

**STUDENTS' MOTIVATION AND THEIR ACTIVENESS
IN LEARNING ENGLISH OF THE SECOND GRADE OF
SMPN 3 PALLANGGA
(A Descriptive Research)**



A THESIS

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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MOTTO DAN PERSEMBAHAN

Jadilah kamu manusia yang pada kelahiranmu semua orang tertawa bahagia tetapi hanya kamu sendiri yang menangis, dan pada kematianmu semua orang menangis sedih, tetapi hanya kamu sendiri yang tersenyum.

- Mahatma Gandhi -

Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan.

- Q.S Asy-Syrah (5- 6)-

I dedicated this thesis to my beloved parents Muh. Amir and Hamidah. My big family and all friends who give me support.

ABSTRACT

RAHMI. 2018. *Students' Motivation and Their Activeness in Learning English of the Second Grade of SMPN 3 Pallangga (A Descriptive Research)*. A thesis. English Departement Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Consultant I **H Bahrun Amin** and consultant II **Eka Prabawati Rum**.

The objectives of this research was to improve students motivation and their activeness in learning English of SMPN 3 Pallangga.

This research applied descriptive method that spend one month period of time for the data collection by using open-ended questionnaire consisted of 20 numbers. The data was taken from 30 students in one class by using purposive sampling technique to the second grade of SMPN 3 Pallangga. The result of the students answer was analyzed used likert scale to see whether or not there was any students' motivation and their activeness in learning English.

The findings of the research indicated that the students' motivation and their activeness was positive or high. The result of data analysis showed that the mean score of the students motivation was 78,3% and students activeness was 66,9% in learning English.

Keywords : Motivation, activeness, students, enthusiast, learning English.

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Finally, the writer surrendern everything to Allah SWT and the writer hope it will be usefull think for the writer herself and for all to improve education quality.

Makassar, April 2018

Penulis



SURAT PERNYATAAN

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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, April 2018

Yang membuat perjanjian

RAHMI

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Students' Motivation score

No	Code	Item										Total
		1	2	3	4	5	6	7	8	9	10	
1.	S-1	4	2	5	3	2	4	5	4	2	5	36
2	S-2	3	3	3	5	3	3	4	5	4	5	38
3	S-3	4	2	5	3	4	1	3	5	3	4	34
4	S-4	4	2	5	3	4	2	5	5	3	4	37
5	S-5	3	4	5	3	2	3	4	4	2	5	35
6	S-6	4	2	5	4	4	4	4	4	4	4	39
7	S-7	4	1	4	3	3	3	4	5	3	3	33
8	S-8	4	2	5	3	4	4	4	5	2	4	37
9	S-9	4	1	4	3	2	5	5	5	2	3	34
10	S-10	3	3	3	4	3	4	3	4	3	5	35
11	S-11	4	5	5	5	4	5	5	4	4	5	46
12	S-12	4	5	5	5	5	5	5	4	4	5	47
13	S-13	5	4	4	5	3	4	3	4	3	4	39
14	S-14	3	3	3	4	3	3	4	5	4	5	37
15	S-15	3	3	3	5	4	5	4	3	5	5	40
16	S-16	3	3	3	5	3	3	4	3	5	5	37
17	S-17	3	3	4	5	3	3	3	3	5	4	36
18	S-18	4	4	4	4	5	5	5	4	4	5	44
19	S-19	4	4	5	4	4	4	4	5	4	4	42
20	S-20	4	4	4	4	4	4	4	4	5	4	41
21	S-21	3	4	4	3	2	3	4	4	2	5	34
22	S-22	4	3	5	4	3	5	4	4	4	4	40
23	S-23	4	4	4	4	4	4	4	5	4	5	42
24	S-24	4	2	4	5	5	4	5	4	4	5	42
25	S-25	4	4	5	4	4	5	4	4	5	4	43
26	S-26	2	1	5	4	3	1	4	4	5	4	33
27	S-27	2	2	5	4	4	5	5	4	3	5	39
28	S-28	4	2	5	3	4	4	5	5	2	4	38
29	S-29	3	3	4	5	4	4	5	5	4	5	42
30	S-30	4	3	4	5	4	2	4	5	4	5	40
Total		108	88	129	121	151	110	197	129	107	134	

Students' Activeness score

No	Code	Item										Total
		1	2	3	4	5	6	7	8	9	10	
1.	S-1	4	5	5	4	4	5	5	4	3	2	41
2	S-2	5	4	5	5	4	5	5	4	5	5	47
3	S-3	4	3	3	5	5	2	4	5	3	4	38
4	S-4	4	3	3	5	5	2	4	5	3	4	42
5	S-5	4	5	5	2	5	4	5	4	3	5	44
6	S-6	4	4	3	4	5	5	4	4	4	4	42
7	S-7	5	5	4	4	3	4	1	5	4	4	41
8	S-8	4	4	5	4	5	4	5	2	2	5	39
9	S-9	4	4	5	3	3	5	5	4	5	5	40
10	S-10	4	5	5	3	3	4	3	4	4	3	43
11	S-11	4	5	5	5	4	5	5	4	5	5	38
12	S-12	5	5	5	5	5	4	4	5	5	5	47
13	S-13	3	4	4	3	3	3	4	5	4	5	48
14	S-14	5	5	5	5	4	5	5	5	5	5	38
15	S-15	5	5	5	5	3	5	5	5	5	5	49
16	S-16	5	5	5	4	3	5	5	4	5	5	46
17	S-17	5	5	5	4	3	4	4	4	5	5	44
18	S-18	4	5	5	4	4	5	4	5	5	5	46
19	S-19	3	4	4	5	5	4	4	4	4	4	41
20	S-20	5	4	5	4	4	5	5	5	5	5	47
21	S-21	4	3	4	3	5	4	5	4	4	5	41
22	S-22	5	5	4	4	4	4	4	4	5	5	44
23	S-23	3	5	5	4	4	5	5	5	5	5	46
24	S-24	5	4	4	3	4	5	5	4	5	5	44
25	S-25	4	5	5	4	3	4	5	4	4	4	42
26	S-26	4	3	5	5	4	4	5	4	5	4	43
27	S-27	5	5	5	4	4	4	3	3	3	4	40
28	S-28	5	5	5	4	3	4	5	4	5	5	45
29	S-29	4	4	4	5	4	4	3	3	4	4	39
30	S-30	5	4	5	5	4	4	5	4	4	5	45
Total		131	133	137	123	118	127	131	126	198	134	

