CHAPTER I

INTRODUCTION

1.1 Background of the Study

Proficiency in English as a second language is becoming increasingly important in today's globalized world. In Indonesia, English is a compulsory subject taught from elementary school to university. However, despite the emphasis on English education, many students still experience difficulties in mastering the language. This study aims to investigate the motivation of seventh-grade students at SMP Nasrani 5 Medan to learn English as a foreign language. According to Sutrisno (2017), motivation is a set of beliefs and principles that influence individuals to achieve certain goals based on their objectives. The aforementioned opinion underscores the significance of motivation in language acquisition, as it affects students' attitudes, efforts, and perseverance in mastering English. The researcher believes that learning English necessitates external encouragement, such as motivation from parents, to cultivate enthusiasm for the language. Drawing from the researcher's own experience as an English student, it is evident that external motivation, such as parental encouragement, plays a vital role in fostering enthusiasm and understanding the importance of English. This observation is further supported by the researcher's interactions with students during teaching campus programs, where motivation and guidance from teachers are pivotal in fostering students' interest in learning English and comprehending its global significance.

While various studies have explored the correlation between students' motivation and their English proficiency, research specifically focusing on seventh-grade students' motivation to learn English as a foreign language in Indonesia remains scarce. This scarcity is particularly notable given that many students encounter challenges leading to lower English grades. This study will employ a qualitative methodology to investigate students' motivation in learning English as a foreign language. The research will involve 50 seventh-grade students from SMP Nasrani 5 Medan, and data will be collected through questionnaires and interviews. The questionnaire will draw from previous research on English motivation, while interviews will provide an in-depth understanding of students' motivation to learn English. The findings of this study will enhance comprehension of students' motivation to learn English as a foreign language in Indonesia. Additionally, the research will offer insights into the factors influencing students' motivation and strategies that can be implemented to bolster their motivation to learn English.

Numerous studies have demonstrated a positive correlation between students' motivation and their English proficiency. Highly motivated students typically exhibit a positive attitude toward learning English, invest greater effort, and persevere in mastering the language. Conversely, students with lower motivation often display a negative attitude toward English learning, invest less effort, and are more prone to giving up. As a result, the researcher's objective is to delve into the motivational factors that influence English learning among students, characterized by the following attributes.

1.2 Problem of the Study

To delve deeper into the relationship between motivation and quality of students in speaking English with English as a foreign language the author must conduct a study of what factors are the obstacles to student motivation. Then the formulation of the thesis problem is as follows:

1. What are the common factors that hinder the development of students' learning motivation in learning English at SMP 5 Medan?

2. What is the relationship between students' motivation and the quality of students' speaking English?

1.3.Objectives of the Study

The Objectives of the Research are:

1. To find out the factors that hinder and cause the general lack of development of students' motivation such as classroom procedures and climate, teachers' expertise in carrying out the teaching process, parents, and basic needs.

2. To find out the relationship between students' motivation and students' quality of speaking English.

1.4. Key Terms of the Study

1. Motivation - the impetus to acquire knowledge and succeed in the process of language acquisition.

2. Intrinsic motivation - the innate desire to learn.

3. Extrinsic motivation - external incentives that inspire learners, such as incentives or marks.

4. Seventh-grade pupils - learners who are in their seventh year of structured education.

5. English as a second language - the acquisition of English by students who reside in a country where English is not the main language.

1.5. Scope of the Study

The objective of this study is to examine the incentive behind the English language learning of seventh-grade pupils at SMP Nasrani 5 Medan. The research aims to pinpoint the elements that encourage students to learn English and those that hinder their motivation. A qualitative method will be employed to carry out the research, and data will be gathered through interviews, observations, and document scrutiny. The investigation will be confined to seventh-grade students who are studying English as a foreign language at SMP Nasrani 5 Medan. The research's outcomes are anticipated to augment the comprehension of the factors that influence students' motivation in foreign language learning and to offer teachers and educators insights on how to improve students' motivation in language learning.

1.6. Significance of the Study.

Based on the data above, the benefits of research are:

1. For Junior High School:

This thesis can assist teachers in understanding the factors that influence students' motivation to learn English as a foreign language at

the junior high school level. this can help teachers to design learning programs that are more effective and follow students' needs in learning English.

2. For researchers:

This thesis can contribute to the development of research on motivation to learn English as a foreign language in Indonesia. In addition, this thesis can also provide insight into the factors that influence students' motivation in learning English, so that it can assist researchers in designing further, more in-depth research on this topic.

3. For students:

This thesis can provide an overview of the factors that influence students' motivation to learn English as a foreign language in junior high school. this can help students understand the importance of motivation in learning English, as well as provide insight into ways to increase motivation in learning English.

4. For educational institutions:

This thesis can contribute to the development of curriculum and learning programs at the junior high school level, especially in terms of increasing students' motivation to learn English as a foreign language. this can help educational institutions to improve the quality of learning and student learning outcomes.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

      This chapter will discuss the literature review relevant to the research on exploring students' motivation in learning English as a foreign language. This section aims to provide a comprehensive understanding of previous studies that have been conducted in this area. In this chapter, relevant theories of motivation, research related to motivation in foreign language learning, as well as research that focuses on students' motivations in learning English as a foreign language will be discussed. This information will assist in strengthening the understanding of the research topic and expanding the existing knowledge base

2.1.1. The Nature of Motivation

      2.1.1.1. Motivation

      Motivation is an encouragement or a series of attitudes given by someone to another person to take positive action or deed. Motivation is also an encouragement that comes from within oneself consciously or unconsciously to take positive action with certain goals and achievements. motivation plays a very important role for students as a tool to improve student quality, namely by providing motivation or a series of attitudes that can make students feel that learning English is very important for life so that students are interested or encouraged to learn English.

