, 1st ed., 14 (Jakarta: PT. Bumi Aksara, n.d.).

¹⁹ B. Uno.

a. The Definition of Motivation

Motivation is very important in everything a person will do. According to the Oxford Learner's Dictionary, motivation is the reason why someone does something or behaves in a certain way.²⁰ Based on this definition, motivation is the main cause for a person to perform an action that he or she desires. According to Atkinson, motivation is defined as a person's basis for doing something that can improve something that produces and affects the future.²¹ If something is based on positive motivation, it will produce a good thing, but if it is based on negative motivation, it will also produce negative things. Then according to AW. Bernard, argues that motivation is an activity that is always involved in actions taken by humans that have a direction towards certain goals.²² Without motivation, a person will not take any meaningful action. Based on several theories about motivation, it can be concluded that motivation is one of the important things that underlie a person to do certain things. Motivation has a great influence on achieving a goal. One of them is in the teaching and learning process, motivation is very necessary. With motivation, of course, it will make teaching and learning activities easier and more interesting for students to do.

²⁰ "Motivation Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com," accessed October 20, 2023.

²¹ Sardiman A.M, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT. Rajagrafindo Persada, n.d.).

²² Muhfizar, *Pengantar Manajemen (Teori Dan Konsep)* (Bandung: Media Sains Indonesia, 2021).

Especially if teachers and students motivate each other during teaching and learning activities.²³

b. Theories of Motivation

Generally, theories of motivation fall into two categories: content theories and process theories. Content theories centre on attention to needs and goals. Process theories are concerned with how and how a person behaves in a certain way.²⁴ In the world of psychology, there are several well-known theories related to motivation. The following is an explanation of these theories of motivation.

1) Physiological Motivation Theory

This theory was developed by Morgan, commonly referred to as the Central Motive State (CMS). This theory is based on physiological processes that are seen as central to all human behaviour. CMS has characteristics such as being fixed, long-lasting where the central motive is always there and is not affected by intrinsic and extrinsic human factors.²⁵ So this central motif can stand on its own and is solid.

2) Maslow's Hierarchy of Needs Theory

This theory was introduced by a psychologist named Abraham Maslow in a paper written by him. According to

²³ Azri Amin, "A Study on Students' Motivation in English Learning at the Eleventh Grade of SMAN 1 Air Tiris."

²⁴ B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan*.

²⁵ Purwa Atmaja Prawira, *Psikologi Pendidikan Dalam Perspektif Baru* (Jogjakarta: Ar-Ruzz Media, 2012).

Maslow's opinion, a human being will first increase his basic needs until they are met, and then he will have the motivation to fulfil needs at a higher level.²⁶ So all the small things are done first, then proceed to the next level. There are five levels of human needs according to Maslow's theory, including physiological needs, security needs, social needs, appreciation needs, and self-actualization needs.²⁷

3) Self Determination Theory

This theory was developed in 1985 by Ricard Ryan and Edward Deci. Self Determination Theory is a comprehensive theory of human beings that focuses on the development and functioning of human behaviour in a social context.²⁸

Motivation is the most important component in this theory and can be believed to maintain human behaviour and change. In this Self-determination theory, two types of motivation are proposed, namely intrinsic motivation and extrinsic motivation.

These two types of motivation are so closely related that they cannot be separated from each other. Therefore, the researcher is interested in using this theory as a reference in the research.

²⁶ *Pengantar Manajemen (Teori Dan Konsep)*.

²⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan RND*, 1st ed. (Bandung: Alfabeta, 2013).

²⁸ Imam Faisal Hamzah, "Aplikasi Self-Determinant Theory Pada Kebijakan Publik Era Industri 4.0," *Universitas Muhammadiyah Puerwokerto* 01 (2019): 66.

c. Types of Motivation

There are two types of motivation according to Elida Prayitno.²⁹

The following is a further explanation of the two types of motivation:

1) Intrinsic Motivation

Intrinsic motivation is a motive that can be active without having to be stimulated by external factors. This is because every human being already has a certain drive to take action. Gardner in the thesis entitled “An Analysis of Students’ Motivation Based on Teacher Strategy in Teaching Speaking at The Tenth Grade Students’ of SMA Negeri 3 Sukoharjo in The Academic Year 2022/ 2023” by Sekar Fildzah Hidayati and Nestiani Hutami, argues that intrinsic motivation consists of three important elements, namely effort, desire, and attitude.³⁰ Someone who has the will to do a positive activity because the activity can provide pleasure and can develop the abilities of the person according to their wishes. Because of this, Harmer in the thesis entitled “An Analysis of Students’ Motivation Based on Teacher Strategy in Teaching Speaking at The Tenth Grade Students’ of SMA Negeri 3 Sukoharjo in The Academic Year 2022/ 2023” by Sekar Fildzah Hidayati and Nestiani Hutami, argues that a

²⁹ Elida Prayitno, *Motivasi Dalam Belajar Dan Berprestasi* (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi, 1989).

³⁰ Sekar Fildzah Hidayati and Nestiani Hutami, “An Analysis of Students’ Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students’ of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023” (skripsi, UIN Surakarta, 2023).

person may be inspired by the enjoyment of a learning process or get a reference to change into a better self than before.³¹ Then it can be concluded that intrinsic motivation is a desire that arises from within a person to achieve their desired goals. Meanwhile, according to Hamzah B. Uno, intrinsic motivation does not require external stimulation to arise.³² This is because the motivation already exists in the individual itself. From some of these opinions, it can be concluded that intrinsic motivation is motivation that comes from within humans that cannot be influenced by external factors. When students have intrinsic motivation, they will display the attitude of needing to learn English in the classroom.³³ They do this because they feel more like and enjoy learning English.

2) Extrinsic Motivation

There is someone who expressed his opinion regarding extrinsic motivation. According to Sardiman, extrinsic motivation is a motivation that exists due to motivational motives that become active due to external influences.³⁴ Extrinsic motivation is said to be extra motivation because external influences will have a relatively impermanent nature.

³¹ Sekar Fildzah Hidayati and Nestiani Hutami, "An Analysis of Students' Motivation Based on Teacher Strategy in teaching Speaking at the Tenth Grade Students' of SMA Negeri 3 Sukoharjo in the Academic Year 2022/ 2023" (skripsi, UIN Surakarta, 2023).

³² B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan*.

³³ Sekar Fildzah Hidayati and Nestiani Hutami, "An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at The Tenth Grade Students' of SMA Negeri 3 Sukoharjo in The Academic Year 2022/ 2023" (skripsi, UIN Surakarta, 2023).

³⁴ A.M, *Interaksi Dan Motivasi Belajar Mengajar*.

Extrinsic motivation arises due to external environmental influences.³⁵ With external influences, of course, it will be able to change someone's thoughts and intentions in doing something. According to Taufik, several indicators can affect extrinsic motivation including encouragement, environment, and rewards.³⁶ These indicators have a considerable influence on changing a person's actions. The next definition of extrinsic motivation is a motivation that arises because of stimuli from outside a person.³⁷ These stimuli can be in the form of praise, regulation, discipline, role models, and other people in the surrounding environment. From some of these statements, it can be concluded that extrinsic motivation is motivation that comes from outside of humans and can have a significant influence on their actions and thoughts. In this motivation, learning activities carried out will be started and continued according to external encouragement that has no connection with learning activities. Then it can be concluded that people who have extrinsic motivation will carry out learning activities not because they want to understand and understand what they are learning, but

³⁵ Muhammad Basri, Alif Mashuri, and Maulana Reski, "Pengaruh Motivasi Intrinsik Dan Motivasi Ekstrinsik Terhadap Kinerja Aparat Sipil Negara," *Jurnal Mirai Management* 8, no. 2 (2023): 206.

³⁶ Taufik, *Psikologi Komunikasi* (Bandung: PT. Remaja Rosdakarya, 2007).

³⁷ Rani Sartika Br Sembiring and Alfi Nura, "Pengaruh Motivasi Ekstrinsik Dan Motivasi Intrinsik Terhadap Prestasi Belajar Siswa Mata Pelajaran Teknologi Perkantoran," *Jurnal Nasional Manajemen Pemasaran & Sumber Daya Manusia* 3 (n.d.): 199.

because they do learn activities to get praise, prizes, and others.³⁸

From some of the definitions above, it can be concluded that someone who is extrinsically motivated does an activity not because they want to understand something, but want to get praise, prizes, and so on.

d. Measurement of Motivation

There are three ways to measure motivation, including the following:

1) Direct observation

This activity refers to several things that a person chooses such as tasks, effort, and perseverance. These things are usually used to measure student learning motivation.³⁹ Students who are motivated to learn will look diligent, try, and have a willingness to do tasks. With this motivation, of course, students will easily understand what they are learning. So that the learning activities carried out will achieve success.

2) Assessment of others

The next way to measure student motivation is to measure it by observing others. These observations can be made by teachers, parents, and researchers.⁴⁰ Assessment by others is an assessment made to observe the characteristics of students and

³⁸ Sekar Fildzah Hidayati and Nestiani Hutami, "An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at the Tenth Grade Students' of SMA Negeri 3 Sukoharjo in The Academic Year 2022/ 2023" (skripsi, UIN Surakarta, 2023).

³⁹ Azri Amin.

⁴⁰ Azri Amin.

whether they show appropriate motivation or not. The advantage of assessment by others is that the observer can be more objective in making observations on students. So that the resulting observations will match the facts in the field.

3) Self-report

Self-reports involve self-reporting, assessment, and self-statements. There are various ways to conduct this self-report, including questionnaires, interviews, stimulated recall, think-aloud, and dialogue.⁴¹ Questionnaires are a way for observers to collect data by providing some questions that must be answered by respondents. An interview is the giving of appropriate questions or key points to the respondent that must be answered directly. Stimulated memories are recalls related to memories that have previously been done by someone at a certain time. Think-aloud is where students themselves verbally express their thoughts, actions and emotions while working on a task given by the teacher.

e. The Function of Motivation in Learning

In learning, motivation plays a very important role. The role of motivation is to achieve the goals or success of the learning process carried out by teachers and students. Sardiman, argues that there are three functions of motivation:⁴²

⁴¹ Azri Amin.

