

**AN ANALYSIS ON ENGLISH LEARNING MOTIVATION AT THE ELEVENTH  
GRADE STUDENTS IN SMAN 10 KOTA JAMBI  
ACADEMIC YEAR 2018/2019**

**Ahmady Chandra; Yanti Ismiyati**

**English Education Study Program, Faculty of Teacher Training and Education,  
Batanghari University**

**Abstract**

This study analyzed about extrinsic motivation student in SMA N 10 Kota Jambi. This study is aimed to know about the factor extrinsic motivation student in SMA N 10 Kota Jambi. After giving the questionnaire, the data are analyzed by using a descriptive qualitative research method. The usage of the qualitative is used to know about the extrinsic motivation student in SMA N 10 Kota Jambi. This study can be concluded from 92 students. From the results of questionnaire we know that the largest percentage is student who answered agree and the second largest is students who answered strongly agree, than disagree and strongly disagree. So we can know that extrinsic factors can greatly influence students' motivation in learning

**Keywords: English Learning Motivation.**

**Introduction**

Nowadays, learning English has been a very important subject. It is become the first foreign language which is taught from Elementary school until university, even it is one of the compulsory subject that take a part in national exam. In addition, it also has its own prestige in Indonesian education and students who have good English will able have more chance in achieving better education. Even, most of educated people should have learned it.

Donna (2006) suggest learning English is face the dual challenges of mastering English and acquiring the academic skills and knowledge deemed essential for a sound education and a productive future life. For students this might be a very difficult thing to do because English is not their language every day, but if they realize that English language skills will be indispensable for their provision in the future. Of course they feel enthusiastic to master English,

so their motivation in learning English will emerge naturally. It is related to the purpose of those who want to be skilled in English.

The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives the influence on students' motivation in learning English. Some of the students feel that English is very difficult to study, but they have motivation to study hard for the good achievement.

Motivation can be considered as a drive to avoid failure (Donald in Hadriana, 2013). In this regard, motivation is considered as an extension of psychological process that drives a person to act. In the principle, motivation

is the force to meet biological needs and demands. Motivation is also related to the interest and stimulation. Furthermore, according to Yahya and Sidek in Hadriana (2013), motivation has a significant effect on the areas of growth, development, learning, and achievement. Motivation is a process to encourage certain behavior as to achieve specific information. Motivational concepts are difficult to understand because their effects cannot be known directly. A teacher has to consider various action motives of one's behavior as to measure changes, desires, needs, and goals. Indeed, motivation is a very useful stimulant in determining a student's achievement in his or studies.

Motivation consists of two types, namely: intrinsic motivation and extrinsic motivation. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivate student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivated the students to work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the student work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

On the contrary, Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

So far, there are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana (2011) with the study about relationship between motivation and achievement in English among English department students. In her study, she concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation opinionative. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics. In her study, Emaliana found that English department students both high and low achievers have higher

instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or status. However, this research was focused on group, while in a group contain of some students, and each student has different motivation.

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can improve their teaching in learning English. So that is why the researcher is interested in conducting a research entitled "An Analysis on English Learning Motivation of the eleventh Grade Students in SMA N 10 kota jambi academic year 2018/2019".

### **Theories of Motivation**

Many experts have been propose the meaning of motivation with each their angle of views, but its have same understanding. As one of experts, Gorman (2004) stated that motivation concerned with the complex processes that move individuals toward some goal, to try and understand the forces that push them into action. It meant that when we saw motivation as involving mental process in doing an action which it involved a logical assessment of the situation before we decide to act.

Dogles (2000) states that motivation is one of the most important factors in learning English. Motivation means having a real purpose in learning English, or really wanting to learn English for a reason. Some people are very strongly motivated to learn a language. Others are not, and others are in between. Sometimes someone else, such as a parent or teacher, is pushing a person to learn English. Therefore, someone who wants to succeed in learning English must certainly have motivation in themselves because if they have motivation, of course they also

have realistic goals that they must achieve in learning English; from the goals they achieve there will be a strong urge to learn English. Not only that other factors can also encourage someone to do something is a factor that does not come from within a person such as encouragement from other people, for example from parents, teachers or even from their friends.

Meanwhile Jore (2004) motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). someone who has a goal in a certain case there must be something behind it which is also called a person's motive, from the motive will emerge an effort to achieve the goal they want to achieve then the effort we can call the behavior or strategy. we can also conclude that the motivation is divided into three levels. The first motive or background for someone to do something second action or action and can also be said as a strategy in achieving the goal and the last is the core goal of all. The connection with learning motivation is someone who has a purpose in learning English will be seen actions they do to achieve their goals, all of that there is certainly something that is behind or encouraging them to do it and we can call learning motivation. For example, the willingness of parents who want their children to be skilled in English is also called a motive, while the strategy is that the child is diligent in learning English and the goal is skilled in English.

