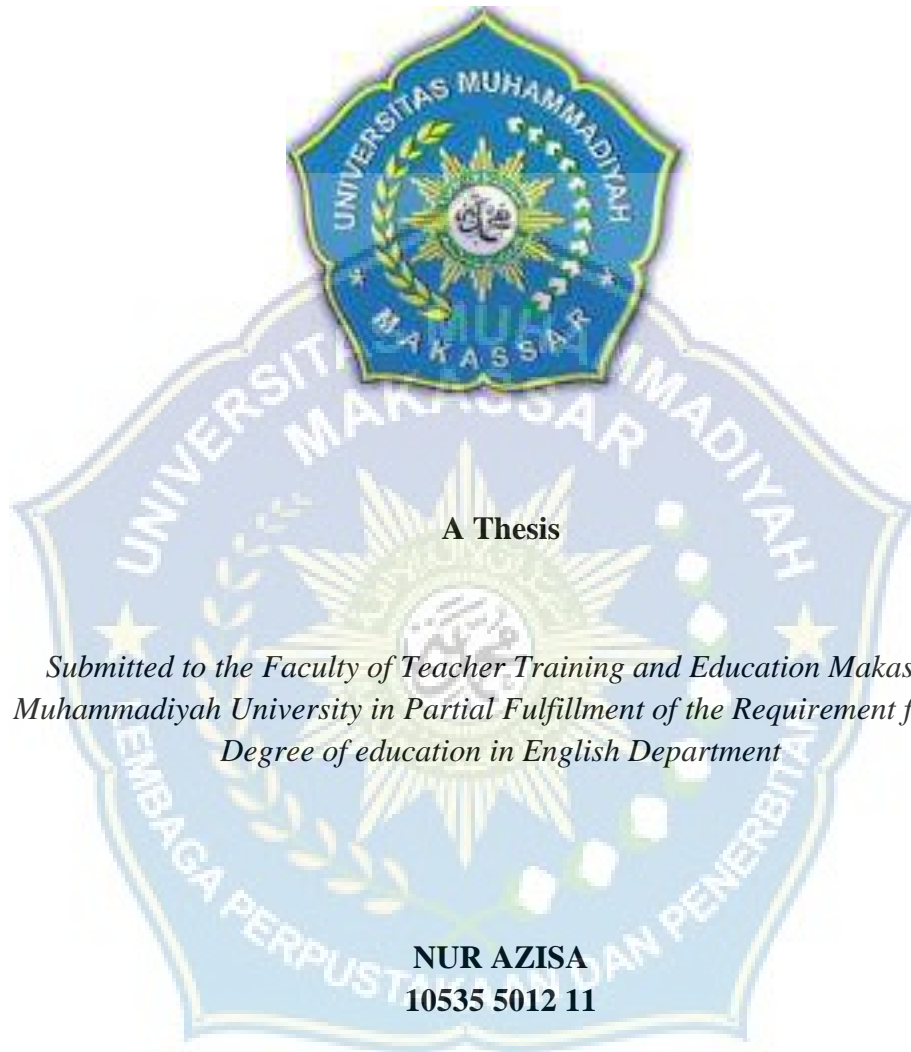


**THE STUDENTS' MOTIVATION IN SPEAKING AT THE  
SECOND GRADE OF SMK NEGERI 6 MAKASSAR  
(Descriptive Research)**



**A Thesis**

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

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MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
(2016)**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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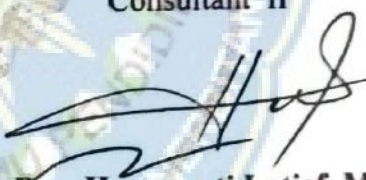
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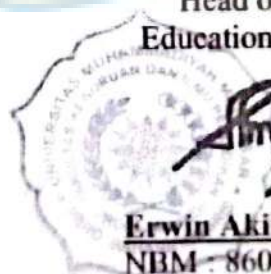
  
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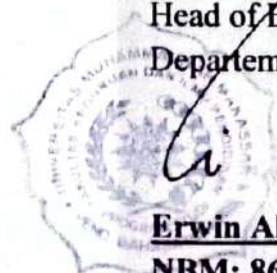
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Day / Date	Chapter	Note	Sign
18-4-2016		<ul style="list-style-type: none"> <li>- Revise abstrak</li> <li>use past tense at ch. 3</li> <li>- Revise program material sources (ch. 3)</li> </ul>	<i>[Signature]</i>
25-4-2016	<i>[Signature]</i>	<ul style="list-style-type: none"> <li>- Revise Procedure of collecting data</li> <li>- Revised findings &amp; discussion</li> </ul>	<i>[Signature]</i>

Makassar, April 2016

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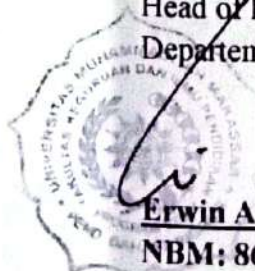
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Day / Date	Chapter	Note	Sign
12/6-2016	Chapter IV	Revise the defn.	Asriati
13/6-2016	OK.	keep studying	Asriati

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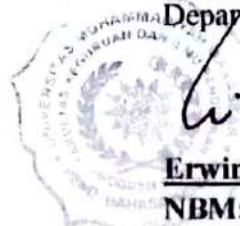
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**Consultant II : Dra. Hasnawati Latief, M.Pd**

Day / Date	Chapter	Note	Sign
Thursday 14/04/16	III / 1	<ul style="list-style-type: none"> <li>- the role the concept of Motivation</li> <li>- the years the characteristic of student's motivation in your research.</li> <li>- How to apply the measure in your research</li> </ul>	
Wednesday 20/04/16	III	<ul style="list-style-type: none"> <li>- Explain the method of your Research by using D. Method.</li> </ul>	

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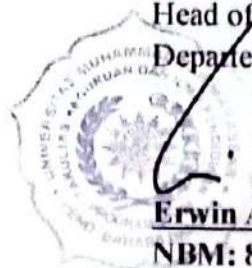
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wed 27/04/16	IV	See the content of the 4th table based on the indicator	
wed 05/05/16	IV - V	See your discussion / Give the score Introduction / Extrinsic / Conclusion	

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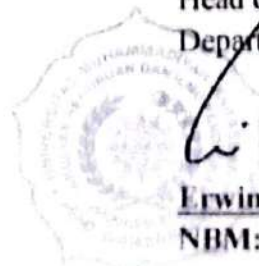
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18/5/16	1	Complete your conclusion by adding 2 factors intrinsic / extrinsic + bibliography.	
25/05/16	Ok	Go to library	

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**SURAT PERNYATAAN**

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Judul Skripsi : **THE STUDENTS' MOTIVATION IN SPEAKING AT THE SECOND GRADE OF SMK NEGERI 6 MAKASSAR (A descriptive research)**

Dengan ini menyatakan:

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Yang membuat pernyataan:

**NUR AZISA**



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THE SECOND GRADE OF SMK NEGERI 6  
MAKASSAR (A descriptive research)

Dengan ini menyatakan perjanjian sebagai berikut:

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2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang membuat perjanjian:

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## **MOTTO**

“Allah does not burden a person but according to his ability”

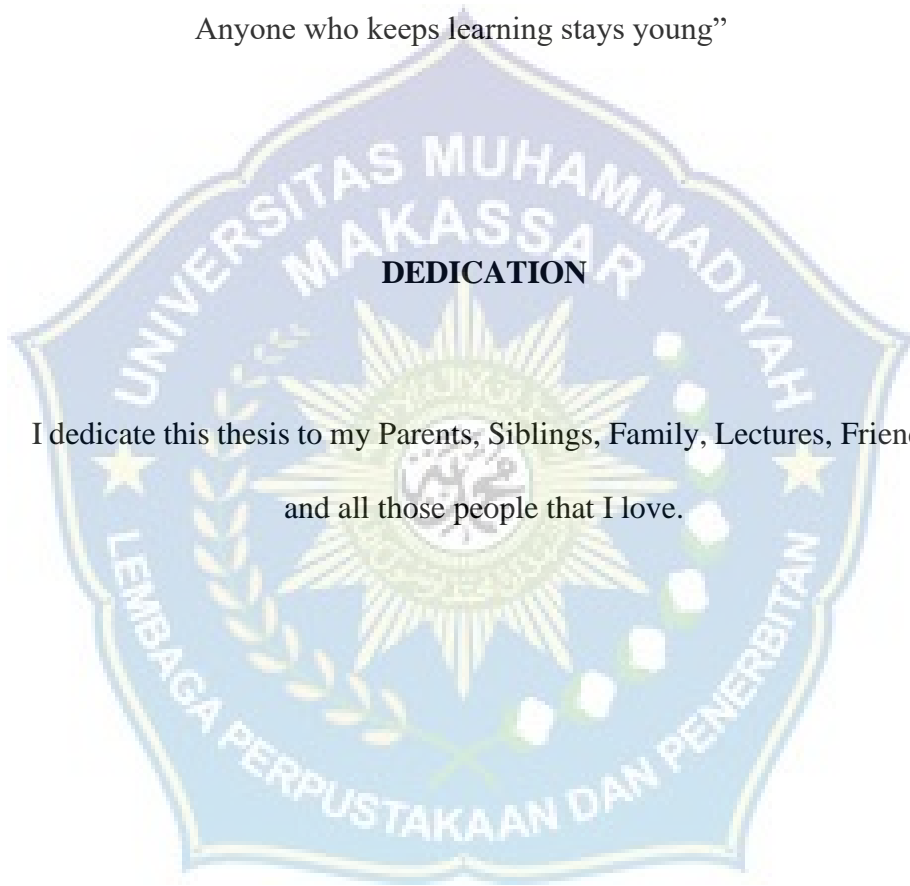
(Qs. Al-Baqarah 286)

“Anyone who stops learning is old, whether at twenty or eighty.

Anyone who keeps learning stays young”

## **DEDICATION**

I dedicate this thesis to my Parents, Siblings, Family, Lectures, Friends  
and all those people that I love.