⁴² A.M, *Interaksi Dan Motivasi Belajar Mengajar*.

- 1) Encourage the emergence of behaviour or action.

The behaviour and actions that a person does will not occur if they do not have the motivation to do so.⁴³ This is because motivation plays an important role as a pressure point in every activity that will be carried out.

- 2) Motivation is a guide.

Motivation has the task of directing goals or changes to get the results they want.⁴⁴ Therefore, the activities to be carried out must be by the target component of the motivation itself.

- 3) Motivation is a driver.

Motivation can regulate people's behavior and also motivation can encourage an effort to achieve success. With good motivation, students will achieve good achievement and learning outcomes too.⁴⁵

With high, good learning motivation, able to provide positive direction and good action, a student will achieve the expected learning success. This will certainly have a good effect on the student's future. They will find it easier to do something good and follow what they want.

⁴³ A.M.

⁴⁴ A.M.

⁴⁵ Hidayati and Hutami, "An Analysis of Students' Motivation Based on Teacher Strategy in Teaching Speaking at The Tenth Grade Students' of SMA Negeri 3 Sukoharjo in The Academic Year 2022/ 2023."

f. Motivation for Learning English

Learning motivation is a demand that students get to achieve their learning goals.⁴⁶ To achieve the desired goal, the teacher as the first observer to increase student learning motivation. Because motivation is the most important thing to achieve student learning success, especially in learning English.⁴⁷ It cannot be denied that students in Indonesia still consider English as a difficult and boring lesson.

According to Gardner in the *Hwelys Journal*, motivation has a close relationship with one's success in learning a language. To make a language learner motivated, they must know the benefits of learning a new language such as English.⁴⁸ To get success in learning English, students must get motivation and close support from teachers during the learning process. Later in a journal, Wimolmas stated that motivation plays an important role in one's success and failure in learning a second language.⁴⁹ The second language referred to in this discussion is English. Meanwhile, according to Getie, motivation is an affective variable that has a significant

⁴⁶ Friskila Eka Pratiwi, Agus Mustajib, and Maizarah, "A Contribution of Students' Motivation and Their Speaking Ability at Second Grade of SMA Negeri 1 Tembilahan Hulu," *J-Shelves of Indragiri (JSI)* 4, no. 2 (May 30, 2023): 148–56.

⁴⁷ Chindy Yulia Permatasari and Iis Sujarwati, "The Correlation Between Teachers' Teaching Style and Motivation of Natural Science Students in Learning English at Ten Grade," *Pedagonal: Jurnal Ilmiah Pendidikan* 7, no. 1 (June 5, 2023): 12–24.

⁴⁸ Howard Gardner, *Multiple Intelligence, Kecerdasan Majemuk Teori Dalam Praktek* (Batam: Interaksara, 2003).

⁴⁹ R. Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhon International Institute Technology (SIIT)," *Thammasat University, Thailand*, n.d.

influence on the success of a language learning process.⁵⁰ This is because motivation is considered a key factor that influences success in learning a foreign language. From some of these statements, it can be concluded that motivation in learning a foreign language is an inseparable unity. This is because motivation has an important influence on success and failure in foreign language learning. Motivation can also be interpreted as a double-edged knife.

Learning motivation is the essence of students who learn to have encouragement from within and outside themselves, and several elements provide support.⁵¹ Therefore, new things are needed to increase student motivation in learning English. This is done to eliminate the stigma of students who think English is heavy and difficult to learn.

g. Factors Affect Learning Motivation

In learning English, certain factors can influence. These factors certainly play an important role in the continuity of language learning. According to Harmer, four factors can affect student motivation, including the following.⁵²

1) Physical condition

The physical conditions referred to in this case are the atmosphere in the classroom. Examples include students

⁵⁰ Getie Addisu Sewbihon, "Factors Affecting the Attitudes of Students Towards Learning English as Foreign Language," *Cogent Education*, 2020.

⁵¹ B. Uno, *Teori Motivasi Dan Pengukurannya Analisis Di Bidang Pendidikan*.

⁵² Harmer J., *The Practice of English Teaching* (Malaysia: Longman, 2005).

learning in classrooms that lack light, are claustrophobic due to too many students, inadequate learning facilities, and a boring classroom atmosphere. This will affect students' learning motivation.

2) Method teaching

If the method used by the teacher is boring, the students' motivation to learn will likely decrease or even disappear.

3) The teachers

Teachers as the strongest component of motivation and demotivation, teachers can also reduce student learning motivation. So as a teacher, you must be good at organizing strategies so that student learning motivation is maintained and even increased.

4) Success

The level of challenge created by the teacher also affects the success of learning motivation. If the difficulty of tasks and activities is too high or vice versa, it can make students' learning motivation low.

Then according to Raymond and Judith also revealed that there are four effects of learning motivation on a child, namely:⁵³

- 1) Culture, the cultural values of an ethnic group are indirectly related to academic knowledge. These values can be found in

⁵³ Raymond J. and Judith H. Jaynes, *Eager to Learn* (Yogyakarta: Pustaka Belajar, 2004).

religion, education laws and parents' expectations of their children at school. This will affect students' motivation to learn.

- 2) Family, based on several studies, parents have a big influence on their children's learning motivation. The influence is on the development of children's learning motivation and sustainable learning motivation.
- 3) School, there is an influential figure in the school, namely the teacher. Teachers can make life at school fun. So everything in the school environment can influence student learning motivation.
- 4) The child, by learning seriously, better, enjoying learning, having smart, quality behaviour and character, and understanding the desire and purpose of learning will certainly be able to affect learning motivation, especially in English.⁵⁴

Where English is a subject that many students find difficult.

Meanwhile, Malcolm in Brownlee states that there are three influential factors:

- 1) Teacher factors, teachers in this case not only have extensive knowledge. But they must also have the personality and attitude of a teacher in general, and be competent in their field.
- 2) Parent factors, the way parents educate their children greatly influences children's learning motivation. This is because, if the

⁵⁴ Malcom Brownlee, *Pengambilan Keputusan Etis Dan Faktor-Faktor Didalamnya* (Jakarta: Gunung Mulia, 1981).

cooperation of parents and teachers is good, it can help children's learning motivation. Conversely, if cooperation is not well established, it will reduce children's learning motivation, especially in English lessons.

- 3) Environmental factors society, environmental factors can also be an influence on the formation of student motivation. As Malcom Brownlee argues, this concept shows that what can affect motivation is "people in the community and human society.

From some of these expert opinions, it can be concluded that all things that have a relationship with students or a person can affect their motivation to learn, especially in English subjects. Things that can affect students' learning motivation include the learning environment, teachers, parents, students themselves, and also the environment where students live. The decrease or increase in students' learning motivation depends on these factors. Of course, this must be a serious consideration for the good of students in the future.

2. Types of Students

Students are an important component in teaching and learning activities. Students are children who carry out learning activities at school to be able to understand science. With knowledge, of course, students will have a broader insight. According to Sarwono, a student is someone who is officially registered to take part in learning activities

in the world of education.⁵⁵ The official referred to in this case is someone who can complete the administration needed in the world of education. Then Arifin argues that students are humans or beings who can be educated and are still in the process of growth and development so they need to be guided and directed consistently.⁵⁶ Consistent maximum and structured teaching, of course, will make students able to achieve success in learning. Meanwhile, according to Sardiman's opinion, students are people who visit schools to get or learn various types of education.⁵⁷ This means that a student can learn many things while attending school. From several definitions of students according to several figures, it can be concluded that a student is someone who is officially enrolled in school, can be taught new things, is still in the process of growing up and has the desire and willingness to gain knowledge, skills, experience, self-worth and learn various types of education that will be useful in the future. Students themselves are unique and diverse. There are various types of students in the school environment. At SMA BAKTI there are two types of students, boarding students and day students. The following is the definition of these types of students.

⁵⁵ Sarwono, *Psikologi Remaja* (Jakarta: Raja Grafindo Persada, n.d.).

⁵⁶ Arifin, "Profesionalisme Guru," in *Analisis Wacana Reformasi Pendidikan Dalam Era Globalisasi* (Simposium Nasional Pendidikan di Universitas Muhammadiyah Malang, Malang: 2001, 2000).

⁵⁷ A.M, *Interaksi Dan Motivasi Belajar Mengajar*.

a. Boarding school students

A boarding school is one of the Islamic community-based educational institutions, where the concept of boarding school itself is to provide students with the cultural treasures of the Indonesian nation. Students who attend pesantren-based education will certainly have optimal and effective time in the process of applying religious and moral values. Students who live in boarding schools tend to also have the capacity to build an Islamic society that understands Islam in more detail.⁵⁸ This means that the activities carried out by students in boarding schools are more complex. According to the Oxford Dictionary, a boarding school is a school where students conduct learning activities, where in addition to learning they also live and live together in one place.⁵⁹ So in addition to studying together, students in boarding schools also carry out daily activities and interact with each other simultaneously. Then according to the Encyclopedia from Wikipedia, a boarding school is an educational institution where students not only do learning activities, they live and settle within the scope of the institution.⁶⁰ In addition to general learning activities, students who live in the cottage also learn about social life and also learn religious knowledge. Meanwhile, in the opinion

⁵⁸ Ibnu Siregar Halomoan, Isnarmi Moeis, and Abubakar Yakubu, "An Overview of the Strength of Implementing Democratic Values in an Islamic Boarding School Atmosphere," *Nazhruna: Jurnal Pendidikan Islam* 6, no. 2 (March 9, 2023): 190–206.

⁵⁹ "Boarding-School Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com," accessed December 18, 2023.