      Wigfield and Eccles (2023) explained that motivation directs behaviour toward specific goals, leading to increased effort, initiative, persistence,

improved performance, and cognitive processing. Motivations are set apart from associated concepts like objectives (the immediate aim of a specific behavioural process) and tactics (the means to attain objectives and thereby fulfil motivations). As an illustration, an individual reacts to hunger (motivation) by heading to a restaurant (tactic) to secure food (objective). motivation is generally viewed as a somewhat general necessity or wish that motivates individuals to commence a purposeful plan of action. According to Vansteenkiste et al. (2017), motivation has been defined as the process whereby goal-directed activities are initiated and sustained.

According to Widayat Prihartanta (2015), motivation plays a crucial role in the learning process, where student learning motivation can be compared to fuel that propels a learning motivation engine, inspiring students to actively participate in class to excel. However, excessive motivation can harm the effectiveness of students' learning efforts, as it takes time to absorb, internalize, and implement this theory of motivation in everyday life, especially in the context of education.

According to Maryan(2016), motivation is an encouragement or a series of attitudes given by someone to another person to take positive action or deed. Motivation is also an encouragement that comes from within oneself consciously or unconsciously to take positive action with certain goals and achievements. motivation plays a very important role for students as a tool to improve student quality, namely by providing motivation or a series of attitudes that can make

students feel that learning English is very important for life so that students are interested or encouraged to learn English.

Moreover, Rehman and Haider (2013) have defined motivation as a crucial factor in students' learning and achievement at all levels of school, and the role of teachers and parents is crucial in motivating students. the importance of motivation is often emphasized in language and linguistics, as it can influence what, when, and how we learn (Takahashi, 2018).

Elliot and Dweck (2017) stated that motivation is generally regarded as an important component of success, in school and at work. Motivation provides the fuel to ignite abilities and skills, and it is a key factor in determining the level of effort and persistence that individuals will devote to achieving their goals. Researchers have the motivation to learn English because they consider English very important for the future so researchers are encouraged to study and major in English in college to organize the future.

Based on this, it can be concluded that motivation plays a crucial role in determining a student's progress in learning English. If students are motivated to learn, they will continue to do so regardless of any distractions that may arise. this theory can be used as a basis for researchers to explore the motivation of students at SMP Nasrani 5 Medan in learning English as a foreign language.

2.1.1.2. Motivation for Learning English

Student motivation is crucial as it enhances the quality of learning. The significance of motivation in learning English cannot be overstated. Students require positive reinforcement from various sources such as parents, the environment, teachers, and others to foster their desire to learn the language. By instilling motivation, students are more likely to be driven to learn English.

According to Rahmat and Jannatin (2018), motivation in education is necessary. motivating learning is important meaning in the student learning process because it functions to encourage, move, and direct learning activities. Sardiman stated that motivation in learning activities can be said as the overall driving force within the students that gives rise to learning activities, which ensures continuity of learning activities and provides direction in learning activities so that the goals desired by the subject of learning can be achieved

Numerous scholars opine that English is a challenging discipline, as it is arduous to comprehend. In reality, during English instruction, educators may encounter difficulties in making pupils comprehend the subject matter. This can impede academic performance and learning outcomes. Additionally, students' learning enthusiasm can be adversely affected. As English is a foreign language, pupils may become disheartened if they find it tough to understand, leading to disinterest and the belief that English is an exceedingly complex subject, ultimately resulting in the cessation of learning. motivation is a critical aspect that students must possess, as it has a significant impact on their academic life, class conduct, and future accomplishments.

In 2015, Widayat Prihartanta discussed the significance of motivation in the learning process. Prihartanta compared student learning motivation to fuel that drives a learning motivation engine, motivating students to actively participate in class. however, excessive motivation can have negative effects on the effectiveness of students' learning efforts. Prihartanta also explored how this theory of motivation can be applied in everyday life, particularly in education.

In 2014, Gardner conducted a study on motivation and identified two types of attitudes: instrumental and integrative orientations. Gardner developed a tool for measuring students' motivation to learn foreign languages. the goal of teaching a foreign language is both linguistic and non-linguistic, with linguistic goals focusing on individual language skills and non-linguistic goals emphasizing the desire to understand other communities and continue learning other languages. Gardner created a measuring tool called The Attitude/Motivation Test Battery (AMTB) to examine affective components that influence language learning, including behaviour, motivation, class anxiety, motivational intensity, and teachers and curriculum.

Moreover, Dornyei (2017) asserts that the categorization of motivation proposed by Gardner and Lambert as motivation is referred to as orientation. The learner's orientation is the driving force behind their motivation. This orientation may be instrumental, related to academic or career interests, or integrative, socially, or culturally oriented. Several studies have delved into this topic. Shams researched students' behaviour, motivation, and anxiety toward English language teaching in Pakistan. In his article titled "Students' Attitudes, Motivation and

Anxiety Towards English Language Learning," he revealed that most students had both instrumental and integrative motivations for learning English. They aspire to master the language to contribute to the development of a globalized world. Meanwhile, Marlina (2007) investigated students of English Literature at a private university in Jakarta, examining motivation from the perspectives of course-specific and teacher-specific components. the findings indicated that the majority of students study English to secure better employment opportunities in the future, as English is a crucial language in the economic development of a globalized world.

2.1.2. Types of Motivation

Prihartanta (2015)defined that motivation can be categorized into two distinct types:

1. Intrinsic motivation.

   intrinsic motivation is an inherent drive that originates from within the individual, without any external impetus. Individuals feel an urge to undertake a task due to the internal incentives that already exist within them.

