

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter describes about the research finding that obtained from the questionnaire to examine the category of English learning motivation in Department of English Language Education, Islamic University of Indonesia who also participated in this research.

The result is divided into two parts. The respondents general information and also the category of English learning motivation based on English Learning Motivation Scale (ELMS) by Li, Chuang & Fu (2006).

4.1 Research Finding

4.1.1 The Result of Respondents' Background Information

Based on the respondents' background information on gender in Department of English Language Education Islamic University of Indonesia, the result can be shown in Figure 2 below.

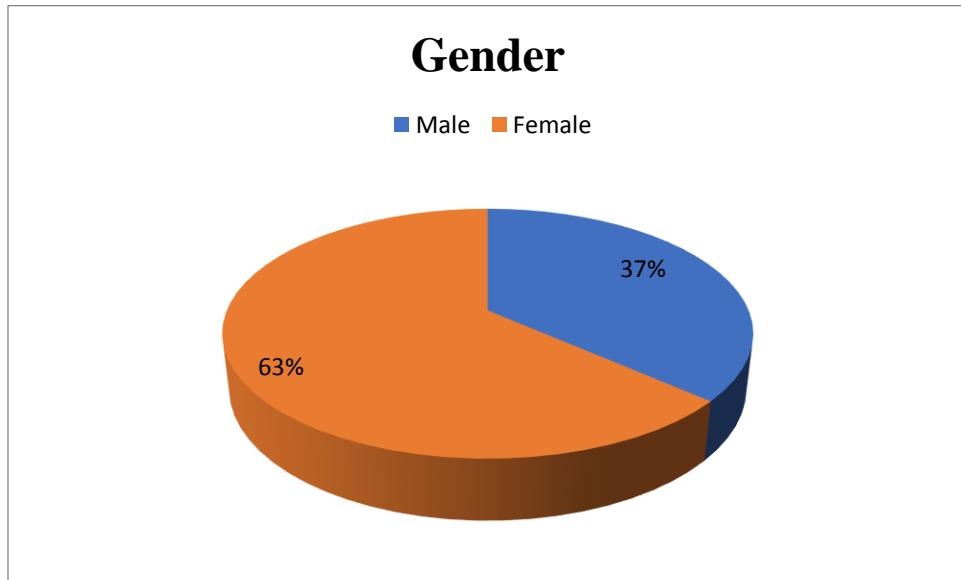


Figure 2: Respondents Background Information based on Gender

The total of respondents who completed the questionnaire was 63 students. From the figure 2, mostly respondents in this research were female students 63 % and 37 % male students.

Based on the respondents' background information on graduated from, the result can be shown in Figure 3 below.

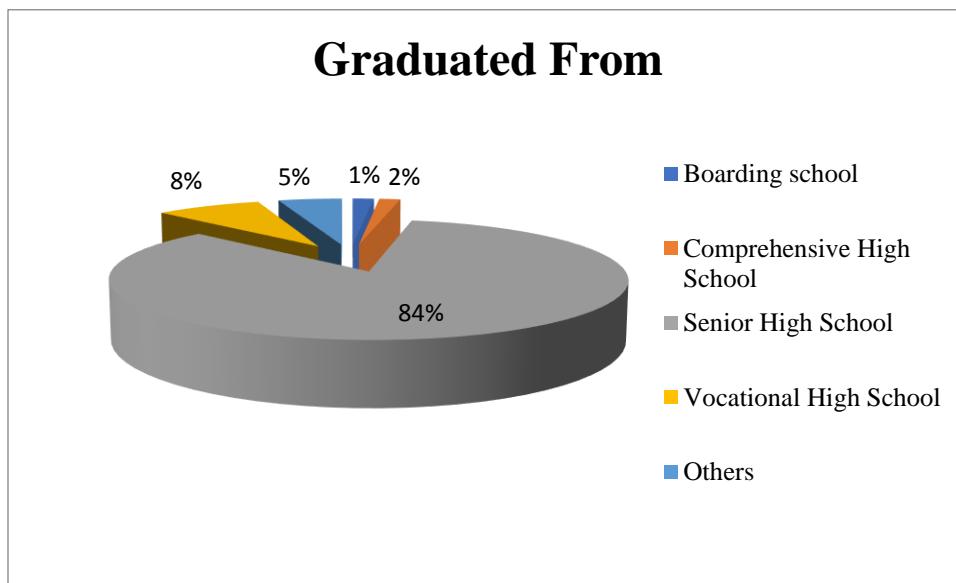


Figure 3: Respondents Background Information based on Graduated From

From the figure 3, 84 % of the respondents in this research were graduated from Senior High School. 8 % from Vocational High School. 5 % from Others. 1 % from Boarding School, and 2 % from Comprehensive High School.

Based on the respondents' background information on every week learning English, the result can be shown in Figure 4 below.