Based on the theories above, it can be concluded that motivation is an energy change within the person characterized by effective arousal anticipatory goal

reaction, and which moves someone, or something cause people to do something. If the urge that arises is a strong impulse then someone will also show a strong reaction also to achieve the intended purpose. Strong encouragement can come from within the person and can also come from not them.

### **Types of Motivation**

Bolduc (2000) he says in his book two types of motivation are as follows; the biological push (intrinsic motivation) and the cultural pulls (extrinsic motivation). All motives fall into either one of these types of motivation. By being aware of these motivators we can explain why people do what they do. So based on the source, the motivation is divided into two parts, the first is intrinsic motivation and the second is extrinsic motivation.

#### **a. Intrinsic motivation**

Bolduc (2000) proposes internal motivation or intrinsic drive is biological. Maslow's popular hierarchy of needs identifies the structure of both our lower and higher needs. In fact, motivation is nothing but an unsatisfied need. In a person biologically there is a very relative level of desire, one can have a very low desire for something he wants or needs, and one can also have a very high wealth of what he needs. From this desire a person can be very motivated for what he needs or his goals. Therefore there is a specific order of needs that fuels our drive. When we succeed at meeting our basic needs, we move up the pyramid in the hierarchy of needs. There is a priority in our lives that is independent of the circumstances of our lives. Motivation can be as simple as our need to gain pleasure and avoid pain. But in order to understand why we do what we do, we need to see how the hierarchy of needs does not explain all there is to know about motivation. That is why we need to understand what a priority in our lives is. What are the main things that we must and

need to do thus will arise by themselves these motivations? And there will be a desire to do something.

Dogles (2000) he say in his book Intrinsic motivation means that you are doing something because you want to do it or because you have made your own choice to do it: you don't need a reward from someone well. Your success is your reward: just knowing that you have learned something pleases you. Research has found that when people are motivated by their own wants and needs they are almost always successful. We can know that intrinsic motivation is an impulse that arises on our own accord; we ourselves have decided to do something. This desire is inseparable from human instinct itself.

Based on the theories above, it can be concluded that intrinsic motivation is biological desire, or instinct to encourage us to do something because you really want to do it. Internal motivation has already aroused since born. Besides that, intrinsic motivation is the motives that come from human beings.

#### **b. extrinsic motivation**

Dogles (2000), proposes extrinsic motivation is when other influences, such as teachers requirements, push you to do something. In this case, you often need to receive rewards, such as good grades, high score, and praise. Without rewards, you may not be motivated enough to study English very hard. People who are motivated by outside influences are usually not so successful, because their reason for learning does not come from inside them. Extrinsic motivation is the influence that comes from outside someone's influence. This influence can come from other people such as parents, teachers, even from friends around us. Extrinsic motivation can also arise because of expectations of wanting to get prizes, praise, and expecting other things that are desired.

Furthermore, Extrinsic motivation is something which derives from the

influence of some kinds of external incentive, as distinct from the wish to learn for its own sake or interest in task. Many sources of extrinsic motivation are inaccessible to the influence of the teacher, for example: the desire of students to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influence. However, other sources are certainly affected by teacher action (Penny in Kusumawati, 2014).

**Research Methodology**

The method used in this research is a survey design in quantitative method. According to Cresswell (2008:201), a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population.

In this research, the researcher wants to find the students’ extrinsic motivation in English learning. In this research, the researcher uses survey research design with the use of quantitative approach. Survey is useful when a researcher collects the data on phenomena that cannot be directly observed (such as motivation in learning English). The time of the research is held in first semester academic 2018/2019 year. The researcher will use the time of research for two weeks, started in October 4<sup>th</sup> 2018 until October 12<sup>th</sup> 2018. This research is held in SMAN 10 Kota Jambi.

**Population and Sample**

**A. Population**

This research was conducted in SMAN 10 Kota Jambi. The researcher chooses SMAN 10 Kota Jambi as the research object because the school good enough quality and the reseacher has conducted PPL there. In this research, the population is all the students of Eleventh grade in SMAN 10 Kota Jambi. Those

consist of seven classes, namely: IX IPA 1, IX IPA 2, IX IPA 3, IX IPA 4, IX IPS 1, IX IPS 2, and IX IPS 3. Each class has different number of students.