Total questionnaire of each table of students motivation

No	Item				
	SA	A	N	D	SD
1.	1	18	9	2	0
2	2	8	10	7	3
3	14	11	5	0	0
4	10	11	9	0	0
5	3	14	9	4	0
6	9	11	7	2	1
7	10	16	4	0	0
8	12	15	3	0	0
9	6	11	7	6	0
10	16	12	2	0	0
N1N2	83	127	65	21	4
Percentage	36%	23%	4,6%	14%	0,7%
Total score					78,3%

$$P = \frac{F}{N1N2} \times 100 \%$$

P = Total score

$$P = \frac{30}{N1N2} \times 100 \%$$

F = Frequency (30 students)

N1N2 = Total Frequency

Total questionnaire of each table of students activeness

No	Item				
	SA	A	N	D	SD
1.	14	12	4	0	0
2	17	10	3	0	0
3	20	8	2	0	0
4	10	15	5	0	0
5	9	12	9	0	0
6	12	15	1	2	0
7	18	8	2	3	1
8	10	16	2	2	0
9	15	8	6	1	0
10	20	9	1	0	0
N1N2	145	113	35	21	4
Percentage	20%	23%	8,6%	12%	0,3%
Total score					66,9%

$$P = \frac{F}{N1N2} \times 100 \%$$

P = Total score

$$P = \frac{30}{N1N2} \times 100 \%$$

F = Frequency (30 students)

N1N2 = Total Frequency

List of student Respondent

No	Name
1.	Muh. Aris
2	Alika
3	Riswandi
4	Muh. Idul
5	Mely Andriani
6	Muh. Akram
7	Nur Alam
8	Muh. Ismail
9	Herman
10	Wanda
11	Nur Fadilla
12	Rahmawati
13	Nabila Aulia
14	Wiwi yulianti
15	Febrianti Bahrin
16	Siti Nurhikmah
17	Dini Andriani
18	Nurul Hikmah
19	Rifa Ayu Atika
20	Reski Amelia Syam
21	Nur Indah
22	Sajir
23	Alrifta salsabila
24	Imam Al amin
25	Syahrul Ramadhan
26	m. iksan Dermawan
27	Amdan Jaya
28	Fardi
29	Rosihan Gimnastian
30	Muh. Saddang

The teacher explain about the material



The teacher ask student about the material



Students excited answer the question from their teacher



The researcher introduce their self



The researcher Explain about questionnaire



The Students Answer questionnaire



APPENDICES

CHAPTER I

INTRODUCTION

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

A. Background

Language is the only tool for people to communicate their ideas, thoughts, opinions, feelings or even their emotions. English is one of the languages in the world which has been an universal language. In Indonesia, English is one of the subjects which is taught from junior high school to university level as the first foreign language. Even, it is taught in elementary school and some kindergartens. English as the dominant foreign and international language has a very important role in Indonesia. It is the only foreign language taught as a compulsory subject in high school and at tertiary level. It is taught twice a week in senior high school and twice or three times a week in junior high school. At tertiary or higher education, English is taught for one to seven semesters, depending upon the department and the particular institution needs.

Teacher and students always expect the success of teaching and learning process. Teacher, as a figure for students must be demanded to be more creative and innovative in teaching and learning process. The teacher is not only presenting the materials, telling the students to do and evaluating their progress, but also is motivating the students in learning English. There

are so many students assume that English is not an interesting lesson, study English as a lesson, whether it is because so difficult to understand, or students have low motivation and no motivation strengthen itself or the teacher is not so creative in teaching.

Motivation is defined as the extent ones strive to do so and the satisfaction derived from it in its role in language learning success. Along this line of thought, students' motivation toward English language learning can, to a certain degree, influence their learning results, it is worth investigated how students' become successful or failed in learning English because it might affect their motivation and the way they learn the language. Dornyei. 2002 state that the learners enthusiasm, commitment and persistence are the key determinants of success or failure.

Doff states that the important factors influencing the students' characteristics learners characteristics play a dominant role in determining and predicting. The learners characteristic consisted of age, intelligence, attitude, motivation, attitude personality and cognitive style. Else (1984:1) said that those learners characteristics attitude and motivation are created as complex factor related to the second language learning achievement.

Intrinsic motivation is some kind of internal drive that encourage some body to pursue of action. If we perceived a goal and if that goal is sufficiently attractive. In relation their students' intrinsic motivation mean that the reason encourages in gaining success inside the classroom. Extrinsic motivation is that cause people to participate in activities for

tangible rewards, when we are extrinsically motivated to do something, we did because it leads to external rewards, such as money, and praise from someone.

In experience from researcher as long as learning English, some students who are interested in learning English in class sometimes paid attention to the teacher's explanation and usually easy for them to understand the materials. However, the students who did not pay attention to the materials, they always looked outside and as consequently they are difficult to understand and do some assignment gave by the teacher. These interesting phenomena are the reasons for researcher to choose this title.

Based on the research above, researcher conducted a research under the title : ***Students' Motivation and Their Activeness in Learning English of the Second Grade of SMPN 3 Pallangga.***

B. Research Problem

Related to the background mentioned above the research problem stated in the following questions;

1. How is the students' motivation in learning English of the Second Grade of SMPN 3 Pallangga?
2. How is the students' activeness in learning English?

C. Objective of the Research

Realizing the fact mentioned in the background by understanding the problem statement above, the objective of the research was to find out;

1. Students' motivation in learning English of the Second Grade of SMPN 3 Pallangga.
2. Students' activeness in learning English of the Second Grade of SMPN 3 Pallangga.

D. Significance of the Research

The significants of the research are explained as follows:

- a. To inform the stakeholders (e.g headmaster and the parents of the students) of the school in relation to the motivation in learning English.
- b. To inform the teachers of the school of the second grade that students' motivation in learning English in order that he/she can anticipated everything related to the teaching process in class.
- c. The result of the study is expected gave students' motivation and good input in learning process.

E. Scope of the Research

The researcher discussed about students' motivation and their activeness in learning English at the Second Grade of SMPN 3 Pallangga. This research absolutely focussed on the study of students' motivation and their activeness in learning English, and divided in two kinds of motivation were intrinsic motivation (students' curiosity and cooperation

in learning) and extrinsic motivation (teacher gave reward and gave motivation).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous related research findings, some pertinent ideas, relation between motivation and students' behavior in learning English, activeness in learning foreign language, and conceptual framework.

