

**STUDENTS' MOTIVATION TO LEARN ENGLISH THROUGH THE  
STORIES OF INSPIRING FIGURES AT SMP NEGERI 2  
SUNGGUMINASA**

**(A Pre-experimental Research)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah  
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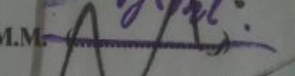
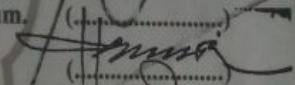
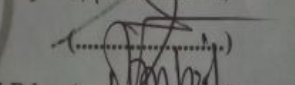
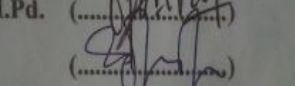
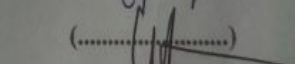
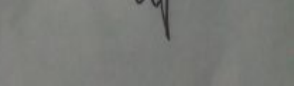

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APPROVAL SHEET

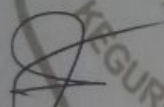
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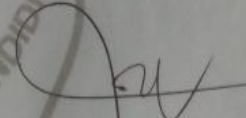
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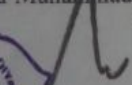

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**Judul Skripsi** : *Students' Motivation to Learn English through the Stories of Inspiring Figure at SMPN 2 Sungguminasa (A Pre-experimental Research)*

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**Motto**

***“believe in Allah is the first secret to success. So Allah will give you more than you’ve expected”***

***#QS. Muhammad:7***

***I dedicate this thesis to my parents, my brother, my sister inlaw and all my friends. Thank you for supporting.***

## ABSTRACT

**Nurjannah, 2016.** *Students' Motivation to Learn English through Stories of Inspiring figure at the SMP Negeri 2 Sungguminasa (A Pre-experimental Research)* under the thesis of English Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Guided by H. Bahrin Amin and Farisha Baso.

This research aimed at finding out students' motivation to learn English at SMP Negeri 2 Sungguminasa. The problem statement was how the improvement of students' motivation to learn English through stories of inspiring figure at SMP negeri 2 Sungguminasa.

This research used a pre-experimental research. The researcher had conducted a treatment, where the class consisted of six meetings. The location of this research was done basic problem the researcher discussed in this final project is there any improvement students' motivation to learn English by using stories of inspiring figure. The population of this study is the first grade students of at the eighth grade of SMP Negeri 2 Sungguminasa in the academic year of 2016/2017. The researcher used Purposive Sampling Technique. The research instrument used questionnaire.

The research findings indicated that motivation of the at the eighth grade of SMP Negeri 2 Sungguminasa was improved after stories of inspiring figure. It was proven by mean score in pre-test was 74.73 and post-test was 82.36. The improvement of motivation was 10.21%. It means that there was a significant difference between pre-test and post-test.

Based on the research finding, the researcher concluded that teaching English by using stories of inspiring figure can improve the students' motivation to learn English.

## ACKNOWLEDGEMENTS



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Makassar, September 2016

The Writer

NURJANNAH

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of background, problem statement, objective, significance, and scope of the research.

#### **A. Background**

The education of Indonesia has emphasized English as a foreign language in school commenced from the elementary school until University that had been arranged in national curriculum. Each grade has systematic materials, which will be taught by the teachers in classroom. That is why the important instrument for student success is motivation to learn English from many sources without depending on the teacher and school curriculum because the English learning target is not only for passing on the national examination but also for improving the real English skills. The motivation of EFL learners is still a problem in Indonesian schools context. The problem is that many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only some are brave to communicate in English.

On the contrary, there are many obstacles in mastering English for people, who want to improve students' motivation without special technique for stimulating student's learning. Therefore, creative teachers must formulate instrument or medium to improve student's motivation in teaching practice. Brown in Kristia (2002:7) states

that motivation is the difference that people say, between success and failure. One of solution to improve student's motivation is increasing their imagination about future description as an inspiration in learning practice. That is why the researcher is looking for story of success inspiring figure as a medium to stimulate student's desire in English learning ambition as an important subject in this era.

Theresia in Nurhadi (2000) states that it will be more successful in learning if the learner has certain motivation of why and what for they choose and learn English automatically they are expected to be more successful. Gage and Berliner (1948:151) say that motivation becomes one of the factors like intelligences and previous learning that can determine whether the students will achieve the knowledge, understanding or skill that we want them to have. Garner *et al* (1972), state that motivation is very strongly related to achievement in language learning. Students who have strong motivation will understand and learning anything easily while the students with low motivation will get low learning achievement

As we know that, the students need spirit to learn anything depending on their future targets. English is complex language that has important role as international language and foreign language. It has been chosen as passing test at all level of education institution in Indonesia. One of teachers' problems in teaching practice is students' seriousness to get point of explanation about English items without intrinsic motivation. Therefore, that teacher fails to transform target language and effective learning in classroom. Whereas sets of English teaching are, systematic materials

completed estimating time through the lesson plan that has arranged by the teacher as guide of teaching in each meeting.

The researcher has English teaching experience in SMP Negeri 2 Sungguminasa. In that experience, the students sometimes felt bored when teaching method was monotonous without variety from first minute to last. The researcher could subjectively see students interest to the story but no scientific research that have been seen by the researcher. One of the students had said to the teachers “if you were so serious to explain materials, the situation would be like watching horror movie”. That is why the researcher tries to formulate appropriate method to make students feel comfortable in my English teaching. In the memory, when the researcher was studying English, he liked the teacher who always told about the story of national Indonesian hero. He was Soekarno as first president in Indonesia.

Based on the facts described above, the researcher conducted research under the title: “Students’ Motivation to Learn English through the Stories of Inspiring Figures at SMP Negeri 2 Sugguminasa (A Pre-experimental Research)”

## **B. Problem statement**

Based on the background above, the researcher formulated research questions as follow:

How is the improvement students’ motivation in learning English through the stories of inspiring figures in SMP Negeri 2 Sungguminasa?



### **C. Objective of the research**

Based of the problem statement above, the objectives of this research were:

To find out motivation of the students in learning English through the stories of inspiring figures in SMP Negeri 2 Sungguminasa.

### **D. Significance of the Research**

The result of the research was expected to be useful input for English teaching practice in improving students' motivation to solve one of English learning problems and develop teachers' quality in English teaching. Besides that, the researcher is English education student who want to be a teacher. Therefore, the findings of this research will help the researcher or reader to stimulate students' motivation trough the new exact method. This study is expected to contribute to the students, teachers, and educational institution that need description of how the story of inspiring figures implicate to students' motivation.

#### **1. Significant for the Students**

Listening to the story of inspiring figures can be likely influence on students' behavior. What the figures have done and how they achieve their success can be model and spirit of the students to do the same thing

or think beyond the figures told by the students. Inspiration is spirit to improve motivation to do everything especially to learning English.

## 2. Significant for the Teachers

Finding of this study can be references to the teachers that in teaching English effectively motivation is one of essential aspects to make students learn independently. One of mediums that can be considered as important tools to motivate students is telling the story of inspiring figures orally.