⁶⁰ "Boarding School - Wikipedia," accessed December 18, 2023.

of Reka Yuliani, a boarding school is a school with a dormitory background where teaching and learning activities are formal and non-formal and also live in it.⁶¹ There are various activities carried out in the boarding school for all students who live in it. Moreover, if the boarding school also carries out general school activities, students will certainly have a broad knowledge. If the two are combined, of course, the educational values that students will get are very complex. These values include moral values, *aqidah*, *tawhid*, and science and technology in the current era of modernization. From the various definitions of boarding school, it can be concluded that a student who lives in a boarding school is someone who conducts science learning activities and additional religious knowledge in one place of residence and conducts social interactions together. With the addition of learning religious knowledge, of course, students will get new knowledge that is not necessarily obtained in half-day schools.

b. Day school students

The next type of student is a day student. Day students themselves are different from boarding students. According to the Oxford Learner's Dictionary, a day student is a student who attends a boarding school but does not live there.⁶² Day school student is a

⁶¹ Maksudin, "Pendidikan Islam Alternatif Membangun Karakter Melalui Sistem Boarding School," *UNY Press*, 2013, 15.

⁶² "Day-Student Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com," accessed October 21, 2023.

term used for a school that holds regular learning activities using common and conventional learning methods.⁶³ The conventional method is carried out by the teacher giving an explanation and the teacher listening to the explanation given by the teacher. Then according to Dien, Karini, and Agustin, day school students are learning activities carried out for six days with a duration of approximately five to six hours in the school environment.⁶⁴ So learning activities are carried out only about half a day and study general subjects. Meanwhile, according to Masruroh's opinion, day school students are teaching and learning activities that use the official national curriculum and have been determined by the national education department.⁶⁵ Learning must follow national regulations and certain restrictions. From this definition, it can be seen that day students have a concept where they only study without living in a boarding school. From this analysis, it can certainly be described indirectly that they only study general subjects. And if they study religious subjects maybe only a little not as detailed as students who study at boarding schools. In addition, their life patterns are also freer than boarding school students.

⁶³ Meita Althofaroh Rudyani, Indra Tri Astuti, and Herry Susanto, "Perbedaan Antara Program Full Day School Dan Regular Terhadap Perkembangan Psikososial Siswa Smp Negeri Di Kecamatan Ngaliyan Differences Between Full School and Regular Program Against Psychosocial Development Students Yuniot High SchoolIn Ngaliyan District," n.d.

⁶⁴ Rudyani, Astuti, and Susanto.

⁶⁵ Rudyani, Astuti, and Susanto.

B. Previous Research Findings

Several previous studies are in line with this research. In the first study, the authors wanted to find out about the challenges that occur when teaching English to students in boarding schools. The research focused on exploring students' speaking challenges in a survival skills program housed in a boarding school in South Sumatra, Indonesia. The results showed that there were various problems faced by students to have the ability to speak well using English. They still have difficulty speaking English even though they have participated in the life skills program. This research was conducted so that teachers and principals could provide an appropriate program to prepare students for future challenges.⁶⁶ The difference between the research that the author will do with this research is as follows, (1) variables, the author uses two independent variables, namely boarding students and day students. Whereas the study only used one variable, namely boarding students. Then on the dependent variable, the author uses motivation to learn English, while the study uses speaking as the dependent variable. (2) different research locations and times, the authors conducted research in Ponorogo, East Java in 2023 while the research was conducted in South Sumatra in 2021. (3) the research methods used are different, the author uses quantitative methods while this study uses qualitative methods.

⁶⁶ Friskila Eka Pratiwi, Agus Mustajib, and Maizarah, "A Contribution of Students' Motivation and Their Speaking Ability at Second Grade of SMA Negeri 1 Tembilahan Hulu," *J-Shelves of Indragiri (JSI)* 4, no. 2 (May 30, 2023): 148–56.

⁶⁶ Lenny Marzulina et al., "Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voices," *Theory and Practice in Language Studies* 11, no. 12 (December 2, 2021): 1581–89.

The second study was conducted to determine student learning motivation and student English learning achievement during the Covid-19 pandemic. The results stated that during the Covid-19 pandemic, the relationship between learning motivation and students' English learning achievement was low.⁶⁷ The difference between this research and the research that the author will conduct is as follows. (1) the variables used are different, researchers use the type of student and motivation. While the study used motivation and students in general as variables. (2) the location and time of the research are different.

The third study focuses on finding out the differences in learning motivation between students who live in boarding houses students who live in dormitories and students who live with parents. The result of this study is that there are differences in learning motivation between the two types of students.⁶⁸ The difference between this research and the research conducted by the author is as follows. (1) different research variables, namely between boarding students and students who live in boarding houses, (2) different research objects, namely students and students, and (3) different research locations and times.

The fourth study focuses on finding out the difficulties of students in mastering English competence. There are several things found in this problem, including (1) Feeling forced; (2) Low mastery of basic

⁶⁷ Agus Rahardjo and Supratmi Pertiwi, "Learning Motivation and Students' Achievement in Learning English:" *JELITA* 1, no. 2 (August 9, 2020): 56–64.

⁶⁸ Sudirman, "Perbedaan Motivasi Belajar Antara Mahasiswa Yang Indekos Dengan Mahasiswa Yang tinggal Bersama Orang Tua," *Journal of Millennial Community* 1, no. 2 (2019): 45–50.

concepts/intakes; (3) Lack of support from the environment; (4) Forgetting factors; (5) Lack of opportunities to practice. Referring to these findings, it is recommended that teachers and institutions facilitate and provide high motivation for the English learning process.⁶⁹ The differences between this study and the research conducted by the author are (1) different variables used, (2) different research time and location, and (3) different research methods.

The fifth is a study focused on conducting a comparison of language acquisition in modern and traditional boarding schools. Due to the unique nature of this research, 21 articles were selected to fit this systematic review after going through four stages of selecting articles that were eligible for evaluation. Many different researchers have presented research on the role of Boarding Schools in English Language Acquisition.⁷⁰ The differences between these studies and the research conducted by the author are (1) the research variables, between motivation and language acquisition, (2) different locations and times of the research, and (3) the research methods used.

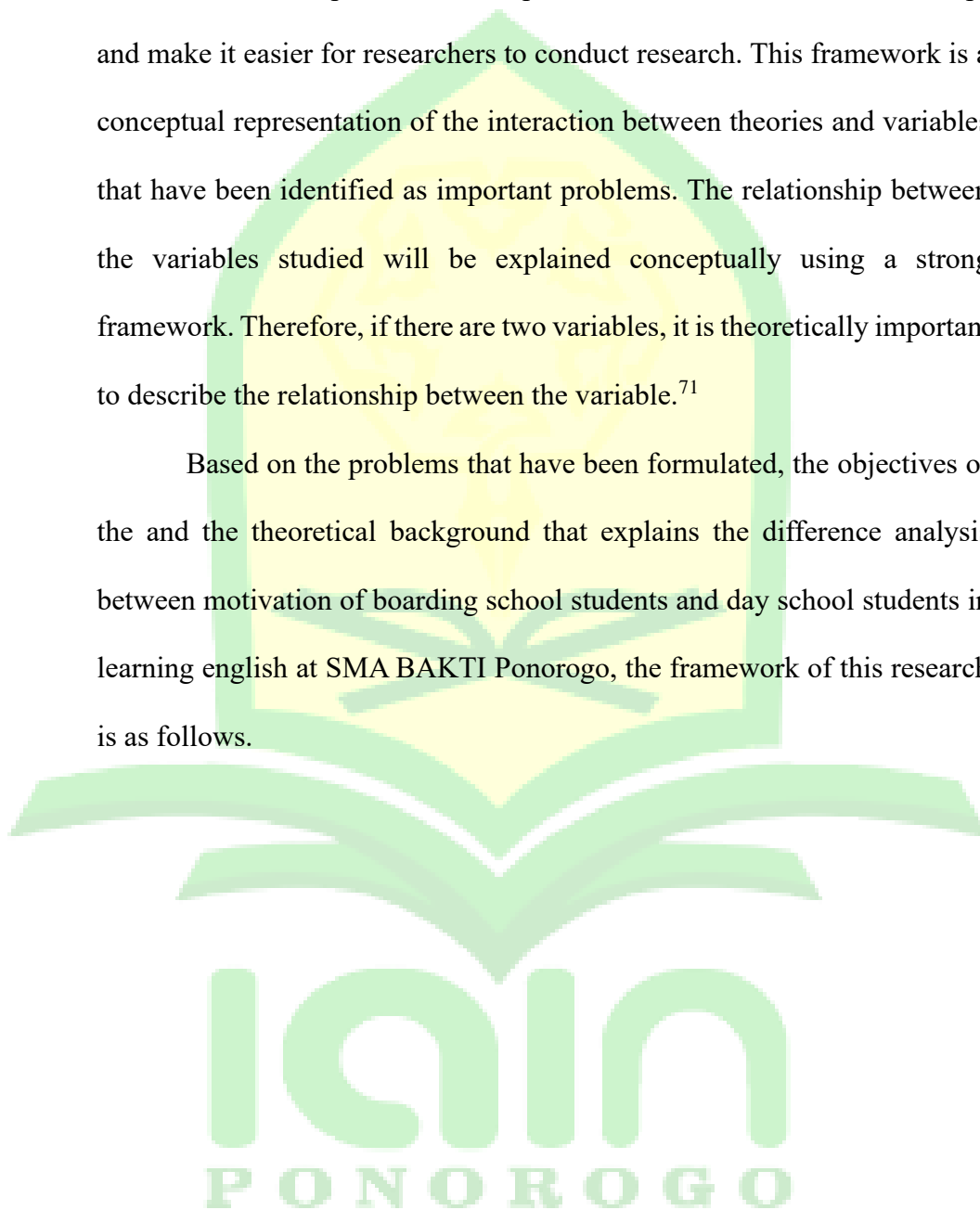
⁶⁹ Umar Umar, "English Learning Difficulties Faced by Santri in Islamic Boarding School: An Analysis," *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta* 6, no. 02 (September 4, 2021): 51–58.

