

CHAPTER I

INTRODUCTION

1.1 The Background of Research

In living daily, humans, as social beings, will do what is called communication. One way to communicate is by using language. Language is used to express feelings, give and receive information, etc. Humans use language to show their background, for example, attitudes, culture, lifestyle, and others" (Aalayina, 2021, p.401). Many people with different cultures and experiences, and there are also many different languages. The language used is inseparable from the culture adopted by humans who use the language. Humans not only have to learn the language they profess or their mother tongue but also can learn an international language, namely English.

English has an essential role in many parts and is used worldwide as an international language (Aalayina, 2021, p.401). English is crucial to modernizing society as a global language that should be taught in schools. Forexample, we can see that many developing technologies use English as a setting. With technological advances, of course, it is necessary to master the English language so that they can understand progress and follow modernization. This can equip them for the future and in facing the progress of the times that these students in the future will meet. Even in learning English, motivation is needed to encourage students to learn English.

In doing something that has a purpose, it is usually done not without reason and is generally based on something called motivation. Motivation is an encouragement or effort to be able to do something (Christianto& Karin, 2019, p.174). Motivation can be an encouragement that can make individuals excited and optimistic about achieving the goals they want to achieve. This also applies to motivation at the time of learning. Learning motivation involves not only when learning a language but also in other subjects. This can be seen if the teacher or parent can motivate students to learn a lesson or something that can certainly trigger the willingness or intention to learn. Providing motivation can make students realize the benefits and goals of what they are learning, motivated students can make learning a habit, and motivation can also increase achievement in learning.

Motivation significantly impacts learning English achievement as it can motivate the students to do hard (Dumaris, 2018, p.992). Motivation is a concept that is the key to success in learning. It can be seen when students who have high motivation will try to. Despite the difficulty of the material, they try their hardest to understand it. Vice versa, when a student with low motivation gets bored quickly or loses concentration in learning, the learner being studied is categorized as learning that is easy to understand. In other words, if they have a high or strong motivation to learn something, they will have the will to study well and diligently to achieve the goals they want to achieve(Siti, 2017, p.47). However, if students do not have high motivation, they do not have the will or intention to study hard and need a longer time to achieve their learning goals. So motivation is an

important influence on each student in achieving learning goals. In other words, student achievement depends on their motivation to learn.

Not all students have the motivation to learn. This includes learning English. Many students in education are still not focused and make a fuss during the learning process(Siti, 2017, p.47). One example shows their lack of focus and motivation in learning English. Apart from the learning conditions, it can also be seen in the results of the English scores obtained from the following table.

Number	Name of students	Score (MCC=70)
1.	JG	60
2.	LA	75
3.	DA	80
4.	JR	65,5
5.	AT	65
6.	FS	60
7.	GN	85
8.	HM	60
9.	ST	65
10.	BR	65,5

Table 1.1. The value of students' learning in English subjects

The table above shows that there is an imbalance. Where more students do not reach the Minimum Completeness Criteria(MCC) in learning English. Three people passed, and seven others failed to achieve MCC in learning English. From this, it can be concluded that students' lack of intention or motivation in learning

English causes more scores that do not reach the MCC than those who do. Therefore, it is necessary to find or introduce the importance of students in knowing or finding their motivation in learning English.

In this research, the researcher will help the SMA Negeri 1 Simanindo student analyze and find out the motivation for learning English. It should also be noted that the school where the researcher will conduct the research, SMA Negeri 1 Simanindo, is located in Ambarita, Simanindo District, Samosir Regency, Indonesia, which is where the school is located in a tourist area where many local and foreign tourists visit. This school's location may also be surrounded by things that smell English as a tourist spot. Such as directions, lodging, and tourist attractions can also encourage students to learn English. The lack of motivation in the form of an inconsistent learning atmosphere, more students who do not reach MCC, and also good school locations are the reasons for the researchers' interest in lifting the title "Analysis of Student's Motivation in Learning English at Sma Negeri 1 Simanindo as a School in Tourism Areas" as the title of this research.

1.2 The Problem of Research

A research problem is defined by intellectuals and arouses curiosity about the issue (Birhanie, 2016), which means that the problem in research is a problem that arises from the interest of the intellectuals and studying the problem. The research is intended to answer the following question: What is the student's motivation in learning English at SMA NEGERI 1 SIMANINDO as a school in the tourism area ?"

1.3 The Objective of Research

In carrying out a study, of course, there are goals achieved. Similarly, research generally has a purpose in carrying out this research. The objective of this study, based on the background and research problems that have previously been in, is to help students describe the motivation possessed by students in SMA Negeri 1 Simanindo in learning English as a school in the tourism area.

1.4 The Scope and Limitations of Research

This research cannot discuss describing motivation in students of SMA Negeri 1 Simanindo as a school in a tourism area in learning English. The student's motivation will be obtained through questionnaires and interviews. There are about 20 classes at SMA Negeri 1 Simanindo. However, the researcher only took one class, Class XI MIA I, which consisted of 30 students as participants in this research.

