

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer would like to discuss the findings from the data related to students' motivation in learning English. She analyzed the questionnaires using SPSS 16 program particularly the descriptive statistics. The discussion would be focused on the Mean (M). Mean in this research was used to describe the kinds of motivation that students at the Faculty of Language and Arts had.

#### 4.1 Students' Instrumental Motivation

From the data that the writer has analyzed, the writer found that *Englishpreneurship* students had a moderate level of instrumental motivation. The total mean score for *Englishpreneurship* students' instrumental motivation is 3.48. The highest mean score was on statement 8 with the mean 4.17, and statement 2 was the lowest score with the mean 2.66.

Meanwhile, English Literature students were in moderate level of instrumental motivation. The total mean score for English Literature students is 3.39, statement number 6 had the highest mean score with the score 4.22. The lowest mean score was on statement 2 with the mean score 2.39.

After knowing the total mean, the highest and the lowest score from both programs, the writer concluded that *Englishpreneurship* program students had higher instrumental motivation in learning English.

The writer described the mean score for each statement below:

**Table 1 statement 1:** *I only use English to do my assignments and the exams.*

<b><i>Englishpreneurship</i></b>	<b>2.97</b>
<b>English Literature</b>	<b>2.81</b>

From the result for statement 1, known that *Englishpreneurship* students and English Literature students were in the moderate level of instrumental motivation. However, the mean score of *Englishpreneurship* students which is 2.97, higher than students of English Literature which is 2.81.

After distributing the questionnaires, the writer did some interview with 12 students from *Englishpreneurship* and English Literature about the questionnaire. Interviews were done to confirm students' answer in the questionnaire.

All of the participants from English Literature students disagreed with statement 1. They did not only use English for assignments and the exams. They used English for many things like playing games, reading books, watching movies, for social media and many more. It means that they also used English in their daily life not only at college.

From the interview, it was found that *Englishpreneurship* students also disagreed with this statement. They used English for many things in their daily life, they used English to communicate, played game, at work, listened to music and many more. English was not just for assignments.

From the respondents' response during interview for statement 1, it could be seen that students from *Englishpreneurship* and English Literature did not only

use English to do their assignments and the exams. They also used English for many other purposes, it showed that English had been used as means of communication for the students. English was not just a subject taught in the class.

**Table 2 statement 2: I always copy sentences directly from books/article even though I do not understand the meaning.**

<b>Englishpreneurship</b>	<b>2.66</b>
<b>English Literature</b>	<b>2.39</b>

The result for statement 2, *Englishpreneurship* students and English Literature students were in moderate level of instrumental motivation. The mean score of *Englishpreneurship* students was higher than English Literature students.

From the interview, almost all of English Literature students disagreed with this statement. They needed to understand the sentence when they wanted to paraphrase it. Most of them preferred to arrange their own sentences because they knew copying a sentence was not good, but not all of them disagreed with this statement. One of them agreed because if they copied a sentence it means that they read that sentence and got some new vocabulary.

*Englishpreneurship* students' responses were the same as the responses of English Literature students. All of them disagreed with this statement, copying a sentence and did not change anything from that statement means plagiarism. They preferred to make their own sentence or copies a sentence but searched for the meaning so they could understand it. Most of the students learned the sentence before they copied it.

Students in both of this program had their own reason for statement number 2. Almost all of them disagreed with this statement although there was a respondent who agreed. It means that learning English gave them knowledge while copying a sentence and did not know the meaning is useless.

**Table 3 statement 3: I only read English materials that are related to my assignments.**

<b>Englishpreneurship</b>	<b>2.75</b>
<b>English Literature</b>	<b>2.63</b>

*Englishpreneurship* students and English Literature students were in moderate level of instrumental motivation at statement 3. For the mean score, *Englishpreneurship* students had a higher mean score.

In the interview, all English Literature student disagreed with this statement. They read something related to English every day, not only for the sake of assignments but they also read other things such as novel, caption on Instagram, magazine and many more.

