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by Zuhri 1 Zuhri 1

CHAPTER I

BACKGROUND OF STUDY

1. **Introduction**

   Indonesia is a great country in ASEAN region, unifying more than 17.000 islands, hundreds of languages, tribes and cultures. Despite this incredibly high diversity, Indonesia is pre-dominantly inhabited by Muslim, given that more than 80% of its total population is Muslim. This huge percentage of Muslim has obviously influenced Indonesian dynamics live, including education sector, before and after independence. Indonesian Muslim, which been well-known as Sunni moderate, has successfully preserved and spread its Islamic values through their way of education through establishment of traditional institution called *Pesantren*. The historical root of *Pesantren* goes back to the history of Muslim preachers who came to the region and spread their teachings in peaceful way of trade and education.

   Pesantren can be simply understood as an Islamic seminary, founded by Sheikh, *Habib* (descendants of Prophet Muhammad PBUH) or *Kiyai* (local Muslim scholar) to teach basic knowledge of Islam along with supporting life-skills such as farming, gardening, *pencak silat* (local martial art) and trading. *Pesantren* education had allowed its students to learn Arabic as the medium instruction and to provide them accesses to learn Islamic teachings through classic authoritative books written by middle-eastern scholars. For years, *Pesantren* has been remarkably noticed as distinctive religious institution having minimum attention to the teaching of modern knowledge, in which by that time, always associated only to the western civilization. However, *Pesantren* has gained its reputation as respectable traditional institution concerning to the improvement of people education and human resource development, which also successfully graduated undisputable national figures such as Imam Bonjol, Pangeran

Diponegoro, Kiyai Ahmad Dahlan, Kiyai Hasyim Asy'ari, General Sudirman and many others.

After its independence in 1945, Indonesian government has developed its official education system through the Ministry of Education. Modern schools were then built across the country after the arrangement of national education system adapting western values. Modern knowledge were taught, western culture were portrayed as more advanced civilization and prioritized in these schools. Soon, *Pesantren*'s role of education had gradually been replaced by these public schools. However, *Pesantren* was not officially abandoned by the government, since it was managed under the Ministry of Religious Affairs and still operating as the regeneration hub for Indonesian Muslim scholars.

During the country's development, it was found that the modern school were lack in cultivating moral values compared to *Pesantren*. It was clear that western values were secular and materialistic, while Indonesian people were still holding their local wisdom, moral values and -for sure- their religion. This condition then triggered Muslim education practitioners to establish modern *Pesantren* combining between traditional and modern method of teaching along with modification on curriculum and teaching materials. Since then, modern knowledge, including English and other foreign languages are taught inside the *Pesantren* system. This modification certainly has its advantages and disadvantages. However, surprisingly, this model of education is highly appreciated and being chosen by people as major alternative to the unsatisfying public schools. Thus, modern *Pesantren* grow here and there to fulfil society demand of modern education along with strict moral and religious cultivation.

English language learning in *Pesantren* is unique. Its uniqueness lies on the following facts; First, *Santri* (*Pesantren* students) are both directly and indirectly get in touch to the Arabic as the medium of core curriculum in Islamic studies. This certainly drives them to the Arabic acquisition before and more than English or another language after their mother tongue. Second, most of *Pesantren* applies internal regulation forcing students to use certain language, in certain time period,

to communicate each other. It means that these languages are set into its practical allocation, along with environmental support to be applied.

Due to the uniqueness, *Santri* are presumably experience more effective English learning, but in fact, Murbidjono (1990) reported that the teaching of English in *Pesantren* has not given satisfying result due to several factors; [1] Size of the class; [2] The environment; [3] The Quality of Teachers; [4] The time allotment and [5] Students Motivation. The last factor (Motivation) is the most essential to be explored at the first place, since it becomes such an 'internal engine' for the student to be more active in learning English and to reach better achievement in learning as well. *Pesantren* tradition had always rooted to the Holy Quran and sayings of Prophet Muhammad PBUH, and one of his sayings which always being taught in *Pesantren* is *'Every single action is essentially based on it's motivation'* where Zarnuji (2004) potrays the essential of motivation in learning from the religious point of view. He elaborated that motivation and intention both are the core of every single action, including learning activity. So as Asy'ari (1947) who formed high motivation as an ethic of learning in his *Adaabul 'Alim wal Muta'alim*. Motivation involves positive reinforcement for many small steps in learning and forming good habits (Scarino and Liddicoat, 2009). If the learning process is analogized as a vehicle, then the motivation is the pushing wheels of the learning vehicle that student ride to reach their educational objectives. In short, motivation is initially regarded as the most important factor among others in language learning strategy (Gardner, 1985).

The urgency of motivation in learning English is essential, and due to the fact that there still no investigation yet toward *Santri*'s motivation in learning English, the researcher is motivated to step ahead in investigating patterns and types of motivation among *Santri's* in learning English. Pursuing to discover whether instrumental, integrative, internal or external motivation is the most positively influencing to their Language Proficiency which in this case measured through School Exams and other reliable measurement. Further, identification upon relationship between these motivations and the Language Proficiency

measurement can be sturdy step stones for the Teachers to specify their teaching methods, materials, and to select appropriate and effective treatment for their students and to guide them for the better achievement.

The research targeted a group of students at *Pesantren* Al Fatah Buduran, Sidoarjo. The whole population of X grade in Senior High School is involved and expected to answer prepared questionnaire. Then, an interview with the English teachers is held to cross-validate the raw data from the questionnaire, and also to explore detail information about the type of motivation based on teacher perspective. Accordingly, the data collection will be taken through three steps. In the first step, the researcher utilized prepared questionnaire to measure motivation. At the second step, researcher used printed and structured interview. Third, will be a direct un-structured snowball interview. This fixed data will then be analyzed and cross-checked statistically using SPSS version 20 with their result of School exam and independent Language Proficiency test prepared by the researcher.

2. Statement of Problem

Addressing to the explained introduction before, the researcher states his research questions in the following list:
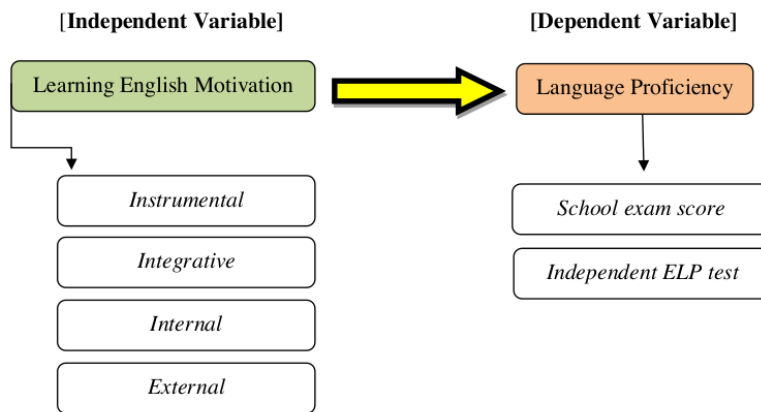
1. What are kind of motivations in learning English among *Santri*?
2. Which one is more dominant, instrumental, integrative, external or internal?
3. Is there any correlation between their motivations in learning English with their Language Proficiency?

3. Research Objectives

1. To discover variation of motivation in learning English among the students.
2. To discover which type of motivation is the most dominant to influence them to reach better achievement in Language Proficiency.
3. To discover relationship between their motivation and their English Language Proficiency which been measured through School exam and independent proficiency test.

4. Conceptual Framework

This study will explore variation of learning motivation among students and its correlation with their language proficiency which been measured through School exam and independent measurement test prepared by researcher. Hence, the independent variable is motivation, while the dependent one is the score of Language Proficiency.

[Independent Variable]   **[Dependent Variable]**

| Learning English Motivation | → | Language Proficiency |

- *Instrumental*
- *Integrative*
- *Internal*
- *External*

- *School exam score*
- *Independent ELP test*

5. Hypothesis

Since the aim of this study is to discover whether student's motivation significantly correlated to Language Proficiency, the H_1 is that there is a significant correlation between motivation and language proficiency, while the H_0 is there is no significant correlation between motivation and language proficiency. Based on the field observation, researcher tends to support the H_0, commencing the significant correlation between two variables.

6. Scope and Limitation

The scope of this research is:

1- This study will investigate learning motivation of the whole population in grade X only, due to the institutional policy from *Pesantren* Al fatah Buduran.

2- The focus of motivation investigation is only for English subject, not for another foreign language subject.

3- Researcher believes that there are many factors influencing student's Language Proficiency, however in this research, only motivation is measured and investigated.

4- The measurement of Language Proficiency is based on the result of School exam and independent English Language Proficiency test prepared by researcher. The prepared ELP test will cover only speaking and listening skills because writing and reading skills are already covered in the School exam.

7. Limitations of this study

1- The result of this research can't be used as generalization to the whole English Language learning in *Pesantren*, because it is done only in one institution chosen due to its distinctive program and environment. Others may have different policies, programs and conditions.

2- There is always possibility of less-valid information provided, because students are not trustfully or considering the questionnaire as trivial and not important for them.

3- The reason of choosing *Pesantren* students is because they live inside the dormitory, having language regulation and programs. Thus, their language competency is influenced by the efficiency of the program and how the managements run it throughout the year and their attitude toward the programs and regulation.

4- Some of the students in X grade are transferred students who might have different background knowledge which could also influence their motivation to learn English. This will cause a bias whether the current motivation is stable or possibly change due to the new environment.

8. **Significance of the Study**

Through this study, researcher aims to contribute both theoretical and practical significance for practitioners, readers, stakeholders and further researchers as explained in the following details:

a) **Theoretically**

The point of urgency in this research lays on discovery of motivation types in learning English inside a religious community in which Arabic is their essential language in exploring their core religious resources. Also, this unique community is living with contradictive moral values to English user society in the west. The result of this study will then portray their learning motivation toward English language. This portrait of motivation then can be essential 'stepping stone' and reference in the realm of Language Teaching study.

b) **Practically**

a. For Education Practitioners, especially English Language Teacher in *Pesantren*, referring to the result of this research, they can form coherence method of teaching and assignment in which richly enhance student motivation so then it bring positive influence to their Language Proficiency which can be students essential capital to pursue brighter future in continuing their study and to apply for jobs.

b. For Education Stakeholders, such *Pesantren* Committees, Head of Madrasa, Head of Dormitory and Member of *Santri* organization majoring in language enforcement. This research can be useful to support language program in term of presenting statistical percentage of *Santri*'s motivation in learning English beside Arabic. The stakeholders are also expected to be more active and supportively exist by providing facilities and becoming encouraging figures in the dormitory live or inviting respected profiles and experts in English language learning.

c. For Intellectual Society and upcoming Researchers, this research can contribute as reference to support or clarify or examine your presumption and hypothesis about *Santri*'s motivation in learning English and its correlation to their Language Proficiency. Perhaps every *Pesantren* has its characteristic as research in education is also varies and rich of context, but our endeavor is to create better education for the society is always appreciated.

