

STUDENTS' LEARNING MOTIVATION FOR SEVENTH GRADE AT SMPN 3 TARAKAN IN MASTERING ENGLISH SPEAKING SKILLS

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ABSTRACT

The purpose of this study was to describe the seventh-ninth grade students' learning motivation in mastering English speaking skills. The sample in this study were 27 seventh grade students. The material to be used in this study is qualitative material related to data that motivates seventh-ninth grade students to master English speaking skills. The data analysis used is: Qualitative Descriptive Analysis. As for the results of this study, the learning motivation of seventh-ninth grade students regarding the mastery of speaking skills (speaking) almost half of the students already have motivation. It can be seen from the results of the answers to the questionnaire filled out by the respondents that almost half of these students have motivation. Based on this research, some relevant learning implications and useful motivations are recommended to increase students' learning motivation in English.

Key words: Learning, Speaking skills, Motivation

INTRODUCTION

English, as a second language and a foreign language, is very important to be taught and studied. English is an international language that is used as the language of communication between all nations and countries around the world. The ability to speak English is one very important thing for students because English has become a universal language used in the world of technology, education, politics, commerce, as well as is a communication tool most often used by the world. From the above explanation, English is a global language, so for those who want to be one step ahead of the average person, need to even have to master English (Pattymahu, 2012). To master a language, it is necessary to learn. Learning is often associated with the process of human life, because without learning we cannot know anything. In the learning process, there can be various obstacles or obstacles that will make it difficult for students to absorb useful knowledge and information. The causes of learning difficulties can be grouped into two major groups, namely factors that come from within the learner (internal factors) which include: intellectual abilities, affection such as feelings and self-confidence, motivation, maturity to learn, age, gender, study habits, memory, and sensory abilities such as seeing, listening, and feeling. While factors that come from outside the student (external factors) include factors related to the conditions of the learning process which include: teachers, quality of learning, learning instruments or facilities in the form of hardware and software as well as the environment, both social and natural environments (Sugihartono et al, 2007 :155).

Related to internal factors in the cause of learning difficulties is motivation which is an action or process that gives a reason to someone to do something. Arifin (2021) students are able to learn well if the learning material based on their needs. Motivation in learning is very important to achieve good and complete learning outcomes. In the context of learning a foreign language or a second language, especially English, it is also very closely related to learning motivation. In addition, in English speaking skills learning motivation is very important to support the success of learners to be able speak well and fluently.

However, does every learner of a foreign language or a second language, especially English among seventh graders at SMPN 3 Tarakan already have a strong motivation?. This is a problem faced by teachers in providing material in class. Of course, great and strong motivation is needed for students to be able to master English speaking skills. Is the ability to speak English required by seventh grade students of SMPN 3 Tarakan?.

Increased learning motivation, especially mastery of speaking skills, should be developed in order to achieve hopes and ideals. If the students' English speaking skills are not carefully honed, it is feared that they will not be able to compete in the world of work and will be left far behind due to the lack of ability to speak English well and fluently. Thus, this study can provide significant benefits to increasing students' learning motivation in mastering English speaking skills.

LITERATURE REVIEW

The Nature of Motivation

Motivation is an drive that emerges in a individual deliberately or unwittingly to carry out an activity with a particular reason. Other than that, inspiration is additionally an exertion that can cause a individual or certain gather of individuals to be moved to do something because they need to realize the objectives they need or get fulfillment with their activities. In expansion, motivation can moreover be deciphered as an activity or handle that gives somebody a reason to do something.

According to Sardiman (2006) motivation comes from the word thought process which can be said as a driving drive from inside and inside the subject to carry out certain exercises in arrange to attain a objective. Beginning from the word rationale, motivation can be deciphered as a driving drive that has ended up dynamic. Motivation is closely related to learning a moment language, particularly English since it can energize understudies to master the target language that's critical in their lives. Motivation has been concurred by both instructors and analysts as one of the key variables impacting the accomplishment and victory of learning a moment or outside language. In expansion, inspiration gives the driving force for starting moment language learning and assist gives the control to bolster long-term and repetitive learning forms, without a doubt, all other variables counting moment language securing propose the significance of inspiration in a wide sense. Without adequate motivation, indeed the best-performing learners will not be able to total long-term objectives, nor will an fitting educational modules and great educating be persuading sufficient to induce great learning results.

