

Speaking “A” Students’ Motivation for Using English outside Classes



By

Antonio Nicolas

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

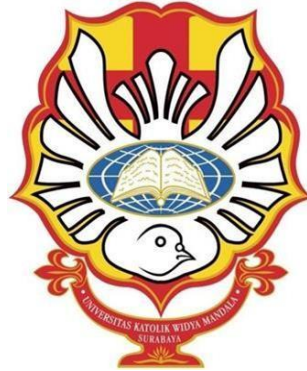
TEACHER EDUCATION FACULTY

WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY

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Speaking “A” Students’ Motivation for Using English outside Classes

A THESIS



Presented to Teacher Education Faculty Widya Mandala Surabaya
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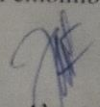
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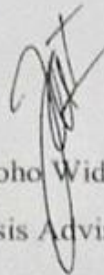
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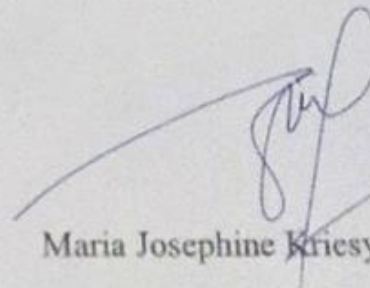
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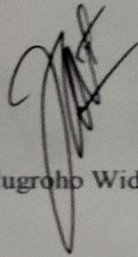
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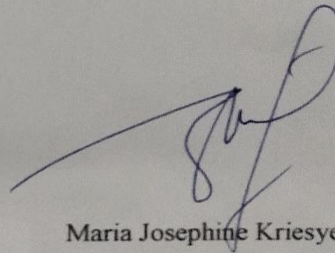
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A handwritten signature in black ink, consisting of a stylized 'A' followed by a horizontal line that tapers to a point on the right.

Antonio Nicolas 1213017054

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ABSTRACT

Students who have strong motivation to practice English inside and outside classes are believed to have better proficiency. The present study intends to find out the Widya Mandala students of Speaking A' motivation who afflict would learn to speak English outside classes.

This survey research employed the theory of Motivation from a test which were developed by Gardner (1985) named Attitudes Motivation Test Battery (AMTB). The researcher analyzed the data by composing the 56 questionnaire into three elements Motivational Intensity, Desire to Learn the Language (DESIRE), Attitudes towards Learning the Language (ALL). In order to answer the research question, the researcher invited 30 students who were taking and had passed speaking A course to share their views on the issue based on Gardner's International AMTB (Attitude/Motivation Test Battery).

In the first element (motivational intensity), the students have got a high score 75%, in which those who strongly agreed with the statement comprise 32% while those who agreed constitute 43%. That means most of the participants have a very high interest to learn English whether it would be from the basic aspects or from the deeper aspects. In the second element (Desire to Learn the Language (DESIRE), 76% of the participant were very passionate in learning English.

This means that it could be confirmed the respondents have great effort, perseverance, readiness, and affective response to language learning. Unfortunately, in the third element, Attitudes towards Learning the Language (ALL), the result was not that high where half of the participants were not giving outstanding behavior. That means that the respondents feel that their social environment is not always conducive in speaking outside their classes. It is suggested that other researchers could do qualitative research to explore the students' motivation to speak outside classes.