

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the researcher discussed the results of the questionnaire with the analysis from SPSS 13 program based on the related theories. SPSS (Statistical Package for Social Sciences) is a program that usually used in descriptive statistics. Descriptive statistics involves two main subjects; those are Mean (symbolized M) and Standard Deviation (symbolized SD). Mean is used by the researcher to know a general picture of the level of the kinds of motivation that the students have. In finding the Mean of the data, there are also the minimum and maximum scores of the choice in each item in questionnaire.

The researcher distributed 70 questionnaires to the Language class students of Kesatrian 1 Senior High School and Kebon Dalem Senior High School. There are two classes of Language Class in Kesatrian 1 Senior High School: Language Class 2 and Language Class 3. Language Class 2 consists of 22 students and Language Class 3 consists of 18 students. In addition, there are two classes of Language Class in Kebon Dalem Senior High School: Language Class 2 and Language Class 3. Language Class 2 consists of 15 students and Language Class 3 consists of 15 students. The questionnaire consists of 10 questions for each of foreign language subjects: Mandarin, Japanese, and English. These 10 questions are for kinds of motivation that Language Class students have. In addition, there are 5 questions for each of foreign language subjects also: Mandarin, Japanese,

and English. These 5 questions are for the most favorable foreign language that Language Class students have.

The questionnaire is used to check out the validity of each question and to know what kinds of motivation that Language Classes have in two schools. The researcher tested the validity of each question based on the result of the respondents' answer. After collecting the data from the questionnaire, the researcher analyzed it using SPSS 13 to know the validity of each questionnaire. From that analysis, the researcher gets the number of Corrected Item-Total Correlation or reliability counting. From 70 respondents, the researcher use the $r_{table} = 0.195$. According to Ghozali (2006, p.46) the validity of a statement can be known if ($r_{counting} > r_{table}$) means the statement is valid and if ($r_{counting} < r_{table}$) means the statement is not valid. From the table below, the researcher wants to show about the results of the validity.

Table 4.1

Validity Table from Students' Motivation in Mandarin

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MM1	32,24	17,810	,521	,604
MM2	32,20	18,684	,367	,630
MM3	32,36	19,189	<i>,166</i>	,672
MM4	32,69	17,088	,442	,610
MM5	32,70	18,822	,270	,647
MM6	32,30	18,126	,379	,626
MM7	32,39	18,501	,268	,649
MM8	32,80	19,699	<i>,149</i>	,671
MM9	32,60	17,925	,394	,622
MM10	32,24	18,071	,359	,629

The invalid item is the score which is printed by bold and italic form. r table = 0.195

From validity table above, it can be seen that there are 2 (two) items invalid (item number 3 and item number 8). For the rest, 8 (eight) items are valid (item number 1, item number 2, item 4, item number 5, item number 6, item number 7, item number 9, and item number 10). It means that the researcher analyzed only 8 items which are valid.

Table 4.2

Validity Table from Students' Motivation in Japanese

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
JM1	34,56	18,279	,498	,705
JM2	34,96	18,824	,266	,737
JM3	34,89	16,624	,539	,692
JM4	35,49	18,108	,343	,725
JM5	35,30	17,575	,435	,710
JM6	34,91	17,703	,468	,706
JM7	34,96	16,882	,574	,688
JM8	35,51	19,761	<i>,129</i>	,758
JM9	34,67	18,340	,475	,708
JM10	35,24	18,621	,335	,725

The invalid item is the score which is printed by bold and italic form. r table = 0.195

Similar to the table 4.1 before, the validity table above shows that there is only 1 (one) invalid item (item number 8) and for the rest, 9 items are valid (item number 1, item number 2, item number 3, item number 4, item number 5, item number 6, item number 7, item number 9, and item number 10). In addition, it means that the researcher analyzed only 9 items which are valid.

Table 4.3

Validity Table from Students' Motivation in English

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EM1	37,11	16,393	,559	,704
EM2	37,04	17,288	,548	,712
EM3	37,16	16,221	,638	,695
EM4	37,74	16,397	,440	,719
EM5	37,66	15,562	,564	,698
EM6	37,66	17,852	,255	,746
EM7	37,44	17,091	,353	,732
EM8	37,91	18,051	<i>,133</i>	,775
EM9	37,41	16,768	,384	,728
EM10	37,26	17,237	,390	,727

The invalid item is the score which is printed by bold and italic form. r table = 0.195

Similar to the table 4.2 before, the validity table above shows that there is only 1 (one) invalid item (item number 8) and for the rest, 9 items are valid (item number 1, item number 2, item number 3, item number 4, item number 5, item number 6, item number 7, item number 9, and item number 10). In addition, it means that the researcher analyzed only 9 items which are valid.