## ABSTRACT

**NUR AZISA, 2016. “The Students' Motivation in Speaking at The Second Grade of SMK Negeri 6 Makassar (A Descriptive Research)”**, under the thesis of English Education Department the Faculty of Teachers Training and Education ,Makassar Muhammadiyah University (supervised by St. Asriati and Hasnawati Latief).

The objective of the research was to find out: The students' motivation in speaking at the second grade of SMK Negeri 6 Makassar through indicator of motivation. This research was a Descriptive Research. The population of this research consisted of the second grade of SMK Negeri 6 Makassar. It used purposive sampling technique and researcher chose one class of the second grade in SMK Negeri 6 Makassar that consisted of 25 students in accountant class.

To collect the data, the researcher used questionnaire as instrument. The questionnaires consist of 20 items, intrinsic motivation (10 items) and extrinsic motivation (10 items) by used likert scale. The researcher took real data from the school to know the students' motivation in speaking.

The research findings indicated that there were two factors of motivation which influenced the students' motivation in speaking, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation involved; challenge, curiosity, control, fantasy, competition, cooperation, recognition, and extrinsic motivation involved; instrumental and interrogative. This research concluded that the students more were influenced by self-control indicator with percentage (72%) in intrinsic motivation, and in extrinsic motivation the students more were influenced by instrumental indicator with percentage (44%). It proved that the result data from the questionnaire, it also was described that the students' motivation in speaking influenced by control indicator in intrinsic motivation and instrumental indicator in extrinsic motivation.

**Key Word:** *Students' motivation, intrinsic motivation and extrinsic motivation*

## ACKNOWLEDGEMENTS

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**In the name ALLAH, the Beneficent, the Merciful**

*Alhamdulillah Robbil 'Alamin*, the researcher is grateful for all the bounties that Allah SWT. has showered on one which enable me to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realizes that many hands have given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the researcher would like to express her appreciation and sincere thanks to all of them particularly:

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3. Erwin Akib, S.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar.
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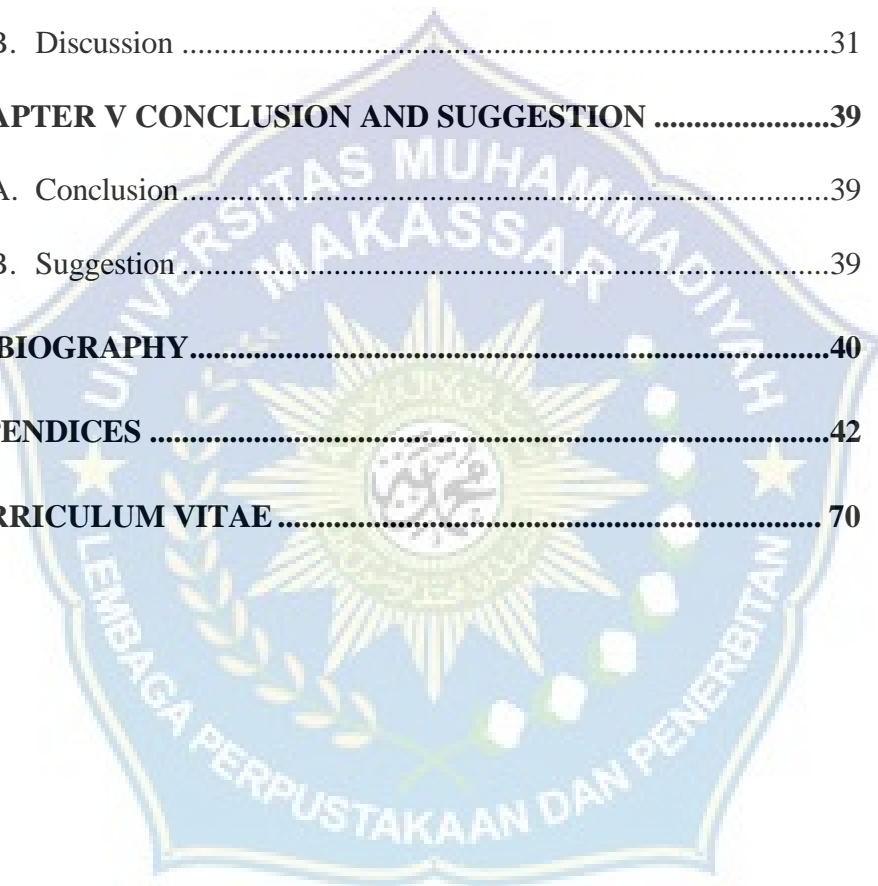


The Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background

English language is one of international languages which popular in the world. In Indonesia, English has position as the foreign language and it's very important to learn about English language because English language has important role in science and technology as international language. In learning English, there are four skills that should be mastered such as listening, speaking, reading, and writing. Speaking and writing usually called productive skills, listening and reading are called receptive skills. The writer focus in speaking skill because any expression of thought that comes from mind can be expressed by speaking.

According to Pollard (2008:33) speaking is the one of the difficult aspects for students to master. Everything is involved when speaking: ideas, what will to say, language, how to use grammar and vocabulary and pronunciation are very hardly to learn. Meanwhile, speaking is important for students to communicate with other people and to express their idea.

Motivation also plays a key role in all aspects, including in English teaching learning process in classroom. Motivation is one of the main elements directly related to success in developing a second/foreign language. It determines the extent of active and personal involvement in language learning at different stages. One of the most critical aspects to second language instruction is how to

get and to keep the students' motivation. Students should feel empowered to speak confidently, to discuss their learning and to communicate their struggles. Yet, the motivation to learn for many second language learners slowly begins to dwindle away (Rasyid, 2010).

There were some reasons why students unwilling to express their idea by speaking, it caused by lacking of motivation. The importance of motivation itself to stimulate to do something, without motivation the study will not raise and motivation as a director, it aims to get behavior and desire. The motivation to speak English was very low because students shy to speak and make mistakes when speak, students want to speak but they hard to communicate, and the limitation of vocabulary made them hard to understand and express their idea, so motivation was very needed to be investigated.

Motivation and learning are so closely bound together, so dependent upon and affected by one another. Houston (1997) states that learning cannot occur unless the organism who involves in learning is motivated to learn. In teaching and learning process, not all learners were motivated to perform all classroom tasks, hence motivation being one of learning substance.

The learners complete the tasks not because they want to get some cognitive or affective reward from the teacher, but because they feel fun, interesting useful for challenging in it (Brown, 2001).

When the researcher did observation in SMK Negeri 6 Makassar, almost the students in the XI accountant class have problem in speaking. They prefer write than speak, some students said that shy to speak in front of the class. May be

they won't to talk because they afraid to make mistakes or they didn't have self Confidence.

Based on the background above, the researcher was interested to investigate of the students' motivation in speaking English at the Second Year of SMK Negeri 6 Makassar.

### **B. Problem Statement**

“What is the students' motivation in speaking English at the second year of SMK Negeri 6 Makassar?”

### **C. Objective of the Research**

This research was to find out the students' motivation in speaking English at the Second Year of SMK Negeri 6 Makassar.

### **D. Significant of the Research**

The finding of this research was expected to be useful and meaningful information for the teachers to enhance the learners' motivation in speaking English. It is also might become useful references for the other researcher.

### **E. Scope of the research**

The scope of the research was restricted the students' motivation in speaking at the Second Year of SMK Negeri 6 Makassar. Focus on Intrinsic and Extrinsic students' motivation in speaking.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Fatimah (2014) in her research "*The Students' Perception towards Learning English Speaking in Large Class*" concludes that the students have several problems in learning English Speaking in large class. All of the students have strongly negative perception about the effectiveness of the use large class, the students conveyed three factors, they are: the crowded situation, classroom factor, and teacher control factor.

Karim (1995) reported that the factors affect the students in speaking English in the classroom: (a) If the students have positive attitude toward classroom activities, they will be stimulated to learn in the classroom, (b) If the lectures using interesting materials and varies techniques, the students will be encouraged to learn in the classroom.

Pelu (2002) in his research "*The Motivation of Students of SMUN 1 Leihitu Ambon to Learn English*" conclude that the students of SMU Negeri 1 Leihitu have fairly high motivation to learn English. This is proved by, the classification of the students' motivation score that 48 (59%) out of 80 students belong high motivation category. He suggests that the English teacher should be able to increase the students' attention and activities as well as give the motivation to learn English.

Liu & Lin in *The Turkish Online Journal of Education Technology* (2010) about "The Survey Study of Mathematics Motivated Strategies for

Learning Questionnaire (MMSLQ) for grade 10-12 Taiwanese Students' found that students showed higher motivation for learning mathematics, also used a better learning strategies.

## **B. The Theories of Speaking**

Speaking as a kind of verbal language in spoken form, it is the process of producing sounds, ideas, messages, or thoughts processed by human being through organ speech. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including in the participants themselves, their collective experience, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and involving (Brown, 1994).

Oral communication is a two-way process between speaker and listener, and involves the productive skill of speaking and the receptive skill of listening (understanding). It is important to understand that receptive does not imply passive: both in listening and reading, language users are actively involved in the process of interpreting and negotiating meaning. Both speaker and listener have positive function to perform (Byrne, 1978: 8). Speaking is a way message from one person to others in order to interact with them. Communication will not be running without speaking.

Widdowson (1985) states that an act of communication through speaking is commonly performed in face to face interaction involve not just expression of one's own ideas but comprehension of those of others. One listens to other, other

respond (directly or indirectly), other listen and respond. Speaking is a means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. An act of communication through speaking is commonly performed in face to face interaction and occurs as a part dialogue or rather forms of verbal exchange.

The act of speaking involves not only the production of sound but also use gesture, the movement of the muscles of face, and indeed as a communication activity are transmitted through the visual medium.

### **1. Kinds of Speaking**

Speaking is commonly divided into two kinds. Manser (1991: 306) points out kinds of speaking namely speaking performance and speaking competence.

#### *a. Speaking Performance*

Performance is the person's process or manner of play. Therefore, we may conclude that speaking performance is the doing of speaking. It involves the way where someone communicates the information, ideas and opinions to other one. Also someone's gesture and body language.

