

**THE EFFECT OF FULL DAY SCHOOL ACTIVITIES
ON ENGLISH LEARNING MOTIVATION AT THE
ELEVENTH GRADE STUDENTSOF SMAN 1
JENANGAN PONOROGO IN ACADEMIC
YEAR 2018/2019**

THESIS



By



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PONOROGO**

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ABSTRACT

ULVA, MARIYA. 2019 *The Effects of Full Day School Activities on English Learning Students Motivation at the Eleventh Grade of SMAN 1 Jenangan Ponorogo in Academic Year 2018/2019.* English Education Department, Faculty of Teaching and Teachers Training, State Institute of Islamic Studies of Ponorogo.
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Keywords: Full Day School, English Learning Motivation

Educational institutions is institutions that can create young generation to have progress and develop their ability in order to take and survive in globalization era through education. There are a lot of efforts carried out by government and private institutions by implementing a system that is believed appropriate to realize quality of education. One of the efforts is by conducting the full day school system. Full day school is a good program to increase learning motivation of students because in full day school students have more time in school, so students also have more time involved in school activities, especially in classes that lead to high productivity. Students are also freer to interact with teachers to consult and share the lessons. There are many more profit of the existence of a full day school program with a variety of activities in it. The purpose of this study was to determine the significant effect of full day school activities on English learning motivation in the eleventh grade students of SMAN 1 Jenangan in academic 2018/2019.

This research applied quantitative research used *ex-post facto* design. The population were 70 taken from the

eleventh grade students, SMAN 1 Jenangan in academic year 2018/2019. Researcher used the sample population in the sampling technique, because the population were less than 100 students, so in this study all populations were sampled. The number of samples in this study were 70 students. Data collection techniques are questionnaires, observation and research documentation. Data were analyzed using a simple linear regression formula using SPSS 23 windows.

The result showed that R squared is 0,068. It indicated that full day school activities gives 6,8% contribution on English learning motivation. There is significant effect of full day school activities on English learning motivation. It was proven by the value of F_{test} is higher than the level of F_{table} . $F_{test} 4,997 > F_{table} 3,93$ and the equation regression model is $Y = 23,434B + 0,217X$. In addition, regression model equation is significant because it has already fulfilled the criteria of linearity. Finally, the equation regression model is $Y = 23,434B + 0,217X$. It can be concluded that H_a was accepted and H_0 was rejected.

So, from the calculation above it can be concluded that there is a significant effect of full day school activities on English learning motivation in English in eleventh grade students of SMAN 1 Jenangan in academic year 2018/2019. This implies that full day school activities have a good effect on increasing students learning motivation in English. This means that schools or teachers are recommended to maximize full day school activities to increase students motivation by learning English more optimally supported with good infrastructures.

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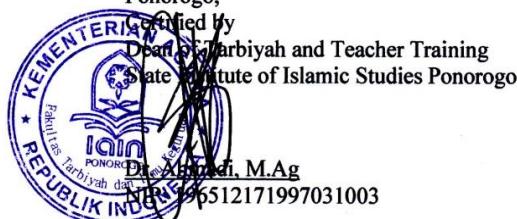
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CHAPTER I

INTRODUCTION

A. Background of the Study

Human need education in life be change, education is a conscious effort and planned so that humans can develop himself through the learning process¹. Learning has an important role for people, because learning gives some information about education, society, culture, religion, etc. Learning is to observe, to read, to imitate, to try, something themselves, to listen, to follow direction.² Similarly, teaching, which is implied in the first definition of learning, may be as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.³ The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking.

Education is one indicator to measure the progress and degree of prosperity of a country. To be able to realize good national education, it is necessary

¹Depdiknas, Undang-undang RI No.20, Tentang Sistem Pendidikan Nasional (Jakarta: Depdiknas 2003),Pasal 1.

²Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Depok:RajawaliPers 2018),20.

³H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition*, (New York: Pearson Education Inc.,2000), 7.

to have changes in all fields, including in the field of education. The expected change in education is an effort to improve the curriculum, teaching and learning process, textbooks, evaluation methods, and refinement in providing guidance to students who have difficulty learning so that with the renewal of the education system maximum educational outcomes can be obtained.⁴

Education is real is to be done by each parent to develop in total ability possessed by each of his children. The future later on of course depends on what has been acquired from those experiences. One experience that was owned from the learners that is retrieved from the education he received. The intentions embedded in goals and judgments, and the extent of their realization depend on determinations of what it would look like if the goals were achieved.⁵ So, goals in the educational program are the starting point from which we obtain all subsequent activities and therefore are important for the teaching and learning process. Without the goals of education, teachers only carry out a series of random activities which may sometimes not be beneficial for students.

There are various ways that can be used to improve the quality of education has an important role

⁴Fuji Dwi Lestari, “*Implementasi Fullday School dalam Meningkatkan Prestasi Belajar Siswa*”, (Tesis UMS, Surakarta, 2012), 3.

⁵Keith M Lewin, “*Goals and Indicators for Education and Developmen: Consolidating the Architectures*”, (Open Society Foundations, 2015), 5.

in human life. In practice, from year to year a portrait of the world of education in Indonesia often and even has always been tinged with policy changes, ranging from changes in the curriculum, to change the system of learning in an effort to fulfill every person education, so that the Minister of national education established the existence of a system of full day school.

On the other hand in this full day school system, using teaching methods which emancipator dialogues this concept offers a teaching position students as the dominant subject in the process of teaching and learning, the teacher as a facilitator and provide stimulus for students against the subjects to be discussed and deepened by the students themselves will foster a culture of discussion and dialogue, so that with ever learning students do not become saturated.⁶

Full day schools in Indonesia are considered a new education system. Usually it starts at 07.00-16.00 pm⁷. So, during a full day students are in school and do all the learning activities in school. In the application of the learning system full day students potentially boredom or stress due to be at school all day. Especially if the planned school program less attractive and varied.

The full day school is packaging in terms of how to learn the quality-oriented education that lasts a

⁶Bobbi Departer, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching (Mempraktekan Quantum Teaching Di Ruang Kelas-Kelas)*, (Kaifa, Bandung, 2004), 4

⁷Jamal Ma'murasmani, *Full Day School*, (Yogyakarta: Ar-Ruzz Media, 2017), 8

full day. In contrast to school half day, full day system school usually develop the integration between public and religious education by maximizing the development aspects of the cognitive, affective and psychomotor. The development of the cognitive aspect is rather to the results in the form of knowledge, ability, and intellectual skills, in advances affective aims for learning that is more in touch with their feelings, attitudes, interests, and value.

In this full day school program students gained a lot of profit in academic, of course the length of study time is also one of the dimensions of the experience of the child. There is a research says that students will get many advantages to academically and socially by the existence of full day school.⁸ Cryan and others in his research found that by having a full day school demonstrate the kids will learn a lot more than playing, because of the time involved in class, this has resulted in high productivity, then it is also more likely close to the teacher, the students also showed a more positive attitude, because not there spare time to do deviation because a day students are in class and be in a supervisory teacher.⁹

The school is basically a reflection of the real conditions of society. The situation of rural people who tend to be less aware of education, want their children to immediately work and assume school is not

⁸Muhaimin, *Paradigma Pendidikan Islam*, (Bandung: PT Remaja Rosda Karya 2004) ,168.

⁹*Ibid*, 4.

important. This has an impact on the condition of students who are less motivated. The emergence of these problems resulted in a decrease in students in rural schools so the school had to go down the field to do socialization around the schools to build awareness of rural communities about the importance of education. Besides that schools also have to build students' motivation to continue the school spirit, what else in the modern era with very tight competition is demanded to have more skill and expertise.

Full day School is a new innovation in education that applied at SMA Negeri 1 Jenangan when the teaching and learning process requires the academics to stay in school from morning to evening, starting at 07.00-15.30 WIB. The implementation of this Full day school lasts five days (Monday-Friday). Saturdays are filled with non-academic activities such as extracurricular activities, students are more able to be independent and know the environment around them. The background of the establishment of Full day School is that the learning process is student-centered. This Full day school system learning process does not only emphasize learning on cognitive aspects but in the learning system there are various kinds of creative learning methods not based on the number information knowledge delivered by the teacher but how do students learn on "how to learn", "how to do", and "how to feel", so that the child is more active and motivated.

In teaching and learning process, motivation is very necessary, because someone who does not have

motivation in learning will not likely perform learning activities. According to Jeremy Harmer motivation is some kind of internal drive which pushes someone to do things in order to achieve something.¹⁰ From the quotation above, it shows that students' motivation will drive students in doing something. Students' motivation can influence what and how they learn.¹¹

Based on the observation during research at SMA Negeri 1 Jenangan, the research found the variation of students' motivation in learning English. There are high students' motivation and low students' motivation. The characteristics of low students' motivation are lazy in accepting the lessons in class, rarely do the assignment, lazy record material of teacher, lack of concentration when the teacher explained the material (day dreaming), kidding with the friend when the teacher was giving a lesson, and learning outcomes that are less good. Otherwise, the students who have high motivations are always listen what the teacher explain, do task from the teacher, do not embarrassed to ask and get good value.

There are two factors which influence students' motivation, external and internal factors. The internal factors consist of students' interest, need and goal in learning. The external factors consist of teacher, parents

¹⁰Jeremy Hermer, *The Practice of English Language Teaching 3rd Edition* (London: Longman group Ltd, 1986), 51.

¹¹Dale HSchunk, *Learning Theories: An Education Perspective* (Amerika: Pearson, 2012), 356.

and environment.¹² Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment, classroom atmosphere, learning program and also the quality of facilities are good, they will do their best to achieve better English.

The researcher conducted research in this school because of a full day school learning program applied by this school. In the implementation, learning is the program that has been in accordance with the mission of SMA Negeri 1 Jenangan.

Therefore, departing from above conditions the researcher is interested in knowing more about the effects of the full day school activities on students' English learning motivation.

B. Research Focus

In this research focus is the scope of the problem to be reviewed. So the discussion can be focused and not widen to irrelevant from the original purpose

According to the background of the study above, the researcher will focused on:

1. The effects of activities the full day school activities on students' English learning motivation.

¹²Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Persss, 1996), 276.

