

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This particular part of the research explains the findings and discussions from the data that had been researched. The researcher described Intrinsic Motivation of students in Extensive Reading class in English Education Department at Islamic University of Indonesia Batch 2018.

The result consists of two parts; the respondent general information and the intrinsic motivation students in extensive reading class based on Ryan & Deci (2000) questionnaire which are categorized into seven parts; interest/enjoyment, perceived competence, effort, value/usefulness, felt pleasure and tension, perceived choice and relatedness. Additionally, tables and figures were also presented to give detailed explanations.

#### 4.1 Research Finding

##### 4.1.1 The Result of Respondent Personal Information

Figure 1. Respondents' personal information

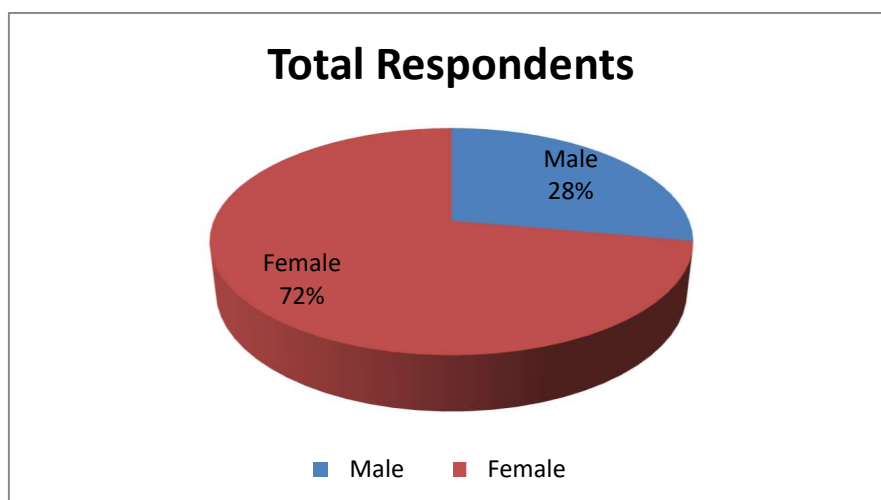
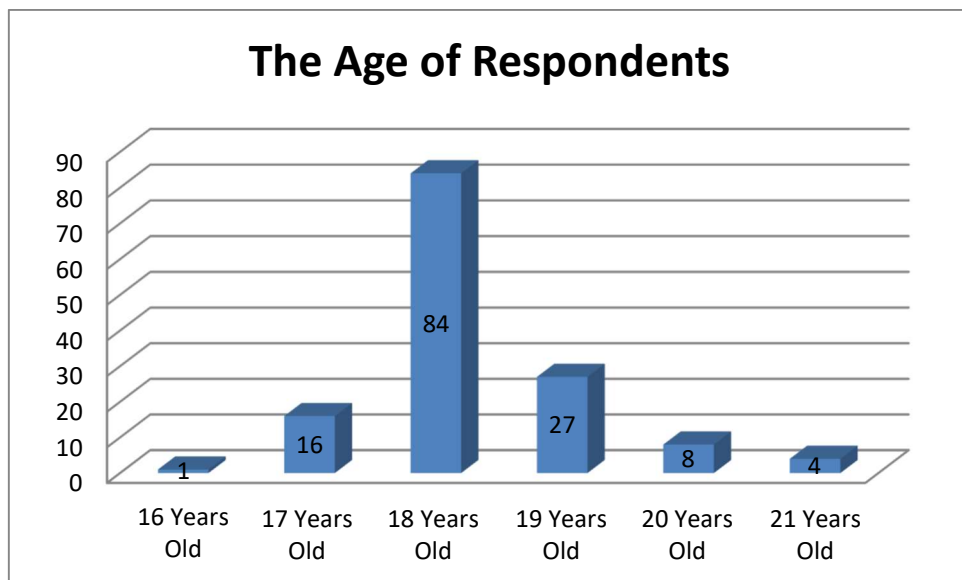


Figure 1 shows the total respondents were 140 students in extensive reading class who completed the questionnaires. From the results of the questionnaire, it was found that respondents were dominated by women with 101 respondents and then followed by men around 39 respondents. The percentage of respondents women were 72 percent while the percentage of men in this research was 28 percent that submitted the questionnaires.

Figure 2. Respondents' personal information



From Figure 2 shows the age of each respondent. There was 1 Respondent at the age of 16 years, followed by 16 respondents with the age of 17 years old. Then there were 84 respondents aged 18 years old. After that, there were 18 students aged 19 years old, 8 students aged 20 years old and 1 student who was 21 years old. The conclusion from this table is the age of the students who took part in this research around 16 to 21 years old, but most of them were 18 and 19 years old.

### 4.1.2 Main Findings

In this part is an aim to answer the research question on students' intrinsic motivation in extensive reading class. There are 45 questions related to students' intrinsic motivation by Ryan & Deci (2000) questionnaire. This research was conducted at the Islamic University of Indonesia. This study only focused on students English Language Education major, especially students of 2018 who are taking extensive reading class in 2018. Based on research data by questionnaire to 140 students batch 2018, the data shows that the highest score is 5.78 and the lowest score is 2.19.