A. Previous Related Research Findings

There are some researchers who have conducted research that related with this topic as follows;

Abdelrahim, 2012, *Conducted to Examine Motivation to Learn English Language among Students' of Faculty of Arts, Islamic University-Sudan*. To achieve this aim, the researcher used the descriptive method an a simple random sample consisted of (40) male student was selected. The scale for measuring motivation was administered; the collected data were analyzed by using the following statistical test on (SPSS): T-test for one sample, one way analysis of varience, and Pearson correlation coefficient. The result indicated that: motivation scores were higher among students, no significant differences were found on motivation attributed to class level, and there was no correlation between motivation and age. At the end of this research, some recommendations, and suggestions for future studies were presented.

Jayanti, 2012, *the Contribution of Learning Motivation and Language Learning Strategy to English Proficiency of the second Grade Students' of SMP Dwijendra Denpasar*. In her thesis, She found that an expose factor research design was used in this study, which involved 160 students' as sample. The number of sample was determined by using sistematic random sampling. The data of this study were obtained through two models of instruments, namely test and questionnaire. The data were analyzed through correlation, simple and multiple regressions. The contribution of learning motivation was 92,5% language learning strategies were 89,9% and those two variables was 95,1% with affect English Proficiency. The findings of this study were: 1) There was a positive and significant contribution of learning motivation of the second grade students English Proficiency; 2) there was a positive and significant contribution of language learning strategies on second grade students' English proficiency and; 3) there was simultaneous positive significant contribution of learning motivation, language learning strategies on second grade students' English proficiency.

Rehman (2014) conducted the research paper aims to explore the role of motivation in learning English language for Pakistani learners, motivation in regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desire goals. The study was quantitative in nature. A questionnaire was designed on likert scale in order to collect data from a group of 50 Pakistani intermediate students'

from a private college. In terms of gender the group was divided involving 25 males and 25 females. Finally on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English for Pakistani learners.

Based on the previous related findings above the researchers explain this research is similar with all of the research findings above. Their findings concerned to study about motivation in learning English. The different between the research findings above with this research is the object of research. Ibrahim Abdelrahim conducted the research towards students' in faculty of arts, Jayanti conducted the research among the second grade students' and Rehman implemented the research to Pakistani learners of private college.

B. Some Pertinent Ideas

1. The Concept of Motivation

a. Defenition of Motivation

Motivation is a key to success in learning. Motivation a desire comes from ourselves. Motivation is the study of why people think and behave as they do. In general terms, students' motivation refers to students' willingness, need, desire, and compulsion to participate in, and be successful in the learning process (Bornia, et, al, 1997).

According to Yu-mei (2009), motivation is one of several important factors that may influence students' English achievement. Learners' motivation has been widely accepted as a key factor which

influences the rate and success of second language learning (Ellis, 1994; McDonough, 1983)

Increasing students' motivation to learn is a major concern for most educators because they recognize that students' have to be interested in learning in order they are fully engaged and deeply comprehend the content. Giving motivation to the student are needed. Students' motivation depends on a variety of factor among them how they perceive their own achievement. From the explanation above, motivation is one of the important elements in learning especially in learning English. Giving a motivation for students' is a teachers major concern because when the students are motivated, they will interest in learning and they can comprehend the content of teachers' material.

b.Types of Motivation

There are two types of motivations. They are explained as follow:

1). Intrinsic Motivation

Decy (1975;23) defines intrinsically motivated activited as; “ the ones for wich there is no apparent reward except the activity itself”. Self determination theory put emphasis on three innate psychological needs wich need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are; autonomy (in deciding what to do and how to do it), competence (abilities and skills by which we manage to control our environment) and relatedness (relationships we develop through

our interaction with others). This assumption has significant implications for students' engaged in the learning process.

Furthermore, Intrinsic means "from within". People are intrinsically motivated not because accomplishing the activity they do brings a reward, but because doing the activity itself is a reward. The feeling of competence and self determination are significant factors of Itrinsic motivation.

2). Extrinsic Motivation

Extrinsic Motivation is concerned with factors outside the classroom. Many others factors have an impact upon a students' level of extrinsic motivation and most these to do with his or her attitude to the language. It will be affected by the attitude of those who have influence with that students'. If the parents are very much againts the culture of the language, this will probably affect his or her motivation in a negative way. If they are very much in favour of the language, this can have apposite affect (Harmer, 1991: 4)

According to Babae, 2012:2, extrinsic motivation is related to doing and action in order receive and extrinsic reward or avoid punishment. An example of extrinsic motivation would be the case of an employee who studies english because she or he will be sent

to England for work, and if it was not for that sake , she or he would not study it.

Based on the explanation above, Intrinsic motivation and Extrinsic motivation are the types of motivation which affect the students' in learning English .Furthermore, the studnts' have to be prepared to take some responsibility for their own learning.

2. Relation Between Motivation and Students' Behavior in Learning English

Motivation is the basic drive for all of our actions. Motivation refers to the dynamic of our behavior, which involvesour needs, desires and ambition in life. Achievement motivation is based on reaching success and achieving all of our aspirationsin life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz., et al., 1997)

These basic psychological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of meature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behavior, action, thoughts, and believes are influenced by our inner drive to succeed.

3. Activeness in Learning English

In active learning, students participate in the process and students participate when they are doing something besides passively listening. Active learning is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. That indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes, and that this taxonomy of learning behaviours can be thought of as "the goals of the learning process" (Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Active learning engages students in two aspects – doing things and thinking about the things they are doing.

In teaching and learning English, the teacher should observe the students' conditions. And as well as teaching and learning process is going on when condition are good. In general, the teacher should presumably try to make their class as pleasant as possible. Even where conditions are bad it may be possible to improve the atmosphere with the students' work or game. For example activeness in learning is using games what's the question. In this activity, Students' can improve their listening and speaking. This game students form two teams. This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than useful as review.

Teachers should ensure that those activities are relevant and iterative, providing students with incremental challenges that they can engage with at a social level, so that the entire community of learners extends its collective knowledge through the construction of meaning. Teachers should also be aware that tools can limit as well as enable social interaction, so must be applied wisely and appropriately to promote the most effective learning.