2. English learning motivation for the eleven grade students' SMAN 1 Jenangan academic year 2018/2019.

C. Statements of the Problem

Out Statement of the problems are useful to provide a focusing idea on research to find out results of this study. Understanding the meaning of the statement of the problem above, the researcher will focus on the following problems:

1. How is full day school activity in SMAN 1 Jenangan Ponorogo conducted?
2. How are students English learning motivation in SMAN 1 Jenangan Ponorogo?
3. Is there any significant effects of full day school activity on English learning motivation at SMAN 1 Jenangan?

D. Objectives of the Study

Objectives of the study are very important because it write description clearly as fundamental of the subject. Based on statement above, this study aims:

1. To know how full day school at SMAN 1 Jenangan Ponorogo is conducted.
2. To analysis the English learning motivation of students at SMAN 1 Jenangan Ponorogo.

3. To know the effects significant motivation students of full day school at SMAN 1 Jenangan Ponorogo.

E. Significances of the Study

The result of the research is expected to give some benefits theoretically and practically. They are as follows:

1. Theoretical Significances

The research on the study material can be expected especially in the English language, language courses in understanding the influences of a program that is in the world of education.

2. Practical Significances

a. Teachers

This research can improve teachers' knowledge on how to create some design in learning process, furthermore students enjoy and easy to understand about material.

b. Students

Students are able to understand about activities full day school. These will give some contribution to adapt activities full day school in learning. It helps students to improve students' motivation in English learning.

c. For Educational Institution

The results of this study are expected to provide a contribution to information and benefits for the next reference for material

researchers and various stakeholders of programs full day school in an attempt to improve the knowledge in the world of education.

d. The Reader

To increase the knowledge of program full day school and also more able to give appreciation to students full day school and people who are involved in teaching and education in there.

F. Organization of the Thesis

To make easy to arrange the thesis, this section explains the organization of the thesis. The researcher writes this thesis in five chapters discussed in this research report, these related one and another. The organization of this thesis are:

1. CHAPTER I : Introduction.

In this chapter explains about the background of study, limitation of the problem, statement of the problem, objectives of the study, the significances of the study and organization of the thesis.

2. CHAPTER II :Review of Related Literature.

In this chapter explains about theoretical background, previous research finding (the synthesis of other research that inspiring this research), theoretical framework, and hypothesis.

3. **CHAPTER III** : Research Methodology.

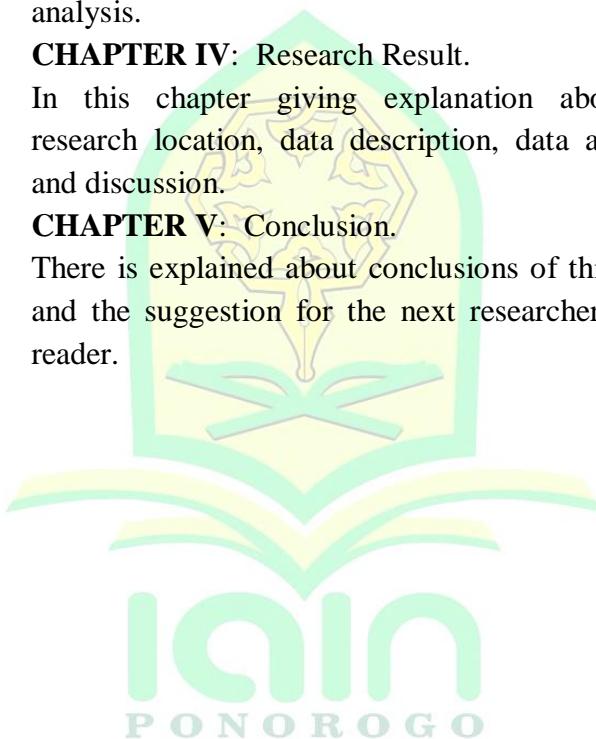
In this chapter giving the explanation about technique that is to make research. It consists of the method of the research, population, sample, and respondent, the instrument of data collection, technique of data collection and technique of data analysis.

4. **CHAPTER IV:** Research Result.

In this chapter giving explanation about the research location, data description, data analysis, and discussion.

5. **CHAPTER V:** Conclusion.

There is explained about conclusions of this study and the suggestion for the next researcher or the reader.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will explain previous research finding, theoretical analysis, theoretical framework, and hypothesis. All of the theories in the introduction will be explained here such as full day school activities and students learning motivation.

A. Previous Research Finding

There are three previous studies that found researcher. There are:

The first research done by Rini Rohmawati.¹³ She wrote a research entitled The Effect of Motivation and Anxiety on Students' Speaking Ability. This research employed quantitative research that applied ex-post facto design. The finding showed that (1) There is no significant effect of motivation on students' speaking ability. It was proven by the value of F_{test} is lower than the level of F_{table} . $F_{test} 1.156 < F_{table} 4.00$ and the equational regression model is $Y = 62.820 + 0.051$. (2) There is no significant effect of anxiety on speaking ability. It was proven by the value of F_{test} is lower than the level F_{table} . $F_{test} 3.357 < F_{table} 4.00$ and the equational

¹³RiniRohmawati, "The Effect Of Motivation And Anxiety On Students' Speaking Ability in the fourth semester of English Education Department at IAIN Ponorogo in academic year 2017/2018." English Education, 2018

regression model is $Y = 61.200 + 0.083$. (3) There is no effect of motivation and anxiety on students speaking ability. This is evident from the results of research, the $1.925 < F_{test} < 4.00$ and the equational regression model is $Y = 59.534 + 0.029 + 0.075$.

The second, research done by Dina Melan Sari.¹⁴ She wrote thesis entitled *The Effect of Full Day School Program on Student Learning Achievement in SMA Global Madani, Rajabasa, Bandar Lampung*. This type of research used quantitative explanatory, using data obtained from the questionnaire distribution. The results showed that there is a positive effect between full day school program with student learning achievement with regression equation of $Y = 14.212 + 0.291X$. The calculation of coefficient of determination (R^2) of 0.066 shows the magnitude of the effect of full day school program on student learning achievement of 6.6%. With the value of correlation coefficient (r) of 0.258 are categorized as weak. This means that full day school programs are not the only factors that affect student's learning achievement. So the hope for the next researcher can do similar research with different variables, so it can see other factors that affect learning achievement.

¹⁴Dina Melan, "*The Effect of Full Day School Program on Student Learning Achievement in SMA Global Madani, Rajabasa, Bandar Lampung*" in academic year 2017/2018." Social Science and Political Science, 2018.

The third research is done by Yurni Rahma.¹⁵ She wrote a research entitled The Effect of Management Full Day School on Students' Learning Motivation. The objective of this research was to determine the application of full day school management in Ipilo Gorontalo Elementary School, the level of student learning motivation in participating in full day school learning at SDN 63 Gorontalo, the effect of management of full day school learning on students motivation in Ipilo Gorontalo Elementary School. The technique used is stratified proportional random sampling. Data were collected by questionnaire, then analyzed by simple linear regression correlation techniques. Management of full day school learning in Ipilo Gorontalo Elementary School is very good, students motivation in Ipilo Gorontalo Elementary School is high, based on the result of correlation analysis using simple linear regression techniques, the results have a significant effect between management of full day school learning and student motivation Ipilo Gorontalo Elementary School.

The similarity between the previous research and this study used ex-post facto quantitative methods and same education program, namely full day school and motivation. Whereas the difference between the

¹⁵YurniRahma, “*The Effect of Management Full Day School on Students Learning Motivation*”, Jurnal Pendidikan Surya Edukasi (JPSE), Volume: 4 , Juni 2018, No 1.

previous used the Elementary school subject, while the research subject used class XI of senior high school.

B. Theoretical Background

1. Full Day School

a. Definition of Full Day School

Full day school as a creative breakthrough in the field of education is very interesting to study its historical aspects. From this historical aspect, it is known that several important things can be concluded and are useful in projecting the future of education. According to Achmed El-Hisyam, the history of the emergence of a full day school program was born in the early 1980s in the United States that was applied to kindergarten schools, which eventually widened to the level of elementary to high school.¹⁶

According to the research summary, the interest of most people in the United States towards full day school is motivated by a number of things as follows.

¹⁶Dina Melan, “*The Effect of Full Day School Program on Student Learning Achievement in SMA Global Madani, Rajabasa, Bandar Lampung*” in academic year 2017/2018.” Social Science and Political Science, 2018.

¹⁶YurniRahma, “*The Effect of Management Full Day School on Students Learning Motivation*”, Jurnal Pendidikan Surya Edukasi (JPSE), (Volume: 4 , Juni 2018, No 1.), 17.

- 1) The increasing number of parents, especially mothers who work and have children under 6 years.
- 2) The increasing number of preschoolers who are accommodated in publicly owned schools or the general public.
- 3) Increased influence of television and busyness (mobility) of parents.
- 4) The desire to improve academic values so that success faces a higher level.¹⁷

So with the full day program, all of the above problems are expected to be addressed properly.

The term full day school is an adaptation from the United Kingdom where in a Full meaning, day meaning and school means.¹⁸ So in terminology full day school means a full day of learning. Full day school is one term of the learning process that is implemented in full, where the child's activities more done at school than at home. So, the meaning of full day school is school throughout the day or the teaching and learning process that is applied from morning to evening, starting at 06.45-15.30 WIB, with the

¹⁷Ibid 17.

¹⁸Sahari, "Fullday School dalam Sorotan Ilmu Sosiologi, Psikologi, danEkonomi," *Iqra'*, Vol. 11, No. 1

duration of rest every two hours.¹⁹ Thus, the school can manage the lesson schedule freely, adjusted to the weight of the subjects and coupled with the deepening of the material. However, the longer the learning process in schools not only takes place in the classroom, because the initial concept creation programs full day school it's not adding to the material's learning lessons that are already established by the Department as there are in the curriculum, but the school additional hours used for the enrichment of learning material delivered by the method of learning that is fun and creative to add insights and deepening knowledge, job the guidance teacher, mental coaching, mental and moral. In other words, the basic concept of full day school this is the integrated curriculum and the integrated activity. So in terminology full day school means a full day of learning.

b. The Purpose of Full Day School

The purpose of education is the end result expected by an act of educating. Educate was common actions deliberately to achieve the goal of education. While the goal in education is a very Urgent because the

¹⁹Hajar Dewantoro, *Silabus.mpi Media Pendidikan Indonesia, Pengertian dan Tujuan Pembelajaran Full Day School*, (Online),2017. <https://silabus.org/full-day-school/amp/>, on accesses April 9 2019.

destination is not without an education as educational.²⁰

In an organization of education, educational objectives have been formulated in the various levels of objectives, namely:

- 1) National Education Goals
- 2) The institutional Goals
- 3) Purpose of the curriculum.
- 4) Instructional Objectives (teaching)²¹

All of the above objectives is the order in which the hierarchy of mutual support between the purpose of the one with the other, as well as a national goal as ending, so all the outline of educational goals of college level should be based and based upon national education goals. So that is the purpose of a full day school here is the end result expected by certain institutions over the intensification of effort factor education in teaching and learning in schools.