1.5 The Significances of research

In this research, there is something called the significance of the investigation. Which is a form of the results of a study. The results of this study will be expected to provide benefits for many parts, namely :

1. Theoretically, the development of this research can be:
 - a. Teachers: The results of this research are expected to be a source of teachers in introducing and mengali motivation of students in learning English

- b. Students: The results of this research are expected to make students know and understand what motivation they have in learning English.
 - c. Further Researcher: The research results for other researchers are a source of future research and the development of motivation.
2. Practically, the result of this research can be :
- a. Teachers: The results of this research are expected to guide teachers in recognizing their students' motivation and raising the reason for their English language learners.
 - b. Students: The findings of this research are expected to make students interpret their motivation and renew English better in the future with the explanation in students learning English.
 - c. More Researchers: The findings of this study will be helpful and a reference for additional researchers conducting research in a related area.

1.6 Key terms

To clarify the key terms used in this research, some definitions are put forward:

- 1) Students Motivation: The form of encouraging students to achieve the goals to be completed.
- 2) Learning English: Activities to gain knowledge and skills by learning from experience and teaching English subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Motivation

Motivation is part of a structured nature to achieve the desired goal (Rehman et al., 2014, p.254). Likewise in (Subakthiasih & Putri 2020, p.130), motivation is the process that is passed in achieving the goal. From the two opinions above, it can be concluded that motivation is the direction of an arrow or as an individual guide in acting. Motivation can make individuals struggle or not, try hard or not in doing an action. If the individual has a stronger motivation, the greater the individual will make an effort in doing so, and vice versa. If the individual is not motivated to take action, less effort will be made in carrying out the activity. Therefore, it is said that motivation significantly influences the success of an action taken.

2.2. Stimulus Theory

Motivation can be divided into two parts, namely intrinsic (motivation that comes from within) and extrinsic motivation (motivation that comes from outside)

2.2.1 Intrinsic Motivation

Intrinsic motivation is motivation based on actions taken without expecting external rewards. Intrinsic motivation is a motivation that comes from the desire contained in the individual to try to achieve the goals to be completed in carrying out that motivation (Siti, 2017, p.50). In line with the definition of

intrinsic motivation (Shaikholeslami, 2006, p.26) Intrinsic motivation is motivation related to motivation that comes from an internal and wants to do something. From the two previous understandings, it can be concluded that intrinsic motivation is a motivation that comes from within the individual that can encourage individuals to achieve the goals they want to achieve. One example of intrinsic motivation is when a student likes to learn English because the student is interested in learning English.

Intrinsic motivation has a significant role in the learning process. Inherent reason emerges within the individual(Rumhadi, 2017, p.36). For example, competition from within will encourage individuals to learn to have and have a purpose in their education. Usually, when students want to be intelligent children, students will get encouragement within themselves that they will become brilliant students in learning to achieve their goals.

Intrinsic motivation is said to be natural motivation. This is said because it arises naturally from within the individual and can lead to this motivation. With critical components such as cognitive, social, and physical development. This can be seen when students who are motivated from within are usually more motivated to enjoy the process and work hard to improve their skills to achieve these goals. Students will have intrinsic motivation if(Shaikholeslami, 2006, p.26):

- 1) Make students able to connect the factors that influence them in learning come from within themselves to achieve the desired goals.
- 2) Ensure and support a strong belief in their students that they will achieve their desired goals
- 3) Try to make them attractive to understand and be able to master the learning

material and not just to get good grades.

It can be seen an example of intrinsic motivation is when a child is interested in logarithms in learning mathematics, he will try to find books or learn logarithms and try to understand them so that the child can understand and understand the world of logarithms in mathematics.

2.2.2 Extrinsic Motivation

Extrinsic motivation is active and functions if there is a stimulus from outside(Ulfa & Bania, 2019, p.166). It can be interpreted that explanation is obtained from external factors that exist in students(Kasyulita & Armelida, 2019, p.29), where this motivation comes from outside that can encourage individuals to take action and achieve their goals. The goals of extrinsic motivation can be varied, namely, short-term goals. For example, good grades, gifts from teachers and parents, participation in competitions, etc. While long-term goal-setting scholarships, good job opportunities, and promotion to a higher social status(Shaikholeslami, 2006, p.26). A simple example in everyday life is that students will be active in class if the teacher gives awards in the form of additional values to enthusiastic students. Another example that can be seen is a child who will tidy up his house so that his parents are not angry when they see a messy house when his parents come home from work. Therefore, it may be said that the idea of extrinsic incentive is a motivation that requires other people or things from outside the individual that causes an urge to take action to achieve the goals to be completed.

The emergence of extrinsic motivation occurs because of the price or reward obtained when an action or activity has been carried out. For example, when the class winner, the student will get a trophy or prize for the class champion, perform an action or activity so as not to be punished, or perform an action or training to get a gift or reward from someone close to us or someone we care about. This can also happen if individuals who have good grades are categorized as extrinsic motivation because what makes them do this is mainly to get good grades. With good grades, students feel confident that achieving good grades can earn them accepted by the people around them (Adamma et al. in Aalayina, 2021, p.412)

In learning, students must have extrinsic motivation. It is necessary because extrinsic motivation can make students learn for recognition, have high-performance goals, and adhere to understanding (Lei, 2010, p.157). Various ways will be done, so students have a strong motivation in education. For example, getting gifts when you can answer the teacher's questions, contributions from parents when you enter the class and win in class, praise from important and dear people when you are an outstanding student, and so on. This is because of the importance of external motivation in education. From the example above, it can be seen that students can be more organized or motivated in achieving the desired goal with the punishment or reward obtained when taking an action. That way, students will also know what things need to be improved in the world of education.