#### *b. Speaking Competency*

Competency is having the ability, skill, and knowledge to do something. Then through this basic definition, we may conclude that speaking competency is in which someone has capable, adroit and knowledge to speak skillfully.

## C. The Concept of Motivation

### 1. Definition of Motivation

Motivation is an important factor in language teaching since it can affect the success or the failure of learners. There are many definition of motivation that has been proposed by experts. Those definitions are made up based on their views and ways of thinking as expressed distinctively as follows:

- a. A. Brown (1980: 154) point out that motivation is commonly thought as an drive, impulse, emotion or desire, that moves are particular action.
- b. Harmer (1991: 3) states that motivation is some kind of internal drive that encourages somebody to pursue a course of action.
- c. Brennen in Pew (2007: 14) states motivation has been defined as the level of effort an individual is willing to expand toward the achievement of a certain goal.

Briefly, motivation can be defined as influential factor in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process.

Children motivation at school is recognized as an important factor that contributes to indicate of school adjustment (Pintrinch, 2003). According to Newcomb, et. al. in Andrew (2006) simply could state that motivation behavior include something that someone able to see, do, sense and think that integrate in learning specific purpose.



Finochiaro in Andrew (2006) explains that motivation does not only depend on the learners' attitudes, personality, or learning strategies, it also relies on the teacher attitudes which are favorable enough to create a pleasure situation that satisfies the students' needs and fosters their motivation. According to the Longman dictionary (2002: 344) Motivation is generally considered to be one of the primary causes of success and failure in second language learning.

Gardner & Lambert (1972), motivation is a major factor in the successful study of language acquisition. It is considered goal directed as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language".

Gardner (1985: 10) also states that motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing.

## **2. The Function of Motivation**

Generally, the function of motivation can be divided as follows (a) to stimulate someone to do something, (b) to determine goal orientation of behavior, (c) to select behavior. Owens in Hanafi (1981: 8)

According to Divesta in Hanafi (2002: 9) motivation has three important functions in behavior. Firstly, they are energizing. He also says that motivated pupils are modestly active and his activity is minted need at relatively high levels relevant goals or remands are attained, secondly, motivates have directing

function. They are determining a class of responses likely to be most appropriate, thus, the motives provide in the situation. Thirdly, motives have a selection function. In this case the selecting function of motives helps to make behavior more efficient and precise.

In other hand, according to Hamalik (2004: 161) the behavior will not happen without aim, but it rises to receive the people's motive. This opinion is same with the theory which states that human's behavior is purposive. Generally, the function of motivation can be decided as follows:

- a. To stimulate to do something, without motivation the study will not raise.
- b. Motivation as a director, it is aim to get behavior and desire.
- c. Motivation as an activator. It is function as a machine to a car, level of motivation can be determined how fast we get the goal.

### **3. Kinds of Motivation**

#### **a. Intrinsic Motivation**

Ames and Archer (1988) states the importance of learning is taking place for the person's own sake, that there is an inner motivation. The inner motivation is important to reach the best effect upon the learning of different situation. The researchers say that who have inner motivation often uses more advanced ways of studying than those who have a motivation that comes from outer rewards such as grades.

Intrinsic motivation is some kind of internal drive that encourage somebody to pursue of action. If we perceive a goal and if that goal is sufficiently

attractive, we will be strongly motivated to do whatever is necessary to reach that goal. In relation to students, intrinsic motivations mean that the reason encourages in gaining success inside the classroom.

In educational psychology, intrinsic motivation is sometimes through related to long term success and is usually defined as motivation which is guided but an interest in the task itself in which one (Ella 1984: 403).

Gilmen (1973: 273) states that when a person in intrinsically motivated to do some activity, he does it because he likes what he is doing, the activity itself in own reward. Thus, when something is doing for its own sake it is intrinsically motivated. Intrinsic motivation implies self-actualization undergo involvement (Singer 1980: 403).

Intrinsic motivation is motivating force that comes from within motivated individual, which are at work when the person engages in behavior because the person enjoys doing so, people are intrinsically motivated when they perform for the sake of interest, challenge, or sheer enjoyment, Bhrehm and Kassing (1996: 513).

The describe intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades, Wikipedia (2016: online) the motivation comes for the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task.

An intrinsically motivated person will work on math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work

on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the person work on the task because there are some rewards involved, such as a prize, a payment, or in the case of students, a grade.

Intrinsic motivation does not mean, however, that a person will not seek rewards. It just means that such external rewards are not enough to keep a person motivated. An intrinsically motivated student, for example, may want to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough maintain that student's motivation to put any effort into the project. Wikipedia (2011: online).

There are many subdivide factors that enhance motivation into individual factors, interpersonal factors mainly enhance intrinsic motivation as follows:

The Factors that Promote Intrinsic Motivation		
Factors	Description	Related Guidelines
Challenge	People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.	<ol style="list-style-type: none"> <li>1. Set personally meaningful goals.</li> <li>2. Make attainment of goals probable but uncertain.</li> <li>3. Give enroute (sic) performance feedback.</li> <li>4. Related goals to learners'</li> </ol>

		self-esteem.
Curiosity	Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.	<ol style="list-style-type: none"> <li>1. Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses.</li> <li>2. Stimulate cognitive curiosity by making about something (i.e., stimulate the learner's interest).</li> </ol>
Control	People have a basic tendency to want to control what happens to them.	<ol style="list-style-type: none"> <li>1. Make clear the cause-and-effect relationships between what students are doing and things that happen in real life.</li> <li>2. Enable the learners to believe that their work will lead to powerful effects.</li> <li>3. Allow learners to freely choose what they want to learn and how they will</li> </ol>

		learn it.
Fantasy	Learners use images of things and situation that are not actually present to stimulate their behavior.	<ol style="list-style-type: none"> <li>1. Make a game out of learning.</li> <li>2. Help learners imagine themselves using in real-life settings.</li> <li>3. Make the fantasies intrinsic rather than extrinsic.</li> </ol>
Competition	Learners feel satisfaction by comparing their performance favorable to that of others.	<ol style="list-style-type: none"> <li>1. Competition occurs naturally as well as artificially.</li> <li>2. Competition is more important for some people than for others.</li> <li>3. People who lose at competition often suffer more than the winners' profit.</li> <li>4. Competition sometimes reduces the urge to be helpful to other learners.</li> </ol>

Cooperation	Learners feel satisfaction by helping others achieve their goals.	<ol style="list-style-type: none"> <li>1. Cooperation occurs naturally as well as artificially</li> <li>2. Cooperation is more important for some people than for others.</li> <li>3. Cooperation is a useful real-life skill</li> <li>4. Cooperation requires and develops interpersonal skills.</li> </ol>
Recognition	Learners feel satisfaction when others recognize and appreciate their accomplishments.	<ol style="list-style-type: none"> <li>1. Recognition requires that the process or product or some other result of the learning activity be visible.</li> <li>2. Recognition differs from competition in that it does not involve a comparison with the performance of someone else.</li> </ol>

## **b. Extrinsic Motivation**

Covington (2000:354) describes extrinsic motivation as something you do because you want some kind of reward, like a grade.

According to Naillon (2015), extrinsically motivated students can bring a great deal to the educational environment. To begin with, these students see the job or travel opportunities associated with learning a foreign language, this may become a long-term goal for them and motivate them to continue studying the language over a long period even without instructor involvement. Additionally, these students encourage instructors to change up the curriculum each semester, this allows lesson plans to evolve as new students come into class and bring new interests with them. Finally, because extrinsically motivated students respond to external factors, they will probably enjoy mastering their skills enough to converse with native speakers. This practice develops both language and social skills and encourages students to speak the verbally, an important component of language acquisition.

The University of Michigan defines extrinsic motivation as a motivation that stems from external stimuli. These motivators are unrelated to the subject being learned, and they exist outside the individual doing the task.

Alderman in Yeung (2012:139) states that extrinsic motivation occurs when "students are engaged in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates of material rewards.



Cherry (2015) says that Extrinsic rewards can be an important tool in motivating behavior, but experts caution that they should be used with caution, especially with children. Extrinsic motivators are best applied in situations where people have little initial interest in performing the activity.

Extrinsic motivation is motivation that causes people to participate in activities for tangible rewards. Gilmen (1975:21) states that when are extrinsically motivated to do something, we do it because it leads to external rewards, such as money, and praise from someone.

From definition above, it can be stated that extrinsic motivation is motivation which is directed toward external goal to the students such as goal grades, rewards, from work well done, and teachers' explanation, thus extrinsically motivation students persist at the learning activity for external rewards guided or receive from it.

People are extrinsically motivated when they engaging an activity from money, recognitions or other tangible rewards. Students who decide to go and study a language usually do because they have some goal, which they wish to reach. It has been suggested that there are two main of goal (Gardner and Lambert 1972:243)

Extrinsic motivation concerned with factor outside of the class, it divided in to two categories According to Djamarah (2002:150)

1. *Interrogative motivation.* It refers to whether or not the students need to attract by the culture of that foreign language, therefore, it causes him interrogative himself into culture.

2. *Instrumental motivation.* It describes a situational in which students believe that mastery of the target language will be instrumental is getting them into mutual, job, position, or status.

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, an extrinsically motivated person who dislikes math may work hard on a math equation because wants the reward for completing it. In the case of a student, the reward would be a good grade on an assignment or in the class.

Extrinsic motivation does not mean, however, that a person will not get any pleasure from working on or completing a task. It just means that the pleasure to anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. An extrinsically motivated student, for example, may dislike an assignment, may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

#### **4. Motivation in learning English Foreign Language(EFL)**

Here some statements about motivation related to learn English as a foreign language:

One of the factors that influence the choice of strategies used among students learning a second/foreign language is Motivation. More motivated students tend to use more strategies than less motivated students, hence, they tend to be more successful. (Oxford, 1994)

Motivation to learn the second language includes three elements. First, the motivated individual expends effort to learn the language. Second, the motivated individual wants to achieve a goal. Third, the motivated individual will enjoy the task of learning the language. Gardner (2001)

Crookes & Schmidt (1991) state that motivation learning L2 identified as the learner's orientation with regard to the goal of learning a second language. It means that learner's positive attitudes towards the target language group and the desire to integrate into the target language community.