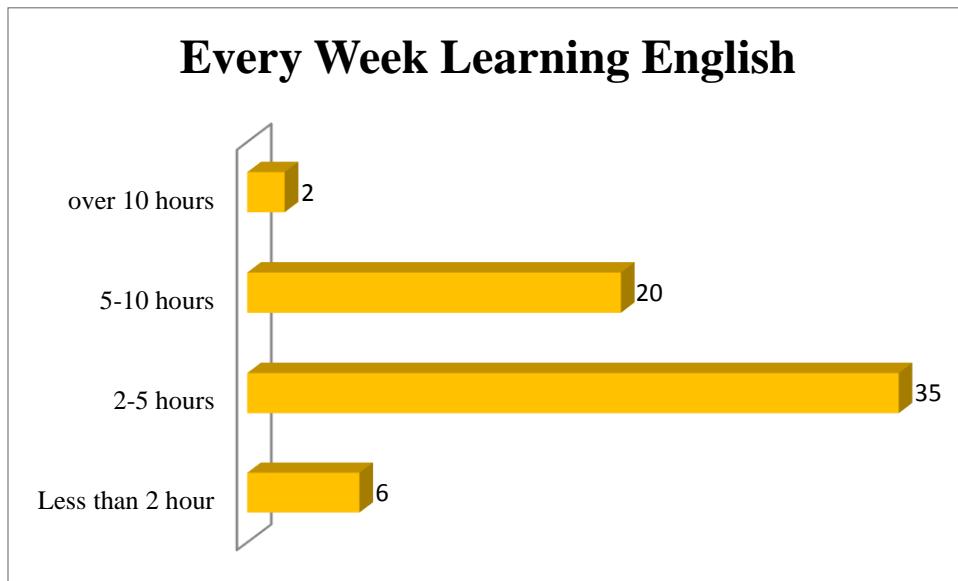


Figure 4: Respondents Background Information based on Every Week Learning English

From the figure 4 above, there are 35 students are learning English in a week 2-5 hours. 20 students 5-10 hours. 6 students are less than 2 hours, and only 2 students are learning English over 10 hours in a week.

Based on respondents' background information in Department of English Language Education Islamic University of Indonesia, the result can be shown in Table 4.

Table 4: Respondents' Background Information

Questions	Item	Total of Respondents	Percentage
Have you ever come to English Speaking Countries?	Yes	20	32%
	No	43	68%
Do you have any English Certificates?	Yes	33	52%
	No	30	48%
Did you have a positive English learning experience?	Yes	58	92%
	No	5	8%
Do you want to improve your listening ability?	Yes	62	98%
	No	1	2%
Do you want to improve your speaking ability?	Yes	62	98%
	No	1	2%
Do you want to improve your reading ability?	Yes	63	100%
	No	0	0%
Do you want to improve your writing ability?	Yes	63	100%
	No	0	0%

From the table 4 above, 68 % of students do not ever come to English speaking-countries, 52 % of students have English certificate, 92 % of them mostly have a positive English learning experience, 98 % of them want to improve their listening and speaking ability, and also 100 % of them also want to improve their reading and writing ability.

4.1.2 The Mapping of Students' Motivational Factors in Learning English

Based on the research category and items of students motivation especially the students of English Language Department Islamic University of Indonesia, the result can be shown in figure 5.

