

**MOTIVATION IN LEARNING ENGLISH EMPLOYED BY THE LOW-
MEDIUM-HIGH ABILITY STUDENTS OF THE FIRST-YEAR
ENGLISH EDUCATION STUDY PROGRAM AT
UNIVERSITAS MUHAMMADIYAH KOTABUMI
ACADEMIC YEAR 2019/2020**

A RESEARCH PAPER

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**FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH KOTABUMI UNIVERSITY
LAMPUNG UTARA
2021**

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A RESEARCH PAPER

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FACULTY OF TEACHER TRAINING AND EDUCATION
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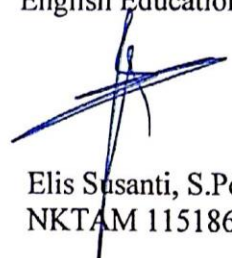

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This research paper is honestly my own writing and have never done any plagiarism or taken other people's thinking or writing which contradict with the code of ethics in scientific writing.

By having stated this declaration, I am ready to take the consequences if someday it is found that there is plagiarism or obstruction on the code of ethics on this scientific writing or there is claim that can be proven by other people on the authenticity of this research paper.

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MOTTO

“Understanding motivation is one of the most important things we can do in our lives, because it has such a bearing on why we do the things we do and whether we enjoy them or not.”

(Clayton Christensen)

“In my experience, there is only one motivation, and that is desire. No reasons or principle contain it or stand against it.”

(Jane Smiley)

“You can do anything if you have motivation”

(The Researcher)

DEDICATION

This paper is dedicated to
Allah S.W.T who has given me love, affection, gives me heart,
physical strength also strong patience

My beloved parents
Mr. Sudirman Tamin (alm) and Mrs. Mursiah

My beloved brothers and sister-in-law
Yachman Oktarizal, A.Md., Dirya Andriyan, S.T. and Lia Rahmawati, A.Md.

My big family
Marijo's family and Tamin's family that cannot be mention one by one

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My friends in PBI class B: Agustoni, Anggi Agustina, Sella Monika, S.Pd.,
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together.

ABSTRACT

Motivation is a key of success in process of learning English. Student who has high motivation would do the best in learning even though the materials were felt difficult. Conversely, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy. In line with this, this study tried to investigate about motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi academic year 2019/2020. The purpose of this research is to find out about types of students' motivation in learning English, dominant type of students' motivation in learning English, and the reasons of the dominant type of motivation employed by nine students of English education study program. This research used descriptive-qualitative method with case study approach that examine nine students of the first-year English education study program with three different ability levels; low ability, medium ability and high ability level. This research used a questionnaire that consist of close-ended and open-ended questions as data collection technique. The research findings showed that all of the students (low-medium-high ability level) have in both of categories (integrative and instrumental), but they tend to have an integrative in learning English. It clarified that all of the students were dominant in integrative than instrumental motivation. It can be proved from the results of open-ended question. Firstly, learning English help the students to get new insight about a lot of things related to English, such as their lifestyle, culture and traditions of native speakers. Secondly, mastering English make them communicate easily with English speakers. Thirdly, they can share their knowledge that they obtained to other people. Fourthly, they want to participate freely in the activities among other groups who speaks English. Lastly, they want to be proficient in English, so they will be able to behave like native English speaker. The result of this research was contrast from the previous studies conducted by Wimolmas (2013), in which his finding showed that the respondents have highly instrumental motivated in English learning. They were motivated in learning English for getting a good job, simplifying to travel abroad and passing a test of English.

ABSTRAK

Motivasi merupakan kunci kesuksesan dalam proses belajar bahasa Inggris. Mahasiswa yang memiliki motivasi tinggi akan berusaha sebaik mungkin dalam pembelajaran meskipun materinya dirasa sulit. Sebaliknya, mahasiswa yang memiliki motivasi rendah akan merasa bosan dan bersikap acuh tak acuh dalam belajar meskipun materi yang diberikan mudah. Sejalan dengan hal tersebut, penelitian ini mencoba untuk meneliti tentang motivasi belajar bahasa Inggris yang diterapkan oleh mahasiswa yang berkemampuan rendah-menengah-tinggi Program Studi Pendidikan Bahasa Inggris pada tahun pertama di Universitas Muhammadiyah Kotabumi tahun ajaran 2019/2020. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis motivasi mahasiswa dalam belajar bahasa Inggris, jenis motivasi mahasiswa yang dominan, dan alasan-alasan terkait jenis motivasi yang dominan yang diterapkan pada sembilan mahasiswa program studi pendidikan bahasa Inggris. Penelitian ini menggunakan metode deskriptif-kualitatif dengan pendekatan studi kasus yang meneliti sembilan mahasiswa tahun pertama program studi pendidikan bahasa Inggris dengan tiga tingkat kemampuan yang berbeda; kemampuan rendah; kemampuan sedang, dan tingkat kemampuan tinggi. Penelitian ini menggunakan kuesioner yang terdiri dari pertanyaan tertutup dan pertanyaan terbuka sebagai teknik pengumpulan data. Temuan penelitian menunjukkan bahwa semua mahasiswa (dengan tingkat kemampuan rendah, sedang dan tinggi) memiliki kedua motivasi tersebut (integratif dan instrumental), namun mereka lebih cenderung pada motivasi integratif dalam belajar bahasa Inggris. Hal ini menjelaskan bahwa mahasiswa lebih dominan pada motivasi integratif daripada motivasi instrumental. Hal ini dapat dibuktikan dari hasil pertanyaan terbuka. Pertama, belajar bahasa Inggris membantu siswa mendapatkan wawasan baru tentang banyak hal yang berkaitan dengan bahasa Inggris, seperti gaya hidup, budaya, dan tradisi dari penutur asli. Kedua, dengan menguasai bahasa Inggris dapat memudahkan mereka berkomunikasi dengan penutur asli. Ketiga, mereka dapat membagikan ilmu yang telah diperoleh kepada orang lain. Keempat, mereka ingin berpartisipasi dengan bebas dalam berbagai kegiatan dengan kelompok yang menggunakan bahasa Inggris. Terakhir, mereka ingin mahir berbahasa Inggris sehingga mampu berperilaku seperti penutur asli. Hasil penelitian ini berbeda dengan penelitian terdahulu yang dilakukan oleh Wimolmas (2013). Temuannya menunjukkan bahwa responden memiliki motivasi tinggi pada motivasi instrumental dalam pembelajaran bahasa Inggris. Mereka termotivasi belajar bahasa Inggris untuk mendapatkan pekerjaan baik, untuk mempermudah ketika bepergian ke luar negeri dan untuk dapat lulus tes bahasa Inggris.

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The researcher has done her best to complete this research paper. However, the researcher welcomes any constructive criticism. Furthermore, the researcher hopes this research paper can be useful for our education field.

Kotabumi, January 25th, 2021

The writer

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