⁷⁰ Lu'luul Wafiroh and Rohmani Nur Indah, "English Language Acquisition at Islamic Boarding School: A Systematic Review," *Journal of English Language and Pedagogy* 5, no. 2 (December 29, 2022): 111–20.

C. Theoretical Framework

A theoretical framework is important for writers before conducting research. This will provide a clear picture of the overall research concept and make it easier for researchers to conduct research. This framework is a conceptual representation of the interaction between theories and variables that have been identified as important problems. The relationship between the variables studied will be explained conceptually using a strong framework. Therefore, if there are two variables, it is theoretically important to describe the relationship between the variable.⁷¹

Based on the problems that have been formulated, the objectives of the and the theoretical background that explains the difference analysis between motivation of boarding school students and day school students in learning english at SMA BAKTI Ponorogo, the framework of this research is as follows.



⁷¹ Azri Amin, "A Study on Students' Motivation in English Learning at the Eleventh Grade of SMAN 1 Air Tiris."

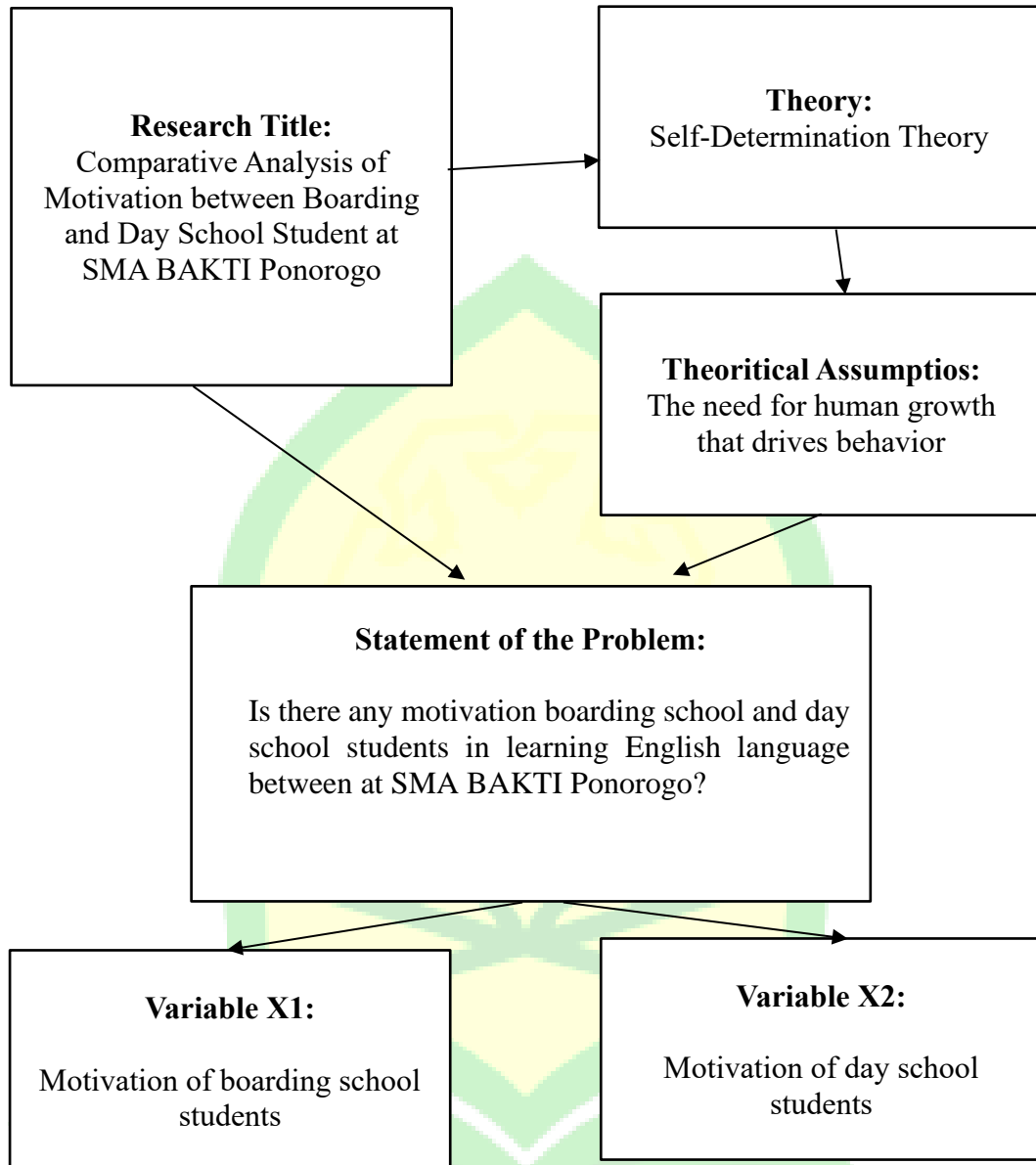


Figure 2.1 Theoretical Framework

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The researcher will present the research variables to explain the theories used. This research is descriptive. A comparison of students' English learning motivation will be the focus of this research. Furthermore, in this study, two variables will be used. The Attitude/Motivation Battery (AMTB) has been proposed by Gardner in the thesis entitled "A Study on Students' Motivation in English Learning at the Eleventh Grade of SMAN 1 Air Tiris", and is shown below:⁷²

Table 2. 1 Indicators of Students' Motivation

No.	The Indicators of Students' Motivation	
1.	Intrinsic Motivation	<ul style="list-style-type: none"> - Students make an effort to learn as they always train and practice English every day. - Students have a strong desire to be able to speak English. - Students have a good attitude and they consider English as an interesting lesson.
2.	Extrinsic Motivation	<ul style="list-style-type: none"> - The teacher encourages students to learn English by giving rewards and methods of teaching. - Parents encourage students to learn English by asking them to follow the course and giving rewards. - The environment influences students' ability to speak because of the situation in the classroom.

⁷² Azri Amin.

D. Hypothesis

The hypothesis in this study is that there is a difference between motivation of boarding school students and day school students in learning English at SMA BAKTI Ponorogo. This study will discuss two variables, namely motivation of boarding school students as variable X1 and motivation of day school students as variable X2. Then the truth that needs to be proven is the comparative analysis of variables X1 and X2. To find out the difference of the two variables, a comparative approach is used, proving this hypothesis will be done by testing the hypothesis with a significance level of 5%.

The hypothesis of this study is:

H_0 : there is no difference in motivation to learn English between boarding students and day students.

H_1 : there is a difference in motivation to learn English between boarding students and day students.

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CHAPTER III

RESEARCH METHOD

A. Research Design

The research study is the planner and strategy when conducting research.⁷³ This research uses quantitative with an emphasis on comparative analysis. Quantitative research is research based on numbers, where the data processed is in the form of numbers (scores or values, ranks or frequencies).⁷⁴ Comparative analysis is a research method that is useful for comparing two or more pieces of data and then making conclusions.⁷⁵ To test a hypothesis or find out what people think about a topic or issue, the research involves collecting data. This study has two variables, namely motivation of boarding school in learning english and motivation of day school student in learning english. This descriptive research is expected to show the direction of this research, namely distinguishing the motivation of boarding school and day school students in learning English at SMA BAKTI Ponorogo. Descriptive research was chosen as the research design by the researcher as a result.

B. Research Setting

The choice of research location must be appropriate because the place of research will affect the results of a study. Therefore, this research was conducted at SMA BAKTI Ponorogo. This school is

⁷³ Azri Amin.

⁷⁴ Purwanto, *Metodologi Penelitian Kuantitatif Untuk Psikologi Dan Pendidikan* (Yogyakarta: Pustaka Belajar, 2008).

⁷⁵ Cokro Edi Parwito and Dkk., *Studi Komparasi Metode Entropy Dan Metode ROC Sebagai Penentu Bobot Kriteria SPK* (Bandung: Kreatif Industri Nusantara, 2020).

located at Jalan Batoro Katong No. 24, Sultanagung, Nologaten, Ponorogo District, Ponorogo Regency, East Java. This school has five classes, namely X, XI Science, XI Social, XII Science, and XII Social. Researchers chose this research location because in this school there are two types of students, namely boarding school students and day school students.

Time in research activities is important. With a record of the research time, it will certainly make it easier for researchers to write the results of the research. In this study, researchers conducted research from 29 February to 29 April 2024. The research will be conducted during the English learning process.

C. Population and Research Sample

1. Population

Population is a general scope in the form of an object or subject that has the characteristics and qualities according to what the researcher has determined to examine and draw conclusions.⁷⁶ All students of SMA BAKTI Ponorogo will be the research sample. This shows that the respondents responded to the questions and the researcher received the necessary data.

⁷⁶ *Metodologi Penelitian Kuantitatif Untuk Psikologi Dan Pendidikan.*

Table 3. 1

Population

Class	Number of Boarding School Students	Number of Day School Students	Number of Students
X	17	7	24
XI Science	16	9	25
XI Social	6	18	24
XII Science	15	6	21
XII Social	17	7	24
TOTAL	66	52	118

2. Sample

A sample is a subset of the population. "To take a sample, it must be done in a representative manner so that the conclusions of a study can be used in general for the entire population." Sugiyono means that a sample must have special characteristics that can represent the population that will be used in research.⁷⁷ It refers to the number of samples taken from a population according to the research method to accurately represent the entire population. SMA BAKTI Ponorogo has five classes. The number of students in each class varies, with one class for class X and four classes for classes XI Science, XI Social, XII Science, and XII Social. This research

⁷⁷ *Metode Penelitian Kuantitatif, Kualitatif, Dan RND.*

uses random sampling techniques. The random technique is one way to take samples from the population at random without paying attention to the strata (levels) in the population members.⁷⁸ Surakhmad's opinion, operationally can be used as a benchmark for the sample determination process. If the population is less than or equal to 1000, a sample of 50% can be used. Then if the population is between 100 and 1000, you can take a sample of 50% to 15% of the available population.⁷⁹ To determine the sample, researchers can use the following formula:

$$S = 15\% + \frac{1000-n}{1000-100} (50\% - 15\%)$$

Note:

S = Number of samples taken

n = Number of population members



⁷⁸ Intany Pamella, "Hubungan Kontrol Diri Dengan Kenakalan Remaja Serta Implikasinya Bagi Layanan Bimbingan Dan Konseling: Studi Deskriptif Terhadap Siswa di Salah Satu SMA Swasta Kota Bandung Tahun Ajaran 2013/2014" (other, Universitas Pendidikan Indonesia, 2013).

