

**MOTIVATION OF ELEMENTARY LEVEL STUDENTS
OF “ENGLISH FOR ADULTS” PROGRAM
IN LEARNING ENGLISH AT *LBPP LIA* MALANG**

THESIS

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ABSTRACT

Rahmawati, Hanifa. 2014. **Motivation of Elementary Level Students of “English for Adults” Program in Learning English at LBPP LIA Malang.** Study Program of English, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-supervisor: Yana Shanti Manipuspika.

Keywords: second language, motivation, elementary level, English for Adults Program, LBPP LIA Malang.

There are some factors influencing the learners' success in second language learning. One of them is motivation. Motivation in second language learning is defined as the learner's orientation with regard to the goal of learning a second language. This study discusses about motivation of Elementary Level students of “English for Adults” Program in learning English at *LBPP LIA Malang*. The study was conducted in order to find out the primary type of motivation and the most dominant motivation in learning English.

This study used quantitative approach. The instrument used was AMTB questionnaire, proposed by Gardner in 1985. The motivation part of the questionnaire consists of eight items divided into two parts: four items for instrumental motivation and other four for integrative motivation. The participants of the study were 36 students, which were divided into 4 levels. Therefore, the participants were 9 students of each level which were taken randomly.

The result revealed that the primary type of motivation of each level was instrumental motivation. The students of each level have different dominant motivation in learning English. Elementary Level 1 students are learning English for their future career, in order to make them become knowledgeable people, and for getting a good job. Elementary Level 2 students are learning English in order to make them become more knowledgeable people and for getting a good job. Elementary Level 3 students are learning English for their future career and in order to make them become more knowledgeable people. Elementary Level 4 students are learning English for their future career and for getting a good job.

In conclusion, the students of each elementary level have the same primary type of motivation and different dominant motivation in learning English. The writer suggests the institute to make a better program for their students. It is suggested for future researchers to use another instrument in collecting data in order to prove whether the other instruments are applicable in other research. The writer also suggests Study Program of English to add more references related with motivation.

ABSTRAK

Rahmawati, Hanifa. 2014. **Motivation of Elementary Level Students of “English for Adults” Program in Learning English at LBPP LIA Malang.** Program Studi Sastra Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing I: Fatimah; Pembimbing II: Yana Shanti Manipuspika.

Kata kunci: bahasa kedua, motivasi, tingkat dasar, Program Bahasa Inggris untuk Dewasa, LBPP LIA Malang.

Ada beberapa faktor yang mempengaruhi kesuksesan pelajar dalam pembelajaran bahasa kedua. Salah satunya adalah motivasi. Motivasi dalam pembelajaran bahasa kedua didefinisikan sebagai orientasi pelajar yang berhubungan dengan tujuan dari belajar bahasa kedua. Penelitian ini membahas motivasi pada siswa tingkat dasar dari Program Bahasa Inggris untuk Dewasa dalam belajar Bahasa Inggris di LBPP LIA Malang. Penelitian ini dilakukan bertujuan untuk mencari tahu tipe motivasi yang utama dan motivasi yang paling dominan dalam belajar Bahasa Inggris.

Penelitian ini menggunakan pendekatan kuantitatif. Instrumen yang digunakan adalah kuesioner *AMTB*, disusun oleh Gardner pada tahun 1985. Pada kuesioner ini, bagian motivasi terdiri dari delapan soal yang dibagi menjadi dua bagian: empat soal untuk *instrumental motivation* dan empat soal lainnya untuk *integrative motivation*. Peserta dalam penelitian ini berjumlah 36 siswa dan dibagi menjadi 4 level. Jadi, peserta berjumlah 9 siswa dari masing-masing level yang diambil secara acak.

Hasil menyatakan bahwa tipe motivasi yang utama pada masing-masing tingkat adalah *instrumental motivation*. Siswa dari masing-masing tingkat dasar memiliki motivasi berbeda-beda dalam belajar Bahasa Inggris. Siswa pada Tingkat Dasar 1 belajar bahasa Inggris untuk karir mereka di masa depan, untuk membuat mereka menjadi orang yang lebih berpengetahuan, dan untuk mendapatkan pekerjaan yang baik. Siswa pada Tingkat Dasar 2 belajar bahasa Inggris untuk membuat mereka menjadi orang yang lebih berpengetahuan dan untuk mendapatkan pekerjaan yang baik. Siswa pada Tingkat Dasar 3 belajar bahasa Inggris untuk karir mereka di masa depan dan untuk membuat mereka menjadi orang yang lebih berpengetahuan. Siswa pada Tingkat Dasar 4 belajar bahasa Inggris untuk karir mereka di masa depan dan untuk mendapatkan pekerjaan yang baik.

Dapat disimpulkan, siswa dari masing-masing tingkat dasar memiliki tipe motivasi utama yang sama dan motivasi dalam belajar Bahasa Inggris yang berbeda-beda. Penulis menyarankan kepada instansi untuk membuat program yang lebih baik untuk siswanya. Disarankan kepada peneliti selanjutnya untuk menggunakan instrumen yang lain dalam mengumpulkan data untuk membuktikan apakah instrumen lain bisa diaplikasikan di penelitian lain. Penulis juga menyarankan Program Studi Sastra Inggris untuk menambah referensi tentang motivasi.

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