However, sometimes the provision of awards or prizes can reduce the individual's desire to carry out an activity and obstacles in applying extrinsic

motivation. As with the provision of punishment or threats, efforts have been made to increase a person's intrinsic motivation in acting. This can be seen in a study. When a child is threatened not to play with the toy, it can actually cause children's interest in using it. The child wants to know what happens when he plays with the toy and why it is forbidden to play with it. Compared to before they were threatened not to play with the toy, they didn't seem interested in playing with it. From this example, it can be seen that threats can also reduce the value of extrinsic motivation.

2.3 Motivation and Classroom Learning

Motivation is a function of the expectation to achieve the success to be completed and the value that can be felt (Cook & Jr, 2016, p.999). Motivation has a role in class learning as a form of hope for students to achieve the success they want in learning in class learning. Of course, each student tends towards intrinsic and extrinsic motivation during class learning and the teaching and learning process as well as in every subject student undergoes. For example, when students have intrinsic motivation in learning in class when learning English as well as in extrinsic motivation and other subjects.

2.3.1 The Interest of Motivation

Motivation is also defined as the direction that is the goal of the individual in behaving that causes the individual to want to continue doing the behavior and vice versa (Alizadeh in Purnama et al., 2019, p.539). This means motivation is something that becomes a way for someone to run something repeatedly to achieve the desired thing.

Motivation is a condition within an individual that evokes, directs, and observes the individual's behavior (Woolfolk in Budiman, 2016, p.70). Motivation is created through self-awareness or that comes from within the individual (intrinsic motivation) and through encouragement that comes from other people and the environment or from outside the individual (Part of extrinsic motivation)(Budiman, 2016, p.70).

2.3.2 Intrinsic Against Extrinsic Motivation

Individuals will be motivated when acting for external (extrinsic) reasons (Ulfa & Bania, 2019, p.166). This can happen if the individual gets some kind of reward that can be seen or felt and obtained directly. For example, recognition from people around, gold stars or people around and can also be in the form of the surrounding environment. At school, a student will be motivated if he gets good grades. This reward is included in the extrinsic form because it is not related to actions. The basis is a way to achieve the goal to be completed.

It is stated that people are innately motivated when individuals are motivated from within themselves and without external influences (Shaikolelasm, 2006, p.26). In this case, the rewards or prizes that exist in action make the action the basis for strengthening the individual's self. Activity driven by intrinsic motivation depends more on satisfaction than it does on an outside force achieved by the individual in achieving what the personally wants. It can also be found in learning something new or finding interesting things for the individual.

There is a shift between these two kinds of drive to bear in mind for two reasons. First, many motivational theorists tend to rely on one or a combination of

the two to explain why people behave the way they do. Extrinsic and internal motivation are very important for thoroughly comprehending the person's reasons. Second, when studying how to influence human behavior, individuals must realize that both extrinsic and intrinsic motivation have advantages and disadvantages, but neither is superior to the other when used by individuals (Kolesnik in Elisdawati et al., 2018, p.966).

It is concluded that for students, intrinsic motivation is categorized as motivation that comes from within the individual. Emphasize that action exists even when no external encouragement or reward is felt or earned. Likewise, extrinsic motivation, on the other hand, provides a stimulus to engage in actions that may not be inherently pleasurable or exciting but may offer hidden things that can be felt. For example, intrinsic motivation is influenced by reasons for choosing a school or college, the possibility of getting a job after graduation, the existence of hope for the future, there are extraordinary things and testing and measurement activities at school, and the desire to complete a degree to a higher degree than before. . In the simplest case, it takes motivation in trying. Extrinsic motivation is significantly influenced by the possibility of getting a job, attitudes towards teachers, peer groups, income levels, classroom adjustments, and the teaching materials' adequacy. The most powerful extrinsic motivation is the possibility of getting a job (Elisdawati et al., 2018, p.966).

In order to offer a clear image of the intrinsic-extrinsic dichotomy, (Spolsky in Elisdawati et al., 2018, p.967) borrows Harter's model (1982) and represents it in the following way:

Intrinsic Motivation	Versus	Extrinsic Motivation
Preference for challenge	VS	Preference for easy work
Curiosity/interest	VS	Pleasing a teacher/getting grades
Independent mastery	VS	Dependence on teacher in figuring out problems
Independent judgment	VS	Reliance on teacher's judgment about what to do
Internal criteria for success	VS	External criteria for success

Table 2.1. Intrinsic motivation against extrinsic motivation

From the table above, it can be seen that the greater the price or value the individual achieves, the greater the motivation that exists in the individual in achieving his or expected goals. The difference between internal and external motivation significantly motivates students to fulfill their learning goals.

2.3.3 Theory Encourage Intrinsic Motivation

Intrinsic motivation is a motivation that most humanistic and cognitive theory to support. Where each researcher refers to a view that, according to the researcher, is more relevant to this research. The idea of The concept of self-determination, which Edward Deci and Richard Ryan developed in 1985, emphasizes the role of intrinsic motivation in driving human behavior. It is predicated on the idea that people engage in self-determination to meet their psychological needs, which is the foundation for independent problem solving, social interaction, and physical contact.