Based on research intrinsic motivation students in Extensive Reading Class in English Language Education Islamic University of Indonesia, the average each question can be shown in the figures below:

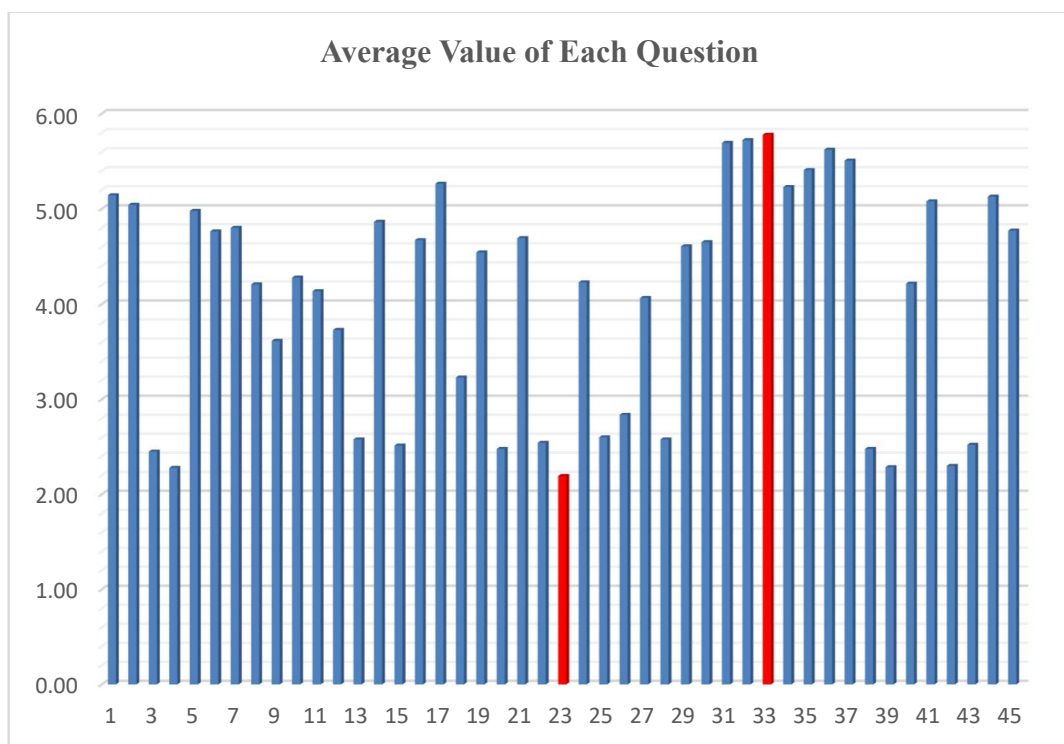


Figure 3. Chart of the Main Finding

Based on research data through questionnaires in table for 140 students of 2018 in extensive reading class, majoring in English Education, data showed that the highest score was found in question number 33 (*Saya pikir kegiatan kelas extensive reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya*) with score 5.78 and the lowest score in question number 23 (*Saya merasa tertekan saat melakukan kegiatan dikelas extensive reading*) with a value of 2.19.

### 4.1.3 The Result of Seven Part of Questionnaire

#### 4.1.3.1 Interest/Enjoyment

Based on the result of questionnaire answered by the students, the average of the first part of questionnaire, Interest/Enjoyment is shown in the chart below.

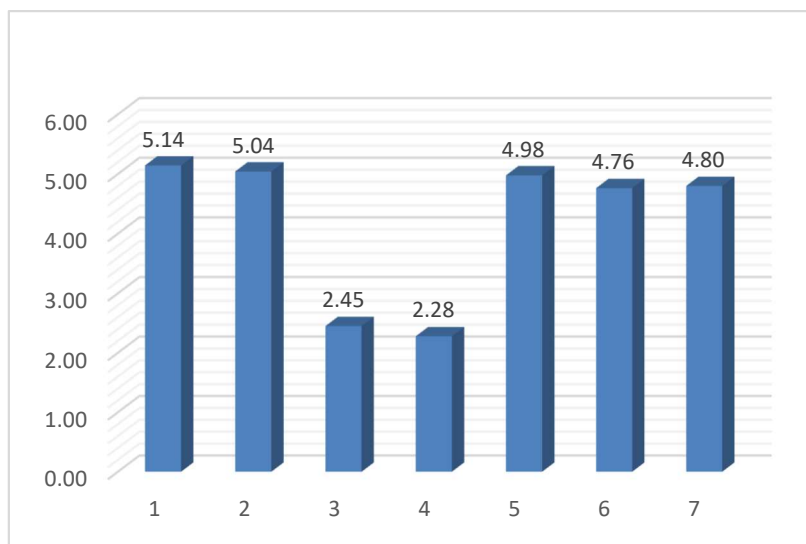


Figure 4. Chart Finding of Interest/Enjoyment

The following is the question shown in the questionnaire.