9. Operational Definitions

Aiming to clarify several terminologies which are concerned in this study, the researcher explains decisive key terms through the following details:

a) Motivation

According to Oxford Advanced Learner's Dictionary (8th edition), the word motivation (noun) is formed from the verb 'motivate' which include three meanings [1] 'to be reason why somebody does something or behave'; [2] 'to make somebody want to do something, especially something that involves hard work and effort' ; [3] 'to give reason for something that you have stated'. These three meanings then drive to a conclusion that motivation is reason which triggers somebody to act. Meanwhile, in The New Fowler's Modern English Usage, R.W Burchfield (1998) defines that the word motivation, motivational (derivative), motivator, etc have turned out to be perfectly suited to the needs and mood of those who are concerned with the psychological and social motives that influence people in their daily behavior. In this definition R.W Burchfield has specified term motivation to the realm of psychological and social aspect. The researcher basically agrees with these two definitions, however, he chose to more specify the context of learning as revered by Prophet Muhammad PBUH in his saying *'Every single action is essentially based on it's motivation'* which is compiled by Imam Nawawi in his

Arbaien Al Nawawiya. That every single action which is being correlated with motivation here is a valuable action according to religious values (Ibnu Daqiq, 1999). This option is obviously more suitable with the nature of *Pesantren's* community who still consider learning English as a valuable action according to their religious values.

b) **English Language Learning**

In Indonesia, English is considered as foreign language. So the term English Language Learning in this research also refers to this context. Commonly, in Indonesian public and private schools, English subject is taught classically in comparison by one teacher for twelve to thirty students. There is no specific allocation and strong regulation to practice English in daily conversation. Unlike in *Pesantren* which has certain period of time in which students are strictly forced to use Arabic or English in their daily conversation. Consequently, the term English Language Learning in this study is referring to English as foreign language along with local regulation and environmental support inside the dormitory of *Pesantren*.

c) *Pesantren*

Pesantren is an Islamic religious institution which is well known in Indonesia as conservative and traditional basis to learn Islamic sciences. Its special character lies upon the study of Arabic language (as well as its linguistic branches such Arabic morphology, grammar, literature, etc) and old manuscripts which commonly called *Kitab Kuning*. Originally, *Pesantren* only educate Islamic sciences, moral and some beneficial skills such entrepreneur and farming. But recently, stakeholders of *Pesantren* form a new model called Modern *Pesantren* which integrates its origin of teaching Islamic sciences with natural

and other social sciences. This form of *Pesantren* also integrates its curriculum with the national framework under Indonesian Ministry of Religious Affairs or Ministry of Education. Consequently, the portion of old manuscript study is reduced or even minimized systematically, but then moral and Islamic values are cultivated through daily application and environmental conditioning. This last model of *Pesantren* is the target of investigation in this research.

d) *Santri*

The word *Santri* literally means 'student', contextually student of religious sciences in *Pesantren*. According to residential type, there is two types of *Santri*; [1] *Santri Mukim*, is student who stays in the dormitory provided by *Pesantren* during the educational process. This type of Santri will only leave the dormitory in essential event such annual holiday during the Ramadan, Mawlid (birthday of prophet Muhammad PBUH) and 'Ied Adha (sacrificing day in Islam); [2] *Santri Kalong,* is a student who only come to the *Pesantren* during the teaching time (Ta'lim). This type of students live in their own home stay, house rent close to the *Pesantren* or even their houses are nearby the *Pesantren* environment. This research only accommodate the first type of *Santri* because only this type of student will experience strict application of rules, especially language rules which become uniqueness of *Pesantren* education.

CHAPTER II

LITERATURE REVIEW

1. Motivation

a) Introduction

The study of motivation has been done along with the study and research of psychological aspect in education and how it gains its significance toward the process of learning. But, the specific study on motivation and its relationship to the language learning begun in late 1950, when Robert Gardner and Wallace Lambert run their investigation over the reasons and causes why some people can learn and acquire second language better than some others. Within their further research in 1985, Gardner developed an instrument to measure motivation of people who were learning a language. The instrument was named AMTB (Attitude/Motivation Test Battery) (Zanghar, 2012). Gardner's theory on motivation was built on the period of socio-psychologic, and hence his theory highlighted more on social context and social interaction (Zaman, 2015). Since 1960 onwards, language learning scholars had changed their direction from the social psychology cognitive to psychlogy's expectancy (Saheb, 2014). This sub-chapter will discuss deeper about the theory of motivation in language learning, including its significance, types and how teacher and students see a motivation as important part within their educational activities along with comprehensive exploration on how the motivation can be measured.

b) Theories on the Study of Motivation in Language Learning

Gardner's theory of motivation stands on the definition of motivation as the extent to which somebody works or being triggered to learn language due to his/her eagerness to do so and his/her satisfaction during the language learning activities (Liuoliene, 2006). Gardner also referred to Keller's definition that motivation can be defined as choices made by people in order to experience

something, to reach a goal or to avoid something along with their degree of work that they will undergo with it. Nevertheless, Gardner (2010) stressed that motivation can't be simply defined, as he explained that definition he referred from Keller is somehow still not accurate, since it doesn't specify any elements and characterization of motivation. It's been explained before that in his further study, Gardner proposed what so called a socio-educational model within the framework of socio-psychological theory in which attempted to elaborate correlations between four aspects of language acquisition: [1] social and milieu (environment); [2] personal distinctive; [3] learning context; and [4] linguistic outcomes.

According to Kam (2002) Gardner's model of socio-education focused on four personal variables: [1] intelligence; [2] language aptitude; [3] motivation; and [4] situation anxiety. Pintrich & Schunk (1996) had been in line with Gardner in defining motivation as a process where aim-directed works and actions are started and persisted. For them, motivation is something that can't be directly observed, but can be detected through its indicating behaviours such as choices, preferences and effort. Thus, they also proposed that motivation is instigating and sustaining.

Decy & Ryan (1985) promoted the concept of SDT (self-determination theory) which is actually doesn't really engaged with language learning, but rather more general elaboration on Psychology and learning, stated that motivation is categorized into intrinsic and extrinsic. Intrinsic motivation is based on self-autonomy and competence, meanwhile, extrinsic is based on some goal that is separated from the activity in or of itself (Bernard, 2010). The concept of intrinsic and extrinsic motivation doesn't stand by itself, but rather accompanied previously by some similar or close orientation theories such expectancy-value theory (Brophy, 1999) which elaborates that motivation performs various tasks in the product of two key factors; the individuals expectancy of success and the value which attaches to individuals. This theory is highlighting on internal factor (individual expectancy) and the attaching values as external factor. Orio (2013) highlighted the urgency of intrinsic motivation by referring to Deci & Ryan's (1985) statement that *"Intrinsic motivation is in evidence whenever student's*

natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources simulation, and a context of autonomy, this motivational is likely to flourish". In this quotation, both intrinsic and extrinsic are essentially uphold to go hand in hand creating a flourishing learning outcome. And essentially, motivational identification is not merely to depict the reason 'why do student learn' but in further step, developing and setting students motivation by all means of facility in order to reach maximum result of learning activity.

Dorney & Otto (1985) proposed that motivation is a dynamic entity. Motivation is fluctuate and dynamically changing personal emotion which potentially triggers initiation, direction, evaluation and termination over cognitive and motor process based on selected and prioritized aim or goal. Dorney & Ushioda (2013) described motivation as a derivative word from Latin verb '*movera'* that means 'to move' and this basic derivation led into preferred definition; direction and magnitude. It is because motivation can push and direct somebody to move and to do something as steps to reach certain goal, starting with choosing particular action, to be persistent with it and to do best effort to attain the goal.

Dorney also presented such a historical overview over the theories of motivation, specifically when it is put on the realm of language learning (Orio, 2013). There are three phases of it; starting with the [1] social-psychological phase (1959-1990), when Gardner's and Lambert's works influenced and became major theory along with socio-educational model of second language acquisition, as in 1977 Clement also proposed his linguistic self-confidence model; and then [2] cognitive situated phase (1990-2000), when Deci, Ryan and Noels in 1985 came with their self-determination theory, as Weiner in 1992 came with his attribution theory, in this phase Dorney and Julkunen came with their proposal on task motivation ; and [3] process oriented phase (2000-2005), when Dorney's theory developed into the process model of language learning motivation and motivational self-system.

c) **Significance and types of Motivation**

According to Krashen (1988) learners with high motivation, self-confidence, good self-image and low level of anxiety are having more readiness in their attempt to acquire second language. And in contrast, learners with low motivation, less self-confidence and burdening anxiety are more likely blocked from the successfulness of language learning and acquisition. Within his theory, Dorney proposed that positive attitude and motivation can facilitate language learners, while the negative attitude can psychologically block them from what should be reach in language learning (Sugimoto, 2000). Motivation gains its significance due to its role as inner-power to push somebody to learn and to extend best efforts to reach certain goal. If language learning process is analogized as a vehicle, motivation can play role as its driver who direct it to specific direction and utilize all equipment provided inside. Other than that, a driver can fix the machine when it is in trouble or to refill the gasoline when it is empty. Corresponding to this significance, motivation is classified into some types. This classification has been made based on theories and its initiators:

- **Intrinsic and Extrinsic Motivation**

Intrinsic motivation refers to the satisfaction of learning for personal pleasure and fulfillment, while extrinsic is related to external regulation as reward (Dorney, 2005). Student with intrinsic motivation gains self-purpose in learning language as it drives him/her into certain behavior without any external factors. Jeffers (2003) claims that intrinsically motivated learner is not influenced by external reward of punishment for their exertion. This goes in line with the behaviorism perspective in which motivation is an 'insider' driving a learner's outward behavior (Seivert and Sutton, 2009). Decy and Ryan (1985) promoted the concept of SDT (self determination theory) which is actually doesn't really engaged with language learning, but rather more general elaboration on Psychology and learning, stated that motivation is categorized into intrinsic and extrinsic. Intrinsic

motivation is based on self autonomy and competence, meanwhile, extrinsic is based on some goal that is separated from the activity in or of itself (Bernard, 2010). The concept of intrinsic and extrinsic motivation doesn't stand by itself, but rather accompanied previously by some similar or close orientation theories such expectancy-value theory (Brophy, 1999) which elaborates that motivation performs various tasks in the product of two key factors; the individuals expectancy of success and the value which attaches to individuals. This theory is highlighting on internal factor (individual expectancy) and the attaching values as external factor. Orio (2013) highlights the urgency of intrinsic motivation by referring to Deci and Ryan's (1985) statement that *"Intrinsic motivation is in evidence whenever student's natural curiosity and interest energize their learning. When the educational environment provides optimal challenges, rich sources simulation, and a context of autonomy, this motivational is likely to flourish".* In this quotation, both intrinsic and extrinsic are essentially uphold to go hand in hand creating a flourishing learning outcome. And essentially, motivational identification is not merely to depict the reason 'why do student learn' but in further step, developing and setting students motivation by all means of facility in order to reach maximum result of learning activity.