⁷⁹ Intany Pamella, "Hubungan Kontrol Diri Dengan Kenakalan Remaja Serta Implikasinya Bagi Layanan Bimbingan Dan Konseling: Studi Deskriptif Terhadap Siswa di Salah Satu SMA Swasta Kota Bandung Tahun Ajaran 2013/2014" (other, Universitas Pendidikan Indonesia, 2013).

$$S = 15\% + \frac{1000-n}{1000-100} (50\% - 15\%)$$

$$S = 15\% + \frac{1000-118}{1000-100} (35\%)$$

$$S = 15\% + \frac{882}{900} (35\%)$$

$$S = 15\% + 0,98 (35\%)$$

$$S = 15\% + 34,3\%$$

$$S = 49,3\%$$

$$S = 49\%$$

The number of samples taken was 49% x 118 of the total research population members. Then the sample size of this study was 58 students. The proportionate stratified random sampling method will be used for sample collection. Sugiyono argues that *"proportional stratified sampling is a technique that can be used if the research population has members/numbers that are not uniform and equal."*⁸⁰ Thus, the motivation behind relatively segregated irregular testing is the point at which the population lacks similarity in the two individuals/components and states (e.g.: age, orientation, weight, and so on). To determine the number of each class, it will be determined relatively using the accompanying formula:

⁸⁰Metode Penelitian Kuantitatif, Kualitatif, Dan RND.

$$\text{Total sample in each class} = \frac{\text{total sample}}{\text{total population}} \times \text{total each class}$$

Table 3. 2

Research Sample

No.	Class	Students	Calculate	Sample
1.	X	24	58/118x24	12
2.	XI Science	25	58/118x25	12
3.	XI Social	24	58/118x24	12
4.	XII Science	21	58/118x21	10
5.	XII Social	24	58/118x24	12
Total of sample		118		58

D. Operational Definitions of Research Variables

The operational definitions of this study are as follows:

a. Motivation of Boarding School Students

Motivation can be defined as the main reason for a person to perform an action or activity. Boarding school students are students who attend day schools but live in boarding schools together, and also receive additional learning from boarding school. So the motivation of boarding school students is the main reason for boarding school students to take action or activity.

b. Motivation of Day School Students

Motivation can be defined as the main reason for a person to perform an action or activity. Day school students can be defined as students who only study general education from morning to afternoon. After these activities, students will return to their respective homes. So the motivation of day school students is the main reason for a day school students to perform an action or activity.

E. Data Collection Instrument

1. Data Collection

In collecting data, the researcher will use a questionnaire. In *Bahasa*, the questionnaire will be presented. This was done to prevent students from answering the questionnaire questions incorrectly. This questionnaire will assess students' motivation to learn English. A questionnaire, according to Babbie, is a list of inquiries designed to gather the data the researcher needs. This type of examination in polls provides some arrangement of questions to the respondents to get the data required by the specialist to answer the exploration questions.⁸¹

2. Instrument

Questionnaires were used as data collection instruments in this study. In educational surveys, test results, self-completed

⁸¹ Sonya Inda Mapiliana, "In English Language Education," n.d.

questionnaires, and attitude scales are often used. The instrument the researcher used to collect data for this study was a questionnaire. Learning outcome tests, self-administered questionnaires, and attitude scales are often used in educational surveys. The researcher adopted a questionnaire from Gardner which amounted to 30 items.⁸²

Table 3. 3

The Blue Print of Students' Motivation Questionnaire

No.	Indicators of Questions	Number Questions
1.	The students put a lot of effort into learning, as they practice English every day.	1, 2, 3, 4, 5
2.	Students have the persistence to be able to speak English	6, 7, 8, 9, 10
3.	Students have a good attitude and find English an interesting subject.	11, 12, 13, 14, 15
4.	Teachers encourage students to learn English by providing rewards and teaching methods.	16, 17, 18, 19, 20
5.	Parents encourage students to learn English by providing rewards and teaching methods	21, 22, 23, 24, 25
6.	The environment can affect a student's ability to speak because of the situation in the classroom	26, 27, 28, 29, 30

The data obtained by researchers will be calculated using Microsoft Excel. To make it easier for researchers to determine the score interval, the answers obtained from the questionnaire will be converted into a Likert scale.⁸³ The following five categories will be used by students to

⁸² Lambert Gardner, *Attitude and Motivation in Second Language Learning* (Newbury House, 1972).

⁸³ *Metode Penelitian Kuantitatif, Kualitatif, Dan RND.*

answer the questions: SA = 5, A = 4, N = 3, D = 2, and SD = 1. The ten questions in this survey fall into two categories: intrinsic and extrinsic motivation. Therefore, from the lowest to the highest statement item scores, this is shown in the table below:

Table 3. 4
The Likert Scale Rating

Optional	Score	
	Instrumental	Integrative
Strongly agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly disagree	1	1

After obtaining the information, the researcher will calculate the scores from the poll. This is done to determine the proportion of students who are motivated by instrumental and integrative ideas. The researcher will also use frequencies and percentages to find out the percentage and frequency of students' responses to questions about their language ability.⁸⁴

⁸⁴ Mapiliana, "In English Language Education."

F. Validity and Reliability

Validity and reliability tests are needed to certify that the information obtained is legitimate and solid.⁸⁵ The following are the validity and reliability tests used in this study.

1. Validity Test

Based on Sugiyono's opinion, an instrument can be said to be valid if the measuring instrument used to obtain the data is valid. Valid what is meant here is appropriate, such as a meter used to measure length accurately.⁸⁶ To determine the level of validity of the instrument in this review, an appropriate validity test was conducted. The Product Moment (Pearson) correlation formula was used in the empirical validity test of this study. Using the product moment correlation formula will compare r_{count} with r_{table} . According to Sugiyono, $r_{count} > r_{table}$, then the data tested is valid. The validity test in this study will Analyze and Correlate Bivariate Pearson using the SPSS and obtain the following data:

Tes Criteria: If $r_{count} > r_{table}$ H_0 accepted

If $r_{count} < r_{table}$ H_1 rejected

⁸⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 22nd ed. (Bandung: Alfabeta, 2015).

⁸⁶ *Metode Penelitian Kuantitatif, Kualitatif, Dan RND*.

Table 3. 5

Validity test

No.	Description	Item Number
1.	Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.

Table 3. 6

Validity Test Table of Test Instrument

Item	<i>r</i>_{count}	<i>r</i>_{table}	Validity
1	0,745	0,4973	Valid
2	0,771	0,4973	Valid
3	0,604	0,4973	Valid
4	0,764	0,4973	Valid
5	0,715	0,4973	Valid
6	0,868	0,4973	Valid
7	0,752	0,4973	Valid
8	0,808	0,4973	Valid
9	0,703	0,4973	Valid
10	0,703	0,4973	Valid
11	0,703	0,4973	Valid
12	0,579	0,4973	Valid

Item	<i>r_{count}</i>	<i>r_{table}</i>	Validity
13	0,579	0,4973	Valid
14	0,583	0,4973	Valid
15	0,549	0,4973	Valid
16	0,556	0,4973	Valid
17	0,609	0,4973	Valid
18	0,659	0,4973	Valid
19	0,709	0,4973	Valid
20	0,542	0,4973	Valid
21	0,528	0,4973	Valid
22	0,602	0,4973	Valid
23	0,501	0,4973	Valid
24	0,618	0,4973	Valid
25	0,607	0,4973	Valid
26	0,734	0,4973	Valid
27	0,629	0,4973	Valid
28	0,806	0,4973	Valid
29	0,623	0,4973	Valid
30	0,530	0,4973	Valid

2. Reliability Test

Reliability test is a test to measure the level of consistency or reliability of the instrument used in the study.⁸⁷ To measure the reliability, researchers will use Cronbach's Alpha of the instruments used in this study. An instrument can be said to be reliable if the score it has reached above 0.60. If the score is below 0.60 then the instrument is unreliable. To check the reliability of the instrument, the data obtained will be tested using the SPSS.

Based on the results of the reliability test on the questionnaire of students' English learning motivation using Cronbach's alpha, the result is 0,729. Thus, it can be concluded that the questionnaire on students' English learning motivation is reliable, the full details are in the table below:

Table 3. 7

Reliability Value

Variable	Number of Items	Number of Items Valid	Reliability Value
Students' English Learning Motivation	30	30	0, 729

⁸⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 22nd ed. (Bandung: Penerbit Alfabeta, 2015).

G. Data Analysis Techniques

The information obtained from the survey was described using expressive and measurable information strategies using the SPSS program. The quantitative information from the polls was examined in terms of repeatability, average, and standard deviation.

1. Descriptive Data Analysis Technique

Descriptive statistical data analysis techniques were used in this study, namely statistics that can be used to analyze the data that has been obtained, namely by describing the data according to the original without any intention to conclude. From the results of the distribution of questionnaires that have been filled in by respondents, the data description is presented to describe and explain the data set which includes the mean (M), mode (Mo), median (Me) and standard deviation (SD). In this study, the measure of central tendency used is the mean, the value that has the highest frequency or the value that often appears in the data group called the mode. Then the mean is the middle value of the information that has been arranged based on the smallest information to the largest information. While standard deviation is a group or standard measure of deviation from the mean.

