

**A STUDY ON MOTIVATION ON LEARNING ENGLISH
AS SECOND LANGUAGE LEARNING OF THE SECOND
SEMESTER STUDENTS OF ENGLISH STUDY
PROGRAM
UNIVERSITAS BRAWIJAYA**

UNDERGRADUATE THESIS

**BY
SARAH SALIM
NIM 115110101111071**



**STUDY PROGRAM OF ENGLISH
DEPARTEMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2015**

**A STUDY ON MOTIVATION ON LEARNING ENGLISH AS
SECOND LANGUAGE LEARNING OF THE SECOND
SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM
UNIVERSITAS BRAWIJAYA**

UNDERGRADUATE THESIS

**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of Sarjana Sastra**

By

**Sarah Salim
NIM. 115110101111071**

**STUDY PROGRAM OF ENGLISH
DEPARTEMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2015**

Declaration of Authorship

Here I,

Name : Sarah Salim
NIM : 115110101111071
Address : Jl. Anjasmoro No. 60 Malang

Declare that:

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any person.
2. If at later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, 19 Agustus 2015

Sarah Salim
NIM. 115110101111071

This is to certify that the undergraduate thesis of Sarah Salim has been approved by the supervisor

Malang, 19 Agustus 2015
Supervisor

Istiqomah Wulandari, M.Ed
NIP. 19781017 200604 2 001

This is to certify that the undergraduate thesis of Sarah Salim has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra*

(Syariful Muttaqin, M.A.), Chair
NIP. 19751101 200312 1 001

(Istiqomah Wulandari, M.Ed), Member
NIP. 19781017 200604 2 001

Acknowledged by,
Head of Study Program of English

Sighted by,
Head of Department of Languages
and Literatures

Yusri Fajar, M.A.
NIP. 19770517 200312 1 00

Ismatul Khasanah, M. Ed,Ph. D
NIP. 19750518 200501 2 001

ACKNOWLEDGEMENTS

Praise and great gratitude to Allah SWT who always gives her health, mercy, and tremendous blessing which helped the researcher finishing this thesis entitled “A Study on Motivation of the Second Semester Student of English Study Program Universitas Brawijaya”. This thesis as requirements in accomplishing the S1 Degree at English Study Program, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya.

The researcher would like to say thanks to all of those who have given the contribution to make this thesis can be finished. The researcher would like to say thanks to Ibu Istiqomah Wulandari, M.Ed as first advisor who had helped and assisted the researcher to finish her thesis and also thanks for your good advice and valuable time and input to advice and helped the writer to finish her thesis. Then, Bapak Syariful Muttaqin, M.A, as examiner who had given his valuable time, input, and advice for the improvement of this thesis. All lecturers in English Study Program, Faculty of Cultural Studies, thanks for your time, knowledge, advice, and also motivation given to the writer since she is study in this campus.

The greatest thanks and appreciation dedicated to the researcher beloved parents who support her, give her love, pray, spirit, motivation, and also patient to the writer during finishing her thesis and waiting for the researcher graduation. Big thanks for my beloved sisters for supporting and motivating the researcher to finishing her thesis.

ABSTRACT

Salim, Sarah. 2015. **A Study on Motivation on Learning English As Second Language Learning of the Second Semester Students of English Study Program Universitas Brawijaya.** Study Program of English.
Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Istiqomah Wulandari, M.Ed

Key words: Second Language Learning, Motivation, Instrumental Motivation and Integrative Motivation, Second Semester Students of English Study Program.

Motivation is generally defined as someone's desire to reach his or her goal in learning language as second language learning. This study focused on the degrees of instrumental and integrative motivation and also the most dominant type of motivation on learning English as second language learning toward second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang. In this study, the researcher analyzed two problem of study were: (1) The degrees of instrumental and integrative motivation on learning English as second language learning used by second semester students of English study program; (2) The most dominant type of motivation on learning English as second language learning used by second semester students of English study program.

This study used quantitative approach. The data source was second semester students of English study program. To collect the data the researcher used AMTB questionnaire that conducted by Gardner (2004). To analyze the data, the researcher used theory of motivation by Gardner (1985).

In this study the researcher found that integrative motivation becomes as the higher degree of mean score was 5.22856 and instrumental motivation becomes as the lower degree of mean score was 5.10476 and the most dominant type of motivation on learning English as second language learning used by second semester students of English study program was integrative motivation

The researcher concludes that integrative motivation on learning English was on higher degree of mean score and instrumental motivation was on lower degree of mean score that used by second semester students of English Study program and the most dominant type of motivation on learning English as second language learning that used by second semester students of English study program was integrative motivation because it can make them become more easily meet with people who speak English. The researcher suggests to the next researcher to conduct research on English course and make correlation between motivation and the other factors of gaining success on learning English as second language learning.

ABSTRAK

Salim, Sarah. 2015. **Studi Tentang Motivasi pembelajaran bahasa inggris sebagai bahasa kedua oleh Mahasiswa Semester Dua Program Studi Sastra Inggris Di Universitas Brawijaya.** Program Studi Bahasa Inggris. Departemen Bahasa dan Sastra. Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: IstiqomahWulandari, M.Ed

Kata Kunci: Pembelajaran Bahasa Kedua, Motivasi, Motivasi Instrumen dan Motivasi Integrasi, Mahasiswa Semester Dua Program Studi Sastra Inggris.

Motivasi secara umum dapat didefinisikan sebagai keinginan seseorang untuk meraih tujuannya dalam mempelajari bahasa inggris sebagai bahasa kedua. Studi ini fokus pada tingkatan nilai motivasi instrumen dan integrasi juga tipe motivasi yang paling dominan dari pembelajaran bahasa Inggris sebagai bahasa kedua yang digunakan oleh mahasiswa semester dua program studi sastra Inggris. Studi permasalahan yang akan diselesaikan disini adalah: (1) tingkatan dari motivasi instrumen dan integrasi yang digunakan oleh mahasiswa semester dua program studi bahasa Inggris; (2) tipe motivasi yang paling dominan pada pembelaran bahasa inggris sebagai bahasa kedua yang digunakan oleh mahasiswa semester dua program studi bahasa inggris.

Studi ini menggunakan pendekatan kuantitatif. Pengumpulan datanya berasal dari mahasiswa semester dua program studi bahasa Inggris. Untuk mengoleksi data, peneliti menggunakan kuisioner AMTB yang dibuat oleh Gardner (2004). Untuk menganalisa data tersebut, peneliti menggunakan teori tentang motivasi dari Gardner (1985). Dalam studi ini, peneliti menemukan bahwa motivasi integrasi berada di tingkat nilai tertinggi dan rata-rata nilainya adalah 5.22856 sedangkan motivasi instrument berada di tingkat nilai terendah dan rata-rata nilainya adalah 5.10476 dan jenis motivasi yang paling dominan dalam pembelajaran bahasa inggris sebagai bahasa kedua adalah motivasi integrasi.

