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Appendices 01 Surat Keterangan



PEMERINTAH KABUPATEN TANA-TORAJA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 MAKALE UTARA
Alamat : Jl. Pongtiku Km. 7 Makale telp. (0423) 2896330



SURAT KETERANGAN PENELITIAN


Yang bertanda tangan di bawah ini adalah Kepala UPT SMP Negeri 1 Makale Utara, Kabupaten Tana-Toraja Provinsi Sulawesi Selatan menerangkan bahwa :

| | |
|------------------|--|
| Nama | : Lenitra Asi |
| Perguruan Tinggi | : Universitas Kristen Indonesia Toraja |
| NIM | : 221 112 036 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Penelitian | : Students' Motivation in Learning English at UPT SMPN 1 Makale Utara. |

Benar telah melakukan penelitian di UPT SMPN 1 Makale Utara berupa Kuesioner pada tanggal 12 Februari 2025.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk di gunakan sebagaimana mestinya.

Makale, 15 Februari 2025



Kepala Sekolah
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2025.02.21 22:32



UNIVERSITAS KRISTEN INDONESIA TORAJA
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SURAT KETERANGAN PERBAIKAN SKRIPSI

Berdasarkan Pelaksanaan Ujian skripsi pada hari Senin, 24 Februari 2025

Nama : Lenitra Asi

Nim : 221112036

Judul Skripsi : STUDENTS' MOTIVATION IN LEARNING ENGLISH AT UPT SMPN 1 MAKALE UTARA

Oleh tim penguji masih harus di lakukan perbaikan.

Perbaikan telah dilakukan dan disetujui oleh tim penguji.

| No. | Nama Tim Penguji | Disetujui TGL | TTD |
|-----|--|---------------|-----|
| 1. | Judith Ratu Tandi Arrang, S.Pd., M.Pd. | Ketua | |
| 2. | Dr.Drs. Dan Mangoki', M.Pd. | Sekretaris | |
| 3. | Dr. Yizrel Nani Sallata, M.Pd. | Penguji 1 | |
| 4. | Aris Kaban Sendana, S.Pd., M.Pd. | Penguji 2 | |
| 5. | Dr. Rigel Sampelolo, M.Pd. | Penguji 3 | |

Makale,, 2024

Ketua Prodi PBI

Dr. Markus Deli Girik Allo, M.Pd.
NIDN 0922128701

Appendices 02 Instrument

INSTRUMENT

Title : STUDENTS MOTIVATION IN LEARNING ENGLISH AT UPT SMPN 1 MAKALE UTARA

Research question : How is the level of Students' Motivation to learn English at UPT SMPN 1 Makale Utara

| Teory | Variable | Indicator | Sub indicator | Statements |
|---|-------------------------------|-----------|-------------------------------------|--|
| Gardner (1985): Integrative theories of motivation. Integrative motivation is motivation that arises when an individual has a strong desire to achieve language acquisition. | Students' Learning Motivation | Desire | Doing assignments on time | 1. I finish my English assignments on time.'(+) 2. I put off completing English assignments (-) |
| | | | - Not easily satisfied with results | 3. I look for ways to improve my English learning outcome(+) |

| | | | | |
|--|-------------------------------|-------------------------------------|---|--|
| | | | | 4. I feel satisfied with my learning results even though they are not optimal.(-) |
| | | | - challenge to work on difficult problems | 5. I feel challenge to solve difficult English problems(+) 6. I feel hopeless when facing difficult English questions.(-) |
| Self-Determination Theory (Deci & Ryan, 1985): | Students' learning motivation | The - existence of drives and Needs | - curiosity | 7. I feel interest in learning new things in English(+) 8. I am not interest in finding new information about English.(-) |

| | | | | |
|-----------------------|--|--|----------------------|--|
| Intrinsic motivation. | | | | |
| | | | Interest in learning | <p>9. I enthusias ask questions and discuss in English lessons.(+)</p> <p>10. I rarely ask questions or have discussions in English lessons(-)</p> |

| | | | | |
|--|--------------------------------------|--|-------------------------|---|
| <p>Harmer (2001): The effect of rewards on motivation.</p> <p>Harmer (2001) emphasises that rewards can serve as a tool to increase students' motivation in learning.</p> <p>Rewards given to students, whether in verbal or physical form, can encourage them to be more actively involve</p> | <p>Students' learning motivation</p> | <p>The existence of learning rewards</p> | <p>- Receive praise</p> | <p>11. I feel proud when my learning outcome are recognise by my teachers or friends.(+)</p> <p>12. I don't care if my learning is not recognised by others.(-)</p> |
|--|--------------------------------------|--|-------------------------|---|

| | | | | |
|---|-------------------------------|--------------------------------|------------------------|--|
| in the learning process. | | | | |
| <p>Harmer (2001): Environment as a motivational factor.</p> <p>Harmer (2001) emphasises that the environment in which students learn has a significant impact on their motivation. A positive and supportive environment can increase students' passion for learning.</p> | Students' learning motivation | Conducive learning environment | - Learning environment | <p>13. A cosy classroom makes me more focused on learning English(+)</p> <p>14. The classroom atmosphere often makes me uncomfortable to learn English.(-)</p> |

Appendices 03 Documentasi

Auestionnaire data collection



Questionnaire data collection





CURRICULUM VITAE



This paper is the result of a research entitled 'Students' Motivation in learning English at UPT SMPN 1 Makale Utara. The researcher was born on October 13th, 2002 in Gattungan. He is the sixth of seven children of the couple Aris Pakidi' and Yuliana Tiku Padang

Started education at SDN 193 Sandangan in 2009. Then continued his education at SMPN 3 Bonggakaradeng in 2014. Continued his education at SMA 2 Tana Toraja in 2018 and graduated in 2021. Then entered the English Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas Kristen Indonesia Toraja and arrived at the process of writing and completing this thesis.