2. Extrinsic motivation

   Extrinsic motivation is an external stimulus that propels an individual to perform a task, owing to a specific requirement that needs to be fulfilled. From the above explanation, it can be inferred that Extrinsic motivation is self-generated, while exogenous motivation is influenced by external factors when engaging in an activity.

According to Ryan and Deci (2000), motivation can be divided into two types, they are:

Table 2.1.Descriptions of Intrinsic and extrinsic Motivation

NO	Components	Descriptions
1	Intrinsic Motivation	Intrinsic motivation is motivation that comes from within a person, such as the desire to learn or do something fun
2	Extrinsic Motivation	Extrinsic motivation is the motivation that comes from outside the individual, such as pressure from others or rewards

Motivation is the encouragement, the inner stimulus of a person to take action, to do it with purpose and interest, and to achieve a goal. There are two types of motivation: intrinsic and extrinsic according to Nugraha&Prabawa(2021)

1. Extrinsic motivation

    Extrinsic motivation is the motivation that results from influences or rewards that come from outside the individual. This motivation comes from external forces such as rewards or punishments.

    example: when someone works hard to get paid more

2. Intrinsic motivation

    Intrinsic motivation is motivation that comes from within a person. This motivation comes from personal satisfaction in carrying out an activity without external influence or reward.

example: when someone plays a musical instrument because they feel happy and satisfied with their performance.

Extrinsic motivation is a type of motivation that is driven by external rewards or incentives.

There are four types of extrinsic motivation, which are:

1. External regulation: This type of extrinsic motivation involves doing something to satisfy an external demand or receive external incentives

2. Introjected regulation: This type of extrinsic motivation involves doing something to avoid guilt or anxiety or to enhance one's self-esteem.

3. Regulation through identification: This type of extrinsic motivation involves doing something because it aligns with one's values or goals.

4. Integrated regulation: This type of extrinsic motivation involves doing something because it has become part of one's identity or sense of self.

2.1.3. Assessment of Motivation in Learning English

Assessing motivation to learn English is an important area of research because it can help teachers and policymakers understand how to improve language learning outcomes. According to a recent article by Li and Wang (2021), there are several effective ways to assess motivation to learn English. One method is self-report questionnaires, such as the Motivated Learning

Strategies Questionnaire (MSLQ), which measures both intrinsic and extrinsic motivation in language learning. Another option is interviews or focus groups where students can share their experiences and opinions about what motivates them to learn English.

In addition, Li and Wang (2021) suggest that teachers can observe the behaviour and interactions of students in the classroom to assess motivation. For example, if a student actively participates in class discussions and asks questions, this may indicate a high level of motivation to learn English. In general, assessing motivation to learn English requires a multifaceted approach that considers both intrinsic and extrinsic factors. Using a combination of self-reported questionnaires, interviews, and classroom observations, teachers and policymakers can better understand how to support and motivate English language learners.

According to Doe (2021), there are several types of assessment to motivate students, including:

1. Formative Assessment:

   This type of assessment aims to provide feedback to students about their ability to understand the material being taught. By providing positive and constructive feedback, students feel motivated to continue learning.

2. Authentic Assessment:

   This type of assessment involves real, work-related assignments. With authentic assessment, students feel more motivated because they can see how the material being taught can be applied in real life.

3. Project-based assessment:

This type of assessment involves tasks that require teamwork and problem-solving skills. Project-based assessment can motivate students because they feel more responsible in completing assignments.

4. Peer Assessment:

This type of assessment requires students to provide feedback to their teammates. By participating in peer assessment, students feel more motivated to do their best.

From the points above, it can be concluded that identifying learner motivation can be achieved by giving feedback to students on their ability to understand the material taught. By providing positive and constructive feedback. From the points above, the researcher will conduct research at SMP Nasrani 5 Medan by conducting direct observations and formative assessments that aim to provide feedback to students regarding their ability to understand the material taught. By providing positive and constructive feedback, students of SMP Nasrani 5 Medan will feel more motivated to continue learning.

2.1.4 Factors Affecting Motivation in Language Learning

In learning English, many students experience obstacles that can lead to a lack of students' intention to learn English, such as factors from outside the school, namely factors that lack parental support, do not support them financially, etc. or factors from within the school, such as teachers who do not understand or does not match student criteria, does not support places, dislikes

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English material, considers English difficult to understand and understand and other factors that make students have no intention of learning English and do so only because of coercion from school and to avoid Teacher's punishment.

Gardner (2014) proposes that motivation in language learning is impacted by two aspects, namely integrative and instrumental factors. Integrative factors pertain to the desire to be part of social groups utilizing the target language, while instrumental factors are related to practical goals such as meeting academic or professional requirements. Dörnyei (2014) highlights that motivation in language learning is influenced by three primary factors: goal orientation, personal motivation, and environment. Goal orientation encompasses both short-term and long-term objectives, while personal motivation includes needs, interests, and self-assurance. The environment involves elements like interactions with peers and instructors, as well as access to learning materials.

Noels (2001) suggests that motivation in language learning is influenced by social and psychological factors. Social factors include support from social groups utilizing the target language, while psychological factors include the need to establish a positive identity within that social group. Oxford and Shearin (1994) state that motivation in language learning is influenced by factors such as self-assurance, interest, and previous learning experiences. They also emphasize that motivation can be influenced by individual learning styles, and educators must take note of students' learning preferences.

Overall, the factors that influence motivation in language learning are intricate and diverse and can be influenced by several individual and environmental factors. therefore, instructors must be attentive to students' learning requirements and preferences, and establish a constructive and supportive learning environment to enhance motivation in language.

