STUDENTS' INTRINSIC AND EXTRINSIC MOTIVATION IN LEARNING ENGLISH WRITING
AT SENIOR HIGH SCHOOL
A Case of the Eleventh Grade Students of SMA N 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019

a final project
submitted in partial fulfillment of requirements
for the degree of *Sarjana Pendidikan*
in English

by
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ENGLISH DEPARTMENT
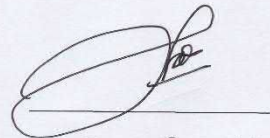**FACULTY OF LANGUAGES AND ARTS**
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APPROVAL

This final project entitled *The Role of Intrinsic and Extrinsic Motivation in Learning English Writing at Senior High School (A Case of the Eleventh Grade Students of SMA N 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019)* has been approved by the board of the examiners of English Department and officially verified by the Dean of the Faculty of Languages and Arts Universitas Negeri Semarang on July 30th, 2019.
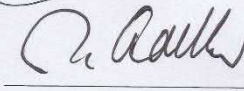
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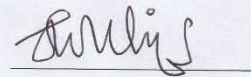   NIP. 198505282010121006

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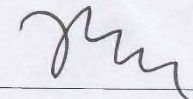   NIP. 197510262005012001

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ii

DECLARATION OF ORIGINALITY

I Asfia Nur Laeli hereby declare that this final project entitled *Students' Intrinsic and Extrinsic Motivation in Learning English Writing at Senior High School (A Case of the Eleventh Grade Students of SMA N 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, July 30th 2019

Asfia Nur Laeli

MOTTO

1. لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

    Allah swt does not burden soul beyond that it can bear (2:286).

2. The greatest blessing after the bounties of the Creator is the blessing of parents. (Asfia Nur Laeli)

3. Motivation is what gets you started. Habit is what keeps you going. (Jim Rohn)

This final project is dedicated to:

My Beloved Parents

My Beloved Brother

My Beloved best friends

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The first and foremost, I deliver the greatest gratitude for Allah SWT who always gives the best for me through His own way which sometimes I do not know. He helps everyone indiscriminately. Because of His blessing and help, I can draw myself up in passing through my worst hidden period, and battle for finishing this final project.

The second, I am truly grateful for my most patience and helpful advisor, Prof. Dr. Abdurrachman Faridi, M.Pd who always give me useful feedbacks, suggestion, guidance, and knowledge, so this final project can be completely finished. I also want to express my gratitude to all lecturers of English Department who have sincerely and patiently educated, taught, and shared all valuable and useful knowledge during the years of my study. Special thank I deliver to the chairperson, the secretary, and all members of the Board of Examiners.

The deepest gratitude goes to my beloved parents, Rohmat Salim and Saniyah, and my brother who always motivate, pray, trigger, and support me in finishing this final project. I also want to show my big thanks for all teachers and eleventh students of SMA N 1 Kaliwiro Wonosobo. Special thanks I express for Mrs. Anik Wulandari P as English teacher of the Eleventh grade who provides me all information that I need in answering the problem statements of this final project. I also thank to all my friends who support, trigger, and accompany me to finish this final project, May Allah give you all the best reply. Amin.

This final project was made to answer my curiosity about Students' Intrinsic and Extrinsic Motivation in Learning English Writing at Senior High School (A

Case of the Eleventh Grade Students of SMA N 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019) I hope this final project can be useful and meaningful for me and all readers. At the end, I hope the readers of this work would be gladly giving me feedbacks since I realize that this final project still has parts that can be revised.

Semarang, July 30th 2019

Asfia Nur Laeli

ABSTRACT

Laeli, Asfia Nur. 2019. *Students' Intrinsic and Extrinsic Motivation in Learning English Writing at Senior High School (A Case of the Eleventh Grade Students of SMA N 1 Kaliwiro Wonosobo in the Academic Year of 2018/2019).* Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Prof. Dr. Abdurrachman Faridi, M.Pd.

Keyword: Intrinsic, Extrinsic, Motivation, Learning English, Writing

This study is about students' intrinsic and extrinsic motivation in learning English writing at Senior High School a case of the eleventh grade students of SMA N 1 Kaliwiro Wonosobo in the academic year of 2018/2019. There are three problem statements discussed in this study: (1) to examine levels of students' intrinsic and extrinsic motivation in learning English writing at SMA N 1 Kaliwiro Wonosobo; (2) to describe intrinsic and extrinsic factors influencing students in learning English writing at SMA N 1 Kaliwiro Wonosobo; and (3) to describe strategies the teacher used to motivate the students' motivation in learning English writing at SMA N 1 Kalwiro Wonosobo.

In this study, the researcher applied a descriptive qualitative research. The data were collected by giving questionnaires to the students and interviewing the English teacher and students. Based on the findings, level of students' intrinsic and extrinsic motivation was in moderate rating of motivational level where total mean for intrinsic motivation was 3.33 and extrinsic motivation was 3.66. Meanwhile intrinsic factors that influenced students in learning English were: (1) high level of interest; (2) goal orientation; and (3) curiosity. On the other hand, the extrinsic motivation were: (1) teacher; (2) parents; (3) reward; and (4) method. Then, the teacher applied six ways strategy to improve students' motivation in learning English writing, they were: (1) Showing English writing work to the students; (2) Approaching personally to the students; (3) Using appropriate teaching method; (4) Using interesting and fun learning media; (5) Joining teacher training; and (6) Communicating with parents.

In short, the researcher concluded that students have intrinsic and extrinsic motivation in learning English writing since there are many intrinsic and extrinsic factors that influenced the students' motivation. Furthermore, the teacher tried to improve students' motivation in learning English writing by applying many strategies in teaching and learning process.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This chapter is the introduction of the study. It discusses background of the study, reasons for choosing the topic, problems of the study, objectives of the study, significances of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

In recent years in Indonesia, learning English as foreign language has been prevalent and become more popular and urgent since Indonesia confronts the Demographic Dividend and society 4.0. Those era are not only demanded the society to master technology, but also be able to improve English communication skill to communicate with all of people in the world. English is one of the most widely spoken and fastest spreading world languages today. It has over 980 million first- and second language users. Besides, internet that is used by the society nowadays uses English language. Therefore, nowadays English has grown to its present status that English is spoken internationally. It is known that most of the up-to-date world's scientific literatures are written in English. It has been little equipped to handle the concepts and terms of modern sciences and technologies. Therefore, Broughton (2003) stated that English is often the only available tool for twentieth-century learning. It can be said that English is very important to find out the large number of references, knowledge, or anything happened worldwide through a newspaper, electronic news, or other social media.