**B. Sample**

According to Arikunto (2010: 174) sample is a part of population which is researched. From the technique of taking sample above, the researcher gets three classes as samples; they are IX IPA 1, IX IPS 1, and IX IPS 2 grades. The total numbers of sample are 92 students. They consist of 46 males and 46 females.

**Findings**

The researcher distributed the questionnaire to the students in SMAN 10 Kota Academic Year 2018/2019. The questionnaires were distributed to the students to know the students’ extrinsic motivation. In this research, the researcher takes students’ data by using 12 items questionnaire that are question number 1 up to number 12 with 4 likert scales.

The questionnaire was distributed to three classes that are class XI IPS 1, XI IPS 2, and XI IPA 1. In XI IPS 1, there are 30 students. In XI IPS 2, there are 29students. In the XI IPA 3 there are 33 students. The result can be seen in the table below:

**Table 1. Result From The**

Number of the statement	SS	S	TS	STS
1	14	16	0	0
2	13	17	0	0
3	17	13	0	0
4	16	14	0	0
5	27	3	0	0
6	12	17	1	0
7	8	18	4	0
8	7	14	7	2
9	17	12	1	0
10	10	18	2	0
11	7	19	4	0
12	10	14	9	13

**Questionnaire at XI IPS 1**

Based on the table we can see at XI IPS 1 from statement number 1 any 14 student answere strongly agree and 16 student answere agree. Than statement number 2 any 13 sudent strongly agree and 17 student agree. In statemen number 3 any 17 student strongly agree and 13 student answere agree. Statement number 4 any 16 student strongly agree and 14 student agree. Than statement number 5 any 27 student stongly agree and 3 student answere agree. In staremant number 6 any 12 studen answere strongly agree, 17 student agree and 1 student disagree. Statement number 7 any 8 student strongly agree, 18 student agree and 4 student disagree. Than statement number 8 any 7 student unswere stongly agree, 14 student agree, 7 student disagree, and 2 student stronglu disagree. At statement number 9 ani 17 student strongly agree, 12 student agree and 1 studen disagree. Than statement number 10 any 10 student answere strongly agree, 18 student egree and 2 student disagree. Statement number 11 any 7 student aswere strongly agre, 19 student agree and 4 student disagree. And the last statement 10 student strongly egree, 11 student agree and 9 student disagree.

**Table 2. Result from the Questionnaire at XI IPS 2**

Number of the statement	SS	S	TS	STS
1	11	18	0	0
2	9	17	3	0
3	10	19	0	0
4	16	13	0	0
5	11	18	0	0
6	9	17	3	0
7	4	20	4	1
8	3	14	9	3

9	11	15	1	1
10	5	12	9	3
11	6	15	7	0
12	0	13	11	5

Based on the table we can see at XI IPS 2 from statement number 1 any 11 student answere strongly agree and 18 student answere agree. Than statement number 2 any 9 sudent strongly agree, 17 student agree and 3 student disagree. In statemen number 3 any 10 student strongly agree and 19 student answere agree. Statement number 4 any 16 student strongly agree and 13 student agree. Than statement number 5 any 11 student stongly agree and 18 student answere agree. In staremant number 6 any 9 studen answere strongly agree, 17 student agree and 3 student disagree. Statement number 7 any 4 student strongly agree, 20 student agree, 4 student disagree and 1 student strongly disagree. Than statement number 8 any 3 student unswere stongly agree, 14 student agree, 9 student disagree, and 3 student stronglu disagree. At statement number 9 ani 11 student strongly agree, 15 student agree, 1 studen disagree and 1 student strongly disagree. Than statement number 10 any 5 student answere strongly agree, 12 student egree, 9 student disagree and 3 student strongly disagree. Statement number 11 any 6 student aswere strongly agree, 15 student agree and 7 student disagree. And the last statement 0 student strongly egree, 13 student agree 11 student disagree, and 5 student strongly disagree.