Full day school system basically uses a system of integrated curriculum and the integrated activity which is a form of learning that is expected to form a child (student) that intellectual can combine aspects of skills and knowledge with a great attitude and was

²⁰Ahmad Tafsir, *Ilmu Pendidikan dalam Perspektif Islam*, (Bandung: Remaja Rosdakarya, 1992),32.

²¹ Suharsimi Arikunto, *Manajemen Pengajaran Secara Manusiawi*, (Bandung : Rineka Cipta, Cet II, 1993), 14.

Islamic. The existence of the outlines of the program in the system full day school, the school that carries out this program are expected be able to achieve the target objectives to be achieved by the institutions which carry out system full day school.²² As for the outlines of programs full day school is as follows:

- 1) Forming an Islamic attitude
 - a) Formation of an Islamic attitude
 - (1) Basic knowledge of the Islamic faith, and Ikhsan.
 - (2) The basic knowledge about the attitudes, commendable and deplorable.
 - (3) The love of Allah and prophet
 - (4) Islamic and the spirit of pride to fight for
 - b) Islamic cultural Conditioning
 - (1) Love to worship
 - (2) Love to learn
 - (3) Discipline
 - (4) Creative
 - (5) Independent
 - (6) Clean and healthy Life
 - (7) The Islamic etiquette.

²²Sehudin, *Pengaruh Pelaksanaan Pembelajaran Full Day School Terhadap Akhlak Siswa*, (Surabaya: Perpustakaan IAIN SUNAN, 2005), 16.

- 2) Mastery of knowledge and skills
 - a) Staple materials knowledge education programs
 - b) Knowing and skilled in worship daily.
 - c) Knowing and skilled at reading and wrote the Qur'an.
 - d) Understand the contents in a simple daily charity content.²³

c. Characteristics of Full Day School

In accordance with the spirit of educational autonomy was given authority to govern itself in accordance with the spirit that is in the area. With this kind of Community policies is given ample opportunity to develop intensively in the management of educational institutions in the region in accordance with its cultural background. The Central Government provide enough national standard curriculum, while development was handed over to the region, especially in determining local content.

Autonomy education welcomed by private education institutions with existing State restructure with the aim to improve the quality of education, in addition also the need of the community mentioned by the everyday job duties and want quality education, this kind of circumstances responded by organizing a full day learning school model, in the sense of

²³Ibid, 17

teaching and learning activities is extended until the afternoon. Then as a consequence the need for good management, especially in learning associated with effective learning time, structured teaching and opportunities to learn.²⁴

The most fundamental characteristics in the model study Full day school that is a process of Integrated curriculum and the integrated activity which is a form of learning that is expected to reshape children (students) that intellectual can blending aspects of skills and knowledge with a good attitude and Islam.

Schools that implement a full day learning school, in carrying out his education varied, both in terms of the scheduled time or curriculum or local institutions that use, in principle still refers to the cultivation of the values religion and morals of his Majesty as a stock's upcoming life besides fixed on the goal of the institution in the form of a quality education.²⁵

Thus senior high school full day school, the school must meet the criteria are effective and capable of managing and utilizing all the resources belonging to achieve

²⁴*Ibid*, 18

²⁵Sehudin, *Pengaruh Pelaksanaan Pembelajaran Full Day School Terhadap Akhlak Siswa* (Surabaya: Perpustakaan IAIN SUNAN, 2005), 16.

success the aim of the institution in the form of qualified graduates effectively and efficiently.

d. The positive and Negative impact of Full Day School

1) Positive impact Full Day School

a) Optimizing the utilization of time

Learning all day is proof of the high esteem over time, one of them by utilizing time effectively and productively.

b) Intensive digging and cultivating talent

With a very broad time allocation, time to dig and develop wide open with children maximize exercise time was expected son talent quickly known.

c) Instill the importance of process

All proceedings in the fly with hard work, patience, and consistency in doing the best with the long process of people being trained, mature, full of experience, meticulous, and increasingly professional in their field.

d) Focus in learning

Learning time is longer than the regular school system as in the Full Day School became an opportunity for schools to schedule lessons freely, which is taught in the morning and which are in teaching.

e) Maximize the potential

Child learns a powerful strength of in himself, sharpen and expanded it so that it appears on the surface.

f) Developing creativity

With an inspiring and motivational curriculum, creativity will be born by itself. Learning that is fun and varied its methodology will make the creativity of students develops quickly.

g) Controlled with either

The Full Day School facilitate among educators and parents in controlling the development of psychology, morality, spiritual exercises, and the character of the child.²⁶

2) Negative impact Full Day School

1. Lack of Socialization and freedom

By the time the school from morning to afternoon, the children go back home on the day at dusk, the condition of the body very fatigued because of a day at school. This makes the interact children with their environment.

²⁶Jamal Ma'murasmani, *Full Day School*, (Yogyakarta: Ar-Ruzz Media, 2017), 31-48

2. Lack of Freedom

Children need to socialize with peers that existed in the village or in the home environment. Children also need to be face to face, often interacting and joking laughter with both parents. Things are expensive opportunity to do the child before that time passes.

3. Feeling smug

Egotism vulnerable occur in children who are in the school in Full Day School. This is quite reasonable because in her every day, he never got along with outsiders.²⁷

2. Motivation

a. Definition of Learning Motivation

In Webster New World Dictionary, motivation is an affecting; a motive; an inciting.²⁸ A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal

²⁷Jamal Ma'murasmani, *Full Day School*, (Yogyakarta: Ar-Ruzz Media, 2017), 49-53s

²⁸ David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), 393

which provokes a “decision to act” as a result of which there is “sustained intellectual and or physical effort” so that the person can achieve some “previously set a goal”.²⁹ Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement. That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:³⁰

- 1) Desire to success
- 2) There is pushing of study
- 3) There are necessities in study
- 4) There is expectation in future
- 5) Appreciation in the learning process
- 6) There are attractive activities in the teaching learning process
- 7) Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of

²⁹Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 51

³⁰ Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)*, (Jakarta: BumiAksara, 2008), 23.

motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

b. Types of Motivation

Motivation can be divided into two types, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.³¹

1). Extrinsic Motivation

Extrinsic motivation is learning activity that occurs from the encouragement and someone need that absolutely not related to the activities of their own learning.³² It is caused by any number of outside factors. For example:

³¹Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1996),276

³²Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), 163

the need to pass an exam, financial reward, good mark, etc.

Some opinions state that the concept of intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.³³

According to Elicker and Marthur, children (student) who are full day school have higher learning readiness than children who go to school for half a day, so indirectly this will affect children's performance. Relatively long school learning sometimes students feel bored and not enthusiastic in participating in learning, therefore the teacher of full day school learners.³⁴

³³ M. Nur Ghufron &Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), 84

³⁴Tiara Rosalina, "Pengaruh Manajemen Pembelajaran Full DaySchool Terhadap Motivasi Belajar Siswa", 2012, (Online), karya-ilmiah.um.ac.id, diakses 05 Mei2019, 435

2). Intrinsic Motivation

“Intrinsic motivation comes from within the individual.”³⁵ Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongnes needs, self-esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.³⁶



³⁵Jeremy Harmer, *The Practice of English Language Teaching*,(London: Longman, 1991), 51

³⁶ Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2011),6

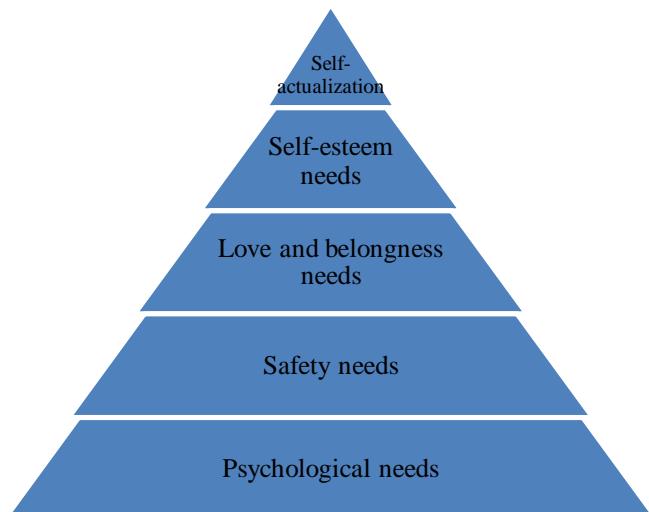


Table. 2.1
Hearhropy of need pyramid

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.³⁷ The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the individual itself. For

³⁷Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), 163-164

example: the enjoyment of the learning process makes themselves feel better.

Three characteristics of needed are:

- a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.
- c) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.³⁸

c. The Characteristic of Motivated Students

The most successful students are not necessarily those to whom a language comes very easily. However, they are those who display certain characteristic, most of them clearly associated with motivation, as follow:

³⁸Saundra K. Ciccarelli & J. Npland White, *Psychology 2td Edition*, (New Jersey: Person Education, 2009), 361

1) Positive task orientation.

The learner is willing to tackle tasks and challenges and has confidence in his or her success.

2) Ego-involvement.

The learner finds it important to succeed in learning in order to maintain and promote his or her own positive) self-image.

3) Need or achievement.

The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4) High aspiration.

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5) Goal orientation.

The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving.

6) Perseverance.

The learner consistently invests a high level of effort in learning, and is not

discouraged by setback or apparent lack of progress.

7) Tolerance of ambiguity.

The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.³⁹

d. The Function of Motivation

The function of motivation includes the following:⁴⁰

1. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.
2. Motivation serves as a director. It means that motivation drives to an act of achieving desire.
3. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.
4. The theory of motivation is closely linked to the concept of learning. A lot of need

³⁹Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1996), 275

⁴⁰Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), 161-162

is obtained from culture; need for achievement, need for affiliation, and need for power. When someone needs is very urgent then they will try hard to motivate himself. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

e. **Source of Motivation in the Learning Process**

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students feeling and engagement with the learning process.⁴¹

1) The society people in live

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the

⁴¹ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 51-52

choice of two languages to learn, which one would they choose? and why?

2) Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students peers also crucial. If they are critical of the subject or the activity, the students own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

3) The teacher

Clearly a major factor in the continuance of students motivation. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching

and learning process.⁴² Teacher is the key instrument to handle and organize students in the classroom.

4) The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

f. How to Arouse the Students' Learning Motivation

Teachers can use a variety of ways to move their students learning motivation or generate. According to Hamalik there are several ways of evoking motivation of study students:

1) Gives the numbers

Numbers in this case as a symbol of the value of learning activities, the main precisely to achieve a number or a good value. The good numbers for students are very strong motivations.

⁴²Zolt'n Dornyei, *Motivation in Second and Foreign Language Learning, Language Teaching*, (1998), 130

2) Prize

Prize can also be said as motivation, to the pupil over things that have to do with successful beneficial as learning stimulus. Prize gives rise to a sense of satisfied and happy.

3) Rival / competition

Rival or competition can be used as a motivational tool to encourage student learning. Competition, both individual competition and group competition can improve student learning achievement.

4) Ego-involvement

Foster awareness of students to feel the importance of the task and accept it as a challenge so working hard by risking self-esteem, is one form of motivation that is quite important.

5) Give a test

Students will study hard if they know there will be a test. Therefore, giving this test is also a means of motivation.

6) Know the results

By knowing the results of work, especially if there is progress, will

encourage students to be more active learning.

7) Praise

If there are students who succeed in successfully completing the task properly, praise must be given. This compliment is a positive form of reinforcement and is also a good motivation.

8) Punishment

Punishment as a negative reinforcement but if given correctly and wisely becomes a motivational tool. Therefore the teacher must understand the principles of punishment

9) The desire to learn

Means there is an element of deliberation, there is an intention to learn. This will be better, when compared to all activities without intent.

10) Interest

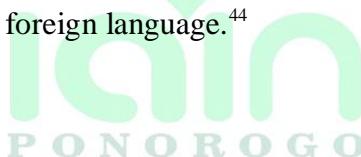
Motivation arises because there is a need, so is interest so it is appropriate that interest is a basic motivational tool. Regarding this interest, among others, can be generated in the following ways:

- a). arouse a need
- b). connecting with past experience issues
- c). give an opportunity to get good results
- d). use various forms of teaching.

11) A recognized goal

Goals that are recognized and accepted well by students, will be a very important motivational tool. Because by understanding the objectives achieved, because it is very useful and profitable, there will be a passion for learning.⁴³

According to Moiinvaziri, language learners were simultaneously motivated instrumentally and integratively. It was indicated learners were highly motivated towards learning English. Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second or foreign language.⁴⁴



⁴³Sardiman A.M, “*Interaksi & Motivasi Belajar Mengajar*”, (Depok: Rajawali Pers,2018), 92-95.

⁴⁴MitraAlizadeh, *The Impact of Motivation on English Language Learning*, International Journal of Research in English Education, (Lahijan Branch: Islamic Azad University, 18 November, 2016)11-13

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is experimental research the theories description is:

X =Full Day School Activities

Y = Student's Motivation in Learning English

Based on the theoretical framework analysis above, it can be presented the theoretical framework. If the full day school activities is bad, students' learning English motivation will be low. If the full day school activities is good, students' learning English motivation will be high.

D. Hypothesis

According Lundberg hypothesis is a tentative generalization of the validity that remains to be tested. In its most elementary stage the hypothesis may be any hunch, guess, imaginative idea which becomes basis for further investigation.⁴⁵ Hypothesis is a temporary answer to statement of the problems of the theoretical research.

After find idea statement of research above, the researcher take the hypothesis as follows:

H_0 : There is no significant effect of full day school activities on student's motivation in learning English at

⁴⁵Cited in Prabhat Pandey and Meenu Mishra Pandey, *Reseach Methodology: Tools and Techniques* (Romania: Bridge Center,2005), 32.

the eleventh grade SMAN 1 Jenangan Ponorogo in academic year 2018/2019.

Ha : There is any significant effect of full day school activities on student's motivation in learning English at the eleventh grade SMAN 1 Jenangan Ponorogo in academic year 2018/2019.



CHAPTER III

RESEARCH METHOD

The existence of the research method has a goal of guiding the research in the order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.⁴⁶ Research design is a mapping strategy which is based on sampling technique. It essentially includes objectives, sampling, research strategy, tools and technique for collecting the evidences, analyzing data and reporting the findings.⁴⁷

The research design used in this study was a quantitative research particularly using ex-post facto method. Regression is one of the statistical ex-post facto methods that learn the patterns of logical relationship between two or more variables in which one of them is acting as the independent variables

⁴⁶John W, Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches*(California: SAGE, 2009), 3.

⁴⁷Yogesh Kumar Singh, *Fundamental of research Methodology and Statistics*, (New Delhi: New Age International, 2006), 77

(variables whose values depend on other variables, and a variable to explain its value), and the other as an independent variable (variables whose values do not depend on other variable, and a variables that is used to describe other variables). Regression analysis was used to determine how the dependent variable can be predicted by the free variable individually based on the information held, so that the prediction error can be minimized. The results of the use of regression analysis can be used to decide whether and fall of the dependent variable can be done by raising or lowering the state of independent variables.⁴⁸ This research has two variables, those are:

1. Independent variable : Full Day School Activities (X)
2. Dependent variable : English Learning Students Motivation (Y)

B. Population and Sample

1. Population

In conduct some observation, the research needs to determine the population. Population is a group of individuals who have the same characteristic.⁴⁹

⁴⁸ Andhita Dessy Wulansai, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS* (Ponorogo: STAIN PO PRESS, 2012), 118-119.

⁴⁹ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches* (California: SAGE, 2009), 142.

Based on the explanation above of subject by the researcher. The population of the research was all of the eleventh grade students at SMAN 1 Jenangan Ponorogo in academic year 2018/2019. The number of the population was 70 students. They were class XI IPA 1 which consisted of 24 students, XI IPA 2 which consisted of 23 students, XI IPS 1 which consisted of 23 students.

2. Sample

Sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.⁵⁰ In this research, researcher applies sampling population at the sampling technique, because it saw a population of less than 100 people, then in this research all the population became sample, as many 70 students. So that the sampling technique used is samples population, that is all populations have the right to became samples.⁵¹

C. The Instrument of Data Collection

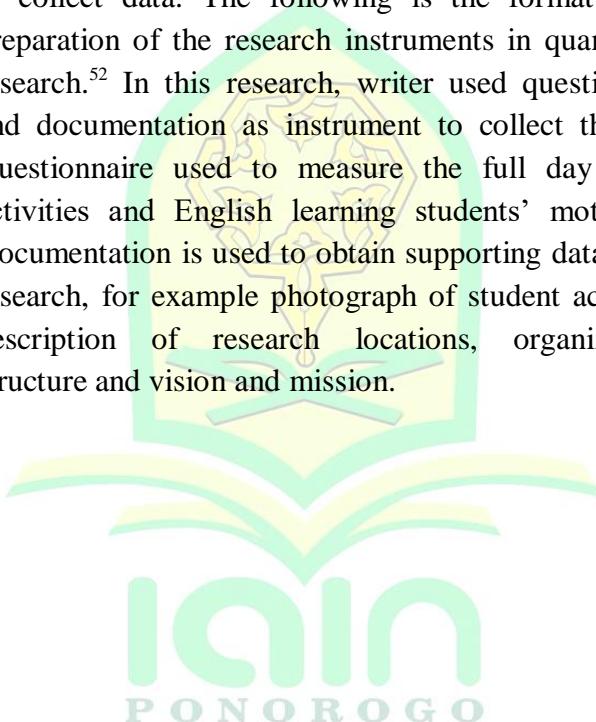
Instrument is a tool that used by a researcher in collecting the data in order that he or she works easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed. Data is most important thing in the research. To get the data,

⁵⁰John W Creswell, *Research Design Qualitative, Quantitative and mixed method approaches* (United State of America), 142.

⁵¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Renika Cipta, 2006), 134.

44 earcher has to arrange the instrument and technique data that are needed to collect data.

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques of the means used to collect data. The following is the format of the preparation of the research instruments in quantitative research.⁵² In this research, writer used questionnaire and documentation as instrument to collect the data. Questionnaire used to measure the full day school activities and English learning students' motivation. Documentation is used to obtain supporting data in this research, for example photograph of student activities, description of research locations, organizational structure and vision and mission.



⁵² Louis Cohen, *Research Method in Education Sixth Edition*, (New York: Routledge, 2007), 113-200

**Instrument of data collection can be shown as
table**

Table. 3.1

Title of Research	Variable	Indicator	Subject	Technique	Number
The Effect Of Full Day School Activities On English Learning Motivation At The Eleventh Grade Students'S man 1 JenanganPonorogo In Academic Year 2018/2019	Independent Variable (X): Full Day School Activities	Active learning Creative learning Effective learning Fun learning	Method Strategy Technolog y Media	Questionnaire Questionnaire Questionnaire Questionnaire Observasi	10 8, 9, 4, 5, 6, 7, 1, 2, 3,
	Dependent Variable (Y): English Learning Motivation	Student enthusiasm or need for doing something. Student awareness of their learning goals. Student are able to improve their skill through motivation	The Eleventh Grade Students The Eleventh Grade Students The Eleventh Grade Students	Questionnaire, Documentation Questionnaire, Documentation	1, 2, 4, 5, 3, 8 6, 7, 9, 10

D. The Technique of Data Collection

Data is one of essential components in a research activity. The use of the right technique in collecting data is important to take the objective. The technique of data collection in this research were by conducting questionnaire and documentation.

1. Observation

Researcher doing observation techniques to be more able to obtain data holistic and also allows researcher to use an inductive approach, more than

that researcher can also get a more comprehensive picture.

Observation is the selection and recording behavior of people in their environment.⁵³ It means that observation is a technique that researcher does in order to increase understanding of phenomena, situations, places and participant habits while in the research location. Participatory observation consists of six steps.

According to Johnson as quoted by Sari Wahyuni participator observation consist of six steps. There are⁵⁴:

- 1) Selection of a site and definition of problems, concepts and indicators.
- 2) The researcher chooses a strategy to move into the research setting.
- 3) Selecting people and events to observe.
- 4) Develop relationship with the participants.
- 5) Analyzing observations.
- 6) Final analysis and interpretation.