Peneliti menyimpulkan bahwa motivasi integrasi dalam mempelajari bahasa Inggris sebagai pembelajaran bahasa kedua berada di tingkatan nilai tertinggi dan motivasi instrument berada di tingkatan nilai terendah dan jenis motivasi yang paling dominan adalah motivasi integrasi karena dapat membuat mereka mudah berkomunikasi dengan mereka yang menggunakan bahasa Inggris. Harapan peneliti agar peneliti yang lain melakukan penelitian di kursus-kursus bahasa Inggris dan melakukan korelasi antara motivasi dan faktor-faktor lain untuk meraih keberhasilan dalam memepelajari bahasa Inggris sebagai bahasa kedua.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
BOARD OF EXAMINER'S APPROVAL	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLE	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Problems of the Study.....	5
1.3 Objectives of the Study.....	5
1.4 Hypotheses.....	6
1.5 Definitions of Key Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Theoretical Frameworks.....	9
2.1.1 Second Language Learning.....	9
2.1.2 Motivation.....	10
2.1.3 Types of Motivation.....	12
2.1.4 Attitude/Motivation Test Battery Questionnaire by Gardner.....	15
2.1.5 Previous Studies.....	16
CHAPTER III RESEARCH METHOD	
3.1 Research Design.....	19
3.2 Data Source.....	20
3.3 Data Collection.....	20
3.4 Data Analysis.....	22
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Finding.....	24
4.1.1 The Degrees of Instrumental and Integrative Motivation on Learning English.....	25

4.1.2	The Most Dominant Type of Motivation on Learning English.....	29
4.2	Discussion.....	30
4.2.1	The Degrees of Instrumental and Integrative Motivation on Learning English.....	30
4.2.2	The Most Dominant Type of Motivation on Learning English.....	34
CHAPTER V CONCLUSION AND SUGGESTION		
5.1	Conclusion.....	38
5.2	Suggestion.....	39
REFERENCES.....		41
APPENDICES.....		44

LIST OF TABLE

Table	Page
4.1	Statistical Result of the Degrees of Instrumental and Integrative Motivation on Learning English.....26
4.2	Statistical Result of the Most Dominant Type of Instrumental and Integrative Motivation on Learning English.....29

LIST OF APPENDICES

Appendices	Page
1. Attitude/Motivation Test Battery (AMTB) Questionnaire.....	45
2. Attitude/Motivation Test Battery (AMTB) Questionnaire.....	47
3. Attitude/Motivation Test Battery (AMTB) Questionnaire.....	49
4. Statistical Result for Types and Most Dominant Motivation in Learning English.....	51
5. Berita Acara Bimbingan Skripsi.....	52

CHAPTER I

INTRODUCTION

This chapter contains of five sub chapters which are background of the study, problems of the study, objectives of the study, hypotheses and definition of key terms.

1.1 Background of the study

In second language learning, success depends on some factors and one of them is learners' motivation in second language learning. Learner's motivation becomes an important role and has big influence in learning because they have their own desire to reach their goal in second language learning. Motivation in second language learning can be defined as someone's desire to gain his goal successfully in second language learning. The desire is not merely related with his or her interest, it can cause another reason that pushes them to that thing.

In language learning, there some factors to gain success. The general factors that influence second language learning are age, aptitude and intelligence, cognitive style, attitude, motivation and personality (Ellis, 1985). Therefore, motivation on learning English becomes one of factor to gain success in learning English language. Motivation on learning English has big influence for learners to reach their goal in learning English language. Motivation is needed to raise their

interest. Lifrieri (2005, p.5) states that “When asked the factors which influence individual’s level of success in any activity such as language learning many people would certainly mention motivation among them”. It means that motivation has been accepted as one of the main factors among society which influences someone level of success in language learning.

Motivation is one of important factor instead of age, aptitude and intelligence, cognitive style and attitude for students who learn English as second language learning. That statement is also explained by Dornyei (1998, p.117): “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second or foreign language learning”. Every individual cannot achieve his goal in learning second or foreign language without sufficient motivation Dornyei (1998). This statement explains that motivation itself has essential influence in learning, so it also influences the learners who learn English as second or foreign language.

Motivation is included in one of important factor in learning English (Gardner and Lambert, 1972). Ellis (1985, p.117) explain that, “The learner’s overall goal or orientation, and attitude as ‘the persistence shown by learner in striving for a goal’”. Johnson also explains that motivation becomes a stimulant for achieving a specific target. There are many types of motivations by other sources and one of them is Deci and Ryan motivation, in here those theorists are divided motivation into two, those are extrinsic and intrinsic motivation. Extrinsic motivation is “a construct that pertains whenever an activity is done in order to

attain some separable outcome” (Deci and Ryan, 2000, p.60), while intrinsic motivation is “the doing of an activity for its inherent satisfactions rather than for some separable consequence (Deci and Ryan, 2000, p.56). Here the researcher focuses on Gardner’s motivation. Gardner (1985, cited in Dornyei and Long, 2003, p.613) divides motivation into two categories: integrative and instrumental motivation.

For integrative motivation, according to Gardner “the learner learns a second language because they want themselves became integrated into the society”. It means that the learner with integrative motivation, they want to integrate themselves into society of the language that they learned as second language learner. For instrumental motivation, “If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, she/he is affected by instrumental motivation” (Gardner and Lambert, 1972). It means that students with instrumental motivations, they learn English languages to pass the exam and to get new job.

In this study, the researcher analyzes the motivation on learning English of second semester students of English study program at Faculty of Cultural Studies Universitas Brawijaya Malang. The reason why the researcher chooses second semester students as the participants because the students of first and second semester still focus on learning English skills to gain their skill and motivation to get more understanding in learning English language. For the participants, the

researcher takes 42 students from the total amount of second semester students at Faculty of Cultural Studies are 165 students.

This study uses Attitude/Motivation Battery (AMTB) questionnaire that conducted by Gardner (1985b, p.179) as the instrument to collect the data. The researcher chooses this questionnaire to collect the data because it is an appropriate instrument based on the problems of the study. Then, according to Gardner (1985a, p.1), AMTB has been developed in more than 20 years of research in second language acquisition. Then, the researcher considered AMTB as the most appropriate instrument to collect the data. From the explanations above, the researcher is interested in conducting a study entitled “A Study on Motivation in Learning English as Second Language Learning of the Second Semester Students of English Study Program Universitas Brawijaya”.

This study is expected to give a valuable contribution to the readers especially for English department students to know more about motivation on learning English as second language. Then, the researcher hopes that the department of English Language and Literature becomes more understand to know how their students expect to gain their motivation on learning English as second language and the institute can make a better program for their students.

1.2 Problems of the Study

There are two problems of this study formed as follows:

1. What are the degrees of instrumental and integrative motivation on learning English used by second semester students of English study program?
2. What is the most dominant type of motivation on learning English used by second semester students of English study program?

1.3 Objectives of the Study

Based on the problem of the study, the researcher wants to gain the objectives:

1. To find out the degrees of instrumental and integrative motivation on learning English used by second semester students of English study program.
2. To find out the most dominant type of motivation on learning English used by second semester students of English study program.

1.4 Hypotheses

Related with the problem of the study, the researcher proposed four hypotheses.

(H₀): There are no the degrees of instrumental and integrative motivation on learning English used by second semester students of English study program.

(H₁): There are the degrees of instrumental and integrative motivation on learning English used by second semester students of English study program.

(H₀): There is no the most dominant type of motivation on learning English used by second semester students of English study program.

(H₁): There is the most dominant type of motivation on learning English used by second semester students of English study program.

1.5 Definitions of Key Terms

To avoid misinterpretation and misconception, the researcher needs to define the following terms used in this study as follows:

1. Second Language Learning : The learning of any language to any level provided only that the learning of second language take place sometimes later than the acquisition

of the first language. (Mitchell and Myles, 2004)

- 2. Motivation** : The learner's overall goal or orientation, and attitude as the persistence shown by learner in striving for a goal. (Gardner and Lambert, 1972)
- 3. Instrumental Motivation** : A learner's desire to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. (Gardner, 1985)
- 4. Integrative motivation** : A learner's desire to learn more about the cultural community of the target language or assimilate to some degree in the target community (Gardner, 1985)
- 5. Second Semester Students** : Students that take English Study Program at Faculty of Cultural Studies in Universitas Brawijaya Malang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses five topics related with motivation. They were Second Language Learning, Motivation, Types of Motivation, Attitude/Motivation Test Battery by Gardner and also previous study.