## 3. Significance for Educational Institution

Through description of students' motivation in Likert Scale, educational institution may adopt the technique in classroom activities of English learning and teaching if findings of the study show high percentage of students motivation based on answers of respondents on questionnaire.

## **E. Scope of the Research**

The scope of the research will be limited on students' motivation to learn English through the stories of inspiring figure at the eighth grade of in SMP Negeri 2 Sungguminasa.

## **CHAPTER II**

### **REVIEW OR RELATED LITERATURE**

This chapter deals with some previous related findings, some pertinent ideas and theoretical framework.

#### **A. Some Previous Related Findings**

Nurbiah (2001) conducted a research on the motivation of the third year students of SLTPN 2 Tinambung kabupaten Polmas to read the narrative reading materials. She found that the third-year-student of SLTPN 2 Tinambung in Polmas regency has high motivation to read the narrative reading materials.

Patiung (2001) conducted a research on motivation the first year students of SLTP N 8 Makassar to master English Vocabulary using question (a classroom action research). She found that inferential questions can increase the students' motivation in learning vocabulary through questioning technique and inferential questioning technique can improve the students' vocabulary.

Kristia (2002) conducted a research of motivating the second year of SLTP Negeri 26 Makassar to read through the use of folktales. She found that the students were interested to increase the students' motivation in English learning through reading English story (Folktales).

Based on the findings above, English teacher should be formulating appropriate method to improve students motivating by using several instruments like using of

folktales, mystery short story, narrative reading materials, inferential questioning technique. All of the formulation can be applied by the teacher to improve students' participation in English learning. The difference between this study and previous findings is on instrument used to find students' description related to perception of how the stories of inspiring figures likely motivate students to learn English.

## **B. Some Pertinent Ideas**

### 1. Concept of Motivation

Undslay and Wino in Junaid (1992:9) define motivation as “a combination of forces which initiate, direct, and sustain behavior goal”. Roediger (1984:420) states that motivation is concerned with why behavior occurs; why it starts, what behavior will occur, how vigorous behavior will be, and why and when a particular behavior will stop. Variability's in behavior between people and within a person from time is often accounted for by differences in motivation.

The statement of Roediger is relevant to what De Cecco and Crawford (1974:137) say that the motivation refers to those factors that increase and decrease of an individual activity. Thus, it determines the levels of degrees of this activity. Furthermore, they say that the motivation in the term use to describe what energizes a person and direct his or her activity.

Gege and Berliner (1984: 372) define motivation as the engine steering wheel of an automobile. Motivation also can be defined as condition, which imitate,

guides, and maintain behaviors usually until some goal is reached (Writting, 1997:105). Lisdlay (1957) in Moose and Wingo (1962:287) see motivation as a combination of forces, which imitate, direct, and sustain behavior toward a goal.

In the context of classroom, motivation refers to such characteristic of students' behavior as interest, alertness, attention, concentration, and persistence (Anderson, 1973:399). For Morse and Wingo (1962:287), motivation applied to classroom, is what pushes a student to try to learn.

Gardner in Benson (1991:35) states that motivation in learning English is those factors that energize and direct the students' activities as their effort and desire to learn English.

The significance of motivation for learning is usually assumed without question. On the one hand, the promise of reward or the threat of punishment provides means by which the teacher keeps the pupil at work without pressure from the teacher. The teacher has a choice between using specific goals or enlisting self activating motives or perhaps employing some combination of these. Motivation is also aspects that are not less and important in learning a language and attitude motivation goes hand with to reach the target language. These two aspects motivation and attitude influence the success.

a. Types of Motivation

Generally, there are two kinds of motivation; they are intrinsic and extrinsic motivation.

1) Extrinsic Motivation

Extrinsic motivation, in educational psychology, is sometimes thought to relate to short-term success and is said to be guided by external stimuli, such as parental approval offer of a reward, threat of punishment a good grade (Van Els, 1984: 117). Many students therefore, work for grades and not for understanding and mastery of a subject (Morgan, 1979:232).

Gilmar (1975) in Junaid (1992:12) states that when we are extrinsically motivated to do something, we do it because it leads to an external reward, such as money, praise from someone. Zimbardo in Junaid (1992) says that when work is reduced to a behavior, which will only be done for the sake of a reward, the work is extrinsically motivated.

The relevant of particular to the study of language learning is the distinction between instrumental and integrative motivation which was first suggested by Gardner and Lambert. A student is said to be instrumentally motivated if the purpose of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in ones occupation in he said to be interactively motivated if he wishes to

learn more about other's cultural community because he is interested in it in open minded way, to the point of that eventually being accepted as a member of that other group (Gardner and Lambert, 1972:3 in Van Elss 1984 :117).

In addition to the types of motivation above, instrumental and integrative, a third has been added for the analysis of the English foreign language situation in Japan (Benson, 1991: 36). It could not be realistically being termed either instrumental or integrative. It may be term personal, since they appear to relate to individual development and enjoyment of entertainment in English. These three types of motivation, however, not are discussed in detail and separate in this writing rather we view motivation to learn English generally.

## 2) Intrinsic Motivation

In educational psychology, intrinsic motivation is sometimes thought to relate to long term success and is usually defined as motivation which is guided by an interest in the task it self in which one are engaged (Van Els, 1984:117)

Dacy (1975) in Morgan (1979:231) defines intrinsic motivation as a person's need for feeling component and self-determining on dealing with his competence and self determination. Herber and Runyon (1984: 82) define intrinsic motivation as arising from within the individual.

When work is undertaken for its own sake without concern for extrinsic rewards, the work is intrinsically motivated (Zimbardo, 1980 :273).

Gilmer (1975:30) states that when a person is intrinsically motivated to do activity, he does it because what he is doing. The activity itself is its own reward. Thus, when something is done for its own sake it is intrinsically motivated. Intrinsic motivation implies self actualization and ego involvement.

In relation with the teaching and learning process, Harmer in Nurwana (2000:6) states that intrinsic motivation is all factors which exist in the classroom, such as the atmosphere in the class, the teacher's method, the teacher's performance, the materials and so on.

#### b. Function of Motivation

Generally, the function of motivation by Owens (1981) in Nurhadi (1991:154) can be divided as follows:

- 1) To stimulate someone into something
- 2) To determine goal orientation of behavior
- 3) To select behavior

This opinion is in accordance with what Gage and Berliner (1984:377) pointed out that the role of motivation in behavior and learning accounts for:

- 1) What makes reinforce



- 2) The goal orientation of behavior and
- 3) The amount of time spent on different activities

According to Di Vesta (1970:150) motivation has three important functions in behavior. Firstly, they are energizing. He also says that motivated pupils are demonstrably active and his activity is maintained need at relatively high levels relevant goals or rewards are attained. Secondly, motives have directing function. They are determined a class of responses likely to be most appropriate. Thus, the motives provide the pupils with cues directing him to the most appropriate behavior in the situation. Thirdly, motives have a selecting function. In this case, the selecting function of motives helps to make behavior more efficient and precise.