**Table 3. Result From the Questionnaire at XI IPA 1**

Number of the statement	SS	S	TS	STS
1	24	9	0	0
2	28	5	0	0
3	27	6	0	0
4	29	4	0	0
5	25	8	0	0
6	14	17	2	0

<b>7</b>	11	17	4	1
<b>8</b>	5	21	7	0
<b>9</b>	19	14	0	0
<b>10</b>	9	8	14	2
<b>11</b>	12	15	4	2
<b>12</b>	10	17	3	3

Based on the table we can see at XI IPA 1 from statement number 1 any 24 student answered strongly agree and 9 student answered agree. Then statement number 2 any 28 student strongly agree, and 5 student agree. In statement number 3 any 27 student strongly agree and 6 student answered agree. Statement number 4 any 29 student strongly agree and 4 student agree. Then statement number 5 any 25 student strongly agree and 8 student answered agree. In statement number 6 any 14 student answered strongly agree, 17 student agree and 2 student disagree. Statement number 7 any 11 student strongly agree, 17 student agree, 4 student disagree and 1 student strongly disagree. Then statement number 8 any 5 student answered strongly agree, 21 student agree, and 7 student disagree. At statement number 9 any 19 student strongly agree, and 14 student agree. Then statement number 10 any 9 student answered strongly agree, 15 student agree, 14 student disagree and 2 student strongly disagree. Statement number 11 any 12 student answered strongly agree, 15 student agree, 4 student disagree and 2 student strongly disagree. And the last statement 10 student strongly agree, 17 student agree 3 student disagree, and 3 student strongly disagree.

**Table 4. Result Total from the Questionnaire**

<b>Number of the statement</b>	<b>SS</b>	<b>S</b>	<b>TS</b>	<b>STS</b>
<b>1</b>	49	43	0	0
<b>2</b>	50	39	3	0
<b>3</b>	54	38	0	0

<b>4</b>	61	31	0	0
<b>5</b>	63	29	0	0
<b>6</b>	35	51	6	0
<b>7</b>	23	55	12	2
<b>8</b>	15	49	23	5
<b>9</b>	47	41	2	1
<b>10</b>	24	38	25	5
<b>11</b>	25	49	15	2
<b>12</b>	20	41	23	8

Based on the table we can see all of respondent from statement number 1 any 43 student answered strongly agree and 43 student answered agree. Then statement number 2 any 50 student strongly agree, 39 student agree and 3 student disagree. In statement number 3 any 54 student strongly agree and 38 student answered agree. Statement number 4 any 61 student strongly agree and 31 student agree. Then statement number 5 any 63 student strongly agree and 29 student answered agree. In statement number 6 any 35 student answered strongly agree, 51 student agree and 6 student disagree. Statement number 7 any 23 student strongly agree, 55 student agree, 12 student disagree and 2 student strongly disagree. Then statement number 8 any 15 student answered strongly agree, 49 student agree, 23 student disagree and 5 student strongly disagree. At statement number 9 any 47 student strongly agree, 41 student agree, 2 student disagree and 1 student strongly disagree. Then statement number 10 any 24 student answered strongly agree, 38 student agree, 25 student disagree and 5 student strongly disagree. Statement number 11 any 25 student answered strongly agree, 49 student agree, 15 student disagree and 2 student strongly disagree. And the last statement 20 student strongly agree, 41 student agree, 23 student disagree, and 8 student strongly disagree.

To find out the dominant result of student motivation toward the extrinsic factors as student motivation in learning English at SMA N 10 Kota Jambi academic year 2018/2019, the result

provide 12 statements with 92 respondent from 3 clas, the answer of questionner were tabulated in the below:

**Table 5. Result from the Questionnaire of Students' Extrinsic Motivation.**

Number of the statement	N	SS		S		TS		STS	
		F	P (%) P=F/N x100	F	P (%) P=F/N x100	F	P (%) P=F/N x100	F	P (%) P=F/N x100
1	92	49	53%	43	47%	0	0%	0	0%
2		50	54%	39	22%	3	3%	0	0%
3		54	59%	38	41%	0	0%	0	0%
4		61	66%	31	33%	0	0%	0	0%
5		63	68%	29	32%	0	0%	0	0%
6		35	38%	51	55%	6	7%	0	0%
7		23	25%	55	60%	12	13%	2	2%
8		15	16%	49	53%	23	25%	5	5%
9		47	51%	41	45%	2	2%	1	1%
10		24	26%	38	41%	25	27%	5	5%
11		25	27%	49	53%	15	16%	2	2%
12		20	22%	41	45%	23	25%	8	9%

<b>IPA 1</b>	33		2	1			
			2	1			
<b>Percentage (P)</b> (P=F/N x100)						70%	30%

Based on the table above, it can be showed that the result of students' english

$P = F/N \times 100$

**Explanations:**

P= Percentage

F= Score total of

N= The respondent total

**Table 6. the result of student english daily test**

Clas	The number of student	KKM at School	KKM U P	KKM D o w n	Students total (N)	Total KKM Up (F)	Total KKM Down (F)
IPS 1	30	7	18	12	92	64	28
IPS 2	29	5	24	5			

daily test are in up to standard score 70%, so thus the students' extrinsic motivation affect the result of english daily test.

