

**FACTORS AFFECTING THE STUDENTS' MOTIVATION IN
LEARNING ENGLISH AS A FOREIGN LANGUAGE AT THE OF SMP 1
BANGKALA**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar in Partial Fulfillment of the
Requirement for Degree of Education in English Department*

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
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ABSTRACT

Aliffa Umayya 2023, *Factor Affecting Student's Behavior Towards Learning English as a Foreign Language VII Gread of SMP 1 Bangkala*. A Thesis, Departement of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by :Asriati and Uyunnasirah Hambali.

This study aims to find factors that influence students' learning motivation in class. The interaction focus only on students. The subjects of this research are students of SMP 1 Bangkala. This research uses checklist observation to evaluate students' learning behavior, especially when learning English will be implemented.

Based on the results it was found that the main factor influencing student motivation in class was student interest. The lack of student interest in paying attention to the lesson in front of the class and the teacher who conveys material in class does not build the class atmosphere making students' attention distracted and prefers to tell stories with their peers, and the class environment is one of the factors that influence motivation in class, seeing the class environment that is lacking eager to make other students also not eager to learn.

Keywords: *Student behavior, English as a foreign language, English motivation*



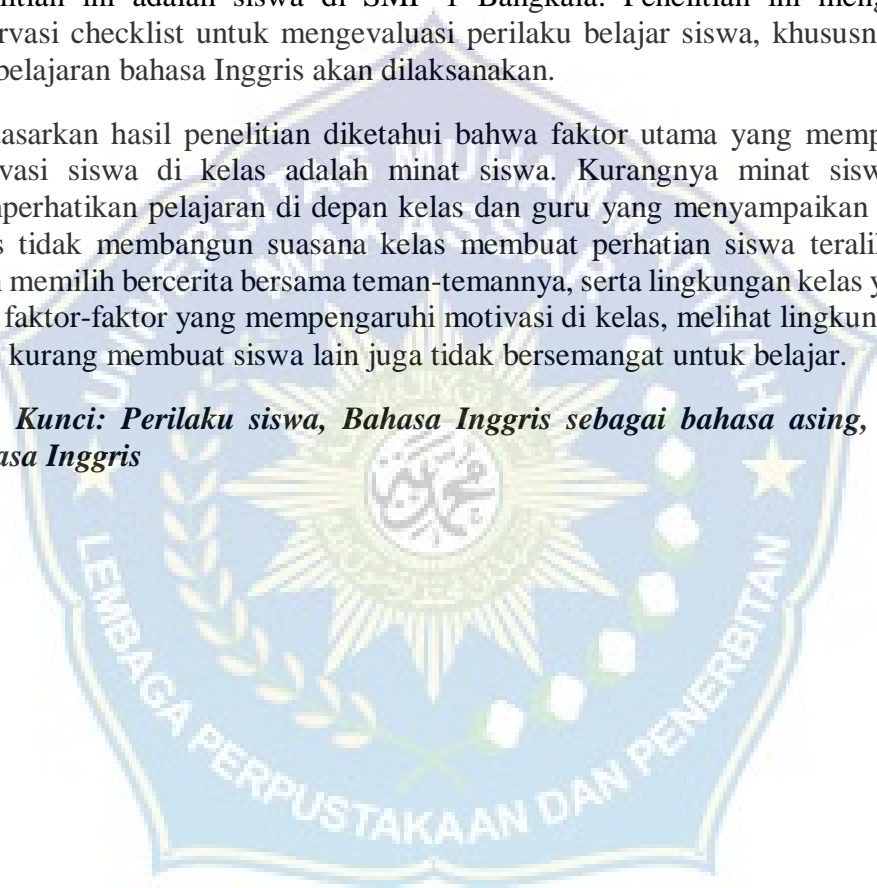
ABSTRAK

Aliffa Umayya 2023, *Faktor yang Mempengaruhi Perilaku Siswa Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Tingkat VII SMP 1 Bangkala*. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh : Asriati dan Uyunnasirah Hambali.

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi motivasi belajar siswa di kelas. Interaksi hanya terfokus pada siswa. Subyek penelitian ini adalah siswa di SMP 1 Bangkala. Penelitian ini menggunakan observasi checklist untuk mengevaluasi perilaku belajar siswa, khususnya ketika pembelajaran bahasa Inggris akan dilaksanakan.

Berdasarkan hasil penelitian diketahui bahwa faktor utama yang mempengaruhi motivasi siswa di kelas adalah minat siswa. Kurangnya minat siswa dalam memperhatikan pelajaran di depan kelas dan guru yang menyampaikan materi di kelas tidak membangun suasana kelas membuat perhatian siswa teralihkan dan lebih memilih bercerita bersama teman-temannya, serta lingkungan kelas yang satu. Dari faktor-faktor yang mempengaruhi motivasi di kelas, melihat lingkungan kelas yang kurang membuat siswa lain juga tidak bersemangat untuk belajar.

Kata Kunci: *Perilaku siswa, Bahasa Inggris sebagai bahasa asing, Motivasi Bahasa Inggris*



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The researcher realizes that while researching and writing this thesis, there are many good people who have provided valuable contributions, advice, guidance, and advice. Therefore, the researcher would like to express his appreciation and sincerity to

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May all the kindness given be rewarded from God Almighty. For all the shortcomings and mistakes contained in this report, I am submit a request sorry, and expect criticism and suggestions for improvement to ahead. Hopefully this report can provide knowledge and benefits for readers.