In this way, the motivational premise for language accomplishment cannot be specifically compared with authority of other subjects by understanding that a target language too incorporates creating a few kind of target language character and consolidating social

components from a moment language. In expansion, cognitive and situational variables are normally associated with learning in instructive brain research nowadays, motivation for learning a moment language incorporates social measurements and the most identity highlights. Within the learning prepare, motivation is required since somebody who does not have motivation in learning will not be able to carry out learning exercises. This can be a sign that something that will be done does not touch his needs. Everything that interface other individuals does not essentially intrigued a specific individual as long as something isn't in contact with his needs. A person who performs learning exercises ceaselessly without outside motivation is an inborn motivation that's exceptionally vital in learning exercises. Be that as it may, somebody who does not have the want to memorize with support from exterior himself is the anticipated outward motivation. Therefore, outward motivation is required on the off chance that there's no inborn inspiration in a individual as a subject of think about.

Concurring to Sardiman (2006) said that motivation is the driving constrain that has ended up dynamic. Thought processes ended up dynamic at certain times, particularly when the have to be accomplish objectives is felt or critical. Meanwhile, Mc. Donald in Sardiman (2006) says that motivation could be a alter in vitality inside a individual which is characterized by the development of "feeling" and is gone before by a reaction to the presence of a objective and there are three imperative components, to be specific as follows:

- a. That motivation starts a alter in vitality in each person within the "neurophysiological" system that exists within the human life form since it includes changes in human vitality (in spite of the fact that this motivation emerges from inside people), its appearance will include human physical exercises.
- b. Motivation is characterized by the development, taste or "feeling", one's love. In this case motivation is significant to mental issues, fondness and vitality which can decide human behavior.
- c. Motivation will be fortified since of the reason. So motivation in this case is really a reaction to an activity, to be specific a objective. Motivation does emerge from inside people, but its rise is due to being invigorated or driven by the presence of other components, in this case it may be a objective and this objective will include a matter of require.

Purwanto (2007) proposes the definition of motivation is the driving drive of a cognizant exertion to impact a person's behavior so that a individual gets to be moved to act to do something so as to realize certain comes about and objectives. In the interim, Winkel (2004) says that motivation is the driving constrain inside individuals to carry out certain exercises in arrange to realize certain objectives. In learning exercises, motivation can be said to be the by and large driving drive inside students that gives rise to learning exercises, which ensures the coherence of learning exercises and gives course to learning exercises, so that the objectives desired by the learning subject can be accomplished. So motivation may be a cognizant exertion or control to energize an individual's crave to do something in arrange to attain certain objectives.

The purpose of having learning motivation in a learner is to move or motivate students to emerge their want and eagerness to do something so as to get certain comes about or objectives. For a teacher, the reason of motivation is to move or goad students so that their crave and readiness emerges to progress their learning accomplishment so that instructive objectives are

accomplished as anticipated and indicated within the school educational modules (Purwanto, 1990).

The Nature of Learning

Learning is basically an movement that's carried out deliberately to create a alter, including information, abilities, demeanors and values (Uno, 2011). People without learning, will have trouble in altering to propels in science and innovation which is nothing but a item of human considering activities - human forerunners.

Arsyad (2014) suggests that learning could be a complex handle that happens in everybody all through his life. The learning prepare happens since of the interaction between a individual and his environment that can be done anytime and anywhere. One sign that somebody has learned could be a change in behavior in that individual which may be caused by a alter within the level of information, abilities, or states of mind. The most learning objective is that what a individual learns is valuable within the future, specifically making a difference him to be able to proceed learning in an less demanding way (Nasution, 2010).

In keeping up his life, people must have the arrangement of life aptitudes (aptitudes of life) that can be gotten through the learning handle, such as learning to know, learning to do, learning to be myself.), and learn to live together (learning to live together). In expansion, learning to know and do is anticipated to form human creatures who are sure in their possess capacities. Whereas learning to live together is anticipated to make human creatures who have tall competitiveness, flexibility and participation. So that the four sorts of learning must be carried out by people, in the event that they need to outlive, that's , from birth to the conclusion of their lives.