2. Prerequisite Analysis

a) Normality data test

In a study, the normality test is used to see if the data distribution is normally distributed. Normality testing in this study

used the Kolmogrow-Smirnov technique, technique ii was used on samples sized > 50 samples.⁸⁸

b) Homogeneity variant test

To find out whether the variance in this study is homogeneous or not, it can be determined by the variance homogeneity test. The homogeneity test can be known through the F test called the ANOVA (Analysis of Variance) test. To test it can use the F test formula or SPSS, in this study researchers used the F test formula to find out the variance of the two sample groups. It can be said to be homogeneous if in making the decision $F_{\text{count}} < F_{\text{table}}$ with an error rate of 5%. Likewise, on the contrary, it is said to be inhomogeneous if making the decision $F_{\text{count}} > F_{\text{table}}$.⁸⁹

3. Hypothesis test analysis

A study's process of processing, presenting, interpreting, and analyzing field data is known as data analysis. In order for readers to learn about the findings of the research, it is intended that the data presented have meaning.⁹⁰

This study aims to see the effect between two variables by comparing between independent variables. Because of this, the type of hypothesis testing in this study uses an independent sample t-test.⁹¹ The

⁸⁸ Sofyan Yamin, *Tutorial Statistik: SPSS, LISREL, WARPPS & JASP (Mudah Dan Aplikatif)* (Depok: PT. Dewangga Energi Internasional, 2021).

⁸⁹ Muhammad Yusuf and Daris Lukman, *Analisis Data Penelitian: Teori Dan Aplikasi Dalam Bidang Perikanan*, 1 (Bogor: IPB Press, 2018).

⁹⁰ Nanang Martono, *Metode Penelitian Kuantitatif* (Jakarta: PT. Raja Grafindo Persada, 2011).

⁹¹ Ibnu Hadjar, *Statistik Untuk Ilmu Pendidikan, Sosial, Dan Humaniora* (Bandung: Remaja Rosdakarya, 2019).

t-test aims to prove whether there is a meaningful difference in mean values between two independent groups (independent or not related to each other) and has data with a ratio/interval scale. Two samples can be said to be independent (free) if the value of the sample selected from one population is not bound by the value of the sample selected from another population.⁹²



⁹² Rahmi Rahmadhani, *Statistika Penelitian Pendidikan: Analisa Perhitungan Matematis Dan Aplikasi SPSS* (Jakarta: Kencana, 2021).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Setting Background

1. History of SMA BAKTI Ponorogo

One of the general high schools in Ponorogo Regency is SMA BAKTI Ponorogo. SMA BAKTI Ponorogo is a superior high school, which has excellent accreditation (A). This school is one of the favorite schools in Ponorogo District that focuses on learning according to students' abilities and interests. In 1945, an association of Ponorogo batik artisans who were members of the Batik BAKTI Ponorogo Cooperative established a building that was used as a school building. When the school building was completed in 1957, at the request of the then Ponorogo Regent Mr. Dasuki, the school building was borrowed for use by SMA Bakti Ponorogo.

In 1983, SMA Negeri Ponorogo moved to Jalan Budi Utomo Street, north of Muhammadiyah Ponorogo University. Seeing such conditions, Batik BAKTI Cooperative established a school named SMA Bakti Ponorogo, which was managed by the Bakti Ponorogo Education Foundation. The establishment of SMA BAKTI Ponorogo was signed in the notarial deed of S.S. Sinilingga, S.H number 37 dated April 19, 1983. Meanwhile, new student registration was opened on July 1, 1983, and placed in 11 classrooms. In 1998, SMA

BAKTI Ponorogo received an equalized accreditation status. This status shows that the position of SMA BAKTI Ponorogo is the same as other public high schools, which have full authority to manage their households, such as conducting the State Exam every year.

2. History of Islamic Boarding School Bakti Ummah Ponorogo

School Bakti Ummah is part of developing the vision of SMA BAKTI Ponorogo, namely excellence in faith and piety. The dream of establishing an Islamic boarding school institution has been desired for a long time by the founder of SMA BAKTI Ponorogo, but it was only realized in 2019 through a collaboration program with Pondok Modern Arrisalah. It was started by 15 students consisting of 6 female students and 9 female students. The Islamic Boarding School Bakti Ummah was founded with the aim of helping students who have the desire to go to school but are constrained by costs and distance, so SMA BAKTI Ponorogo provides student facilities with an Islamic boarding school called the Islamic Boarding School Bakti Ummah or better known as IBS Bakti Ummah.

3. School Vision, Mission and Goals

a. Vision

- 1) The realization of an effective and efficient learning process
- 2) The realization of smart and competitive graduates
- 3) The realization of character education
- 4) The realization of independent learning

- 5) The realization of learning citizens who uphold the nation's culture
- 6) The realization of the preservation of the school environment, pollution-free, and prevention of environmental damage.

b. Mission

- 1) Carrying out effective and efficient learning
- 2) Carry out learning according to the demands of the times
- 3) Improve the deepening and practice of religion in everyday life
- 4) Organizing independent learning innovations
- 5) Growing the potential of school members optimally towards the nation's culture
- 6) Realizing the preservation of the school environment, pollution-free and prevention of environmental damage.

c. Objectives of the Institution

The motivation behind public schools is to educate the nation and develop the whole Indonesian human being, namely a human being who has faith and devotion to Allah SWT. and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality, and a sense of community and national responsibility. Meanwhile, secondary education aims to improve intelligence, knowledge, personality, noble

character, and skills to live independently and follow further education.

d. Brief Profile

1) School Identity

School Name : SMAS BAKTI PONOROGO

NPSN : 20510142

Level of Education : High School

School Status : Private

School Address : Jl. Batoro Katong, RT/RW 3/1

Postal Code : 63411

Village : Nologaten

Sub-district : Ponorogo sub-district

District/City : Ponorogo district

Province : East Java

Country : Indonesia

Geographical Position: -7.86137 latitude

111.47695 longitude

2) School Contact

Phone Number: 481374

Fax Number : -

Email : smabakti_ponorogo@yahoo.com

Website : <http://www.sma-bakti.sch.id>

4. Data of Students

SMA BAKTI Ponorogo has a total of 118 students with details of class X students as many as 24 students (17 boarding school students and 7 days school students), class XI Science 25 students (16 boarding school students and 9 days school students), XI Social 24 students (6 boarding school students and 18 days school students), class XII Science 21 students (15 boarding school students and 6 days school students), and class XII Social (17 boarding school students and 7 days school students).

B. Data Description

After conducting research by distributing a 30-question questionnaire about students' English learning motivation using Google Form at SMA BAKTI Ponorogo and obtaining some data, the researcher then analyzed the research results that had been obtained. The following is the data obtained by researchers.

1. Data Description about Motivation of Boarding School Students in Learning English.

Below is presented data from the motivation variable of boarding school students in learning English. These results are a recapitulation of the questionnaire distribution scores obtained by researchers with a sample of 29 boarding school students.

Table 4.1

**Data from the Distribution of Motivation Questionnaires from
Boarding School Students in Learning English**

Boarding School Students

Score of Motivation	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	1	3.4	3.4	3.4
90	1	3.4	3.4	6.9
91	2	6.9	6.9	13.8
93	1	3.4	3.4	17.2
94	1	3.4	3.4	20.7
99	2	6.9	6.9	27.6
100	1	3.4	3.4	31.0
102	1	3.4	3.4	34.5
103	1	3.4	3.4	37.9
104	1	3.4	3.4	41.4
105	5	17.2	17.2	58.6
106	1	3.4	3.4	62.1
109	2	6.9	6.9	69.0
110	3	10.3	10.3	79.3
111	1	3.4	3.4	82.8
113	1	3.4	3.4	86.2
114	1	3.4	3.4	89.7
116	1	3.4	3.4	93.1
121	1	3.4	3.4	96.6
122	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Based on the table above, it can be concluded that the highest motivation score for boarding school students in learning English was 122, with a percentage of 3.4% and the lowest score was 75, 1

person with a percentage of 3.4%. The highest percentage was found with a score of 105, 5 people with a percentage of 17.2%.

Table 4. 2

**Statistical Frequency Motivation of Boarding School Students
in Learning English**

Statistics		
Boarding School Student		
N	Valid	29
	Missing	0
Mean		104.03
Std. Error of Mean		1.864
Median		105.00
Mode		105
Std. Deviation		10.037
Variance		100.749
Range		47
Minimum		75
Maximum		122
Sum		3017

After the mean and standard deviation are known, it will then be converted into a five-scale relative norm to interpret the mean value that has been obtained into the category interval of boarding school students from variable X as follows:

$$\begin{aligned}
 1) \quad M + 1,5.SD &= 104,03 + 1,5. (10,037) \\
 &= 119,08
 \end{aligned}$$

$$2) M + 0,5.SD = 104,03 + 0,5. (10,037) \\ = 109,04$$

$$3) M - 0,5.SD = 104,03 - 0,5. (10,037) \\ = 99,01$$

$$4) M - 1,5.SD = 104,03 - 1,5. (10,037) \\ = 88,97$$

From the results of the data calculation, is very likely to happen categorized that the motivation to learn English in boarding school students is as follows:

Table 4. 3

**Classification Motivation of Boarding School Students
in Learning English learning motivation of boarding
school students**

Mean	Interval	Quality	Criteria
104,03	103, 05 to above	Very Good	Very Good
	98,19 – 103,05	Good	
	93,34 – 98, 19	Enough	
	88, 48 – 93, 34	Less	
	88, 48 to down	Very Less	

From the table above, it can be summarized that criteria for intrinsic motivation of boarding school students in learning English as a whole are categorized as "Very good" with an interval of 103.05 and above with an average value of 104, 03.

2. Data Description about Motivation of Day School Students in Learning English.

Below is presented data from the motivation variable of boarding school students in learning English. These results are a recapitulation of the questionnaire distribution scores obtained by researchers with a sample of 29 days school students.