Makassar, 5 Agust 2023

Aliffa Umayya

TABLE OF CONTENTS

COVER	
APPROVAL SHEET	
COUNSELING SHEET	
SURAT PERNYATAAN	
SURAT PERJANJIAN	
ABSTRACT	i
ACKNOWLEDGEMENTD	iii
TABLE OF CONTENTS.....	V
CHAPTER I INTRODUCTION	1
A. Background	2
B. Research Problem.....	3
C. Objective of The Research	3
D. The Significant Research	3
E. Scope of the Research	3
CHAPTER II REVIEW OF RELETAED LITERATURE.....	4
A. Pervious of related research findings	4
1. Some basic concepts	6
2. Purpose of Learning English of foreign languange	8
B. Student learning behavior	10
1. Definition student learning behavior at school	10
2. Definition Student Motivation	13
3. Purpose Student Learning motivation.....	16
4. Factor of Learning Student Behavior	17
C. Conceptual framework	26
CHAPTER III RESEACH METHOD.....	27
A. Reseach Design	27
B. Parcitipant	27
C. Reseach Instrument	27
D. Colleting Data	28
E. Techiqui of Collecting Data	28

CHAPTER IV FINDINGS AND DISCUSSION	31
A. Findings	31
B. Discussion	34
CHAPTER V CONCLUSION AND SUGGESTIONS	36
A. Conclusion	36
B. Suggestions	37
BIBLIOGRAPHY	38
APPENDIX	40
DOKUMENTATION	43



CHAPTER I

INTRODUCTION

A. Background

The word behavior is familiar to every group, but not a few understand what behavior is. According to (Ii, 2007) behavior is all student behavior is the nature of the action that is owned by students and is influenced by customs, attitudes, emotions, values, ethics, and energy. So student behavior is an action or activity or carelessly responding to either the student's own responses or reactions.

Student behavior is also defined as a number of concrete actions of individuals (students) that are influenced by psychological factors (psychological) and other external factors (external) that direct them to choose and use the things they want. According to (Mirhadizadeh, 2016) this definition, there are two important elements in behavior. student. Where these two elements are internal factors, namely factors that affect the part of the student's natural reaction from within the student when learning, and external factors, namely external factors such as environmental factors or associations that students can get from outside the school.

Thus, teachers must pay attention and know what are the factors that cause anxiety in these students. as it is known that learning English should be fun learning. So it is very contrary to the situation that occurs at school.

Learning English in each region is definitely different. Expectations of learning English so far are not in accordance with the results achieved. So as if learning English is just a complement. Though it should not be. Learning or

introduction to English is actually very good to do from an early age. In fact, students only get English learning in the minimum category. This can be seen from the allocation of lesson time which only gets 2 x 35 minutes in 1 week, then the teachers who teach are mostly class teachers, who do not teach English professionally, as well as the facilities that do not support English learning (Houda, 2013)

Moreover, students tend to feel less motivated (internal factors) in learning English. Students often feel anxious and intimidated in learning English. As happened to students of SMP 1 Bangkala, that they often feel nervous and to the point of being pressured in learning English. So that this becomes an obstacle in learning English.

From the problems that occur, the researcher wants to examine further about the student behavior factor at SMP 1 Bangkala. How can student behavior in learning English occur and what internal factors influence students when learning a foreign language. Researchers are interested in conducting research with the title ""Factors Affecting The Students' Behavior Towards Learning English as a Foreign Language"

B. Problem Statement

What are the factors affecting the students' motivation in learning English as a foreign language at the of SMP Negeri 1 Bangkala ?

C. Objective of the Research

Based on the results of the discussion on the background, the objectives of this study are to analyze the factors that cause the students' behaviors in learning English at SMP Negeri 1 Bangkala.

D. The Significance Research

The following are some theoretical and practical contributions that this study's conclusions are anticipated to make:

The findings theoretically add to the existing paradigm of student management. Depending on teachers' and students' opinions, students' learning behaviors, particularly when learning English. Practically speaking, the findings offer helpful advice for teachers in controlling their students' conduct while they are studying English. Additionally, it serves as a reference for future studies that aim to learn more about students' behaviour.

E. Scope of the Research

The scope of this research is the factors affecting the student's motivation in learning English as a foreign language, The limitation of this research is focus on the VII class students at SMP 1 Bangkala. So, the researcher is interest factors affecting the student's motivation in learning English as a foreign language at SMP 1 Bangkala.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are already several researchers on student behavior conducted by different researchers around the world. Most of them show the same result. Some of them are mentioned below:

The first researcher did by Ekiz & Kulmetov, (2016) The current study revealed that there are tactics and behaviors that encourage students yet stifle good attitudes toward English learning. Teachers and academics have generally acknowledged motivation/demotivation as one of the most significant components in foreign language learning. The results demonstrated that students were more motivated to learn English when their parents supported and encouraged them to do so.

The second researcher by Suryasa et al., (2017) English language instruction is very unsuccessful in Indonesia. The students' formal study of English since the elementary school level is still seen as insufficient. The results, such as the students performance on a daily test in school or even on a national exam, demonstrate this. In this country, it is also typical for students to use English quite infrequently. It is brought on by a lack of confidence and a sense of anxiousness when speaking English. Based on these issues, the instructor must enhance the effectiveness of their English instruction so that it is more efficient for the students..

The third research by Isti, (2019) English is not used in regular discourse because it is a foreign language. The students felt it was difficult to put their newly acquired English—which they had learned in class—into practice. a person's feelings and emotions toward an object, including whether they like or detest it. The propensity to adopt specific learning actions is an element of behavior.

The fourth researcher did Hods & Eaching, (2008) The results of the current study showed that some strategies and actions can motivate students while stifling positive attitudes toward studying English. The majority of academics and educators agree that one of the most important factors in learning a foreign language is motivation or demotivation. The findings showed that when their parents supported and encouraged them to learn English, students were more driven to do so.

The fourth researcher did by Arzieva et al., (2020) In order to increase the efficacy of teaching English to kids, motivation is crucial. One of the most crucial elements determining language learners' performance is motivation, which is regarded as the key to learning a second language. It is well known that students who are more driven will study a second or foreign language more successfully. Students who choose to study English as a foreign language and as their primary subject are worried about the motivational aspects that are crucial for learning, acquiring knowledge, and applying English in daily life.