English is considered to be a common international language in the fields of education, business, trade, and commerce. In the field of education, imparting proficiency in English language should begin right from the school level. As it being said that English language is being accepted worldwide, it is important for the students to master in this particular language. In recent years, people begin to be aware of learning English since it is needed in every single day. It can be known that English is one of the subjects that is learned from elementary level until university level and becomes prevalent since English is included in the national examination.

In learning English, it is important to be understood that English is not just a subject, but it is a skill subject and should be learned and practiced continuously. It is also important that the teachers should make it to a point to enlighten the students mind with the right way of learning the language. The general aim of teaching English in schools is to develop various abilities among the students such as understanding what is heard, understanding what is heard, understanding what is read and expressing them in speech and writing as well. Once the students are able to master these abilities, they will be in a state to communicate both efficiently and effectively.

Ministry of education and culture of Indonesia has tried some curriculums to improve quality of education in Indonesia. The newest curriculum is the 2013 Curriculum (K-13). This curriculum is also applied in the Senior High School level and SMAN 1 Kaliwiro Wonosobo is entrusted to apply this curriculum in teaching and learning process since 2016. In K-13, the students are demanded to be more

active. The reason is because in the latest curriculum, the learning process is student-centered. The learning model which is scientific approach also demands students to be independent learning, not depending on the teachers. Students are expected to learn from many sources, not only from the teacher. Students can learn from books, articles or journal that they can find on the internet. Thus, students can improve their knowledge by looking for other sources. However, based on Ministry of Education and Culture Republic of Indonesia Regulation number 36 year 2018, duration of English class only a week is 2 (two) lesson hours. The duration is decreasing compared to the previous curriculum. In the previous curriculum, the School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan) the duration of English subject is 4 (four) lesson hours in a week. As a consequence, students do not have much time learning and improving English skills at the school since they only have 2 (two) lesson hours in a week.

This research is tended to eleventh graders of SMAN 1 Kaliwiro Wonosobo. Eleventh graders are categorized as teenager middle-aged between 15 − 18 years old. As cited in Desmita (2009), Mussen, Conger and Kagan, (1969) argues that:

> Adolescent is a period of life where capacity to get and use the knowledge reached tipping point. It is caused by brain growth process achieved perfection in this adolescent. This growth affects cognitive skill of the adolescent.

This period affects the teenagers to advance their logic skill. In addition, teenagers can think systematically to solve the problems through their own ideas. When the teenagers can take decisions, it proves that they have made development in their thinking. Adolescent is a period where there is improvement of decision making such as choosing friends, whether continue to the higher education or not,

whether join English course or not, and etc. Furthermore, future orientation becomes one of phenomenon of cognitive development. It is in line with Elizabeth B. Hurlock (1981) as cited in Desmita (2009) that adolescent begins to think about their future seriously. For examples: teenagers will think about what they will do when they are adult. This motivational cognitive phenomenon is related to cognitive schema. In addition, related to learning English writing, eleventh graders have been studying English in Senior High School for almost two years so that they have known English learning process and understanding their strength and weakness in learning English. Then, the students will have national examination in twelve grade so that they need to be motivated in learning compulsory subject especially English. Furthermore, SMAN 1 Kaliwiro always gets university and job socialization from many institutions. Then, the head master usually asks them to socialize not only in twelve graders, but also in eleven graders so that the eleven graders will have plan and motivation whether continue in higher education or work.

According to Nurmi (1991) as cited in Desmita (2009), the cognitive schema is interacted with three steps of future orientation formed, that are: (1) motivation; (2) planning; and (3) evaluation. As related to this research, eleventh graders are needed more motivation in learning certain subject especially English. It is proven by motivation is first step to form teenagers' future orientation. To shape motivation, they will connect three sub step that are new relevant knowledge, exploration, and determination the specific goals.

Brown (2001) states that English has four identified skills, listening, speaking, reading, and writing. According to Brown (2004), listening and reading

are receiving skills. Then, speaking and writing are productive skill. In Harmer (2004), Indonesian learners will find difficulties when dealing in productive skill, for example in writing: putting improper grammatical structure that will drive reader misunderstanding.

Writing is an essential skill that must be mastered by the students. Kellogg (2001) said that writing well is a major cognitive challenge because it is at once a test of memory, language, and thinking ability. It strains rapid retrieval of domain-specific information about the topic from long-term memory. The students' knowledge will give more influence on their writing. Suleiman (2000) stated that writing is a central element of language, any reading and language of writing in instructional practices, assessment procedures, and language development".

Learning writing is not easy. Huy (2015) stated that many students at senior high school do not aware of the importance of writing skill and the number of the student that success in learning writing is too small. There are varieties of problems in the teaching and learning of writing faced by teachers and learners. Most of the students have many spelling mistakes in their writing. With these problems, they are always faced with poor academic achievement (Strickland et al, 2002). Enjoying the material that delivered by the teacher is one of ways to success because if they feel fun to follow the class they will be easier to receive the explanation that explained by the teacher. Furthermore, Huy (2015) stated that there were a lot of mistakes in students' written works; these came from the less concentration on writing skill in most students.

In addition, Levine (1998) states that writing is the most difficult language skills to be learned by students. Using appropriate grammatical structure is needed to make the meaning of the sentence more accurate, clearly deliver and easy to understand. Moreover, to create a good English written text needs many aspects to fulfill. We have to pay attention to everything: audience, sentence structure, transition, choice of example, and half dozen of other consideration. As a result, applying good knowledge on language writing components such as genre feature, text development, diction, spelling, word other and punctuation is also key factor to be a good writer.

Noels, Pelletier, Clément and Vallerand (2000) stated that Learners have different reasons from person to person. Some people may learn English for the pure intrinsic enjoyment that comes with learning a new language while others may learn English in order to obtain the extrinsic reward of a better salary. In addition, people also have differences in the content of their language learning goals. Most of the goals are related with motivation of learning English as foreign language since language learning goals and motives are central concept in L2 learning research.

Motivation is a frequently used word in our daily work and study. It can be assumed that motivation has relevant and crucial value in learning English. Moreover, motivation actually the same as aptitude, intelligence, and attitudes that is an important factor which can greatly influence the achievement of learner's second language or foreign language acquisition. English is not native language for students in Indonesia which needs higher motivation in learning it. According to

Ellis (2007), student individual differences are in scope of *Language aptitude, learning style, Motivation, Anxiety, Personality, Learner beliefs, learning strategies.* In the field of second language acquisition (SLA), motivation has been identified as one of the key factors that determine second language achievement and attainment. As Cheng and Dornyei (2010) states that motivation serves as an impetus to generate learning initially and later as sustaining force to the tedious process of acquiring a target language (Denis, 2010, p.4). Motivation is also one of factors that influence learning. Teachers also effect student motivation to facilitate and also become a tutor for his students. Learning English without motivation makes the learners cannot master and perform the language perfectly. Learning a different language is very challenging, but when the learners can create own desire to learn, language can be mastered easily.