- **Integrated and Instrumental Motivation**

The classification of instrumental and integrative is concluded as modification of Gardner's (1985) exploration on motivation in language learning, Gardner specifies four aspects of motivation; [1] a goal; [2] effortful behavior to reach the goal; [3] a desire to reach the goal and [4] positive attitudes toward the goal. A goal, then been highlighted as orientation during language learning. So as based on this orientation, instrumental and integrative orientation is discovered later. Integrative is portrayed as favorable attitude toward the target language community (Root, 1999) in which realized in a wish or intention to integrate and adapt to other distinctive culture through mastering the language. Meanwhile, integrative goes to more practical and functional reason such job promotion, salary

enhancement in which can be attained by mastering the language. A language learner will be recognized as an instrumentally motivated if he/she is exposed to learn language to pass an examination or to gain better work or job (Mun, 2011). In opposite, Al Anshari (1993) commenced to classify someone to be an instrumentally motivated if he/she shows sympathetic attitude toward the culture of target language and its speakers. Hudson (2000) also stated that instrumental motivation is generally indicated by aspiration to get practical benefit from the study of language. This proposed concept of goal in which then rise integrative and instrumental classification has evidently served as the foundation and starting point to inspire other researcher to get better understanding in the field of language learner motivation (Guerrero, 2014). However, since the research paradigm toward human behavior in language learning changes to be more focused on cognitive and attitude, some theories are surpassing Gardner's goal based theory and trying to criticize or even evaluate. Crookes and Schmidt had firstly to criticize Gardner's theory (MachIntyre, 2002) by stating that there are some aspects to be considered and other aspect that had not be given in importance as they deserve in language learning motivation (Guerrero, 2014). Furthermore, Dorney (2004) promoted motivation on three different levels; [1] Language Level; [2] Learner Level and [3] Learning Situation Level. And along with Dorney, Oxford (1996) invited to broader research toward student motivation in language learning stating: "For the sake of global students, it is not affordably to restrict on small set of motivational variables. Moreover, research has revealed that motivation incredibly complex, multifaceted and important construct" (Oxford, 1996).

d) Teacher and Student Perspective toward Motivation

For students, motivation is important aspect to care about at the very first place. Motivation is closely associated to intention to learn something, to extend more knowledge of something already known before and to synthesize a whole new knowledge as a result of new own research and discovery. Specifically in language learning, according to Gardner (1972) many linguists have proven that

motivation and attitude are correlated, and they significantly determine the final result of language learning process (Chuo, 2011). On the other side, student's motivation is essential topic to be discussed by language teachers, as their teaching effectiveness is also determined by student's motivation. Teachers are one of the major factors to arouse and to preserve student's motivation in learning (Nasr, 2011). In some cases where students are confused or not knowing about their true motivation in learning, teacher must guide them to find their suitable motivation and interest toward certain learning material or school subject.

In a collaborative research published in national journal, the author has investigated Stakeholder's perspective in toward English Language Teaching in *Pesantren* (Fakhruddin & Megawati, 2018). The study was aimed to discover whether students perspective towards the current teaching method and approach of English subject is suitable or not with their motivation in learning English. Some variables which been measured within the research are; [1] ELT material; [2] Teaching instrument; [3] Application of ELT; and [4] Environment and facilities. The study ended up with some discoveries of the congruency between teacher and students perspective over the importance of English. But a small discrepancy is found between the teacher and students perspective towards the students motivation. Teacher assumed that students had followed the current English teaching with positive attitude and good motivation, but students confess their anxiety and their state less-motivation over certain teaching method, lack of instrument and regulation applied inside *Pesantren* where students are forced to speak using English. Although, the majority of students had admitted that the application of language regulation is helpful to enhance their language skill.

e) **Measuring Motivation**

Study on how to measure motivation is an important topic which been developed by researchers who are concerning on the exploration of psychological factors, as an intrinsic encouragement, within human and how it may correlates with many things as external out-put performances whether in educational fields,

business, or many others. In this sub-section, the author will present several forms of research trying to measure motivation using various approach. It is an urgent need for the author to know what have his previous researchers do on measuring motivation as a broaden reference before developing his own suitable approach and instrument. The author also explain his reason why he chooses certain approach compared to the others.

Sarwat & Norman (2014) presented their point of view on how motivation is depicted as second order variable which dependently connected with attitude, perceived goals, values and needs. They asserted that in order to construct a complete motivation, student must have a realistic goal as a realization of what have they do along with the existence of motivation in themselves. They also asserted a theory of connection between; self-efficacy, self-concept, self-esteem and confidence. These two concept can be used a minimum perimeter on how motivation is measured in the context of education. Still in their research, they shown their recognition on the use of questionnaire as a reflective aspiration from the respondent in the effort of measuring motivation despite its considerable criticism. Thus they listed some researches on the exploration of motivation deploying questionnaire as its research's instrument:

Author	Years	Short description
Pintrich *et al*	1993	In this research the author construct an instrument called as MSQL (Motivated Strategies for Learning Questionnaire). It was used to measure student's motivation and strategies in learning. In measuring motivation the questionnaire is written in the form of Likert-scaled including three big areas; [1] value; [2] expectancy; and [3] affect. While, in the effort to measure strategies it included three scales which later been broken-down again into nine; [1] Cognitive strategies (rehearsal, elaboration, organisation and critical thinking); [2] Metacognitive strategies (planning, monitoring and regulating); [3] Resource management strategies (managing time and environment, effort management and help-seeking)

Deci	1985	The author elaborated connection between academic achievement and intrinsic motivation. At the end of this research it was revealed that both variable had very significant and positive correlation. This research was then developed the theory of Self-determination
Teresa & Nelson	2000	Objecting 242 students at the high school level majoring in science (biology and physics), the author compared their type of motivation and academic performance. It was revealed that students majoring in physics were better in term of motivation values and performances.
Othman	2011	In a quantitative design, the researcher investigated the correlation between intrinsic motivation, self-concept and self- determination. Involving 200 Chinese students from grade 5 and 6 of Malaysian primary school, the researcher deployed a self-developed questionnaire to collect the data. SPSS 17.0 was used to analyse the collected data and to interpret the result. At the end it was revealed that the correlation between three variables were significantly low.
Tokan & Imakulata	2018	Aiming to analyse correlation between four variables (internal motivation, extrinsic motivation, learning behaviour and learning achievement) the author involved 54 students which been taken randomly from 229 students majoring at the biology education. SPSS version 20 is used to analyse the collected data and it was finally discovered that the correlation of those four variables was significant at the level of 1%, as the three independent variables had a strong connection with the value of learning achievement

Rebeka & Nial (2015) developed a highlight review on the type of instruments used to measure motivation in an investigation aiming to discover academic motivation among 232 business students at undergraduate level. They depicted their preference on the use of Academic Motivation Scale. Though, they reviewed several format of questionnaire used in measuring the motivation:

Questionnaire Format	Description
Academic Self Concept Scale (ASCS)	It is a questionnaire consist of 40 questions survey in the form of Likert-scale and returns in a numeric values as its result. This questionnaire examines the significance of self-concept towards motivation which later affect academic performance
Motivated Strategies for Learning Questionnaire (MSQL)	This questionnaire is developed by Pintrich *et.al* consist of 81 survey questions aimed to discover students motivation along with their learning strategies. This questionnaire is also can be used to explore students mind-set over certain learning activities and how it may affects their motivation and their behaviour
Maslach Burton Inventory (MBI)	Unlike the other form of questionnaire which are aimed to explore type or correlation of motivation with other variables, this type of questionnaire is made to measure the lack of motivation. Developed by Maslcah and Jackson in 1986, the questionnaire in its various modified version had been used across variety of disciplines. Consist of only 15 survey questions, the questionnaire examine the value of exhaustion, diminished efficacy and cynicism.
Downing Self-assessment Questionnaire (DSAQ)	Consisting 64 survey questions, this questionnaire is developed by Downing in 2005. This questionnaire is aimed to measure student beliefs on what make them success in the future. This questionnaire included eight sub-scales; [1] self-confidence; [2] self-management; [3] responsibility; [4] self-motivation; [5] self-awareness; [6] interdependence; [7] adoption of long-life learning stance; and [8] emotional intelligence

Learning and Study Strategies Inventory (LASSI)	Back to 1987, this questionnaire was developed by Weinstein to measure the effectiveness of students learning strategies over new material and how it may help educators to perform correct identification over those who need assistance during learning activities. The questionnaire consist of 77 survey questions covering 10 sub-scales; [1] Information processing; [2] Selecting main ideas; [3] Test strategies; [4] Attitude; [5] Motivation; [6] Anxiety; [7] Concentration; [8] Self-testing; [9] Time management; and [10] Using academic resources
Students Adaptation to College Questionnaire (SACQ)	Developed by Baker and Siryk in 1984, this questionnaire is aimed to examine students' difficulties in their effort to adjust with college environment and conditions. This state is considered as emotional adjustment and feeling attachment to the current institution. Consist of 52 survey questions, this questionnaire is commonly used among international students travelling from their country for continuing their higher education with a hypothesis that the more poor ability in adjustment resulted poor value of motivation
Attitude Motivation Test Battery (AMTB)	Developed by R.C. Gardner in 1985, this questionnaire aimed to examine connection between attitude and motivation. Consist of 116 survey questions in the form of Likert-scale, this questionnaire had two sub-scales; [1] attitude toward the language learning activities; [2] self-reflective motivation toward the activities in numerical scales
Motivational Orientation of Language Teaching (MOLT)	Designed by Dorney & Guilloteaux in 2008, this type of questionnaire aimed to examine motivational orientation raised during language teaching. Consist of 38

	survey questions providing a definable and observable value of teacher model of motivation during the language teaching activities. These 38 questions included four main categories: [1] participation structure; [2] teacher's discourse; [3] activity designs; and [4] retrospective self-reflection
Language Learner Orientation Scale (LLOS)	Developed by Noels this design of motivational measurement aimed as an instrument to investigate connection between intrinsic motivation, extrinsic motivation and fluctuate motivation. Consist of 21 items, this type of questionnaire is specifically suitable in research which targeting students as object of investigation

2. *Pesantren*

a) Introduction

The term '*Pesantren*' refers to an Islamic religious institution which is well known in Indonesia as conservative and traditional basis to learn Islamic sciences. Its special character lies upon the study of Arabic language (as well as its linguistic branches such Arabic morphology, grammar, literature, etc) and old manuscripts which commonly called *Kitab Kuning*. Previously, *Pesantren* is dichotomized into two types; Salafi and Khalafi *Pesantren* (Dhofier, 1984). *Salafi Pesantren* maintain the teaching of old manuscript as the main teaching, while *Khalafi Pesantren* accepts general knowledge in its curricula. Recently, in more specific classification, Noor (2011) elaborates that there are four types of *Pesantren;* [1] *Pesantren Salaf* which is the oldest type of the institution that only teach Islamic knowledges; [2] *Pesantren* which includes non-islamic knowledges in their teaching, but its curriculum structure doesn't follow national arrangement; [3] Modern *Pesantren*, which teaches students by both Islamic and non-islamic subjects by adopting national curriculum and [4] *Pesantren* which let its students

to live inside the dormitory, but also allows them to take formal education outside the *Pesantren*. In the adoption of national curricula, consequently, the portion of old manuscript study is reduced or even minimized systematically, but then moral and Islamic values are cultivated through daily application and environmental conditioning. This research and investigation will restrict to the Modern form of *Pesantren* which adopt national curriculum so as the students are obligated to attend National Examination. But still, having a portion of old manuscript study even with minimum portion compared to *Salaf Pesantren* in which old manuscript study is its main subject to explore.

b) Language Learning in *Pesantren*

In Indonesia, English is considered as foreign language. So the term English Language Learning in this research also refers to this context. Commonly, in Indonesian public and private schools, English subject is taught classically in comparison by one teacher for twelve to thirty students. There is no specific allocation and strong regulation to practice English in daily conversation. This condition has been elaborated by Moni, Baldauf and Richard (2005) stating that the learners don't have many opportunities to use English in their daily lives outside the classroom. Unlike in *Pesantren* which has certain period of time in which students are forced to use Arabic or English in their daily conversation. Consequently, the term English Language Learning in this study is referring to English as foreign language along with local regulation and environmental support inside the dormitory of *Pesantren*. Despite this condition, English language learning in *Pesantren* is facing a dilemmatic situation, especially in regard to the culture engagement as English, more or less, is transferring Western culture. On the other hand, *Pesantren* drives it education on Islamic values which sometimes having a clash point.