In general, the function of motivation already mentioned above was based on the hierarchy of needs, /which was suggested by the psychologist Abraham Maslow. A simplified summary of the hierarchy as follows:

- 1) Psychological needs or survival motives such as hunger, thirst, and Sex.
- 2) Safety needs or security motives such as stability and order.
- 3) Belongingness and love needs such as needs for affection affiliation.
- 4) Esteem needs or status and achievement motives such as the need for prestige, success, self respect and

5) Self actualization needs or motive to become one is capable of becoming. This need for Self actualization is theorized to be the top need in hierarchy of needs, or motives (Maslow in Morgan, 1979, and writing, 1977: 110)

Regarding the function of motivation in English language learning, it can be concluded that there are two function of motivation in the English language learning as a foreign language, namely : the instrumental if the purposes of language study reflect the more utilitarian value in linguistic achievement, and integrative if the students wishes to learn more about the other cultural community because he is interested in it in open minded way, to the point of eventually being accepted as a member of the other group (Gardner and Lambert : (1972) in Benson, 1990 : 35 and Nurhadi, 1991: 154)

#### c. Characteristic of Motivation

Thonrburg in Prayitno (1989:28) presented five general characteristic of motivation, namely:

1. The motivated behavior in energized.
2. The energized may be basic needs or it may be a learned need such as praise from the teacher.
3. The motivated behavior gives direction of the students lead their energy into what can motivate them such as expending social interaction, getting praise from the teacher, it mean they are

attaining their purposes.

4. Motivation brings about behavior intensity, well known capable student in English subject, for instance, will be motivated to improve it. This motivation will bring about behavior intensity in learning English.
5. Motivation in selective  
Since behavior directed toward some goals, they students may choose appropriate activities to the students their needs
6. Motivating is to satisfy needs  
To be motivated e students has realized his or her shortcoming. By realizing it, they are be motivated the students that shortcoming.

According to Zimbardo (1980:225-256), motivation is characterized by the following features:

1. Energy arouse
2. Direction of effort toward a particular goal
3. Selective attention to relevant stimuli
4. Organization of response units into an integrated pattern, and
5. Persistence their activity until the imitating conditions is changed

In education, as many teachers see it, a student is motivated if he or she wants to do the think that the teacher thinking he or she would to do. The students are attentive and persistent in his or her schoolwork if he shows

respect and try hard to please the teachers, and than he is thought to be motivated (Anderson at al. 1982: 274).

#### d. Factors Influence Motivation in Learning English

Theresia in Nurhadi (1990:154) states that generally, there are two kinds of factors that can influence motivation on the second language learning, namely internal and external factors. Internal factors that can influence motivation such as:

1. Student's opinion the language being learned and
2. The student's attitude toward the language

Among their external factors that can influence motivation on the second language learning according to here are:

1. Parented influences
2. Social environment of the students and
3. Sosio-psychological factors in the classroom.

Santaria (1991:19) states that basically, there are two factors that can influences the student's motivation as well as their interest learning English, they are: internal and external factors. Internal; factors such as the students interest in learning English, the students attitudes toward the English language, and the students aptitude or linguistics ability. External factors, that can influence the students motivation on the English language learning such

as school factors, which may involve and mental support and social environment factors.

Kharma (1991:103) states that motivation is made up so many factors, for instance, are the following:

1. The students linguistic and cultural background
2. The students attitude to school in general
3. Parents education background
4. The prestige of the language both locally and internationally
5. The need for learning the language and the aspect of that language which are needed most
6. The students first experience with the language
7. The teacher attitude to the teaching profession in general and to foreign language teaching in particular
8. The relationship between teacher and the students

Moreover, he says that among the motivation factors one should not forget the text book used, the modes presentation and teaching of the language, individual differences in language aptitude, intelligences and interest (Kharma, 1991:104).

#### e. How to Measure Motivation

Motivation is a concept of variable without physical reality. We do not see motivation, we see behavior. Thus, the measurement of motivation is indirect,

just as our measurement of other psychological construct, for example: attitudes, interest and values (Anderson in Nurwana: 2000). Commonly, motivation can be measured through respondents' perception on how they feel after receiving specific treatment. Those responses are tabulated into numbers and calculaten on the basis of scientific procedure in research community. Motivation is an unstable variable that may change based on context and situation.

#### f. Factors that Influence Students Motivation in Learning English

##### 1). Internals factors

##### a). Intrinsic Motivation

˘ In intrinsic motivation have two kinds, it has been suggested that there are two main types of such motivations, integrative motivation and instrumental motivations.

(1) Integrative Motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of that society. For thiskinds of student's motivation need to be attracted by the culture of the target language community, and in the strong of integrative motivation, they wish to integrate themselves into that culture.

(2) Instrumental Motivation. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means

for attaining instrumental goals; furthering a career, reading technical material, translation and so fort. This term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or statues. The language is in instrumental in their attainment of such a goal.

In the relation to this study, the writer then concludes that second language learning is an emotional activity involving countless affective variables or to assert that learning a second language involves taking on a new identify.

## 2). External factor

### a). Extrinsic motivation

Douglas Brown states that motivation behavior on the other hand are carried out in anticipation of a reward from the outside and beyond the self. Typical extrinsic rewards are money, prizes, grades or even certain types of positive feedback.

#### (1) Physical Condition

It is clearly the case that physical conditions have a great effect on learning and can after a student's motivation either positively or negatively classrooms that are badly lit and over corded can be excessively motivating, but unfortunately many of them exist in school.

## (2) The Teacher

Whatever the students like, the teacher or not, may not be very significant, he said, thought, is that two teachers using the same method can have vastly different result. In the first place the teacher personality matters a lot, but beyond that it is clear that the teacher need to do everything possible to create a good report with their students and acting upon their hopes and aspiration. Most of all the condition it depends on paying more attention to the students than to the teacher.

## (3) Family/Parents

Family, especially parents always expect and what their children to achieve success. Most children accept their parents' expectation and make their own (Herber and Runyon, 1984:98) If parents want their children to become an English teacher, for example, automatically they will ask their children to choose English department when their children are entering university. They will give their support to their children in order that their children can achieve success, which they expect.

## 2. Concept of Inspiring Figure Stories

The story of successful inspiring figure is the short biography of public figure that has contributed in all aspects like politics, economy, culture,



religion, science, and technology. It can inspire reader or listener. What is the question we always ask about the successful? We want to know what they are, or what kind the lifestyle they have, or what special talent they might have been born with, and we assume that it is those personal qualities that explain how the individual reached the top (Gladwell. 2008:18). Listening the way of individuals achieve specific goals in term of innovation likely changes students' perspective that through persistence and spirit to do something better everybody can grab everything they want. The stories of inspiring figures are selected on the basis of significant contribution to human kind and what process of the figures have done to to bring their ideas and imagination into reality. For instance, the story of how Bill Gates found Microsoft that change communication system and innovation in computer, how Mark Zuckerberg found facebook that radicalize human interaction, what Steve Jobs had done to found apple and change technology of gadget or smartphone, the persistence of Thomas Alva Edison to find lamp and other technology that changes the world radiically, and how H. Agussalim could master many different international languages and became great Indonesian diplomat. The content of those stories can be learnt that to be successful in everything, individuals need to do everything to achieve what they want. In context of teaching and learning English, the spirit of the figures have done is likely adopted by the students to realize that study hard or learn more is key factor to improve skills in English.