1. Saya sangat menikmati saat melakukan kegiatan dikelas extensive reading.
2. Kelas extensive reading adalah kelas yang sangat menyenangkan.

3. Saya pikir extensive reading adalah kelas yang membosankan.
4. Kelas extensive reading sama sekali tidak menarik perhatian saya.
5. Bisa saya katakan bahwa kelas extensive reading sangat menarik.
6. Saya pikir bahwa kelas extensive reading cukup menyenangkan.
7. Ketika saya melakukan kegiatan dikelas extensive reading, saya berpikir tentang betapa saya menikmatinya.

Based on the chart on Figure 4 show that the highest score is the question number 1 (*Saya sangat menikmati saat melakukan kegiatan dikelas extensive reading*) from the scale of Interest/Enjoyment with the score 5.14, and the lowest score on this scale from the question number 4 (*Kelas extensive reading sama sekali tidak menarik perhatian saya*) with score 2.28. It can be concluded if most of students in Extensive reading class was enjoyed doing activity in that class.

#### 4.1.3.2 Perceived Competence

Based on the result of questionnaire answered by the students, the average of Perceived Competence is shown in the chart below.

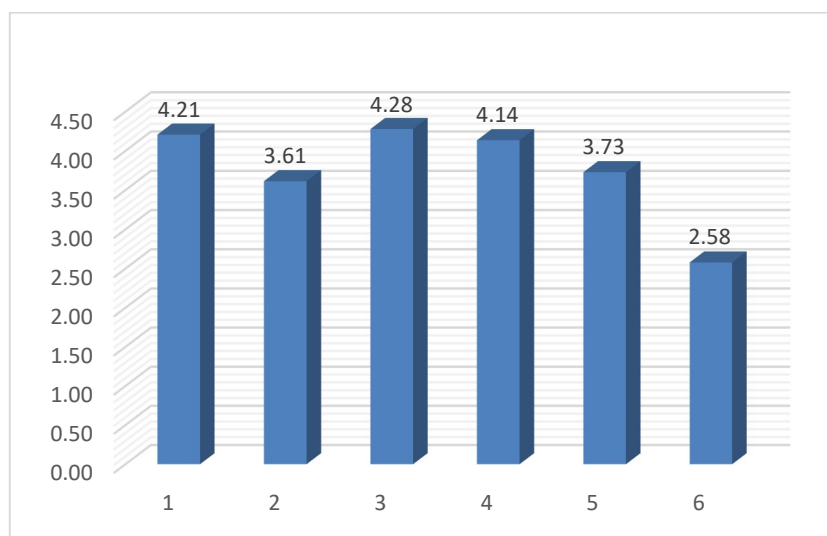


Figure 5. Chart Finding of Perceived Competence

The following is the question shown in the questionnaire.

1. Saya pikir bahwa saya cukup bagus didalam kelas extensive reading.
2. Saya pikir saya cukup berhasil dalam kelas extensive reading, dibandingkan dengan siswa lain.
3. Setelah bekerja di aktivitas kelas extensive reading, saya merasa sangat berkompeten dalam membaca.
4. Saya puas dengan kinerja saya dikelas extensive reading.
5. Saya cukup ahli dalam kegiatan dikelas extensive reading.
6. Kegiatan dikelas extensive reading adalah kegiatan yang tidak bisa saya lakukan dengan baik.

Based on the diagram of the average score of Perceived Competence above, it showed the highest score from the second scale was question number 3 (*Setelah bekerja di aktivitas kelas extensive reading, saya merasa sangat berkompeten dalam membaca.*) with score 4.28 and the lowest score from question number 6 (*Kegiatan dikelas extensive reading adalah kegiatan yang tidak bisa saya lakukan dengan baik.*) with score 2.58. From the average of results in the second scale can be concluded that students in the extensive reading class strongly believe that the class can help them in reading skills.

#### 4.1.3.3 Effort/Importance

Based on the result of the questionnaire answered by the students, the average Effort/Importance is shown in the chart below.