The object used in this observation is eleventh grade students' SMAN 1 Jenangan, this school implemented a full day school in teaching learning process. The researcher was used to kind observation systematic data that will help researcher to collect the data. Researcher has made

⁵³Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), p.21

⁵⁴Ibid, p.23-24

a framework that contains factor that have been arranged in advance. In this research, researcher used a observation to find out score, to identify students' motivation (Y) and full day school activities.

2. Documentation

Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcripts, books, newspaper, magazines, meeting result, ledger, etc.⁵⁵ in other words, it can be stated that documentation is used to collect data through printed materials.

In this research, the documentation was used to archive data that will help researcher to collect the data. They were taken from students' result of the given test, teacher lesson's plan, and photograph of teaching-learning process. Besides that, researcher also got the data about students' name of XI IPA 1, XI IPA 2 and XI IPS 1, transcripts related the geographical history, background of school, vision, mission, and the goals of the SMA Negeri 1 Jenangan.

3. Questionnaire

Questionnaire is one of the most common instrument used. They are relatively easy to prepare, they can be used with large number of

⁵⁵H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman:San Francisco State University, 2004), 243.

subject and they can option information that is relatively easy to tabulate and analyze.⁵⁶

The questionnaire is a widely used and useful instrument for collecting survey information, without the presence of the researcher, and often being comparatively straightforward to analyze.⁵⁷ Researcher used questionnaires so that they can obtain information about the thought, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of research participant. Questionnaire is a technique of data collecting done by giving question or written questions to the respondent to answer. In this research, researcher used a questionnaire to find out score, to identify full day school activities (X).

The scale which is used in this questionnaire was Likert scale. The Likert scale is used to measure attitude, argument, and also people perception about social phenomena. Likert scale is called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives.⁵⁸ In this research, researcher used a questionnaire to identify the full day school

⁵⁶ Jack C. Richard, *Curriculum Development in language Teaching*, (USA: Cambridge University Press, 2001), 60.

⁵⁷Louis Cohen, et al, Research Method in Education, 2007,317.

⁵⁸W Lawrence Neuman, *Social Research Methods: Quantitative and Qualitative Approaches*, (Boston: PERSON Education,2000), 182.

activities. The variable that would be measured was reduced became variable indicator. Then, that indicator became the central to arrange the instrument item which is used Likert scale has a gradation from most positive until most negative. The questionnaire in this research consist of 10 numbers multiple choice items that prepare 4 answers choice in each question that counts as follow:

Very Agree	= 4
Agree	= 3
Sometimes	= 2
Never	= 1

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability. It will be calculated which using SPSS 23 version. The formula those are:

a. Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Validity always refers to degree to which that evidence support the inferences that are made from the score.⁵⁹ Validity means the ability of the test to measure what we went to measure. To measure the

⁵⁹Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 236.

validity of questionnaire, in this research, the researcher uses the item validity by using the formula product moment correlation. The steps to calculate the validity are:

- 1) Make the table of item analysis of all questions.
- 2) Apply the data to the formula of product moment correlation.
- 3) Make an interpretation of the correlation result (r_{xy}) of each question.

The validity of each item was then analyzed by using SPSS 23 for Windows. After finding r_{xy} , it was consulted to r_{table} with 5% level of significance. If the value of r_{xy} is equal to or greater than the value of r_{table} , it indicates that item is a valid. According to the r_{table} value for $N = 24$ on the 5% of significance level it listed 0,404The result of the SPSS calculated is in the following:



Table. 3.2 The result of validity test

Number	"r" calculated	"r" criteria	Criteria
1			
2	0,436	0,404	Valid
3	0,751	0,404	Valid
4	0,652	0,404	Valid
5	0,653	0,404	Valid
6	0,547	0,404	Valid
7	0,597	0,404	Valid
8	0,675	0,404	Valid
9	0,647	0,404	Valid
10	0,723	0,404	Valid

From the table above, there were 10 questions with index of correlation $\geq 0,404$.

b. Reliability

Reliability is the consistency of the test scores.⁶⁰ In general, test reliability is defined as the extent to which the result can be considered consistent or stable.⁶¹ Reliability is constancy or carefulness of instrument evaluation in quantitative research, reliability is an essentially a synonym for dependability, consistency and reliability over time, over instruments and over

⁶⁰Lyle F.. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: University Press, 1997), 237.

⁶¹James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment* (New York: McGraw Hill ESL,2005), 175.

groups of respondents.⁶² It means that numerical results produced by an indicator are not vary because of characteristic of the measurement instrument itself.⁶³ So reliability is the consistently of the result if an indicator or question is repeated in similar condition. To measure reliability used Alpha Cronbach formula. In this research, researcher employed SPSS 23 program windows to measure reliability. The result of reliability calculation is presented calculation is presented in the following table

The result of reliability test

Reliability Statistics

Table 3.3

Cronbach's Alpha	N of Item
0,822	10

The more reliability coefficient is depressed below 1 and the lower the reliability. Conversely, if the reliability coefficient is near 1,00, the instrument is relatively little error and high reliability.⁶⁴ In this research, researcher

⁶²Louis Cohen, et al, *Research Method in Education*, (New York: Madison Avenue,2007), 146

⁶³W Lawrence Neuman, *Basic of Social Research Quantitative and Qualitative Approach Second Edition*, (Boston: Person Education, 2004), 116.

⁶⁴Ibid, 147

find a reliability is 0,822 it means that the reliability of the instrument is very high.

E. The Technique of Data Analysis

To analyze the Effect of the Full Day School Activities on English Learning Motivation at The Eleventh Grade Students' of SMAN 1 Jenangan Ponorogo in Academic Year 2018/2019, the researcher used simple linear regression formulate. It is used to regression the Full Day School Activities with English Learning Students' Motivation. Before the researcher use simple linier regression formulate, the researcher use normality test.

Normality test was used to determine whether a data set was well- modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.⁶⁵ To better avoid the mistakes the research uses some formula, there were: kolmogorove-smirnov, lilliforse, and chi square. The researcher choose kolmogorove-smirnov to calculation this research.

The steps of analyzing data simple normality formulate as follows:

⁶⁵RetnoWidyaningrum, *Statistik*, (Ponorogo: IAIN PO Press, 2009), 206

a. Normality test

Normality test is to determined whether the population data is normally distributed or not.⁶⁶ The calculation normality test is used SPSS 23 version to find out the normality of data by followed this step:

- 1) Input the data to the data view by first feel the variable view with write down the name of the classes.
- 2) Click analyze-non parametric test-sample K-S
- 3) Drag the data into test variable
- 4) Click ok

b. Linearity test

Linearity test is form of functional relationship between variable. Linearity test is use to test the model of regression equation of a variable Y over a variable X.⁶⁷

The steps of analyzing data simple linearity regression formulate as follows:

- 1) Hypothesis Test

After collection data, the researcher uses SPSS statistic 23 version for calculate data. That is hypothesis of the test:

$H_a: \beta_1 = 0$ (there is any significant effect of variable X to variable Y)

⁶⁶ Sofian Siregar, *Statistik Parametik Untuk Penelitian Kuantitatif*, (Jakarta: PT Bumi Aksara, 2014) 153

⁶⁷*Ibid*, 149

$H_0: \beta_2 \neq 0$ (there is no significant effect of variable X to variable Y)

- 2) Test-Statistic used SPSS 23 Program Windows
- 3) Find the magnitude of the effect of variable X to variable Y
 - a) Make the ANOVA table
 - b) Determine the coefficient of determination (R^2)



CHAPTER VI

RESEARCH FINDINGS AND DISCUSSION

A. General Research Findings

1. History of SMAN 1 Jenangan Ponorogo

In connection with the issuance of government regulation of Ponorogo that every district should have at least one state senior high school. Therefore, the Government of Ponorogo funds the District of Jenangan to build the school. Finally, in 2003 the government established a school organization, named SMAN 1 Ponorogo Jenangan. Starting from the beginning of the existence, the school directly got the status of State Statistics Number School (NSS) 301051103004. The establishment certificate number is 425/828 /405.51 / 2003. SMAN 1 Jenangan got the status of Accreditation a status was precisely in 2012. The Principal of SMAN 1 was the first time to take pleasure, Mr. Suroto PLT. After Mr. Suroto the principal was replaced by Drs. Joko Susilo, S.Pd., M. Hum until 2010. Furthermore, the principal was replaced by Drs. Subandi, M.Pd until 2015, after that was replaced by PLT, Drs. Sugeng Subagyo, M.Pd and was replaced again by Mr. Mursid, M.Pd to date.

2. Geographic Location of SMAN 1 Jenangan Ponorogo

SMAN 1 Jenangan is located on the Ngobel Highway, Semanding Village, Jenangan District, Ponorogo Regency, East Java Province. Postal Code 63492 with telephone number (0352) 531952. It is at an altitude - + 350 meters above sea level and is at the slopes of Mount Jenangan, so that the soil conditions are not level / level from building one to another building. SMAN 1 Jenangan is placed on Semanding village because the land in the area is still cheap. Before the school was established, the land was used as a garden by one of the villagers. The community is greatly helped by the existence of high school level in their environment.

3. Organization Structure of SMAN 1 Jenangan Ponorogo

To create good corporation in running mission and vision and also the target of education in SMAN 1 Jenangan Ponorogo, it is required an organization structure because it describes each personal's duty. Organization structure of the school can be seen as follows:

Headmaster	: Mursid, M.Pd
Head of administration	: Subari, S.Pd
Deputy of students' affair	: Bagus Nanang, S.E
Deputy of facility	: Drs. Sariyono, M.Pd
Deputy of Curriculum	: Farida Kristianawati, S.Pd

Deputy of library	: Purwindarti, S.Pd
Head of laboratory	: Esti Suprapti, S.Pd
Counseling	: Siti Fatonah, M.Psi

4. Vision, Mission and Objectives of SMAN 1 Jenangan School

a. Vision

The realization of a culture of achievement and life skills based on imtaq, science and technology and noble character.

b. Mission

- 1) Growing the spirit and culture of good achievement academic and non academic to all school members.
- 2) Increase understanding of the teachings of the religion adopted so that it becomes a cornerstone of thinking, acting, acting noble and polite.
- 3) Remind academic ability as provisions to continue study in higher education.
- 4) Develop the ability to communicate in language English and Indonesian.
- 5) Develop computer operating skills and Internet.

c. Objectives

- 1) Have high achievements in each subject.
- 2) Able to reach NUN above the specified graduation minimum.
- 3) Having a strong, directed and orderly reading culture.
- 4) Acceptable at State Universities for those who continue.