4. Conceptual Framework

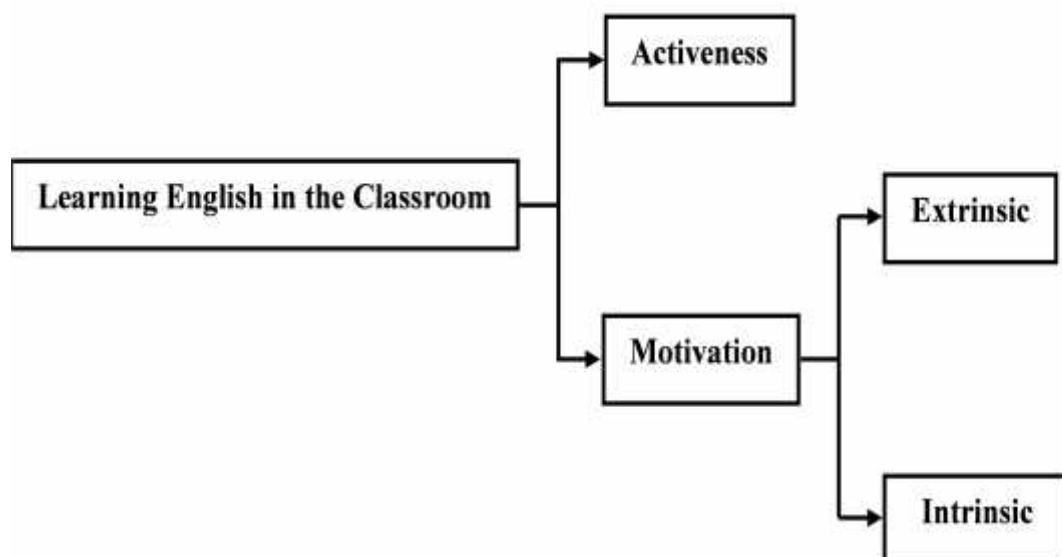


Figure. 2.1 Conceptual Framework

The Conceptual Framework above shows the process of research explained students' motivation and their activeness in learning English, which was in learning English in the classroom, the students' must have a motivation and activeness. The types of students' motivation are intrinsic

and extrinsic motivation, which is intrinsic and extrinsic motivation to influence in learning English.

CHAPTER III

METHOD OF THE RESEARCH

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

A. Research Method

The method that was applied in this study was Descriptive qualitative method. This research illustrated Students' Motivation and their Activeness in Learning English. Based on the title, the researcher chose descriptive qualitative method because it was comparable to collect the data from the students' perception. Descriptive qualitative method was a method of research that involved collecting data in order to test hypotheses or to answer the questions concerning correct status the subject of the study. The descriptive method was also designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the research. According to John (2012) stated that some different major of characteristics at each stage of the research process those are :

1. Exploring a problem and developing a detailed understanding of a central phenomenon;
2. Having the literature review play a minor role but justify the problem;

3. Stating the purpose and research questions a general and broad way so as to the participants' experience;
4. Collecting data based on words from a small number of individuals so that the participants' view are obtained;
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings;
6. Writing the report using flexible, emerging structure and evaluative criteria, and including the researchers' subjective reflexivity and bias.

Some characteristic above that the reason for researcher dealt to describe her research methodology by qualitative method. Therefore, the purpose of qualitative research focused and deals with promoting a deep understanding of particular phenomenon such as environment, a process, or even belief.

B. Population and Sample

1. Population

Population is object of the research (Cressweel,2010:218). The population of the research is students at second grade of SMPN 3 Pallangga, which consisted of eight classes. There were 30 students in each class. The total was 246 students.

The number of population

No	Class	The number of students
1	8.1	32
2	8.2	31
3	8.3	30
4	8.4	30
5	8.5	30
6	8.6	32
7	8.7	31
8	8.8	30

(source: Tata usaha SMPN 3 Pallangga, 2018)

2. Sample

Sample is type of the population example as representative used as object of the research (Arikunto, 2006:131). In this research, the researcher used Purposive Sampling Technique. The researcher took one class (8.3) which consisted of 30 students' of second grade of SMPN 3 Pallangga as the sample.

C. Research Instrument

The researcher collected the data from the students, and used questionnaire as instrument and observation to know process or situation in class.

1. Questionnaire

The questionnaire consisted of 20 questions. The researcher collected the data from the questionnaire that was analyzed to find

out the students' motivation by using likert scale as follow; 5, 4, 3, 2, and 1 for positive statement and to know more detail the following table, it was given briefly explanation:

Option Likert Scale					
Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Value	5	4	3	2	1

(Sugiyono, 2010:94)

2. Observation

Observational methods are useful means of gaining understanding about the processes involved in a situation. In observation, qualitative research obtained data the simply watching the participants. The emphasis during the observation is one understating the natural environment as lived by participants without altering or manipulating (Gay et al,2006)

In this research, the researcher applied the direct observation. Dawson (2002:32) states that direct observation involves the observation of a subject in a certain situation and often uses technology such us video, cameras and the researcher is not involved in the lives of the subject being observed.

The researcher observed students' motivation and their activeness in learning English .The students' motivation and their activeness in learning English observation done around march 2018.

D. Procedure of Collecting Data

In collecting the data, the researcher used questionnaire as instrument and observation to understanding the process in class. The procedures were as follow:

1. Questionnaire

- a. The researcher explained to students' about the questionnaire;
- b. The researcher gave 30 minutes for respondent to answer all of the questions;
- c. The researcher collected the data from respondent;
- d. The researcher analyzed the data.
- e. The researcher classified the answers based on the question.

2. Observation

- a. The researcher employed observation during this research to gain the data about students motivation and their activeness in learning English.
- b. During the observation the researcher observed students through video and cameras.
- c. From observation, the researcher examined various of document file.

E. Technique of Data Analysis

In this research, the data was collected through the questionnaire and observation. To analyze the data, the researcher used frequency to analyze the data from the questionnaire. The data obtained from the test

was analyzed by likert scale procedure indicating whether one strongly agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly disagree (SD) with each statement. The researcher classified their collected data from questionnaire, the researcher analyzed by using the percentage technique, the researcher used the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

Notation:

P = Percentage of questionnaire

Fq= The number of frequency

N = Total sample

(Sudjana, 2010)

To rate students' motivation and their activeness, the researcher used the criteria as follows:

1. Score 81-100% is categorized very high
2. Score 61-80% is categorized high
3. Score 41-60% is categorized intermediate
4. Score 21-40% is categorized low
5. Score 0-20% is categorized very low

(Depdikbud in Nurleni, 2012:30).