The last researcher by Le & Le, (2022) These participants showed favorable opinions toward learning English, according to the study. Social elements were thought to have a favorable impact on students' opinions. As previously mentioned, the influence of students' attitudes on their academic success is important. In order to better understand the elements influencing Vietnamese students' perceptions toward their English learning, the current study was carried out.

Previous research investigated the variables that affect student behavior based on a number of studies. There are a number of contrasts between this study and earlier research. For example, earlier research only paid attention to one internal aspect, such as, drive, or self-confidence. Whereas the subject of this study will be the internal and external variables that affect students' behavior. And while some researchers employ quantitative techniques, the approach taken in this study is qualitative.

Previous research and this research both focused on looking at the habits of students in junior high/high school.

B. Some Pertinent Ideas

1. Concepts of learning English as foreign language

a. Definition learning English as foreign language

According to (Aini & Nohantiya, 2020) English is the main medium of communication for people in England, the United States, Canada, Australia, New Zealand, South Africa and many other countries. It is the official language of many Commonwealth of Nations

and is widely understood and used. Language serves a purpose and is not merely a tool. The goal is mostly practical. The fourth significant conclusion is the fact that language evolves holistically. Grading and sequence are related to the fifth principle. Our thoughts and ideas are communicated through language. For our survival and advancement as people, language is crucial. Culture has an impact on language development. Additionally, phonetics, grammar, and vocabulary are components of language. There are some unusual sounds in the English language. Language is acquired through imitation. Every language may be learned given enough time and effort. There is no superior or inferior language. Every language does the best job it can of expressing its culture. language represents its culture in the best possible way.

Motivation to learn English is a psychological drive that exists within and/or outside the individual student in creating English language learning activities, to ensure the smooth running of their learning activities, as well as directing their learning activities towards the goals they want to achieve in their learning through an internal psychological drive.) or outside oneself (external). The desire and desire to succeed from learning activities, as well as the urge to need to learn is a learning process from internal factors. Meanwhile, in the form of a desire to receive awards, a conducive learning environment, interesting learning activities are learning processes from extrinsic factors (Rhepon, 2014).

The nature of the subject essentially determines how language is taught. Language is the use of symbols to manipulate experience. The idea of learning a language is a complex of interconnected and interdependent experiences and elements, where development occurs concurrently but to variable degrees depending on points of attention and interest. Thinking, self-expression, and communication are language's three main purposes. More precision is used in the expression of meaning and emotion. With practice and increasing complexity of the ideas and reactions to be expressed, one becomes more proficient with words and word groups. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real.

The official language of nations is English. The idea of using English as a universal language of communication in a variety of dialects is known as "international English," and the campaign to establish an international standard for the language is known as "international English." It is a universal language. Nearly 320 million people are native speakers of this language, and another 200 million people speak it as a second language. Therefore, building relationships internationally is very beneficial for communication and for exchanging ideas with people from various nations. Other names for it are World English, Common English, and General English. These words can also

simply refer to the variety of English dialects spoken around the world.(Mushtaq et al., 2012)

The literature and culture of England are diverse. Link languages include English. It has made a significant contribution to the development of knowledge. Our attitudes and behaviors reflect it. After gaining freedom, the English took off like wildfire, making having a native tongue crucial. English education needs to become more pragmatic and language-focused. Instead of teaching English as a literary language, it should be taught as a language of comprehension. Geographical, cultural, and political variables all have an impact on how English is used in a country's daily life. English's current status must influence how it is taught, as well as how it affects students' daily lives and personal development. English is a direct medium of acquiring knowledge of modern arts, science, technology and Humanities. It is also important for politician, scientist, doctors, engineers, educationists, businessmen and research workers. They increase their knowledge and experience by reading books available only in English language. Almost all our great leaders, well-known scientists, renowned philosophers and famous writers are the product of English education.

b. Purpose of learning English Foreign language

c. Aini & Nohantiya, 2020 English is the main medium of communication for people in England, the United States, Canada, Australia, New Zealand, South Africa and many other countries. It

is the official language of many Commonwealth of Nations and is widely understood and used. Language serves a purpose and is not merely a tool. The goal is mostly practical. The fourth significant conclusion is the fact that language evolves holistically. Grading and sequence are related to the fifth principle. Our thoughts and ideas are communicated through language. For our survival and advancement as people, language is crucial. Culture has an impact on language development. Additionally, phonetics, grammar, and vocabulary are components of language. There are some unusual sounds in the English language. Language is acquired through imitation. Every language may be learned given enough time and effort. There is no superior or inferior language. Every language does the best job it can of expressing its culture. language represents its culture in the best possible way.

- d. In Indonesia, English is a foreign language that can be learned at school and can be used in communication. English can also be called a second language, because it is a foreign language that enters Indonesia to be studied in schools and other institutions.
- e. According to Chairina, 2019 the purpose of the language of instruction is to explain and express as well as understand and live up to the subject matter in order to achieve educational goals. In teaching and learning activities in the classroom, every student needs to get the opportunity to learn through listening, asking

questions, answering questions, explaining, expressing opinions, reading, and writing. This can be achieved if students are empowered to dare to communicate. In accordance with its function as the state language, one of which is the language of instruction. Of course, English is not permitted as the language of instruction in schools in Indonesia, with the exception that schools in Indonesia cannot master Indonesian properly.

2. Student Motivation

a. Definition student Motivation

According (Dauyah & Yulinar, 2018) Motivation is a state within a person's personality that encourages the individual to carry out certain activities in order to achieve a goal that is actualized in behavior. The word motivation comes from the English word motive or motion, which means movement or something that motivation. Motivation is a condition within a person's personality that encourages him to carry out an activity. Motivation is the driving force of behavior towards a goal based on a need. In other words, motive is defined as the effort that encourages someone to do something. Motive can be interpreted as a driving force from within and within the subject to carry out certain activities in order to achieve a goal. In fact, these motif words can be interpreted as an internal condition (preparedness). So motivation can be interpreted as an effort that functions as a driving force that has

become active. Motivation become active at certain times, especially when the need to achieve goals is very urgent.