5. State of Education, Education Personnel, Facilities and Infrastructure

a. State of Teachers and Education Personnel

Teaching and learning process at SMAN

1 Jenangan Ponorogo teacher or staff of SMAN
 1 Jenangan Ponorogo amount of permanent teacher are as follow.

Table 4.1 Teacher or Staff Condition

No	Teachers or Staff Condition	Count
1.	Headmaster	1
2.	PNS	30
3.	Non PNS	3
4.	Staff	5
Total		39

To prepare and create the best graduates of course the most important quality is the recruitment of educators who are reliable and also have the ability in accordance with the field knowledge needed in the institution. To

support graduates there are many qualified teachers at SMAN 1 Jenangan 2018/2019 school year which amounts to 28 teaching staff. Besides that it is not only a reliable and competent workforce in their field. At SMAN 1 Jenangan it is supported by educational staff or employees who greatly help the continuity of the teaching and learning process.

b. Data of students SMAN 1 Jenangan

Students are important component in course of education. Students condition at SMAN 1 Jenangan Ponorogo in academic year 2018/2019 are as follows:

Table 4.2 Students Condition

No.	Class	Count
1.	X MIPA 1	25
2.	X IPS 1	24
3.	X IPS 2	23
4.	XI IPA 1	24
5.	XI IPA 2	23
6.	XI IPS	23
7.	XII IPA 1	20
8.	XII IPA 2	20
9.	XII IPS	20
Total		202

The number of students at SMAN 1 Jenangan Ponorogo in academic year 2018/2019 as whole reach 202 students, consist of 72 students class X (X MIPA 1, X IPS 1, X

IPS 2), 70 students class XI (XI IPA 1, XI IPA 2, XI IPS), and 60 students class XII (XII IPA 1, XII IPA 2, XII IPS). Students SMAN 1 Jenangan are students who participate and can boast the name of the school both within the city and outside the city of Ponorogo.

c. Facilities and infrastructure

Table4.3 Infrastructures of SMAN 1 Jenangan

No.	Name of Room	Count
1.	Class Room	11
2.	Library	1
3.	Laboratory Kimia	1
4.	Laboratory Physical	1
5.	Laboratory Computer	1
6.	Headmaster Room	1
7.	Teachers' Room	1
8.	Hall Room	1
9.	BK Room	1
10.	Administration Room	1
11.	Mosque	1
12.	Teachers' Toilet	2
13.	Students' Toilet	4

The number of education facilities is 26 rooms/building facilities, that consist of, 11 classrooms, 1 library, 1 chemistry laboratory, 1 physic laboratory, 1 computer laboratory,1 headmaster room,1 mosque,1 teacher room, 1 hall room,1 BK room,1 administration room, 2 teacher's toilets, and 4 students' toilets.

6. Curriculum of SMAN 1 Jenangan Ponorogo

Curriculum of SMAN 1 Jenangan Ponorogo is for class X curriculum 13 (K13) and for class XI and XII still uses the Kurikulum Tingkat Satuan Pendidikan (KTSP). Undang-undang Republik Indonesia number 20 year of 2003 and 2016 on National Education System and the Indonesian Government Regulation no.19 of 2005 on National Education Standards mandates completion of unit level education curriculum at primary and secondary levels of education with reference to the content standards and competency standards and based on the guidelines developed by the National Education standards Agency (BSNP). KTSP is developed based on the Content Standards (SI) and the Competency Standards (SK), which has been established by the government to ensure the achievement of national education goals.

Drafting of KTSP is arranged based on the guidelines of the National Education Standards Agency (BSNP) and other provisions relating to the curriculum in law 20/2003 and PP 19/2005. Drafting of KTSP is very necessary to accommodate all the potential in the region and to improve the quality of educational units, both in the academic and non-academic, cultural preserve area, following the development of science and technology that is based on faith and piety.

B. Specific Research Findings

Sample in this research were 70 students of the class XI SMAN 1 Jenangan Ponorogo. The variables of this research consisted of two variable namely Full Day School Activities (X), and English Learning Motivation (Y). The obtained data for each variable which have been scored representation full day school activities and English learning motivation are described as follow

1. Data Description about Full Day School Activities.

The researcher conducted observations on January 28 2019, researcher observed the process of full day school activities at SMAN 1. The following are the results of observations:

“When entering the school gate, students take off their jackets and tidy up the school uniform. Then greet the teacher who was waiting in front of the TU office not far from the school gate, by welcoming the students while carrying smiles, greetings, courtesy and courtesy. After all students entered the classroom, broadcasts from the audio center began listening to national songs. For a full day's school at SMAN 1 Jenangan, teachers are subject to 40 hours of learning. So, in one week must be 40 hours, which means that every day teachers and students must be schooled for 8 hours. Learning activities begin at 07.00 WIB after the bell, learning begins with prayer, sings a national

compulsory song, then continues by reading the Qur'an's short letters and literacy for 5 minutes, after which it continues with teaching and learning activities, and breaks 2 times for the first break at 10:00 WIB for 15 minutes, and the second break at 12:30 for 15 minutes is used for the midnight prayer in congregation. Learning activities ended at 3:15 a.m. WIB, and learning ended with prayer. Practical return at 15.15 WIB. This activity is carried out from Monday to Friday. Where as Saturday is a holiday, full day school is only 5 working days, so learning that Saturday is moved on that other day. So, from Monday to Friday we return an average of 15.15 WIB. The researcher also saw how the school environment was cool and clean, almost in every corner of the school there is always a tree adorn, according to the title that is carried, namely the Adiwiyata school. The process of holding a full day school at SMAN 1 Jenangan is very well organized, this can be seen from the application starting in the morning until before returning home, all activities are carried out good and maximum, all students are able to adjust activities without must be forced and ordered back. besides that the researchers also saw activities carried out by students after going home from school that is taking extracurricular activities, because in full day school activities had more time to develop the potential and rank of students, the school provided a place for students to develop their potential and talent

by holding extracurricular activities in the afternoon the day after returning home, the activity aims to direct students to more positive and beneficial activities. Extracurricular activities held by SMAN 1 Jenangan, one of which is scouting, sports, music, dance, and many other extracurricular activities.”⁶⁸

Based on the observations that have been carried out by the researchers above, in full day school activities at SMAN 1 Jenangan run well and in accordance with the vision, mission and objectives of SMAN 1 Jenangan, one of which is having a strong, directed and orderly reading culture and grow the spirit and culture of good achievement academic and non-academic to all school members.

In addition to observation, researchers also distributed questionnaires to 70 students related to the implementation of Full Day School. In this case, the researcher made 10 questions related to the application of a full day school system with alternative answers, each of which has a weighting value different. The questionnaire was given to the tenth grade students of SMAN 1 Jenangan. The indicator can be seen clearly as the table below:

⁶⁸Observation of the Full Day School Activities, Monday, 28 January, 2019, 06:30 - 15:15 WIB

Table 4.3 The Indicator of Full Day School

Title	Variable	Indicators	Number
The Effect Of Full Day School Activities On English Learning Motivation At The Eleventh Grade Students' SMAN 1 Jenangan Ponorogo In Academic	Full Day School Activities	a. Active learning b. Creative learning c. Effective learning d. Fun learning	10 8, 9, 4, 5, 6, 7, 1, 2, 3,

The questionnaire in this research consist of 10 numbers multiple choice items that prepare 4 answers choice in each question that counts as follow:

- | | |
|------------|-----|
| Very Agree | = 4 |
| Agree | = 3 |
| Sometimes | = 2 |
| Never | = 1 |

Table 4.3 The Result of Questionnaire of Full day school

No.	NAMA	SCORE
1	Anisa Nur Pitriani	24
2	Denada Anggi Prastika	19
3	Erina Tri Andini	24
4	Evi Dwi Kumalasari	17
5	Geni Eka Purwati	38
6	Hengki Nur Hudawati	31
7	Imam Mustofa	23
8	Ines Eva Cahyanti	30
9	Intan Rahmadhani Putri Adibing	21
10	Jeri Herdiansyah	26
11	Kharisma Yuli Silfiana	18
12	Laila Lathifah	38
13	Lindasari	24
14	Muhammad Irfan Rifai	26
15	Muyasharoh	27
16	Noviati Dwi Fitriawati	17
17	Purwanto	18
18	Ratri Nurjuliana	21
19	Rehar Chakti Prawira Bhima	20
20	Rendy Risky Saputra	15
21	Rika Bella Rahmawati	22
22	Winda Triana Dewi	19
23	Tantri Wulandari	26
24	Wahyu Widayati	28
25	Ahmad Diky Kernel Septian	23
26	Ayunda Vina Hemalia Putri	35
27	Dewi Nur Aripah	34
28	Dhea Septiana Eka Dewanti	24
29	Diah Nur Setioningsih	30

No.	NAMA	SCORE
30	Doni Adi Saputra	26
31	Dwi Janarko	19
32	Fadila Amara Putri	37
33	Ferry Andriawan	20
34	Kolil Mustofa	27
35	Lailie Kurnia Putri	22
36	Ma'ruf Badrudin	19
37	Mey Ekawira Adi Saputra	22
38	Muh. Yaisi Al Qhfari	20
39	Nazliatul Farhana Nadia	24
40	Noeroel Rohimah	24
41	Novita Amal Amelia	23
42	Pujo Sulistyo	28
43	Risky Shalsabila	20
44	Riyan Nurulloh	23
45	Selfi Anita	35
46	Triana Wulandari	23
47	Winda Tri Widyaningsih	23
48	Adi Tri Saputro	19
49	Agung Tri W	15
50	Anita Wulandari	20
51	Anggung Laksana Budi P	24
52	Aziza Rini Astuti	36
53	Dian Dwi Ningtyas	37
54	Dyah Amelia Putri	19
55	Edi Saputra	21
56	Eka Dewi Mardiana	17
57	Handry Setyo	23
58	Hengki Karisma	24
59	Isnatur Umah Hidayati	30
60	Lutfiatul M	27
61	Moh. Nurudin	32

No.	NAMA	SCORE
62	Muhammad Andika Widya Putra	16
63	Muhammad Nasrudin Yusuf	25
64	Novia Pratama Sari	36
65	Rizal Muchsinin	21
66	Sendi Cahya Saputra	21
67	Sholikah Itasari	30
68	Wardilham	35
69	Mas Darul Hilmi Algifari	24
70	Slamet Yulianto	20

Based on data obtained from a questionnaire distributed to 70 respondents indicated that the full day school showed the highest score was 38 and the lowest was 15. Based on these score, to determined interval used formula:

$$i = \frac{R}{k}$$

To cast about k value used formula :

$$\begin{aligned}
 k &= 1 + 3,322 \log n \\
 &= 1 + 3,322 \log 70 \\
 &= 1 + 3,322 \times 1,84509804 \\
 &= 1 + 6,129415688 \\
 &= 7,129415688 (7)
 \end{aligned}$$

To cast about R value used value used formula:

$$H = 38$$

$$L = 15$$

$$R = H-L+1$$

$$= 38-15+1 = 24$$

To determined interval used formula:

$$i = \frac{R}{k} = \frac{24}{7} = 3,428571 (3)$$

The result of students' questionnaire of full day school can be seen clearly on the following table.