This condition exposed by Fahruddin (2012) stating that English teacher in *Pesantren* are inquiring whether they should teach English on the basis of Inner circle/core/centre perspective or should they do this by mixing the values of

Western and *Pesantren's*. Furthermore, in accordance to national curriculum which also been taught in *Pesantren*, English language learning is, in fact, still not satisfying as narrated by Kirkpatrick (2007) stating that teaching English in Indonesian schools and colleges has been less than satisfactory.

c) Unique Language Environment in *Pesantren*

The uniqueness of language learning environment in *Pesantren* lays on the existence of systematic language input to enhance students' language competency in a way that students themselves may not recognize it. Some of these systematic language input may realized in several forms such as:

1. Playing recorded audio mentioning foreign language vocabularies

2. Obligation to memorize at least three foreign language vocabularies and submit it to the mentor

3. Obligation to compose a short text using the foreign vocabularies bi-weekly

4. Public speaking activity called as *Muhadharah* using foreign language every week

5. Watching movie activity playing foreign language speaking actors

6. Foreign Language competition every six month

7. Foreign Language Camp under supervision of Native Speakers and Language Experts from University of another institution

8. The use of foreign language as medium instruction in and outside the class

The content of this list may be vary in every *Pesantren* based on the educational goals set by the management. Though, the most important part of the uniqueness of language learning in *Pesantren* is the existence of rules which obligated all students to practice foreign language in their daily speaking. Reward and punishment concept is applied through this language rule. Students who are caught speaking not using official language (Arabic/English) may receive punishment in the form of physical or academic act. This language rule

is commonly run by student's organization having a coordination line with upper teacher organization. Thus, the language use in daily life does not merely become media of language acquisition but also media of leadership training. This combination makes *Pesantren's* environment more unique.

3. Statistical Theory of Correlation

a) Introduction

In this section the author will explain some theories of correlation as the design of this research lays on the back bone of correlation theory. Through this explanation, the author will also explain his preferred formula of correlation coefficient and how he operates it in this research along with slight explanation on how he interprets the result and decides the final conclusion.

In the field of statistic, a study concerning on the correlation between two variables (bivariate) is an important topic which been concerned by a lot of researchers throughout the time. The connections between these variables can be direct or indirect (Srivastav, 2017). Correlation defines relationship in the form of degree and its direction without concerning to any cause and effect where it has nothing to do with dependent or independent variable (Zaid, 2015). The direction of correlation between these two variables can be positive (+) or negative (-). The positive correlation indicates that one variable goes up followed by the other one with the same direction. In reverse, when the correlation is negative, it means that when one variable goes down, so does the other variable. When the value of r (correlation coefficient) is 0.0 it means there is no correlation at all between these two variables. Thus, the value of correlation coefficient ranges from 1 to -1. It means that when the value of correlation coefficient is closer to 1 or -1, the correlation between the two variables is strong and vice versa. The other way to interpret the result is by looking at the significance level.

b) Pearson Correlation

Pearson's correlation formula is commonly used to measure connection between two linier variables. Its common application is to investigate whether when variable A increases, does variable B increase or decrease. This correlation formula should only be applied when the basic assumption is fulfilled. In allusion to Cohen (1998) who asserted when the value of [r] is 0.1 it is considered as having weak correlation, and when the value of [r] is 0.3, it is considered as having medium correlation and if the [r] value is 0.5, it is considered as having strong correlation (Samuels, 2004). Although the author uses SPSS version 26 in his calculation, but the author is eager to mention the basic formula of Pearson's coefficient as follows:

$$r = \frac{\sum_{i=1}^{n}(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_{i=1}^{n}(x_i - \bar{x})^2 \ \sum_{i=1}^{n}(y_i - \bar{y})^2}}$$

c) Kendall's Tau Correlation

Kendall's Tau correlation formula is used to evaluate correlative relationship between two groups of ranks having a relationship to similar group of object. It is a non-parametrical test to measure dependency between two variables. Kendall's tau coefficient of correlation lays its dependency over the inversions of paired objects which later transformed to one rank order (Abdi, 2004). It is can also be considered as a standard formula of correlation coefficient calculating between two set of variables where each variable represents every possible pairs gained from the number of data (N). The basic formula of Kendall's Tau correlation coefficient is:

$$\tau = \frac{n_c - n_d}{\frac{1}{2} n(n-1)}$$

d) Spearman Correlation

Developed by Charles Spearman, this formula of correlation coefficient is used to measure correlative association between two variables in a non-parametrical way (Hauke & Kossowski, 2015). The form of correlation which been measured using this formula is monotonic. Monotonic is a statistical condition when one variable never increase or decrease when its independent variable increase. Unlike Pearson's formula, Spearman's is not a calculation of a linier correlation between two variables. The basic formula of Spearman's correlation coefficient is:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

4. Language Proficiency

a) Introduction

Language proficiency can be defined as set of perimeters measuring how good an individual has gained language competency. In measuring language proficiency, receptive and expressive skills along with others micro-language aspects are being to object of observation in order to depict what is called a holistic language ability consisting of four domains: [1] Reading; [2] Writing; [3] Listening; and [4] Speaking. In describing level of proficiency there are a lot of terminologies used by each different test provider. Though, the common thing among these terminologies are each of them gives us a description on set of abilities gained by the individual. Some may use term [basic-medium-intermediate], other may use [basic knowledge-conversant-proficient-fluent-native-bilingual] and many other variations. These terminologies doesn't give any consent as long as it comes with detail description of what the terminology means for language learners or teacher.

In his research investigating effect of English language proficiency towards ability to perform cataloguing and classification course, Rafiu & Nwalo (2016)

referred a definition stated by American Council on the Teaching of Foreign Language in describing language proficiency as individual's ability to perform speaking skill of an acquired language. This definition only highlighted the expressive skills (specifically speaking) without receptive skills in language learning. Rao (2016) defined language proficiency stating that it equates language fluency. But he noted that there is a slight difference between it where individual may be fluent without having high proficiency and vice versa. This is because he asserted that an individual can't be fluent without direct interaction with native speaker. On the other hand, an individual can be proficient in communication by focusing on interpersonal understanding and giving relevant response. He noted that proficiency can be best observed through reading and writing skills. Reading comprehension represent good understanding, while writing is the easiest expressive product to be evaluated.

Bekdas (2015) quoted Jame's (1985) definition of language proficiency where he equalized it with a word continuum. A continuum is a continuous sequence in which a character or value change gradually. He asserted that when we measure language proficiency, there will be scales and levels of individual skills in language. He noted that proficiency significantly related with the process of language learning and thus it is depicted as out-come of a learning process and it must be observed through the demonstration of skill's performance as it stated by Hielenman & Kaplan (1985).

b) Measuring English Language Proficiency

The urgency of English Language Proficiency measurement raises along with the development of language teaching and learning theories and demanded by the widening area of English language teaching across the globe. People from each place where English is taught need to measure whether their process of learning results as expected and whether their abilities in performing English through four main skills of language have meet the standard or not. From this intro we understand that it makes sense for stakeholders of English Language teaching

institution to construct set of test to measure individual's language proficiency. It isn't even limited only to the English native speakers to do but also all institutions which taught English.

For decades, the challenge to construct assessment test for English Language Proficiency. Bailey & Wolf (2010) in their paper elaborating some challenges on the assessment of Language Proficiency which aligned to the national core curriculum asserted that there are at least three main issues: [1] identifying knowledge and skills; [2] deciding alignment in context; [3] constructing new standard for English Language Proficiency. Regarding many problematic things and complexities among these three issues, they delivered two main suggestions to be concerned: [1] more specific model of assessment based on the purpose and use; and [2] deciding a construction of alignment to be connected with the national core curriculum standard.

As it is mentioned before, the construction of English Language Proficiency test may vary due to different factors and condition. Wullur (2011) in his research elaborated a study and tried to develop valid-measurement for English Performance. His study resulted some steps in developing the test including: [1] need analysis; [2] describing attributes of goof language performance; [3] constructing test specification based on the latest theory and teaching materials. The validation method can be done through several ways like face validation, concurrent validation, and content validation and construct validation.

Education Testing Service (2009) issued a guidelines for the assessment of English language learners containing a lot of beneficial points related to how English language proficiency can be measured from the English learners. The guidelines is begun with the explanation on some factors influencing the assessment of English language learners including three major domains: [1] Language factors (variety of language background, variety of foreign language proficiency level and variety of native language proficiency); [2] Cultural Factors (degrees of acculturation); and [3] Educational Factors (level of formal school in

native language, level of formal school in English, exposure to the standardized English test). After explaining these factors the guidelines also explains steps on how a good test is constructed in the following orders: [1] Assessment planning; [2] Test item developing along with score rubrics; [3] Validating reviews on the test material; [4] Conducting try-out test; [5] Scoring evaluation; and [6] Final evaluation.

5. Previous Studies and Research

As the backbone of this research lays on the language learning motivation in which then driven into distinctive population, context, research method, approach, design and data collection, hereby the researcher compiles former studies related to the similar investigation upon learning motivation in several distinct population throughout the world and years:

First, Mun (2011) conducted this investigation, pursuing a discovery upon various types of motivation which significantly influential for Chinese students in undergraduate level during their learning English as second language in Universiti of Tun Abdul Rahman, Malaysia. 50 students and 2 lectures are involved to answer questionnaire and interview. Students are varied in proficiency level but all of them are from Faculty of Art and Social Sciences. At the end of the study, Mung discovered that instrumental motivation played the most significant rule among the students, compared to the integrative. Questionnaire and interview are used as data collection instrument with distinctive reason for each. Questionnaire is consisting of two parts; [1] Part A, seeking for personal detail of respondent; [2] Part B, applying Likert scale ranging (from strongly agree to strongly agree) upon some items related English language learning. Interview is deployed to cross-validate the raw information collected from the questionnaire. This double instrument in collecting data to investigate exactly same issue is called by triangulation mixed design (Cresswell, 2002).