**Discussion**

From the explanation about extrinsic motivation, it is clearly showed that students in SMAN 10 Kota Jambi have good extrinsic motivation in learning English. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will be easier to join with other habit groups in other country and they will be easier to communicate with English speaker. So, they can get much information easily.

From this finding showed that the students in SMAN 10 Kota Jambi have high extrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which affects students'



attitude and achievement. Furthermore, if it is related to the finding above, the fact is that the biggest factor which affects the students' extrinsic motivation is from teacher at school. So, It will be useful for the teacher to bring to the student to be successful in learning English.

## Conclusions

Based on the finding and discussion in the previous section, it can be concluded that the eleventh grade students in SMA N 10 Kota Jambi in general can be seen the extrinsic factor motivation based on school environment (teacher) that the highest value of 100%.

1. From the statement number 1,2,3,4 and 5. We can see 60% student strongly agree the motivation factor based on school environment than just 35% student answered agree.
2. So the factor motivation based on school environment the percentage of student who answered strongly agrees was greater than the students who answered agreed.

The extrinsic factor motivation based on learning environment (friend) that the highest value of 100%.

1. From the statement number 6, 7, 8 and 9. We can see 32,5% student answered strongly agree, 53,25% student answered agree, 11,75% student answered disagree, and just 2% student answered strongly disagree.
2. From the results above we know that the largest percentage is student who answered agree and the second largest is students who answered strongly agree, than disagree and strongly disagree.

The extrinsic factor motivation based on home environment (parents) that the highest value of 100%.

1. From the statement number 10,11 and 12. We can see 25% student answered strongly agree, 46,3% student answered agree, 22,6% student answered disagree, and just 5,3% student answered strongly disagree.
2. From the results above we know that the largest percentage is student who answered agree and the second largest is students who answered strongly agree, than disagree and strongly disagree.

## References

- Arikunto, S., (2010), *Prosedur Penelitian. Suatu Pendekatan Praktek*, Jakarta: PT. Bina Aksara.
- Bolduc, Michael. 2000. *Power of Motivation*. Canada. Guaranteed success strategies.
- Brown ,H. 2000. *Strategies for success a practical guide to learning english*. :Edisson wesley longman.
- Brophy, Jore. 2004. *Motivating Students To Learn*. New Jersey. Lawrence Erlbaum Associates.
- Carrollina. 2006. *Relationships between motivation for learning english and Foreign language anxiety: A pilot study*. JALT hokkaido journal.
- Creswell, J,W. 1994. *Research Design Qualitative and Quantitative, and Approaches*. London: Sage publications.
- . 2008. *Research design qualitative, quantitative, and mixed*

- Methods approaches*. London: Sage publications.
- David, Y. 2004. *Motivation, emotion, and cognition*. New Jersey: Lawrence Erlbaum Associates.
- Emaliana, I. 2011. A Survey on Relationship between Motivation and Achievement of English Department Students in State University of Malang. State University of Malang Press.
- Fadillah, Ridha. 2014. *Learning Motivation and English Achievement of Students At Politeknik Negeri Semarang Central Java*. Banjarmasin.
- Gardner, R.C. 1985. The Attitude/Motivation Test Battery: Technical Report (internet). (uploaded: 04 October 2018). Tersedia pada: <https://attitude.motivation.test.battery.source.id/>
- Hadriana. 2013. *The Relationship between Motivations and Self-Learning and the English Language Achievement in Secondary High School Students*. Canadian Journal.
- Hambalik, Omar. 2001. *Proses belajar mengajar*. Jakarta: Bumi Aksara.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited.
- Harmer, Jeremy. 2002. *The Practice of English Language teaching* 3<sup>rd</sup> edition. Harlow : Longman.
- Harmer. 2007. *The Practice of English Language Teaching*. Fourth edition. Malaysia : Longman Pearson Education Limited.
- Jaryati. 2016. *Students' Motivation in Learning English in the Eleventh Grade Students of SMA PGRI 1 Pati in Academic Year 2015/2016 (Thesis)*. Pati : Universitas Muria Kudus.
- Kusumawati, Fina .H. 2014. *Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar*. Blitar : IAIN Tulungagung.
- Nunan, David. 1992. *Research Methods in Language Methods*. Cambridge University Press.
- Paramitha, Suci Lia. 2017. *The Relationship Between Students' Motivation and Their Achievement in Studying The English Language (Thesis)*. Banda Aceh: UIN Ar-Rainy.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif R & D*. Bandung : CV. Alfabeta.