Table 4.4

Validity Table for Mandarin Class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
M1	15,19	3,632	<i>,116</i>	,482
M2	15,21	3,243	,215	,422
M3	15,23	3,135	,290	,369
M4	15,07	3,169	,235	,408
M5	15,24	2,882	,357	,315

The invalid item is the score which is printed by bold and italic form. r table = 0.195

The validity of the table above is to know if Mandarin can be the most students' favorable language or not. It can be seen that there are 1 (one) invalid item (item number 1) and 4 (four) valid items (item number 2, item number 3, item number 4, and item number 5).

Table 4.5

Validity Table for Japanese Class

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
J1	16,44	5,960	,570	,690
J2	16,43	6,277	,528	,706
J3	16,73	5,737	,502	,719
J4	16,29	6,961	,453	,733
J5	16,46	5,643	,563	,693

The validity of the table 4.5 to know if Japanese can be the most students' favorable language or not. In contrast to the validity table before, it can be seen that all of items are valid (item number 1, item number 2, item number 3, item number 4, and item number 5). It means that the researcher analyzed them all.

Table 4.6

Validity table for English Class

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
E1	16,59	7,464	,575	,772
E2	16,50	6,920	,662	,743
E3	16,86	7,660	,557	,777
E4	16,67	7,383	,707	,733
E5	16,41	8,382	,458	,804

The validity of the table above is to know if English can be the most students' favorable language or not similar to the table 4.5 before, it can be seen that all of items are valid.

4.1. Students' Instrumental Motivation in Learning Mandarin

Here are four statements about students' instrumental motivation in learning Mandarin.

1. Statement 1 (MM1) : I am learning Mandarin in order to understand the
Mandarin Newscast on Television
2. Statement 2 (MM2) : I am learning Mandarin in order to understand the
Mandarin Song Lyrics

3. Statement4 (MM4): I am learning Mandarin to because I want to work in
China

4. Statement 5 (MM5) :I am learning Mandarin because I want to continue
my study in China

In this first part, the researcher shows about the mean scores of instrumental motivation that Kesatrian I and Kebon Dalem Senior High School have in learning Mandarin. By knowing the mean score, the researcher gets a conclusion about the kind of motivation which the students tend to have it more. The researcher uses KS1 for abbreviation of Kesatrian I and KD for abbreviation of Kebon Dalem.

Table 4.7

Students' Instrumental Motivation in Learning Mandarin

MM1		MM2		MM4		MM5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD
3.65	3.57	3.70	4.07	3.30	3.47	3.48	3.20

From the mean scores of MM1 in Table 4.7 above, it is known that both of KS1 students (3.65) and KD students (3.57) are motivated to learn Mandarin in order to understand the Mandarin newscast in television.

However, the mean score of KD is 3.57 which is less than that of KS1, indicating that KS1 students' motivation in learning Mandarin to understand the Mandarin newscast on television is bigger than that of KD.

In contrast, the mean score of KD in learning Mandarin to understand Mandarin song lyrics is 4.07 which is higher than that of KS1, indicating that KD students' motivation in learning Mandarin to understand Mandarin song lyrics is bigger than that of KS1.

Similarly, the mean score of KD in learning Mandarin to work in China is 3.47 which is also higher than that of KS1, indicating that KD students' motivation in learning Mandarin to work in China is also bigger than that of KS1.

In contrast, the mean score of KS1 in Mandarin to continue the study in China is 3.48 which is higher than that of KD, indicating that KS1 students' motivation in learning Mandarin to continue the study in China is bigger than that of KD.

Overall discussion is both of Kesatrian 1 and Kebon Dalem students tend to have instrumental motivation in learning Mandarin, it can be looked from their mean scores above, but there is still a different thing like, KS1 students more tend to learn Mandarin in order to understand the Mandarin newscast on television and to continue the study in China than KD students do. However, KD students tend to learn Mandarin in order to understand the Mandarin song lyrics and to work in China than KS1 students do.

4.2. Students' Instrumental Motivation in Learning Japanese

Here are five statements about students' instrumental motivation in learning Japanese.

1. Statement 1 (JM1) : I am learning Japanese in order to understand the Japanese Text Books
2. Statement 2 (JM2) : I am learning Japanese in order to understand the Japanese song lyrics
3. Statement 3 (JM3) : I am learning Japanese to be able to understand the Japanese - speaking movie
4. Statement 4 (JM4) :I am learning Japanese because I want to work in Japan
5. Statement 5 (JM5) :I am learning Japanese because I want to continue my study in Japan.