Second, Uniqueness of student population at College of Art, Bani Walid, in Libya has attracted Zanghar (2012) to investigate which one is more significant toward student's achievement in English, between Instrumental or Integrative motivation. 40

Libyan students, with various level of English proficiency and across from first to fourth year of study in the University level, are involved to fulfill questionnaire as data collection instrument. Zanghar's questionnaire is modified based on Gardner's (2004) AMTB (Attitude/Motivation Test Battery) comprises 5 sections; [1] Personal Background of respondent and score in their mid-term exam; [2] and [3] contain 14 question related to type of motivation and reason which trigger students to learn English, 7 questions are about instrumental and 7 others are about integrative motivation; [4] Contain open-ended question to give respondent chance to describe other motivation and reason to learn English; [5] Contain self-assessment in which students are demanded to depict their proficiency in English using self their measurement. As the data collected, Zanghar perform his analysis using SPSS version 20 to reveal relationship between student's motivation and their achievement in English in which measured by score in mid-term exam, in English speaking subject. And based on this analysis, Zanghar concluded that the students are both highly instrumentally and integratively motivated to learn English, though their integrative motivation appeared little higher than their instrumental motivation. The analysis upon correlation between motivation and students achievement revealed that there is no any correlation between these two variables. Hence, Zanghar failed to strengthen his hypothesis stated that motivation has positive influence toward Libyan students in learning English as foreign language. This finding has surprising since theoretically, it is believed that motivation has positive influence and significant correlation with student's achievement.

Third, Portraying that motivation is important and urgent in language learning, Suzana (2013) performed her study through literature compiling in order to provide general outline of the main theories of motivation in learning and the main types of motivation as background context for understanding the practical implication of motivation based research. Suzana highlighted that many researchers have developed tools to indentify students motivation, mainly using questionnaire. But the more urgent point to deal is to undergo the revealed information to more practical action and decision during the language learning. Thus, Suzana provided particular section with

motivational strategies developed for improving language learners. At the end of his study, Suzana comprised 6 conclusions; [1] Motivation is not easy thing to define. In fact it is easier to describe rather than to define it; [2] since triggered by Gardner in early 60s, the study of motivation has been so attractive for many researchers to develop various trends in motivation. But, Suzana is more focused and interested on the application of existing theories in purpose of improving learner motivation in which actually the ultimate goal of motivational based research; [3] there are different types of motivation and orientation depending on the proposing authorship. Along the study, it can be concluded that there is 2 dichotomies. One is proposed by Gardner and Lambert (1959), while other is promoted by Deci and Ryan (1985). In term of orientation, Gardner and Lambert still exist with their integrative and instrumental. Deci and Ryan stand with their intrinsic and extrinsic. In addition, Noels (2003) commence with four types of orientations; travel, friendship, knowledge and instrumental orientation; [4] the role of motivation in second language acquisition is its responsibility toward language achievement in language learner; [5] motivation can be measured using three types of measurement. AMTB (Attitude/Motivation Test Battery) which been arranged by Gardner, MOLT (Motivational Orientation of Language Teaching) which been proposed by Dorney and Guillauteaux and LLOS (Language Learner Orientation Scale) in which presented by Noel; [6] the main implication of motivation based research is development of motivational strategies, self-motivational strategies and teachers motivation.

Fourth, Taking place in Sweden, Veronique (2014) construct her study in investigating levels and types of motivation among KOMVUX (Stockholm Upper Secondary School for Adult). The study involved 95 adult students who were learning English as their foreign language. In addition to the identification upon types of motivation, Veronique also investigated correlation between motivation and learners achievement during the language learning activity. Deploying the questionnaire as research instrument, Veronique constructed it in accordance to Gardner's AMTB (2004). 27 statements are divided into 9 groups of three statements in which each statement is attached with five points of Likert scale (strongly disagree-disagree-

neither agree or disagree- agree- strongly agree). The use of Likert scale directed to the reliability ensuring (Bryman, 2008). At the end of the study, it was revealed that integrative and instrumental motivations among the adult students are concomitant (equally exist). It was also discovered that there was no correlation between student's achievement and their degree of social oriented motivation. On the examination of intrinsic and extrinsic motivation, the differences among students are appearing. Also in the attitudinal examination, the result demonstrated variation in accordance to age range and the number of language spoken.

In a comprehensive narration, Jenifara (2015) constructed the research by portraying present scenario of motivation, its influential factors, and its significance for both inside and outside the classroom. Looking for various views of motivation among students and how it works toward the process of language acquisition along with the motivation in student performance and teachers effort in motivating their students. 20 students from four different Universities in Bangladesh are selected to involve in this study through answering questionnaire. On the other side, 8 teachers who are working as English teacher in the University are also involved in the interview sections. The use of double instrument (questionnaire and interview) is differentiated based on the respondent as explained above. In questionnaire, 11 questions are inserted. The questions are open-ended and it was a voluntary survey. At the end of the study, Jenifera discover that most respondents, who were Bangladeshi, are learning English because their self-satisfactions. In the other words, they gained intrinsic motivation to learn English. Though, they are also motivated by external factors such job vacancy which required English mastering. These then drives Jennifera to a conclusion that respondent are both instrinsically and extrinsically motivated in concomitantly.

CHAPTER III

RESEARCH METHODOLOGY

1. Research Design and Approach

This study is constructed on a quantitative descriptive approach. The main focus of the investigation is on the correlation between student's motivation and their English Language Proficiency as main object to undergo. A slight qualitative takes part through the triangulation in which the researcher intends to discover the data through different perspective in regard to Cresswell (2012) who defines triangulation as the process of strengthening evidence from various items such; different individual, type of data and data collection method.

This combination is selected in accordance to its prominence which recognized by many researchers to augment validity, reliability of data, as well as its interpretation (Zohrabi, 2013). Through this model of study, the researcher possibly reveals duration of certain social phenomena, similarities, differences and fluctuation over the time.

In accordance to Ruspini (2002), this model of research can possibly adapt repeated cross-sectional studies in which regularly run in every stage using different sample or even totally new sample. Therefore, in this study, researcher include the whole population based on existed grouping in the *Pesantren,* to be scrutinized in some stages over period of time. The steps are decided after compromising understanding with the *Pesantren* management.

2. Population and Sampling

Targeted population in this study is X graders of SMA/MA/KMI or equal level of *Santri* in *Pesantren* Al Fattah, Sidoarjo. A total of 25 students from Class XII IPS are involved. The Class in consist of male and female students. As mentioned before that total respondents in this study is 25 students, and to realize valid confidence percentage, the sampling size is selected according to Cohen's (2007) table below:

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362

As the number of students in each class is 25, all students are involved to answer the questionnaire. The data collection is constructed within three stages as drawn in the table below:

Stages	Activity	Instrument
1	Open-mind	-
2	Interview with Stakeholders (English Teacher, Students representatives)	Recording
3	Independent ELP Test	ELP Test Sheets
4	Distributing Questionnaire to Students	Questionnaire

3. **Research Instrument**

Cresswell (2012) narrated that in providing research instrument, researcher can go through three options; [1] developing own instrument; [2] modification of exist instrument and [3] merely use the exits instrument entirely. Hence, the researcher tends to undergo the data collection by adapting Gardner's AMTB (2004) questionnaire in which also been modified by Zanghar (2012). In Zanghar's version the questionnaire is containing five major sections; [1] Personal identity and background; [2] containing items seeking for evidence of instrumental motivation; [3] containing items seeking for evidence of integrative motivation; [4] open-ended question, giving chance for respondent to describe another type of motivation they have and [5] Self-assessment part in which respondents are expected to measure themselves and decide in what level of English proficiency they are. Likert scale is also installed in the questionnaire items sections [2] and [3]. Researcher will construct his own questionnaire due to different aspect of measurement and in purpose of suitability to the respondent context, but still referring to Zanghar's version is the main reference.

a) Questionnaire

Hereby, researcher arranges his own questionnaire consisting of 6 sections; [1] Personal Identity and background (this item includes: name, age, class, mobile number, previous school and signature); [2] Items measuring instrumental motivation; [3] Items measuring integrative motivation; [4] Items measuring intrinsic motivation; [5] Items measuring extrinsic motivation; [6] open-ended section (this section includes: school exam score prediction, frequency of speaking English, description of other motivation if any). Through this self-assessment, student's self-determinations toward English Language Proficiency are observed too. Below, items in which instrumental, integrative, intrinsic and extrinsic motivations are measured:

Items of Instrumental Motivation measurement

1- For the sake of brighter future career, English is important for me

2- English is urgent for me since I have projected myself to be more educated and having wide range of knowledge

3- Having excellent English Language Proficiency will help me to get higher salary in any profession

4- English is important for me because I have to pass National Standardized Examination

5- In this globalization era, English is essential since it becomes language of internet, information and technology

Items of Integrative Motivation measurement

1- Learning English is essential for me because I want to interact with global society in which their lingua franca is English

2- Having good English Language Proficiency will allow me to build any kind relationship with people around the world

3- Engaging English art and literature are wonderful for me, that is why I learn English

4- Since I love to hear English songs, I feel learning English is important to help me understand the massage of the song

5- I love to interact with worldwide cultural group, so English is urgent for me since it helps me to deal with them

Items of Intrinsic Motivation measurement

1- I like English lesson because I know that it will be beneficial for me in the future

2- Having good English Language Proficiency makes me feels success

3- English lesson is easy for me

4- I study English merely because I like it

5- Mastering English will help me to be better personality

Items of Extrinsic Motivation measurement

1- I love study English because my English teacher has excellent teaching method compare to other subjects

2- People will show their respect for me if I can speak English fluently

3- I am encouraged to learn English by my family who are studying overseas

4- Regulation in my school enforced me to learn English more so I can speak English fluently

5- My classmate are very supportive toward the English language leaning since they always practicing English with me

b) Interview

Beside the questionnaire, an interview will also be deployed to gain cross-validate information according to triangulation theory. It is a guided interview in which - according to Cohen (2007) - helps to compile data systematically and avoiding logical gap between interviewer and respondent.