To figure that success in a task is due simply to fact that someone is "motivated" with the proper motivation. They are motivated because certain needs are important to them. It is in line with Brown (1987) that the foreign language learner who is either intrinsically or extrinsically meeting needs in learning the language will be positively motivated to learn. Senior high school should have self-confidence and motivation since they are expected to continue to higher level of education as one of the goals of national education. Thus, the senior high school students are prepared to continue their study in college and develop science and technology. Most of books, references, and other sources also the use of internet are available in English.

When the students graduated from senior high school, some of them will face competition in job opportunities in global world so that it is important for the students in mastering English spoken and written. The researcher believe that it is important to find out the students' motivation in learning English since motivation plays important role in language acquisition which can affect the students' success in mastering the knowledge that they learned. Therefore, this research will be focused on intrinsic and extrinsic motivation of the students. By identifying intrinsic and extrinsic motivation of the students, we can know aspects that influence each motivation.

1.2 Reasons for Choosing the Topic

An observation in SMA N 1 Kaliwiro Wonosobo especially some of students in eleven grade and an English teacher have been done before conducting the study. When the researcher did an observation, the researcher asked two questions; whether they like English or not and what was the most favorite skill and the reason. Then, the researcher also asked the students to write a short essay of certain topic by their own language and also allowed to open dictionary. Then, the result of the questions and short essay became consideration of their motivation.

The observation proved that in the eleven grade, the students were lack of motivation in learning English writing whereas motivation was the most crucial problem for students in the beginning of learning English. The characteristics of lack of motivation students in learning English writing were most of students were not interested with writing skill because they did not like writing, teacher factor,

and felt difficult in developing idea whereas they were allowed to open dictionary. Therefore, the reasons for choosing the topic of this study can be stated as follows:

This school is selected because based on the writer's preliminary study, it was found that some students had problems in the learning of writing such as having limited idea to develop topic and having limited vocabulary because of lack of motivation to learn. Motivation is refer to student's willingness to participate in class activities and the attitude that is conveyed through body language and other behaviors. When the students feel unmotivated, they do not have self-confidence or desire in learning English. Furthermore, different students have the different experience and personalities so that the methods of motivation education should be different. Thus, the motivation of senior high school needs a great work to be improved.

Senior high school students are not perfect mentally and the outlook on life values are relatively immature. Thus they still have many problems in adapting themselves in learning English. The students do not aware of the importance of writing skill and the number of the student that success in learning writing is too small. It shows that the problems in teaching and learning English must be solved both the students and the teachers to achieve a better understanding. The students are unmotivated to write in English since they are lack of self-confidence in creating mistakes such as grammar and vocabulary. As the result, the researcher would like to conduct a research to look for the level of students' intrinsic and extrinsic motivation, intrinsic and extrinsic factors that influence students' motivation, and startegies the teacher uses to improve students' motivation.

1.3 Research Problems

The research problem of this study can be mentioned as follows:

1) What are students' levels of students' intrinsic and extrinsic motivation in learning English writing at SMA N 1 Kaliwiro Wonosobo?

2) What intrinsic and extrinsic factors influence students in learning English writing at SMA N 1 Kaliwiro Wonosobo?

3) What strategies is the teacher used to motivate the students' motivation in learning English writing at SMA N 1 Kalwiro Wonosobo?

1.4 Purposes of the Study

The objectives of this study are as follows:

1) To examine levels of students' intrinsic and extrinsic motivation in learning English writing at SMA N 1 Kaliwiro Wonosobo.

2) To describe intrinsic and extrinsic factors influencing students in learning English writing at SMA N 1 Kaliwiro Wonosobo

3) To describe strategies used by the teacher to motivate the students' motivation in learning English writing at SMA N 1 Kalwiro Wonosobo.

1.5 Significances of the Study

To answer first objective of the research that finding out level of students' motivation in learning English writing at SMA N 1 Kaliwiro Wonosobo. The results of the research are useful for the teacher, students, and researcher. Theoretically, this study is expected to find out new understanding for teachers and researchers

about level of students' motivation in learning English writing. This information can be useful for teacher to encourage their students in learning English writing. Practically, this study gives a reference for teachers in apprehending their students' motivation in learning English. Pedagogically, this study can give the teachers and researchers knowledge about effect of students' motivation and achievement of learning English writing.

To answer second objective of the research that intrinsic and extrinsic factors can influence students to learn English writing. Theoretically, this study is expected to enrich English teachers comprehension about students' intrinsic and extrinsic motivation factors that influence students in learning English. Practically, this study is expected to provide significance for the teachers since they have found deep understanding that intrinsic and extrinsic motivation factors influence students to learning English writing. Pedagogically, The result of this study gives the English teachers more attention in factors that influence intrinsic and extrinsic motivation that influence students to learning English writing so that the teachers are able to improve those factors to be conveyed to the students smoothly.

To answer third objective of the research about strategies the teacher uses to motivate the students' motivation in learning English writing. Theoretically, this study is expected to enrich English teachers with new understanding of strategies of the teacher to motivate the students in learning English writing. The strategies are served in effective, efficient, and easy ways so the students can easily comprehend and master English. The result of this study enlighten the teachers to improve the strategy as an effort to make the students more motivated in learning

English, especially English Writing. Practically, this research may become reference for teachers in practicing appropriate strategies to motivate the students in learning English writing. For the students, practically the result of this study may ease them to master English because they find the appropriate strategy which is suitable to their learning style. Pedagogically, English teachers can apply the appropriate strategies to motivate students in learning English writing. For students, by applying these motivation strategies, the students can be more motivated to write English and create achievements in writing.

1.6 Limitation of the Study

1) The works that are analyzed are from the data resources of the eleven grader of SMA 1 Kaliwiro Wonosobo.

2) There are two types of motivation which are investigated by the researcher; intrinsic and extrinsic motivation.

3) This study is a descriptive qualitative study which means the result of this study will be described in detail.

1.7 Definitions and Terminologies

1) Motivation

Harmer (2001) says that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Motivation is one of the important factors that influence individuals' levels of success in any activities.

According to Gardner (1985), "Motivation is a "combination" of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language" (Goh and Silver, 2004, p.193).

According to Quan (2014) motivation is important and the same as aptitude, intelligence and attitudes which can greatly influence the achievement of learners' foreign language acquisition.