Table 4.4
Data from the Distribution of Motivation Questionnaires from
Day School Students in Learning English

Day School Students

Score of Motivation	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 90	5	17.2	17.2	17.2
91	3	10.3	10.3	27.6
99	1	3.4	3.4	31.0
100	3	10.3	10.3	41.4
101	1	3.4	3.4	44.8
102	1	3.4	3.4	48.3
103	3	10.3	10.3	58.6
104	1	3.4	3.4	62.1
105	1	3.4	3.4	65.5
107	2	6.9	6.9	72.4
109	1	3.4	3.4	75.9
112	1	3.4	3.4	79.3
114	1	3.4	3.4	82.8
115	3	10.3	10.3	93.1
118	1	3.4	3.4	96.6
122	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Based on the table above, it can be concluded that the highest motivation score for day school students in learning English was 122 with a percentage of 3.4% and the lowest score was 90 for 5 people with a percentage of 17.2%. The highest percentage was found with a score of 90, 5 people with a percentage of 17.2%.

Table 4. 5

Statistical Frequency Motivation of Day School Students in Learning English

Statistics Day School Students		
N	Valid	29
	Missing	0
Mean		102.66
Std. Error of Mean		1.794
Median		103.00
Mode		90
Std. Deviation		9.663
Variance		93.377
Range		32
Minimum		90
Maximum		122
Sum		2977

After the mean and standard deviation are known, it is then converted into a five-scale relative norm to interpret the mean value that has been obtained into the day school student category interval of variable X as follows:

$$1) M + 1,5.SD = 102,66 + 1,5. (9,663) = 117,15$$

$$2) M + 0,5.SD = 102,66 + 0,5. (9,663) = 107,49$$

$$3) M - 0,5.SD = 102,66 - 0,5. (9,663) = 97,82$$

$$4) M - 1,5.SD = 102,66 - 1,5. (9,663) = 88,16$$

From the calculation of the data above, it can be categorized that the motivation of day school students to learn English is as follows:

Table 4. 6
Classification Motivation of Day School Students in Learning English

Mean	Interval	Quality	Criteria
102,66	103,05 to above	Very Good	Good
	98,19 – 103,05	Good	
	93,34 – 98,19	Enough	
	88,48 – 93,34	Less	
	88,48 to down	Very Less	

From the table above, it can be summarized that overall motivation of day school students to learn English is categorized as "Good" with an interval between 98.19 - 103.05 with an average value of 102, 66.

3. Data Description about the Different Motivation of Boarding School and Day School Students in Learning English Motivation.

Table 4.7
Statistical Frequency Different Motivation between Boarding School and Day School Students in Learning English

		Statistics	
		Boarding School	Day School
N	Valid	29	29
	Missing	0	0
Mean		104.03	102.66
Std. Error of Mean		1.864	1.794
Median		105.00	103.00
Mode		105	90
Std. Deviation		10.037	9.663
Variance		100.749	93.377
Range		47	32
Minimum		75	90
Maximum		122	122
Sum		3017	2977

From the calculation of the data above, it can be categorized that the motivation of day school students to learn English is as follows:

Table 4. 8

**Classification of Motivation between Boarding School
and Day School Students in Learning English**

Category	Mean	Interval	Quality	Criteria
Motivation of Boarding School Students in Learning English	104,03	103,05 to above	Very Good	Very Good
		98,19-103,05	Good	
		93,34-98,19	Enough	
Motivation of Day School Students in Learning English	102,66	88,48-93,34	Less	Good
		88,48 to down	Very Less	

From these data it can be seen that the motivation of boarding school students in learning English has a mean of 104.03, a median of 105, and a mode of 105. Then the minimum value is 75, the maximum value is 122, and has a very good motivation classification. Meanwhile, motivation data from day school students in learning English has a mean of 102.66, a median of 103, and a mode of 90. Then the minimum value is 90, the maximum value is 122 and has a good motivation classification.

From the results of the research data, it is known that the motivation of boarding school students in learning English is slightly higher than the motivation of day school students. Where the

motivation of boarding school students is very good and the motivation of day school students is good. However, these results are only preliminary data. To ensure differences in motivation between boarding school and day school students in learning English, hypothesis testing using SPSS is needed so that the results obtained are accurate.

C. Data Analysis and Hypothesis Testing/Answer to Research Questions

1. Prerequisite Test

a. Normality Data Test

The normality test is used to determine whether the distribution of the research sample data follows a normal distribution. Normality testing in this review uses the Kolmogorov-Smirnov method.

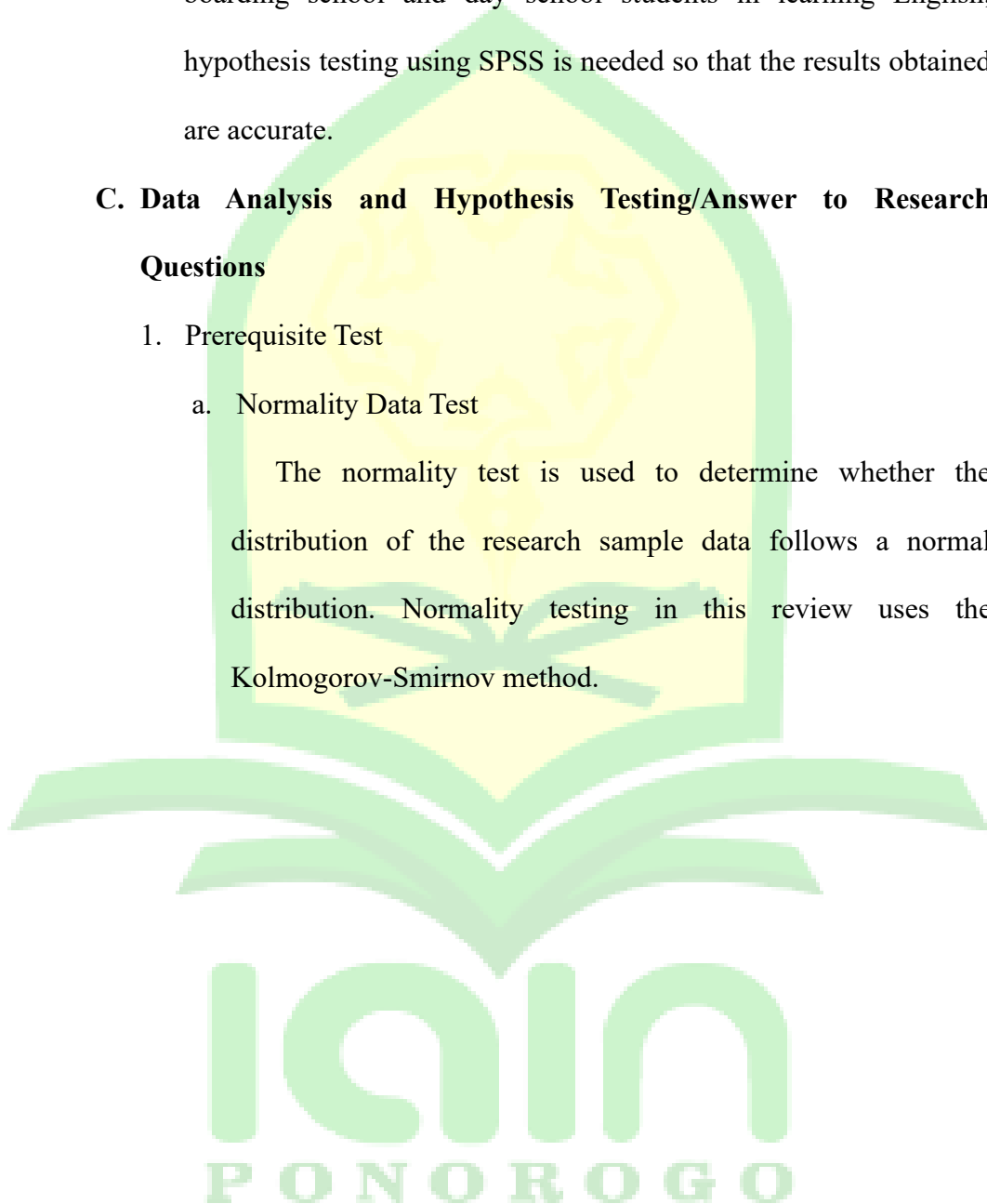


Table 4. 9

Normality Data Test

One-Sample Kolmogorov-Smirnov Test

		X1	X2
N		29	29
Normal Parameters ^{a, b}	Mean	104.03	102.66
	Std. Deviation	10.037	9.663
Most Extreme Differences	Absolute	.125	.162
	Positive	.071	.162
	Negative	-.125	-.095
Test Statistic		.125	.162
Asymp. Sig. (2-tailed)		.200 ^{c, d}	.050 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

K.S. or Kolmogrow Smirnov normality test findings, it is known that the Asymp. Sig. (2-tailed) variable X1 $0.200 > 0.05$ then variable X2 $0.050 > 0.05$, and variable Y $0.194 > 0.05$. Therefore, the conclusion that variables X1, X2, and Y have normal data distributions can be drawn from the test results.

b. The homogeneity variant test.

The homogeneity test is used to decide whether an example in the review has homogeneous changes or not, with the intention that if the example of variable X to be recognized is homogeneous, it can be stated very well that the classification of the dependent variable (Y) is something similar, so that if there is a difference, it is caused by the impact of independent factors.