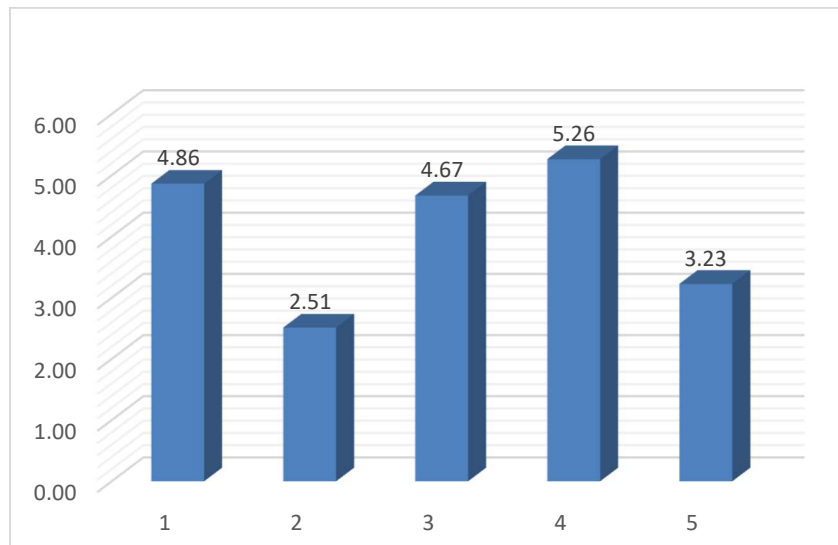


Figure 6. Chart Finding of Effort/Importance

The following is the question shown in the questionnaire.

1. Saya berusaha keras untuk kelas extensive reading.
2. Saya tidak berusaha keras untuk melakukan kegiatan dikelas extensive reading dengan baik.
3. Saya berusaha sangat keras untuk kegiatan dikelas extensive reading.
4. Penting bagi saya untuk melakukan tugas dikelas extensive reading dengan baik.
5. Saya tidak menaruh banyak energi dalam setiap kegiatan dikelas extensive reading.

The chart above describes the finding of Effort/Importance the students in Extensive Reading class. The highest average comes from question number 4 (*Penting bagi saya untuk melakukan tugas dikelas extensive reading dengan baik.*) with score 5.26 and the lowest score from question number 2 (*Saya tidak berusaha keras untuk melakukan kegiatan dikelas extensive reading dengan baik.*)

with score 2.51. It proves if Extensive Reading class was important for the students in that class.

#### 4.1.3.4 Pressure/Tension

Based on the result of the questionnaire answered by the students, the average Pressure/Tension is shown in the chart below.

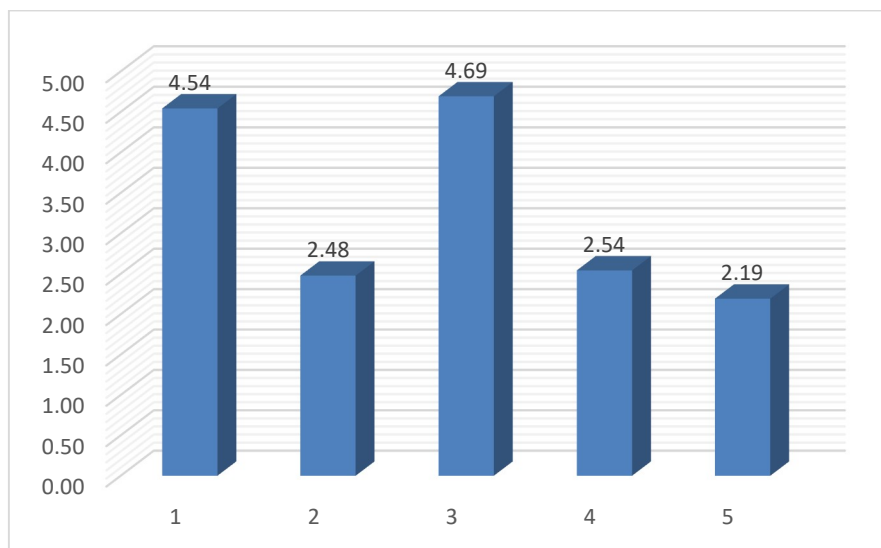


Figure 7. Chart Finding of Pressure/Tension

The following is the question shown in the questionnaire.

1. Saya tidak merasa gugup sama sekali saat melakukan kegiatan dikelas extensive reading.
2. Saya merasa sangat tegang saat melakukan kegiatan dikelas extensive reading.
3. Saya sangat santai dalam melakukan setiap kegiatan dikelas extensive reading.
4. Saya merasa cemas saat mengerjakan tugas dikelas extensive reading.
5. Saya merasa tertekan saat melakukan kegiatan dikelas extensive reading.

Based on the chart on Figure 7 show that the highest score is the question number 3 (*Saya sangat santai dalam melakukan setiap kegiatan dikelas*



*extensive reading.*) from the scale of Pressure/Tension with the score 4.69, and the lowest score on this scale from the question number 5 (*Saya merasa tertekan saat melakukan kegiatan dikelas extensive reading.*) with score 2.19. Therefore, it can be concluded if most of students in Extensive reading class was very relaxed and enjoyed the class without any compulsion to do so.

#### 4.1.3.5 Perceived Choice

Based on the result of questionnaire answered by the students, the average of Perceived choice is shown in the chart below.