According to self-determination theory, individuals need to be motivated to satisfy three basic psychological needs, innate and universal. These needs are

autonomy (personal acknowledgment of one's actions that come from oneself), competence (confidence in the ability to complete activities), and relatedness (positive interpersonal relationships with others)(Dincer & Yesilyurt, 2017, p.4). In addition, Students who are taught with an emphasis on autonomy have the freedom to decide what they want and how they want to do it. The instructor encourages the pupils to formulate their own ideas, think critically, and ask questions. Pupils will then be liberated to investigate, take the initiative, and create and employ solutions to these students' difficulties. Students who feel competent when pushed and allowed feedback.

Competencies are the capacity to perform an activity or task or to successfully meet individual or social demands (Schneider, 2019, p.1939). Competence can also be supported by providing challenges to students that contain clear objectives for the challenge and are not excessive and appropriate. Encourage these students by telling them to try to participate in the selection to enter state universities. It can be a movement that regulates behavior and provides excellent and relevant feedback between teachers and students.

The last factor is relatedness. Relatedness is the ability to relate to others and the effort to maintain relationships(Yusof et al., 2020, p.236). Relatedness is a factor that refers to the need for connections or indicates a relationship with the people around the individual. These factors are in the form of support from people around the individual. The support is in the form of empathy or sympathy given by the people around the individual as a sign or condition of affection from the people around the individual. For example, parental support is in the form of purchasing and providing English dictionaries for their children so they can learn

English well in class. This can be evidence of a relationship because of the care and love of parents who want their children to learn English using the English dictionary provided by their parents.

The goal-setting theory focuses on goals and how they relate to individual goals, as opposed to self-determination theory, which emphasizes unique goal towers. This theory of goal setting was created by Edward Locke in the 1960s and is based on the notion that people occasionally have the will to achieve clear circumstances and definitions, which is often a gift in itself. Goal Three factors affect efficiency. There are three things: closeness, difficulty, and specificity(Chang, 2012, p.56). Closeness means, the time from the start of the behavior to the end of the state is short. Difficulty indicates the existence of a goal must be balanced, not too difficult or too easy to complete. This can be in the form of a test measure that involves an explanation of the course objectives. For students, goals should be defined honestly and plainly. Students will be more intrinsically motivated and more interested in tasks that involve them if student goals match these three criteria, and they will likely perform better.

2.3.4 Theory Encourage Extrinsic Motivation

Behaviorists who explain how motivation is viewed from external cues and reinforcement advocate extrinsic motivation from outside the individual. Where every time there are activities carried out to achieve some separable results, it is considered as extrinsic motivation (Kolensik in Wanna et al., 2017, p.9). Which is where behaviorists state that every stimulus that comes from outside

the individual in achieving goals that produce results that can be separated is part of an external motivation.

The physical environment and the teacher's actions are very important. The Any stimulus (or event or situation) that follows a specific form of behavior and serves the objective of increasing the likelihood that the behavior will occur again at some point in time. In the classroom, The relationship between specific student acts and the immediate causes and effects of those actions can best be explained using behaviorism. For comprehending shifts in students' thinking, however, it is less helpful; as was previously said, a more cognitive-centered (thinking-oriented) approach is required. However, this explanation only clarifies power or usefulness to a more precise point without criticizing behaviorism as a theory and emphasizes the existence of observable relationships between action, example, and impact.

Behaviorists use a special term to describe the relationship that exists in principle and include two fundamental behavioral learning models known as responder conditioning (classic). While very sinister and closely related, operant conditioning should not be confused with respondent conditioning exemplified by Pavlov's famous experiment in which a dog was conditioned to salivate in response to a bell(Bichler et al., 2013, p.2). Replacing one stimulus (the bell) with another (the meat) causes respondent conditioning, which results in the development of a conditioned response. This clarifies a lot of an individual's unintentional behavior.

Through the respondent's condition in Pavlov experiment which a dog response bell (Bichler et al., 2013, p.2) from the As an illustration, we can come

to appreciate or loathe particular tunes or scents as a result of positive or negative occurrences connected to the individual. As with the classroom, respondent When a teacher provides the same incentive each time she asks pupils to complete a particular assignment and the kids are enthusiastic and interested, this is an example of conditioning. When teachers quit providing these incentives or switch to less effective ones, pleasant incentives, student engagement begins to diminish. This occurs as a result of pupils' associations between the tasks' rewards and their nature. This is where the teacher always shows behavior to students that can always be Candy or other rewards can either stimulate good behavior, while punishment or the removal of prizes can inhibit it. Students soon learn to focus on extrinsic rewards rather than the teacher's ultimate purpose because they lack the intrinsic motivation to finish homework. Students learn a terrible lesson because their teacher teaches them rather than encouraging freedom. depend on external factors and people to inspire them to succeed. Since rewards are most effective in the short term, teachers typically need to keep the reward in place for the desired behavior to continue over time.