In the interview, all of the *Englishpreneurship* students disagreed with this statement. Their responses were almost the same as English Literature students. It means that English is something interesting to learn and it is easy to find something related to English nowadays.

From the students' responses in the interviews, the writer concluded that both *Englishpreneurship* and English Literature students did not only read

materials that were related to their assignments. They also read English materials for other purposes, meant that English was easy to find.

**Table 4 statement 4:** *I learn English to pass my Diploma and to get a good job in the future.*

<b>Englishpreneurship</b>	<b>3.47</b>
<b>English Literature</b>	<b>3.69</b>

At statement 4, *Englishpreneurship* and English Literature students were in different level of instrumental motivation. English Literature students were in high and *Englishpreneurship* students were in moderate level of instrumental motivation. From the mean score of each program, English Literature students had high motivation in learning English to pass Diploma and to get a good job in the future rather than *Englishpreneurship* students.

For interview statement 4, students from English Literature agreed with this statement, but it was not the only reason for them to learn English. Many reasons that they could find like English is fun to be learnt, English could be used anywhere, the opportunity to get better jobs is bigger because English is an international language.

Respondents from *Englishpreneurship* agreed with this statement. They did not only learn English to pass Diploma and to get better jobs. There were many reasons why they learned English. Some of them were because they loved English and wanted to improve their skill.

All respondents from English Literature and *Englishpreneurship* students agreed with this statement, but they also had many reasons to learn English not only to pass Diploma and to get better jobs in the future. This means that students learn English not only for formal purposes.

**Table 5 statement 5:** *I learn English language just because I am interested in furthering my higher education.*

<b><i>Englishpreneurship</i></b>	<b>3.22</b>
<b>English Literature</b>	<b>3.19</b>

For statement 5, *Englishpreneurship* students and English Literature students were in moderate level of instrumental motivation. *Englishpreneurship* students had 3.22 mean score, which was higher than English Literature students that had 3.19. This indicated that *Englishpreneurship* students had big motivation in learning English language because they were interested in continuing their study to a higher education level than English Literature students.

Four out of six English Literature students disagreed with statement 5. They had another reason to learn English such as English is important, there were lots of benefits from learning English. Other respondents said that they agreed because learning English could help them continue their study.

One of the students from *Englishpreneurship* agreed with this statement because she wanted to get scholarship outside this country. However, most of them disagreed with this. English was important for them and because it could

give them a lot of information and knowledge. And their interest in learning languages made them learn this language.

Almost all students from English Literature and *Englishpreneurship* disagreed with this statement. Students learned English not only for continuing study but learning English gave them many benefits as it is an international language and very useful nowadays.

**Table 6 statement 6:** *I learn English because it is important for traveling overseas.*

<b><i>Englishpreneurship</i></b>	<b>4.15</b>
<b>English Literature</b>	<b>4.22</b>

*Englishpreneurship* and English Literature students were in high level of instrumental motivation for statement 6. English Literature students had a higher mean score than *Englishpreneurship* students. It means that English Literature students had high motivation to learn English for traveling overseas.

In the interviews, all of English Literature students agreed with this statement. Learning English is very useful for traveling because English is an International language so this language could help them communicate with other people from other countries.

One student from *Englishpreneurship* disagreed although most of them agreed with this statement. English could make them easy to communicate with foreign people when they traveled because English is an international language but if they really did not know how to speak, they could use google translate.

From the respondents' responses, English is not just a language to learn but also the media to communicate and to have many friends from other countries.

*Table 7 statement 7: I learn English to look more sophisticated and knowledgeable.*

<b><i>Englishpreneurship</i></b>	<b>3.73</b>
<b>English Literature</b>	<b>3.54</b>

For statement 7, *Englishpreneurship* students were in high level and English Literature students were in moderate level of instrumental motivation. From the mean score, *Englishpreneurship* students had 3.73 that was higher than English Literature students which only had 3.54. This indicated that *Englishpreneurship* students had big motivation in learning English to look more sophisticated and knowledgeable.