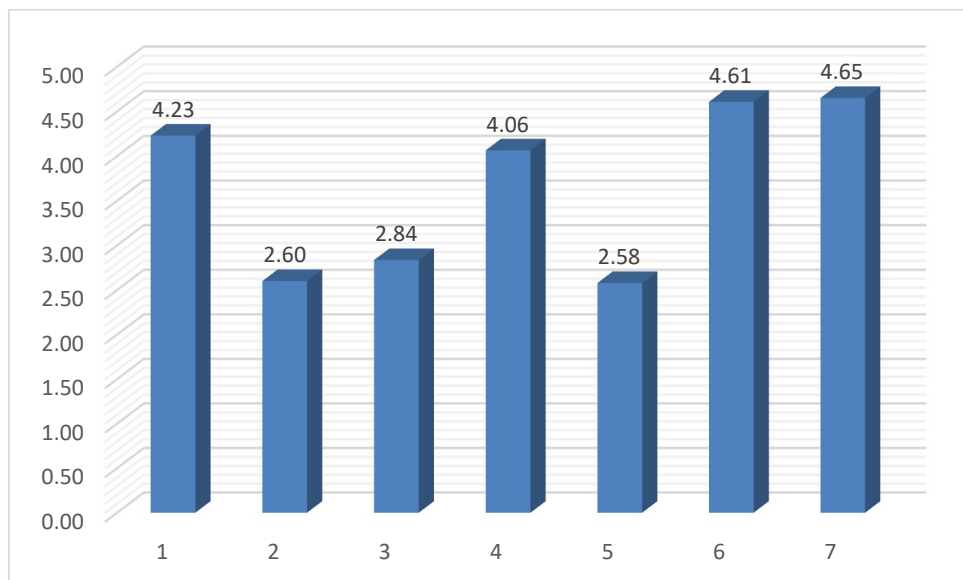


Figure 8. Chart Finding of Perceived Choice

The following is the question shown in the questionnaire.

1. Saya yakin saya punya pilihan untuk melakukan kegiatan dikelas extensive reading.
2. Saya merasa sepertinya ini bukan pilihan saya sendiri untuk melakukan kegiatan dikelas extensive reading.

3. Saya tidak punya pilihan lain selain harus melakukan tugas dikelas extensive reading.
4. Saya merasa seperti saya harus melakukan kegiatan dikelas extensive reading.
5. Saya melakukan kegiatan dikelas extensive reading karena saya tidak punya pilihan.
6. Saya melakukan kegiatan kelas extensive reading karena saya ingin.
7. Saya melakukan kegiatan kelas extensive reading karena saya harus melakukannya.

The chart above describes finding of the fifth scale from the questionnaire. The highest average comes from question number 7 (*Saya melakukan kegiatan kelas extensive reading karena saya harus melakukannya.*) with score 4.65 and the lowest score from question number 5 (*Saya melakukan kegiatan dikelas extensive reading karena saya tidak punya pilihan.*) with score 2.58. However, even though students was enjoyed the class, but students in this class do class activities because they have no choice and have to do it, because it seems that this class is a compulsory subject, this evident from the high score of question number 7.

#### 4.1.3.6 Value/Usefulness

Based on the result of questionnaire answered by the students, the average of Value/Usefulness is shown in the chart below.

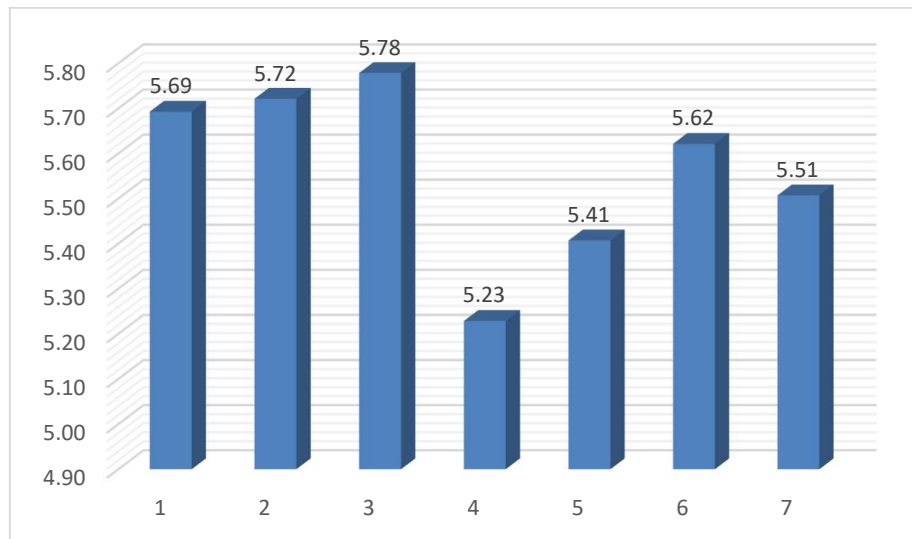


Figure 9. Chart Finding of Value/Usefulness

The following is the question shown in the questionnaire.

1. Saya yakin kegiatan dikelas extensive reading dapat bermanfaat bagi saya.
2. Saya pikir bahwa melakukan kegiatan dikelas extensive reading berguna untuk kemampuan membaca saya.
3. Saya pikir kegiatan kelas extensive reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya.
4. Saya akan bersedia melakukan ini lagi karena kelas extensive reading memiliki manfaat bagi saya.
5. Saya pikir melakukan kegiatan dikelas extensive reading dapat membantu saya untuk tertarik dalam membaca.
6. Saya percaya melakukan kegiatan dikelas extensive reading dapat bermanfaat bagi saya.
7. Saya pikir extensive reading adalah kelas yang penting.