According to Usman (2003:27) the conditions for effective teaching and learning are the students' interest and attention in learning. Interest is a relatively permanent trait in a person. Interest has a big influence on learning because with interest a person will do something they are interested in. On the other hand, without interest it is impossible for someone to do something

According to (Aritonatonang, 2018) Motivation is a marked change in energy within a person humans, but this emergence can be stimulated/encouraged by other elements, in terms of this is the goal. This goal will involve a matter of need. With the emergence of "feeling" and preceded by a response to the existence of a goal. From the definition put forward by Mc. Donald, important elements emerge, including: 1. That motivation initiates changes in energy in every human individual. The development of motivation will bring about several energy changes in the "neurophysiological" system in the human organism. Because it involves changes in human energy (although this motivation arises from within humans), its appearance will involve human physical activities. 2. Motivation grows marked by the emergence, feelings, and affection of a person. In this case, motivation is relevant to psychological and emotional issues that can determine human behavior. 3. Motivation will be stimulated because of a goal. So

motivation in this case is actually a response to an action, namely a goal. Motivation does arise from within a person or human being, but this emergence can be stimulated/encouraged by other elements, in terms of this is the goal. This goal will relate to needs.

With the three elements above, it can be said that motivation is something complex. Motivation will cause a change in the energy that exists in humans, so that it will be related to issues of psychological symptoms, feelings and emotions, so that then they act or do something, all of this is driven by a need or desire. In general and social psychology, efforts to provide conditions so that a person will do something that he can do without coercion or supervision is called motivation.

b. Purpose of learning motivation

Motivation has a very important purpose in an activity, which will later influence the strength of the activity. Where motivation is what drives someone to carry out an activity. According to (Dewi, 2019), there are 3 functions of motivation, namely:

1. Encourages humans to act, acting as a driving force or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out
2. Encourages humans to act, acting as a driving force or motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out

3. Selecting actions, namely determining what actions must be done in

c. Factor students of learning Motivation

Factors affecting students' attitudes towards learning English as a foreign language among high school students. Because the researcher believes that studying the factors may lead our students to afford themselves with different situations while learning English language. This also in turn helps them reach higher levels in different fields of the study. However, to do this, students of English language should have a positive attitude towards their learning. It is widely accepted that an important predictor of success in a foreign language is students' attitude towards it. In English as foreign language contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety.

According to Hunter, 2014 there are two factors that influence students' behavior in learning English, namely:

1. Internal factor

a. Motivation

A surprising number of papers use it as a predictor of proficiency in a foreign language as one of the affective factors that can affect language learning. The paradigm is based on the interaction between five motivational and attitude factors and learning a foreign language: integralization, attitude toward the

learning setting, motivation, integrative orientation, and instrumental orientation. According to the model's creator, R.C. Gardner, 2003, integralization and attitude toward learning situations are two linked variables that enhance individual motivation to learn a foreign language, but motivation is what leads to success in doing so. In other words, the integration and attitudes about the learning circumstances have an indirect impact on the outcomes, operating through motivation. This complex consisting of integralization, attitude towards learning situation and motivation is renamed as integrative motivation.

According to Mouili & Abdullah, n.d. Determiners of Learner's Motivation is the most important factor that influences the students' performance in learning; it has indeed many determiners which can affect the learner's success or failure in learning. These determiners can be summarized as:

- a. Interest: here the teachers can make their lessons interesting to motivate their students in order to know more, hear or learn about it by using different new techniques and approaches, i.e. any motivated student has interest and desire to learn.
- b. Classroom Environment: the classroom is a formal place for the students to learn. Teachers should be aware how to manage the classroom and consider it as a best place to learn

and make the students feel free to behave and use their language skills.

- c. Society: society can highly influence the learners' attitudes towards learning a specific language, i.e. society can create or destroy the learners' desire to learn. Any general attitude could be positive or

Mirhadizadeh, 2016 summarized some characteristics of a good learner in the following points:

1. Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom. Not only for the sake of paying attention, but also for the sake of listening to the language that is being spoken in order to obtain as much as he can from vocabulary to grasp it with intelligence.
2. Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom. This is an important advise that helps learners to be always prepared to take risks, to apply things in order to know their functions and to develop some tricks that help to keep conversations going on, Harmer (2001) stated that:" many good learners are not afraid to have a go".

3. Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so. However, this kind of students can irritate their teacher by asking him irrelevant or difficult questions. Also, the desire to investigate things is one of good learners' instruments. They find their own way, take charge of learning.
4. Have the readiness to think about how to learn: good learner is a self-reliant and self-made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses. Harmer (2001) wrote down that: "good learners wants to do everything in a good manner, for example, he always thinks about the best way to read a text and thinks about the best way to write a paragraph".
5. Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher as a source of information that gives them feedback and they act according to his instructions. When giving feedback, he showed respects to his students when they perform correctly, and encourages them to achieve better when there are mistakes. Also, he should be able to criticize his students in a helpful way

rather than blaming them for being wrong to make them responsible for their self-evaluation and their confidence.

From what is said above, we can draw the conclusion that good learners should be really interested in their subject; really motivated since it's up to them to be so (it's something from within the individual). Another element is that they should be responsible for their learning, should do their best to improve their level and to perform much better. So at the end, —good learners don't just wait to be taught —. Some features of motivated learners are:

1) Positive Task Orientation

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

2) Ego-Involvement

The learner finds it important to success in learning in order to maintain and promote his/her own (positive) self-image

3) Need For Achievement

The learner has a need to achieve to overcome difficulties and succeed in what he/she out to do

4) High Aspiration

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

5) Goal Orientation

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

6) Perseverance

The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

7) To Learner of Ambiguity

The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

According to Dang et al., 2021 There are two types of motivation:

a). intrinsic motivation, or internal factors that motivate a person to learn. Then, there is extrinsic motivation, or external factors that engage the person in the process of learning English. Both types of motivation are important in learning English.