The F test formula can be used to determine the homogeneity test as follows:

$$F = \frac{\text{largest varians}}{\text{smallest varians}}$$

In the data in the appendix, the largest variance = 6.194581 and the smallest variance is 6.108374. So, $F = 6.194581 : 6.108374 = 1.014113$. The effect of F calculated is contrasted with f table, with a df1 value of respondents (29-1) and df2 (29-1). Based on df1 and df2 with the same number, namely 28 with an error rate of 5%, the f table = 1.882079. By the decision making $1.014113 < 1.882079$, then the variance of the data sample has a homogeneous variance.

b. Hypothesis test

Testing speculation in this review using the t-test technique with SPSS 22.0. From the data processing, the following results were obtained:

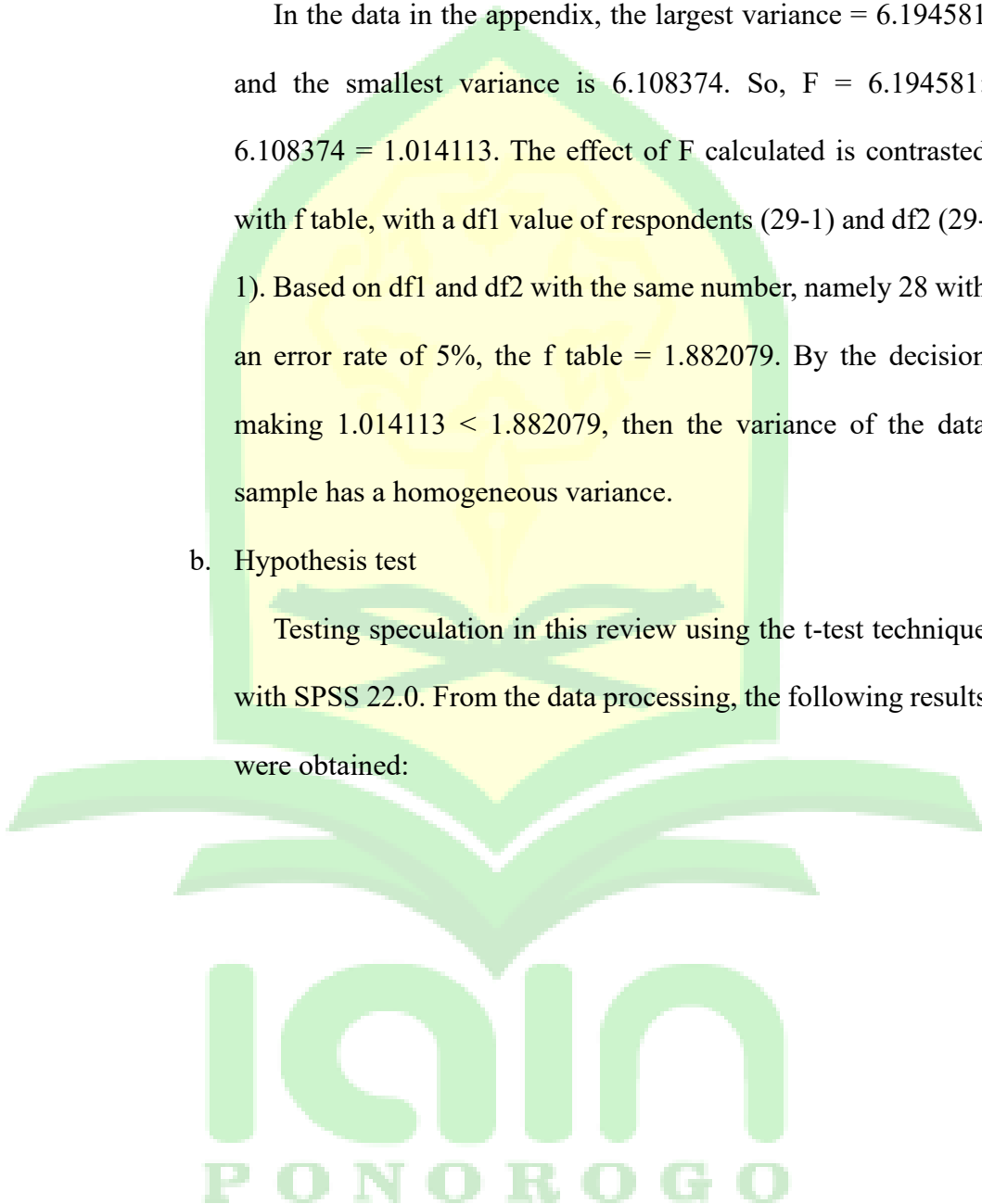


Table 4. 10

The hypothesis test using t-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Typical Students	.041	.839	.533	56	.596	1.379	2.587	-3.804	6.562	
Equal variances assumed			.533	55.919	.596	1.379	2.587	-3.804	6.562	
Unequal variances not assumed			.533	55.919	.596	1.379	2.587	-3.804	6.562	

Based on the t-test decision, if the Sig value. (2-tailed) < 0.05 then the proposed hypothesis is accepted, and if the Sig value. (2-tailed) > 0.05 then the proposed hypothesis is rejected. In this test, it is known that $0.596 > 0.05$, it can be concluded that the proposed hypothesis is rejected. So, there is no significant difference in motivation to learn English between boarding school students and day school students.

D. Discussion

From the data obtained by researchers through distributing 30 questionnaires on differences in student motivation at SMA BAKTI Ponorogo, it is stated that based on the level of motivation classification, the motivation of boarding school students in learning English is classified as "very good". Then the motivation of day school students in learning English is classified as "good". This is shown by the average motivation of boarding schools in learning English of 104.03 and the motivation of day school students in learning English of 102.66. From this statement it is known that both have the same good motivation criteria. The motivation of boarding school students in learning English is slightly higher than the motivation of day school students in learning English. Where the "very good" criteria in accordance with the phenomenon during English learning activities, boarding school students listen to the material well, but during the question session the students are less active. While the "good" category corresponds to during English learning activities, day school students pay less attention to explanations related to learning material, but during the question session the students are confident and more active. Of course, this phenomenon is interrelated with the level of the student's learning motivation category.

From the normality test calculations, students' English learning motivation scores were obtained as seen from the side effects of K.S. or the Kolmogrow Smirnov normality test shows that Asymp. signature.

(2-tailed) variable motivation of boarding school students in learning English (X1) $0.200 > 0.05$ and variable motivation of day school students in learning English (X2) $0.050 > 0.05$. Therefore, the conclusion that variables X1 and X2 have normal data distribution can be drawn from the test results. Furthermore, from the homogeneity test, the variance values obtained for the two categories of variables X and from these results it is concluded that the sample data variance has a homogeneous variance.

From the results of the t test calculations using SPSS, a t test decision is obtained if the value of Sig. (2-tailed) < 0.05 then the proposed hypothesis is accepted, and if the Sig. (2-tailed) > 0.05 then the proposed hypothesis is rejected. In the first hypothesis, it is known that $0.596 > 0.05$ means it can be concluded that the proposed hypothesis is rejected, so there is no significant difference in motivation to learn English between boarding school students and day school students. The absence of significant differences in motivation occurs because there are no additional English classes for either boarding school students or day school students, and when learning English, boarding school students have a willingness to listen to the material presented teachers but are not active during questions and answer sessions and day school students are less willing to listen to learning material but are active during questions and answer sessions. Of course, these several things can cause the motivation between boarding school students and day school students in learning English to not have a significant difference.

These results follow the theory put forward by Ricard Ryan and Edward Deci, Self-Determination Theory is a comprehensive theory about humans that focuses on the development and functioning of human behavior in a social context.⁹³ So, comparing the motivation for learning English between boarding school students and boarding school, according to the Oxford Dictionary, boarding school students are students who carry out learning activities, where apart from studying they also live and live together in one place.⁹⁴ So apart from studying together, students at boarding schools also carry out daily activities and interact with each other simultaneously. Meanwhile, day school students are students who attend schools that have dormitories but do not live there.⁹⁵ After studying at school, they will return to live with their parents and socialize with friends outside the school environment. From this understanding it can be concluded that the difference between boarding school students and day school students lies in the activities and place to live after learning activities.

Referring to the results of the hypothesis that has been proposed, it was found that there was no significant difference regarding motivation to learn English between boarding school students and day school students. The absence of significant differences in motivation occurs because the learning curriculum used between the two types of students

⁹³ Hamzah, "Aplikasi Self-Determination Theory Pada Kebijakan Publik Era Industri 4.0."

⁹⁴ "Boarding-School Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com," accessed December 18, 2023.

⁹⁵ "Day-Student Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com," accessed October 21, 2023.

is the same, there are no additional English classes for either boarding school students or day school students, and when learning English, boarding school students have a willingness to listen to the material presented. teachers but are not active during questions and answer sessions and day school students are less willing to listen to learning material but are active during questions and answer sessions. Because in reality parents have a preference for sending their students to boarding schools or day schools. Then, based on the experience of the surrounding environment, smart and successful people do not have to go to boarding school or day school. It all depends on the student's own efforts, intentions and fate. So if a student wants to be better than before, they must motivate themselves to want to improve in terms of learning. For example, boarding school students who want to listen to the material and are less active in asking questions, these students must learn to actively ask questions so they can learn English better. Then for day school students who initially paid little attention to the material but were active in asking questions, they also have to get used to listening to the teaching material presented by the teacher so that they can learn English better. So basically, boarding school students and day school students need self-motivation to improve the English learning process.

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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Based on the results of research through distributing questionnaires motivation of boarding school student and day school students in learning english at SMA BAKTI Ponorogo, the following can be summarized:

The hypothesis proposed by the researcher is rejected. There is no difference in English learning motivation between boarding school students and day school students. The results of the independent t-test calculation obtained $0.596 < 0.05$. The absence of significant differences in motivation occurs because there are no additional English classes for either boarding school students or day school students, and when learning English, boarding school students have a willingness to listen to the material presented teachers but are not active during questions and answer sessions and day school students are less willing to listen to learning material but are active during questions and answer sessions. Of course, these things mean that there is no significant difference in motivation between boarding school students and day school students in learning English.

B. Recommendations

Based on the results of the research described, the suggestions that researchers propose are as follows:

1. For SMA BAKTI Ponorogo

The results of this study are expected to be an evaluation of teaching and learning activities at SMA BAKTI Ponorogo. The school is expected to further stimulate students' English learning motivation. Good school programs need to be maintained and consistently improved so that they can increase students' English learning motivation to be better.

2. For English Teachers

Teachers are role models for their students. Because of this, the enthusiasm and creativity of the teacher can ignite students' motivation to learn, especially English. It is expected that teachers always model and motivate students so that students are motivated to learn English.

3. For EFL Students

The research is hoped that students will be motivated to learn, especially English. With the motivation from within students will certainly make students able to learn English easily and have fun. So that students will be better at absorbing various information and material delivered by the teacher.

4. For Future Researchers

This research is expected to be useful for developing and can be used as a reference or reference for further research to make it better.



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