The interviewee is English Teacher who regularly teaches students along the academic year. The aim of this interview is to explore teachers' perspective and to collect information from what the teacher explains during the interview. The followings are prepared questions for the interview section:

No	Indicators	Questions
1	Teacher perspective on students motivation in learning English	In your opinion, to what extent, does motivation play its role in language learning, especially among the learners?
2	Teacher prediction on students type of motivation	Among four types of motivation, which one is the most significantly influential to determine students achievement in learning English? (for common people)
3	Teacher prediction on the most dominant motivation among students	Which kind of motivation do you think mostly exist in among your students? Does it help to create better classroom activity?
4	Teacher's effort on improving students motivation in learning English	As a teacher, how do you improve your student's motivation in learning English? Is that important?
5	Teacher's point of view on the most beneficial type of motivation for students	What kind of motivation do you prefer to improve among your students?

c) Independent English Language Proficiency Test

In order to measure student's English Language Proficiency, the researcher construct an independent English Language Proficiency Test including important aspects which must be measured. This test is still referring to KI (Core Competence) and KD (Basic Competence) which been decided by the Ministry of Education and the book they used in daily learning activities. Although, the researcher will still also refer to the School Test scores given by the English Teacher as comparison. Here are some items which are inserted in the independent English Language Proficiency Test:

1. **Students Identity**

    Including: name, class, student's ID number and signature

2. **Reading Comprehension Section**

Including: true and false questions, filling the blank questions, multiple choices questions

3. **Grammar Sections**

    Including: multiple choices questions

4. **Writing Sections**

    Including: medium essay to describe given picture

The English Language Proficiency measurement in this research only includes these three sections (Reading, Grammar and Writing) because of the time limitation given by the management which caused no possibility to hold an oral test to measure speaking competencies. The more detail form of this text can be confirmed in the attached appendix.

4. **Procedures and Timeline**

    This research takes place at *Pesantren* Al Fattah, Buduran, Sidoarjo. After a compromising consultation with the management, the researcher is allowed to run his study in this schedule below:

No	Date/Month/Year	Activity
1	October 10, 2019	Sending a research proposal and official letter to the *Pesantren* Management
2	October 17, 2019	Confirmation for approval
3	October 25, 2019	Interview with English Teacher (Ustadzah Kiki)
4	October 28, 2019	Taking independent English Language Proficiency Test
5	October 29, 2019	Distributing Questionnaire to measure students' motivation
6	November 1, 2019	Beginning of statistical analysis
7	December 1, 2019	Interpreting the result and elaborating the whole research findings

5. **Data Analysis Plans**

    As the whole data is completely collected, there are several undergoing steps to do in purpose of answering there research question and examine the hypothesis.

a)   ***First,*** to address the first research question in this investigation *"What are kind of motivations in learning English among Santri? Which one is more dominant, whether instrumental, integrative, external or internal?"* Researcher will rate which type of motivation does become the most dominant (the highest score marked by respondent) among the students in learning English. There are five items of measurement for each type of motivation. Since *Likert* scale is installed in each item, the higher score in the section, the more students is identified to be instrumentally, integratively, intrinsicly or extrinsicly motivated. The result of each section will be compared to another section to classify which one is the most dominant. The result of this analysis will be presented in the form of statistical diagram and table.

b)   ***Second***, in addressing question *"Is there any correlation between their motivations in learning English with their result of English Language Proficiency?"*, researcher will examine correlation between students types of motivation (as collected through questionnaire) and their National Examintaion score using SPSS version 26.

c)   ***Third,*** as the first and second research questions are solved, an attempt to deal with third question needs to be performed. The third research question mentioned *"If it is proved that there is a relationship between motivation and students English Language Proficiency scores, which type of motivation does influence most positively to reach better score in the English Language Proficiency Test?".*

d)   ***Fourth***, the interview analysis toward interview script of The English teacher will either strengthen or weaken student's response to the questionnaire. The Researcher intends to know such different perspective to cross-validate the collected data from the students. Moreover, the result of this interview analysis will also help to answer second research question.

CHAPTER IV

ANALYSIS ON FINDINGS

1. **Profile of Targeted Population**

a) **Demographic Composition**

▪ **Gender**

       The targeted population contains 25 students from X grade of Senior High School; 11 male students (44%) and 14 female students (56%). All of these students are from Social Stream (IPS) and are involved in a pilot project class called ICPP (International Class Pilot Project). The ICPP is a new created program which meant to equip students with bilingual competencies and several skills in order to prepare them to continue their study abroad. The school management has signed some Memorandum of Understanding with Universities in Thailand and Malaysia to accept students from this program. Besides, this program also provides guidance and preparation for those who want to continue their study to Arabic speaking countries, like Egypt, Saudi Arabia and etc.

▪ **Educational Background**

       Students' educational background is classified based on their previous school (Junior High School). Some of them came from the lower education unit provided by *Pesantren* Al Fattah, some are from another *Pesantren*, some are from Islamic Private Junior High School and some are from Public Junior High School. The details are explained in the table below:

Previous School	Number
SMP *Pesantren* Al Fattah	10
Another *Pesantren*	5
Islamic Private JHS	7
Public JHS	3

- **Frequency of Speaking English**

        Although all of these students reside inside the *Pesantrens'* housing and follow certain regulation of bilingual language, the researcher ask them to confess percentage of speaking using English in daily activities. This part can be considered as their self-reflection their speaking frequency, and explained in detail as follows:

Speaking Frequency	Number	Percentage
Often	7	28%
Sometimes	13	52%
Never	5	2%

Based on this data, most of the students (52%) confess to speak English 'sometimes'. This is because the *Pesantrens'* management regulates them to speak English and Arabic. An interview with the Headmaster of *Pesantren* also reveals that Arabic is more dominating the percentage of speaking practice because it relates to more subjects in the school and in the *diniyah* (religious courses) program.

b) **School based Examination result for English**

        This data of examination score is respectively taken from the result of mid-term examination conducted by the school. The exam was designed and conducted by the English teacher. The minimum score standard (KKM) applied by the school management is 75. Most of the students achieve 'Good' category 48%, while 40% of them achieve 'Passed' category. Only 12% of them achieve 'Excellent' category. This data reveals that students' English competency is in a medium level.

Score Categories	Numbers	Percentage
Excellent (90-100)	3	12%
Good (80-89)	12	48%
Passed (75-79)	10	40%

2. Finding on Students' Motivation

a) Means Comparison

The use of means comparison is to construct statistical interpretation over each item in order to know which one is the most dominant compared to the other. Since the questionnaire is constructed in the form of Five Scales Likert with the following detail values as initiated by Likert (1932) and stated by Rinker (2004):

Items	Values
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

b) Instrumental Motivation

No	Statements	Mean
1	*Saya belajar Bahasa Inggris demi mendapat pekerjaan yang baik di masa depan*	4.16
2	*Sejauh ini saya bisa mendapat pengetahuan lebih luas dengan menggunakan Bahasa Inggris*	3.32
3	*Dengan belajar Bahasa Inggris saya akan mendapat gaji yang lebih besar kelak*	3.36
4	*Saya ingin menjadi santri yang dapat bersaing di kancah global dengan kemampuan Bahasa Inggris*	3.92
5	*Dengan menguasai Bahasa Inggris, orang-orang akan menghormati saya*	2.44
6	*Saya ingin lulus UN mata pelajaran Bahasa Inggris, karenanya saya belajar dengan giat sejak sekarang*	3.92
7	*Dengan kemampuan Bahasa Inggris saya akan mudah mendapat beasiswa*	3.80
8	*Kemampuan Bahasa Inggris saya, akan saya gunakan untuk berdakwah*	3.12
9	*Saya bisa membuka kursus Bahasa Inggris dengan kemampuan Bahasa Inggris yang saya pelajari*	3.28
10	*Dengan Bahasa Inggris saya bisa menjalin kerjasama bisnis dengan orang luar negeri*	3.92

The table shows that the item number 1 '*Saya belajar Bahasa Inggris demi mendapat pekerjaan yang baik di masa depan*' achieves the highest score of 4.16. This reflects the specific depiction of instrumental motivation where students see that English proficiency will allow them to have a good job in the future. An economic motive is depicted here, and it shows that Santri who are learning in *Pesantren* have a further assertion on how English proficiency can relate with their economic status. Interestingly, item number 8 '*Kemampuan Bahasa Inggris saya, akan saya gunakan untuk berdakwah*' achieves only 3.12 and it is the lowest mean over all items.

The researcher has predicted before that this item will get the highest or at least upper-level of response depicting students' motivation in learning English, since they are living in *Pesantren* which teaches them a lot about religious values, as they are meant to be the ambassador of Islam. This fact indicates that students are still having no further assertion on how English proficiency can help them to perform da'wah (persuading people to embrace and practice Islam). The overall mean for Instrumental motivation is 3.52, and it indicates moderate interest from the students over this category of motivation.

c) **Integrative Motivation**

No	Statements	Mean
1	*Saya ingin mempunyai banyak teman di luar negeri, karenanya saya harus bisa berkomunikasi dengan Bahasa Inggris*	3.76
2	*Saya memiliki rencana pergi berlibur ke luar negeri, karenanya saya harus bisa Bahasa Inggris*	4.12
3	*Saya ingin hidup di masyarakat yang berbicara dengan bahasa Internasional, karenanya saya belajar sejak sekarang*	3.56
4	*Pertukaran pelajar sangat menarik minat saya, karenanya saya belajar Bahasa Inggris*	3.20
5	*Kepercayaan diri saya meningkat saat bisa berkomunikasi dengan orang asing menggunakan Bahasa Inggris*	3.60

6	*Dengan memiliki kemampuan Bahasa Inggris yang lebih, saya akan dianggap sebagai orang pintar di kelas*	2.56
7	*Kemampuan Bahasa Inggris saya sudah bagus, dan saya berhak ikut kelas Internasional*	2.96
8	*Saya sering mencoba berkomunikasi dengan orang asing di media sosial menggunakan Bahasa Inggris*	2.68
9	*Menurut saya, dengan memiliki kemampuan Bahasa Inggris, kita akan lebih diterima oleh warga dunia*	3.64
10	*Masyarakat yang berkomunikasi dengan Bahasa Inggris lebih terlihat berpendidikan dan maju*	3.68

In this section, item number 2 '*Saya memiliki rencana pergi berlibur ke luar negeri, karenanya saya harus bisa Bahasa Inggris*' is shown to achieve the highest score of 4.12. Inside the domain of integrative motivation students are depicted to have a motive of leisure as most of them have a travel wish and they see that English proficiency will be important for them. Their sense of importance may lay on the need to communicate with people living in the country where they travel to, application of travel documents, and etc. This also reveals a common pattern of interaction between students and English speaking community; that most of them see that English speaking countries are interesting place to go, not to stay and to have a deeper type of interaction like people who study or work where they must experience cultural adaptation and cross cultural understanding.

