STUDENTS’ LEARNING MOTIVATION AND ITS CONTRIBUTION UPON THEIR WILLINGNESS TO SPEAK ENGLISH
(A Case Study at Basic English Course, Pare, Kediri)

A Thesis

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This is to declare that I myself wrote this thesis, entitled “Students learning Motivation and Its Contribution upon Their Willingness to Speak in English. It neither contains plagiarism nor is written by others. Anything related to others’ work is quoted accordingly, the source of which is listed on the bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment including the withdrawal or cancellation of my academic degree.

Surakarta, 2015

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9. The teachers and the students who have been the respondents in this research.

Lastly, I humble welcome any sort of criticism and suggestion for further improvement. Hopefully this thesis gives beneficial to the readers.

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MOTTO

“The best human being is someone who is the most beneficial to others.”

(Hadith)
DEDICATION

This thesis is dedicated to my beloved husband Dwi Setio Budi, my mother Amin Nur Rochmah, my father Sugiyo, my brothers and sisters (Lia, Febri, Yanto, Wiwin, Yani) for their unquestionable love, unending patience, unlimited understanding, and endless prayers.

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ABSTRACT

Veronika Yuniastuti. “Students’ Motivation and Its Contribution upon Their Willingness to Speak in English (A case study at Basic English Course, Pare, Kediri)”. Thesis. English Education Department, Graduate School, Sebelas Maret University. 2015. Consultants: I. Prof. Dr. Joko Nurkamto, M. Pd., II. Dra. Diah Kristina, M.A, P.hd

The objectives of the research are (1) to explore the students’ motivation to learn English in Basic English Course Pare, Kediri; (2) to explore the factors that influence students’ learning motivation in Basic English Course, Pare, Kediri; (3) to describe and explain how students’ learning motivation promotes their willingness to speak English.

This is a descriptive qualitative study with nine students and five teachers of BEC, Pare, Kediri participated in the interview, and 50 students respondents responded to the questionnaires given in this study. The data for this research were taken via in-depth interview and passive participant observation, and secondary data was taken through administering questionnaire to students. In analyzing the data, the writer employed interactive analysis technique to derive theory from the data.

The result of the research revealed that: (1) High integrative and / or instrumental motivation as well as intrinsic and /or extrinsic motivation motivated students to study in Basic English Course; (2) the environment, strict rule enforcement, significance of other, the teacher and method affects students’ learning motivation at BEC; (3) students learning motivation and students’ willingness to speak English affect each other during students’ learning at BEC.

It can be concluded that students could both highly integratively and instrumentally as well as intrinsically and extrinsically motivated to learn English as a foreign language as these two types of motivations cannot be separated one from another, are not exclusively secluded and both of the motivation types influence learning. With respect to the factors affecting students’ learning motivation, learning environment, along with the rule enforcement, is considered as a very influential factor to language learning. In an English course in which students’ main goal or motivation to learn is to be able to speak English, students’ motivation plays a significance role upon their willingness to speak English. Learning motivation and willingness to speak English were proven to influence each other. It is important, however, for teacher to develop a fun motivating teaching method and to provide more exposure to English to the students. Since more exposure and the more practical daily use of English will give broader opportunity for learners to learn and acquire language faster, the policy maker should make policy that encourage students to use English in their daily life so that they can learn and acquire the language faster. And the curriculum developer should develop curriculum that give more study time with more exposure to English.

Keywords: learning motivation, willingness to speak English, English Course
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