

A THESIS

**STUDENTS' MOTIVATION TO LEARN ENGLISH AND
THEIR PERCEPTION TOWARD THE CURRICULUM CONTENT
OF ENGLISH DEPARTMENT OF WIDYA MANDALA
CATHOLIC UNIVERSITY SURABAYA**

**In Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan* Degree in
English Language Teaching**



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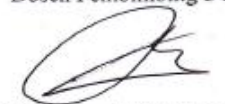
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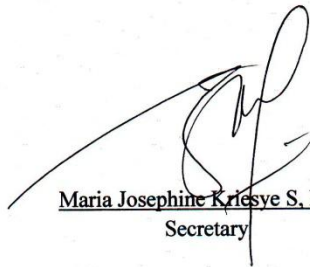
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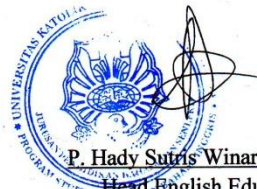
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ABSTRACT

Priroria, Sylvitia Krisnata. 2017. *Students' Motivation to Learn English and Their Perception toward the Curriculum Content of English Department of Widya Mandala Catholic University Surabaya*. S-1 Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor: Dra. Agnes Santi Widiati, M.Pd.

Keywords: student's motivation, intrinsic motivation, integrative motivation, instrumental motivation, curriculum contents.

This survey research is conducted in order to answer the research questions, (1) What kinds of motivation do the students have in learning English at English Department? (2) What is the student's perception toward the curriculum content of English Department? The research uses the questionnaire which is adapted from Gardner's AMTB (Annual Motivation Test Battery), 1985.

The questionnaire was divided into two parts, the first part was about the students' motivation and the second part was about the students' perception about the curriculum content. The writer distributed the questionnaire directly to the students around the campus and made the online version using *google forms* for the students she didn't meet in person.

The writer took samples from the active students of the English Department (batch 2013-2016). At the end, there were 85 students as the respondents. The writer also interviewed 13 respondents which were chosen randomly.

The result of the data analysis shows 34 students (40%) want to be a teacher and 51 students (60%) do not want to be a teacher. The results also shows that students of the English Department are highly intrinsically (100% and 94,1%), integratively (90,15% and 94,15%) and instrumentally (90,86% and 86,8%) motivated in learning English.

The students' perception toward the curriculum content shows that students like Intensive Course as the subject they like the most and Speaking as subject they think it will be useful for their future career.