Variations in individual achievement in acquiring a second language have motivated psychologists to explore the factors that contribute to success. Three factors that are commonly examined are aptitude (talent), motivation, and opportunity.

1. Proficiency in a Second Language Due to Aptitude

While some people excel in their work or studies, they may struggle to learn a second language despite multiple attempts and significant time investment. On the other hand, some individuals can effortlessly absorb foreign or English vocabulary, comprehend grammar, and speak fluently. Many experts suggest that the distinguishing factor between these two groups is language talent. In an article titled "Language Development in Children," Carroll publishes the views of several writers who argue that language talent is an inherent trait that is challenging to modify. However, other authors, such as Politzer, Hatfield, and Yeni Komshian, have conducted separate studies that demonstrate that language talent can be cultivated and improved through practice.

2. Proficiency in a Second Language Due to Motivation.

In language acquisition, Gardner and Lambert differentiate motivation into two categories: integrative motivation and instrumental motivation.

Integrative motivation is the desire to integrate with the culture and language being studied. this motivation is typically possessed by students who have a strong passion for in-depth language learning. In contrast, instrumental motivation is based on the belief that mastering a second language or English can lead to achieving certain goals, such as a better job or position.

According to Gardner and Lambert (2017), integrative motivation guarantees more success in acquiring a second language or English because individuals with this type of motivation have a positive attitude toward the language they are learning and are willing to do whatever it takes to master it. these individuals actively practice and do not rely solely on textbooks or teachers. They seek out opportunities to listen to foreign languages or English through radio or television broadcasts and are not hesitant to try using those languages in conversation. For them, learning a second language is not a daunting task because they enjoy it. Thus, motivation is a crucial factor in achieving proficiency in English. Additionally, age, condition, and place should not hinder one's ability to learn English, as long as there is a strong supporting factor for success.

The ability to become proficient in English is dependent on the availability of opportunities. These opportunities encompass all forms of learning, both within and outside the classroom, where students can actively engage in utilizing the language they are acquiring. Since the ultimate objective of language acquisition is to communicate, the chance to practice is an

indispensable aspect that is not solely reliant on the teacher but must also be actively sought by the students themselves.

The Communicative Approach, which emerged in the early 1970s, is a method that emphasizes communication exercises. In this approach, students receive numerous assignments from the teacher, which they must complete in small groups or pairs using the language they are learning. Generally, students who are proactive in their approach tend to make greater progress than those who are hesitant to practice.

After being concluded by several researchers, the factors of low motivation in students are:

1. Lack of support and encouragement from those around them, including family, friends, and teachers. An unsupportive environment can leave students feeling worthless and less motivated to learn.

2. Lack of confidence and low self-esteem. Students who feel incompetent or have low intelligence may lose interest in learning.

3. Lack of interest in the subject or lack of relationship between the material taught and the interest of students. Students who are not interested in learning or do not understand the benefits of learning can lose motivation.

4. If the load is too heavy or too large, students will get tired quickly and lose motivation to continue learning.

5. Lack of diversity and creativity in the teaching methods used by teachers. Repetitive and uncomfortable teaching methods can bore students and discourage them from learning.

6. Lack of clear goals or unmotivated goals. Students who are unsure of what they want to achieve or are not interested in the goals set may lose their motivation to learn.

7. Lack of appreciation or recognition of achievements. Students who don't get awards or recognition for their achievements can lose motivation to continue learning.

2.1.5. English as a Foreign Language

A foreign language in language learning is a language that is learned in addition to the student's mother tongue Rustamov (2022). According to Nuna (2015), The general goal of foreign language learning is intercultural communication and understanding.

According to Richards and Schmidt (2010), English as a foreign language is a language learned by non-native speakers in non-primary or everyday language situations. According to Lightbown (2017), English as a foreign language is a language used interculturally by non-native speakers who use it as a tool to understand and communicate with people of different cultures. increase. According to Crystal (2012), English as a foreign language is the language learned by non-native speakers in countries where it is neither the official language nor the majority language.

English as a Foreign Language (EFL) is the study of English by native speakers of various languages. This is a necessary communication skill in a globalizing world. EFL programs are offered worldwide and vary in intensity and duration. These programs are suitable for people who want to improve their language skills for academic, professional, or personal reasons. EFL programs focus on four main language skills: reading, writing, listening, and speaking. Reading and writing skills help the learner understand and produce written text while listening and speaking skills help the learner understand and produce spoken language.

EFL learners face challenges such as grammar, vocabulary, pronunciation, and cultural differences. Overcoming these challenges requires a supportive environment and effective teaching methods. EFL teachers use various strategies such as games, role plays, discussions, and multimedia resources to improve students' language skills.

EFL learners also benefit from exposure to authentic language use, which allows them to practice their skills in real contexts. This exposure can be through media, social interaction, or immersive programs.   In conclusion, EFL is an important part of language learning in today's interconnected world. It provides students with the skills and knowledge they need to communicate effectively in English and succeed in academic and   professional   endeavours.

2.1.6. Previous Study

There are several research studies related to exploring students' motivation to learn English as a foreign language. Here are some of the relevant studies:

1. (Aljuaid 2021) In this thesis "Students' Motivation to Learn English as a Foreign Language in the Context of Saudi Arabian Learners" This study aimed to evaluate the motivation to learn English as a foreign language (ELF) among 157 Saudi Arabian university students. in this study, the instrument used to analyze was a modified version of the motivation scale developed by Wen (1997), which measures motivation based on six subscales: integrative, instrumental, effort, valence, hope, and ability. In addition, student motivation was compared among students with different English levels using multivariate analysis of variance (MANOVA) on variance (MANOVA) on the six subscales of motivation. whereas in my study the purpose of the study was to explore what are the factors of students in English and what are the main factors of students in learning English motivation The data collection I used with two components namely extrinsic motivation and intrinsic motivation.