From the interview, half of respondents from English Literature disagreed and half of them agreed. English is an international language and most of people who did not know English will ask for help from people who know English. There was another response who said that being knowledgeable is not seen from how much someone knows or learns English. Learning English is to improve knowledge not to look knowledgeable.

Most of *Englishpreneurship* students agreed that learning English could make them look sophisticated and knowledgeable because people would look for their help and able to speak make them look cooler. By knowing English well,



people tend to be fascinated by it. English is not only about knowledge but also about style.

Some of English Literature and *Englishpreneurship* students agreed and some of them did not. Learning English was not only to look more knowledgeable and sophisticated. Students learn English to improve their knowledge so they could use it for their future. Having skill in English, also made other people see them as a knowledgeable person because not all people had skill in English.

**Table 8 statement 8:** *I learn English to have a better career in the future.*

<b><i>Englishpreneurship</i></b>	<b>4.17</b>
<b>English Literature</b>	<b>4.10</b>

Statement 8 shows that *Englishpreneurship* and English Literature students are in high level of instrumental motivation. The mean score from both of this program show that they are in high level, but *Englishpreneurship* students was higher than English Literature students. It was suggested that *Englishpreneurship* students had big motivation in learning English to have a better career in the future.

For statement 8, English Literature students agreed with this statement. English is important and can connect people from different country. Learning English gives them big opportunity to have better career in the future.

*Englishpreneurship* student also agreed with this statement, because many companies use English now, having good English skill make them get high

position in company because of their ability to communicate with foreign company.

From their respond for interview number 8, students learn English to have better career in the future. Learning English allowed them to get jobs not only in Indonesia. The importance of English makes the opportunity to get better job bigger.

**Table 9 statement 9:** *I learn English because it can lead to more success and achievements in life.*



<b>Englishpreneurship</b>	<b>4.10</b>
<b>English Literature</b>	<b>4.00</b>

*Englishpreneurship* and English Literature students at statement 9 were in high level of instrumental motivation. However, *Englishpreneurship* were in high mean score than English Literature students. This showed that *Englishpreneurship* students learn English because it can lead to more success and achievements in life was bigger than English Literature students.

For the interview number 9, almost all of English Literature students agreed with this statement. English was important and English connected people from different country. Learning English gives them big opportunity to have better career in the future.

Most of *Englishpreneurship* students agreed with this statement. They could see the chance that they would find if they learn English. There were many opportunities that they could get in learning English.

Almost all of English Literature and *Englishpreneurship* students believed that learning English could lead them to more success and achievements in life. However, some of them disagreed because success and achievements were the plus point when they learnt English. Some of them think that English was the way for them to become more success.

**Table 10 statement 10:** *I learn English because being proficient in English makes other people respect me.*

<b>Englishpreneurship</b>	<b>3.56</b>
<b>English Literature</b>	<b>3.36</b>

Based on statement 10, *Englishpreneurship* and English Literature students were in moderate level of instrumental motivation. As we can see, *Englishpreneurship* students got higher mean score than English Literature students. This indicated that *Englishpreneurship* students had big motivation to learn English because being proficient in English makes other people respect them.

From the interview, some of English Literature students disagreed. Learning English was not to make people respect, people would respect you for your personality, but most of them agreed with this statement because people would appreciate them with their knowledge.

Most of *Englishpreneurship* students agreed with this statement because being able to speak English fluent was prestigious. Some of them disagreed

because this was not their purpose in learning English, people would respect them for who they were not because of the language that they spoke.

From their response, learning English was not only to make people respect them. Respect or not was depend on the person, but Learning English made their knowledge more than people who not learn English, it made people appreciate it.

#### 4.2 Students' Integrative Motivation

For integrative motivation, the writer found that *Englishpreneurship* students had high level of integrative motivation. *Englishpreneurship* students total mean score is 3.79. The highest mean score was on statement 11 with the score 4.29 and the lowest was 3.56 at statement 17.

Data for English Literature students show that they also in high level of instrumental motivation with the total mean score 4.06. The highest mean score was at statement 11 with the score 4.27 and the lowest was 3.81 at statement 17.