Ellis (1997) states the reasons that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt 1991). "Integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan 1999:568)

Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. (Krashen, 1985) Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language, it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearin, 1994).

### **5. The Elements of Motivation**

According to Sahabuddin (2002:223) there are four elements or conceptions that can affect the motivation, they are:

1. The interest

Impossible someone to do something if they don't like the object at all, all students will attend the lesson all the time if they interest with the subject.

2. Relevance

Relevance shows the relation between the students' need and study activities, sometimes the students lazy to study because they don't care about why they have to study English.

3. Expectation for success

This case shows the expectation for the students to reach the successful in studying, one of the reason will make the students don't care about the lesson they are easy to give up and don't have expectation to success.

#### 4. Satisfaction

If the students will get satisfaction to their lesson grade so they will have high motivation to reach it.

### 6. Characteristics of Motivation

To understand more about motivation, the explanation of its characteristics is needed. Although predisposition cannot easily be changed during a single unit of instruction or even, teachers should be aware that the way they interact with students can influence not only their motivation for particular tasks but also motivation as a method characteristic (Ames in Nuraeni (2010).

Lepper in Nuraeni (2010) the characteristics of intrinsically versus extrinsically motivation, namely:

- 1) If perceived ability is low, extrinsically motivated students are more likely to quit after failure.
- 2) If the task is mundane or algorithmic, the extrinsically motivated student may be superior to the intrinsically motivated student.
- 3) If the task is conceptual or requires higher level thinking skill, the intrinsically motivated students is likely to be superior to the extrinsically motivated student.
- 4) The intrinsically motivated student is more likely to apply effective Meta cognitive of strategies and "deeper" study strategies.
- 5) The intrinsically motivated student is more likely to select problem and sub goals of moderate difficulty, whereas the extrinsically

motivated student is more likely to select the easiest problem and sub goals.

- 6) The intrinsically motivated student is more likely to take risk and to explore freely.
- 7) If the task is complex, the intrinsically motivated student is more likely to employ logical and efficient performance strategies.
- 8) Students who have previously been extrinsically motivated to engage in particular activity are less likely to engage in that activity when external incentives are no longer available.
- 9) Intrinsically motivated students are more likely than extrinsically motivated students to be able to handle artificial rewards without experiencing negative consequences.

#### **7. Characteristic of Students' Motivation**

According to Ur (1996:257) makes conclusion that there are certain typical characteristics in students' motivation, some of these are:

- a. Positive Task Orientation. The learner is willing to tackle task and challenges and has confidence in his or her success.
- b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
- c. Need for achievement. The learner has a need to achieve to overcome difficulties and succeed in what he or she sets out to do.
- d. High Aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

- e. Goal Orientation. The learner is very aware of the goals of learning or of specific learning activities, and directs his or her efforts towards achieving them.
- f. Perseverance. The learner consistently invests a high level of effort in learning, and it is not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of Ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion.

### **8. Measure of Motivation**

Since motivation is a kind of spirit or mental power that cannot be identified by sense, it is quite hard to measure. It is not the same as distance and weight that can be measure with meter and gram. Motivation is something abstract. Therefore, there is only one way to know the motivation, namely to identify indicators because our ability to measure is restricted on something concrete that can be identified by our sense.

The definition of motivation and the characteristics of motivation students' above give is a very clear sight that motivation can be measured through the following two ways (Morgan in Nur 2007).

#### **1) Self-report measurement**

Motivation as mentioned above, is a mental power or spirit that cannot be identified directly from outside by other people but the subject can touch in his inner soul. Therefore, motivation can just be expressed directly by the subject. For example, when Mail is just calm without any comment on his motivation or at

least on speaking English, he does not also produce any English sound in his speech, other people cannot know whether or not Mail has high motivation on speaking English. Mail's motivation on speaking English can just be know if he himself says something about it like "I like speaking English very much" or "speaking English is boring".

However, the measurement is not sufficient because there are so many uncontrollable variables that may influence students' answer. Students' may answer those given question with no based on their inner heart saying or mental power but based on other factors. There is so large possibility for the students' to tell a lie this case

## 2) Behavioral Measurement

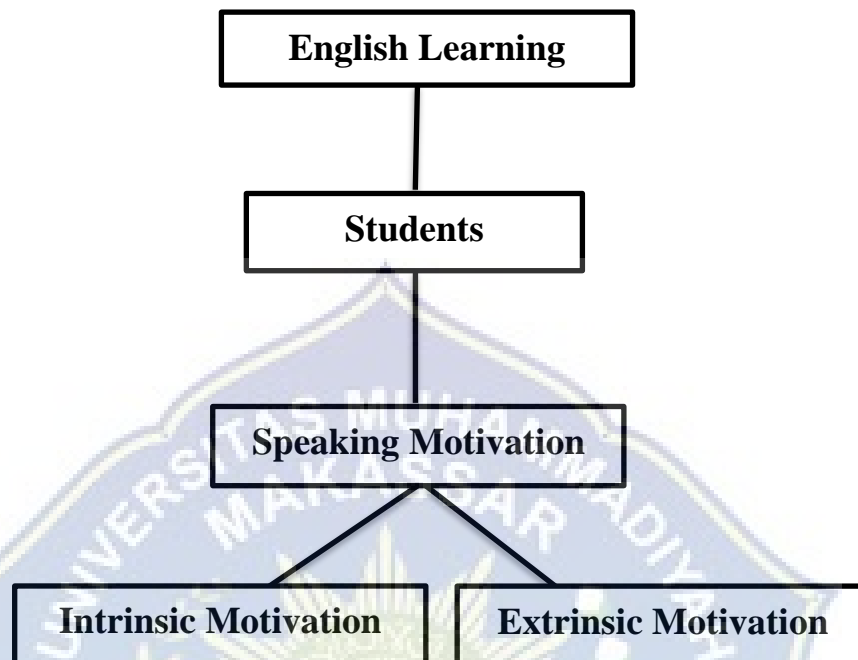
Behavioral Measurement is the most valid data to identify motivation to see students' behavior. This is because behavior as the more accurate indicator that can be used to see motivation. It is quite for someone to tell a lie with his behavior. Someone may say that he has a high motivation in speaking English, the research may judge that they have a high motivation on that.

Based on the ideas above, the researcher can comment that motivation is one of the forms of energy to support and engage someone to do or learn something. It can also to get through the power of ourselves and environment.



#### D. Conceptual Framework

The theoretical framework underline this research presented in this following diagram:



The conceptual framework above explain the process of English learning in the class, where the knowledge between teacher and students to be transferred. Students as the target should caught lesson to make success knowledge transferring. Sometime, the students felt difficult when facing the lesson so they get some problem especially in speaking class. One problem that students always have in speaking class is lacking of speaking motivations. Speaking motivation is very influence the skill of students' speaking. In motivation there are two indicators; intrinsic motivation is some kind of internal drive that encourage somebody to pursue of action, and extrinsic motivation is motivation which is directed toward external goal to the students such as goal grades, rewards.

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **A. Design of the Research**

The researcher was applying descriptive method that involve questionnaire. The qualitative data was collected first and the result derive from qualitative analysis was further supported by quantitative analysis. It was use to explore, identify, and describe the students' motivation at the second year of SMK Negeri 6 Makassar.

#### **B. Population and Sample**

##### **1. Population**

The population of this research was the second year students of SMK Negeri 6 Makassar that consists of five classes and the total number of the population is 99 students. Tourism class = 28 students, accounting class = 25 students, beauty class = 12 students, food and beverage product class = 15 students, design class = 19 students,

##### **2. Sample**

For the effectiveness of the research, the researcher used purposive sampling technique. The researcher chooses accounting class that consisted of 25 students.

### **C. Instrument of the Research**

The researcher used questionnaire. A questionnaire is a form that prepared and distributed to secure responses to certain questions. The function of the questionnaire was to gather information from widely scattered sources. It was mostly used in cases where one can not readily see personally all of the people from whom sample desire responses.

It was also used where there was no particular reason to see them personality. The researcher used questionnaire in order to get data deeply. The researcher used Likert scale to check off the questionnaire that was used to measure students' learning motivation, that consist of 20 items; 10 items of intrinsic motivation and 10 items of extrinsic motivation statements deal with motivation indicators.

### **D. The Procedure of Collecting Data**

In collect data, the researcher will do the steps as follows:

1. The researcher made list of statements as the instrument will be answered by the sample in questionnaire form.
2. The researcher elaborated the questionnaire consists of 20 items; 10 items of extrinsic motivation and 10 items of intrinsic motivation statements deal with motivation indicators. In extrinsic motivation consists of 2 indicators that are Interrogative motivation (5 items) and Instrumental motivation (5 items). And in intrinsic motivation consists of 7 indicators, that are; Challenge (1 item), Curiosity (1 item), Cooperation (1 item),

Control (2 items), Recognition (2 items), Fantasy (2 items), Competition (1 item).

3. First meeting, the researcher distributes the questionnaire employ to find out the students' motivation in speaking at SMK Negeri 6 Makassar.

#### **E. Technique of Data Analysis**

The data that obtained from the results of questionnaires was analyzed by using descriptive statistics. The researcher used percentage to see the students' motivation in speaking. The researcher did the steps as follows:

- A. The first step, the researcher collected data from questionnaire.
- B. The researcher explored the data about the questionnaire of the students at SMK Negeri 6 Makassar.

The questionnaires in this motivation scale adopt five-point Likert scale: strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree(5).

**Table 1.Questionnaire by Likert Scale**

<b>Statement Score</b>	<b>Scale</b>
5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

C. Computing the frequency of the rate percentage of the students' score:

$$P = F / N \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of respondent



## CHAPTER IV

### METHOD OF THE RESEARCH

This chapter describes findings and discussion. Finding is the presentation of the data got from the research. Discussion is the discussion of the research findings.