2. (Tyas2019) In this thesis "Motivasi Belajar Bahasa Inggris Pada Siswa Madrasah AliyahDarulMuta'alliminSugihwasPatianrowoNganjuk" the purpose of Tyas' research aims to determine the motivation to learn English both intrinsic motivation and extrinsic motivation in madrasah

Aliyah students in this study the method used by researchers is a quantitative method with a sample of 30 students. for data collection methods using a questionnaire containing 10 questions each on extrinsic motivation and intrinsic motivation The results showed that the motivation of students in learning English is the most dominant. motivation in learning English is the most dominant extrinsic motivation with a value of 3.04. While intrinsic motivation is lower at 2.9 on a scale of 4. Thus it can be concluded that students' motivation to learn English is obtained from outside themselves, such as from the environment and friends. So that teachers need to provide more motivation so that students' desire to learn English comes from themselves so that they will be more eager and enterprising to achieve success in my research the researcher's goal is what is the student factor and what is the main factor for students in learning English and the data I use in this study is qualitative method with data collection by observation and questionnaire with a sample size of 50 7th grade students at SMP Nasrani 5 medan.

3. (Becirovic 2009) The Relationship between Gender, Motivation, and Achievement in Learning English as a Foreign Language in this study The research sample consisted of 185 students aged ten (grade five), fourteen (grade nine), and eighteen (grade twelve). The results showed a statistically significant relationship between gender and motivation. Ten-year-old students showed the highest motivation to learn English as a foreign language, while eighteen-year-old students showed the lowest

motivation. In addition, female students were more successful in learning English as a foreign language than male students in each group/grade level. In addition, these findings also reveal statistically significant results in measuring the correlation between achievement and motivation and can be of great benefit to teachers, parents, and students in adopting the most effective approach to learning and teaching English as a foreign language. While in my research the researcher's goal is what is the student factor and what is the main factor for students in learning English the data I use in this study is qualitative method with data collection by observation and questionnaire with a sample size of 50 7th grade students at Smpnasarani 5 medan.

4. (Fredy and Luz 2019) With the title 'Motivation and E-Learning English as a foreign language: A Qualitative Study in this study the researcher used a qualitative phenomenological method that aims to identify and analyze aspects related to the motivation to learn English in undergraduate students of E-learning programs. and the instrument used was semi-structured individual interviews. The participants in this study were a group consisting of 16 women and 3 men. Analysis was conducted.

The analysis was carried out through semantic categorization and with the support of Vivo 11 software, which allows for the assumption that motivation to learn English is strongly influenced by external factors. whereas in my research it is more about what are the main

factors for students to learn English as a foreign language and the method used is a qualitative method with questionnaire and interview instruments while in previous studies only used interviews. and in my research, the sample I used was a 100% sample, namely all seventh-grade students at the 5 Medan Christian High School.

2.2. Conceptual Framework

According to Creswell (2014), a conceptual framework is a model or structure that connects concepts, ideas, or theories in research and provides guidance for researchers in conducting data analysis
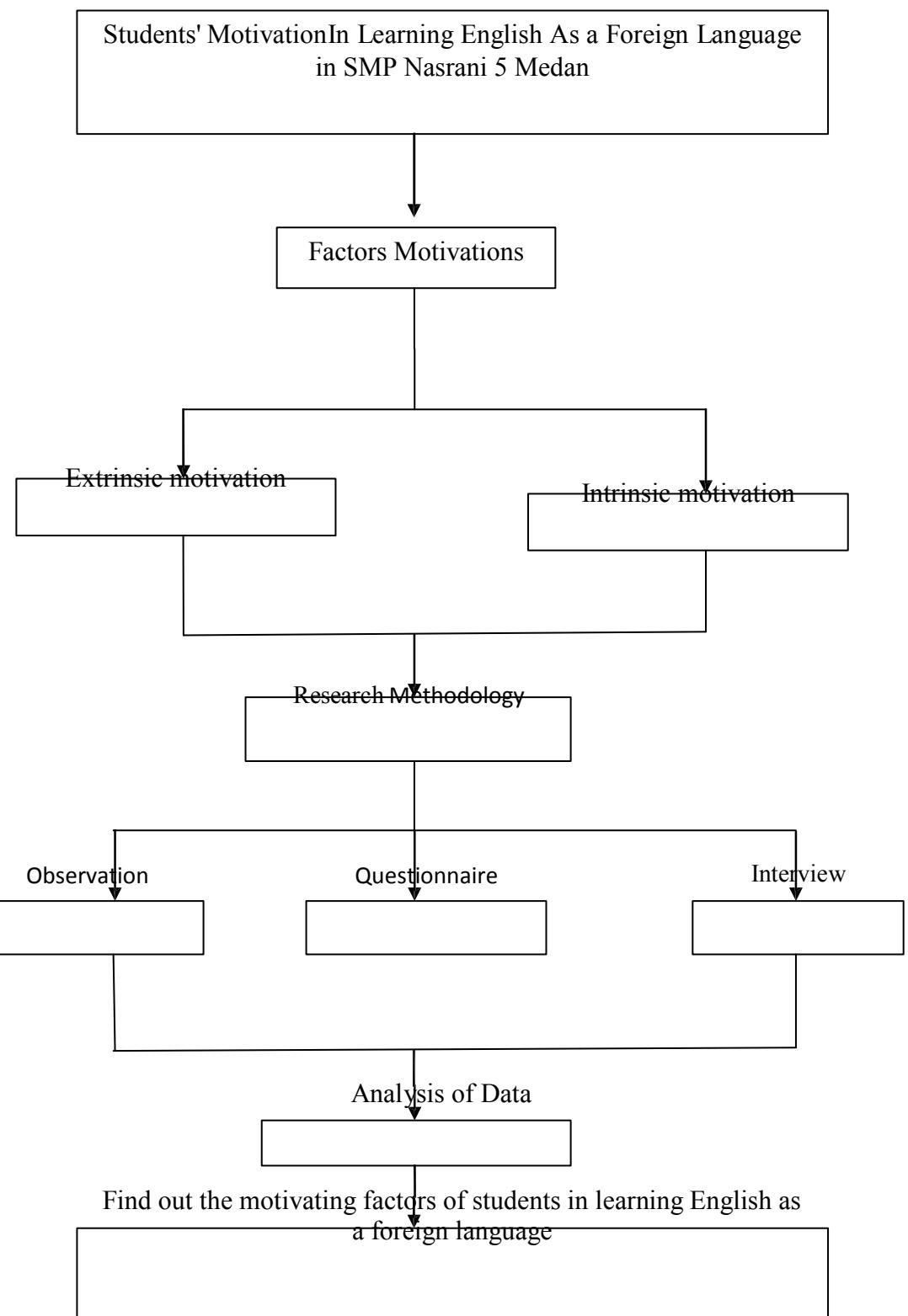
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              │     Analysis of Data      │
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   ┌─────────────────────────────────────────────────────────┐
   │ Find out the motivating factors of students in learning  │
   │           English as a foreign language                  │
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Table 2.2. Conceptual framework