The researcher calculated total score of the questionnaire by using the following formula:

$$P = \frac{F}{N1N2} \times 100 \%$$

Notation:

P= Total score

F= Frequency

N1N2 = The total frequency

(Gay, 2006).

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter was divided into two main sections, they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire about Students' Motivation and their Activeness in Learning English.

. The discussion deals with the interpretation of the findings in the research.

A. Findings

In this part, the data are presented to show the frequency, percentage and score of the respondents to each item of the questionnaire. The results are in the following tables.

There were 30 students of the second grade students of SMPN 3 Pallangga taken as the respondents in this research. The frequency and percentage rate of the data analysis through questionnaire can be seen in table 1 to table 10 as follows :

1. Motivation Statement

For the question 1 until 10, there were explained about motivation statement. Students have motivation in learning English, such as students bring confidence in their self to learning in the class. And then, students also

have motivation from out, such us from teacher or parents, and its namely intrinsic and extrinsic motivation.

Table 1

Based on the item 1 of the questionnaire about “The things I learned in learning English would be beneficial for me (*Hal yang saya pelajari dalam pembelajaran bahasa inggris akan bermanfaat bagi saya*)”.

Table 1. Frequency and percentage for item 1

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	1	5	3%
Agree	4	18	72	60%
Neutral	3	9	27	30%
Disagree	2	2	4	7%
Strongly disagree	1	0	0	0
Total		30	108	100%

Table 1 shows that 1 (3%) of 30 students stated strongly agree, 18 (60%) of them stated agree, 9 (30%) of them stated neutral, 2 (7%) of them stated disagree and none of them stated strongly disagree. The score of the students is 108. So, we could conclude that mostly college students

in SMPN 3 pallangga of second grade are agree that in learning English would be beneficial for them.

Table 2

Based on the item 2 of the questionnaire about “My curiosity is often moved by the question raised and problems that the teacher in English language learning materials (*Rasa ingin tahu saya sering kali tergerak oleh pertanyaan yang dikemukakan dan masalah yang diberikan guru pada materi pembelajaran bahasa inggris*)”.

Table 2. Frequency and percentage for item 2

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	2	10	7%
Agree	4	8	32	27%
Neutral	3	10	30	33%
Disagree	2	7	14	23%
Strongly disagree	1	3	3	10%
Total		30	89	100%

Table 2 shows that 2 (7%) of 30 students stated strongly agree, 8 (27%) of them stated agree, 10 (33%) of them stated neutral, 7 (23%) of them stated disagree and 3 (10%) of them stated strongly disagree. The score of

the students was 89. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are answer neutral that curiosity of them often moved if the teacher question raised and problems in English language learning materials .

Table 3

Based on the item 3 of the questionnaire about “I seriously work on a task if assessed by the teacher (*saya serius mengerjakan tugas jika dinilai oleh guru*)”

Table 3. Frequency and percentage for item 3

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	14	70	47%
Agree	4	11	44	37%
Neutral	3	5	15	16%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	129	100%

Table 3 show that 14 (47%) of 30 students states strongly agree, 11 (37%) of them stated agree, 5 (16%) of them stated neutral, and none of

them stated disagree, and strongly disagree. The score of the students was 129. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are strongly agree that the teacher assessed the task from the students.

Table 4

Based on the item 4 of the questionnaire about " When I see my friends always do the task on time, it appeared my willingness to participate in task on time (*Apabila saya melihat teman-teman selalu mengerjakan tugas tepat waktu, maka muncul kemauan saya untuk ikut mengerjakan tugas tepat waktu*)"

Table 4. Frequency and percentage for item 4

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	10	50	33%
Agree	4	11	44	37%
Neutral	3	9	27	30%
Disagree	2	0	0	%
Strongly disagree	1	0	0	0
Total		30	121	100%

Table 4 shows that 10 (33%) of 30 students states strongly agree, 11 (37%) of them stated agree, 9 (30%) of them stated neutral, and none of

them stated disagree and strongly agree. The score of the students was 121. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that students influence to their friends for always do the task on time .

Table 5

Based on the item 5 of the questionnaire about “The teacher always get reinforcement when study in the class (*Guru selalu memberikan penguatan ketika akan memulai pembelajaran di dalam kelas*)”

Table 5. Frequency and percentage for item 5

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	3	15	10%
Agree	4	14	56	47%
Neutral	3	9	27	30%
Disagree	2	4	8	13%
Strongly disagree	1	0	0	0
Total		30	106	100%

Table 5 shows that 3 (10%) of 30 students stated strongly agree, 14 (47%) of them stated agree, 9 (30%) of them stated neutral, 4 (13%) of them stated disagree, and none of them stated strongly disagree. The score

of the students was 106. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their teacher always get reinforcement when study in the class.

Table 6

Based on the item 6 of the questionnaire about "Teachers are always challenges me to be more active in learning (*Guru selalu memberikan semangat kepada saya untuk lebih giat lagi dalam belajar*)" "

Table 6. Frequency and percentage for item 6

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	9	45	30%
Agree	4	11	44	37%
Neutral	3	7	21	23%
Disagree	2	2	4	7%
Strongly disagree	1	1	1	3%
Total		30	115	100%

Table 6 shows that 9 (30%) of 30 students stated strongly agree, 11 (37%) of them stated agree, 7 (23%) of them stated neutral, 2 (7%) of them stated that disagree, and 1 (3%) of them stated strongly disagree. The score

of students was 115. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their teachers are always challenges them to be more active in learning.

Table 7

Based on the item 7 of the questionnaire about “Teachers give praise if my good grades (*Guru memberikan pujian jika nilai saya bagus*)”

Table 7. Frequency and percentage for item 7

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	10	50	33%
Agree	4	16	64	54%
Neutral	3	4	12	13%
Disagree	2	0	0	0%
Strongly disagree	1	0	0	0%
Total		30	126	100%

Table 7 shows that 10 (33%) of 30 students stated strongly agree, 16 (54%) of them stated agree, 4 (13%) of them stated neutral, and none of them stated disagree and strongly disagree. The score of students was 126. So, we could conclude that mostly college students in SMPN 3 Pallangga

of second grade are agree that their teachers give praise to students achievement.