Motivation comes from a word *motivate* that has meaning to be the reason for somebody's action; to cause somebody to act in a particular way, and to stimulate the interest of somebody (Oxford Advanced learner's dictionary, 2015).

Thus, it can be concluded that motivation is an important factor coming from internal drive which becomes the reason and support for someone to do something or achieve something.

2) Intrinsic Motivation

Based on Ellis (1997) intrinsic motivation involves arousal and maintenance of curiosity as a result of such factors as learner's particular interests and extent to which they feel personally involved in learning strategies.

According to Harmer (2001),"Intrinsic motivation, by contast comes from within the individual that be motivated by the enjoyment of the learning process or by desire to make themselves feel better".

According to Barry and King (2000) states that intrinsic motivation refers to engaging in an activity for its own sake, for the enjoyment, challenge, interest or natural fulfillment of curiosity.

Intrinsic means (to something) (of a value or quality) belonging naturally to somebody/something; existing within somebody/something, rather than coming from outside (Oxford Advanced learner's dictionary, 2015).

It can be concluded that intrinsic motivation comes from personal desire and curiosity to learn English whether it is for interest, enjoyment, and challenge. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

3) Extrinsic Motivation

According to Lepper (1988), "extrinsic motivation means to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers or teacher approval" (Afzal, Ali, Khan, & Hamid, 2010, p.81).

Harmer (2001) states that extrinsic motivation is caused by outside factors such as need to pass exam, get financial reward, or have a future travel.

Based on Brophy and Good (1987) stated that the extrinsic motivational strategies are in some ways simple, most direct and most adaptable of the methods recommended for dealing with the value aspects of classroom motivation.

Extrinsic means (to something) (not belonging to or part of the real nature of a person or thing, coming from outside (Oxford Advanced learner's dictionary, 2015).

We can summarize that extrinsic motivation is caused by any number of outside factors or comes from the outside of the individual whether it is for marks

or rewards. For example: the need to pass exam, the hope of financial reward, or the possibility of future level.

4) Writing

Harmer (2004) states that writing can be used for variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Accoring to Marchisan and Alber (2001), written expression is probably the most difficult skill to teach because it is most complex form of communication.

Paulston and Bruder (1976) stated that writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes.

Based on Oxford Advanced Learner's Dictionary (2015), writing is the activity or occupation of writing for example books, stories or articles.

We can conclude that writing is a productive skill which means process of creating a product such as books, stories, article, and others that also has procedures and good ability to deal with it.

1.8 Outline of the Report

This study is organized within five chapters as follows:

Chapter I deals with the introduction of the study. It introduces the significant subject matter of the study. It consists of the background of the study

which discusses the brief explanation about the important of English nowadays, learning English, learning English in Senior High School, psychology of eleven graders, curriculum in Senior High School, writing English, motivation, intrinsic motivation, extrinsic motivation, learning problems study the language, the reasons for choosing the topic which discusses the reasons why I choose the topic, objectives of the study which talks about the purpose of me to respond the problems found, significance of the study which talks about the expectation from me after the research done, limitation of the study to limit the scope of the study and outline of the report which shows the framework of the study.

Chapter II presents the review of related literature. In this chapter, especially in the review of the study, the writer quoted some journals related to the topic about language teaching in general, students' motivation in learning English at Senior High School, writing skill, kinds of motivation, and novelty of the research. Furthermore, this research discusses review of the theoretical studies such as general concept of motivation, types of motivation, definition of intrinsic motivation, extrinsic motivation, and general concept of writing which talks about the steps of the research that will be conducted by me.

Chapter III discusses the method of investigation. This chapter deals with research design which talks about the research design conducted by the writer, in this research the writer use descriptive qualitative study. Therefore, in this study, the results were analyzed in the form of words. It means that the statistical calculation was not the focus in the data analyses, object of the study, role of the

researcher, type of data, instrument for collecting data, unit of analysis, procedures of analyzing data and procedures of reporting the results.

Chapter IV is the most important chapter in this research. It presents findings and discussions of the research. The findings of results consist of the questionnaire, interview, and document analysis. The discussions in this chapter analyses the findings, as well as comparing and contrasting the current study with the previous study. It consists of a triangulation with sources of interview results and document analysis. It is also supported by critical analysis of the literature review of previous studies. This discussion chapter will answer each research question.

The last chapter, chapter V draws the conclusion and suggestions. This chapter presents the conclusion and the suggestion based on the discussion of data analysis and research findings in the previous chapters. The conclusions of the research are the level of students' intrinsic and extrinsic motivation, intrinsic and extrinsic factors, and strategies used by teacher in improving students' motivation. Then the suggestions are for teacher, students, and other researcher in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which discusses the ideas and theories underlying the subject of the research as a result of library activities. It consists of previous studies, theoretical background, and framework of the present research.

2.1 Review of Previous Studies

The researcher presents previous studies related to the research that are language teaching, students' motivation in learning English in Senior High School, writing skill, strategy to improve students' motivation, and types of motivation; intrinsic and extrinsic motivation.

Language teaching has been characterized by a set of discussion and debate based on researches and experience of the real situation happened in the field to search more effective ways, methods, or techniques of teaching second or foreign languages. Teaching English as foreign language at senior high school seems to be challenging. It is challenging since the targets of teaching seem to be different in many levels. One of the teaching targets insists the institutions to prepare their graduates to face the real world after school. Furthermore, the role of students and teachers in English class using the 2013 curriculum relate to the teaching and learning process are as facilitator, classroom manager, and informant could not perform ideally since they had to frequently get involved directly to explain more,

particularly in structural and grammatical rules, and the time limitation also prevented them to provide feedback since they frequently could not finish the tasks. ((Richards, & Rodgers, 2001; Nugroho, 2010; Tan Bee Tin, 2019; Fadillah, 2015; Nugraheni 2016)

Some researchers analyzed students' motivation in learning English at Senior High School. The researcher found that most of the students have little motivation in learning English. The teachers of English should use the students' own motives for joining the course, encourage students to be active in the class. People have different views to the second language learning. Thus, we can see that motivation is very essential in students' learning English in junior middle school. The methods to excite students' English learning motivation are necessary. Motivation also determine whether the students become active or passive learners. (Supiah, 2013; Yang, 2015; Long, Ming, and Chen, 2013; Hastuti, 2014).