Based on the chart on Figure 7 show that the highest score is the question number 3 (*Saya pikir kegiatan kelas extensive reading penting untuk*

*dilakukan karena dapat meningkatkan kemampuan membaca saya.)* from the scale of Value/Usefulness with the score 5.78, and the lowest score on this scale from the question number 4 (*Saya akan bersedia melakukan ini lagi karena kelas extensive reading memiliki manfaat bagi saya.*) with score 5.23. Therefore, it can be concluded if there are many students argue that, extensive reading is a class that is very helpful for them in reading but in question number 4 proven that they do not want to repeat the class again, even though the class is very helpful for them in reading skills.

#### 4.1.3.7 Relatedness

Based on the result of questionnaire answered by the students, the average of Relatedness is shown in the chart below.

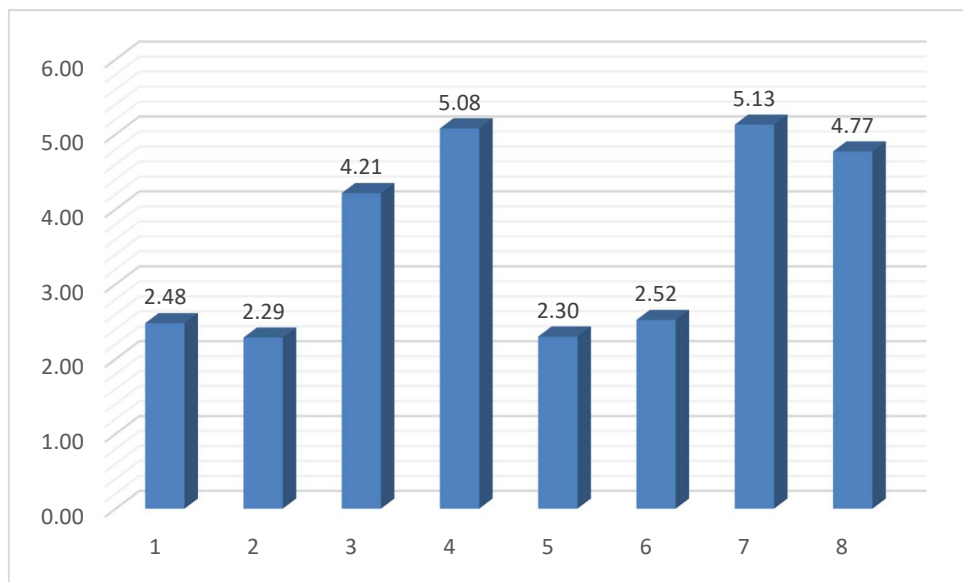


Figure 10. Chart Finding of Relatedness

The following is the question shown in the questionnaire.

1. Saya merasa sangat jauh dari orang-orang dikelas ini.
2. Saya benar-benar ragu bahwa saya dapat berteman dengan orang-orang dikelas.

3. Saya merasa saya bisa benar-benar mempercayai orang-orang dikelas ini.
4. Saya ingin lebih banyak berinteraksi dengan orang-orang dikelas ini.
5. Saya benar-benar memilih untuk tidak berinteraksi dengan orang-orang dikelas ini di masa mendatang.
6. Saya tidak merasa saya bisa benar-benar mempercayai orang-orang dikelas ini.
7. Sangat mungkin bahwa saya dan orang-orang dikelas ini dapat menjadi teman jika kami banyak berinteraksi.
8. Saya merasa dekat dengan orang-orang dikelas ini.

Based on the diagram of the average score of scale Relatedness above, it showed the highest score from the last scale was question number 7 (*Sangat mungkin bahwa saya dan orang-orang dikelas ini dapat menjadi teman jika kami banyak berinteraksi.*) with score 5.13 and the lowest score from question number 2 (*Saya benar-benar ragu bahwa saya dapat berteman dengan orang-orang dikelas.*) with score 2.29. From the average of results in the last scale can be concluded that students in the extensive reading class strongly believe that they and all students in the class are very familiar and they can become close friends in the future.

## **4.2 Discussion**

The data taken in this research uses a questionnaire from a study of Ryan and Deci (2002). This questionnaire is to collect data of intrinsic motivation students, whether or not intrinsic motivation students in Extensive Reading class and describe how much motivation is. The data was taken from students at the beginning of the semester who was studying in the extensive reading class. From

the data that has been submitted in finding, in this section the researcher will explain further and detailed the data.

The results of the data from the students of English Language Education Department of batch 2018 are calculated in 2 steps. The first step is about the overall data. Based on the chart in Figure 3, the highest average comes from question number 33 (*Saya pikir kegiatan kelas extensive reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya*) with score 5.78. While the lowest score come from the whole data comes from question number 23 (*Saya merasa tertekan saat melakukan kegiatan dikelas extensive reading*) with score 2.19.