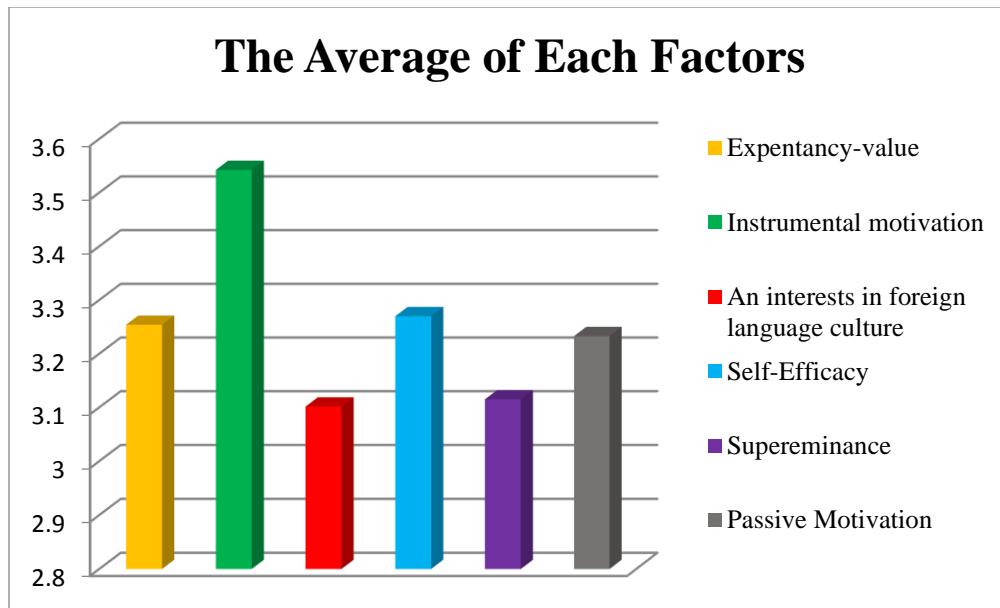


Figure 5: The Average of Each Factors of Students Motivation

From the chart shown above, there are six motivational factors. From the result, the factors that classified into the highest to the lowest category is instrumental motivation 3,54 self-efficacy 3,26 expectancy-value 3,25 passive motivation 3,23 supereminance 3,11 and an interest in foreign language culture 3,11

The Average of Each Factors Based on Gender

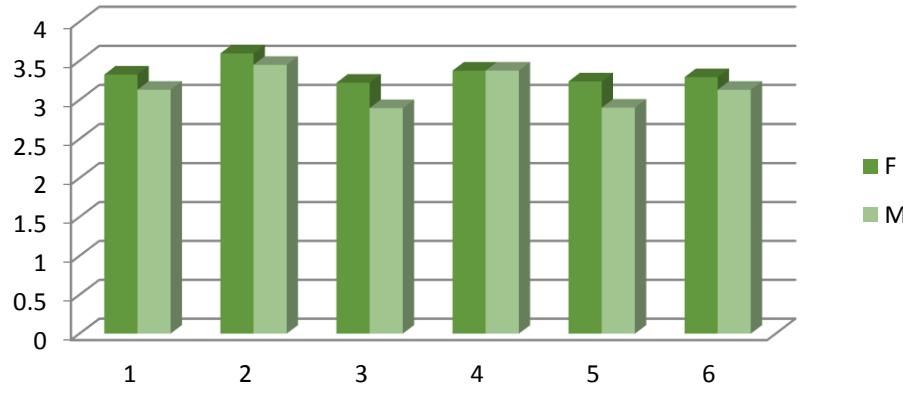


Figure 6: The Average of Each Factors Based on Gender

From the chart above, it shows that in factor one, two and three which is expectancy value, instrumental motivation and an interest in foreign language culture the female students have the higher average 3,32 3,60 and 3,22 than the male students 3,13 3,45 and 2,90. In factor four which self-efficacy the female and the male students is equal 3,38. Then in factor five and six which is supereminace and passive motivation the female students have the higher average 3,24 and 3,29 than the male students 2,90 and 3,13.

4.2 Discussion

From the previous study from Li-Li & Haggard (2010) the findings showed that the ranking of learning motivation given by the English Level C subjects from the highest to the lowest was an interest in foreign cultures, supereminence motivation, self-efficacy, passive motivation, expectancy-value, and instrumental motivation then the ranking of learning motivation given by the English level A subjects from highest to the lowest was passive motivation, supereminence motivation, an interest in foreign culture, self-efficacy, expectancy-value, and instrumental motivation. It is quite different from this research because the ranking of learning motivation from the highest to the lowest was an instrumental motivation 3,54 self-efficacy 3,26 expectancy-value 3,25 passive motivation 3,23 supereminence 3,11 and an interest in foreign language culture 3,11. From the result above, it can be concluded that instrumental motivation is the highest factors than the others. It is quite similar with Dornyei (1990) statement that instrumental motivation was more significant than integrative motivation especially for foreign language learners, it will be more difficult to have adequate experiences with the target language community and the articulated attitudes with the community. Therefore, the foreign language learners may not be committed in a integrative way to that community. He adds that instrumental more focus on motivation as reflected in students' classroom learning behaviour (Dornyei, 1996, p.71)

The next research from Ali, Hassan & Iqbal (2014) and also Ali et al (2015) have different result with this research. Based on Ali, Hassan & Iqbal (2014) and also Ali et al (2015), the findings of those studies have the same result showed that expectancy-value was the highest then followed by instrumental motivation, an interest in foreign language culture, self-efficacy, supereminence, and passive motivation. Then, the ranking of learning motivation in this research from the highest to the lowest was an instrumental motivation, self-efficacy, expectancy-value, passive motivation, supereminence, and an interest in foreign language culture. From the result above, it can be concluded that, every learners are influenced by different factors especially in learning English. Such as, from Ali, Hassan & Iqbal (2014) and Ali et al (2015) mostly learners are influenced by expectancy-value which is they are learning English it is because English makes them happy. But, in this research, mostly the learners are influenced by instrumental motivation which is they are learning English because it is beneficial for job-hunting in the future. It is supported by Harmer (2011) if students' motivation in learning English can be affected and influenced by various factors and attitudes from a number of people.