Writing is one of productive skills that should be learned by students. It makes students active and practical. The students have learned kinds of text such as recount, procedure, narrative, and descriptive text. However, students had difficulty in writing descriptive paragraph that is students' ability in generating ideas what to write first. The other problems found in organizing ideas in writing analytical exposition text. To improve writing skills, some researchers suggests that students' development as writers requires a supportive environment in which they receive sustained opportunities to write. In addition, the engagement of teachers in collaborative discussions about assessment can provide a fruitful context for valuable professional learning. (Rofi'i, Rukmini, & Hartono, 2014; Anggrayani,

Sofwan, & Saleh, 2015; Balas, Roe, Klette, 2018; Carter, Ferzli & Wiebe, 2007; Whittaker, Llinares, & McCabe, 2011; Reid, 2007)

Grades did not enhance academic motivation. Instead, grades enhanced anxiety and avoidance of challenging courses. Furthermore, students' motivation can be improved by using computer-based language learning. However, there were no statistical differences between such selected demographic variables as learners' age, gender, grades, compulsory and optional status, type of high school, parents' educational status, the period of the participants' language-learning process, and experience of computer use. The only variable found to be statistically significant was the degree of importance of learning English for the participants; more than half the participants possess moderately high motivation level. (Chamberlin, Yasue, and Chiang, 2018; Genc and Aydin, 2011)

Three elements of enjoyment, willingness to continue learning, and meaningfulness do not necessarily refer to three discrete aspects of intrinsic motivation, but are rather intertwined each other. Then, found both intrinsic and extrinsic motivation had a strong influence on learner at many Bangladesh Private University. Both of them play an important role to learn a second language. Intrinsic Motivation (IM) and Extrinsic Motivation (EM) to be separate subscales, weakly and negatively correlated. Support from others (i.e., parents, siblings, and EFL teachers) significantly influenced both intrinsic and extrinsic motivation. It could be claimed that those L2 learners who are supported intrinsically and extrinsically are more motivated to learn English confirmed that among the attributions measured, interest, effort and corporate culture seemed to be the main causes that

students recognized as directly involved in their success in learning English. All the attribution scales, interest and ability appeared to importantly contribute to intrinsic motivation, while corporate culture, encounters with foreign professionals and ability contributed to a lower extent to extrinsic motivation. (Teo, Khoo, Wong, Wee, Lim, and Rengasamy, 2015, Nakata, 2009, Zaman; 2015; Nielsen, 2018; Vatankhan and Tanbakooei, 2014; Kalman and Eugenio, 2015; Budiana and Djuwari, 2018)

The effective teaching strategies include cohesive curricula, a collaborative social environment, connection to a student's personal life, and classroom discussion in which questions are open-ended, all hallmarks of constructivist teaching methods. Other researcher belived that shared writing strategy was proven to be an effective way to teach writing in the context of high school since the teacher was able to make the students have positive ideas about writing tasks and to boost the students' motivation in learning to write. Furthermore, a research reveals that the secondary school program supports the process dimension of writing. Then, it is possible to teach English writing skills for secondary school level students based on proper pedagogical principles within 3 weeks. However, the course should include both class-room teaching and home assignments and the emphasis should be on interactive teaching and active learning. In addition, the other researcher said that the writing activities they were assigned most frequently by teachers involved little analysis and interpretation, and almost one half of the participating teachers did not assign at least one multiparagraph writing assignment monthly. It is because the teacher did not believe their teacher prepared them to teach writing. (Monagha,

2007; Kiuhara, Hawken, & Graham, 2009; Wijayati, 2014; Benaissa, 2009; Syiem, 2012)

Learning English writing strategies most frequently used were the while-writing strategies and the revising strategies were least used in teaching writing. However, the students need to be encouraged to use various startegies in improving their writing. Then, cognitive strategy instruction is important to help struggling learners become more strategic and reciprocal teaching can be an optimal choice because of its emphasis on teaching learners how to ask questions, clarify issues, summarize text, and predict future text content. Teacher feedback was also important. The teachers' feedback practices are influenced by a myriad of contextual factors such as teachers' beliefs, values, understandings, and knowledge. In addition, in order to achieve an adequate level of writing competence, many students with learning disabilities must apply strategies that enable them to effectively plan, organize, write, and revise a written product. The appropriate strategy was Self-Regulated Strategy Development. The other research suggests that teachers' histories as writers greatly affect whether they feel confident enough to use writing with their students. (Graham & Perin, 2007; Maarof, 2013; Slater & Horstman, 2010; Lee, 2008; Chalk, Hagan-Burke, & Burke, 2005; Street & Stang, 2012)

This research is different from the previous studies because the previous research took research object in all of English skills such as reading, writing, listening, and speaking whereas to make the research more valid, the researcher must divide it into each skill. Thus in this research, the researcher took only learning

English writing since it becomes the problem of learning and teaching process in SMAN 1 Kaliwiro Wonosobo. Furthermore, this research also find out not only the level of students' intrinsic and extrinsic motivation in learning English writing but also find out the intrinsic and extrinsic factors that more influence motivation in learning English writing and strategies teacher uses to motivate the students' motivation in learning English writing through questionnaire and interview from the students.

2.2 Theoretical Background

2.2.1   General Concept of Motivation

Brown (2001) pointed out that motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. Motivation is needed before someone starts an activity since it can push someone produce good result. What and how much is learned is influenced by learner's motivation. Motivation to learn is influenced by the learner's emotional states, beliefs, interests, goals, and habits of thinking (Santrock, 2011, p.415). The students will give extended effort when the students have motiavation to learn.

Ausubel (1968) identified six desires or needs of human organism which undergird the construct of motivation: (1) the need for exploration, for seeing "the other side of the mountain," for probing the unknown; (2) the need for manipulation, for operating-to use Skinner's term-on the environment and causing change; (3) the need for activity, for movement and exercise, both physical and mental; (4) the need for stimulation, the need to be stimulated by the environment,

by other people, or by ideas, thoughts, and feelings; (5) the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent systems of knowledge; (6) the need for ego enhancement, for the self to be known and to be accepted and approved of by other. The six need listed above is used to capture the essence of most general of needs and are relevant to second language acquisition.

Meanwhile Ellis (1997) says motivation involves the attitudes and affective states that influence the degree of effort. Based on the explanation we can see that attitude towards language learning affect the motivation. Moreover, motive is not something that can be measured easily, but it can be interpreted in its attitude toward language learning. Brown (1987) said that motivation can be seen as the fulfillment of needs that is closely connected to behavioristic reinforcement theory. When someone feels satisfaction in fulfilling his needs, reinforcement will occur to him. For example, if learning to speak a foreign language enhances one's ego, the ego enhancement is an internal reinforce of the desire behavior.

2.2.2 Types of Motivation

Harmer (2001) states in discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside. Harmer (2001) states:

> **Extrinsic motivation** is caused by number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Meanwhile **intrinsic motivation**, by contrast, comes from within the individual.

Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. They stated: The most basic distinction is that intrinsic motivation refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation refers to doing something to a separable outcome" (Richard and Edward 2000, p.55). It means that intrinsic motivation is something related with learners' self-desire or interest for learning. On the other hand, extrinsic motivation is related with a goal or achievement. Intrinsic and extrinsic motivation influences or leads learner for learning a second language. These two variables motivate differently, but they are related each other. Student' can be intrinsically motivated by classroom atmosphere and rewards from their teacher.

Ellis (1997) identified various kinds of motivation that are instrumental, integrative, resultative, and intrinsic. Based on instrumental motivation, learners may make effort to learn an L2 for some functional reasons such as pass an examination, to get a better job, or to get a place at university and those reasons are related in determining success in L2 learning. Integrative motivation deals with learners who choose to learn a particular L2 because they are interested in the people and culture represented by the target language. Resultative motivation is referred to motivation that is the cause of L2 achievement since it is possible that motivation is the result of learning. The last is intrinsic motivation that involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learner's particular interests and the extent to which they feel personally involved in learning activities. Motivation is such a complex phenomenon that should be

seen as complementary rather than as oppositional because they are related each other.

Based on Brophy and Good (1987), there are two motivational strategies, extrinsic motivational strategies and intrinsic motivational strategies.

1.) Extrinsic motivational strategies

The extrinsic motivational strategies are in some ways simple, most direct and most adaptable of the methods recommended for dealing with the value aspects of classroom motivation.

a. Offer reward as incentives for good performance

b. Call attention to the instrumental value of academic activities

c. Structure appropriate competition.

2.) Intrinsic motivational strategies

The intrinsic motivation approach is based on the idea that teachers should select or design academic tasks that students will find inherently interesting and enjoyable, so that they will engage in these asks willingly for extrinsic incentives.

a. Opportunities for active response

b. Inclusion of higher level objectives and divergent questions

c. Feedback features

d. Opportunity for students to create finished products

e. Inclusion of fantasy or simulation elements

f. Opportunities for students to interact with peers.

2.2.3   Factors Influencing Students' Motivation

This section explains about factors influencing intrinsic and extrinsic motivation.

2.2.3.1   Factors Influencing Students' Intrinsic Motivation

There are some factors that influence the students' intrinsic motivation as explained below.

2.2.3.1.1 Self-efficacy and Competence Perceptions

Self-efficacy is the belief that one can master a situation and produce positive outcomes (Santrock, 2012). Furthermore, Bandura (2009, 2010a) says that self-efficacy has a powerful influence over behavior. For example, a student who has low self-efficacy might not even try to study for a test because he doesn't believe it will do him any good. Students with high self-efficacy agree with such statements as "I know that I will be able to learn the material in this class" and "I expect to be able to do well at this activity." Students with low self-efficacy for learning might avoid many learning tasks, especially those that are challenging, whereas students with high self-efficacy eagerly approach these learning tasks.

2.2.3.1.2 Attributions and Control Beliefs

According to Skinner and Weiner (1996), the basic construct refers to beliefs about the causes of success and failure, and how much perceived control one needs to affect outcomes or to control one's behavior. Students must believe that their efforts will lead to success. This assurance enables them to manage their activities and

emotions. Based on Pintrinch and Schunk (2002), students who believe they are in control of their own learning and behavior is more likely to do well and perform at high levels than students who do not feel in control. For example, the students' success in learning English because they are able to control their study process to learn the material that taught by their teacher.

2.2.3.1.3 High Level of Interest

High levels of both personal and situational interest are associated with more cognitive engagement, more learning, and higher levels of achievement (Pintrich & Schunk, 2002) .Students' interest refers to the intrinsic pleasure students draw from completing the activity (Viau, 1999). Students can only judge if the task is interesting or not, or a task's utility in terms of their understanding of task purposes. For example, the students who have higher level of interest will be easier to master a subject because they feel confident to learn it.

2.2.3.1.4 Higher Levels of Value

Task value refers to students' opinion about the utility, or how interesting they find a task given the goals that are being pursued (Viau, 1999). Clearly, students' perceptions of task value are predicated on their interpretation of tasks. The pupils must understand how important it is to do well on the task. Parents and teachers need to provide support to the pupils' understanding of value. Higher value of oncoming result increases sense of responsibility and overall interest in the task.

2.2.3.1.5 Goals Orientation

Setting goals is a key point in the learning process. Encouraging students to set goals in the classroom can also provide motivation. Wentzel (2000) assumes that there are multiple goals that students can pursue in a classroom. For example, the students who have a clear goal in learning English will learn hard achieve it.

2.2.3.1.6 Curiosity

As human being people was born to be curios to environment around them. This initial motivation is precious. Without it, getting a class of the ground and building rapport will be more difficult Harmer (2007). For example, the students learn English because they feel carious to learn it.

2.2.3.2   Factors Influencing Students' Extrinsic Motivation

Lefrancois (2000) stated that there are two things that influence extrinsic motivation, they are reward and punishment.

2.2.3.2.1 Reward

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing. Students will learn or complete an activity when they receive a reward. For example, the students learn English because they want to get good scores by learning it.

2.2.3.2.2 Punishment

Punishment involves either to presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. For example, the students learn English because they are afraid to fail on it, and if they will get bad scores by their teacher.

2.2.3.2.3 Classroom Environment

They note that stronger links have been found between achievement and students' perceptions of classrooms than between achievement and objectively defined classroom qualities. Thus, it appears that teachers can influence learning processes and outcomes by structuring learning environments. They must, however, attend to how students perceive those environments to achieve the intended effects. Linnenbrink and Pintrich (2001) stated that differences between the objective qualities of a classroom environment that might impact on motivation and students' subjective perceptions of those same environmental conditions. For example, the students who learn in good class with good friends and teacher will have good understanding because the environment supports them to learn better.

2.2.3.2.4 Sources of the Motivation

Harmer (2007) stated that the motivation that brings students to the task of learning English can be effected and influenced by attitude of number of people. It tells us that environment can affect the students' motivation in learning English:

1. **The Society We Live in**

   Learning English language is important when it considers being in the society. It will affect the students' attitude in learning process. As good as their society it will impact their motivation to learn more. For example, the students who live in a society that support them to learn English will be motivated to learn English more.

2. **Significant Others**

   Attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of a students' pees is also crucial. If their peers are critical of the subject or activity, the students' own motivation will be suffered.

3. **The Teacher**

   The teacher is the main factor in student's motivation. The students will be motivated to learn if their teacher engages them to study. For example, the students who have good teachers in teaching English will be motivated than the teacher who is incapable on it.