2.1 Theoretical Frameworks

2.1.2 Second Language Learning

Second language learning (SLL) was one of many branches in linguistics. Based on Mitchell and Myles (2004, p.5) second language learning was “the learning of any language to any level, provided only that the learning of second language take place sometimes later than the acquisition of the first language”. SLL studies were the process of learning language after the learners’ mother tongue. Then, Spolsky (1989, cited by Mitchell and Myles, 2004) introduce the general theory of second language learning. This theory explained the relationship between contextual factors, individual learner differences and also learning opportunities and learning outcomes.

The basic thing of SLL was understanding of second language in term of definitions. Based on Mitchell and Myles (2004, p.5), second languages were “any language rather than the learners ‘native language’ or ‘mother tongue’”. Then,

Mitchell and Myles (2004) explain that the term of second language learner is not only in learning second language but also including their third, fourth, or even fifth language. Krashen (1982) stated that the most basic thing in second language is the differences between acquisition and learning. He explains that acquisition was process in which acquires using the language for communication and usually do not aware in for of implicit learning, informal learning, and also natural learning. Language learning was another way to develop the competence of the second language. Based on Krashen (1982) learning was one of main knowledge of a second language is being aware and being able to using it.

In conclusion, there were two ways in learning English as second language were acquisition and learner. Acquisition in former language was the process in which the acquirers acquired and developed skill of the language. While, learning in former language was the process in which the learners learn and developed their skill through study and experience.

2.1.2 Motivation

Motivation was one of important role towards any activities. And it comes naturally to everyone based on their expectations in gaining their goal. There were some definitions of motivation by the linguists such as Brewer and Burgess (2005, cited by Rahmawati Hanifa, 2014, p. 10) define motivation as a basic and essential part of learning. Then, Johnson (1999, as cited in Rahmawati Hanifa, 2014, p. 10) explains motivations as “a stimulant for achieving a specific target”.

Learning a second language would not occur without a key factor-motivation (Sasson, 2007). One of important elements in regarding second language learning in individual differences was motivation. This statement was also stated by Doughty and Long (2003, p. 589) says that motivation considered as one of the aspects of second language learning success. Gardner and Lambert (1972, cited in Engine, 2009, p.1) explain that attitudes and motivation related to the whole achievement and success in learning second language. It explains that motivation considered as one of keys related with someone success.

Motivation was closely related to someone's achievement based on his/her effort and desire. Based on Gardner (1985, cited in Vela and Vara, 2009, p. 386), in order to have motivation, the learners should have a purpose or objective related to goals. This kind of purpose was something that makes them achieve their goals seriously. Keller (1983, cited in Rahmawati Hanifa, 2014, p. 11) also explains that motivation has a close relation to the learner's decisions. Motivation also takes an important role on acquiring second language. This case was also explained by Lifrier's theory (2005, p. 5) which states "when asked about the factors which influence individual level success in any activity-such as language learning-most people would certainly mention motivation among them".

The term motivation on second language can be defined as "the learner's orientations with regard to the goal of learning a second language". (Norris Holt, 2001, p.1). The result of motivation can be known in learner's achievement on which they expected to gain. Learners with good achievement usually have higher

motivation on learning language rather than those who failed in gaining a particular thing. This statement also explained by Gardner (2006, cited in Rahmawati Hanifa, 2014, p. 11) states “students with higher levels of Motivation will do better than students with lower levels”. Gass and Selinker (2008, p. 426) also state that a learner who have motivation will gain a higher degree and learn another language faster.

According to Doughty and Long (2003, p. 614), “in general, most of motivation research conducted due to the basic acquisition of why humans think and behave as they do, like the choice of particular action, the persistence with it, and the effort expended on it”. Motivation closely related with someone’s action and effort in achieving his goal. Doughty and Long (2003, p. 614) define motivation as “the responsible of why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it”. It means that motivation was deal with someone’s purpose, reason, and effort in an activity.

2.1.3 Types of Motivation

There were many kinds of motivation in learning a second language. According to Mahadi and Jafari (2012), every learner has different levels and kinds of motivation. A learner wants to learn a language because of particular purposes. The purposes of motivation can be categorized into some types. That defined as categories that influencing the learner’s motivation in learning second

language. Gardner (1985, cited in Dornyei and Long, 2003, p. 613) divides motivation into two categories: integrative motivation and instrumental motivation. According to Lightbown and Spada (2001, cited in Mahadi and Jafari, 2012, p. 232), research shows that the success or failure of the learners in learning second language depends on these two kinds of motivation. Then, Cook (2000, cited in Mahadi and Jafari, 2012, p. 232) states that those two types of motivation proposed by Gardner and Lambert are considered as the useful and effective factors in second language learning. He also explains that students who did not have those two types of motivation will find problems and difficulties in learning and gaining knowledge of a second language that they have learned.

According to Gardner (1985, cited in Doughty and Long, 2003, p. 613), the first type of motivation is an integrative orientation which reflects a positive disposition toward L2 group and the desire to interact with and even become similar to valued members of that community. The second one is an instrumental orientation, whereby language learning is associated with the potential pragmatic gains of L2 proficiency, such as getting a job or a higher salary.

Integrative motivation was explained by Gardner (1983, cited in Rahmawati Hanifa, 2014, p. 13) as the learners learn a second language because they want themselves to become integrated into the society. Further, Wilkins (1972, quoted by Rahmawati Hanifa, 2014, p. 13) explains that integrative motivation is the type of motivation that learners have in order to know more of the culture and the values of the foreign language group, to make contact with the speakers of the

languages, and to live in the country concerned. In conclusion, integrative motivation focus on learning English as second language in which someone's action on learning language only to make he/she knows more and also integrated with society, culture of second language learning.

Instead to integrative motivation, instrumental motivation is stated by Hudson (2000, cited in Norris-Holt, 2001, p. 2) as "the motivation is generally characterized by the desire to obtain something practical or concrete from study of a second language." Norris-Holt (2001, p. 2) explains:

"With instrumental motivation the purpose of the language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status".

It means that instrumental motivation was language learning that only focus on getting high score in school or graduated from the university with higher IPK, applying the second language into job field to get higher social status. Another definition of instrumental motivation is from Wilkins (1972, cited in Rahmawati Hanifa, 2014, p. 14) states that "a learner instrumentally motivated when he or she wants to learn a language in order to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from television, because the educational system requires it". In conclusion, instrumental motivation was a factor of the way someone learns second language learning to gain their success only to applied it on their life. There were two types of

motivation proposed by Gardner (1985, cited in Doughty and Long, 2003, p. 613) were integrative and instrumental motivation.

2.1.4 Attitude/Motivation Test Battery Questionnaire by Gardner

There are many questionnaires related with attitudes and motivation. One of them was questionnaire conducted by Gardner in 1985, named Attitude/Motivation Test Battery (AMTB). This was one of the large test that measure a number of different aspect of language learning. According to Gardner (1985a, p. 1), the AMTB has been used in many different forms. Gardner (1985b, p. 179) explains that motivation is part of questionnaire that consists of eight items and it is divided into two categories that are integrative and instrumental orientation.

AMTB questionnaire was conducted by Gardner (1985b, p.179) as the instrument to collect the data. The researcher used this questionnaire to collect the data because it was an appropriate instrument based on the problems of the study. Furthermore, according to Gardner (1985a, p.1), AMTB has been developed in more than 20 years of research in second language acquisition. Then, the researcher considered AMTB as the most appropriate instrument to collect the data for this study. In conclusion, this questionnaire was adapted from AMTB by Gardner (2004). It consists of 104 items with six optional answers that are (1) strongly disagree, (2) moderately disagree, (3) slightly disagree, (4) strongly agree, (5) moderately agree, (6) slightly agree.