Table 8

Based on the item 8 of the questionnaire about “Teachers give punishment to students who are lazy to do the task (*Guru memberikan hukuman kepada siswa yang malas mengerjakan tugas*)”

Table 8. Frequency and percentage for item 8

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	12	60	40%
Agree	4	15	60	50%
Neutral	3	3	9	10%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	129	100%

Table 8 shows that 12 (40%) of 30 students stated strongly agree, 15 (50%) of them stated agree, 3 (10%) of them stated neutral and none of them stated disagree and strongly disagree. The score of students was 129. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their teachers give punishment to students who are lazy to do the task.

Table 9

Based on the item 9 of the questionnaire about "Teacher advised me to listen what is said (*Guru menasehati saya agar mendengarkan apa yang disampaikan*)"

Table 9. Frequency and percentage of motivation statement for item 9

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	6	30	20%
Agree	4	11	44	37%
Neutral	3	7	21	23%
Disagree	2	6	12	20%
Strongly disagree	1	0	0	0
Total		30	107	100%

Table 9 shows that 6 (20%) of 30 students stated strongly agree, 11 (37%) of them stated agree, 7 (23%) of them stated neutral, 6 (20%) of them stated disagree, and none of them stated strongly disagree. The score of students was 107. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their teacher advised to listen what is said in process teaching and learning in the class.

Table 10

Based on the item 10 of the questionnaire about " The teacher help me when my experience difficulties in learning about the material (*Guru membantu saya ketika saya mengalami kesulitan dalam memahami materi pelajaran*)" "

Table 10. Frequency and percentage for item 10

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	16	80	53%
Agree	4	12	48	40%
Neutral	3	2	6	7%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	134	100%

Table 10 shows that 16 (53%) of 30 students stated strongly agree, 12 (40%) of them stated agree, 2 (7%) of them stated neutral and none of them stated disagree and strongly disagree. The score of students was 134. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their teacher help the students when difficulties to understand in learning about the material.

So, the researcher can conclude in the each item with following the table

SCALE	Frequency of Each Table										Percentage
	1	2	3	4	5	6	7	8	9	10	
SA	1	2	14	10	3	9	10	12	6	16	36%
A	18	8	11	11	14	11	16	15	11	12	23%
N	9	10	5	9	9	7	4	3	7	2	4,6%
D	2	7	0	0	4	2	0	0	6	0	14%
SD	0	3	0	0	0	1	0	0	0	0	0,7%
TOTAL											78,3%

Based on the data above, the researcher can conclude and showed that mostly college students in SMPN 3 Pallangga 36% . It is proved by the respond of students toward the statement in the questionnaire that the percentage value of their motivation statement was 78,3%. So, score of students motivation was positive or high.

2. Activeness statement

For the question 1 until 10, there were explained about activeness in process teaching and learning English in the class.

Tabel 1

Based on the item 1 of the questionnaire about "Without prompting I always record things that are important in the current on going lesson (*Tanpa disuruh saya selalu mencatat hal-hal yang penting disaat pelajaran sedang berlangsung*)".

Table 1. Frequency and percentage for item 1

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	14	70	47%
Agree	4	12	48	40%
Neutral	3	4	12	13%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	130	100%

Table 1 shows that 14 (47%) of 30 students stated strongly agree, 12 (40%) of them stated agree, 4 (12%) of them stated neutral, none of them stated disagree and strongly disagree. The score of the students was 130.

So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are strongly agree that their teacher teaching in class, and record things that are important in lesson for them.

Table 2

Based on the item 2 of the questionnaire about “I’m focus on attention when the teacher is explaining the material (*saya fokus memperhatikan jika guru sedang menjelaskan materi*)”

Table 2. Frequency and percentage for item 2

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	17	85	57%
Agree	4	10	40	33%
Neutral	3	3	9	10%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	134	100%

Table 2 shows that 17 (57%) of 30 students stated strongly agree, 10 (40%) of them stated agree, 3 (10%) of them stated neutral, none of them stated disagree and strongly disagree. The score of the students was 134. So, we could conclude that mostly college students in SMPN

3 Pallangga of second grade are strongly agree that their teacher explaining the material and students focus on attention in the class.

Table 3

Based on the item 3 of the questionnaire about “successfully completing the learning is very important to me (*Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya*)”

Table 3. Frequency and percentage for item 3

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	20	100	66%
Agree	4	8	32	27%
Neutral	3	2	6	7
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	138	100%

Table 3 shows that 20 (66%) of 30 students stated strongly agree, 8 (27%) of them stated agree, 2 (7%) of them stated neutral, none of them stated disagree and strongly disagree. The score of the students was 138. So, we could conclude that mostly college students in SMPN

3 Pallangga of second grade are strongly agree that successfully completing the learning is very important for them.

Table 4

Based on the item 4 of the questionnaire about "I am so happy to learning the English language, so I want to know more principle discussion (*Saya sangat senang pada pembelajaran bahasa inggris sehingga saya ingin mengetahui lebih lanjut pokok pembahasannya*)".

Table 4. Frequency and percentage for item 4

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	10	50	33%
Agree	4	15	60	50%
Neutral	3	5	15	17%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	125	100%

Table 4 shows that 10 (33%) of 30 students stated strongly agree, 15 (50%) of them stated agree, 5 (17%) of them stated neutral, none of them stated disagree and strongly disagree. The score of the students was 125.

So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that learning the English language is make their happy.

Table 5

Based on the item 5 of the questionnaire about "The first time I saw learning the English language, I believe that learning is easy for me (*pertama kali saya melihat pembelajaran bahasa inggris, saya percaya bahwa pembelajaran ini mudah bagi saya*)"

Table 5. Frequency and percentage for item 5

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	9	45	30%
Agree	4	12	48	40%
Neutral	3	9	27	30%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	120	100%

Table 5 shows that 9 (30%) of 30 students stated strongly agree, 12 (40%) of them stated agree, 9 (30%) of them stated neutral, none of them stated disagree and strongly agree. The score of the students was 120. So,

we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their believe learning English is easy for them .