2.4 Goals, Interest and Needs

If there is an underlying explanation for the behavior of the kids, it is important to understand their objectives, needs, and interests. Objects are what the individual wants to achieve in an action(Gage & Berliner in Ulfa & Bania, 2019).Motivation is something that is closely related to the desire to be achieved by the individual to achieve a goal. Students should already be very aware of what is meant by learning objectives, or certain learning activities, and know how to direct their efforts to achieve them in the future. Each individual, before the

individual performs an action, the individual will do the thing with a purpose first. Likewise, in teaching and learning activities, students should already have goals, because by knowing what these goals are, it will be a great motivation for students, and students will be better prepared in preparing everything that can help students fulfill their goals in learning.

Even in interest, Students who have an interest in a subject at school will pay more attention or tend to pay attention to these subjects (Achmad & Yusuf in Ulfa & Bania, 2019). Students will feel that it will make a difference to other students. With this, students will want to become fully aware of their character and mastery. Students will be happier if they can deal either for the cause or for their own interests in learning. The learning process will run well if students have an interest in the learning process. Students will study regularly and succeed if they have a high interest in the subjects studied at school.

In the learning process, there are also things called needs. Need is an acute condition in life that results from the deprivation of something necessary for the survival, well-being, or personal fulfillment of a substance, condition, or another thing (Vandenbos in Ulfa & Bania, 2019). This means that the need is a state where it is necessary. According to Ciccarelli and White There are three types of needs characteristics, namely:

- 1) Need for achievements: The desire has a solid role to make the individual succeed in achieving the goal, not only realistic but also challenging for the individual.

- 2) Need for affiliation: If the individual with a fairly high need is trying to be liked by the people around him and wants to be upheld by the people around the individual environment.
- 3) Need for power: Power is not a thing that has a purpose in achieving goals. But a need to have control over other people. Individuals with this high need want to have a strong influence on the people around the individual and make an impact on the environment around them individual.

So, even in motivation, it is necessary to have goals, interests, and needs in achieving motivation to accomplish the learning objectives. Still, having positive goals, interests, and needs is better.

2.5 The Importance of Implementing Motivation in English class In Tourism Area Schools

In implementation, the success of learning English does not only depend on the teaching method but also involves several factors. The individual factor is one of the potential factors affecting foreign language learning. One of the factors is motivation (Surbakthis and Putri in Aalayina, 2021, p.402). Which means motivation has an important influence on learning. Class context and the concept of student motivation describe the extent to which students invest attention and effort in various teaching, which may or may not be wanted by their teacher. Student motivation is rooted in the "subjective" of students experience, especially those related to their willingness to engage in learning and learning activities and their reasons for doing so. Good grades are the primary goal of all students,

including those who study English as a foreign language. Excellent level has become a debatable topic in a lot of research on motivation.

Achieving good grades is classified as extrinsic motivation, which makes them focus mainly on getting good grades because they believe that achieving a good score is acceptable (Adamma et al., in Aalayina, 2021, p.404). In addition, in learning, especially in language learning, the word motivation is defined as human goals or aspirations. When students learn a language (English), they need motivation as their orientation after they learn the language. From awakening this motivation, there can be focus or seriousness in learning and achieving the ideals or goals in learning English (Aalayina, 2021, p.411).

Where in achieving the goal of learning English is found in schools where students will gain their knowledge. The school that the researcher will study is SMA Negeri 1 Simanindo located in the tourism area. Tourist area is a certain area that is devoted as a tourist (Sari, 2015, p.134). In this study, researchers will try to find and describe the motivation of students in SMA Negeri 1 Simanindo in learning English as a school in the tourism area whether the motivation of the students is more inclined to extrinsic or to intrinsic.

2.7. Previous Research

Many studies have been conducted on student motivation and are in accordance with this research. The author chose the title of this research because it is relevant to teaching motivation to learn English. In addition, there are also differences in the procedures for students' motivation to learn English. The author uses this research to add references.

- 1) SitiFachraini (2017) "An Analysis Of Students' Motivation in Studying English "in Banda Aceh at UIN AR-RANIRY. Motivation is the fundamental idea behind learning success in this study. Even when the content being studied is challenging, students that are highly motivated will always attempt their best. It was also found that students who have low motivation will quickly feel tired and bored and do not pay attention even though the material provided by the teacher is very easy. Based on this, the researcher tries to find out what motivates students in learning English, whether they have intrinsic or extrinsic motivation. This research was conducted at the English Department of Ar-Raniry State Islamic University (UIN) Banda Aceh.

As a researcher, I discovered that this paper's author indicates that the total average score for intrinsic motivation is higher than the average total score for extrinsic motivation 4.08 3.21. This means that English students at UIN Ar-Raniry have a higher intrinsic motivation than extrinsic motivation in learning English. From these results, it can be concluded that the motivation to learn English that comes from within the students is greater than the motivation that comes from outside the students(Siti, 2017).

- 2) ApriliaPurmama, Neng Sri Rahayu ,RasiYugafiati (2019) "Students' Motivation in Learning English " at MTs Mathla'ul Anwar Sukaguna. In this study, motivation is the most significant thing in learning. Without motivation, learning goals will be challenging to achieve. When students are motivated in the learning process, they will understand the material

better, in particular when studying English. This study aims to determine how learning English is motivated in class VIII MTs Mathla'ul Anwar Sukaguna. This research was conducted using a qualitative descriptive method. Data collection was carried out using a student motivation questionnaire consisting of ten items adapted from Clement, Dornyei, & Noels (1994) and using interviews consisting of five questions. The data is processed in the form of percentages and descriptive explanations. The main results illustrate that the students as a whole are highly motivated.