2.1.5 Previous Studies

There were studies that have been related on learning English. For the example on Universitas Brawijaya on Faculty of Cultural Studies, a study has been conducted by Alfiana Fauziah (2013) entitled *“Motivation in Learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Brawijaya”*. This study focus on determining students motivation on learning English as second language using LLOS-IEA questionnaire that proposed by Noels, Pelletier, Clementand Vallerand. In collecting the data, the researcher give this questionnaire to 70 students of first semester based on their result of the cumulative grade score on their first semester. In general, the finding that indicate the primary type of motivation among first semester of students of Faculty of Cultural Studies Universitas Brawijaya were extrinsic and intrinsic motivation which includes the most dominant motivation that the first student have with 53% for extrinsic and 47% for intrinsic motivation. It means that mostly students on first semester mainly choose extrinsic motivation on learning English because the students receive many supports from their parents, groups and their society. While, there was correlation between intrinsic motivation and students achievement with their score.

For the second previous studies entitled *“Motivation of Elementary Level Students of ‘English for Adults’ Program in Learning English at LBPP LIA at Malang”*, this study was conducted by Hanifa Rahmawati (2014). This study

focus on the factors which influence the students to be success in leaning second language with motivation. This study using AMTB questionnaire by Gardner, this questionnaire divided into two motivations on learning English language: four questions for instrumental motivation and four questions for integrative motivation. On this study there are 36 students with four different levels. In which, on one level there are nine students which is taken. The result of this study explains that the mainly type of motivation that the students used was instrumental motivation. The result from students that learn English on the first level was: “learning English for their career on the future, it can make them became knowledgeable, and it can make them get better job.” While second level of students were “learning English make them more knowledgeable and also getting better job.”For the third level were:” learning English for their career on the future and make them became more knowledgeable.” Then for the fourth level were: “learning English for their career on the future and make them became more knowledgeable.”

The similarity between present study and those two previous studies were in the objective of the study. For the objective of the first previous study was analyzing the motivation in learning English of first year students at study program of English Faculty of Cultural Studies Universitas Brawijaya, the researcher here analyze motivation based on students achievement, extrinsic and intrinsic motivation. While, the present study analyze motivation on learning English used by second semester students of English study program using AMTB

questionnaire proposed by Gardner. For the second previous study using theory and questionnaire that proposed by Gardner while the present study using the theory and also questionnaire that proposed by Gardner.

For the differences between two previous studies and the present study was that the first previous study use LLOS-IEA questionnaire by Noels, Pelletier, Clement, and Vallerand based on students IPK score on the first year and the researcher here concerns on the extrinsic and intrinsic motivation and achievement of the students. While the second previous study using AMTB questionnaire by Gardner, in here the researcher analyze the elementary level of students based on integrative and instrumental motivation, then the researcher wants to find out the most primary type of motivation and also the most dominant motivation of elementary level of students at LBPP LIA in learning English. The first previous studies use LLOS-IEA questionnaire by Noels, Pelletier, Clement, and Vallerand while the researcher use AMTB questionnaire by Gardner. Then, for the second previous study choose LBPP LIA as the object and the researcher chooses Faculty of Cultural Studies as the object. The significance of this study was hopefully this study can help the teachers to improve students' ability on learning English as second language learning by looking their motivation.

CHAPTER III

RESEARCH METHOD

This chapter describe methods used in the research and it contains research design, data source, data collection and data analysis.

3.1 Research Design

Educational research broadly divided into two categories were quantitative and qualitative (Ary et al, 2002, p. 22). Quantitative research was the research design related with analysis and numeric data. Ary et al (2002, p.22) state, "quantitative research uses objective measurement and statistical analysis of numeric data to understand and explained phenomena." In this study, the researcher used descriptive quantitative approach. It is one type of research that used on social research. Descriptive quantitative research deals with number and can be presented through descriptive statistic (Usman and Akbar, 2009). According to Usman and Akbar (2009), descriptive quantitative uses to explained social phenomena and it was usually described through percentage, diagram, or graph. Then, the researcher considered that quantitative approach was appropriate with this study, because the researcher used statistical analysis to complete the answer of the problems of the study by counting the mean score of the result of questionnaire that completed by the participants.

3.2 Data Source

The data of this study taken from second semester students of English study program at Faculty of Cultural Studies Univeritas Brawijaya Malang, and the researcher used descriptive statistical approach for this research. According to Arikunto (1993), the samples were drawn of between 10% - 15% or 20% - 25% of the population is more than 100. Ary et al (2002, p. 163) explained a population as “all members of any well-defined class of people, events, or objects.” Then, they define a sample as ” a portion of a population.”

The population of second semester students of English Study Program at Faculty of Cultural Studies at Universitas Brawijaya Malang on 2014 were 165 students (>100). The participants were taken 25% of population according to theory of technique sampling by Arikunto (1993). The participants were 42 students and the researcher was analyze the motivation that they used in learning English. The participants from were taken randomly from the population. According to Johnson (2008), choosing sample randomly of a population is recommended in order to avoid sampling bias. Therefore, the participants were taken randomly from the odd numbered students.

3.3 Data Collection

To gain the objectives, the researcher used Attitude/Motivation Test Battery (AMTB) questionnaire as the method for collect the data in order to answer two problems of the study. This questionnaire was conducted by Gardner (2004) and it contains 104 items that related with instrumental and integrative

motivation with six optional answers. Questionnaire was defined by Brown (2001, cited in Dornyei, 2003, p. 6) as “any written instruments that present respondents with a series of questions or statements to which they were to react either by writing out their answers or selecting from among exciting answers.” According to Dornyei (2003, p. 1) state, “one of the most common methods of data collection in second language (L2) research is one use questionnaire of various kinds.” It means that questionnaire was selected as effective ways to collect data for second language research. And then, Dornyei (2003, p. 1) explained that, “the popularity of questionnaire is because they were ease of construct, uniquely capable of gathering a large amount information quickly adapted that is readily process-able.” Thus, the questionnaire that used in this research was adapted from Attitude/Motivation Battery (1985b).

In this study, the researcher was selected only 10 items instead of 104 items of AMTB questionnaire related to instrumental and integrative motivation on learning English as second language learning that used by second semester students of English study program. Based on classification of AMTB questionnaire that conducted by Gardner, those 10 items of instrumental and integrative motivation on learning English as second language learning was represents 104 item of it.

The researcher uses the following steps in collect the data:

1. Downloading and choosing the Attitude/Motivation Test Battery questionnaire by Gardner. The AMTB questionnaire was designed by Gardner (1985b). It can be seen in appendix 1.

2. Distributing the questionnaire to the participant to fill in. The questionnaire were distributed randomly to the students with the approximate time for distributing and filling the questionnaire by the students.
3. Collect the questionnaire from the participants. After the students completed the questionnaire, the researcher collected the questionnaire in order to analyze the result.

3.4 Data Analysis

In this study, the researcher used theory of two types of motivation that categorized by Gardner those were instrumental motivation and integrative motivation. To analyze the data in this study, the researcher used computer application program named Statistical Package for Statistical Sciences (SPSS) to process the data that obtained from the questionnaire. Based on SPSS website, SPSS was a comprehensive and flexible statistical analysis and data management solution. SPSS can take the data from any type of file and then using them as generating the tabulated reports, charts, and plots of distributions and trends, descriptive statistic and conduct complex statistical analysis. Then, SPSS becomes as a suitable application of computer which is used to analyze the data in this study since the data were presented in the form of descriptive statistics and chart.