The second step is described each scale of the questionnaire. There are 7 scales on Intrinsic Motivation Inventory that researcher use in this research. The average of each scale of the questionnaire can be seen on the chart below.

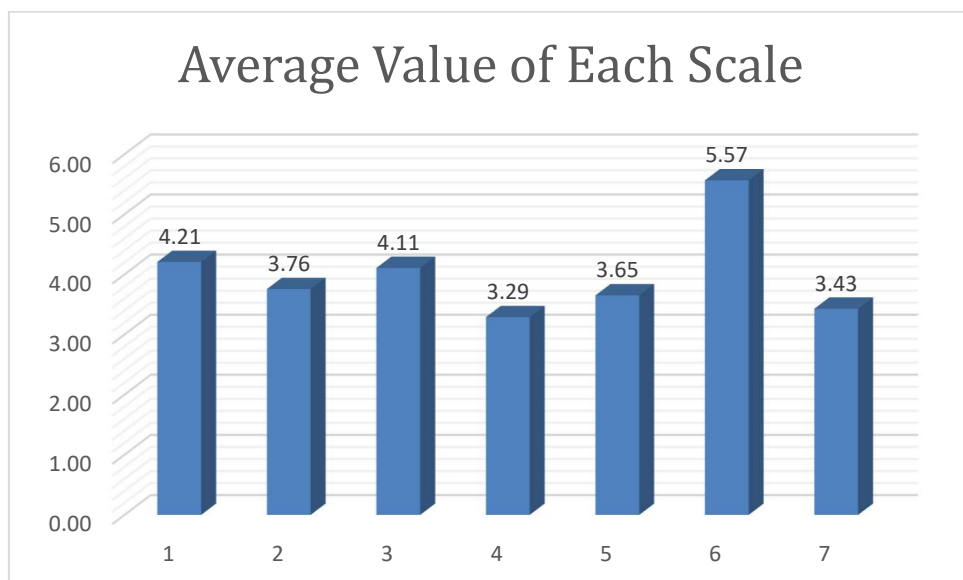


Figure 11. Average Value of Each Scale

The first scale is Interest/Enjoyment consists of 7 questions; with average  $\bar{X} = 4.21$ . The highest score is number 1 (*Saya sangat menikmati saat melakukan kegiatan dikelas extensive reading*) with score 5.14 which means respondents strongly agree that extensive reading class is a class that really makes them enjoyed when in the class. The lowest score is number 4 (*Kelas extensive reading sama sekali tidak menarik perhatian saya*) with average 2.28 which means respondents disagree that extensive reading is not attractive for them, it is proven if they are interested in that class and really enjoyed the class. However, it is still included in the high category. The result on the of scale Interest/Enjoyment shows that most students felt that the extensive reading class was not a boring class, but it was very interesting for their attention and the respondent felt enjoyed while in the extensive reading class. This result is similar with Kekule, Zak, Jeskova, Kimakova, Ganajova & Kires (2017), that among students' participants of his research, had an very high score for Interest/Enjoyment, the result shows that respondent has active learning and researcher on this research connects it with the positive intrinsic motivation that is in the respondent's self.

The second scale is Perceived Competence consists of 6 questions; with average  $\bar{X} = 3.76$ . The highest score is number 3 (*Setelah bekerja di aktivitas kelas extensive reading, saya merasa sangat berkompeten dalam membaca.*) with score 4.28 which means students feel after they learn in the extensive reading class they are better at reading, and the lowest score from question number 6 (*Kegiatan dikelas extensive reading adalah kegiatan yang tidak bisa saya lakukan dengan baik.*) with score 2.58 which means students believe they had good ability

in the class. The result on the scale Perceived Competence shows that the most of students feel confident if they do the class activity well and believe they are good enough in class, the participants also feel better in their reading skills. The result another research from Monteiro, Mata & Peixoto (2015) also had the high result of Perceived Competence scale where the result was in Cronbach's alpha = 0.82, it proves the participant in the research feel better after doing the activity in the class on that research.

The third scale is Effort/Importance consists of 5 questions; with average  $\bar{X} = 4.11$ . The highest score is number 4 (*Penting bagi saya untuk melakukan tugas dikelas extensive reading dengan baik.*) with score 5.26 which means most of the respondents strongly believe that this class is very important to them. The lowest score from question number 2 (*Saya tidak berusaha keras untuk melakukan kegiatan dikelas extensive reading dengan baik.*) with score 2.51 which means the respondents have the effort to have good results for extensive reading classes. The result from this scale said that proven extensive reading is a class that is important to them, they also put effort into this class, and try to get good results in the classroom. Same with the research from this result is similar with Choi, Mogami and Medalia (2009), that among students' participants of his research, had the high average score in this scale with score of 6.70. The same as the results of this research that respondents feel that class is important for them. And there is also a research come from Meis, Kremers & Bouman (2012) had a strong result of the correlation in the research. This result also shows high score to Effort/Importance scale with score 6.45. The respondent in this research also said



that the importance of the activity and they wanted to continue to participate in the activity.