In this second part, the researcher shows about the mean scores of intrumental motivation that Kesatrian 1 and Kebon Dalem students have in learning Japanese. After knowing the mean scores, the researcher knows about which one students who have it more.

Table 4.8

Students' Instrumental Motviation in Learning Japanese

JM1		JM2		JM3		JM4		JM5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD	KS1	KD
4.48	4.27	4.03	3.93	3.88	4.30	3.30	3.67	3.53	3.80

By looking the mean scores of JM1 in Table 4.8, it shows that both KS1 students (4.48) and KD students (4.27) are motivated to learn Japanese in order to understand the text book in Japanese.

However, the mean score of KD is 4.27 which is less than that of KS1, indicating that KS1 students' motivation in learning Japanese to understand the Japanese text books is bigger than that of KD.

Similarly, the mean score of KS1 in learning Japanese to understand the Japanese song lyrics is 4.03 which is also higher than that of KD, indicating that KS1 students' motivation in learning Japanese to understand the Japanese song lyrics is also bigger than that of KD.

In contrast, the mean score of KD in learning Japanese to understand the Japanese-speaking movie is 4.30 which is higher than that of KS1, indicating that KD students' motivation in learning Japanese to understand the Japanese-speaking movie is bigger than that of KS1.

Similarly, the mean score of KD in learning Japanese to work in Japan is 3.67 which is also higher than that of KS1, indicating that KD students' motivation in learning Japanese to work in Japan is also bigger than that of KS1.

In addition, the mean score of KD in learning Japanese to continue the study in Japan is 3.80 which is also higher than that of KS1, indicating that KD students' motivation in learning Japanese to continue the study in Japan is also bigger than that of KS1.

Overall discussion is both of Kesatrian 1 and Kebon Dalem students tend to have instrumental motivation in learning Japanese, it can be looked from their mean scores which more than 3.00 even reach more than 4.00. However, there is a different thing like KS1 students more tend to learn Japanese in order to

understand the Japanese text book and in order to the Japanese song lyrics than KD students do. However, KD students more tend to learn Japanese in order to understand the Japanese-speaking movie and to work and to continue their study in Japan than KSI students do.

4.3. Students' Instrumental Motivation in Learning English

Here are five statements about students' instrumental motivation in learning English.

1. Statement 1 (EM1) : I am learning English in order to understand the English Newscast on Television.
2. Statement 2 (EM2) : I am learning English in order to understand the English song lyrics.
3. Statement 3 (EM3) : I am learning English to be able to understand the English – speaking movie
4. Statement 4 (EM4) : I am learning English because I want to work in countries that use English as the vernacular speech
5. Statement 5 (EM5) : I am learning English because I want to continue my study in countries that using English as the vernacular speech.

In the third part, the researcher describes about the mean scores of instrumental motivation that Kesatrian I and Kebon Dalem students have in learning English. Following the mean scores, the researcher can conclude students from what schools who have the higher instrumental motivation.

Table 4.9

Students' Instrumental Motivation in Learning English

EM1		EM2		EM3		EM4		EM5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD	KS1	KD
4.53	4.43	4.55	4.57	4.43	4.47	4.05	3.60	4.08	3.77

By knowing the mean scores of EM1 in Table 4.9, it is known that both of KS1 students (4.53) and KD students (4.43) are motivated to learn English in order to understand the English newscast on television.

However, the mean score of KD is 4.43 which is lower than that of KS1, indicating that KS1 students' motivation in learning English to understand the English newscast on television is bigger than that of KD.

In contrast, the mean score of KD in learning English to understand the English song lyrics is 4.57 which is higher than that of KS1, indicating that KD students' motivation in learning English to understand the English song lyrics is bigger than that of KS1.

Similarly, the mean score of KD in learning English to understand the English-speaking movie is 4.47 which is also higher than that of KS1, indicating that KD students' motivation in learning English to understand the English-speaking movie is also bigger than that of KS1.

In contrast, the mean score of KS1 in learning English to work in countries that using English as the vernacular speech is 4.05 which is higher than that of

KD, indicating that KS1 students' motivation in learning English to work in countries that using English as the vernacular speech is bigger than that of KD.

Similarly, the mean score of KS1 in learning English to continue the study in countries that use English as the vernacular speech is 4.08 which is higher than that of KD, indicating that KS1 students' motivation in learning English to continue the study in countries that use English as the vernacular speech is bigger than that of KD.