In analyzing the data, the researcher did some steps as the following:

1. Counting the data from the AMTB scores filled by second semester students of English study program at Faculty of Cultural Studies

Universitas Brawijaya Malang. After classified the data, the researcher was analyze the data of each item using descriptive statistics on SPSS.

2. Classifying the minimum and maximum score that filled by the participants and also the mean of each items. The data were obtained from the questionnaire that filled by the participants were classified based on theory of types of motivation by Gardner (1985, cited in Doughty and Long, 2003, p. 613).
3. Deciding the highest mean of the data in order to answer the problems of the study. And then, to answer the problems of the study, the researcher was decide the highest mean on the total of sum in each item based on the answer.
4. Drawing conclusion. After the findings was finished, the researcher was draw the conclusion based on the data analysis result.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents finding and discussion related to the two problems of the study. The first section explains the finding of the degrees of instrumental and integrative motivation on learning English and the most dominant type of motivation on learning English of second semester students of English study program at Faculty of Cultural Studies at Universitas Brawijaya Malang. The second section was the discussion of the finding and the comparison between previous studies and the present study.

4.1 Finding

This subchapter provides information related to motivation of second semester student of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang. There were two findings of this study, related to the problems of the study. Those were: the degrees of instrumental and integrative motivation on learning English motivation and the most dominant type of motivation on learning English.

4.1.1 The Degrees of Instrumental and Integrative Motivation on Learning English

Attitude/Motivation Test Battery was the questionnaire that the researcher used and it was containing ten items which consisted of motivation on learning English that represented instrumental motivation (in items 1-5) and integrative motivation (in item 6-10). The motivation on learning English in item 1 was “Studying English is important because I will need it for my career”. The motivation on learning English in item 2 was “Studying English is important because it will make me more educated”. The motivation on learning English in item 3 was “My parents feel that I should continue studying English all through school”. The motivation on learning English in item 4 was “Studying English is important because it will be useful in getting a good job”. The motivation on learning English in item 5 was “Studying English is important because other people will respect me more if I know English”. The motivation on learning English in item 6 was “Studying English is important because it will allow me to more ease with people who speak English”. The motivation on learning English in item 7 was “I have a strong desire to know all aspects of English”. The motivation on learning English in item 8 was “Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friend”. The motivation on learning English in item 9 was “Studying English is important because it will allow me to meet and converse with more and varied people”. The

motivation on learning English in item 10 was “I wish I could have many native English speaking friends”.

There were 42 students consisted of 21 females and 21 males and the researcher chose them randomly from three different class of academic speaking. Table 4.1 presented the finding of the study regarding the degrees of motivation on learning English among second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang based on the questionnaire distributed to the participants. SD was for Strongly Disagree, MD was for Moderately Disagree, SLD was for Slightly Disagree, SA was for Strongly Agree, MA was for Moderately Agree, SLA was for Slightly Agree.

Table 4.1 Statistical Result of the Degrees of Instrumental and Integrative Motivation on Learning English

Motivational Construction	Item	N	Min	Max	Mean	Std. Deviation	Total
Instrumental Motivation	1	42	3.00	6.00	5.5714	.80070	5.10476
	2	42	2.00	6.00	5.3571	.93238	
	3	42	2.00	6.00	4.7619	1.10010	
	4	42	1.00	6.00	5.1667	1.24776	
	5	42	2.00	6.00	4.6667	1.33739	
Integrative Motivation	6	42	4.00	6.00	5.6667	.57027	5.22856
	7	42	3.00	6.00	5.1667	.85302	
	8	42	2.00	6.00	4.6190	1.24846	
	9	42	3.00	6.00	5.3571	.85029	
	10	42	2.00	6.00	5.3333	1.02806	

Based on table 4.1, integrative motivation was the higher degree of mean score, while instrumental motivation was the lower degree of mean score. On the first analysis from instrumental motivation was the total mean score was 5.10476

from the total of the mean calculated by descriptive statistic 25.5238. And for the integrative motivation was 5.22856 from total of mean score calculated by descriptive statistics was 26.1428. For the mean of item 1 were 5.5714 and for the minimum answers were 3 or slightly disagree (SD) and for the maximum answers were 6 or strongly agree (SA). Yet, no participants answered the items with strongly disagree (SD), moderately disagree (MD), slightly agree (SA) and moderately agree (MA). A mean of item 2 was 5.3571 with minimum answer was 2 or moderately disagree (MD) and the maximum was 6 or strongly agree (SA). There were no participants who chose strongly disagree (SD), slightly disagree (SLD), slightly agree (SLA) and moderately agree (MA). For the mean of item 3 was 4.7619, the minimum answer of this was 2 or moderately disagree (MD), while the maximum answer was 6 or strongly agree (SA). There were no participants who choose strongly disagree (SD), slightly disagree (SLD), slightly agree (SLA) and moderately agree (MA). A number of mean 5.1667 on item 4 the participants answered for the minimum was 1 or strongly disagree (SD), while the maximum was number 6 or strongly agree (SA). There were also no participants who choose moderately disagree (MD), slightly disagree (SLD), slightly agree (SLA), moderately agree (MD). Then the mean of item 5 was 4.6667 with the minimum and the maximum answer was number 2 or moderately disagree (SD) and also 6 or strongly agree (SA). Yet, no participants were answer strongly disagree (SD), slightly disagree (SLD), slightly agree (SLA), moderately agree (MD).

In relation to second type of motivation was integrative motivation. The mean of item 6 was 5.6667 with the minimum and the maximum answer was 4 slightly agree (SLA) and 6 strongly agree (SA). There were no participants who answered strongly disagree (SD), moderately disagree (MD), slightly disagree (SLD) and also moderately agree (MD). On item 7, the mean was 5.1667 and for the minimum answer that filled by the participants was 3 while the maximum answer was 6 are slightly disagree (SD) and strongly agree (SA). Yet, the participants were not answered strongly disagree (SD), moderately disagree (MD), slightly agree (SLA) and also moderately agree (MA).

For item 8 the mean was 4.6190, here the participants mostly chose number 2 or moderately disagree (MD) and number 6 or strongly agree (SA) as the minimum and the maximum answer on this questionnaire. There were no participants who chose strongly disagree (SD), slightly disagree (SLD), slightly agree (SLA) and moderately agree (MD). In the item 9, the mean was 5.3531 with the minimum and the maximum answer was 3 or slightly disagree (SD) and also 6 or strongly agree (SA). Then the participants did not answer strongly disagree (SD), moderately disagree (MD), slightly agree (SLA) and also moderately agree (MA). In item 10, the mean was 5.3333 and the participants mostly answered number 2 or moderately disagree (SD) and 6 or strongly agree (SA) on the questionnaire. Then there were no participants choosing strongly disagree (SD), slightly disagree (SLD), slightly agree (SLA) and moderately agree (MD).

4.1.2 The Most Dominant Type of Motivation on Learning English

In the questionnaire, there were 10 items related to the most dominant type of motivation on learning English for second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang. From 42 students, there was one dominant type of motivation on learning English.