CHAPTER III

METHOD OF THE RESEARCH

3.1. The Research Design

In this study, the researchers used qualitative methods because they wanted to analyze, investigate, and study the phenomenon of students' motivation to learn English. The study was conducted in SMP Nasrani 5 Medan with 13-14-year-old students. This meant that there were four observations in total for the two classes. Data was collected qualitatively using observation diaries consisting of field notes. After that, a questionnaire was sent to students to confirm the information obtained during the observation, and the author sent the questionnaire to students after learning and teaching.

Because this study aimed to explore and analyze what motivated students to learn English, the researcher collected a questionnaire that included questions and interviews about what motivated students and what factors acted as barriers to motivation. The questionnaire and interview were given to all students who were part of the research sample.

3.2. Time and Location of the Research

Researchers conducted research after conducting a proposal seminar, which was held on July 18, 2023, and the research site was carried out at SMP Nasrani 5 Medan.

3.2.The Subject and the Object of the Research

Informants in qualitative methods continue to develop (snowball) purposively until the data is collected and considered satisfactory or saturated (redundancy). Researchers are key instruments to collect data, researchers must actively participate in the field themselves (Gunawan, 2013).

1. The Subject of the Research.

   The seventh-grade students of SMP Nasrani 5 Medan are the subject of the research.

2. The Object of the Research

   Students learning motivation in English as a Foreign language is the object of the study.

3.3.Data Collection Procedures

Data were collected using questionnaires and interviews developed based on a literature survey on language learning motivation. The questionnaire consisted of two parts. The first part was designed to collect demographic information such as gender, age, and English proficiency. The second part included questions about students' motivation to learn English as a foreign language.

The questionnaires and interviews were administered to some selected students during regular English classes. Students were informed of the purpose of the study and assured that their participation was voluntary and anonymous. Students were given about 30 minutes to answer the questionnaire and interview.

The procedures carried out by researchers in data collection are:

1. Observation

    Procedures carried out by researchers in Obsevasi data collection.

    a. Determine the object to be studied.

    b. Visit the school that has been selected before conducting research

    c. Request permission from the principal to conduct research and provide a research permit from the campus.

    d. Requesting permission from the teacher concerned with the students to be studied and informing them that they have received permission from the principal.

    e. Informed the students who would be interviewed to prepare themselves.

2. Questioner

Procedures carried out by researchers in questioner data collection

    a. Validate the questionnaire questions whether it is following the expert questionnaire.

    b. Explaining the meaning of motivation before filling out the questionnaire.

    c. Tell students how to fill out a good and correct questionnaire

    d. After giving directions on how to fill out the questionnaire, the researcher provides a questionnaire that will be answered by the students to be studied.

3. Interview

Procedures carried out by researchers in collecting interview data

    a. Give directions to students about interviews

    b. After giving directions, the researcher will interview students one by one.

    c. Write or record the results of the interview answers of the students who have been examined.

3.4. The Population and Sample of the Research

1. The Population of the Research

The researcher carried out research on pupils in the seventh grade of SMP Nasrani 5 Medan. The seventh grade at SMP Nasrani 5 Medan consisted of 50 students who were separated into two classes, 7a and 7b. According to Creswell (2015), a population refers to a cluster of individuals who possess unique traits that differentiate them from other groups. The table displayed the distribution of the student populace in each class.

Table 3.1 The Population at SMP Nasrani 5 Medan

No	Classes	Students
1	VII-A	24 Students
2	VII-B	26 Students
Total populations		50 Students

4. The Sample of the Research

For this investigation, data collection was carried out through the use of a questionnaire. The researcher chose a simple random sampling approach and selected about 50 students from seventh grade who had

previously participated. and the researcher chose 10 students from grade seven to be interviewed.

Table 3.2 The Total Sample Student Population at SMP Nasrani 5 Medan

No	Classes	Total of students	Sample	Total
1	VII-A	24	100%	24
2	VII-B	26	100%	25
Total		50		50

Arikunto(2014: 104), stated that if the populace is fewer than 100 individuals, then the complete sample is employed as a unit, but if the populace is more than 100 individuals, then 10-15% or 20-25% of the total population can be taken. To interpret the percentage obtained from the tabulation of data, here are for each category.