#### A. Findings

##### 1. Students' Motivation

The researcher conducted the experiment towards 25 students as the participants of the researcher by giving questionnaire. The questionnaire consists of intrinsic and extrinsic indicator of motivation and the result of the questionnaire were explained into the tables below:

#### A. Intrinsic Motivation

##### I. Table of Intrinsic Motivation

The students' motivation in speaking was more influenced by self-control indicator with percentage 72% in intrinsic motivation; it is proved by the following table below:

Intrinsic Motivation	Percentage				
	SA	A	UN	DA	SDA
Challenge	28%	40%	24%	8%	0
Curiosity	36%	48%	16%	0	0
Cooperation	4%	60%	32%	4%	0
Control	52%	44%	4%	0	0
	72%	28%	0	0	0

Recognition	0	24%	24%	28%	24%
	0	24%	40%	28%	8%
Fantasy	24%	44%	32%	0	0
	56%	44%	0%	0	0
Competition	8%	20%	32%	28%	12%

In table of intrinsic motivation above showed that in questionnaire was about "self-control indicator" the students chose strongly agree with percentage 72%, the percentage was higher than others (see appendix B). It means that in intrinsic motivation the students' speaking motivation more influenced in "self-control indicator". Control indicator means people have a basic tendency to want to control what happens to them like the learners believe that their work will lead to powerful effects.

## II. Table of Extrinsic Motivation

The students' motivation in speaking was more influenced by "instrumental indicator" with percentage 44% in extrinsic motivation; it is proved by the following table below:

Extrinsic Motivation	Percentage				
	SA	A	UN	DA	SDA
Instrumental	32%	56%	8%	4%	0
	36%	36%	28%	0	0
	12%	56%	32%	0	0
	0	52%	40%	8%	0
	44%	52%	4%	0	0

Interrogative	12%	36%	48%	4%	0
	20%	52%	16%	8%	4%
	20%	36%	44%	0	0
	16%	76%	8%	0	0
	36%	32%	32%	0	0

In table of extrinsic motivation above showed that in questionnaire was about "instrumental indicator" the students chose strongly agree with percentage 44%, the percentage was higher than others (see appendix B). It means that in extrinsic motivation the students' speaking motivation more influenced in "Instrumental indicator". Instrumental means it described a situational in which students believe that mastery of the target language will be instrumental is getting them into mutual, job, position, or status.

## B. Discussion

### 1. What is the students' motivation in speaking English?

Concerning to the data collected through giving questionnaire. It is shown that the students' motivation of SMK Negeri 6 Makassar in speaking influenced by two factors; intrinsic motivation and extrinsic motivation. It is supported by the frequency and rate percentage of the result of the students' questionnaire, based on the table of intrinsic motivation in table I and extrinsic motivation in table II, in the table I the frequency of the students' motivation in speaking in intrinsic factor showed that (72%) students' chose "strongly agree" in "control indicator". It means that the motivation of students in XI accountant class of SMK Negeri 6 Makassar influenced by control indicator in intrinsic factor, or the control indicator more dominant in influenced the students' motivation in speaking than



the other indicators. And from the table II the frequency of the students' motivation in speaking in extrinsic factor showed that (44%) students chose “strongly agree” in “instrumental indicator”. It means that the motivation of students in XI accountant class of SMK Negeri 6 Makassar influenced by instrumental motivation in extrinsic factor, or the instrumental motivation more dominant in influenced the students' motivation in speaking. So we can conclude that in intrinsic factor the control indicator more influenced by score 72% and in extrinsic motivation the instrumental more influenced by score 44%.

Motivation is a major factor in the successful study of language acquisition. It is considered goal directed and defined as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language (Gardner, 1985:10). As we know that when the students are motivated, it will be easier for them to understand what they learn.

The questionnaire was used to describe the students' motivation without any treatments. The students gave answer based on their situation or attitude toward learning speaking.

The two motivation factors that influenced the students' motivation in speaking are:

## **1. Intrinsic Motivation**

### **a. Challenge**

Challenge means the people best motivate when they are worrying toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. In questionnaire number 1 with statement “*In this*

*speaking, I have got some challenging and interesting materials*". The data showed that 7 students chose "strongly agree" with percentage 28%, 10 students chose "agree" with percentage 40%, 6 students chose "undecided" with percentage 24%, 2 students chose "disagree" with percentage 8%, and none chose in "strongly disagree" (see appendix B in item 1).

#### **b. Curiosity**

Curiosity means something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity. In questionnaire number 2 with statement, "*I am interesting in learning speaking*". The data showed that 9 students chose "strongly agree" with percentage 36%, 12 students chose "agree" with percentage 48%, 4 students chose "undecided" with percentage 16%, and none students chose in "disagree" and "strongly disagree" (see appendix B in item 2).

#### **c. Cooperation**

Cooperation means learners' feel satisfaction by helping others achieve their goals. In questionnaire number 3 with statement, "*I try to work with other students in speaking*". The data showed that 1 student chose "strongly agree" with percentage 4%, 15 students chose "agree" with percentage 60%, 8 students chose "undecided" with percentage 32%, 1 student chose "disagree" with percentage 4% and none in "strongly disagree" (see appendix B in item 3).

#### d. Control

Control means people have a basic tendency to want to control what happens to them. In questionnaire number 4 with statement, *“If I have enough time to do practice, I will mastery in speaking”*, and in questionnaire number 5 with statement, *“If I study hard enough, I can understand the materials in speaking”*. The data showed that in questionnaire number 4, 13 students chose "strongly agree" with percentage 52%, 11 students chose "agree" with percentage 44%, 1 student chose "undecided" with percentage 4%, and none in "disagree" and "strongly disagree". And in the questionnaire number 5, 18 students chose "strongly agree" with percentage 72%, 7 students chose "agree" with percentage 28%, and none in "undecided", "disagree" and “strongly disagree” (see appendix B in item 4 and 5).

#### e. Recognition

Recognition means learners feel satisfaction when others recognize and appreciate their accomplishments. In questionnaire number 6 with statement, *“I want to get other people's recognition so I want get higher scores in speaking”*, and in questionnaire number 7 with statement, *“I want to get higher scores in speaking, because I want to demonstrate my capability and people will recognize me”*. The data showed that in questionnaire number 6, none chose in “strongly agree”, 6 students chose "agree" with percentage 24%, 6 students chose "undecided" with percentage 24%, 7 students chose "disagree" with percentage 28%, and 6 students chose "strongly disagree" with percentage 24% (see appendix B in item 6). And in the questionnaire number 7, none chose in “strongly agree”, 6

students chose "agree" with percentage 24%, 10 students chose "undecided" with percentage 40%, 7 students chose "disagree" with percentage 28%, and 2 students chose "strongly disagree" with percentage 8% (see appendix B in item 7).

#### **f. Fantasy**

Fantasy means learners use mental images of things and situation that are not actually present to stimulate their behavior. In questionnaire number 8 with statement, "*Speaking can improve my skill and my critical in learning*", and in questionnaire number 9 with statement, "*I feel speaking are useful*". The data showed that in questionnaire number 8, 6 students chose "strongly agree" with percentage 24%, 11 students chose "agree" with percentage 44%, 8 students chose "undecided" with percentage 32% and none in "disagree" and "strongly disagree" (see appendix B in item 8). And in the questionnaire number 9, 14 students chose "strongly agree" with percentage 56%, 11 students chose "agree" with percentage 44%, and none in "undecided", "disagree", and "strongly disagree" (see appendix B in item 9).

#### **g. Competition**

Competition means learners feel satisfaction by comparing their performance favorably to that of others. In questionnaire number 10 with statement, "*I hope I can get higher scores in speaking than any other classmate*". The data showed that 2 students chose "strongly agree" with percentage 8%, 5 students chose "agree" with percentage 20%, 8 students chose "undecided" with percentage 32%, 7 students chose "disagree" with percentage 28%, and 3 students chose "strongly disagree" with percentage 12% (see appendix B in item 10).

## 2. Extrinsic Motivation

### a. Instrumental Motivation

It describes a situational in which students believe that mastery of the target language will be instrumental is getting them into mutual, job, position, or status. In instrumental motivation consist of 5 items statement.

In questionnaire number 11 with statement, "*I want to go to abroad so I want to mastery in speaking,*" the data showed that 8 students chose "strongly agree" with percentage 32%, 14 students chose "agree" with percentage 56%, 2 students chose "undecided" with percentage 8%, 1 student chose "disagree" with percentage 4%, and none in "strongly disagree" (see appendix B in item 11).

In questionnaire number 12 with statement, "*Speaking can help me to find some job in the future*", the data showed that 9 students chose "strongly agree" with percentage 36%, 9 students chose "agree" with percentage 36%, 7 students chose "undecided" with percentage 28%, and none in "disagree" and "strongly disagree" (see appendix B in item 12).

In questionnaire number 13 with statement, "*My friends in school help me to improve my motivation in speaking*", the data showed that 3 students chose "strongly agree" with percentage 12%, 14 students chose "agree" with percentage 56%, 8 students chose "undecided" with percentage 32%, and none in "disagree" and "strongly disagree" (see appendix B in item 13).

In questionnaire number 14 with statement, "*I will get people's appreciation if I can speaking very well*", the data showed that none chose in "strongly

agree” 13 students chose "agree" with percentage 52%, 10 students chose "undecided" with percentage 40%, 2 students chose "disagree" with percentage 8%, and none in “strongly disagree” (see appendix B in item 14).

In questionnaire number 15 with statement, *“If I study hard enough in speaking, I can get maximal scores in class”*, the data showed that 11 students chose “strongly agree" with percentage 44%, 13 students chose "agree" with percentage 52%, 1 student chose "undecided" with percentage 4%, and none in “disagree" and "strongly disagree" (see appendix B in item 15).

#### **b. Interrogative Motivation**

It refers to whether or not the students need to attract by the culture of that foreign language, therefore, it causes him interrogative himself into culture. In interrogative motivation consist of 5 items statement.

In questionnaire number 16 with statement, *“Appreciation from people in my environment can improve my motivation in speaking”*, the data showed that 3 students chose “strongly agree" with percentage 12%, 9 students chose “agree" with percentage 36%, 12 students chose "undecided” with percentage 48%, 1 student chose “disagree" with percentage 4%, and none in “strongly disagree” (see appendix B in item 16).