Table 4.2 Statistical Results of the Most Dominant Type of Motivation on Learning English

Item	N	Min	Max	Mean	Std. deviation	Total
1	42	3.00	6.00	5.5714	.80070	5.10476
2	42	2.00	6.00	5.3571	.93238	
3	42	2.00	6.00	4.7619	1.10010	
4	42	1.00	6.00	5.1667	1.24776	
5	42	2.00	6.00	4.6667	1.33739	
6	42	4.00	6.00	5.6667	.57027	5.22856
7	42	3.00	6.00	5.1667	.85302	
8	42	2.00	6.00	4.6190	1.24846	
9	42	3.00	6.00	5.3571	.85029	
10	42	2.00	6.00	5.3333	1.02806	

Based on table 4.2, the most dominant type of motivation on learning English used by second semester students of English study program was Integrative motivation. It shows from the maximum answer that the students answer on the items number 6 until 10. Total amount of 42 participants mostly stated strongly agree (SA) and slightly disagree toward the item 1 until the item 10. The item number 6 of motivation on learning English was “Studying English is important because I will need it for my career”. The item number 7 of motivation on learning English was “Studying English is important because it will make me more educated”. The item number 8 of motivation on learning English was “I have a strong desire to know all aspects of English”. The item number 9 of

motivation on learning English was “Studying English is important because it will allow me to meet and converse with more and varied people”. The item number 10 of motivation on learning English was “I wish I could have many native English speaking friends”. Those five items were the most dominant type of motivation on learning English that second semester students of English study program choose as their major study at Faculty of Cultural Studies Universitas Brawijaya Malang.

4.2 Discussion

These subchapters were divided into two sections accordance with the problems of the study. They were the discussion in relation to the degrees of instrumental and integrative motivation on learning English and the most dominant type of motivation on learning English of second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang. Each section was compared with previous studies.

4.2.1 The Degrees of Instrumental and Integrative Motivation on Learning English

Based on the finding presented in the previous subchapter, the first problem of the study shows that integrative motivation was on higher degree of mean score, while instrumental motivation was on lower degree of mean score that second semester students used in learning English.

The relationship between integrative motivation on learning English as higher degree with second semester students of English study program were while they learned English as second language learning they learned it in order to make them integrated with the society of the language that they learned and interested to know the culture of the language that they learned. It means that they learned English in order to know more about the aspects of English such as improve their grammar, vocabulary, skills (listening, reading, speaking and writing) and pronunciation with listening English music, watching movie using English subtitle.

The relationship between instrumental motivation on learning English as lower degree with second semester students of English study program were while they learned English as second language learning they learned it only for academic fulfillment and their future life. It means that they learned English only to focus on getting high score in school or graduated from the university with higher cumulative grade score, applying the second language into job field to get higher social status.

Related to instrumental motivation, for the first maximum answer that the participants filled on item 1 of motivation on learning English were “Studying English is important because I will need it for my career”, mostly of the participants filled it with number 3 or slightly disagree (SLD) and 6 or strongly agree (SA). The second maximum answer that mostly the participants filled with the same answers on item 4 of motivation on learning English were “Studying

English is important because it will be useful in getting a good job” on this item mostly the participants answer it with number 1 or strongly disagree (SD) and number 6 or strongly agree (SA). Related to integrative motivation, for the first maximum answer that the participants filled were on item 6 of motivation on learning English were “Studying English is important because I will need it for my career”, mostly of the participants filled it with number 4 or slightly agree (SLA) and number 6 or strongly agree (SLA). The second maximum answer that the participants filled was on item 8 of motivation on learning English were “I have a strong desire to know all aspects of English”, mostly of the participants filled it with number 3 or slightly disagree (SLD) and number 6 or strongly agree (SA). For the third maximum answer that the participants filled was on item 10 of motivation on learning English were “I wish I could have many native English speaking friends”, mostly of the participants filled it with number 3 or slightly disagree (SLD) and number 6 or strongly agree (SA).

According to Gardner (1985, cited in Doughty and Long, 2003, p. 613), the first type of motivation is an integrative orientation which reflects a positive disposition toward L2 group and the desire to interact with and even become similar to valued members of that community. Gardner’s theory answers the fact that the degree of motivation on learning English that used by second semester students was integrative motivation, because they know that they learn English in order to become integrate with the language that they learned as stated by Gardner (1985, cited in Doughty and Long, 2003, p. 613).

For the first hypothesis of the first problem of the study that stated in chapter one was supported by the result of this study. The researcher hypothesized that the degrees of instrumental and integrative motivation on learning English that used by second semester students were categorized in integrative motivation on higher degree of mean score and the result prove it. However, the different mean score appeared among second semester students. The differences explain that integrative motivation was on higher mean score rather than instrumental motivation on lower mean score. For integrative motivation, it can be known from the participants answer as it was hypothesized that they were studying English because it is important and it will allow them to more ease with people who speak English. The result was same with the researcher's hypotheses because second semester students were interested in learning English due the motivation that represented in instrumental and integrative motivation. Then for instrumental motivation was they are studying English because it is important and because they will need it for their career.

In the first previous study, a study by Alfiana Fauziah (2013) regarding Motivation on learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Brawijaya. The first previous study and the present study have different result regarding the degrees of instrumental and integrative motivation on learning English. For first previous study revealed that extrinsic motivation was the primary type of motivation of learning English of first year students at Study Program of English Faculty of

Cultural Studies, Universitas Brawijaya, while the present study revealed that integrative motivation were on the higher degree and instrumental motivation on the lower degree of mean score that second semester students of English Study Program used in learning English.

In the second previous study, a study by Hanifah Rahmawati (2014) regarding the Motivation of Elementary Level Students of 'English for Adults' Program in Learning English at LBPP LIA at Malang. The second previous study and the present study have different result regarding the degrees of motivation on learning English. For the second previous study revealed that instrumental motivation was the primary type of motivation, while the present study revealed that integrative motivation were on the higher degree of mean score and instrumental motivation on the lower degree of mean score that second semester students of English Study Program used in learning English.

In conclusion, integrative motivation appeared as higher degree of mean score and instrumental motivation as lower degree mean score toward motivation on learning English on second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang.

4.2.2 The Most Dominant Type of Motivation on Learning English

Based on the finding presented in the previous subchapter, the second problem of the study shows that integrative motivation becomes as most dominant type of motivation on learning English that second semester students used in

learning English. Most of them motivated in learning English because they want to integrate into the society with the language that they learn and it was represented on item 6 until item 10 which were categorized as integrative motivation.

The relationship between integrative motivation as most the dominant type of motivation on learning English as second language learning with second semester students of English study program were while they learned English as second language learning they learned it in order to make them integrated with the society of the language that they learned and interested to know the culture of the language that they learned. It means that they learned English in order to know more about the aspects of English such as improve their grammar, vocabulary, skills (listening, reading, speaking and writing) and pronunciation with listening English music, watching movie using English subtitle.

The most dominant type of motivation of second semester students of English study program were “Studying English is important because it will allow me to more at ease with people who speak English”, “I have a strong desire to know all aspects of English” and “Most native speakers are so friendly and easy to get along with, we are fortunate to have them as friend”, “Studying English is important because it will allow me to meet and converse with more and varied people”, “I wish I have many native English speaking friends”. It means that the students were learning English because they definitely want to know more about the society, culture of English. It was predicted that they know the purpose of

English in specific which is not only for career, but it also it can them became integrated into the society of the language that they learns.

According to Gardner (1985, cited in Doughty and Long, 2003, p. 613), the first type of motivation is an integrative orientation which reflects a positive disposition toward L2 group and the desire to interact with and even became similar to valued members of that community. Gardner's theory answers the fact that the most dominant type of motivation on learning English that used by second semester students of English study program was integrative motivation, because they know that they learn English in order to became integrate with the language that they learned as stated by Gardner (1985, cited in Doughty and Long, 2003, p. 613).

For the second hypothesis of the second problem of the study that stated in chapter one was supported by the result of this study. The researcher hypothesized that the most dominant type of motivation on learning English that used by second semester students were categorized in integrative motivation. The hypothesis was proven by the result because it shows that the most dominant type of motivation on learning English that used by second semester students were integrative motivation.