Learning comes from the word instruct which implies informational given to individuals so that they are known or obeyed. Hence, learning may be a handle, strategy, activity that produces a individual learn in arrange to pick up insights or information. In expansion, learning can be translated as a process of interaction between learning members and teachers as well as learning assets in a learning environment to realize certain learning objectives. In this way, learning could be a subsystem of an education/training organization. With respect to long lasting learning (life long learning) and based on the characteristics of the learning community, learning in common can be separated into two, to be specific 1) learning for grown-ups (andragogy), and 2) learning for children (instructional method). The characteristics of grown-up consider members are diverse from children, such as in terms of their life objectives, social parts in society, tactile capacities, etc. So of course the learning requires distinctive approaches and techniques between grown-ups and children.

According to Bruner in Nasution (2010), within the learning prepare there are three stages or scenes, counting 1) data, 2) transformation, and 3) assessment. Within the data stage, understudies get different data that can include to the information they already have, refine and extend it and there's moreover data that negates what was already known. Besides, within the change stage, the different data must be analyzed, changed or changed into a more abstract or conceptual shape so that it can be utilized for more extensive things. Though within the assessment stage, understudies must be able to survey all the information gotten and this change can be utilized to get it other marvels. Hence, within the learning handle these three scenes are continuously show and the issue is how much data is required in arrange to be changed. The

length of each stage isn't continuously the same since it depends on the anticipated comes about, understudy inspiration, intrigued, want to know and support to discover out for yourself.

Speaking Skills

Speaking skill is the foremost imperative angle in learning a moment or remote language. In expansion, the victory of language learning is measured by the ability shown in discussion within the target language. Speaking skill is an intuitively handle of building meaning which incorporates creating, getting, preparing and utilizing both verbal and non-verbal components. On the other hand, as an verbal capacity speaking skills are related to the meaning and utilize of dynamic language to precise eagerly so that others can get it them. In this way, speaking skills emphasize the utilize of language intuitiveness to decipher what is said. In expansion, speaking abilities too pay consideration to the arrangement of meaning which incorporates both verbal and non-verbal images through the interaction handle.

In addition, instructing speaking skills as language abilities ought to be practiced such as articulating words accurately, creating rectify sentences and making consistent sentences. There are five components that are emphasized in speaking skills, to be specific: 1) articulation, 2) structure, 3) vocabulary, 4) familiarity, and 5) understanding. In expansion, phonetic variables that prevent learners to talk English are the need of vocabulary, need of understanding of linguistic shapes, and wrong elocution. Ramy, et al (2013) found that the reasons for the low mastery of English speaking skills were: 1) English teachers were not well prepared and utilized their mother tongue when instructing so they seem not pull in learners to be inquisitive about learning, 2) the learners needed information of English foundation, 3) learners need certainty in utilizing English since they are perplexed of making botches and feeling humiliated, and 4) educational modules that's not reasonable to assist learners make strides their English capability.

METHOD

This study uses a qualitative descriptive design, namely research conducted to obtain an overview by collecting data, finding facts, and then explaining and analyzing data, namely by compiling and collecting data, then interpreting it based on the existing theoretical basis. This study aims to analyze student learning motivation in mastering English speaking skills.

The respondents in this research were 27 junior high schools from seventh-nine grade at SMPN 3 Tarakan North Kalimantan Province.

In this research, used a questionnaire instrument, which is a research instrument consisting of a series of statements that aim to collect information from respondents. The questionnaire can be considered as a written interview. The questionnaire is included in the qualitative method. This questionnaire was created in a Google form and shared to respondents via social media. The author has made an arrangement of statements followed by several answers so that the respondents can choose the right answer according to the available statements. This method is used to obtain data about the perception of interior design from respondents. Respondents could not provide answers or other responses except those is available as an alternative answer. The answers to each item in the questionnaire have a weighted score:

Tabel 1. Answer Criteria

Answer Scale	Score
Strongly Agree	5
Agree	4
Doubtful	3
Disagree	2
Strongly Disagree	1

Data analysis technique is done by analysis qualitative descriptive. Guidelines for assessing motivational instruments after obtaining a calculated score using the formula:

$$P = \frac{f}{n} \times 100\%$$

Keterangan:

P = persentase jawaban

f = frekuensi jawaban

n = banyak responden

RESULTS AND DISCUSSION

English Speaking Motivation Questionnaire

No	Statement	SS (Strongly Agree)	S (Agree)	N (Neutral)	TS (Disagree)	STS (Strongly disagree)
1.	Saya sangat senang berbicara bahasa inggris.	-	12	14	1	-
		-	44,4%	51,9%	3,7%	-
2.	Saya pikir berbicara dalam bahasa inggris terdengar bagus.	8	11	8	-	-
		29,6%	40,7%	29,6%	-	-
3.	Saya berlatih berbicara bahasa inggris hanya untuk bersenang-senang	3	4	11	9	-
		11,1%	14,8%	40,7%	33,3%	-
4.	Saya sangat tertarik berbicara bahasa inggris. Saya belajar bahasa inggris agar saya bisa berkomunikasi dengan orang asing dengan lebih efektif.	8	12	7	-	-
		29,6%	44,4%	25,9%	-	-
5.	Saya suka berurusan dengan orang-orang yang berbicara bahasa inggris.	1	3	17	6	-
		3,7%	11,1%	63%	22,2%	-
6.	Saya sangat tertarik untuk berpartisipasi dalam kegiatan bahasa inggris seperti english club (komunitas english).	2	8	13	3	1
		7,4%	29,6%	48,1%	11,1%	3,7%

7.	Jika saya memiliki kesempatan untuk diajar oleh seorang guru asing, saya akan berbicara dengannya dalam bahasa inggris sebanyak mungkin.	2	7	12	6	-
		7,4%	25,9%	44,4%	22,2%	-
8.	Jika saya mendapat kesempatan untuk berbicara bahasa inggris di luar sekolah atau bertemu dengan english native speaker (penutur asli bahasa inggris) di jalan, saya akan mengambil kesempatan untuk melatih kemampuan berbicara bahasa inggris yang saya miliki.	1	13	9	3	1
		3,7%	48,1%	33,3%	11,1%	3,7%
9.	Saya ingin belajar berbicara bahasa inggris dengan baik agar saya bisa pergi ke luar negeri.	5	10	10	1	1
		18,5%	37%	37%	3,7%	3,7%
10	Saya merasa sangat tertarik untuk berbicara bahasa inggris, dan saya harap saya dapat berbicara beberapa bahasa asing.	7	14	5	1	-
		25,9%	51,9%	18,5%	3,7%	-
11.	Saya tidak merasa gugup ketika berbicara bahasa inggris di kelas.	3	5	14	5	-
		11,1%	18,5%	51,9%	18,5%	-
12.	Di kelas bahasa inggris, saya selalu duduk di belakang atau menghindari kontak mata dengan guru karena takut diminta tampil di depan kelas.	-	3	9	12	3
		-	11,1%	33,3%	44,4%	11,1%
13.	Saya malu mengangkat tangan di kelas bahasa inggris bahkan jika saya dapat menjawab pertanyaan.	2	12	8	4	1
		7,4%	44,4%	29,6%	14,8%	3,7%
14.	Saya merasa sangat malu jika saya melakukan kesalahan ketika berbicara bahasa inggris di depan seluruh kelas.	5	12	7	1	2
		18,5%	44,4%	25,9%	3,7%	7,4%
15.	Di kelas bahasa inggris, ketika saya mengantisipasi bahwa saya akan diminta untuk menjawab pertanyaan, saya akan gemetar.	2	10	10	5	-
		7,4%	37%	37%	18,5%	-

16.	Saya selalu takut membuat kesalahan ketika berbicara bahasa inggris di kelas.	3	14	9	1	-
		11,1%	51,9%	33,3%	3,7%	-
17.	Ketika saya menyadari saya telah membuat kesalahan, saya akan menjadi lebih gugup.	7	13	7	-	-
		25,9%	48,1%	25,9%	-	-
18.	Saat menjawab pertanyaan, saya takut di sela atau dikoreksi oleh guru.	4	5	15	2	1
		14,8%	18,5%	55,6%	7,4%	3,7%
19.	Saya takut dipandang rendah ketika saya menemukan siswa lain dapat berbicara bahasa inggris lebih baik daripada saya.	2	9	9	5	2
		7,4%	33,3%	33,3%	18,5%	7,4%
20.	Saya ingin berbicara bahasa inggris, tetapi saya takut siswa lain akan menertawakan saya, jadi saya hanya menunggu secara pasif untuk diminta menjawab pertanyaan.	4	8	10	3	2
		14,8%	29,6%	37%	11,1%	7,4%