b). Extrinsic motivation helps students become driven and competitive, while intrinsic motivation supports seeking knowledge for its own sake. Ultimately, fostering both types of motivation help students develop good study habits and an investment in learning. These factors are explained in the following section.

b. Language Anxiety

Language anxiety, which has a terrible impact on performance in oral communication, is another element that could hinder learning a foreign language. Psychology views anxiety as either a trait (and it is a personality trait that is reasonably stable) or as a state (a temporary situation). Explains language learning anxiety as "a specific complex of proprioception, beliefs, attitudes, and behaviors that emerge during classroom learning because of the uniqueness of a learning languages" and believes that language learning anxiety is more than the sum of its parts. Anxiety can be viewed as a construct with two dimensions that reflects communication in everyday contexts, including those outside of the classroom.

c. Self-confidence

Self-confidence qualities that are associated to learning a second or foreign language include self-efficacy, self-esteem, taking calculated risks, and being unafraid. cites self-efficacy as a learning component since it shows how much a student believes they can handle and accomplish in a learning setting. On the other hand, increased self-efficacy, which means the learner expects favorable outcomes, tends to promote motivation, a positive outlook, and readiness to take learning risks. The target language may be seen by learners as being

challenging to learn or as having a correct method of instruction.(Arzieva et al., 2020)

2. External factor

According to Febrina & Ilyas, 2020 Environmental influences, or elements outside of the student's control, include the surroundings of the student. The social environment (family, friends, coworkers, and the community) and the non-social environment are the two categories into which external elements are classified (home, school, equipment, and nature).

a. Social environment

The social environment generally ranks highly among the external factors that affect learning behavior. for teenagers or students to interact with peers or other adults in a social setting at school. In the social setting, students can form social bonds with their classmates and peers from other classrooms. The social environment has a significant impact on how students learn. Student learning behavior is influenced by the social environment. Students who behave well in social situations study better. On the flip side, a poor social setting will also show poor student learning behavior.

b. Nonsocial Environment

Students' non-social environmental circumstances are influenced by non-social environmental elements. Natural

environmental circumstances like cool, comfortable temperatures, fresh air, light that isn't too bright or powerful, or too faint or dim, are examples of non-social environmental elements. The love and excitement for learning might increase in a secure, cozy, peaceful, and clean study environment. Thus, non-social environmental elements have an impact on the learning activities of students. It is clear from the description above that the non-social environment has an impact on how students behave during learning. Students' learning activities and behavior will be supported by a suitable and good non-social setting.

3. Student Behavior

Based on the understanding of learning behavior above, the authors conclude that learning behavior is an attitude of students who respond and respond to every teaching and learning activity that takes place. This learning behavior shows that the student understands the subject matter taught by the teacher. Students who understand the subject matter will give a good response, while students who do not understand will give a bad response such as being indifferent, not listening to the teacher's explanation and not being able to answer the questions and exercises given by the teacher. Learning behavior also talks about the way or learning actions carried out by the students themselves. The student learning method contains learning attitudes that are carried out when the teaching and

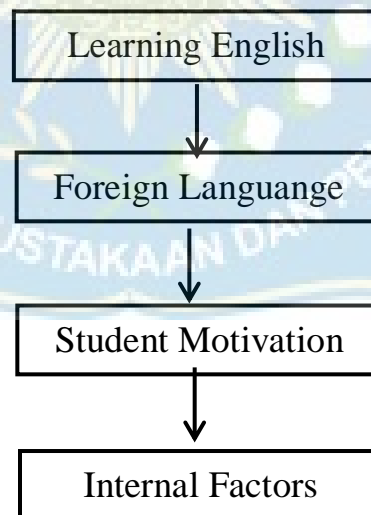
learning process takes place. Where students have a systematic way of learning, the way students follow the teaching and learning process in an appropriate, regular and continuous manner from time to time so that in the end it can lead to characteristics for students who carry it out.

According to Ii et al., 2007 In its simplest form, definition student behavior is apparent or actual activity shown by a person that can be seen through attitudes and actions and can be seen either directly or indirectly. Yet, this implies that form Only attitudes or actions allow for the observation of behavior. Conduct is a person's psychological response to their surroundings, manifested in both active and actual behavior as well as passive or unreal action. The American Encyclopedia defines behavior as an organism's response to its environment in Introduction to Health Behavior Science. This indicates that the new behavior will appear whenever stimulation the process of requiring something to produce a response is present.

According to Ii & Teori, 2018 Student behavior is described as a collection of specific acts taken by people (students) who are influenced by internal psychological elements and other external influences that lead them to select and use the things they want. This description highlights two crucial components of student behavior. Namely, mental and physical processes that all involve people in evaluating, getting, and consuming commodities and services economically. There are 3 important ideas from this definition, namely:

- a. Student behavior is dynamic. This means that a student, a group of students, and society at large are always changing and moving all the time.
- b. involves the interaction between intellect and feelings. This suggests that involve trading. As a result, the definitions of behavior and marketing concepts that were previously emphasized by students became consistent
- c. in order to comprehend students and create effective marketing tactics, we must comprehend their thoughts (cognition), feelings (influence), actions (behavior), and sources of impact (acceleration). and affected by the things that students say, feel, and do.

A. Conceptual Framework



This study looked into how students behaved while studied English as a foreign language. Learners exhibited various positive behaviors while

learning. The study concentrated on the variables that can affect both internal aspects of students' learning behavior. where the elements that could affect how student behavior during studied. English language learners' good behavior: motivation and focus. It was intended that this analysis would aid teachers in comprehending the internal causes of students' behaviors and in identifying those internal causes. ja(Info, 2021)



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative method. Based on Sugiono (2010) who state that qualitative research is descriptive. It means that collected data was in the form of words rather number. In addition, qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon..

B. Reseach Subject

The subjects of this reseach were students in SMP 1 Bangkala. The researcher chooser 1 class from 7 class in SMP 1 Bangkala.

C. Research Instrument

Observation checklist is instrument in this research. Qualitative researchers are observing when they collect data from the participants by paying attention to them. Researcher obserned student's behavior in class use obesrvation checlist.