In the first previous study, a study by Alfiana Fauziah (2013) regarding Motivation on learning English of First Year Students at Study Program of English Faculty of Cultural Studies Universitas Brawijaya. The first previous study and the present study have different result regarding the most dominant type

of motivation on learning English. For the first previous study revealed that extrinsic motivation was the most dominant type of motivation of learning English of first year students at Study Program of English Faculty of Cultural Studies, Universitas Brawijaya, while the present study found that integrative motivation as the most dominant type of motivation on learning English that second semester students of English study program used.

In the second previous study, a study by Hanifah Rahmawati (2014) regarding the Motivation of Elementary Level Students of 'English for Adults' Program in Learning English at LBPP LIA at Malang. The second previous study and present study have different result regarding most dominant type of motivation on learning English. For second previous study revealed that the most dominant type of motivation on learning English was instrumental motivation. Then, the present study revealed that integrative motivation becomes as the most dominant type of motivation on learning English that second semester students of English study program used.

In conclusion, the most dominant type of motivation on learning English of second semester students of English study program was integrative motivation because it was on the higher mean score rather than instrumental motivation was on lower mean score and the participants also filled the questionnaire with higher score for integrative motivation rather than instrumental motivation was on lower score which filled by the participants on the questionnaire Attitude/Motivation Test Battery that designed by Gardner.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains conclusion based on the finding and suggestion for second semester students of English Study Program at Universitas Brawijaya and future researcher.

5.1 Conclusion

Based on the findings discussed in the previous chapter, the researcher concludes that the degrees of instrumental and integrative motivation on learning English among second semester students of English study program are integrative motivation on higher degree of mean score and instrumental motivation on lower degree of mean score. The mean score is different between instrumental and integrative, instrumental motivation is quite low and integrative motivation is quite high. The impacts of it for second semester students while they learned it they know more about the aspects of English such as improve their grammar, vocabulary, skills (listening, reading, speaking and writing) and pronunciation with listening English music, watching movie using English subtitle.

Related to the most dominant type of motivation on learning English, the most dominant type of motivation on learning English is integrative motivation. Most of them are learning English in order to make them become more easily

meet with people who speak English, to know all aspects of English, to have friends who can speak English and to meet and converse with more and varied people. The impacts of it for second semester students of English study program while they learned it they know more about the aspects of English such as improve their grammar, vocabulary, skills (listening, reading, speaking and writing) and pronunciation with listening English music, watching movie using English subtitle.

5.2 Suggestion

Based on the finding results and discussions, there are some suggestions for second semester students of English Study Program at Faculty of Cultural Studies Universitas Brawijaya Malang and future researcher.

For second semester students of English Study Program they learn English because they want to integrate with the society and the culture of the language that they learn. It means that they have integrative motivation as higher degree of mean score that they answer on the AMTB questionnaire. So, the researcher suggests to second semester students of English study program to learn and know more about aspects of English and not only learns it in order to gain their skill for job requirement and academic fulfillment.

For future researcher, the researcher suggest to him/her to conduct a research regarding motivation on learning English not only in an English study program on formal institute like university and school but might also on informal

institute like course or analyzing community that learning and using English as their daily conversation. The researcher also suggest to the next researcher to use other questionnaire and theories. The researcher hopes to the next researcher to expand the motivation research like make correlation between motivation and factors in gaining success of learning language such as age, aptitude and intelligence, cognitive style and attitude, and also personality.

REFERENCES

- Al-Tamimi, A., & Shuib, M. (2009). *Motivation and attitude toward learning English: a study of petroleum engineering undergraduate at Hadhramout University of Sciences and Technology*. Gema online journal of language studies, Volume 9 (2).
- Anonymous. (n.d). *Data analytic and reporting with IBM SPSS. Banglore*. Reterived March 27, 2015 from <http://www.spss.co.in/>
- Anonymous. (2015). *Definition of "second language learning"*. Reterived April14, 2015 from <http://dictionary.reference.com/browse/second+language>.
- Arikunto, S. (1993). *Prosedur penelitian: suatu pendekatan praktek(edisi revisi II)*. Jakarta: Rineka Cipta.
- Anonymous. (2015). *Definitionand factors in second language learning*. Reterived June 19, 2015 from <http://www.publikacje.edu.pl/pdf/7970.pdf>
- Ary, D., Jacobs, L.C., & Razavier, A. (2002). *Introduction to research in education* (6th Edition). Belmont: Wadsworth/Thomson Learning.
- Brown, R.A (2004). *Motivation for learning English among Japanese University students*.Reterived April14, 2015 from www.bunkyo.ac.jp/faculty/lib/slib/kiyo/Inf/if31/if3101.pdf
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Dornyei, Z. (1998). *Motivation in second and foreign language learning. Language Teaching/Volume 31/Issue 03/ July 1998, pp 117-135.*
- Dornyei, Z. (2003). *Second language research: construction, administration, and processing*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Dornyei, Z. (2005). *The psychology of the language learner: individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Doughty, C.J., & Long, M.H. (2003). *The handbook of second language acquisition*. Oxford : Blackwell Publishing Ltd.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Engle, A.O. (2009). *Second language learning success and motivation. Sociality for personality research* Volume 37 (8).
- Fauziah, A. (2013). *Motivation in learning English of first year students at study program of English faculty of cultural studies universitas brawijaya*.
- Gass, S.M., & Selinker, L. (2008). *Second language acquisition: an introductory course* (3rd Edition). Oxon: Taylor & Francis.
- Gardner, R.C. (1985). *The attitude/motivation test battery: technical report*. University of Western Ontario.
- Gardner, R.C (1985). *Social psychology and second language learning: the role of attitudes and motivation*. Baltimore: Edward Arnold (Publisher) Ltd.
- Griffiee, D.T. (2012). *An introduction to second language research methods: design & data*. USA: TESL-EJ Publications.
- Johnson, K. (2008). *Quantitative methods in linguistics*. Victoria: Blackwell Publishing..
- Krashen, S.D. (1982). *Principles and practices in second language acquisition*. California: Pergamon Press Inc.
- Lifrieri, V. (2005). *A sociological perspective on motivation to learn efl: the case of escuelas plurilingues in argentina*. Thesis. University of Pittsburgh.
- Mahadi, T.S.T., & Jafari, S.M. (2012). *Motivation, its types and its impacts in language learning*. International Journal of Business and Social Sciences, Volume 3(24).
- Mitchell, R., & Myles, F. (2004) *Language learning theories* (2nd Edition). London: Hodder Arnold.

- Norris-Holt, Jacqueline. (2001). *Motivation as a contributing factor in second language acquisition*. Nagoya: Aichi Shukutoko High School. Reterived April 14, 2015 from <http://iteslj.org/Articles/Norris-Motivation.html>
- Oxford, R.L. (1999). *Language learning motivation: pathways to the new century*. Honolulu: Second Language Teaching & Curriculum Center.
- Pintrich, P.R, Smith, D.A.F., Garcia, T. & McKeachie W.J. (1991). *A manual for the use of the motivated strategies for learning questionnaire (MSLQ)*. Michigan: The Regents of the University of Michigan.
- Rahmawati, H. (2014). *Motivation of elementary level students of 'English for adults' program in learning English at LBPP LIA at Malang*.
- Sasson, D. (2007). *An introduction to three types of motivation in second language learning*. Reterived April 14, 2015 from <http://voices.yahoo.com/an-introductory-three-types-motivation-second-268535.html>
- Schmdit, R., Boraie, D., & Kassabgy, O. (1996). *Foreign language motivation: internal structure and external structure connections*. Honolulu: University of Hawai'I, Second Language Teaching & Curriculum Center.
- Usman, H., & Akbar, P.S. (2009). *Metodologi penelitian sosial*. Jakarta: Bumi Aksara.
- VanPatten, B., & Benati, A.G. (2010). *Key terms in second language acquisition*. London: Continuum International Publishing Group.
- Vela, C.A.M., & Vara, R.C. (2009). Motivation and language learning: the case of 5 successful independent students. *Memorias Del V Foro De Estudios En LenguasInternacional*, ISBN 978-607-9015-05-3 (Page 385-402).