As a researcher, I discovered that the author of this paper examined students of class VIII MTs Mathla'ul Anwar who have this motivation. This can be seen from the results of the questionnaire and the results of interviews that have been conducted. From the output of the questionnaire, most of the students chose the agree statement. This means that students have savings in learning English. Furthermore, the interview results stated that the students were very interested in learning English. However, in this case, the teacher must be able to make creative learning by using media, strategies, or materials presented in teaching and learning activities to increase student motivation in knowledge. (Purnama et al., 2019).

- 3) Chunmei Long (2013) "The Study of Student Motivation on English Learning in Junior Middle School " at Middle School in Gejiu Chunmei. This study states that motivation has an essential role in learning foreign languages. Motivation in learning promotes and guides and maintains learning activities that an internal force or internal mechanism has carried out. Learning motivation is formed, and students

will use an active learning attitude in the learning process, express interest in learning, and focus attention in class to master the learning material being studied. Through the study of modern educational theory, this paper also discusses the notion of motivation, types of motivation; the role of motivation in learning English as well as analyzed. The subjects in this thesis are Gejiu high school students, and the author designed a questionnaire about English motivation. The purpose of this study was to determine the factors that are less favorable.

As a researcher, I discovered that the author of this paper examined results and related theories, which the researcher presented some constructive suggestions to stimulate students' motivation in learning English and increase the efficiency of learning and teaching English in junior high schools. Among the recommendations, the implications of this research include that students need motivation to help students in learning English, and students should set the right goals to improve their learning English well. Meanwhile, as an organizer in teaching, teachers should pay more attention to communicative learning that can stimulate students to learn well and regularly (Long et al., 2013).

- 4) Khairunnisa Dwinalida, Sholeh Setiaji (2022) "Students' Motivation and English Learning Achievement in Senior High School Students". The study aimed to determine the relationship between student motivation and English learning achievement of class X high school students. 100 students were randomly selected as an assessment sample to assess the cause and success of the students' English learning. In this study, a set of

questionnaires with 18 items was employed to examine the relationship between the two variables. Using SPSS version 22.0, descriptive analysis and Pearson correlation were utilized to analyze the data. The average correlation between motivation and success in learning English is depicted by Pearson correlation. As a researcher, I discovered that the author of this paper examined The results of this study indicate that there is a significant relationship between students' motivation and their English learning achievement. The results of this study can be useful for researchers and teachers in improving student achievement by implementing appropriate teaching and learning strategies to develop student motivation.

- 5) JutaratVibulphol (2016) “Students’ Motivation and Learning and Teachers’ Motivational Strategies in English Classrooms in Thailand” This study was conducted to investigate the existence of students' motivation in learning a second language and learning English and how teachers support students' inspiration and implementation of student learning in a natural classroom setting. This research was conducted with a qualitative method. Based on the Self-Determination Theory (SDT), a distributed questionnaire will be developed and data collected from students and their teachers in twelve English classes across Thailand. In addition, each learning is observed by two people who will observe the learning process. The data were triangulated and used to describe student motivation and learning and teacher motivation strategies in each class.

As a researcher, I discovered that the author of this paper examined The results showed that most of the students had a relatively high level of

motivation and many reported having an internal interest in learning English; however, the level of learning was not rated that high. In addition, it was found that there were several students in almost every class indicating a lack of motivation. In general, teachers were found to use various motivational strategies, including support for autonomy and control styles. While autonomy control strategies are commonly used in these classes, autonomy support strategies are only found in highly motivated and high performing classes. This study's results suggest using strategies that not only initialize but also maintain and maintain students' internal motivation to improve continuous English learning inside and outside the classroom; Therefore, research on how motivation theory is implemented in learning. (Vibulphol, 2016).

- 6) Evi Kasyulita and Armelida(2019) “An Analysis Of Sudents’ Motivation in Learning English After Given Rewards at The Eight Grade Students’ Of SMPN 3Rambah” . This study aimed to find the motivation to learn English for class VIII students after being rewarded at SMPN 3 Rambah. Student motivation in learning English is still low. This research is a qualitative descriptive study using 2 instruments in data collection. There are two instruments used, namely questionnaires and interviews. Researchers used three classes at school. There were as many as 60 samples joined in this study. The purpose of giving a questionnaire is to find out the students' motivation in learning English after being given a reward. The interview aims to find out what students think about their English learning.

As a researcher, I discovered that the author of this paper examined The results in the questionnaire showed that from 60 research samples, as many as 57 students who have strong motivation and can be grouped into learning English after being given a reward and there are 3 students who can be grouped as having moderate motivation. The calculation is taken from the students' answers to the questionnaire and converted into a numerical score on a Likert scale. Based on the findings of this study, the questionnaire assessed and classified them. The researcher found that the average score of the student's questionnaire was 78.8, which means that their motivation on average, was included in the Good category. (Kasyulita & Armelida, 2019).