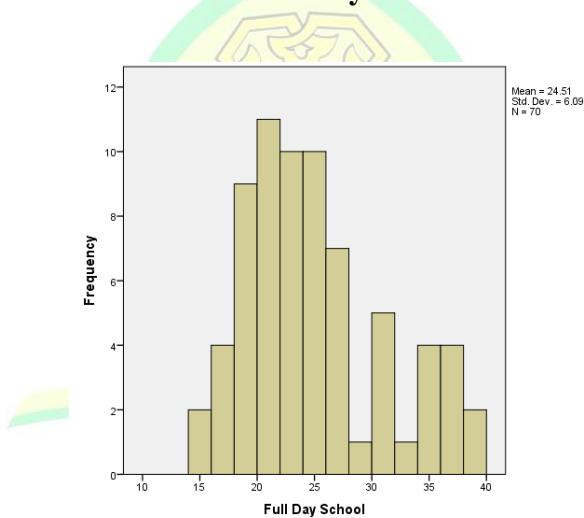
Table 4.5 Frequency Distribution of Full Day School

		Interval		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	15 - 17	6	8,6	8,6	8,6
	18 - 20	15	21,4	21,4	30,0
	21 - 23	15	21,4	21,4	51,4
	24 - 26	14	20,0	20,0	71,4
	27 - 29	4	5,7	5,7	77,1
	30 - 32	6	8,6	8,6	85,7
	33 - 35	4	5,7	5,7	91,4
	36 - 38	6	8,6	8,6	100,0
	Total	70	100,0	100,0	

From table above, it can be seen that the result of questionnaire of the full day school was varieties. There were 8,6% or 6 students got score between 15-17, 21,4% or 15 students got score between 18-20, 21,4% or 15 students got score

between 21-23, 20,0% or 14 students got score between 24-26, 5,7% or 4 students got score between 27-29, 8,6% or 6 students got score between 30-32, 5,7% or 4 students got score between 33-35, 8,6% or 6 students got score between 36-38. Based on the table above, the histogram can be in as follow:

Figures. 4.1 histogram frequency distribution of Full day school



From the histogram above, it is stated $M=24,33$ and $SD=5,71$. To determine the category of the full day school was good, medium or poor, the researcher grouped scores using the standard as follow:

- a. More than $M + 1.SD$ ($24,51 + 6,09 = 31$) is categorized into good.

- b. Between $M - 1.SD$ To $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($24,51 - 6,09 = 18$) is categorized into low.

It can be seen that the scores which are more than 30 is considered into good, while are less than 19 is categorization into low and the score of between 19-30 is categorization medium. That categorization can be clearly seen in the following:

Table 4.6 the categorization of students' questionnaire on the full day school activities

No.	Score	Frequency	Percentage	Category
1.	More than 31	16	23%	Good
2.	18-31	48	69%	Medium
3.	Less than 18	6	8%	Low
Total		70	100	

From the such categorization can be seen that the students' questionnaire on the school full day school activities showed that 23% in the good category, it is mean that there are 16 students positive response, 69% in a medium category, it is mean that there are 48 students neutral response and 8% in a low category, it is mean that there are 6 students negative response.

2. Data description about English learning students' motivation

The English learning students' motivation of the eleventh grade students of SMAN 1 Jenangan obtained from the result of observation, can be seen on the following table:

Table.4.7 The Result of Questionnaire of Students' English learning motivation

No.	NAMA	SCORE
1	Anisa Nur Pitriani	34
2	Denada Anggi Prastika	30
3	Erina Tri Andini	35
4	Evi Dwi Kumalasari	34
5	Geni Eka Purwati	34
6	Hengki Nur Hudawati	26
7	Imam Mustofa	23
8	Ines Eva Cahyanti	28
9	Intan Rahmadhani Putri Adibing	29
10	Jeri Herdiansyah	27
11	Kharisma Yuli Silfiana	31
12	Laila Lathifah	31
13	Lindasari	28
14	Muhammad Irfan Rifai	25
15	Muyasharoh	30
16	Noviati Dwi Fitriawati	34
17	Purwanto	26
18	Ratri Nurjuliana	29
19	Rehar Chakti Prawira Bhima	25
20	Rendy Risky Saputra	25
21	Rika Bella Rahmawati	35
22	Winda Triana Dewi	26

No.	NAMA	SCORE
23	Tantri Wulandari	28
24	Wahyu Widayati	27
25	Ahmad Diky Kernel Septian	26
26	Ayunda Vina Hemalia Putri	39
27	Dewi Nur Aripah	32
28	Dhea Septiana Eka Dewanti	30
29	Diah Nur Setiyoningsih	37
30	Doni Adi Saputra	25
31	Dwi Janarko	27
32	Fadila Amara Putri	32
33	Ferry Andriawan	23
34	Kolil Mustofa	25
35	Lailie Kurnia Putri	37
36	Ma'ruf Badrudin	27
37	Mey Ekawira Adi Saputra	22
38	Muh. Yaisi Al Qhfari	28
39	Nazliatul Farhana Nadia	39
40	Noeroel Rohimah	36
41	Novita Amal Amelia	34
42	Pujo Sulistyo	23
43	Risky Shalsabila	34
44	Riyan Nurulloh	26
45	Selfi Anita	33
46	Triana Wulandari	32
47	Winda Tri Widyaningsih	33
48	Adi Tri Saputro	21
49	Agung Tri W	23
50	Anita Wulandari	35
51	Anggung Laksana Budi P	30
52	Aziza Rini Astuti	33
53	Dian Dwi Ningtyas	26
54	Dyah Amelia Putri	29

No.	NAMA	SCORE
55	Edi Saputra	21
56	Eka Dewi Mardiana	34
57	Handry Setyo	21
58	Hengki Karisma	22
59	Isnatul Umah Hidayati	31
60	Lutfiatul M	35
61	Moh. Nurudin	27
62	Muhammad Andika Widya Putra	21
63	Muhammad Nasrudin Yusuf	23
64	Novia Pratama Sari	36
65	Rizal Muchsinin	23
66	Sendi Cahya Saputra	22
67	Sholikah Itasari	33
68	Wardilham	22
69	Mas Darul Hilmi Algifari	21
70	Slamet Yulianto	23

Based on data obtained from a observation systematic distributed to 70 respondents indicated that the motivation students showed the highest score was 39 and the lowest was 21. Based on these score, to determined interval used formula:

$$i = \frac{R}{k}$$

$$k$$

To cast about k value used formula :

$$k = 1 + 3,322 \log n$$

$$= 1 + 3,322 \log 70$$

$$= 1 + 3,322 \times 1,84509804$$

$$= 1+6,129415688$$

$$= 7,129415688 (7)$$

To cast about R value used value used formula:

$$H = 39$$

$$L = 21$$

$$R = H-L+1$$

$$= 39-21+1 = 19$$

To determined interval used formula:

$$i = \frac{R-L}{k} = \frac{19}{7} = 2,714285 (3)$$

$$k = 7$$

The result of students' questionnaire of students' motivation can be seen clearly on the following table.

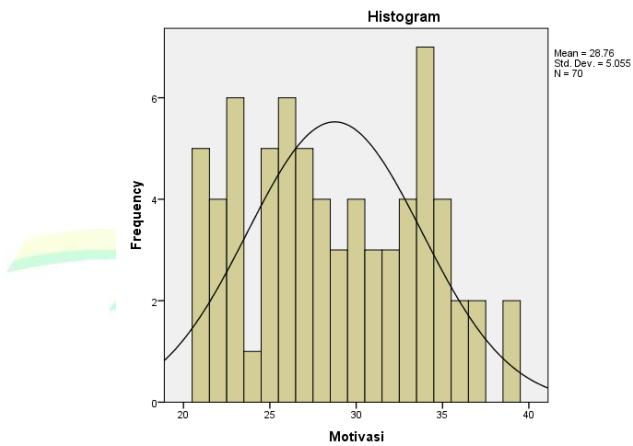
Table 4.8 Frequency Distribution of Students' Motivation

		Interval			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 - 23	15	21,4	21,4	21,4
	24 - 26	11	15,7	15,7	38,6
	27 - 29	12	17,1	17,1	55,7
	30 - 32	10	14,3	14,3	70,0
	33 - 35	17	24,3	24,3	91,4
	36 - 38	4	5,7	5,7	97,1
	39 - 41	2	2,9	2,9	100
Total		70	100	100	

From table above, could be seen that the result of questionnaire of the students' motivation

was varieties. There were 21,4% or 15 students got score between 21-23, 15,7% or 11 students got score between 24-26, 17,1% or 12 students got score between 27-29, 14,3% or 10 students got score between 30-32, 24,3% or 17 students got score between 33-35, 5,7% or 4 students got score between 36-38, 2,9% or 2 students got score between 39-41. Based on the table above, the histogram can be in as follow:

Figures. 4.2 Frequency Distribution of Students' Motivation



From the histogram above, it is stated $M=28.76$ and $SD= 5.055$. To determine the category of the full day school was good, medium or poor, the researcher group scores using the standard as follow:

- a. More than $M + 1.SD$ ($28.76 + 5.055 = 34$) is categorized into good
- b. Between $M - 1.SD$ To $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($28.76 - 5.055 = 24$) is categorized into low.