Table 6

Based on the item 6 of the questionnaire about "By the time I followed the English language learning, I believe that I can success if I tried hard enough (*pada saya mengikuti pembelajaran bahasa inggris, saya percaya bahwa saya dapat berhasil jika saya berupaya cukup keras*)"

Table 6. Frequency and percentage for item 6

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	12	60	40%
Agree	4	15	60	50%
Neutral	3	1	3	3%
Disagree	2	2	4	7%
Strongly disagree	1	0	0	0
Total		30	127	100%

Table 6 shows that 12 (40%) of 30 students stated strongly agree, 15 (50%) of them stated agree, 1 (3%) of them stated neutral, 2 (7%) of them stated disagree, and none of them stated strongly disagree. The score of the

students was 127. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that their believe to success in learning English.

Table 7

Based on the item 7 of the questionnaire about "I am satisfied with the evaluation made by teachers compared with my assessment (*saya puas dengan evaluasi yang dilakukan oleh guru dibandingkan dengan penilaian saya*)"

Table 7. Frequency and percentage for item 7

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	18	90	60%
Agree	4	8	32	27%
Neutral	3	2	6	7%
Disagree	2	1	2	3%
Strongly disagree	1	1	1	3%
Total		30	131	100%

Table 17 shows that 18 (60%) of 30 students stated strongly agree, 8 (27%) of them stated agree, 2 (7%) of them stated neutral, 1 (3%) of them stated disagree, and 1 (3%) of them stated strongly disagree. The score of

the students was 131. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are strongly agree that teachers give evaluation and assessment .

Table 8

Based on the item 8 of the questionnaire about "If the teacher asks the question, the answer can be given added value, so I tried to answer the question (*jika guru memberikan pertanyaan, yang menjawab dapat ditambah nilai, jadi saya mencoba untuk menjawab pertanyaan itu*)"

Table 8. Frequency and percentage for item 8

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	10	50	33%
Agree	4	16	64	53%
Neutral	3	2	6	7%
Disagree	2	2	4	7%
Strongly disagree	1	0	0	0
Total		30	124	100%

Table 18 shows that 10 (33%) of 30 students stated strongly agree, 16 (53%) of them stated agree, 2 (7%) of them stated neutral, 2 (7%) of them

stated disagree, and none of them stated strongly disagree. The score of the students was 124. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are agree that the teacher asks the question, so their tried to answer the question.

Table 9

Based on the item 9 of the questionnaire about " I'm fell good if the teacher want to me to complete my wrong answer (*saya merasa senang ketika guru meminta saya untuk kembali memperbaiki jawaban yang salah*)"

Table 9. Frequency and percentage for item 9

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	15	75	50%
Agree	4	8	32	27%
Neutral	3	6	18	20%
Disagree	2	1	2	3%
Strongly disagree	1	0	0	0
Total		30	127	100%

Table 9 shows that 15 (50%) of 30 students stated strongly agree, 8 (27%) of them stated agree, 6 (20%) of them stated neutral, 1 (3%) of them stated disagree, and none of them stated strongly disagree. The score of the

students was 127. So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are strongly agree that teacher give opportunity for them to complete their answer.

Table 10

Based on the item 10 of the questionnaire about "I studied English language learning while, because I believe I will be successful in test (*saya mempelajari pembelajaran bahasa inggris beberapa saat, karena saya percaya saya akan berhasil dalam tes*)".

Table 10. Frequency and percentage for item 10

Options	Value (x)	Frequency (f)	Score (f.x)	Percentage
Strongly agree	5	20	100	67%
Agree	4	9	36	30%
Neutral	3	1	3	3%
Disagree	2	0	0	0
Strongly disagree	1	0	0	0
Total		30	139	100%

Table 10 shows that 20 (67%) of 30 students stated strongly agree, 9 (30%) of them stated agree, 1 (3%) of them stated neutral, and none of them stated disagree and strongly disagree. The score of students was 139.

So, we could conclude that mostly college students in SMPN 3 Pallangga of second grade are strongly agree that their test successful in test.

So, the researcher can conclude in the each item with following the table

SCALE	Frequency of Each Table										Percentage
	1	2	3	4	5	6	7	8	9	10	
SA	14	17	20	10	9	12	18	10	15	20	20%
A	12	10	8	15	12	15	8	16	8	9	26%
N	4	3	2	5	9	1	2	2	6	1	8,6%
D	0	0	0	0	0	2	3	2	1	0	12%
SD	0	0	0	0	0	0	1	0	0	0	0,3%
TOTAL											66,9%

Based on the data above, the researcher can conclude and showed that mostly college students in SMPN 3 Pallangga 26% . It is proved by the respond of students toward the statement in the questionnaire that the percentage value of their activeness statement was 66,9%. So, score of students activeness was positive or high.

B. Discussion

In this part, the researcher discusses the result of the data analysis that had been founded from the research in accordance with the scope of this research. The discussion in interved to know students' motivation and their activeness in learning English.

Based on the observation result, the researcher found that there were several learning action or performed by students (8.3). During the observation, the researcher desire to know the phenomena how to motivation and their activeness in the class to successful in learning English.

The researcher, observed students motivation and their activeness in learning English, and the result the students are very active to respon the material. So, the researcher concluded students motivation and their activeness were high.

Based on the data was collected to find the level of students motivation in learning English. The questionnaire that given at the first meeting, it can be said that the students motivation and their activeness in learning English were categorized high motivation.

According to Latifah (2015) conducted that 69,3% students catogorized high motivation in learning English, motivation was regarded as an influential element in the success of any activity. Finally, on the basis of finding a number of generalizations were made regarding the importance of motivation in learning English.

Abdurrahman (2014) conducted the research paper aimed to explore the role of motivation in learning English language. Motivation is regarded as an influential element in the success of any activity.

From the data got here, the researcher also concluded that the teacher always gave motivation so the students also high motivation in learning English, it was proved by the students answer from 20 the questionnaire motivation statement there were 36% students answer strongly agree, 23% students answer agree, 4,6% answer neutral, 14% students answer disagree and 0,7% students answer strongly disagree. And activeness statement there were 20% students answer strongly agree, 26% students answer agree, 8,6% students answer neutral, 12% students answer disagree, and 0,3% students answer strongly disagree. It means that the students categoriezed high motivation and high activeness in learning English in SMPN 3 Pallangga.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections, the first section dealt with the conclusion of findings of the research and the other one dealt with suggestion.