The fourth scale is Pressure/Tension consists of 5 questions; with average  $\bar{X} = 3.29$ . The highest score is number 3 (*Saya sangat santai dalam melakukan setiap kegiatan dikelas extensive reading.*) with the score 4.69 which mean it is evident from the results of the questionnaire that the respondent was very enjoying and relaxed in the extensive reading class, and the lowest score on this scale from the question number 5 (*Saya merasa tertekan saat melakukan kegiatan dikelas extensive reading.*) with score 2.19 which mean question number 5 has a low score proving that respondents feel that extensive reading class does not make them nervous or scared at all, instead they are relaxed when doing it. The result from this scale show that participant can do activities in the class well without feeling nervous, they are also not too worried when they are in the class, this is proven by the high score on question number 3. There is a research come from Barefoot (2017) have almost the same result with this research, with score 3.61 on control group and 2.67 on intervention group, in his research compare both of them. Which mean the result shows the participant does not feel any pressure at all. This result is similar with McAuley, Duncan & Tammen (1987), that among students' participants of his research, had rather average score with score 3.04 for scale Pressure/Tension. It proves that the participants have a little nervousness and fear but still enjoy the activity in the class.

The fifth scale is Perceived Choice consists of 7 questions; with average  $\bar{X} = 3.65$ . The highest score is number 7 (*Saya melakukan kegiatan kelas*

*extensive reading karena saya harus melakukannya.*) with score 4.67 and the lowest score from question number 5 (*Saya melakukan kegiatan dikelas extensive reading karena saya tidak punya pilihan.*) with score 2.58, this class is a compulsory class that they must follow, inevitably all respondents must attend this class. The result of this scale said that even though the respondents must follow this class, but they do not do this class activity with force, proved low score of question number 5, it means they still have the intention to do activities in the class well. The result from another research come from Róg (2014) had the high result of Perceived Choice scale with average score 4.5 it shows participant feelings in his research that participant had responsibility for their own learning. This result above is similar to Choi, Mogami and Medalia (2009), that among students' participants of his research, had a high average score in Perceive Competence scale. Participants in the research said if they feel better after doing activities in the class.

The sixth scale is Value/Usefulness consists of 7 questions; with average  $\bar{X} = 5.57$ . The highest score is number 3 (*Saya pikir kegiatan kelas extensive reading penting untuk dilakukan karena dapat meningkatkan kemampuan membaca saya.*) from the scale of Value/Usefulness with the score 5.78 it means respondent believes extensive reading is very helpful in their reading, and the lowest score on this scale from the question number 4 (*Saya akan bersedia melakukan ini lagi karena kelas extensive reading memiliki manfaat bagi saya.*) with score 5.23, even though question number 4 has the lowest score of this scale but the score in this question can be said high in the overall results. Even though

the respondent does not want to repeat this class, they still feel this class is very important. The result from this scale shows this scale has the highest score compared to other scales. It can be concluded that the respondent of this research believe the class is useful for them and can improve their reading ability, besides this class also helps in interest in reading. The point is this class is an important class for respondents. The result of this research is as high as the research from Leng, Ali, Baki, & Mahmud (2010), had high score on Value scale with sum score 6.0 for overall scales. Value/Usefulness had positive result on the correlation in the research which arguably the class is very useful for the participant on that research. This result also similar with Peciuliauskiene (2015) research, in the research the scale of Value/Usefulness had the highest score from other scales. Participants in the research said important and affect their abilities in the class of their research. It also means students' awareness of the importance of the class is high.

The seventh scale is Relatedness consists of 8 questions; with average  $\bar{X} = 3.43$ . The highest score is number 7 (*Sangat mungkin bahwa saya dan orang-orang dikelas ini dapat menjadi teman jika kami banyak berinteraksi.*) with score 5.13 it means respondents in this research was good friends with other respondents in the extensive reading class and the lowest score from question number 2 (*Saya benar-benar ragu bahwa saya dapat berteman dengan orang-orang dikelas.*) with score 2.29 which means respondents believe that they can interact well with other respondents and become good friends. The result of the scale Relatedness is respondents feel close to each other, they interact well and

they believe that they will be good friends in the future. Each respondent also can trust other respondents in the class. There is a research had high result even more than this research, the research from Liu, Wong, Divaharan, Peer, Quek & Williams (2006) with score 5.03 from Mathematics students and 4.80 from Science students. The result shows it is not a surprise if someone works better in the team when they can get along well with friends who are in the team. Indeed a good relationship with people in the class can make someone interested in the class.

It can be concluded that in this research, the average score of the 7 scales from the research was the sixth scale of the questionnaire that had the highest value was 5.57, and the total scale of all scales is 4.00 can be said if intrinsic motivation students in Extensive Reading class is moderate.