It can be seen that the scores which are more than 34 is considered into good, while are less than 24 is categorized into low and the score of between 24-34 is categorized medium. That categorized can be clearly seen in the following:

Table 4.9 the categorization of students' questionnaire on the students' motivation

No.	Score	Frequency	Percentage	Category
1.	More than 34	21	30%	Good
2.	24-34	34	49%	Medium
3.	Less than 24	15	21%	Low
Total		70	100%	

From the such categorization can be seen that the students' motivation showed that 30% in the good category, 49% in a medium category and 21% in a low category.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis.

a) Normality Test.

Assumption test analysis conducted as the prerequisite for testing hypothesis. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. Conducting the data are in normal distribution or not, the highest value of significance correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% or 0,05 level of significance, it can be concluded that the data are in normal distribution. While, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% or 0,05 significance it can be concluded that the data are not in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 for Windows. It is in the following:

Table 4.10 The Result of Normality test for Full Day School Activities and English Learning Students' Motivation

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	70
Normal Parameters ^{a,b}	Mean .0000000
	Std. Deviation 4.87852824
Most Extreme Differences	Absolute .078
	Positive .075
	Negative -.078
Test Statistic	.078
Asymp. Sig. (2-tailed)	.200 ^{c,d}

a. Test distribution is Normal.
b. N = 70
c. Two-tailed significance level
d. 95% confidence interval

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.200 because (significant value ≥ 0.05), H_0 is accepted, so score for the variables are normally distributed.

b) Linearity Test

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.⁶⁹ The calculation by using SPSS 23 program as following:

⁶⁹Supardi, *Aplikasi Statistika Dalam Penelitian*, (Jakarta Selatan : Change Publication, 2013),129.

Table 4.11 The Homogeneity of Variances**ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Motivation * Full Day School	Between Groups (Combined)	632.397	21	30.114	1.279	.237
	Linearity	120.669	1	120.669	5.124	.028
	Deviation from Linearity	511.728	20	25.586	1.086	.393
	Within Groups	1130.475	48	23.552		
	Total	1762.871	69			

Based on the table above the result of the linearity data, result of the significant value is 0.393 and it's greater than 0.05 which means that there is a significant linear relationship between variable Full Day School (X) with variable Students' Motivation (Y).

2. Testing Hypothesis

In this study, there is one hypothesis that should be tested. To decide whether H_0 is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The H_0 will be rejected and the H_a will be accepted if the value of T_{score} is higher than T_{table} . Meanwhile, H_0 will be accepted and H_a will be rejected if the value of T_{score} is lower than T_{table} .

The researcher calculated by using SPSS 23 program to found out if there was a significant or not. Before calculating t-test, the data should have normal distribution and homogeneity. The researcher conducted t-test calculation by using SPSS 23

program. The result of calculation asfollow:

Table 4.12 Determination Coefficient

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 ^a	.068	.055	4.914

a. Predictors: (Constant), Full Day School

Based on the table above, the value R as a symbol of coefficient correlation showed 0,262. It means that the correlation between two variables in this research namely school facilities and students' English achievement is categorized into low. Moreover, the value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,068. It implies that the independent variable X (Full Day School) gives 6,8% contribution on the dependent variable Y (English Learning Students' Motivation), then 93,2% influenced by other factors.

Then the analysis focus on the linearity of each variable, namely, the independent variable, X (Full Day School) toward the dependent variable Y (English Learning Students' Motivation), it can be seen from the ANOVA table below:

Table 4.13 ANOVA

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	120.669	1	120.669	4.997	.029 ^b
Residual	1642.203	68	24.150		
Total	1762.871	69			

a. Dependent Variable: Motivation

a. Predictors: (Constant), Full Day School

Referring to the ANOVA table above, the significant value is 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $\leq 0,05$, linear regression could be applied.

Then the analysis focus on the effect of the independent variable X (Full Day School Activities) toward the dependent variable Y (English Learning Students' Motivation), it can be seen from the Coefficient table below:

Table 4.14 Coefficients

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.434	2.453		9.555	.000
Full Day School	.217	.097	.262	2.235	.029

a. Dependent Variable: Motivation

Based on the above table it is known that the significance value for the effect of X on Y is 0.000. Gives a clear description about the equational regression model through Unstandardized Coefficients B. Therefore, the equational regression model is $Y = 23,434B + 0,217X$. The T_{score} above showed 23,651, it was compares to t_{table} with 5% level of significance, it listed 4,00. It means that T_{score} is higher than T_{table} . And the significant value is 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $< 0,05$. Referring to the result of analysis through SPSS 23 for Windows, it can be concluded that H_a was accepted and H_0 rejected. It implied Full Day School Activities there are significantly effects the English Learning Students' Motivation.

D. Discussion

This research was conducted to find out whether there was a significant effect of full Day School Activities on English learning motivation at the eleventh grade students' of SMAN 1 Jenangan Ponorogo in academic year 2018/2019. In this study, questionnaires and observations were used to obtain some data about full day school activities based on student perceptions of class XI students of SMAN 1 Jenangan Ponorogo. In addition, the researcher used

documentation techniques to obtain some data about English degree motivation of students in the eleventh class of SMAN 1 Jenangan Ponorogo.

After collecting data, then make a description of the data. It describes the results of the observation, questionnaire and documentation of student grades in English subjects. Then, data analysis is carried out. From the data analysis about the effect of significant full day schemes activities on English learning motivation at the eleventh grade students' of SMAN 1 Jenangan Ponorogo in academic year 2018/2019 academic year, it was found that the significant value was 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. Criteria are if the value is significant (less than) <0.05 , linear regression cannot be applied. It can be concluded that H_a is accepted and H_0 is rejected.

The value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared showed 0,068. It implies that the independent variable X (Full Day School) gives 6,8% contribution toward the dependent variable Y (English Learning Students' Motivation). The data above shows that the significant effects of Full Day School Activities on English Learning Students' Motivation in eleventh grade of SMAN 1 Jenangan Ponorogo in academic year 2018/2019 is 6,8%. It can be concluded that H_a was accepted and H_0 was rejected. It means that the

increasing of Full Day School Activities is followed by the increasing of English Learning Students' Motivation.

After collecting data, then make data description. And the result are as the follows :

1. The value of T_{score} is higher than the level of T_{table} . $T_{\text{score}} 23,651 \geq T_{\text{table}} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$. It means that there is significant effect of Full Day School Activities on English Learning Students' Motivation in eleventh grade students at SMAN 1 Jenangan Ponorogo academic year 2018/2019. In Harmers' perception, intrinsic motivation and extrinsic motivation derived from within the individual is especially important for encouraging students' success in second language learning.⁷⁰ And motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation. Determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.⁷¹
2. The value of the effect of X on Y is 0,029. off T_{table} .

⁷⁰Tuan, LuuTrong. " An Empirical Research Into EFL Learners" Motivation." *Theory And Practice in Lamguge Study*, Vol. 2, No. 3, (2012),(ACADEMY: PUBLISHER: Manufactured in Finland, 2017)..430-439

⁷¹Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competences In Vocational High School, West Sumatra." *International Journal Social Science*, Vol. 4, No, 6, (2014)

$T_{\text{score}} 23,651 \geq T_{\text{table}} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a is accepted which means there is significant effect of Full Day School Activities on English Learning Motivation at the eleventh grade students of SMAN 1 Jenangan Ponorogo academic year 2018/2019. It accepted the theory which explained, very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.⁷²

3. Based on the result, the significance value for the effect of X on Y is 0,029. Of F_{test} is higher than the level of F_{table} . $F_{\text{test}} 4,997 > F_{\text{table}} 3,93$ and the equation regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a is accepted which means there is significant effect of Full Day School Activities on English Learning Motivation at the eleventh grade students of SMAN 1 Jenangan Ponorogo academic year 2018/2019. This shows that full day activities that are implemented well by teachers can motivate students in learning. This is according to Safinatunnajah, "that the issue of motivation is not only related to student psychology, but also related to learning management"⁷³ Every

⁷²Ibid

⁷³Tiara Rosalina, "Pengaruh Manajemen Pembelajaran Full Day School Terhadap Motivasi Belajar Siswa", 2012, (Online), karya-ilmiah.um.ac.id, diakses 05 Mei 2019.

student has motivation different, therefore the implementation of learning fosters student learning motivation is one of the tasks and responsible teacher.⁷⁴ So that with the right full day activities the teacher learning will be more interesting and fun so that students motivated to take part in learning and the process of teaching and learning activities can run fluent.



⁷⁴Sanjaya, W. “Kurikulum dan Pembelajaran”, (Jakarta: Fajar Interpratama Offset, 2008),251.

CHAPTER V

CLOSING

A. Conclusion

Referring to the finding and discussion from the previous chapter, the researcher concluded

1. There is significant effect of full day school activities on English learning motivation at the eleventh grade students' of SMAN 1 Jenangan Ponorogo in academic year 2018/2019. The R squared showed 0,068. It implies that the independent variable X (full day school activities) gives 6,8% contribution on the dependent variable Y (English learning students' motivation), then 93,2% influenced by other factors. Then, the equational regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a was accepted and H_0 was rejected.
2. There is significant effect of Full Day School Activities on English Learning Motivation in Eleventh Grade Students' at SMAN 1 Jenangan Ponorogo academic year 2018/2019. It was proven by the result of significance value for the effect of X on Y is 0,029. of T_{table} . $T_{score} 23,651 \geq T_{table} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$.
3. There is significant effect of Full Day School Activities on English Learning Motivation in Eleventh Grade Students' at SMAN 1 Jenangan

Ponorogo academic year 2018/2019. It was proven by the result of significance value for the effect of X on Y is 0,029. of T_{table} . $T_{\text{score}} 23,651 \geq T_{\text{table}} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$.

B. Suggestion

Based on conclusion above, the researcher would like to give some suggestions:

1. For English teacher

The teacher can be more creative in activity teaching and learning. So that the learning done is more varied, maximizing the use of methods, strategies, learning media, learning is not only done in class but outside the classroom and makes students more motivated to learn English.

2. Future researchers

For future researchers, they can study this study and get motivation for look for similarity topics and how to try to find solutions to problems that arise in English learning.

3. Students

Students should maintain motivation to learn so that the learning goals needed will be achieved optimally.

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