In questionnaire number 17 with statement, *“Although I don't like speaking but I try to study about it because through speaking I can interaction with stranger”*, the data showed that 5 students chose "strongly agree" with percentage 20%, 13 students chose "agree" with percentage 52%, 4 students chose “undecided” with percentage 16%, 2 students chose "disagree" with

percentage 8%, and 1 student chose “strongly disagree” with percentage 4% (see appendix B in item 17).

In questionnaire number 18 with statement, “*My first language influence my speaking ability*”, the data showed that 5 students chose "strongly agree" with percentage 20%, 9 students chose “agree" with percentage 36%, 11 students chose "undecided" with percentage 44%, and none in "disagree" and "strongly disagree" (see appendix B in item 18).

In questionnaire number 19 with statement, “*I am sure that my parents will proud of me if I can mastery in speaking*”, the data showed that 4 students chose "strongly agree" with percentage 16%, 19 students chose "agree" with percentage 76%, 2 students chose “undecided” with percentage 8%, and none in “disagree" and “strongly disagree" (see appendix B in item 19).

In questionnaire number 20 with statement, “*Speaking can be applied in my daily life*”, the data showed that 9 students chose "strongly agree" with percentage 36%, 8 students chose “agree” with percentage 32%, 8 students chose “undecided” with percentage 32%, and none in “disagree” and “strongly disagree” (see appendix B in item 20).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part deals with the conclusions of the findings, and the second one deals with suggestions.

#### **A. Conclusion**

Based on the results of data analysis and the discussion of the results in the previous chapter, the researcher concludes:

The students' motivation in speaking was influenced by two factors, intrinsic and extrinsic motivation. Based on the data analysis from the questionnaire, in intrinsic motivation the students more were influenced by control indicator with the percentage (72%) from 25 (100%) the total number of students in SMK Negeri 6 Makassar in XI accountant class, and in extrinsic motivation the students more were influenced by instrumental indicator with the percentage (44%) from 25 (100%) the total number of students in SMK Negeri 6 Makassar in XI accountant class.

#### **B. Suggestion**

In relation to the conclusion above, the researcher would like to put forward some suggestions as follows:

The students should increase their motivation in speaking, in both of factors (extrinsic and intrinsic), in order to improving their speaking skill because motivation is one factor that can support the students in education.



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## Appendix A

### The List Name of the Students of Class XI Accounting 1 SMK Negeri 6 Makassar

No	Sample
1	Ainun Shayla Lestari
2	Amalya Syafitri
3	A. Hasni Maulidah
4	A. Rezky
5	Ayu Yuniastri M.R
6	Deny Riyon Eko
7	Kasmunira
8	Khaerunnisa Ahmad
9	Iqhtamar Anugrah
10	M. Yoga Rachman
11	M. Zahran Faried Jaka Utama
12	Muh. Ashari
13	Muh. Azriel
14	Muh. Fajar Ramadan
15	Muh. Yusri
16	Muhammad Fadhil Arianto
17	Muhammad Ilham Syahputra
18	Nisar Suleman
19	Sitti Aisyah
20	Sitti Noer Annisa
21	Ranny Saputri
22	Reva Imelia Lestari
23	Rifa Atul Mahmudah
24	Ryana Aulia Risca
25	Aisyah

**Appendix B**

**Table Frequency & Percentage of Intrinsic Motivation**

**Item 1:** *Challenge indicator* (In this speaking, I have got some challenging and interesting materials)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2		√			
3	√				
4	√				
5		√			
6	√				
7	√				
8				√	
9		√			
10			√		
11		√			
12			√		
13		√			
14	√				
15		√			
16			√		
17		√			
18	√				
19		√			
20			√		
21		√			
22				√	
23		√			
24			√		
25	√				
<b>Total</b>	7	10	6	2	0
<b>Percentage</b>	28%	40%	24%	8%	0%

From the table above in item 1 the data showed that 7 (28%) students' choose "strongly agree" in challenge indicator of intrinsic motivation.

Item 2: Curiosity indicator (I am interesting in learning speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DS	SDA
1		√			
2		√			
3		√			
4	√				
5	√				
6	√				
7	√				
8			√		
9	√				
10		√			
11		√			
12			√		
13	√				
14	√				
15		√			
16			√		
17			√		
18	√				
19		√			
20	√				
21		√			
22		√			
23		√			
24		√			
25		√			
<b>Total</b>	9	12	4	0	0
<b>Percentage</b>	36%	48%	16%	0%	0%

From the table above in item 2 the data showed that 9 (36%) students' choose "strongly agree" in curiosity indicator of intrinsic motivation.

**Item 3: Cooperation indicator (I try to work with other students in speaking)**

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2			√		
3		√			
4			√		
5			√		
6			√		
7			√		
8			√		
9			√		
10		√			
11		√			
12		√			
13		√			
14		√			
15		√			
16		√			
17	√				
18		√			
19		√			
20		√			
21		√			
22		√			
23		√			
24		√			
25				√	
<b>Total</b>	<b>1</b>	<b>15</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>Percentage</b>	<b>4%</b>	<b>60%</b>	<b>32%</b>	<b>4%</b>	<b>0%</b>

From the table above in item 3 the data showed that 1 (4%) students' choose "strongly agree" in cooperation indicator of intrinsic motivation.

**Item 4:** *Control indicator* (If I have enough time to do practice, I will mastery in speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2			√		
3		√			
4	√				
5	√				
6	√				
7	√				
8	√				
9	√				
10		√			
11	√				
12		√			
13	√				
14		√			
15		√			
16		√			
17		√			
18	√				
19	√				
20	√				
21		√			
22		√			
23		√			
24	√				
25	√				
<b>Total</b>	13	11	1	0	0
<b>Percentage</b>	52%	44%	4%	0%	0%

From the table above in item 4 the data showed that 13 (52%) students' choose "strongly agree" in control indicator of intrinsic motivation.



**Item 5: Control indicator** (If I study hard enough, I can understand the materials in speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1	√				
2		√			
3	√				
4	√				
5	√				
6	√				
7	√				
8	√				
9	√				
10	√				
11	√				
12	√				
13	√				
14	√				
15		√			
16		√			
17		√			
18	√				
19	√				
20	√				
21	√				
22	√				
23		√			
24		√			
25		√			
<b>Total</b>	18	7	0	0	0
<b>Percentage</b>	72%	28%	0%	0%	0%

From the table above in item 5 the data showed that 18 (72%) students' choose "strongly agree" in control indicator of intrinsic motivation.

**Item 6:** *Recognition indicator* (I want to get other people's recognition so I want get higher scores in speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2			√		
3				√	
4				√	
5			√		
6				√	
7					√
8		√			
9		√			
10		√			
11		√			
12				√	
13		√			
14			√		
15		√			
16				√	
17			√		
18					√
19			√		
20					√
21				√	
22					√
23					√
24				√	
25					√
<b>Total</b>	0	6	6	7	6
<b>Percentage</b>	0%	24%	24%	28%	24%

From the table above in item 6 the data showed that 0 (0%) students' choose "strongly agree" in recognition indicator of intrinsic motivation.

**Item 7:** *Recognition indicator* (I want to get higher scores in speaking, because I want to demonstrate my capability and people will recognize me)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2			√		
3		√			
4			√		
5			√		
6				√	
7					√
8			√		
9			√		
10			√		
11			√		
12				√	
13		√			
14				√	
15		√			
16		√			
17				√	
18					√
19		√			
20				√	
21			√		
22				√	
23			√		
24			√		
25				√	
<b>Total</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>2</b>
<b>Percentage</b>	<b>0%</b>	<b>24%</b>	<b>40%</b>	<b>28%</b>	<b>8%</b>

From the table above in item 7 the data showed that 0 (0%) students' choose "strongly agree" in recognition indicator of intrinsic motivation.

Item 8: *Fantasy indicator* (Speaking can improve my skill and my critical in learning)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2		√			
3		√			
4	√				
5	√				
6	√				
7	√				
8		√			
9	√				
10			√		
11			√		
12			√		
13		√			
14		√			
15		√			
16			√		
17			√		
18		√			
19		√			
20		√			
21			√		
22			√		
23		√			
24			√		
25	√				
<b>Total</b>	6	11	8	0	0
<b>Percentage</b>	24%	44%	32%	0%	0%

From the table above in item 8 the data showed that 6 (24%) students' choose "strongly agree" in fantasy indicator of intrinsic motivation.

**Item 9: Fantasy indicator (I feel speaking are useful)**

Std	Frequency of Percentage				
	SA	A	UN	DA	SDA
1	√				
2	√				
3	√				
4	√				
5	√				
6	√				
7	√				
8		√			
9	√				
10		√			
11		√			
12		√			
13	√				
14	√				
15		√			
16		√			
17		√			
18	√				
19	√				
20		√			
21		√			
22	√				
23	√				
24		√			
25		√			
<b>Total</b>	14	11	0	0	0
<b>Percentage</b>	56%	44%	0%	0%	0%

From the table above in item 9 the data showed that 14 (56%) students' choose "strongly agree" in fantasy indicator of intrinsic motivation.

**Item 10:** *Competition indicator* (I hope I can get higher scores in speaking than any other classmate)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2		√			
3	√				
4				√	
5			√		
6			√		
7				√	
8			√		
9			√		
10			√		
11				√	
12		√			
13		√			
14					√
15	√				
16			√		
17		√			
18				√	
19		√			
20				√	
21					√
22				√	
23					√
24			√		
25				√	
<b>Total</b>	2	5	8	7	3
<b>Percentage</b>	8%	20%	32%	28%	12%

From the table above in item 10 the data showed that 2 (8%) students' choose "strongly agree" in competition indicator of intrinsic motivation.

**Table Frequency & Percentage of Extrinsic Motivation**

**Item 11:** *Instrumental motivation indicator (I want to go to abroad so I want to mastery in speaking)*

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1				√	
2		√			
3			√		
4	√				
5	√				
6	√				
7	√				
8			√		
9	√				
10		√			
11		√			
12		√			
13		√			
14	√				
15		√			
16		√			
17		√			
18	√				
19	√				
20		√			
21		√			
22		√			
23		√			
24		√			
25		√			
<b>Total</b>	<b>8</b>	<b>14</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Percentage</b>	<b>32%</b>	<b>56%</b>	<b>8%</b>	<b>4%</b>	<b>0%</b>

From the table above in item 11 the data showed that 8 (32%) students' choose "strongly agree" in instrumental motivation indicator of extrinsic motivation.