This data matches the fact that Item number 6 '*Dengan memiliki kemampuan Bahasa Inggris yang lebih, saya akan dianggap sebagai orang pintar di kelas*' which shows that students have less interest on the use of English proficiency to integrate with academic related status. The overall mean for Instrumental motivation is 3.37, and it indicates moderate interest from the students over this category of motivation. And it is less-moderate compared to the instrumental motivation. Comparatively, we can conclude that in average, students are more instrumentally motivated.

d) Internal Motivation

No	Statements	Mean
1	*Saya memang senang belajar Bahasa Inggris*	3.52
2	*Bagi saya belajar Bahasa Inggris sangat mudah dan menyenangkan*	3.16
3	*Saya tidak perlu diperintah untuk belajar Bahasa Inggris*	3.16
4	*Ada karya sastra berbahasa Inggris (dalam bentuk buku, video atau film) yang sangat berkesan bagi saya*	3.36
5	*Saya tahu tujuan mempelajari Bahasa Inggris*	3.48
6	*Siapa pun gurunya, saya selalu aktif belajar Bahasa Inggris*	3.28
7	*Rasa penasaran saya terhadap Bahasa Inggris mendorong saya untuk terus mencari tahu*	3.36
8	*Makin mengetahui seluk beluk Bahasa Inggris, makin terasa seru*	3.32
9	*Saya hampir tidak pernah merasa bosan saat belajar Bahasa Inggris di dalam atau pun di luar kelas*	3.08
10	*Saya memiliki buku (selain buku pelajaran) berbahasa Inggris*	3.12

In this part the table reveals that the highest depiction of students' internal motivation is on item number 1 '*Saya memang senang belajar Bahasa Inggris*' as it values 3.52. It shows that most of the students have a high interest on learning English as they chose based on their personal preference and they have their own interest despite having different category of motivation. This existence of personal interest on learning English is a potential capital to be explored by every teacher in order to achieve maximum result of the learning process. Item number 9 '*Saya hampir tidak pernah merasa bosan saat belajar Bahasa Inggris di dalam atau pun di luar kelas*' gets the lowest score values only 3.08.

This result reveals the level of boredom among students when they are learning English inside or outside the class, and it becomes a significant problem which must be treated well to overcome any uprising disturbance caused by boredom

and anxiety during the learning process. Teacher must also arrange strategic plan to decrease students' boredom and to nurture sustainable spirit of interest among them. The overall mean for Instrumental motivation is 3.28, and it indicates moderate interest from the students over this category of motivation.

e) External Motivation

No	Statements	Mean
1	*Belajar Bahasa Inggris menyenangkan, tapi tergantung gurunya*	3.72
2	*Saya semangat belajar Bahasa Inggris karena termotivasi oleh guru, teman dan keluarga*	3.64
3	*Bahasa Inggris hanya alat untuk mendapatkan hal lain (contoh: ilmu, budaya, beasiswa dll)*	3.28
4	*Jika buku pelajaran Bahasa Inggrisnya menarik maka saya semangat belajar Bahasa Inggris*	3.64
5	*Agar nilai UN Bahasa Inggris saya bagus, saya giat belajar Bahasa Inggris*	3.80
6	*Saya bisa Bahasa Inggris, tapi tidak terlalu antusias belajar (biasa saja) di tengah kondisi yang ada*	3.20
7	*Dulu saya senang belajar Bahasa Inggris tapi sekarang tidak*	2.52
8	*Aturan bahasa di Pesantren membuat saya termotivasi berbahasa Inggris dalam keseharian*	2.88
9	*Saya kenal dengan orang yang kuliah di luar negeri, dan saya ingin bisa seperti itu*	3.64
10	*Dulu saya tidak senang belajar Bahasa Inggris tapi sekarang senang*	3.36

The result of external motivation measurement reveals what is the thing that externally put significance influence over students' motivation in learning English. The table shows the highest score is achieved by item number 5 '*Agar nilai UN Bahasa Inggris saya bagus, saya giat belajar Bahasa Inggris*' as it values 3.80. The significance of Ujian berstandar Nasional (national standardized examination) clearly becomes their main external motivation of learning English. This is because English is one of the compulsory subjects that must be passed successfully before continuing to the next level of education.

Despite much criticism over the national standardized examination standard which claimed to be less-accurate, because the questions are served in the form of multiple choices. The test also doesn't cover primary skill to be tested in every subject. For example in English, the test only covers listening, reading and grammar.

The other important skills like speaking and writing are not included. The national standardized examination is also criticised from the point of view that a long period of learning with huge and significant diversity of material, equipment, instrument, culture and context is evaluated with uniformed questions served in multiple choices. Item number 6 '*Saya bisa Bahasa Inggris, tapi tidak terlalu antusias belajar (biasa saja) di tengah kondisi yang ada*' values 3.20, the lowest among the others. And it reveals students' point of view over their English competencies despite that they are not interested with the surrounding environment.

This data also reveals that *Pesantren* environment still need to be developed more, aiming to create a competitive and spirit enhancing milieu that able to construct students' external motivation in learning English. The overall mean for Instrumental motivation is 3.36, and it indicates moderate interest from the students over this category of motivation, but it is higher than the mean of internal motivation. Comparatively, we can conclude that in average, students are more externally motivated rather than internally.

Comparing means' value of these four categories of motivation, we can sum it as follows; instrumental motivation (3.52), integrative motivation (3.37), internal motivation (3.28), and external motivation (3.36). The highest value of response goes to the instrumental motivation, followed by integrative motivation, and then external motivation and internal motivation. Without neglecting the existence of these four types of motivation, instrumental motivation is the most dominant motivation in this population.

f) Dominant Motivation of each student

| Student Number	Dominant Motivation	Student Number	Dominant Motivation
1	Instrumental	16	Integrative
2	External	17	Integrative
3	External	18	Instrumental
4	Instrumental	19	Instrumental
5	Instrumental	20	Integrative
6	Integrative	21	Instrumental
7	Internal	22	External
8	Instrumental	23	Internal
9	Instrumental	24	External
10	Instrumental	25	External
11	External		
12	Integrative		
13	Integrative		
14	Integrative		
15	External		

This table contains specific and detail information supporting the previous conclusion that instrumental motivation is the most dominant category among others. It is recorded that 9 out of 25 member of the population are instrumentally motivated. Followed by integrative motivation where 7 out of 25 students are dominantly having integrative motivation. External motivation goes after it where 7 out of 25 students are externally motivated. Although it gets same number with the previous category of motivation, but integrative motivation achieves higher mean value. Thus we put it before the external motivation. The last category is internal motivation where only 2 out of 25 students are dominantly having internal motivation.

3. Finding on Students' English Proficiency

Student Number	CORRECT ANSWER	FALSE ANSWER	Final Score
1	24	6	80.00
2	16	14	53.33
3	12	18	40.00
4	15	15	50.00

5	17	13	56.67
6	25	5	83.33
7	22	8	73.33
8	11	19	36.67
9	14	16	46.67
10	20	10	66.67
11	19	11	63.33
12	16	14	53.33
13	24	6	80.00
14	25	5	83.33
15	25	5	83.33
16	24	6	80.00
17	19	11	63.33
18	27	3	90.00
19	25	5	83.33
20	12	18	40.00
21	26	4	86.67
22	27	3	90.00
23	26	4	86.67
24	20	10	66.67
25	28	2	93.33

Based on the schools' KKM (passing grade) for every subject stating that 75 is the minimum score to pass, researcher interpret the score range predicates as follows; Excellent (90-100), Good (80-89), Moderate (76-79), Passed (75) and Failed (less than 75). And in accordance with the table researcher has input the data into a pie diagram:

Students' English Proficiency

12% — Excellent
36% — Good
52% — Failed
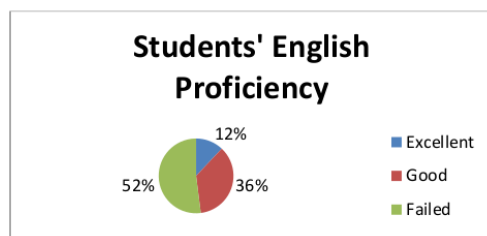
The diagram shows that majority of the students have very low English proficiency as 52% of them got scores below the schools' KKM (Passing Grade), while 36% of them got 'Good' predicate and only 12% of them got 'Excellent' predicate. Hence, we combine the data of dominant motivation and the result of English proficiency test of each student in a table as follows:

Student's Number	Dominant Motivation	Motivation Value	Score of English Proficiency	Predicate
1	Instrumental	37	80	Good
2	External	32	53.33	Failed
3	External	32	40	Failed
4	Instrumental	31	50	Failed
5	Instrumental	45	56.67	Failed
6	Integrative	39	83.33	Good
7	Internal	43	73.33	Failed
8	Instrumental	29	36.67	Failed
9	Instrumental	35	46.67	Failed
10	Instrumental	35	66.67	Failed
11	External	32	63.33	Failed
12	Integrative	31	53.33	Failed
13	Integrative	29	80	Good
14	Integrative	40	83.33	Good
15	External	39	83.33	Good
16	Integrative	38	80	Good
17	Integrative	34	63.33	Failed
18	Instrumental	35	90	Excellent
19	Instrumental	34	83.33	Good
20	Integrative	45	40	Failed
21	Instrumental	45	86.67	Good
22	External	44	90	Excellent

23	Internal	43	86.67	Good
24	External	39	66.67	Failed
25	External	35	93.33	Excellent

4. **Correlation between Students' Motivation and English Proficiency**

In further analysis aiming to examine correlation between English Proficiency and students' motivation researcher combines recorded data of English proficiency with all data containing each type of motivation of and the dominant type of motivation from the students.

The researcher runs a statistical calculation using Pearson's correlation theory to measure correlation between several variables; [1] English Proficiency and the Value of Integrative Motivation; [2] English Proficiency and the Value of Instrumental Motivation; [3] English Proficiency and the Value of Internal Motivation; and [4] English Proficiency and the Value of External Motivation using IBM SPSS version 26 and finally results the following report:

a) **Correlation between English Proficiency and the Value of Integrative Motivation**

Correlations

		Integrative	Proficiency
Integrative	Pearson Correlation	1	,503*
	Sig. (2-tailed)		,010
	N	25	25
Proficiency	Pearson Correlation	,503*	1
	Sig. (2-tailed)	,010	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION: in this table, it is shown that the SPSS indicates a significance correlation between the two variables at the 0.05 level (2 tailed). Meanwhile the actual value of its significance in the table is 0.010. It means that significance correlation is existed and in a positive way. Which

scientifically proves as if the integrative motivation increases, the English proficiency increases.

b) Correlation between English Proficiency and the Value of Instrumental Motivation

Correlations

		Proficiency	Instrumental
Proficiency	Pearson Correlation	1	,497[*]
	Sig. (2-tailed)		,012
	N	25	25
Instrumental	Pearson Correlation	,497[*]	1
	Sig. (2-tailed)	,012	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION: in this table, it is shown that the SPSS indicates a significance correlation between the two variables at the 0.05 level (2 tailed). Meanwhile the actual value of its significance in the table is 0.012. It means that significance correlation is existed and in a positive way. Which scientifically proves as if the instrumental motivation increases, the English proficiency increases.

c) Correlation between English Proficiency and the Value of External Motivation

Correlations

		Proficiency	External
Proficiency	Pearson Correlation	1	,493[*]
	Sig. (2-tailed)		,012
	N	25	25
External	Pearson Correlation	,493[*]	1
	Sig. (2-tailed)	,012	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION: in this table, it is shown that the SPSS indicates a significance correlation between the two variables at the 0.05 level (2 tailed). Meanwhile the actual value of its significance in the table is 0.012. It means

that significance correlation is existed and in a positive way. Which scientifically proves as if the external motivation increases, the English proficiency increases.

d) Correlation between the Value of English Proficiency and the Value of Internal Motivation

Correlations

		Proficiency	Internal
Proficiency	Pearson Correlation	1	,576**
	Sig. (2-tailed)		,003
	N	25	25
Internal	Pearson Correlation	,576**	1
	Sig. (2-tailed)	,003	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

INTERPRETATION: in this table, it is shown that the SPSS indicates a significance correlation between the two variables at the 0.01 level (2 tailed). Meanwhile the actual value of its significance in the table is 0.03. It means that significance correlation is existed and in a positive way. Which scientifically proves as if the internal motivation increases, the English proficiency increases.

e) Discussion

First point to be depicted is that the most dominant type of motivation among this group of *Pesantren* student is instrumental motivation, followed by the integrative motivation, external and then internal motivation. Based on this finding, we can assert that *Pesantren* students view English language learning as a tool to get something else. As they are more externally motivated rather than internally. It is -for sure- a good point for stakeholders to know that they can create an environment or activities to enhance student's motivation from external sources. One of the most probable reason why *Pesantren* students see English language learning as an equipment to reach other goal, not as the goal is because of their religious point of view on the English speaking community which dominantly non-moslem. But, based on the collected data their motive of learning English is to

travel to the English speaking countries which demand them to speak English as medium of communication. This fact depict that *Pesantren* students have a positive point of view toward the image of western earth landscape and tourism.