The writer concluded that English Literature students had higher integrative motivation in learning English. It can be seen from their total mean score that English Literature higher than *Englishpreneurship*.

After describing the highest and the lowest score of students from English Literature and *Englishpreneurship* program, she described the mean score for integrative motivation below.

**Table 11 statement 11:** *Studying English enables me to understand English books, movies, pop music etc.*

<b><i>Englishpreneurship</i></b>	<b>4.29</b>
<b>English Literature</b>	<b>4.27</b>

For statement 11, both of *Englishpreneurship* and English Literature students were in high level of integrative motivation. But, the mean score of *Englishpreneurship* students were 4.29 which is higher than English Literature students that their mean score were 4.27. This indicated that *Englishpreneurship* students' motivation in studying English enables them to understand English books, movies, pop music etc. was bigger than English Literature students.

All of English Literature students agreed with interview number 11. Learning English made them able to enjoy another thing like music, book, article and many more. From learning they can improve their skill in English.

From *Englishpreneurship* students agreed with this statement. There were many profits in learning English, such as they could understand the words from book or article, the meaning of the song and they could watch a movie without subtitle. Learning English supported them in many ways.

*Englishpreneurship* and English Literature students agreed with this statement. Learning English enables them understand many things. English was very useful for students and helped them in many ways.

*Table 12 statement 12: Studying English enables me to better understand and appreciate the ways of life of native English speakers.*

<b><i>Englishpreneurship</i></b>	<b>4.02</b>
<b>English Literature</b>	<b>4.14</b>

From statement 12, it is known that *Englishpreneurship* and English Literature students were in high level of integrative motivation. For this statement, English Literature students were having high mean score than *Englishpreneurship* students. It means that English Literature students was highly motivated in studying English. It enables them to better understand and appreciate the ways of life of native English speakers.

English Literature students agreed with this statement because learning English was not just learning language. When they able to speak, they would communicate with foreigners. Communicate with them help students understand their ways of life. At the faculty, lecturer had given them information about native language speaker so they could understand their ways of life.

Respondents from *Englishpreneurship* students also agreed. Learning English made students learn something new, diversification between Indonesia and other country. Learning English enables them to understand their ways of life and for the good things they can follow it.

All respondents from English Literature and *Englishpreneurship* students agreed. Learning English was not just learned language but also learned the ways

of life of native English speakers. Communicate with them, meet them every day made students learned and understand about their ways of life.

**Table 13 statement 13:** *Studying English enables me to keep in touch with foreign acquaintances.*

<b><i>Englishpreneurship</i></b>	<b>3.92</b>
<b>English Literature</b>	<b>3.98</b>

*Englishpreneurship* and English Literature students were in high level of integrative motivation at this statement. However, English Literature students got high mean score than *Englishpreneurship* students. It was indicating that English Literature students had big motivation in studying English enables them to keep in touch with foreign acquaintances than *Englishpreneurship* students.

From the interview, all of English Literature students agreed because English helped them to look for a friend from another country. Most of them said that learning English helps them communicate with other people, this could help them improve their skill in grammar and speaking.

*Englishpreneurship* students respond agreed that English could help them meet new friends from another country and English made them easy to communicate, helped them to understand each other and made their works easy. English helped them in many ways.

*Englishpreneurship* and English Literature students agreed with this statement. English is an international language, it made them easy to

communicate with foreign acquaintances. English became a media for them to stay connected.

**Table 14 statement 14:** *Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.*

<b><i>Englishpreneurship</i></b>	<b>4.02</b>
<b>English Literature</b>	<b>4.02</b>

Statement 14 showed that *Englishpreneurship* and English Literature students were in high level of integrative motivation. Both of the programs got the same mean score for this statement that is 4.02. It suggested that *Englishpreneurship* and English Literature students were both had big motivation that studying English enabled them to discuss interesting topics in English with the people from other national backgrounds.

English Literature students agreed to this statement. Learning English enabled them to communicate with people from other national background, even sometimes their grammar was not good but talking with them help students improve their grammar skills. Talking with foreign people gives them many information and knowledge.