Overall discussion is both of KS 1 and KD students tend to have instrumental motivation in learning English, it can be looked from their mean scores which more than 3.00 even reach more than 4.00. However, the differences of their mean scores show that KS1 students tend to learn English more in order to understand the English newscast on television, to work and to continue their study in countries that use English as the vernacular speech than KD students do. In addition, KD students more tend to learn English in order to understand the English song lyrics and to understand the English-speaking movie than KS1 students do.

4.4. Students' Integrative Motivation in Learning Mandarin

Here are four statements about students' integrative motivation in learning Mandarin

1. Statement 6 (MM6) :I am learning Mandarin because I interested in Chinese Culture

2. Statement 7 (MM7) : I am learning Mandarin because of my own craving and initiative
3. Statement 9 (MM9) : I am learning Mandarin because it is interesting
4. Statement 10 (MM 10) : I am learning Mandarin because it does qualify me to get along with many people using Mandarin

After analysing about the mean scores of instrumental motivation above, in this part the researcher wants to describe about the mean scores of integrative motivation that Kesatrian 1 and Kebon Dalem students have in learning Mandarin. The researcher uses KS1 for abbreviation of Kesatrian 1 and KD for abbreviation of Kebon Dalem. By knowing the mean scores, the researcher can conclude which one students who have the higher integrative motivation.

Table 4.10
Students' Integrative Motivation in Learning Mandarin

MM6		MM7		MM9		MM10	
KS1	KD	KS1	KD	KS1	KD	KS1	KD
3.80	3.70	3.73	3.60	3.43	3.50	3.98	3.60

From the mean scores of MM6 in Table 4.10 above, the researcher can conclude that both of KS1 students (3.80) and KD students (3.70) are motivated to learn Mandarin because of interested in Chinese culture.

However, the mean score of KD is 3.70 which is less than that of KS1, indicating that KS1 students' motivation in learning Mandarin because of interested in Chinese culture is bigger than that of KD.

Similarly, the mean score of KS1 in learning Mandarin because of their own craving and initiative is 3.73 which is also higher than that of KD, indicating that KS1 students' motivation in learning Mandarin because of their own and craving is also bigger than that of KD.

In contrast, the mean score of KD in learning Mandarin because they admit that Mandarin is an interesting language is 3.50 which is higher than that of KS1, indicating that KD students' motivation in learning Mandarin because they admit that Mandarin is an interesting language is bigger than that of KS1.

In contrast, the mean score of KS1 in learning Mandarin because they admit that Mandarin does qualify them to get along with many people using Mandarin is 3.98 which is higher than that of KD, indicating that KS1 students' motivation in learning Mandarin because they admit that Mandarin does qualify them to get along with many people using Mandarin is bigger than that of KD.

For overall discussion, both of KS1 students and KD students also tend to have integrative motivation in learning Mandarin, it can be proved by their mean scores which reach more than 3.00. However, the researcher gets a conclusion based on their differences mean scores that KS1 students more tend to learn Mandarin because they interested in Chinese culture, they have their own craving and initiative, and they can use Mandarin to get along with many people than KD students do. In addition, KD students more tend to learn Mandarin because they admit that it is interesting than KS1 students do.

4.5. Students' Integrative Motivation in Learning Japanese

Here are four statements about students' integrative motivation in learning Japanese.

1. Statement 6 (JM6) : I am learning Japanese because I interested in Japanese Culture
2. Statement 7 (JM7) : I am learning Japanese because of my own craving and initiative
3. Statement 9 (JM9) : I am learning Japanese because it is interesting
4. Statement 10 (JM10): I am learning Japanese because it does qualify me to get along with many people using Japanese

In this part, the researcher describes about the mean scores of integrative motivation that Kesatrian 1 and Kebon Dalem students have in learning Japanese. From them, the researcher can look who are have the higher integrative motivation in learning Japanese, students from Kesatrian 1 or Kebon Dalem.

Table 4.11

Students' Integrative Motivation in Learning Japanese

JM6		JM7		JM9		JM10	
KS1	KD	KS1	KD	KS1	KD	KS1	KD
4.03	4.03	3.80	4.23	4.25	4.30	3.68	3.73

After looking the mean scores of JM 6 in Tabel 4.11 above, the researcher knows that in KS1 and KD, their students are motivated in learning Japanese to continue their study to Japan. It can be explained by the mean score of 4.03.

Similarly, the mean score of KD is 4.03 which is same with KS1, indicating that KS1 students' motivation in learning Japanese because of interested in Japanese culture is as big as that of KD.

In contrast, the mean scores of KD in learning Japanese because of their own craving and initiative is 4.23 which is higher than that of KS1, indicating that KD students' motivation in learning Japanese because of their own craving and initiative is bigger than that of KS1.