Table 3.3.Percentage Interpretation.

Percentage %	Interpretation
1-25%	A small score of the students
26-49%	Nearly half of the students
50-75%	Half of the students
76-99%	Almost all of the student
100%	All of the students

3.5.Research Procedure

The procedure that the researcher carried out in this study was as follows.

1. The researcher applied for permission from the principal and homeroom teacher of SMP Nasrani 5 Medan to conduct research at the school.

2. Researchers collected data about students' motivation to learn foreign languages by conducting interviews and observations.

3. The data was analyzed and presented in a qualitative descriptive form.

4. Research results were summed up and interpreted.

3.6.Questioner and Interview Questions

Sugishirono stated that (2017:142) a questionnaire is a data collection method that presents respondents with a series of questions or written answers. so with the opinion above to collect data on the motivation of students at SMP Nasrani 5 Medan In the field of research will provide a set of questions or written statements by filling out a questionnaire. By filling out the questionnaire the researcher can collect the required data.

The following are written questions that will be given by researchers to SMP Nasrani 5 Medan.

A. Questioner

Section A: Information about respondents

1. Name:
2. Phone number
3. Gender
   A. Man
   B. woman
4. Class
   A.VII-A
   B.VII-B

Here's how to fill in the answers to the questionnaire:

Read the instructions and questions carefully before answering. Make sure you understand the questions asked correctly.

Please select one or several answers that best match your opinion or experience.

Use the answer choices provided by the researcher. Do not create your answers or change predefined answer choices.

Avoid giving "don't know" or "don't have an opinion" answers whenever possible, unless you really can't give a proper answer.

Do not provide answers that are dishonest or misleading simply to satisfy the researcher's wishes or to improve research results.

Do not write or scribble on the questionnaire because it can affect the validity of the research results.

If there is a column or place to provide explanations or comments, use them wisely and provide clear and relevant explanations.

After completing the questionnaire, make sure you check your answers again to make sure there are no writing errors or answer choices.

All answers given by respondents will be used as material for analysis in research and can provide important information for researchers. Therefore, ensure that the answers provided are an accurate reflection of your opinion and experience.

The researcher prepared a questionnaire whose aim was to analyze in more detail the motivations and driving factors students learn when learning English. According to Prihartanta (2015).the definition of intrinsic motivation and extrinsic motivation, where the questionnaire questions indicate the concepts and characteristics of intrinsic motivation and extrinsic motivation. Arikunto (2006) states that a questionnaire is a statement or question used by researchers to obtain information from respondents.

Questions in the questionnaire are arranged according to the name of the researcher. The motivation of students to learn English as a foreign language and

survey experts. Teacher praise can have a positive effect on students' motivation to learn a second language (Kim and Kim, 2018). Social comparison can be a motivation to learn a foreign language" (Ushioda, 2013)

Table 3.4. Questioner Question

No	Statement	SA	A	N	D	SD
1.	I feel very motivated to learn English because I want to be able to speak with foreigners					
2.	I learned English because of my parents' encouragement and coercion.					
3.	I am very motivated to learn English because my teacher makes learning English interesting and fun.					
4.	Learning English as a foreign language gives me an advantage in the future.					
5.	I want to continue studying abroad, so I am motivated to learn English in the future.					
6.	I am motivated to learn English because I want to improve my work skills in the future.					
7.	I feel motivated when the teacher makes the English learning atmosphere fun.					
8.	I learned English because I was afraid of being punished by my teacher and getting bad marks on my report card.					
9.	My motivation to learn English is declining because I don't have enough time to study it.					
10.	I study English because it is a compulsory subject at school.					
11.	I feel motivated to learn English because I want to be able to read English storybooks and articles.					
12.	My motivation to learn English is declining because I can't understand English grammar.					
13.	I am less motivated to learn English because it is difficult to interpret English words correctly.					
14.	I feel motivated when I see that my friends are more proficient in English.					
15.	I feel more motivated when my teacher compliments me.					

B. Interview

The interview was a method by which the subjects and researchers met in a certain situation in the process of obtaining information. Research information in the form of data was obtained directly by researchers from research subjects. The interview, as described by Esterberg (2002) in Sugiyono (2010:72), was a two-person meeting where information and ideas were exchanged through questions and answers so that a given topic had meaning. According to Knights (2014), the interview was a qualitative data collection technique that involved interaction between researchers and participants, which aimed to gain an in-depth understanding of the experiences, views, and perceptions of participants on a topic or phenomenon.

In the research entitled "Exploring Students' Motivation in Learning English as a Foreign Language by the Seventh-Grade Students of SMP Nasrani 5 Medan," an interview was used as one of the data collection methods to find out students' motivation in learning English as a foreign language. The interviewer conducted a question-and-answer session with the seventh-grade students of SMP Nasrani 5 Medan to get information about the factors that influenced their motivation to learn English. To collect data, the researchers used two methods: questionnaires and interviews. The interviews were conducted according to the research title developed by the researchers themselves, related to the research objectives and hypotheses. Below were the interview questions they asked the students to collect data about their motivation. The researcher created the

interview questions according to the definition of motivation and according to experts. Motivation was the driving force behind learning a foreign language. Gardner and Lambert (1972) according to Dörnyei (2001) stated that motivation was an emotional state that energized and directed behavior.

1. What was the biggest challenge in learning English, and how did you overcome it?

2. How did you motivate yourself when you had difficulty learning English?

3. In your opinion, did the learning environment at home and at school affect your motivation in learning English?

4. Could you explain, in your opinion, what were the main factors that influenced your motivation in learning English?

5. Did the way the teacher made learning English interesting and fun make you motivated to learn English? Explain briefly.