*Englishpreneurship* students agreed that learning English enabled them to communicate, exchanged story about culture, shared opinion and many more. Students did this activity and made them got something new from other country.

Both of English Literature and *Englishpreneurship* students agreed with this statement. English is an international language, having ability in English



helped them discuss many interesting topics that not only in Indonesia. In addition to adding information, discussed with people from different national background also helped them to improve grammar and speaking skills.

**Table 15 statement 15:** *Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.*

<i>Englishpreneurship</i>	4.15
<b>English Literature</b>	<b>4.17</b>

*Englishpreneurship* and English Literature students at statement 15 were in high level of Integrative motivation. The mean score of English Literature students is 4.17, which was high than *Englishpreneurship* students. It meant that English Literature students' motivation that studying English enabled them to transfer their knowledge to other people e.g. giving directions to tourists is bigger than *Englishpreneurship* students.

From the interview, all of English Literature students agreed with this statement. Learning English makes them able to share about Indonesia culture to other country. They could transfer their knowledge to other and there were many other benefits in learning English.

*Englishpreneurship* student's response that able to speak English helped them to promote their country. They could help people who come to Indonesia, because most of tourists that come to Indonesia are only able to speak English.

All respondents from English Literature and *Englishpreneurship* students agreed with statement 15. Being able to speak English made them easy in many

ways, not only giving direction to tourist. Their ability to speak English helped them explain and promoted Indonesians various culture to tourist. Most of tourists who come to Indonesia are only able to speak English and it made them easy to help tourist understand about Indonesia.

**Table 16 statement 16:** *Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.*

<b><i>Englishpreneurship</i></b>	<b>3.93</b>
<b>English Literature</b>	<b>4.05</b>

For statement 16, both *Englishpreneurship* and English Literature students were in high level of Integrative motivation. But for the mean score, English Literature students were in high score than *Englishpreneurship* students. This indicated that *Englishpreneurship* students had a big motivation in studying English enables them to participate freely in academic, social, and professional activities among other cultural groups than *Englishpreneurship* students.

English Literature students' responses for statement number 16 was agreed with this statement. Studying English enabled them to join in academic, social, and many more activities. Studying help them to connect with other people, we could expand our relation with other country.

Respondents from *Englishpreneurship* students also agreed with this statement. English is prestigious, it made them able to join in social activity. Studying English also enabled them to join students exchange because they already had skill and it made them easy to join it.

From their respond for statement number 16, it could be seen that English could be more useful for them. Beside easy for them to communicate, learning English also helped them to participate in various organization outside their country. In addition, having ability in English also made them easy to join students exchange.

**Table 17 statement 17: Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.**

<b>Englishpreneurship</b>	<b>3.56</b>
<b>English Literature</b>	<b>3.81</b>

From statement 17, it was known that *Englishpreneurship* and English Literature students were in different level of integrative motivation. English Literature students were in high level and *Englishpreneurship* students in moderate level of integrative motivation. For the mean score of course, English Literature students were in high. This indicated that English Literature students' motivation in studying English enabled them to behave like native English speakers: e.g. accent, using English expressions is bigger than *Englishpreneurship* students.

For interview number 17, English Literature students respond agreed with this statement. Learning English was not just about grammar but also accent and expression. For some conditions the expression would be different and they needed to show and understand it.

For all *Englishpreneurship* students, seeing foreigners speak with each other make students learn from them. In learning English, they were able to learn many things like their different accents and expressions when foreigners were talking.

English Literature and *Englishpreneurship* students agreed with this statement. Learning English is not just learning grammar but also accent and expression. To make people understand their sentences, the accent had to be correct. Learning and practicing to talk with native speakers helped them able to behave like native speakers.

**Table 18 statement 18:** *Studying English enables me to appreciate English arts and literature.*

<b><i>Englishpreneurship</i></b>	<b>3.76</b>
<b>English Literature</b>	<b>4.00</b>

Statement 18 showed that *Englishpreneurship* and English Literature students were in high level of integrative motivation. But, English Literature students got high mean score than *Englishpreneurship* students. It suggested that English Literature students were highly motivated and they believed that studying English enabled them to appreciate English Arts and Literature than *Englishpreneurship* students.