### 3. Reading Material related to the curriculum of Junior High School

The subject of this research is the eighth grade students at SMP Negeri 2 Sungguminasa. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. Spratt (2005: 53) states the characteristics of high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer in Ardiah (2001: 40) states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in junior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the eighth grade students of the second semester at SMP Negeri 2 Sungguminasa.

The examples of stories of inspiring figure those are:

a. Bill Gates

William Henry or Bill Gates was born on October 28, 1955. He is an American business magnate, entrepreneur, philanthropist, investor, and computer programmer. In 1975, Gates and Paul Allen co-founded Microsoft, which became the world's largest PC software company. During his career at Microsoft, Gates held the positions of chairman, CEO and chief software architect. Gates has authored and co-authored several books. He can get US\$77.3 billion in 2014.

Gates is one of the best-known entrepreneurs of the personal computer revolution. He can do it because he works to get his dream and he never give up when he failed. Bill Gates has proved that nothing impossible if you want to works. If we want to like him, we should be to perform work optimally so that the results can be maximized, dare to take risk, and always learn.

b. Mark Elliot Zuckerberg

Mark Elliot Zuckerberg was on born May 14, 1984. He is an American computer programmer, Internet entrepreneur, and philanthropist. He is the chairman, chief executive, and co-founder of the social networking website Facebook. Since 2010, *Time* magazine included into 100 popular people in the world. Zuckerberg launched Facebook from his

Harvard dormitory room on February 4, 2004. An earlier inspiration for Facebook may have come from Phillips Exeter Academy.

Before Facebook popular like now, He ever failed but he never gives up do his hobby. The first, he made media social for his friend in his college. But, he should close it because he made student data as illegal that get from his college. After that, he made The Facebook, just 2 weeks almost students in his college used it. Then, all the people in the world can use Facebook.

According the story above, we can adopted his works to reach his dream although he ever failed to do it. But, he always try and finally he become success.

c. **Thomas Alva Edison**

**Thomas Alva Edison** was born February 11, 1847 and died on October 18, 1931. He was an American inventor and businessman. He developed many devices that greatly influenced life around the world, including the phonograph, the motion picture camera, and the long-lasting, practical electric light bulb.

Before he became success, Thomas always failed with his experimentation. But, he never give up and always to try until success. He really did it. Because of that, he is one in the world get many appreciation.

d. **Haji Agus Salim**

Salim was born in Kota Gadang, Agam, West Sumatra, on 8 October 1884. His birth name was Musyudul Haq; Agus was his nickname. His father was a prosecutor (called *hoofd djaksa*) in Riau High Court and once received the highest civilian medal from Queen Wilhelmina. He was one of Indonesia's founding fathers and prominent diplomats. He played a leading role in the creation of the Indonesian constitution in 1945 and served as Indonesia's Foreign Minister between 1947 and 1949.

In his hometown he opened a public school for native Indonesians, or *Hollandsch Inlandsche School*. Three years later, he worked as translator for the *Landsdrukkerij* in Batavia. In 1917 he also worked as Editor in Chief for the *Neradja*, and then as chief editor at Balai Pustaka. From 1917-1919, he became director of *Bataviaasch Nieuwsblad*, a Dutch-language newspaper.

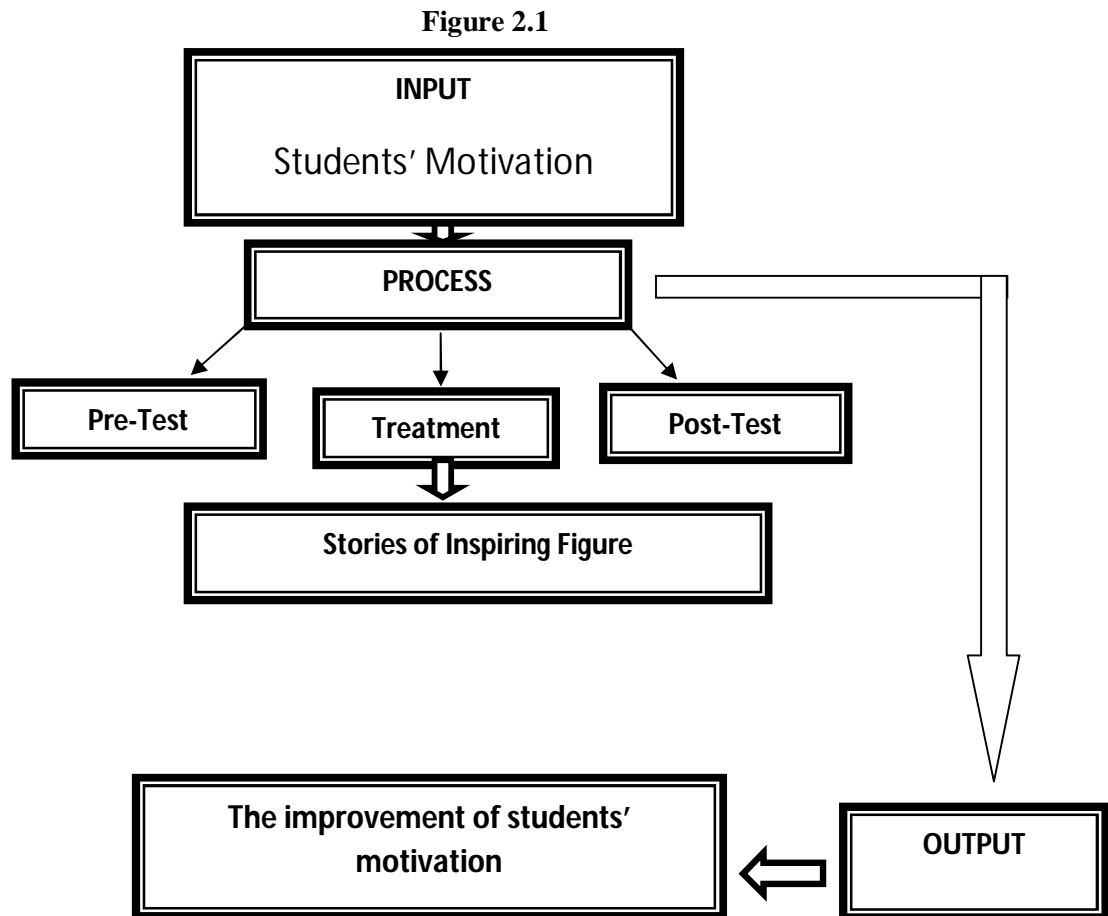
e. **Steven Paul**

**Steven Paul** or "**Steve**" **Job** was born on February 24. He was an American information technology entrepreneur and inventor. He was the co-founder, chairman, and chief executive officer (CEO) of Apple Inc.; CEO and largest shareholder of Pixar Animation Studios; a member of The Walt Disney Company's board of directors following its acquisition of Pixar; and founder, chairman, and CEO of NeXT Inc. Jobs is widely recognized as a pioneer of

the microcomputer revolution of the 1970s, along with Apple co-founder Steve Wozniak. Shortly after his death, Jobs's official biographer, Walter Isaacson, described him as a "creative entrepreneur whose passion for perfection and ferocious drive revolutionized six industries: personal computers, animated movies, music, phones, tablet computing, and digital publishing.