A. Conclusion

Based on the research findings and discussion in previous chapter, the researcher concluded that students' motivation and their activeness in learning English of the second grade of SMPN 3 Pallangga is categorized high as follows :

1. Based on the result of questionnaire, the students of SMPN 3 Pallangga was high motivation and active in learning English. The mean score of the students motivation was 78,3% and activeness was 66,9%.
2. Motivation is one problems which faced by students' and teachers in learning process. Motivation is important thing which must be owned by students. The activeness in learning process was more effective and efficient if the students bring intrinsic and extrinsic in the class.

B. Suggestion

Based on the conclusion above, the researcher put suggestion as in the following suggestions:

1. Students have to be prepared to take some responsibility for their own learning. But with that in mind the teacher can still do their best to ensure that students view the language and learning experience in a positive light
2. The teacher can do this teaching by creating a positive attitude to the language and they can try to be certain that they are supportive and encouraging to their students.

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Questionnaire

Name :

Class :

Answer the following question by providing () on the option that you think appropriate

A. MOTIVATION STATEMENT (PERNYATAAN MOTIVASI)

No	Statement	SA	A	N	D	SD
1	The things I learned in learning English would be beneficial for me					
2	My curiosity is often moved by the question raised and problems that the teacher in English language learning materials					
3	I seriously work on a task if assessed by the teacher					
4	When I see my friends always do the task on time, it appeared my willingness to participate in task on time					
5	The teacher always get reinforcement when study in the class					
6	Teachers are always challenges me to be more active in learning					
7	Teacher give praise if my good grades					
8	Theachers give punishment to students who are lazy to do the task					
9	Teacher adviced me to listen what is said					
10	The teacher help me when my experience difficulties in learning about the material					

Source : Sugiyono, 2010

B. ACTIVENESS STATEMENT (PERNYATAAN KEAKTIFAN)

No	Statement	SA	A	N	D	SD
1	Without prompting I always record things that are important in the current on going lesson					
2	I'm focus on attention when the teacher is explaining the material					
3	Successfully completing the learning is very important to me					
4	I am so happy to learning the English language, so I want to know more principle discussion					
5	The first time I saw learning the English language, I believe that the learning is easy for me					
6	By the time I followed the English language learning, I believe that I can success if I tried hard enough					
7	I'm satisfied with the evaluation made by teachers compared with my assessment					
8	If the teacher asks the question, the answer can be given added value, so I tried to answer the question					
9	I'm feel good if the teacher want to me to complete my wrong answer					
10	I studied English language learning while, because I believe I will be successful in test					

Source : Sugiyono, 2010

Note:

SA = Strongly Agree (5)

D = Disagree (2)

A = Agree (4)

SD = Strongly Disagree (1)

N = Neutral

Questionnaire

Nama :

kelas :

Jawablah pernyataan berikut dengan memberikan tanda () pada jawaban yang kalian anggap tepat

A. MOTIVATION STATEMENT (PERNYATAAN MOTIVASI)

No	Pernyataan	SS	S	N	TS	STS
1	Hal yang saya pelajari dalam pembelajaran bahasa Inggris akan bermanfaat bagi saya					
2	Rasa ingin tahu saya sering kali tergerak oleh pertanyaan yang dikemukakan dan masalah yang diberikan guru pada materi pembelajaran bahasa Inggris					
3	Saya serius mengerjakan tugas jika dinilai oleh guru					
4	Apabila saya melihat teman-teman selalu mengerjakan tugas tepat waktu, maka muncul kemauan saya untuk ikut mengerjakan tugas tepat waktu					
5	Guru selalu memberikan penguatan ketika akan memulai pembelajaran di dalam kelas					
6	Guru selalu memberikan semangat kepada saya untuk lebih giat lagi dalam belajar					
7	Guru memberikan pujian jika nilai saya bagus					
8	Guru memberikan hukuman kepada siswa yang malas mengerjakan tugas					
9	Guru menasehati saya agar mendengarkan apa yang disampaikan					
10	Guru menasehati saya ketika saya mengalami kesulitan dalam memahami materi pelajaran					

Source : Sugiyono, 2010

B. ACTIVENESS STATEMENT (PERNYATAAN KEAKTIFAN)

No	Pernyataan	SS	S	N	TS	STS
1	Tanpa disuruh saya selalu mencatat hal-hal yang penting disaat pelajaran sedang berlangsung					
2	Saya fokus memperhatikan jika guru sedang menjelaskan materi					
3	Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya					
4	Saya sangat senang pada pembelajaran bahasa inggris sehingga saya ingin mengetahui lebih lanjut pokok pembahasannya					
5	Pertama kali saya melihat pembelajaran bahasa inggris saya percaya bahwa pembelajaran ini mudah bagi saya					
6	Pada saya mengikuti pembelajaran bahasa inggris, saya percaya bahwa saya dapat berhasil jika saya berupaya cukup keras					
7	Saya puas dengan evaluasi yang dilakukan oleh guru dibandingkan dengan penilaian saya					
8	Jika guru memberikan pertanyaan, yang menjawab dapat ditambah nilai, jadi sya mencoba untuk menjawab pertanyaan itu					
9	Saya merasa senang ketika guru meminta saya untuk kembali memperbaiki jawaban yang salah					
10	Saya mempelajari pembelajaran bahasa inggris beberapa saat, karena saya percaya saya akan berhasil dalam tes					

Source : Sugiyono, 2010

Note:

SS = Sangat Setuju

N= Netral

STS=Sangat Tidak Setuju

S= Setuju

TS= Tidak Setuju

Curriculum Vitae



Rahmi was born on September 9th, 1995 in Gowa. She is second child of three siblings of her parents. Her fathers' name is Muh. Amir and her mothers' name is Hamidah.

She graduated elementary school in 2007 at SDN TOMBOLO K, she continued her study at SMPN 3 PALLANGGA and graduated in 2010, her senior high school was at SMAN 1 PALLANGGA that now known as SMAN 9 GOWA and graduated in 2013. At the same year 2013, she continued her study at the University and at the year, she was accepted at Muhammadiyah University of Makassar as a student of English Educational Department.

At the end of his study, she could finish her thesis with tittle Students' Motivation and Their Activeness in Learning English of the Second Grade of SMPN 3 Pallangga (A Descriptive Research).