- 7) Maria Ulfa and Allie Syahputra Bania (2019) "EFL Student's Motivation in Learning English in Langsa, Aceh". This study examines EFL students' intrinsic and extrinsic motivation in learning English. This study uses a qualitative design to determine why EFL learners learn English, especially their intrinsic and extrinsic motivation. Participants in this study consisted of 40 high school students in Langsa. Questionnaire is an instrument used in data collection. The questionnaire consists of 35 items which are divided into two parts. The first section, numbers 1 through 20, gathers information about intrinsic motivation and asking for interests, needs, hobbies, and goals. While the second part, numbers 21 to 35, is to collect information about extrinsic motivation and ask questions about teachers, parents, and the environment.

As a researcher, I discovered that the author of this paper examined The results of this study indicate that the components of extrinsic motivation that have the greatest influence on students are teachers; which is the biggest influence of students in learning English. Meanwhile, the biggest intrinsic motivation component is the student's learning goals from the students themselves. This paper further describes each factor in relation to their motivation. The implications of this study related to the efforts and abilities of teachers in motivating their students to learn English are also discussed in this study(Ulfa& Bania, 2019).

Referring to the previous findings above, it shows that it is important as a student to have motivation for why goals in learning. Whether it's intrinsic motivation that comes from within or extrinsic originating from outside the self can both affect the student's motivation in learning English depending on the comfort of the student getting that motivation comes from his senses or from outside the student in achieving his English learning goals.

2.8 Conceptual Framework

In Analysis of Student's Motivation in Learning English at SmaNegeri 1 Simanindo as a School in Tourism Areas Of course it takes a thing called motivation. Motivation is divided into two, namely intrinsic and extrinsic. Where intrinsic motivation is motivation that comes from within the individual without any coercion from outside the individual. Extrinsic motivation is motivation whose encouragement comes from outside the

individual and the impact in doing something for example a gift or praise from outside the individual. Which is where the purpose of this research will be to describe the intrinsic and extrinsic motivation found in the students of SMA Negeri 1 Simanindo as one of the schools located in the tourism area.

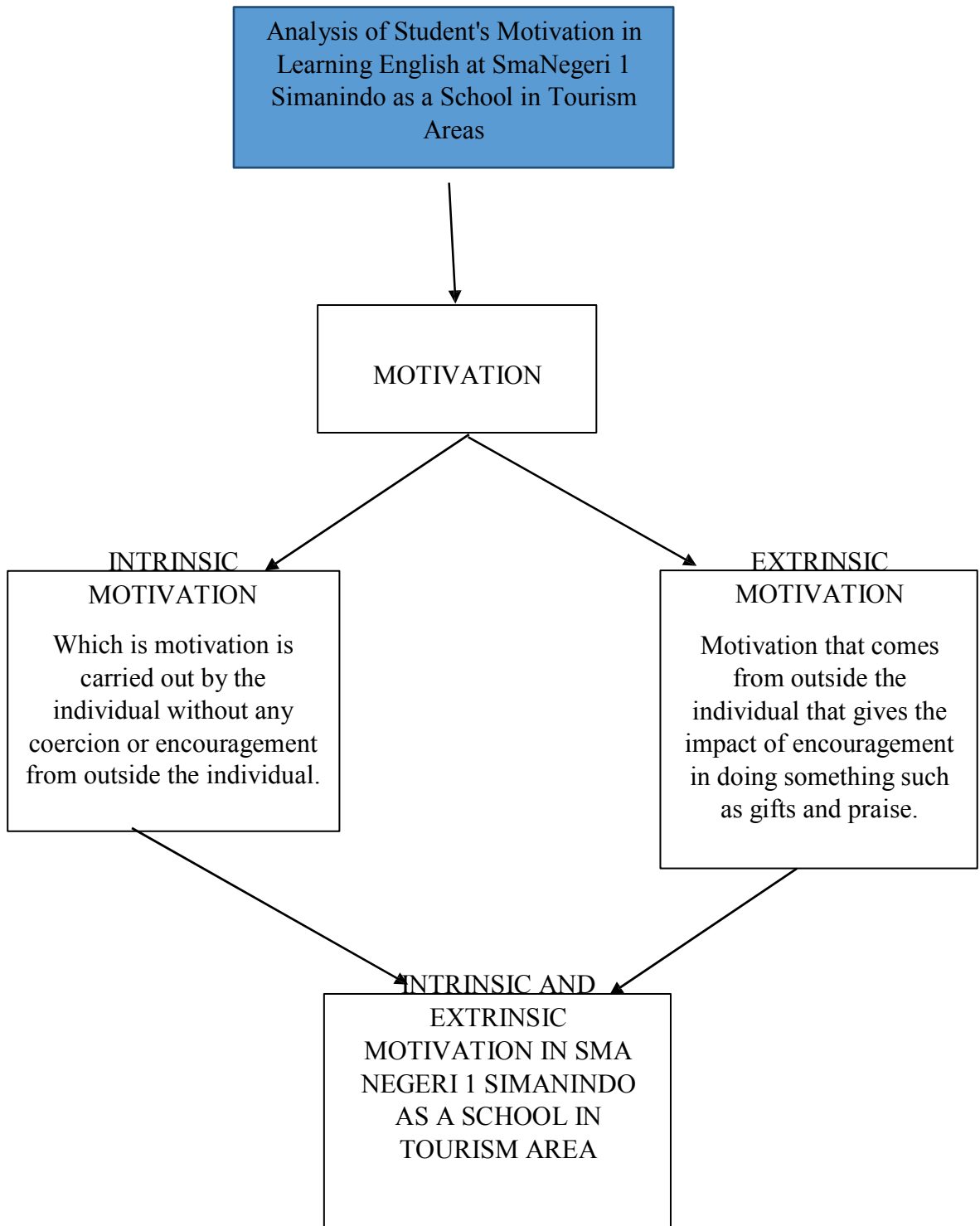


Table 2.2 Conceptual Framework

CHAPTER III RESEARCH

METHODOLOGY

The research techniques utilized to carry out this study will be covered in this chapter, which consists of presenting the research design, population, sampling and sampling, data collection methods, and data analysis.