D. Procedure Data

The technique of collecting data was be used observasion cheklist collecting data. Meanwhile, to discover the causes of analysis the factors affecting the students' behavior in learning English as foreign language.

In collecting data, the researcher used instruments, namely:

Observation Checklist

The study's instrument is observation checklist. When collecting data from participants utilizing observation sheets to monitor or analyze student learning processes, student conduct during learning, and instructor behavior during teaching, qualitative researchers observed as they also collected the information from the participants.

E. Technique of Data Analysis

The technique of analysis data that researcher used was observation check list and the researcher focused on the analysis the factor affecting the students' behavior towards learning English as a foreign language. The result of interview were analyzed by researcher and after that the researcher described the finding. The questioner was distributed before the researcher wants interview with the subject.

Step I : Data Reduction

In Data reduction process, the researches relevant data, then the data were simplified and, then classified based on its substance, the procedure of data reduction.

1. Selecting relevant data that has been collected from filed notes
2. Code the data to make it easier for researchers to classify data.
3. Making objective notes and classify the data that has been collected from the results of filed notes

4. Making reflective notes that are spontaneously thought of by researchers that are relevant to the data collected
5. Making memos, namely developing opinions or theories and concepts from the results of the data.
6. Analyzing two subjects with different results. The results of the first informant are adjusted to the results of the second informant.

Step II : Data Display

Data Display is creating detailed and extensive descriptions of the participants, the environment, and the phenomenon under investigation in order to portray the rich complexity of the research. This step's objective is to build a narrative image of the scene and the events that occur there so that you can comprehend the setting of the research.

Data Display where qualitative researchers present more data with a focus on words or actions that occur in certain contexts. This study focuses student behavior in class.

Step V: Conclusion

The last stage is drawing conclusions from the data that have been collected. The conclusions from the findings are expected to be new findings that can be used as a theoretical basis for further research. The results obtained make the previously unclear data and were become clear after the research is carried

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher presented the findings of the research and the discussion after being analyzed the research as the result of this reseach releted to the research questions in chapter I

A. Findings

In collecting the data, the researcher conducted observation first in the class and entered each class twice. Furthermore, the data gotten from the observation showed there are several factors of student habits that students face in motivation when learning English fluently in the class as showed in the table below.

There are several problems, there are several factors that influence students' motivation in learning English which are obtained from the observation list, namely: not having a willingness to listen, not having a willingness to experiment, not daring to ask questions, not being ready to learn. However, students are very receptive when given corrections to the teacher. So that researchers only found four factors that influence student learning motivation. these problems affect students' motivation in learning English. According to Mouili & Abdullah, n.d. Determinants of Learning Motivation are the most important factors that influence student achievement; there are indeed many determining factors that can influence the success or failure of students in learning. There are several factors that influence students' behavior

in learning English, from several characteristics there are a large number of students whose main problem is the problem of interest in learning.

1. Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom.

From the results of the observations obtained, some students were less interested when listening to the teacher deliver the material in front of the class, some of them were busy themselves with the activities being carried out, such as being less interested in what the teacher conveyed in front of the class. Students in class have their own activities in class and there are some students gossiping in class and feel that the material conveyed by the teacher in front of the class is less interesting, instead students are waiting for the bell to ring rather than paying attention to the teacher in front of the class. Shyness and lack of confidence make students feel uncomfortable when asked to come to the front of the class, students who are called to the front of the class pretend not to hear when called to the front and not a few also interrupt the teacher's words when giving motivation so they are not embarrassed to appear. to the front of the class

2. Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom.

Students feel embarrassed to improve their language in front of the class, but there are some students who actively come to the front of the class. students don't want to experiment or practice their own language skills, often when going up to the front of the class students don't know or forget the words, they will stagger and join in Indonesian to keep talking and that. happened repeatedly

- 3. Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so.**

Students do not have the initiative to ask when the teacher has finished delivering the material they tend to be silent, and feel afraid when they ask questions they are considered wrong. students when the teacher finished delivering the material in the class question and answer session suddenly the class became quiet, students were embarrassed to ask questions, they lacked motivation in teaching English, students' embarrassment was greater than students' curiosity.

- 4. Have the readiness to think about how to learn: good learner is a self-reliant and self-made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses**

Students are less motivated to find their way of learning, they still depend on the teacher's way of teaching. lack of student initiative in how to learn, they don't prepare themselves when the lesson will start, students look engrossed in their language without thinking about the lesson to start, besides that there are also students who always ask permission to go to the toilet, to the canteen without thinking about the teacher who explained above and there were some students when permission to go to the toilet did not return to class again

- 5. Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher**

as a source of information that gives them feedback and they act according to his instructions.

Students really care about the teacher's opinion, when they finish doing assignments in front of the class they will definitely ask the teacher immediately and don't hesitate to be corrected, students don't have confidence in their own abilities, students feel what they are doing is not appropriate so they have to blame it on the teacher first first even though what has been done is correct.

Furthermore, the researcher clarified the problem, namely the internal factor, namely the lack of desire to listen to the teacher, often ignoring the teacher's opinion in front of the class, the lack of desire to practice their language, not daring to ask the teacher, the tendency to choose silence when the teacher finished delivering the material, and the absence of readiness to learn language. English, as there is no interest in learning. Lack of student learning motivation and lack of interest in listening to subjects and environmental factors also influence student motivation in learning English.

B. Discussion

Based on the findings above, the data gotten from the observation found that there were four problems faced by the students to speak English fluently in the class.

1. Have the willingness to listen

Based on data observation from observations at school, almost all students in the class did not listen to the teacher when speaking in front of

the class, the lack of student interest in English subjects made students not listen to the teacher in front of the class.