Determines the average percentage

Statement Items	SS (Strongly Agree)	S (Agree)	N (Neutral)	TS (Disagree)	STS (Strongly disagree)	Average Percentage per item
1	-	12	14	1	-	46,70%
	-	44,4%	51,9%	3,7%	-	
2	8	11	8	-	-	34,03%
	29,6%	40,7%	29,6%	-	-	
3	3	4	11	9	-	31,03%
	11,1%	14,8%	40,7%	33,3%	-	
4	8	12	7	-	-	35,14%
	29,6%	44,4%	25,9%	-	-	
5	1	3	17	6	-	45,92%
	3,7%	11,1%	63%	22,2%	-	
6	2	8	13	3	1	33,74%
	7,4%	29,6%	48,1%	11,1%	3,7%	
7	2	7	12	6	-	31,85%
	7,4%	25,9%	44,4%	22,2%	-	

8	1	13	9	3	1	35,66%
	3,7%	48,1%	33,3%	11,1%	3,7%	
9	5	10	10	1	1	31,03%
	18,5%	37%	37%	3,7%	3,7%	
10	7	14	5	1	-	37,11%
	25,9%	51,9%	18,5%	3,7%	-	
11	3	5	14	5	-	34,92%
	11,1%	18,5%	51,9%	18,5%	-	
12	-	3	9	12	3	33,22%
	-	11,1%	33,3%	44,4%	11,1%	
13	2	12	8	4	1	31,25%
	7,4%	44,4%	29,6%	14,8%	3,7%	
14	5	12	7	1	2	30,44%
	18,5%	44,4%	25,9%	3,7%	7,4%	
15	2	10	10	5	-	31,33%
	7,4%	37%	37%	18,5%	-	
16	3	14	9	1	-	39,29%
	11,1%	51,9%	33,3%	3,7%	-	
17	7	13	7	-	-	36,55%
	25,9%	48,1%	25,9%	-	-	
18	4	5	15	2	1	37,11%
	14,8%	18,5%	55,6%	7,4%	3,7%	
19	2	9	9	5	2	26,59%
	7,4%	33,3%	33,3%	18,5%	7,4%	
20	4	8	10	3	2	26,37%
	14,8%	29,6%	37%	11,1%	7,4%	
Overall Average Percentage						34,47%

DISCUSSION

Based on the description of the data above, the results of this study are as follows:

Analysis per item statement

Based on student answers to item statement number 1, the results obtained were that no students answered strongly agree, agreed (44.4%), neutral (51.9%), disagreed (3.7%) and no one answered strongly agree to be happy to speak English. In the second statement, students chose answers that strongly agreed (29.6%), agreed (40.7%), neutral (29.6%) and no one answered disagree and strongly disagree that speaking English sounds good. In the third statement, students answered strongly agree (11.1%), agree (14.8%), neutral (40.7%), disagree (33.3%) and no one answered strongly disagree that language practice english just for fun. For the next statement, students chose the answers strongly agree (29.6%), agree (44.4%), neutral (25.9%) and no one chose disagree and strongly disagree that they were interested in speaking English so they could communicate with strangers more effectively. Next, students choose to strongly agree (3.7%), agree (11.1%), neutral (63%), disagree (22.2%) and no one chooses to strongly agree that they like dealing with people. who speak english. Statement number 6, students choose strongly agree (7.4%), agree (29.6%), neutral (48.1%), disagree (11.1%), and strongly disagree (3.7%) that they participate in English activities such as the English Club. In the next statement, students chose the answers strongly agree (7.4%), agree (25.9%), neutral (44.4%), disagree (22.2%) and no students chose strongly disagree that if they have the opportunity to be taught by a foreign teacher, they will speak English with that teacher as much as possible. The eighth statement, students choose answers that strongly agree (3.7%), agree (48.1%), neutral (33.3%), disagree (11.1%) and strongly disagree (3.7%) that if they get the opportunity to speak English outside of school or meet English native speakers on the street, they will take the opportunity to practice their English speaking skills. In statement number nine, students chose strongly agree (18.5%), agree (37%), neutral (37%), disagree (3.7%) and strongly disagree (3.7%) that they want to learn speak English well so they can go abroad. The results in statement number ten, students choose answers that strongly agree (25.9%), agree (51.9%), neutral (18.5%), disagree (3.7%) and no one chooses to strongly disagree that they are very interested in speaking English, and hope they can speak some foreign language. In the next statement, students chose the answer strongly agree (11.1%), agree (18.5%), neutral (51.9%), disagree (18.5%) and no one chose strongly disagree that they did not feel nervous when speaking English in class. The twelfth statement, no students chose the answer to strongly agree but chose to agree (11.1%), neutral (33.3%), disagree (44.4%) and strongly disagree (11.1%) that when English class, they always sit at the back or avoid eye contact with the teacher for fear of being asked to appear in front of the class. In the thirteenth statement, students chose the answers strongly agree (7.4%), agree (44.4%) neutral (29.6%), disagree (14.8%) and strongly disagree (3.7%) that they are embarrassed to raise their hand in English class even if they can answer a question. In the thirteenth statement, students chose the answers strongly agree (7.4%), agree (44.4%) neutral (29.6%), disagree (14.8%) and strongly disagree (3.7%) that they are embarrassed to raise their hand in English class even if they can answer a question. In the next statement, students chose to strongly agree (18.5%), agree (44.4%), neutral (25.9%), disagree (3.7%) and strongly disagree (7.4%) that they feel embarrassed if they make mistakes when speaking in front of the class. In the fifteenth statement, students chose answers that strongly agreed (7.4%), agreed (37%), neutral (37%), disagreed (18.5%) and no one chose answers that strongly disagreed that when they anticipated in English class that they will be asked to answer questions, they will tremble. In the sixteenth statement, students chose the answers strongly

agree (11.1%), agree (51.9%), neutral (33.3%), disagree (3.7%) and no one answered strongly disagree that they always afraid of making mistakes when speaking English in class. In the next statement, students chose answers that strongly agreed (25.9%), agreed (48.1%), neutral (25.9%) and no one chose answers that did not agree and strongly disagreed that when they realized they had made a mistake, they will become more nervous. The seventeenth statement, students choose answers that strongly agree (14.8%), agree (18.5%), neutral (55.6%), disagree (7.4%) and strongly disagree (3.7%) that when answering questions they are afraid of being interrupted or corrected by the teacher. The next statement, that students are afraid of being looked down upon when they find other students can speak English better than those who say strongly agree (7.4%), agree (33.3%), neutral (33.3%), do not agree (18.5%) and strongly disagree (7.4%). And the last statement, they choose the answers strongly agree (14.8%), agree (29.6%), neutral (37%), disagree (11.1%), and strongly disagree (7.4%) that they want to speak the language English, but they are afraid that other students will laugh at them, so they just wait passively to be asked to answer questions.

Overall analysis

Based on the calculation results, the average percentage of student answers as a whole is 34.47%. This shows that the average percentage of students' motivation to learn English in mastering English speaking skills is 34.47%. That is, almost half of the students have the motivation to learn English in mastering the ability to speak English. Nevertheless, student learning motivation still needs to be improved.

The analysis also shows that learning motivation has a big influence on learning achievement, as expressed by Keller (in Nashar, 2004:77) that learning achievement can be seen from the occurrence of changes in the results of personal input in the form of motivation and hope for success. This is also supported by Brown (2007) who states that motivation is affective variables that must be considered in the language learning process. Enhancement one of the student learning outcomes is influenced by learning motivation. The results of this study also shows that learning motivation is one of the determining factors for success learning, if you have good motivation, then learning achievement will be good.

CONCLUSION

The learning motivation of seventh-nine grade students in mastering speaking skills still needs to be improved. Even though it seems that many have chosen motivated answers, they are still lacking in counting. Whether or not the teaching objectives have been achieved and the quality of the teaching and learning process that has been implemented, it is necessary to conduct an assessment or evaluation of student learning outcomes. Students should be more motivated to practice speaking English, not only through the teacher but also by utilizing other learning media such as audio in the form of songs and audio-visual in the form of English films. Efforts to improve speaking skills will be even better if many students are interested in joining the English language community.

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