3.1. Research Design

This study employed a descriptive qualitative methodology. A thorough summary of specific events experienced by individuals or groups of individuals is the aim of qualitative descriptive investigations (Lambert & Lambert, 2013). So the reason of researcher for using this method is to analyze and summarize to specific students' motivation in learning English, and to divide it into two motivations, namely intrinsic and extrinsic in class XI MIA I SMA Negeri 1 Simanindo.

3.2. Participant

This research is planned to be conducted at SMA Negeri 1 Simanindo. The class that will be a participant in this research is class XI MIA I which consists of 30 students. The number of students who will be studied are all students in class XI MIA I or as many as 30 people.

3.3. The Instrument of Research

Research instruments a tool used by a person's researcher in collecting data and which serves as an instrument in collecting data about concepts of interest in the research (Roberts & Stone, 2003). Research instrument is a tool used by a researcher in collecting data and which serves as an instrument in collecting data about interesting concepts in research (Roberts & Stone, 2003). Which means the research instrument is a tool used in carrying out research in collecting the data needed in research. In this research, the researchers will use questionnaires to collect, measure and analyze data that will be used during this research.

3.3.1 Questionnaire

The questionnaire is a printed list of questions and questions that will be completed by respondents to provide their own opinion on the questions asked in the questionnaire (Roopa & Rani, 2012). In carrying out this research, the researcher will make a questionnaire consisting of 30 questionnaires. The questionnaire will be used using a Likert scale with four responses, namely (Strongly Agree, Agree, Disagree, Strongly Disagree).

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.1. Scoring Questionnaire

The questionnaire will be divided into two parts, namely 15 questionnaires of intrinsic motivation and 15 questionnaires of extrinsic motivation. From the results of the questionnaire, researchers will find out what motivates students to learn English, whether the dominant one intrinsic motivation or extrinsic motivation.

3.4. Technique of Collecting Data

In conducting research, of course, data is needed to support research so that it runs well. Therefore, researchers will collect data by distributing questionnaires and interviews. The data will be found to find out what is the motivation of class XI SMA NEGERI 1 SIMANINDO students in learning English as a school in tourism areas. The data collection steps as follows:

- 1) Preparing a questionnaire consisting of 20 questionnaires (10 questionnaires on Intrinsic motivation and 10 questionnaires on Extrinsic Motivation)
- 2) Distributing the questionnaire to the students who will be participants in this research.
- 3) Explaining the procedure for filling out the questionnaire to the participants involved in the research.
- 4) Giving time to participants in answering the questionnaires that have been distributed.
- 5) Collecting questionnaires that have been distributed to be analyzed as data in research

3.5. Technique of Analyzing Data

Analyzing data is an effort to regularly search and organize records of observations, interviews, and others in order to increase the researcher's understanding of the research being studied and present it as findings that can be seen and read by others (Muhadjir in Rijali, 2018) .What means data analysis is the process of researchers in presenting the data collected in the study into a systematic result and can be presented to others as a result of a study.In analyzing the data will be carried out as follows:

- 1) Collecting data on the results of filling out the questionnaire from the participants.
- 2) Reviewing the results of filling out questionnaires that have been filled out by participants by calculating the answers from the questionnaire so that the results of filling out the questionnaire can be taken.
- 3) Describing the results of interviews conducted by researchers with participant representatives
- 4) Drawing conclusions from the results of the questionnaire analysis

3.6 Triangulation

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton in Carter et al., 2014). There are four types of triangulation there are:

1. Method Triangulation: Using several techniques to acquire data on a single phenomenon is known as method triangulation (Polit& Beck, 2012). Surveys, observations, and interviews make up this sort of triangulation.

2. Investigator Triangulation: To provide multiple observations and conclusions, investigator triangulation entails the involvement of two or more researchers in the same investigation. This kind of triangulation can add depth to the topic of interest by providing both confirmation of findings and other viewpoints(Denim in Carter et al., 2014)
3. Theory Triangulation: To evaluate and interpret data, theory triangulation employs many theories. Different theories or hypotheses might help the researcher support or contest findings through the use of this form of triangulation.
4. Triangulation of Data Sources: To obtain numerous viewpoints and validate data, triangulation of Data Sources entails gathering data from several groups of people, including individuals, groups, families, and communities.

In this research, the researcher will use triangulation methodology. Namely through surveys using a questionnaire. The results of the questionnaire with interviews will be carried out by collecting the questionnaire results and combining them with the interview results to support the data from the questionnaire results.