The four result of SPSS Statistical analysis has strengthen the theory saying that motivation has a significance correlation with student's competencies, and in this case specifically on the English language proficiency within *Pesantren*'s community. Although the depiction of this correlation doesn't guarantee that the existing of a specific type of motivation means a certain quality of student's competency, but it can possibly one of its significant reason along with many others. It also explains that *Pesantren*'s community with its uniqueness doesn't negatively affect student's motivation in learning English despite a contradictive cultural values. Which means as long as the students has a clear motivation on how learning English can be beneficial for them both as instrumental or integrative, or whether the motivation is come from internal or external sources. It is an important note for the stakeholders in *Pesantren* to nurture and to gain students motivation through systematic activities as one of realistic effort to enhance student's competency in English.

Despite the finding, researcher realises that this exploration and analysis on the correlation between student's motivation in learning and their language proficiency is not in a perfect level. This is because of several limitations such as the limited time of observation and limited number of respondent. Thus, this research conclusion can't be generalized to other type of *Pesantren* communities as it needs broader research and deeper analysis.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section the author will depict his holistic conclusion over his own investigation to sum up all things he got throughout the study in the realm of student motivation and its correlation with English language proficiency. Along with this conclusion the author also asserted his suggestion for the upcoming research and for the stakeholders who are dealing with English language teaching, having concern with students' motivation and expecting English language proficiency.

1. **Conclusion**

First conclusion to be depicted after finishing this research is that there are four types of motivation among *Pesantren* students related to their activity in learning English. Those types are instrumental, integrative, internal and external motivation. The author had tried to explore another type of motivation through the questionnaire by giving a free space to describe students' motivation which may not be mentioned in the questionnaire, but there is still no enough proof to depict another type of motivation other than the four types mentioned before. Therefore, the author constructed his final conclusion that only four type of motivations are exist among *Pesantren* students. However, the author realized that this conclusion can't be generally applied to all *Pesantren* communities. This conclusion is only match with the situation and condition where the author run his investigation.

Second conclusion to be elaborated is that the most dominant motivation among *Pesantren* students is instrumental motivation. The second rank of students' motivation is integrative motivation. While the third is external and internal motivation. From this data we can depict that most of *Pesantren* students see English language as an instrument to achieve their goals. Beside that a lot of them see western landscape as an interesting place to go. This also indicates that there is no issue of cultural or value contradiction even when they keep holding their faith

and beliefs. As instrumental and integrative motivation is the most dominant motivation, it is important for all *Pesantren* stakeholders to have attention on this, keeping eye on how this state can be maintained and developed systematically. And for the fact that external and internal motivation to be the less dominant, a systematic effort must be done to maximise it in order to achieve highest expectation in learning activities. Not only in English, but also in other subjects.

Third, it is finally revealed that each type of motivation has a significant correlation with the level students' English language proficiency as it is proved through statistical analysis using SPSS version 26. This discovery once again strengthen the assertion on the urgency of motivation in learning English. The author beliefs that the existence of good level of motivation is not only beneficial and significant in learning academic object but also all activities demanding persistence.

Fourth, it was known from the collected data of students' scores in School based examination that most of students succeed and pass the examination as 84% of them gained good score above the KKM (minimum passing grade). But, looking at scores from the independent English language proficiency test that most of students still in the very low level of language competency. It is known that 48% of students passed the independent test on language proficiency, while 52% of them are failed. This discrepancy triggered many speculation demanding deeper investigation on it combined with another factors such as English speaking frequency in *Pesantren*, educational background, self-esteem and many others.

2. Suggestion

a) For Teachers and other stakeholders

As it is proven that motivation plays significant role in learning activities, teachers and other stakeholders concerning the process of education must put motivation as one of urgent concern to begin with education process if they really expect maximum result at the end of the day. This concern can be realised in the form of periodic assessment on students' motivation in every subject they are learning. The result of this assessment can be combined with the result of student's

achievement and learning out-come to reveal the fluctuation and how the management should treat it appropriately. Another form of how the management can maintain and develop students' motivation is by giving reinforcement and stimulus in various way such as: inviting the expert, assisting on students' life mapping and personal interview focusing on self-actualisation etc.

b) For Students

The significant correlation between motivation and learning out-put should get major attention by students if they truly seek for knowledge. As the ultimate goal of learning activities is development, and if development will only be obtained by effort, students must keep in mind that motivation plays as an active engine. Student must aware with their type of motivation. They must look for it, analyse it, maintain it and develop it. Students need to really depict their motivation and goal in learning along with their interest and talent. Knowing it early provide enough opportunity to manage self-development planning. Students must find specific personality as a role model as they also need to find partner or mentor or consultant to evaluate their motivation and learning performance in accordance with their life planning.

c) For Upcoming Researchers

Some suggestions and advises addressed to the upcoming researchers who are eager to investigate deeper on the realm of students motivation, *Pesantren* community and English language proficiency. *First*, the study on motivation develops progressively throughout the years, be thorough to assemble all spectrum of references to gain a holistic and perfect understanding over the topic of motivation in learning. It is better to elaborate the topic of motivation based on the year when the related theories are initiated. *Second,* put your major attention on the research methodology, especially the instrument that will be used to measure motivation. Make it sure that the instrument is valid, measurable and easily understood by respondents. Construct a questionnaire that is able to collect related

information as much as possible and don't forget to refer to the qualified instrument used by other researcher before. Connect all informations gathered and analyse it using critical elaborative description combined with statistical analysis using the latest version of statistical application. It is important to truly understand the concept and theory which is used in this statistical analysis and don't merely depend on the application. The comprehensive understanding over these statistical theory will help you to interpret the result deeper and to decide final judgement precisely. At the end, realise that the result and conclusion of your research only represent the status of specific community, region, age, class and any other variable you gathered in the research. For greater purpose a bigger number of sampling must be done and it surely demands greater spectrum of analysis and identification.

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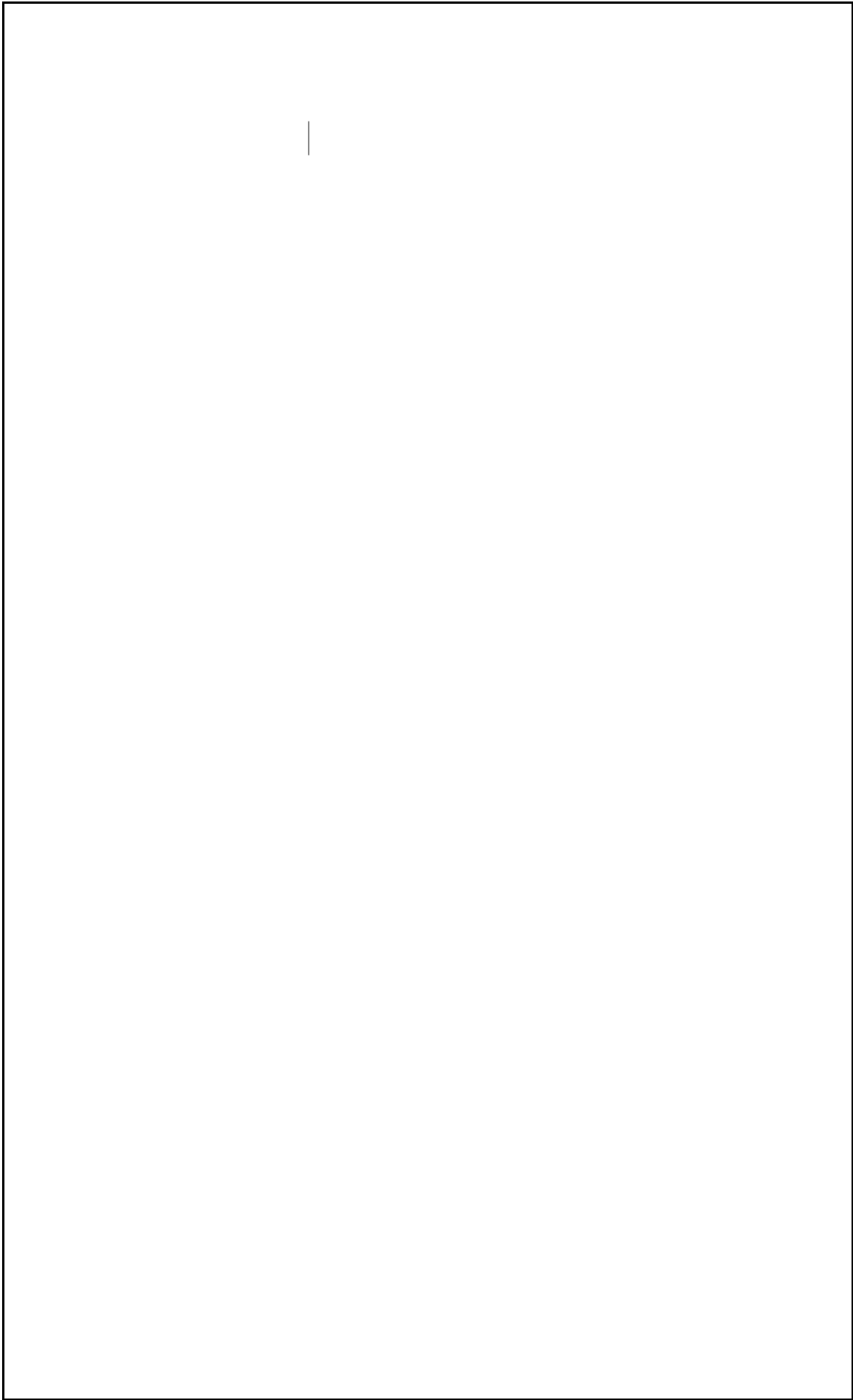
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