APPENDICES

Appendix 1: Attitude/Motivation Test Battery (AMTB) Questionnaire

MOTIVATION QUESTIONNAIRE

Name:

NIM:

Gender:

No	Question	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	Studying English is important because I will need it for my career.						
2.	Studying English is important because it will make me more educated.						
3.	My parents feel that I should studying English all through school.						
4.	Studying English is important because it will be useful in getting a good job.						
5.	Studying English is important because other people respect me if I know English.						
6.	Studying English is important because it will allow me to more at eas with people who speak English.						
7.	I have a strong desire to know all aspects of English.						

8.	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friend.						
9.	Studying English is important because it will allow me to meet at converse with more and varied people.						
10.	I wish I cool have many native English speaking friends.						

Appendix 2a: Attitude / Motivation Test Battery (AMTB) Questionnaire

MOTIVATION QUESTIONNAIRE

Name: Amalia Tungga Dewi

NIM: 145110107111022

Gender: Female

No	Question	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	Studying English is important because I will need it for my career.						✓
2.	Studying English is important because it will make me more educated.					✓	
3.	My parents feel that I should studying English all through school.					✓	
4.	Studying English is important because it will be useful in getting a good job.						✓
5.	Studying English is important because other people respect me if I know English.					✓	
6.	Studying English is important because it will allow me to more at ease with people who speak English.						✓
7.	I have a strong desire to know all aspects of English.						✓
8.	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friend.					✓	

9.	Studying English is important because it will allow me to meet at converse with more and varied people.						✓
10.	I wish I cool have many native English speaking friends.			✓			

Appendix 2b: Attitude / Motivation Test Battery (AMTB) Questionnaire

MOTIVATION QUESTIONNAIRE

Name: Mukhlis D.T

NIM: 145110100111005

Gender: Male

No	Question	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1	Studying English is important because I will need it for my career.			✓			
2	Studying English is important because it will make me more educated.					✓	
3	My parents feel that I should studying English all through school.		✓				
4	Studying English is important because it will be useful in getting a good job.				✓		
5	Studying English is important because other people respect me if I know English.		✓				
6	Studying English is important because it will allow me to more at ease with people who speak English.				✓		
7	I have a strong desire to know all aspects of English.			✓			
8	Most native English speakers are so friendly and easy to get along with, we are fortunate to have them as friend.			✓			

9	Studying English is important because it will allow me to meet at converse with more and varied people.			✓			
10	I wish I cool have many native English speaking friends.						✓

Appendix 3: Statistical Result for the Degrees of Instrumental and Integrative Motivation and the Most Dominant Type of Motivation on Learning English

Table 4.1 Statistical Result for the Degrees of Instrumental and Integrative Motivation on Learning English

Motivational Construction	Item	N	Min	Max	Mean	Std. Deviation	Total
Instrumental Motivation	1	42	3.00	6.00	5.5714	.80070	5.10476
	2	42	2.00	6.00	5.3571	.93238	
	3	42	2.00	6.00	4.7619	1.10010	
	4	42	1.00	6.00	5.1667	1.24776	
	5	42	2.00	6.00	4.6667	1.33739	
Integrative Motivation	6	42	4.00	6.00	5.6667	.57027	5.22856
	7	42	3.00	6.00	5.1667	.85302	
	8	42	2.00	6.00	4.6190	1.24846	
	9	42	3.00	6.00	5.3571	.85029	
	10	42	2.00	6.00	5.3333	1.02806	

Table 4.2 Statistical Results for the Most Dominant type of Motivation on Learning English

Item	N	Minimum	Maximum	Mean	Std. deviation	Total
1	42	3.00	6.00	5.5714	.80070	5.10476
2	42	2.00	6.00	5.3571	.93238	
3	42	2.00	6.00	4.7619	1.10010	
4	42	1.00	6.00	5.1667	1.24776	
5	42	2.00	6.00	4.6667	1.33739	
6	42	4.00	6.00	5.6667	.57027	5.22856
7	42	3.00	6.00	5.1667	.85302	
8	42	2.00	6.00	4.6190	1.24846	
9	42	3.00	6.00	5.3571	.85029	
10	42	2.00	6.00	5.3333	1.02806	

Appendix 4: Berita Acara Bimbingan Skripsi



**KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Mayjen Haryono No. 169 Malang: 65145
Telp. (0341) 551611 Pos. 309 Telex. No. 31873 Fax.
(0341) 556420 Telp. (0341) 575882 (direct) Fax.
(0341) 575822 (direct)

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Sarah Salim
2. NIM : 115110101111071
3. Program Studi : Sastra Inggris
4. Topik Skripsi : Second Language Acquisition
5. Judul Skripsi : “A Study on Motivation on Learning English as Second Language Learning of The Second Semester Students of English Study Program Universitas Brawijaya”.
6. Tanggal Mengajukan : 05/12/2014
7. Tanggal Selesai Revisi : 07/08/2015
8. Nama Pembimbing : Istiqomah Wulandari, M.Ed
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	14-04-2015	Pengajuan Outline	Pembimbing I	
2.	04-05-2015	Pengajuan Bab I-III	Pembimbing I	
3.	12-05-2015	Revisi Bab I-III	Pembimbing I	
4.	22-05-2015	Mengumpulkan Bab I-III	Pembimbing I	
5.	29-05-2015	Revisi Bab I-III	Pembimbing I	
6.	04-06-2015	Mengumpulkan Bab I-III	Pembimbing I	
7.	09-06-2015	Revisi Bab I dan III	Pembimbing I	
8.	10-06-2015	Mengumpulkan Bab I-III	Pembimbing I	
9.	11-06-2015	Revisi Bab I	Pembimbing I	

10.	22-06-2015	Mengumpulkan Bab I-III	Pembimbing I	
11.	23-06-2015	ACC Sempro	Pembimbing I	
12.	29-06-2015	Seminar Proposal	Pembimbing I	
13.	30-06-2015	Revisi Sempro	Pembimbing I	
14.	13-07-2015	ACC Bab IV+V	Pembimbing I	
15.	06-08-2015	Mengumpulkan Bab IV+V	Pembimbing I	
16.	07-08-2015	-Mengumpulkan Revisi Bab IV+V -ACC Semhas	Pembimbing I	
17.	13-08-2015	Seminar Hasil Proposal	Pembimbing I	
18.	14-08-2015	Revisi Semhas ACC Kompre	Pembimbing I	
19.	18-08-2015	Kompre	Pembimbing I	
20.	20-08-2015	Revisi Kompre	Pembimbing I	
21.	20-08-2015	Revisi Kompre	Pembimbing I	
22.	24-08-2015	ACC Jilid Skripsi	Pembimbing I	

10. Telah dievaluasi dan diuji dengan nilai :

Malang, 19 Agustus 2015

Dosen Pembimbing

Istiqomah Wulandari, M.Ed
NIP. 19781017 200604 2 001

Mengetahui,

Ketua Jurusan Bahasa dan Sastra

Ismatul Khasanah, M. Ed,Ph. D
NIP. 19750518 200501 2 001