4. **The Method**

   The teaching method that is used by the teacher is vital in order to create conditional teaching and learning process. If the students and teachers feel comfortable by the method being used, the teaching and learning process will get success much more likely. For example, the students who are

taught with good method will be fun to learn the material and they will learn it goodly.

2.2.4 Teaching English at Senior High School

In Indonesia, English is a compulsory subject taught in senior high school. This subject decides whether the students of senior high school can pass from their study or not. Thus, teacher's performance in the teaching process is considered to be important. According to Ministry of Education and Culture regulation, English subject is a general subject in A category which is a curricular program aimed to develop competence of attitude, knowledge, and skills of the students to strengthen their ability adapting in society life. The duration of teaching English is two hours per week which is the same as civic education and history subjects.

Teaching English at Senior High School refers to the teaching of English as a foreign language because the students use Indonesian language to communicate in daily life. Based on 2013 curriculum, the competence in English as subject matter defines not only knowledge (competence) and skill performance, but also moral education (religious values and attitude). Based on the syllabus Senior High School 2013, the purpose of learning English based on Curriculum 2013 for Senior High School are: (1) to develop communication attitude in oral and written form to achieve the level of information literacy; (2) to have an awareness of nature and language to improve the nation's competitiveness in a global society, (3) to develop learner's understanding of interrelationship between language and culture.

2.2.5 Learning English Writing

Learning is the act of acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences which may lead to a potential change in synthesizing information, depth of the knowledge, attitude or behavior relative to the type and range of experience. Writing, especially in the English writing competence of the students of Indonesian Senior High School, is chosen as the topic in this final project since it has not got a maximum portion in learning activity in which the research held. Nunan (2003) states that writing is the process of thinking to invent ideas, to express into good writing, and to arrange sentence into paragraph clearly. The activity is meant to deliver a message from the writer to the reader. In writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. In this study, the writer specifies the topic into English writing.

The English book of eleventh grade of Senior high school consist of 8 chapters with different themes. Every chapters have assessment of all of skills such as reading, writing, listening, and speaking. For English writing, the assessment called writing connection. The theme of chapter 1 is *Offers & Suggestion* and the writing assessment is write a dialogue using suggestion and offers. Chapter 2 has theme called *Opinions & Thoughts*. The writing assessment is create a dialogue about opinion by choosing given topic. Chapter 3 is about *Party Time* and the teacher usually gives writing assignment creating invitation for someone. Chapter 4 is about *Natural Disasters-An Exposition.* Then, the writing assessment is creating analytical exposition text about recent issues in the media.

In addition, chapter 5 is about *Letter Writing* and the writing assessment is writing a letter for a friend and an uncle. Then chapter 6 is about *Cause and Effect.* The writing connection is about creating dialogue about cause and effect. Chapter 7 disscused about *meaning through music.* This is the most favorite chapter in the book. The teacher asked the students to write down lyric of students' favorite song on the book and find out the meaning. The last chapter is about *Explain this* and the writing connection is about writing down an explanation about given topic. Based on the writing assignment of each chapter, learning English writing is important because if the students have a good grasp of academic writing, they can smoothly make transition to other forms of communication (written and verbal).

The function of learning English writing is not only deliver their ideas in the form of paragraph but also an opportunity to convey something about students' knowledge, to communicate ideas to people beyond their immediate vicinity, to learn something new. Writing as a basic skill is important to be mastered by the students to enhance and enlarge the knowledge that they are receiving. By writing, students will explore their ideas as a result of combination the other skills (reading, listening and speaking).

2.2.6 Strategies for Students' Motivation

Teachers should do some approaches in order to make the students interested in learning and make them have ability to perform the activities well. Mihalas (2009) wrote about the importance of good relations between the teacher and students. The writer stated that the teacher's relation to their students can influence whether or

not the students will want to try to develop and learn more. In other word it can be stated that one of the strategies of the teacher in motivating the student is to create good relation with the student goodly. The important things to remember are: firstly, the teacher strategies must be aimed at this objective and must be appropriate for achieving it and secondly, the techniques that are used must be suitable to their strategies. According to Santrock (2001), there are seven strategies to motivate students in learning English writing, they are:

1. Become competent model to motivate students to learn.

2. Create an atmosphere of challenge high expectation.

3. Communicate about students' expectation so the teacher will provide academic and emotional support.

4. Encourage students' intrinsic motivation to learn.

5. Work with the students, let those set goals, plans, and monitor the students' progress.

6. Select learning task that stimulate interest and curiosity.

7. Use technology effectively.

2.2.7   Role of Teacher

The teacher's job is wider in creating the students to have broad intellectual skill to train them related to specific job. A teacher is the guide, mentor, and facilitator. Teachers should make the learning process enjoyable and interesting for the students such as using multimedia or new teaching strategies in the classrooms.

Brewer and Burgess (2005) stated that many studies have suggested that teachers have primary responsibility for motivating to learn. If teachers have a responsibility to motivate students to learn, it is important for teachers to understand specifically how to motivate students. Marmon (2000) and Wilson and Cameron (1996) identified three general areas teachers in training used to evaluate themselves: instruction, relationship, and management. Instruction deals with the ability of the teachers to give instruction to their students that is needed a lot of skills and experience. Relationship concerned with connection to their students involving appropriate attitude towards the students. Management dealt with how the teachers manage classroom with good planning so that the students can learn certain course comfortably without any disturbance.

2.3 Framework of the Present Research

This study is drawn based on the theories of Brown (2001) and Harmer (2007) as reference about learning English writing. Brown (2001) states that writing is the nature of the composing process of writing. He says that writing is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills. Furthermore, Harmer (2007) states writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by handwriting, spelling, layout and punctuation. Thus, to write well, the writer should pay attention to the conventiona of writing above. The function of learning English writing is not only deliver their ideas in the form of paragraph but also an opportunity to convey

something about students' knowledge, to communicate ideas to people beyond their immediate vicinity, to learn something new.

In addition, the researcher used theories about motivation by Harmer (2001) and Santrock (2011). Based on Harmer (2001), motivation comes from internal drive which can push someone to do things in order to achieve something. Motivation will influence someone to act because of certain factors. Santrock (2011) says motivation to learn is influenced by the learner's emotional states, beliefs, interests, goals, and habits of thinking. This theory related to motivation influenced someone's effort in order to achive something.

For intrinsic and extrinsic motivation, the researcher used Harmer (2001) and Brown (2001). Based on Harmer (2001) related to discussions of motivation, there were two kinds of motivation; intrinsic motivation and extrinsic motivation. He also stated that extrinsic motivation was caused by external or outside factors whereas intrinsic motivation came from within individual. Then, Brown (2001) stated that the distinction had been made between integrative and instrumental orientation. However, integrative and instrumental orientations are not to be confused with intrinsic and extrinsic motivation because they are separate concept. Instrumental and integrative orientation refers only to the context of learning. The intrinsic and extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive from beyond oneself.