Actually, he never studied about engineer or marketing. But, he always wanted to study which he found and never afraid when he failed. Therefore, he became a richer man in the world.

### C. Conceptual Framework



This research focused on students' motivation. In motivation there were many objects that could be observed but the researcher only take students' motivation in terms of intrinsic and extrinsic motivation . Intrinsic and extrinsic motivation used are part of motivation, so researcher used stories of inspiring figure in treatment to solve the students' problem in motivation. The one of factor is suitable process oriented method. Bad method in teaching could make the students lazy and raise impression that subject is not important so their motivation less and they consider that learning is the fact of being forced. After stories



of inspiring figure has applied to students, output from this research was the improvement students' motivation.

**D. Hypothesis**

- a. Null Hypothesis (Ho): It was accepted if the use of stories of inspiring figure did not significantly improve the students' motivation.
- b. Alternative Hypothesis (H1): It was accepted if the used of stories of inspiring figure significantly improved the students' motivation.

### CHAPTER III

## RESEARCH METHODOLOGY

This chapter presents the research method, the population and sample, the variable and indicator, the research instrument, procedure and collecting date, and technique of data analysis.

#### A. Research Design

The applying method in this research was pre-experimental design with one group pre-test and post-test design, it consists of single class. The researcher will give pre-test, a treatment and post-test.

The research design presents in the following table:

01	X	02
----	---	----

(Emzir, 2008: 96)

Where:

01: Pre-test

02: Post-test

X: The treatment by using stories of inspiring figure

### 1. Pre-test

Before giving the treatment to the students, the researcher gave a questionnaire to know the prior level of the students. It applied in first meeting.

### 2. Treatment

The researcher gave treatment to the students for four times. The researcher taught by using stories of inspiring figure. The strategy was used to improve students motivation. In the treatment, the researcher focused on the improvement of students motivation.

The procedures of the treatment as follows:

- a. The researcher gave the students a story inspiring figure.
- b. The researcher told about the inspiring figure.
- c. After that, the student asked to researcher about the inspiring figure.
- d. Finally, every student made conclude about the story and the motivation gave the inspiring figure.

### 3. Post-test

After giving the treatment, the researcher gave the a questionnaire to determine the effectiveness of the new method. It applied in the last meeting at sixth meeting.

## **B. Variable and Indicator**

### 1. Variable

The variables in this research were independent and dependent. The independent variable is students' motivation and the dependent variable is stories of inspiring figure.

### 2. Indicators

The indicator of this research was motivation of students to learn through stories of inspiring figures at eight grade of SMP Negeri 2 Sungguminasa.

## **C. Population and Sample**

### 1. Population

The population of this study took from class VII at SMP Negeri 2 Sungguminasa in academic year 2016/2017. It consists of 4 classes, those are class VIII 1 was 33 students, class VIII 2 was 35 students, class VIII 3 was 30 students and class VIII D is 30 students. Thus, total population of this research is 128 students.

### 2. Sample

The sample of this research used purposive sampling technique. The class was VIII 3 was 30 students. Thus, the total samples of this research are 30 students.

#### **D. Research Instrument**

To find out the motivation of students at Smp Negeri 2 Sungguminasa to learn English through the storries of successful inspiring figures (Bill Gates, Mark Zuckerber, H. Agussalim, Steve Jobs, and Thomas Alva Edison), the researcher used questionnaire. In the questionnaire, the researcher formulated question relates to the students motivated to learn English through the story of successfull inspiring figure. It consists 20 items. Fifteen items are favorable (positive statement) and fifteen items are unfavorable (negative statement). Each item consist 5 options of motivation scale categories. They are strongly agree, agree, neutral, disagree, and strongly disagree.

#### **E. Procedure of Collecting Data**

The prosedur of Collecting Data consists as follows:

- a. Pre-test, it used to find out the students' motivation at eighth grade of SMP Negeri 2 Sungguminasa. The test was questionnaire by using likert scale. It conducted at the first meeting.
- b. Post-test, it used to find out the students' motivation at SMP Negeri 2 Sungguminasa. The test was questionnaire by using likert scale. It conducted at the sixth or last meeting.

#### **F. Tecnique of Data Analysis**

Questionnaire was used to collect the data of motivation. The questionnaire was written in Indonesian language to avoid

misunderstanding and misinterpretation through this questionnaire the researcher tries to investigate the motivation in first grade students. Questionnaire used in this study was closed questionnaire. This questionnaire used “Likert Scale” in measuring the respond of students. In this questionnaire, respondents were asked to answer the question by choosing five categories, SS, S, TS, STS, STSS. The purpose of those categorizes are to know the inclination of the respondents answer toward SS or TS. In this likert scale has favorable items and unfavorable items. For favorable items are scored SS = 5, S = 4, TS = 3, STS = 2, STSS = 1. On the contrary for unfavorable items are scored SS = 1, S = 2, TS = 3, STS = 4, STSS = 5. In this study, there are 30 items in the questionnaires. They are about the student’s responses about using questionnaire list of question. So, the highest score are 100 and the lowest score are 10.

Table. The Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	2

Strongly disagree	1	5
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Table 2 the interval score of the students' responses on the questionnaire.

<b>Interval Score</b>	<b>Category</b>
0-20	Very Bad
21-40	Bad
41-60	Undecided
61-80	Good
81-100	Very Good

(Sugiyono, 2012:137)

1. To find out the students mean score the pre-test and post-test, the researcher applied the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :  $\bar{X}$  = mean score

$N$  = The number of Students

$\sum$  = Total score

(Gay L.R. Mellis in Amirullah, 2012:32)

2. Computing the frequency and the rate percentage of the students' scores

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P : the percentage of improvement

X2 : the total of post-test

X1 : the total of pre-test

( Harmer in Amirullah: 1987)

3. To find out the significant differences between the score of pre test and post test, the researcher will use the following formula :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T = t significant

D = the difference between the scores of pre-test and post-test

$\bar{D}$  = the mean score of the difference between the scores of pre-test and post-test

N = the number pairs of subject in the study

(Gay, 1981)



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter answered the problem statement in the previous chapter and consisted of findings and discussion. Findings showed a description of results from the data that had been collected through questionnaires in pre-test and post-test. It was described in graphic or chart or table form. Then, discussion was an explanation of findings but it still showed results of the data. In this discussion, the researcher used their own words to explain it.