Interview number 18, all of English Literature students agreed because learning English meant learning about culture, arts and literature. In learning

English, they also learned about poems, arts and many more. From reading poems or arts that people wrote they could appreciate their work.

*Englishpreneurship* students' responses agreed because understand English means understand their culture arts and literature. They learned their language and interest with it. Students' interest made them appreciate arts and literature that people had made.

Both of this program students agreed with this statement number 18. At the faculty, they also learned about arts and literature. Learning English made them read many poems or arts in English. Able to understand, it made them appreciate it.

**Table 19 statement 19:** *Studying English helps me to be an open-minded, and sociable person like English speaking people.*

<b><i>Englishpreneurship</i></b>	<b>4.07</b>
<b>English Literature</b>	<b>4.05</b>

For statement 19, both of *Englishpreneurship* and English Literature students were in high level of integrative motivation. However, the mean score of *Englishpreneurship* students were 4.07 which was high than English Literature students. Meant that English Literature students had big motivation in studying English helped them to be an open-minded, and sociable person like English speaking people than *Englishpreneurship* students.

English Literature students' responses for statement number 19, open-minded or not was depending on individual's personality. But most of them

agreed that learning English made them became more open with the knowledge that they got from learning English. Learning English was also about learn their style, the way they think and many more.

*Englishpreneurship* responded that learning English helped them become more open-minded. People from other country liked to do something out of the box. This made them to open their mind and to follow what they do. Foreign people opened from something new and it made them also following them and open their mind.

Most of them agreed but some of them not. For the agreed students, learning English made them learn more about people from other country and it made them saw more about their way of thinking and their action. For the good things, they could follow it. For the disagreed students, able to speak English or not was not change the way they think. Because open-minded or not depends on the person itself.

**Table 20 statement 20:** *I am determined to study English as best as I can to achieve maximum proficiency.*

<b><i>Englishpreneurship</i></b>	<b>4.02</b>
<b>English Literature</b>	<b>4.19</b>

Statement 20, it was known that *Englishpreneurship* and English Literature students are in high level of integrative motivation. But, English Literature students got high mean score than *Englishpreneurship* students. This indicated that English Literature students' motivation in them were determined to

study English as best as they can to achieve maximum proficiency was bigger than *Englishpreneurship* students.

For interview number 20, all of English Literature respondents agreed with this statement. Learning English gave them many benefits and learning English was useful so they work hard to achieve the goal. Have maximum proficiency would make them seen by other company.

Almost all off *Englishpreneurship* students agreed with this statement. English was important and they wanted to work hard to get maximum proficiency. English became their goal in learning.

From both of this program students agreed with this interview. English is important and they would work hard to get maximum proficiency.

For overall discussion, both of *Englishpreneurship* and English Literature students were in moderate level of instrumental motivation in learning English, but *Englishpreneurship* students was higher than English Literature students from the total mean score. It meant that *Englishpreneurship* students had high instrumental motivation than English Literature students. It was because *Englishpreneurship* students learning English for some functional reason. *Englishpreneurship* students not only learned English but also for business, they learned how to make their own business. It made their instrumental motivation higher than English Literature students.

For integrative motivation, *Englishpreneurship* and English Literature students were in high level of integrative motivation in learning English. In

contrast with instrumental motivation, English Literature students was higher in total mean score than *Englishpreneurship* students for integrative motivation. It meant that English Literature students had high motivation in integrative than *Englishpreneurship* students. It was because English Literature students not only learned about language but also about culture and that made them more interested. English Literature students also learned about literature and linguistics it made their integrative motivation higher than *Englishpreneurship* students.

For the interview, there were many reasons for them to learn English. English was useful and learning English could help them get a better career in the future. Almost all of English Literature and *Englishpreneurship* student's response was same, they had their own reason to learn English. English was an international language and learning English was important to help us communicate with people from other country. Learning English gave them many knowledges, learning English not only learn about that language but also about culture and many more. Learning English gave them many benefits.