This research, which is included in a descriptive qualitative research was intended to find out students' intrinsic and extrinsic motivation in learning English writing which through questionnaire, interview, and documentation. It observed the

teaching and learning process in the class. Some instruments such as questionnaire and interviews were done sequentially. Besides, the researcher took documentation for some activities related to the English teaching in the form of pictures and videos in order to be analyzed like in the figure 3.1
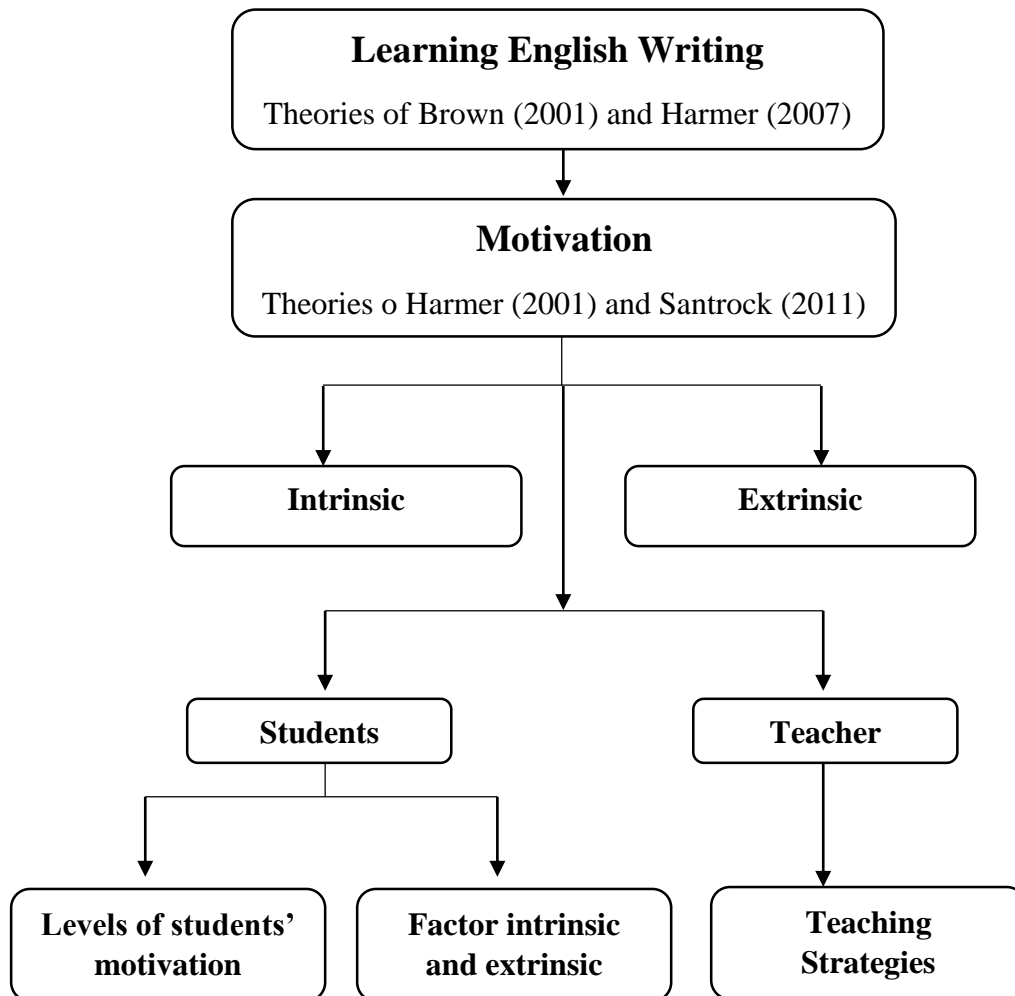
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┌──────────────────────────────────────────┐
│        Learning English Writing          │
│  Theories of Brown (2001) and Harmer (2007) │
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│                Motivation                │
│  Theories o Harmer (2001) and Santrock (2011) │
└──────────────────────────────────────────┘
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Intrinsic	Extrinsic

Students	Teacher

Levels of students' motivation	Factor intrinsic and extrinsic	Teaching Strategies

Figure 3.1 the Framework of the Research

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher would like to present conclusions and give suggestions of this study. The conclusion is drawn from analysis of findings and discussions. In addition, the researcher also wants to give some suggestions for whoever wants to use this study for further researches.

5.1 Conclusions

Having conducted the research, the researcher found the data that the students of eleventh grade SMA N 1 Kaliwiro Wonosobo had intrinsic and extrinsic motivation in learning English. Intrinsic motivation is a type of motivation that comes from oneself or inside students. Meanwhile, extrinsic motivation is a type of motivation that comes from outside students. Based on the data presented in the research finding, it shows that the total mean for students' intrinsic motivation is 3.33 that is considered as moderate rating motivational level. While the total mean score for students' extrinsic motivation is 3.66 or in moderate rating motivational level. From this result, the students have the same intrinsic an extrinsic motivational level.

Furthermore, the students of eleventh grade of SMA N 1 Kaliwiro have some intrinsic and extrinsic motivation factors in learning English writing. For intrinsic motivation factors are high level interest, goal orientation, and curiosity. Then, there are four extrinsic motivation factors; teacher, parent, reward, and method. Those are factor that influence the students in learning English writing.

In addition, based on the result of study, there are some strategies used by the English teacher to motivate the students' motivation in learning English writing at SMA N 1 Kalwiro Wonosobo. There are six strategies used by the English teacher. The strategies are joining teacher training, using appropriate teaching methods, communication with parents, showing English writing work to the students and using interesting and fun learning media.

5.2 Suggestions

Based on the conclusions, the researcher would like to offer some suggestions to be considered by English teachers and the next researchers.

A. **For the teachers**

The teacher should be more creative to create or use strategies in English learning writing since the students have many problems in writing. Then, the teacher should understand characteristics of the students before decided to apply certain strategies. The teacher also should adapts to the new era using technology or social media or application in learning and teaching processs.

B. **For the students**

The students should have prepare yourself before joining English lesson and having test or examination in order to get good score or understanding in English. To master English skills, the students should practice in the daily life.

C. For the other researcher

This study is expected to be conducted in the broader population and sample such as between private school and state school. Furtermore, in this research, the researcher did not do classroom observation intentionally. The reasons were the English teacher did not have time to teach English since she had many important agenda and the research schedule was close to final examination.

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