#### A. Findings

##### 1. The Improvement of Students' Motivation to Learn English

The researcher used stories of inspiring figures in treatment to see the improvement of students' motivation to learn English and there was improvement in pre-test to post-test. It showed from the mean score of the students in pre-test and post-test and also improvement percentage. It could be seen in the table below:

**Table 4.1. The Improvement of Students' Motivation in Terms of Vocabulary**

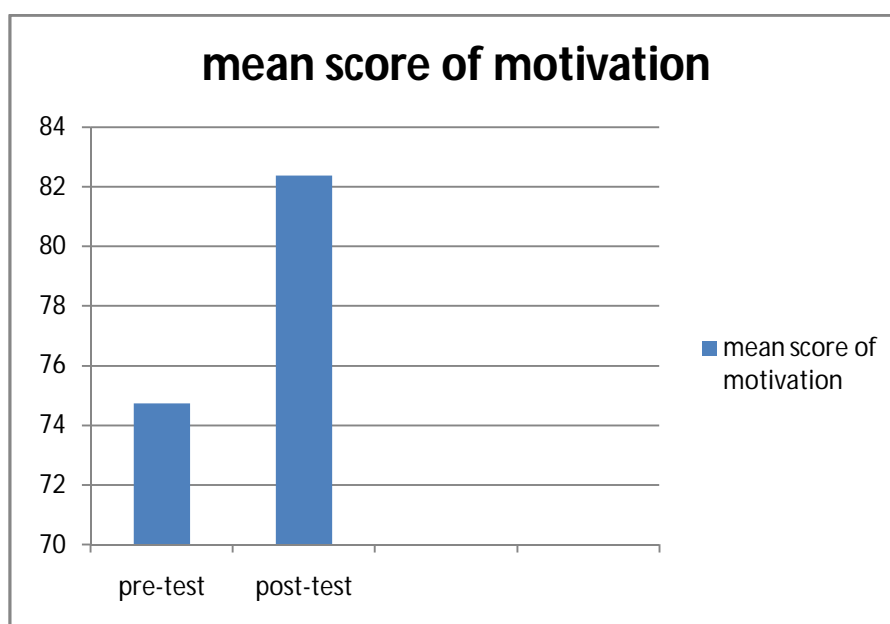
No.	Indicator	Mean score		Improvement
		Pre-test	Post-test	
1.	Motivation	74.73	82.36	10.21 %

Based on table 4.1 above, it showed that the mean score of the students in pre-test were 74.73. Several students felt unmotivated to learn English with teachers' motivation. The level of students' motivation was good. After that, the researcher gave treatment by using stories of inspiring figures and the scores of the students had improved. It showed in post-test which to

be 82.36. The students' motivation was very good, they could develop their motivation to learn English.

The result of pre-test and post-test had improvement which was 10.21%. The data showed that using stories of inspiring figure to learn could improve students' motivation.

**Graphic 4.1. The Mean Score and Improvement of The Students' Motivation to Learn English**



The graphic above showed that there was improvement of the students in students' motivation viewed of vocabulary from pre-test with the mean score was 74.73 to post-test with the mean score was 82.36 so the improvement of pre-test to post-test was 10.21%

## 2. The Significant of Motivation

The researcher had used t-test analysis on the level of the significance ( $p$ ) 0,05 with the degree of freedom ( $df$ ) =  $N-1$ , where  $N$  = number of students (20 students) and then the value of t-table was 1.699. The t-test statistical analysis for independent sample was applied. The following table showed the result of t-test calculation.

**Table4.3. The t-Test Analysis of The Students' Improvement**

No.	Components	t-Test Value	t-Table Value	Description
1.	Motivation	5.37	1.699	Significance

The table 4.3. above showed that t-test value of vocabulary was greater than t-table value ( $5.37 > 1.699$ ) and also t-test value of grammar was greater than t-table value ( $5.37 > 1.699$ ). It meant that there was significance difference between the students' motivation before and after researcher used stories of inspiring figure to learn English to eight grade of students in SMP Negeri 2 Sungguminasa. It was show that the nul hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

### B. Discussion

The description of data collected from students' motivation to learn English as explanation in the previous section showed that te students' motivation to learn English was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the using stories of inspiring figure made students had mean score that was higher in motivation than before they knowed stories of inspiring figure.

### **1. The Improvement of Students' Motivation to Learn English**

Students' motivation was about interesting to learn or something. It could develop through technique that students like and can improve their motivation. It was happened if we had more interested so the students could easily learn from it. Motivation was very important aspect in learning so it should be good motivation to learn.

In the first meeting when researcher gave pre-test, researcher looked the several students had little low motivation. They was unmotivated to learn English. It could be seen in the table 4.1 that the students' motivation in pre-test's mean score was 74.73.

After the students had given treatment, mean score in post-test from students had improved to become 82.36. It was high score than pre-test score. Pre –test to post-test score, there was improvement score of students motivation from low to high by using stories of inspiring figure. The improvement percentage showed 10.21%. Using stories of inspiring figure had improved students' motivation especially to learn English.

### **3. The Significant of Motivation**

After calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value, it meant that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted because there was difference significant mean score of test that had given by researcher before and after researcher thought students' motivation by using stories of inspiring figure. Meanwhile, when it was found that the value of t-test was lower than t-table value, it meant that the null hypothesis ( $H_0$ ) was accepted ad alternative hypothesis ( $H_1$ ) was rejected because there was

not difference significant mean score of test that had given by researcher before and after researcher thought Students' motivation by using stories of inspiring figure.

T-test value for motivation was greater than t-table ( $5.37 > 1.699$ ). It meant that there was significant differentiate between students' motivation before and after they got stories of inspiring figure from researcher in students' motivation of the eight grade of SMP Negeri 2 Sungguminasa and for students of VIII C as sample in this research. Beside that, the data showed that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.

Researcher could conclude that using stories of inspiring figure was one of good technique that could improve students' motivation and also students' motivation of the eight grade of students' SMP Negeri 2 Sungguminasa in academic year 2016/ 2017 could improved in motivation.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

Conclusions consisted of findings was remarked meaningfully and conversely. Beside that conclusions was repetition of chapter 4 but researcher should explain shortly and detail so the reader understandable fast and got content of the research by looking the conclusion.

The conclusions of this research was students' motivation to learn English improved students motivation through stories of inspiring figure. The improvement was significant in mean score of pre-test was 74.73 (good level) and mean score of post-test was 82.36 (very good level). Looking of mean score pre-test and post-test so the improvement percentage of students was 10.27% and t-test analysis of motivation was 5.37, it was higher than t-table ( $5.37 > 1.699$ )

#### B. SUGGESTIONS

The suggestion consisted of meaning could apply practically and accepted usefully. Suggestions consisted also researchers' recommendation and expectation related to the research that has done. Suggestions of this research could be seen in the below:

1. The students were suggested that they practiced their motivation continually in role play to have good command and more ability.
2. The teachers of English who teach in junior high school level were suggested that they developed students' motivation because motivation was a tool of students to learn especially English. The teacher should provide easy and fun activities in learning; therefore the students might follow the class more active and responsive.

3. The researchers in the future were suggested that they developed these research findings to investigate the motivation issues in any level of students, especially junior high school level.