Item 12: *Instrumental motivation indicator* (Speaking can help me to find some job in the future)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1	√				
2		√			
3		√			
4	√				
5	√				
6	√				
7	√				
8			√		
9	√				
10			√		
11		√			
12			√		
13		√			
14		√			
15		√			
16			√		
17			√		
18		√			
19	√				
20		√			
21			√		
22			√		
23		√			
24	√				
25	√				
<b>Total</b>	9	9	7	0	0
<b>Percentage</b>	36%	36%	28%	0%	0%

From the table above in item 12 the data showed that 9 (36%) students' choose "strongly agree" in instrumental motivation indicator of extrinsic motivation.



**Item 13:** *Instrumental motivation indicator* (My friends in school help me to improve my motivation in speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2		√			
3			√		
4			√		
5			√		
6			√		
7		√			
8		√			
9	√				
10		√			
11		√			
12		√			
13	√				
14		√			
15		√			
16		√			
17			√		
18		√			
19		√			
20		√			
21		√			
22			√		
23		√			
24			√		
25	√				
<b>Total</b>	3	14	8	0	0
<b>Percentage</b>	12%	56%	32%	0%	0%

From the table above in item 13 the data showed that 3 (12%) students' choose "strongly agree" in instrumental motivation indicator of extrinsic motivation.

**Item 14:** *Instrumental motivation indicator* (I will get people's appreciation if I can speaking very well)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2		√			
3		√			
4			√		
5				√	
6			√		
7			√		
8			√		
9			√		
10		√			
11		√			
12			√		
13		√			
14		√			
15		√			
16		√			
17		√			
18			√		
19		√			
20		√			
21			√		
22			√		
23			√		
24				√	
25		√			
<b>Total</b>	0	13	10	2	0
<b>Percentage</b>	0%	52%	40%	8%	0%

From the table above in item 14 the data showed that 0 (0%) students' choose "strongly agree" in instrumental motivation indicator of extrinsic motivation.

**Item 15:** *Instrumental motivation indicator* (If I study hard enough in speaking, I can get maximal scores in class)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2		√			
3	√				
4	√				
5		√			
6	√				
7	√				
8	√				
9	√				
10	√				
11		√			
12		√			
13	√				
14	√				
15	√				
16		√			
17		√			
18		√			
19		√			
20		√			
21		√			
22		√			
23	√				
24		√			
25		√			
<b>Total</b>	<b>11</b>	<b>13</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Percentage</b>	<b>44%</b>	<b>52%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>

From the table above in item 15 the data showed that 11 (44%) students' choose "strongly agree" in instrumental motivation indicator of extrinsic motivation.

**Item 16:** *Interrogative motivation indicator ( Appreciation from people in my environment can improve my motivation in speaking)*

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2			√		
3			√		
4	√				
5	√				
6				√	
7		√			
8		√			
9	√				
10		√			
11		√			
12			√		
13		√			
14		√			
15			√		
16			√		
17			√		
18		√			
19			√		
20		√			
21			√		
22			√		
23			√		
24		√			
25			√		
<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>	<b>1</b>	<b>0</b>
<b>Percentage</b>	<b>12%</b>	<b>36%</b>	<b>48%</b>	<b>4%</b>	<b>0%</b>

From the table above in item 16 the data showed that 3 (12%) students' choose "strongly agree" in interrogative motivation indicator of extrinsic motivation.

**Item 17:** *Interrogative motivation indicator* (Although I don't like speaking but I try to study about it because through speaking I can interaction with stranger)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2		√			
3	√				
4		√			
5		√			
6			√		
7	√				
8		√			
9	√				
10		√			
11		√			
12			√		
13		√			
14		√			
15		√			
16		√			
17			√		
18		√			
19		√			
20				√	
21				√	
22	√				
23			√		
24	√				
25					√
<b>Total</b>	5	13	4	2	1
<b>Percentage</b>	20%	52%	16%	8%	4%

From the table above in item 17 the data showed that 5 (20%) students' choose "strongly agree" in interrogative motivation indicator of extrinsic motivation.

**Item 18:** *Interrogative motivation indicator (My first language influence my speaking ability)*

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1			√		
2			√		
3			√		
4	√				
5	√				
6	√				
7	√				
8		√			
9	√				
10		√			
11			√		
12		√			
13			√		
14		√			
15			√		
16		√			
17			√		
18		√			
19			√		
20		√			
21			√		
22			√		
23		√			
24		√			
25			√		
<b>Total</b>	5	9	11	0	0
<b>Percentage</b>	20%	36%	44%	0%	0%

From the table above in item 18 the data showed that 5 (20%) students' choose "strongly agree" in interrogative motivation indicator of extrinsic motivation.

**Item 19:** *Interrogative motivation indicator* (I am sure that my parents will proud of me if I can mastery in speaking)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1		√			
2			√		
3		√			
4		√			
5		√			
6		√			
7		√			
8			√		
9	√				
10		√			
11		√			
12		√			
13		√			
14		√			
15		√			
16		√			
17		√			
18		√			
19		√			
20		√			
21	√				
22		√			
23	√				
24		√			
25	√				
<b>Total</b>	4	19	2	0	0
<b>Percentage</b>	16%	76%	8%	0%	0%

From the table above in item 19 the data showed that 4 (16%) students' choose "strongly agree" in interrogative motivation indicator of extrinsic motivation.

**Item 20:** *Interrogative motivation indicator* (Speaking can be applied in my daily life)

Std	Frequency of Questionnaire				
	SA	A	UN	DA	SDA
1	√				
2		√			
3	√				
4	√				
5	√				
6	√				
7	√				
8		√			
9	√				
10			√		
11		√			
12			√		
13		√			
14		√			
15			√		
16			√		
17			√		
18		√			
19			√		
20		√			
21		√			
22			√		
23	√				
24			√		
25	√				
<b>Total</b>	9	8	8	0	0
<b>Percentage</b>	36%	32%	32%	0%	0%

From the table above in item 20 the data showed that 9 (36%) students' choose "strongly agree" in interrogative motivation indicator of extrinsic motivation.



## I. Table of Intrinsic Motivation and Extrinsic Motivation

Intrinsic	Frequency					Percentage				
	5	4	3	2	1	5	4	3	2	1
1	7	10	6	2	0	28%	40%	24%	8%	0
2	9	12	4	0	0	36%	48%	16%	0	0
3	1	15	8	1	0	4%	60%	32%	4%	0
4	13	11	1	0	0	52%	44%	4%	0	0
5	18	7	0	0	0	72%	28%	0	0	0
6	0	6	6	7	6	0	24%	24%	28%	24%
7	0	6	10	7	2	0	24%	40%	28%	8%
8	6	11	8	0	0	24%	44%	32%	0	0
9	14	11	0	0	0	56%	44%	0	0	0
10	2	5	8	7	3	8%	20%	32%	28%	12%
Extrinsic	Frequency					Percentage				
	5	4	3	2	1	5	4	3	2	1
11	8	14	2	1	0	32%	56%	8%	4%	0
12	9	9	7	0	0	36%	36%	28%	0	0
13	3	14	8	0	0	12%	56%	32%	0	0
14	0	13	10	2	0	0	52%	40%	8%	0
15	11	13	1	0	0	44%	52%	4%	0	0
16	3	9	12	1	0	12%	36%	48%	4%	0
17	5	13	4	2	1	20%	52%	16%	8%	4%
18	5	9	11	0	0	20%	36%	44%	0	0
19	4	19	2	0	0	16%	76%	8%	0	0
20	9	8	8	0	0	36%	32%	32%	0	0

In table above showed the data from intrinsic motivation and extrinsic motivation, the data collected from the students questionnaire by using likert scale which used 5 (strongly agree), 4 (agree), 3 (undecided), 2 (sdisagree), and 1 (strongly disagree). The data above was show in intrinsic motivation the questionnaire number 5 with percentage 72% in "strongly agree" was higher than others. Questionnaire number 5 was about "control indicator", so in intrinsic motivation "control indicator" more influenced than the others indicators. And in extrinsic motivation the data was show in questionnaire number 15 with percentage 44% in "strongly agree" was higher than

others. Questionnaire number 15 was about “instrumental”, so in extrinsic motivation “instrumental” more influenced in students’ speaking motivation.