According to Mouili & Abdullah, n.d. Interest: here the teachers can make their lessons interesting to motivate their students in order to know more, hear or learn about it by using different new techniques and approaches, i.e. any motivated student has interest and desire to learn. . So the factors that cause a lack of listening to the teacher in front of the class are due to the lack of student language, students' interest in English lessons so that students are less motivated in learning, interest greatly influences this expectation, because it can motivate students to listen and learn so that they finish busy themselves and so focus more on the lesson

2. Have the desire to experiment

Based on the data obtained, they feel embarrassed to practice language in front of the class because students are worried that they will be wrong, feel that when they are wrong the teacher will punish students, the class environment is one of the factors that influence students in practicing language, there are friends who cheer on students when they are wrong, making students more less motivated to practice language in front of the class.

Ii et al., 2001 The environment is one of the supporting factors. A comfortable and conditional place and learning environment make it easier for students to concentrate. By preparing the right environment, students will get better results and can enjoy the learning process carried out by

students. The learning environment by experts is often referred to as an educational environment. The educational environment is the place where learning activities take place which are subject to external influences on the continuity of these activities. The environment which is a source of learning has an influence on the process and learning outcomes. The environment in a narrow sense is the natural environment outside the individual or humans. So students only think about the words of their classmates without having the motivation to be the best in class, students do not have the initiative to experiment on their own in class just waiting for the teacher to call them in front of the class.

3. Are courageous to ask questions

Dare to ask, based on the observations that were obtained there were only a few students who felt asked and even then at the teacher's persuasion so they asked, students tended to be silent when the teacher finished delivering the material but when the material was delivered the students were very noisy, students felt afraid of being wrong when asking questions in problem class like this is always faced in class, the lack of interest to dare to ask questions, the lack of self-motivation of students in terms of curiosity makes students have problems in English lessons.

Mardhatillah et al., 2022 Intrinsic motivation is the motivation that comes from within each individual, there is an urge to do something. From this opinion, the factors that influence intrinsic motivation include persistence, self-desire, satisfaction, good habits, and awareness. Students

do not motivate themselves in the learning process so that when the teacher finishes delivering the material they are silent without enthusiasm to ask the teacher.

Ii et al., 2001 The environment is one of the supporting factors. A comfortable and conditional place and learning environment make it easier for students to concentrate. By preparing the right environment, students will get better results and can enjoy the learning process carried out by students. The learning environment by experts is often referred to as an educational environment. The educational environment is the place where learning activities take place which are subject to external influences on the continuity of these activities. The environment which is a source of learning has an influence on the process and learning outcomes. The environment in a narrow sense is the natural environment outside the individual or humans.

4. Have a readiness to think about how to to learn

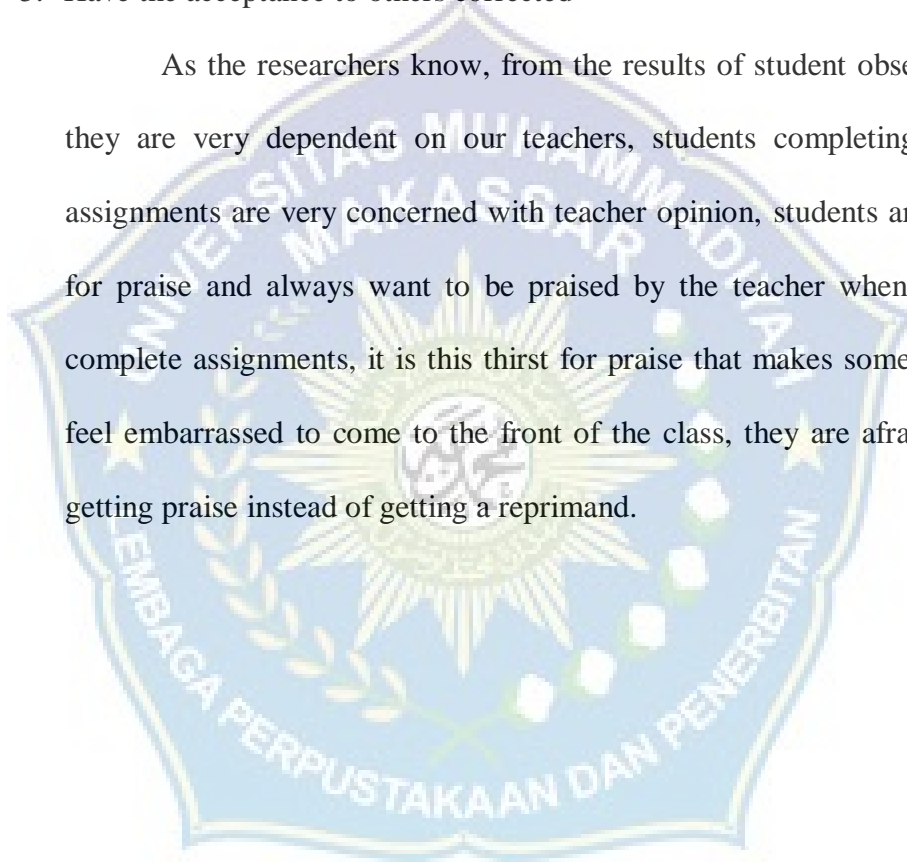
Having a readiness to learn, most students who come to school only to fulfill their obligations as students for reasons of fear of being scolded by their parents, therefore, students' learning readiness only leaves very little, based on the results of observations that I have obtained, students who come to class do not have readiness to learn with words. On the other hand, students only rely on the teacher, as researchers know, at SMP 1 Bangkala, they have implemented an independent curriculum.

Zaki Al Fuad & Zuraini, 2016 Factors that cause students' lack of readiness in learning are that students themselves are still dependent on

other people or parents, thus making students lazy to learn. Apart from being lazy to study, there is no encouragement from parents at home to study. Another factor that is very influential is the use of the method or approach used by the teacher is not appropriate so that they are not fully able to understand the subjects taught by the teacher.