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**APPENDIX**

The List Name of the Students of class VIII SMP Negeri 2 Sungguminasa

<b>No</b>	<b>Sample</b>	<b>Code</b>
1	Miftahul Rahma R	S-1
2	Siti Masyaroh Zain	S-2
3	Gilang Pratama	S-3
4	Hidayaturrahman	S-4
5	Rifki Aldiansya	S-5
6	Yuli Faradita	S-6
7	Muh. Mulliaam	S-7
8	Muh. Yusuf Sahariah	S-8
9	Muh. Rifki Wirawan	S-9
10	Muh. Fhatirrahman A	S-10
11	Aulia Ramadhani	S-11
12	Nurshandy	S-12
13	Aditya Febrio S	S-13
14	Sukmawati	S-14
15	Siti Nuraisah	S-15
16	A. Muh. Hari Saputra	S-16
17	Muh. Tabri Islami	S-17
18	Muhammad Fahrul Zaman	S-18
19	Yunitah Rahmi Latifa	S-19
20	Refi Setiawati	S-20
21	Agung Perdana D	S-21
22	Putri Amelia	S-22

23	Muh. Rayhan	S-23
24	Inayah Wulandari	S-24
25	Aliah Sahira Pahira	S-25
26	Riska Hamzah	S-26
27	Muhdia Maudy Shakira	S-27
28	Nurul Arifin	S-28
29	Tri Ainun	S-29
30	Muh. Nur Fikri	S-30

**APPENDIX**

## The Score of Students Motivation

No	Name	Pre-test	Post-test
1	S-1	73	84
2	S-2	85	87
3	S-3	60	71
4	S-4	64	71
5	S-5	79	85
6	S-6	69	72
7	S-7	82	90
8	S-8	84	93
9	S-9	74	77
10	S-10	80	88
11	S-11	74	85
12	S-12	76	86
13	S-13	79	83
14	S-14	68	78
15	S-15	77	84
16	S-16	74	87
17	S-17	68	71
18	S-18	81	71
19	S-19	53	85
20	S-20	72	72
21	S-21	67	90
22	S-22	72	93
23	S-23	83	77
24	S-24	78	88
25	S-25	89	85
26	S-26	83	86
27	S-27	81	83
28	S-28	79	78
29	S-29	65	84
30	S-30	73	87

Students' Motivation Result in Pre-Test and Post-Test

Sample	Pre-test		Post-test		D	D <sup>2</sup>
	X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>2</sub>	X <sub>2</sub> <sup>2</sup>	(X <sub>2</sub> -X <sub>1</sub> )	
S-1	73	5329	84	7056	11	121
S-2	85	7225	87	7569	2	4
S-3	60	3600	71	5041	11	121
S-4	64	4096	71	5041	5	25
S-5	79	6241	85	7225	6	36
S-6	69	4761	72	5184	3	9
S-7	82	6724	90	8100	8	64
S-8	84	7056	93	8649	9	81
S-9	74	5476	77	5929	3	9
S-10	80	6400	88	7744	8	64
S-11	74	5476	85	7225	11	121
S-12	76	5776	86	7396	10	100
S-13	79	6241	83	6889	4	16
S-14	68	4624	78	6084	10	100
S-15	77	5929	84	7056	7	49
S-16	74	5476	87	7569	13	169
S-17	68	4624	71	5041	3	9
S-18	81	6561	71	5041	10	100
S-19	53	2809	85	7225	32	1024
S-20	72	5184	72	5184	0	0
S-21	67	4489	90	8100	23	529
S-22	72	5184	93	8649	21	441
S-23	83	6889	77	5929	-6	36
S-24	78	6084	88	7744	10	100

S-25	89	7921	85	7225	-4	16
S-26	83	6889	86	7396	3	9
S-27	81	6561	83	6889	2	4
S-28	79	6241	78	6084	-1	1
S-29	65	4225	84	7056	29	841
S-30	73	5329	87	7569	14	196
$\Sigma$	2242	169420	2471	204889	257	4395
$\bar{X}$	74.73	5647.33	82.36	6829.63	8.5	146.5

### CALCULATING MEAN SCORE

#### 1. The Mean Score of Students' Pre-Test and Post- Test Students' Motivation



- a. Mean score of students' pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2242}{30}$$

$$\bar{X} = 74.73$$

- b. Mean score of students' post test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = 2471/30$$

$$\bar{X} = 82.36$$

## 1. The improvement of the students' motivation

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{2471 - 2242}{2242} \times 100\%$$

$$P = 10.21 \%$$

## 1. Calculating the t-Test Analysis

a. Calculating the t-test analysis of motivation

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{8.5}{\sqrt{\frac{4395 - \frac{(257)^2}{30}}{30(30-1)}}$$

$$t = \frac{8.5}{\sqrt{\frac{4395 - 2201.63}{30(29)}}$$

$$t = \frac{8.5}{\sqrt{\frac{2193.37}{870}}}$$

$$t = \frac{8.5}{\sqrt{2.52}}$$

$$t = \frac{8.5}{1.58}$$

$$t = 5.37$$

**TABLE DISTRIBUTION OF T-VALUE**

<b>a (for two group sample)</b>						
<b>df</b>	<b>0,50</b>	<b>0,20</b>	<b>0,10</b>	<b>0,05</b>	<b>0,02</b>	<b>0,1</b>
	<b>a (for one group sample)</b>					
	<b>0,25</b>	<b>0,10</b>	<b>0,05</b>	<b>0,02</b>	<b>0,1</b>	<b>0,005</b>
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,328	1,729	2,093	2,539	2,861
20.	0,686	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,684	1,318	1,711	2,064	2,492	2,797

25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,362	2,676

ANGKET SISWA  
 PENELITIAN MENGENAI MOTIVASI SISWA UNTUK BELAJAR BAHASA INGGRIS  
 KELAS VIII SMP 2 SUGGUMINASA

Nama : .....

Kelas : .....

Petunjuk:

1. Tulis nama dan kelas anda disut kiri atas.
2. Beri tanda silang (X) pada pilihan yang sesuai dengan keadaan anda.
3. Jawaban anda tidak mempengaruhi nilai anda.
4. Terima kasih atas kesediaannya untuk mengisi angket.

Keterangan :

- a) SS : Sangat Setuju
- b) S : Setuju
- c) R : Ragu-ragu
- d) TS : Tidak Setuju
- e) STS : Sangat Tidak Setuju

*\*Diadopsi dari The Attitude/motivation Test Battery by R. C Garder in kristia (2002)*

No	Pertanyaan	SS	S	R	TS	STS
1.	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus.					
2.	Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat menyenangkan.					
3.	Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa Inggris bagus.					
4.	Menurut saya, guru bahasa inggris saya menyenangkan.					
5.	Menurut saya, guru bahasa inggris saya tidak menyenangkan.					
6.	Metode yang digunakan guru dalam menjelaskan materi bahasa inggris sangat membosankan.					
7.	Orang tua saya menganjurkan dan memberi dukungan untuk mendalami pelajaran bahasa inggris dengan les privat.					
8.	Orangtua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa inggris.					
9.	Orangtua saya selalu mendorong saya untuk belajar bahasa inggris dan memberikan hadiah apabila nilai bahasa Inggris saya bagus.					

10.	Orangtua saya tidak mendukung saya belajar bahasa Inggris.					
11.	Metode yang digunakan guru dalam menjelaskan materi bahasa Inggris sangat tidak membosankan.					
12.	Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris.					
13.	Orangtua tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.					
14.	Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris.					
15.	saya sangat percaya diri ketika diminta untuk membaca bahasa Inggris di dalam kelas.					
16.	Jujur, saya tidak suka dengan kelas bahasa Inggris.					
17.	Saya merasa tidak nyaman ketika berbicara bahasa Inggris dimanapun saya berada.					
18.	Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas.					
19.	Saya selalu melatih bahasa Inggris dengan mempraktikkannya hamper setiap hari.					
20.	Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru.					