3.8. The Technique of Collecting Data

Answering machine According to Kvale (2007), interviews could be structured or unstructured. In structured interviews, the same questions were asked to all respondents, while in the case of unstructured interviews, the researcher could ask follow-up questions and deepen the respondents' answers.

Qualitative research involves collecting data through questionnaires, interviews, or documentation techniques. Once the data was collected, it was then processed descriptively and narratively to find

patterns or themes that might have emerged from the data. The first step in analyzing qualitative data was reading and organizing the information. This allowed us to understand the whole phenomenon holistically. Then, the data was broken down into smaller parts and analyzed to see if there were any patterns or themes. Qualitative research was used to look at things from different perspectives, using stories and data to understand what was happening. This type of analysis could include direct quotes from people who had been interviewed, as well as explanations and interpretations from researchers. Qualitative data could also be visualized in ways that made it easier to understand.

The researcher analyzed the data from the results of the questionnaire and interview collection to find out what motivated students to learn English as a foreign language at SMP Kristen 5 Medan. The results of the analysis were presented in the form of narration and tabulation.

The analyst presented the information-gathering methods as follows:

1. Questionnaire

    Information collection strategies in the survey

    1. The analyst explained to the respondents the purpose of the survey and how to answer the survey on what motivated students to learn English as a foreign language at SMP Nasrani 5 Medan.

2. The analyst explained the reason for the survey on what motivated students to learn English as a foreign language at SMP Nasrani 5 Medan.

2. Interview

The method of collecting information through interview:

a. The analyst explained the reason for the meeting and asked about what motivated students to learn English as a foreign language at SMP Nasrani 5 Medan.

b. The analyst asked some prearranged questions about what motivated students to learn English as a foreign language at SMP Nasrani 5 Medan.

c. The analyst recorded the answers of the participants in the middle of the meeting on the study of Exploring student motivation in learning English as a foreign language at SMP Nasrani 5 Medan.

3.9.Triangulation Method

According to Tracy(2010), Triangulation of data is the process of comparing and contrasting data from multiple sources or methods to increase the validity of findings. Triangulation is a powerful tool that can be used to increase the confidence that we have in our findings, and is an essential part of any rigorous research study

Triangulation in research is the use of two or more different methods or data sources to check the consistency and reliability of data and to support research conclusions. Triangulation is used to ensure that the data obtained is

accurate, valid, and reliable to produce stronger research results. In triangulation, researchers collect or explore the same data using multiple approaches and check the consistency between the data from each approach. Different types of triangulation can be used by researchers, depending on their research goals and the type of data they collect. B. Source Triangulation, Method Triangulation, Researcher Triangulation, Theory Triangulation, Time Triangulation, Location Triangulation, Informant Triangulation. The use of triangulation gives researchers a complete and deeper understanding of the phenomenon under study, making the resulting research results more valid and reliable.

Several triangulations have been used in research.

1. Source triangulation: Use multiple data sources to reinforce the validity of your research findings.

2. Method triangulation: Application of multiple research methods to strengthen the validity of research results.

3. Researcher triangulation: Use multiple researchers or research teams to reinforce the validity of research results.

In this study, researchers chose a triangulation method that uses multiple data collection methods such as interviews, observations, and questionnaires. Researchers chose triangulation for the following reasons:

1. Ensuring data validity:

using multiple data collection methods, researchers can ensure the validity or adequacy of the data obtained. This is because the data obtained

by different methods reinforce each other and confirm the truthfulness of the data.

2. Overcoming the weaknesses of certain methods:

Each data collection method has advantages and disadvantages. By using multiple methods, the weaknesses of one method can be masked by the advantages of another method. This allows researchers to obtain more complete and valid data.

3. Get more diverse data:

Using multiple data collection methods allows researchers to obtain more diverse data. This is because each method usually has a different focus or angle on the phenomenon under study.

4. Enhancing research output:

Using multiple methods allows researchers to substantiate their research conclusions. This is because the data from each method can reinforce each other and strengthen the conclusions drawn from the data.

5. Improve data reliability:

By using multiple methods, researchers can increase the confidence or reliability of the data obtained. This is because the data from each method are cross-validated to reinforce the truthfulness of the data.

3.10. The Technique of Analyzing Data

Researchers conducted a study to analyze data on student motivation at SMP Nasrani 5 Medan. The researchers presented the following data analysis techniques and procedure

1. First, researchers evaluated students' responses to the questionnaire using the following table.

   The research tool is a questionnaire on students' motivation to learn English. This survey was assessed by a Likert assessment of fear. On this scale, students respond to motivational factors on a scale of 1-5, namely 1 = strongly agree, 2 = agree, 3 = Neutral, 4 = disagree, and 5 = strongly agree (Sugiyono, 2019). The questionnaire concerns respondents' opinions by answering the following choices based on the scale.

No	Option	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

2. After calculation, researchers convert the results into percentages using the following formula:

   Analyzing data on students' basis to learn English, the authors use the following recipe from Ridhuan (2018):

$$—$$

There is :

   P = Percentage.

   F = frequent

   N = number of samples

   100% = constant value

3. Then the results of the questionnaire are expressed in the form of a table below.

No	Statement	SA(%)	A(%)	N(%)	D(%)	SD (%)
1.						
2.						
Total						

Researchers used several methods to find out what motivated and motivated students to learn English as a foreign language.

1. Direct interviews were conducted with students from SMP Nasrani 5 Medan, and the results of the interviews were recorded. To get more accurate results, researchers listened to the interview results repeatedly.

2. Researchers created transcripts of interviews.

3. The researcher summarized the main points of interest and obtained some key information from the interview results.