5. Have the acceptance to others corrected

As the researchers know, from the results of student observations, they are very dependent on our teachers, students completing student assignments are very concerned with teacher opinion, students are hungry for praise and always want to be praised by the teacher when students complete assignments, it is this thirst for praise that makes some students feel embarrassed to come to the front of the class, they are afraid of not getting praise instead of getting a reprimand.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Motivation is an influential factor in the teaching and learning process. Without motivation, learning goals are difficult to achieve. Because students' efforts and desires influence learners in achieving learning goals. Motivation is important in learning another language. This can encourage students to achieve learning goals. By having motivation students will be excited in the teaching and learning process, so they will be encouraged to learn English well.

In this case, the researcher concludes that motivation is important for students in learning English. However, from the factor data obtained with the characteristics of interest factors it is very influential for students and is more dominant than environmental factors or community as motivation for students.

B. Suggestion

1. For the Student

For the students, students must have interested of learning English to increase their learning motivation. And the students tend to be more motivated in learning. Beside that, the researcher suggested that if the students have difficulties in learning English, do not feel embarrassed for asking the teacher.

2. For the Teacher

For teachers, researchers suggest that teachers can carry out teaching procedures such as strategies and methods that are more effective, to increase student motivation. And besides that teachers are expected to understand the importance of interest in teaching and learning activities. The teacher was a person who has a direct interest in interacting with students during the learning process in class. Researchers also suggest teachers determine the atmosphere of the class. Therefore, it would be nice for the teacher to be able to create a conducive atmosphere

3. For Parents

Researchers suggest that the parents should pay attention to the motivation of their children. Parents should support their children to learn more, and also keep motivating them with many things related to their needs. For example: in learning English, children need a dictionary, also take an English course. Besides that, the researcher suggests that parents should be aware of education for their children. They must fulfill what their children need for a better education.

4. For the Next Researcher

The researcher suggests to the next researcher to look for other factors that cause students' learning behavior in class and the motivation that influences the way students learn in class. The researcher suggests used qualitative methods by observing and interviewing teachers at school.

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APPENDIX

RESEARCH INSTRUMENT

INSTRUMENT OBSERVATION CHECKL

Factor	YES	NO	Description
Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom.	√		Some students are less interested when listening to the teacher delivering material in front of the class, some of them are busy themselves with the activities they are doing, such as they are less interested in what the teacher conveys in front of the class.
Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom.	√		Students feel embarrassed to improve their language in front of the class, but there are some students who actively come to the front of the class.
Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so.	√		Students do not have the initiative to ask questions when the teacher has finished delivering the material, they tend to remain silent, and feel afraid

		that when they ask questions they will be considered wrong.
Have the readiness to think about how to learn: good learner is a self-reliant and self-made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses	√	Students are less motivated to find their way of learning, they still depend on the teacher's way of teaching.
Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher as a source of information that gives them feedback and they act according to his instructions.	v	Students attach great importance to the teacher's opinion, when they finish their assignments in front of the class they will immediately ask the teacher and do not hesitate to be corrected.

DOKUMENTATION

Figure 1 observation and mpls



Figure 2 observation and help explain material that students do not understand



Figure 3 the research fill the observation checklist



Figure 4 observation and see the results of student work



Figure 5 the research fill the observation checklist



Figure 6 the research fill the observation checklist



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Aliffa Umayya
Nim : 105351106818
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	25 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

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Nomor : 13789/FKIP/A.4-II/VI/1444/2023
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Perihal : Pengantar Penelitian

Kepada Yang Terhormat

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Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Aliffa Umayya
Stambuk : 105351106818
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Takalar / 26-03-2000
Alamat : Perumahan bumi pallangga mas 1

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **FACTORS AFFECTING THE STUDENTS' BEHAVIOR TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE VII GRADE OF SMP 1 BANGKALA**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum

Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1444 H
14 Juni 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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Lamp : 1 (satu) Rangkap Proposal

16 June 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

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Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13789/TKIP/A.4-II/VI/1444/2023 tanggal 14 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ALIFFA UMAYYA

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Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"FACTORS AFFECTING THE STUDENTS' BEHAVIOR TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE VII GRADE OF SMP 1 BANGKALA"

Yang akan dilaksanakan dari tanggal 20 Juni 2023 s/d 20 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,


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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa

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Judul Penelitian

: Factors Affecting The Students Behavior Towards Learning English as a Foreign Language VII
Grade of SMP 1 Bangkala

Tanggal Ujian Proposal

: 28 Maret 2023

Tempat/Lokasi Penelitian

: SMP 1 BANGKALA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	10 Juli 2023	Notes and observation	Md. Alia Hanifa	<i>[Signature]</i>
2	20 Juli 2023	observation Check list	Md. Alia Hanifa	<i>[Signature]</i>
3	24 Juli 2023	Class Vahion Check list	Md. Alia Hanifa	<i>[Signature]</i>
4	24 Juli 2023	observation Checklist	Md. Alia Hanifa	<i>[Signature]</i>



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Mengetahui

Ketua Program Studi,
FKIP Unismuh Makassar

18 July 2022
Dr. Umi Khaerati Syam, S.Pd., M.Pd

Pimpinan/kepala sekolah/Instansi

29 Juli
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29 Juli, Jene Ponto, 2022



CURRICULUM VITAE

ALIFFA UMAYYA is a student of the Department of English Education at adiyah Makassar University. She was born on March 26, 2000 in Takalar. He is the first child from the marriage of H. Jufri and Hj. Marlina. In 2006 he started his

elementary education at SD Negeri No.63 Allu II and graduated in 2012. Then he continued his junior high school at SMP Negeri 1 Bangkala and graduated in 2015. Then he continued to high school at SMA Negeri 4 Jenepono and graduated in 2018. After studying in high school, he continued his studies at the Muhammadiyah University of Makassar as a student in the Department of English Language Education, Faculty of Teaching and Education in 2018. and Education in 2018.

At the end of his studies, he was able to complete his thesis in 2023 with the title **“FACTORS AFFECTING THE STUDENTS’ BEHAVIOR TOWARDS LEARNING ENGLISH AS A FOREIGN LANGUAGE VII GRADE OF SMP 1 BANGKALA”**