## Appendix C

### Questionnaire

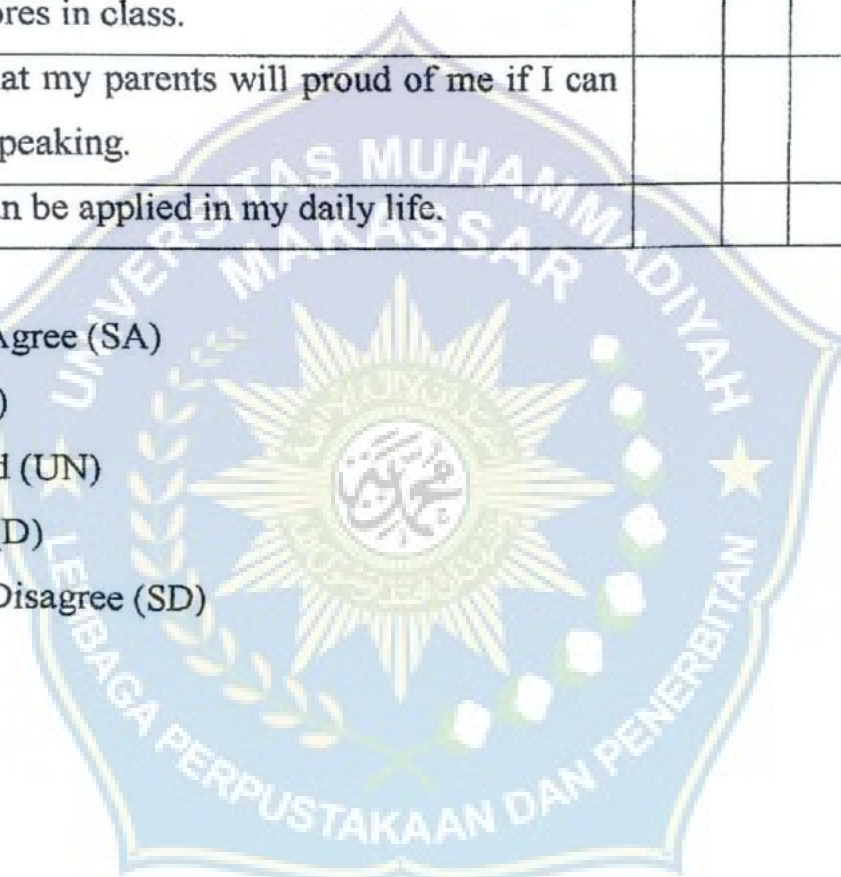
Name :

Class :

No	Questionnaire	SA	A	UN	D	SD
1.	In this speaking, I have got some challenging and interesting materials.					
2.	I am interesting in learning speaking.					
3.	I try to work with other students in speaking.					
4.	If I have enough time to do practice, I will mastery in speaking.					
5.	I want to get other people's recognition so I want higher scores in speaking.					
6.	Speaking can improve my skill and my critical in learning.					
7.	I hope I can get higher in speaking than any other classmate.					
8.	If I study hard enough, I can understand the materials in speaking.					
9.	I feel speaking are useful.					
10.	I want to get higher scores in speaking, because I want to demonstrate my capability and people will recognize me.					
11.	I want to go to abroad so I want to mastery in speaking.					
12.	Apresiasi from people in my environment can improve my motivation in speaking.					
13.	Speaking can help me to find some job in the future.					

14.	Although I don't like speaking but I try to study about it because through speaking I can interaction with stranger.					
15.	My friends in school help me to improve my motivation speaking.					
16.	I will get people's appreciation if I can speaking very well.					
17.	My first language influence my speaking ability.					
18.	If I study hard enough in speaking, I can get maximal scores in class.					
19.	I am sure that my parents will proud of me if I can mastery in speaking.					
20.	Speaking can be applied in my daily life.					

- Strongly Agree (SA)
- Agree (A)
- Undecided (UN)
- Disagree (D)
- Strongly Disagree (SD)





Nomor : 0245/Izn-05/C.4-VIII/XII/37/2015  
Lamp : 1 (satu) rangkap Proposal  
Hal : Permohonan Izin Penelitian

17 R. Awwal 1437 H.  
29 Desember 2015 M

Kepada Yth,  
Bapak Gubernur Prov. Sul-Sel  
Cq. Kepala UPT P2T BKPMMD Prov.Sulsel  
di -  
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 3078/FKIP/A.1-II/XII/1437/2015 tanggal 22 Desember 2015, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NUR AZISA  
No. Stambuk : 105 35 05012 11  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Alamat : Jl. Abdullah Dg. Sirua II No. 20 A  
Pekerjaan : Mahasiswa

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

**“The Students’ Motivation in Speaking at the Second at the Second Grade of SMK Negeri 6 Makassar (Descriptive Research).”**

Yang akan dilaksanakan dari tanggal 02 Januari s/d 02 Maret 2016

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 katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua,  
Ub. Sekretaris LP3M,

**Ir. Abubakar Idhan, MP**  
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN  
**BADAN KOORDINASI PENANAMAN MODAL DAERAH**  
Unit Pelaksana Teknis – Pelayanan Perizinan Terpadu  
Jln. Bougenville No. 5 Telp (0411) 441077 Fax. (0411) 448936  
MAKASSAR 90222

Makassar, 31 Desember 2015

Nomor : 16663 /P2T-BKPM/19.36P/VII/12/2015  
Lampiran : -  
Perihal : Izin Penelitian

Kepada

Yth. Walikota Makassar

di-

Makassar

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 0245/izn-05/C.4-VIII/XII/37/2015 tanggal 29 Desember 2015 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

N a m a : Nur Azisa  
Nomor Pokok : 105 35 05012 11  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa  
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**"THE STUDENTS' MOTIVATION IN SPEAKING AT THE SECOND GRADE OF SMK NEGERI 6  
MAKASSAR"**

Yang akan dilaksanakan dari : Tgl. 04 Januari s/d 04 Februari 2016

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. GUBERNUR SULAWESI SELATAN  
KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH  
PROVINSI SULAWESI SELATAN  
Selaku Administrator Pelayanan Perizinan Terpadu



**M. YAMIN, SE., M.S**  
Pangkat : Pembina Utama Madya  
NIP : 19610513 199002 1 002

TEMBUSAN : Kepada Yth.:

1. Ketua LP3M UNISMUH Makassar di Makassar,
2. Peringatan



### **KETENTUAN PEMEGANG IZIN PENELITIAN :**

1. **Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab/Kota**
2. **Penelitian tidak menyimpang dari izin yang diberikan**
3. **Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adatistiadat setempat**
4. **Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.**





**PEMERINTAH KOTA MAKASSAR  
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111  
Telp +62411 – 3615867 Fax +62411 – 3615867

Email : [Kesbang@makassar.go.id](mailto:Kesbang@makassar.go.id) Home page : <http://www.makassar.go.id>



Makassar, 31 Desember 2015

Kepada

Nomor : 070/15794-II/BKBP/XII/2015  
Sifat :  
Perihal : Izin Penelitian

Yth. KEPALA DINAS PENDIDIKAN DAN  
KEBUDAYAAN KOTA MAKASSAR

DI –

MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Badan Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 16663/P2T-BKPMD/19.36P/VII/12/2015, Tanggal 31 Desember 2015, Perihal tersebut diatas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama : **Nur Azisa**  
NIM/ Jurusan : 105 35 05012 11/ Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa  
Alamat : Jl. Slt Alauddin No. 259, Makassar  
Judul : **"THE STUDENTS' MOTIVATION IN SPEAKING AT THE SECOND GRADE OF SMK NEGERI 6 MAKASSAR"**

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak, dalam rangka **Penyusunan Skripsi** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **04 Januari s/d 04 Februari 2016**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui** dengan **memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n. WALIKOTA MAKASSAR

KEPALA BADAN KESBANG DAN POLITIK  
Ub. KABID. HUBUNGAN ANTAR LEMBAGA



**Drs. AKHMAD NAMSU, MM.**

Pangkat : Penata

NIP : 19670524 200604 1 004

**Tembusan :**

1. Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;
3. Ketua LP3M UNISMUH Makassar di Makassar;
4. Mahasiswa yang bersangkutan;
5. Arsip





# PEMERINTAH KOTA MAKASSAR

## DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222  
Website: <http://www.dikbud-makassar.info> ; e-mail: [dikbud.makassar@yahoo.com](mailto:dikbud.makassar@yahoo.com)



### IZIN PENELITIAN

#### NOMOR :070/0001/DPK/I/2016

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar  
Nomor : 070 / 5794-II/BKBP/XII/2015 Tanggal 30 Desember 2015  
Maka Kepala Dinas Pendidikan Dan Kebudayaan Kota  
Makassar

### MENGIZINKAN

Kepada

Nama : Nur Azisa  
NIM / Jurusan : 105350501211/ Pend. Bahasa Inggris  
Pekerjaan : Mahasiswa  
Alamat : Jl. Slt. Alauddin No.259, Makassar

Untuk

: Mengadakan *Penelitian Di SMKN 6 Makassar* Dalam Rangka  
*Penyusunan Skripsi di LP3M UNISMUH Makassar* di Makassar  
dengan judul penelitian :

**"THE STUDENTS' MOTIVATION IN SPEAKING AT THE SECOND  
GRADE OF SMK NEGERI 6 MAKASSAR"**

Dengan Ketentuan sebagai berikut :

Harus melapor pada Kepala Sekolah yang bersangkutan

1. Tidak mengganggu proses kegiatan belajar mengajar di Sekolah
2. Harus mematuhi tata tertib dan peraturan di Sekolah yang berlaku
3. Hasil penelitian 1 ( satu ) exemplar di laporkan kepada Kepala Dinas Pendidikan Kota Makassar

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

Dikeluarkan di : Makassar  
Pada Tanggal : 04 Januari 2016

An. Kepala Dinas Pendidikan Dan  
Kebudayaan  
Kasubh Umum Dan Kepegawaian



**NASIR . L**

Pangkat : Penata Tk. I

NIP : 196212311986031258



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

### KONTROL PELAKSANAAN PENELITIAN

Nama : NUR AZISA  
Stambuk : 10535 5012 11  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : *The Students' Motivation in Speaking at The Second Grade of SMK Negeri 6 Makassar ( Descriptive Research)*  
Tanggal Ujian Proposal : 27 November 2015  
Pelaksanaan Kegiatan Penelitian : SMK Negeri 6 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Kamis/19 Januari 2016	Give Questionnaire	Dra. Atirah	
2	Kamis/21 Januari 2016	Speaking Test	Dra. Atirah	
3				
4				
5				
6				

Makassar, 21 Januari .....2016

Mengetahui,

Ketua Jurusan

Erwin Akib, S.Pd., M.Pd.  
NBM: 860 934

Pimpinan/Kepala Sekolah

Drs. Arifin, M.Pd.  
NIP. 19570912 198511 1 002

Appendix D





## CURRICULUM VITAE



**NUR AZISA**, was born on November 8<sup>rd</sup>, 1992 in Enrekang, Sulawesi Selatan. She is the third child from five siblings from the marriage of her parents Muh Jacob Mazmur BE and Syamsiar Palangi.

In 1998 the researcher registered as student at kindergarten Zahara and she graduated in 2000. The next in the same year she registered as a student in elementary school SD Inpres Negeri Tamamaung II, graduated in 2006. Then she registered in MTsN Model Makassar and graduated in 2008. She continued her study to Senior High School at SMA Wahyu Makassar and finished it in 2011. In the same time, she continued to study in English department of Makassar Muhammadiyah University.