## Appendix I

The score of students' questionnaire in pre-test

No	Score of pre-test																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
S-1	4	4	1	4	4	3	3	4	5	4	4	5	4	4	4	5	3
S-2	2	5	2	5	5	5	5	4	3	5	5	5	3	5	5	5	3
S-3	2	5	2	4	1	4	1	2	3	5	1	1	3	5	5	5	2
S-4	2	5	2	4	1	4	1	2	3	5	5	1	3	5	5	5	2
S-5	5	4	4	5	5	3	3	4	5	4	4	5	4	4	4	5	2
S-6	2	4	2	4	5	4	4	2	2	4	4	4	2	5	4	4	4
S-7	5	5	4	4	4	4	5	5	5	5	4	5	4	4	3	5	3
S-8	5	4	5	5	4	5	4	5	5	5	5	2	5	5	3	5	3
S-9	2	5	2	5	4	4	4	5	2	5	4	1	5	5	3	5	4
S-10	5	4	5	4	4	4	3	5	5	5	5	4	5	3	3	5	4
S-11	5	4	1	5	4	4	5	5	5	4	2	4	4	5	5	4	2
S-12	4	4	4	4	4	4	4	4	4	5	5	4	4	4	3	4	3
S-13	3	5	2	5	4	5	4	3	4	5	4	4	4	5	3	5	4
S-14	3	4	2	4	4	3	4	4	4	4	2	4	4	3	3	4	4
S-15	2	5	3	4	5	4	5	5	3	5	3	4	5	5	3	5	3
S-16	3	4	3	4	4	4	4	4	3	4	4	4	3	4	4	5	4
S-17	2	4	2	5	4	5	4	2	5	4	4	1	2	5	4	4	4
S-18	3	5	2	5	5	5	4	5	2	5	5	1	4	5	5	5	5
S-19	2	3	1	3	2	4	5	3	5	5	1	3	5	1	3	1	1
S-20	3	4	2	4	5	4	4	4	4	5	4	4	4	3	3	4	4
S-21	5	5	5	5	4	3	3	2	5	3	5	1	1	4	4	5	1
S-22	2	4	2	4	5	4	4	2	4	5	4	3	4	4	4	5	4
S-23	2	5	2	5	4	5	4	5	4	5	5	4	3	5	5	5	3
S-24	5	4	1	5	4	4	5	5	5	4	2	4	4	5	5	4	4
S-25	4	5	3	5	4	5	4	3	5	5	5	5	5	5	5	5	5
S-26	4	5	2	4	3	3	5	5	5	5	4	5	5	5	5	5	4
S-27	3	5	3	5	5	5	3	3	4	5	4	4	4	4	5	5	4
S-28	4	5	3	5	3	3	5	5	5	5	4	5	5	4	4	4	3
S-29	4	4	3	4	5	2	2	3	3	3	5	3	4	1	3	4	4
S-30	2	5	2	5	5	4	3	2	2	2	4	4	3	5	4	5	5

Notes: Very Good (VG) = 8 students

Good (G) = 21 students

Undecided (U) = 2 students



Bad (B) = -

Very Bad (VB) = -

## Appendix

The score of students' questionnaire in post-test

No	Score of pre-test																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
S-1	4	5	1	5	4	5	3	4	5	4	5	5	4	4	4	5	4
S-2	2	5	2	5	5	5	5	4	3	5	5	5	3	5	5	5	5
S-3	2	5	2	4	5	4	1	2	3	5	4	1	3	5	5	5	4
S-4	2	5	2	4	4	5	1	2	3	5	5	1	3	5	5	5	4
S-5	5	4	4	5	5	5	3	4	5	4	4	5	4	4	4	5	5
S-6	2	5	2	4	5	4	4	2	2	4	4	4	2	5	4	4	5
S-7	5	5	4	5	4	4	5	5	5	5	4	5	4	4	5	5	4
S-8	5	4	5	5	4	5	4	5	5	5	5	2	5	5	5	5	5
S-9	2	5	2	5	5	4	4	5	2	5	4	1	5	5	5	5	4
S-10	5	5	5	4	5	5	3	5	5	5	5	4	5	4	4	5	4
S-11	5	4	1	5	4	5	5	5	5	4	5	4	4	5	5	4	4
S-12	4	5	4	5	4	4	4	4	4	5	5	4	4	4	5	4	5
S-13	3	5	2	5	5	5	4	3	4	5	4	4	4	5	4	5	4
S-14	3	4	2	4	5	5	4	4	4	4	4	4	4	5	4	4	4
S-15	4	5	1	5	4	5	3	4	5	4	5	5	4	4	4	5	4
S-16	2	5	2	5	5	5	5	4	3	5	5	5	3	5	5	5	5
S-17	2	5	2	4	5	4	1	2	3	5	4	1	3	5	5	5	4
S-18	2	5	2	4	4	5	1	2	3	5	5	1	3	5	5	5	4
S-19	5	4	4	5	5	5	3	4	5	4	4	5	4	4	4	5	5
S-20	2	5	2	4	5	4	4	2	2	4	4	4	2	5	4	4	5
S-21	5	5	4	5	4	4	5	5	5	5	4	5	4	4	5	5	4
S-22	5	4	5	5	4	5	4	5	5	5	5	2	5	5	5	5	5
S-23	2	5	2	5	5	4	4	5	2	5	4	1	5	5	5	5	4
S-24	5	5	5	4	5	5	3	5	5	5	5	4	5	4	4	5	4
S-25	5	4	1	5	4	5	5	5	5	4	5	4	4	5	5	4	4
S-26	4	5	4	5	4	4	4	4	4	5	5	4	4	4	5	4	5

S-27	3	5	2	5	5	5	4	3	4	5	4	4	4	5	4	5	4	
S-28	3	4	2	4	5	5	4	4	4	4	4	4	4	5	4	4	4	
S-29	4	5	1	5	4	5	3	4	5	4	5	5	4	4	4	5	4	
S-30	2	5	2	5	5	5	5	4	3	5	5	5	3	5	5	5	5	

Notes: Very Good (VG) = 20 students

Good (G) = 10 students

Undecided (U) = -

Bad (B) = -

Very Bad (VB) = -

s

## CURRICULUM VITAE



**NURJANNAH** was born on Oktober 09<sup>th</sup>, 1991 in Pelali. She is the sixth child from three sisters and two brothers from the marriage of her parents Janika and Nipa.

In 2002, the writer graduated as student elementary school SD 147 Pelali, Enrekang regency. Then, she graduated in 2004, Junior High School at SMPN 1 Ahio in Enrekang regency. Next she continued in Senior High School at SMAN 1 Enrekang in Engrekang regency and graduated in 2010. The writer registered to study of English Education Department in Makassar Muhammadiyah University.

## DOCUMENTATION