Similarly, the mean scores of KD in learning Japanese because they admit that Japanese is an interesting language is 4.30 which is also higher than that of KS1, indicating that KD students' motivation in learning Japanese because they admit that Japanese is an interesting language is also bigger than that of KS1.

In addition, the mean scores of KD in learning Japanese because they admit that Japanese does qualify them to get along with many people using Japanese is 3.73 which is also higher than that of KS1, indicating that KD students' motivation in learning Japanese because they admit that Japanese does qualify them to get along with many people using Japanese is also bigger than that of KS1. In overall discussion, both of KS1 and KD students tend to have integrative motivation in learning Japanese. It can be looked from the mean scores which they get more than 3.00 even reach more than 4.00.

In addition, based on that, the researcher also gets conclusion that both KS1 students and KD students tend to learn Japanese because of interested in Japanese culture. In addition, KD students tend to learn Japanese more than KS1 students do, like they have their own craving and initiative on learning it, they admit that Japanese is interesting and they can use Japanese to get along with many people.

4.6. Students' Integrative Motivation in Learning English

Here are four statements about students' integrative motivation in learning English.

1. Statement 6 (EM6) : I am learning English because I interested in countries' culture that use English as the vernacular speech.
2. Statement 7 (EM7) : I am learning English because of my own craving and initiative.
3. Statement 9 (EM 9) : I am learning English because It is interesting.
4. Statement 10 (EM10) : I am learning English because It does qualify me to get along with many people using English.

In this part, the researcher discusses about the mean scores of integrative motivation that Kesatrian 1 and Kebon Dalem students have in learning English. After knowing them, the researcher can decide students from what schools who have the higher integrative motivation.

Table 4.12

Students' Integrative Motivation in Learning English

EM6		EM7		EM9		EM10	
KS1	KD	KS1	KD	KS1	KD	KS1	KD
3.95	3.93	4.20	4.10	4.18	4.20	4.40	4.27

By knowing the mean scores of EM6 in Tabel 4.12, the researcher knows that both of KS1 students (3.95) and KD students (3.93) are motivated in learning English because of interested in countries' culture that using English as their vernacular speech.

However, the the mean score of KD is 3.93 which less than that of KS1, indicating that KS1 students' motivation in learning English because of interested in countries' culture that using English as their vernacular speech is also bigger than that of KD.

Similarly, the mean score of KS1 in learning English because of their own craving and initiative is 4.20 which is also higher than that of KD, indicating that KS1 students' motivation in learning English because of their own craving and initiative is also bigger than that of KD.

In contrast, the mean score of KD in learning English because they admit that English is an interesting language is 4.20 which is higher than that of KS1, indicating that KD students' motivation in learning English because they admit that English is an interesting language is bigger than that of KS1.

On the contrary, the mean score of KS1 in learning English because they admit that English does qualify them to get along with many people using English is 4.40 which is higher than that of KD, indicating that KS1 students' motivation in learning English because they admit that English does qualify them to get along with many people using English is bigger than that of KD. Overall discussion is both of KS1 students and KD students tend to have integrative motivation in learning English. It can be proved from their mean scores which reach more than 3.00 even more than 4.00.

However, based on their differences mean scores, the researcher finds that KS1 students more tend to learn English because of interested in countries' culture that use English as the vernacular speech, having their own craving and initiative on it and can use English to get along with many people than KD students do. Moreover, KD students more tend to learn English because they admit that it is interesting than KS1 students do.

4.7. The Average Mean Scores of Students' Instrumental Motivation and Students' Integrative Motivation

After knowing about the mean score of students' instrumental and integrative motivation in learning their foreign languages (Mandarin, Japanese, and English), now the researcher wants to describe about the average mean score. It can be used to get to know the last results about what kind of motivations that KS1 and KD students tend to have.

4.7.1. The Average Mean Scores of Students' Motivation in Learning Foreign Languages (Mandarin, Japanese, and English)

Table 4.13

The Average Mean Scores of Students' Motivation in Learning Mandarin

INSTRUMENTAL MOTIVATION	MEAN	MEAN	INTEGRATIVE MOTIVATION	MEAN	MEAN
Mandarin Motivation	KS1	KD	Mandarin Motivation	KS1	KD
MM 1	3.65	3.57	MM 6	3.80	3.70
MM 2	3.70	4.07	MM 7	3.73	3.60
MM4	3.30	3.47	MM9	3.43	3.50
MM5	3.48	3.20	MM10	3.98	3.60
Average	3.53	3.57	Average	3.73	3.6

From Tabel 4.13 above, there are 2 kind of motivations in learning Mandarin, instrumental and integrative motivation. From instrumental motivation, it can be seen that KS1 students have 3.53 as their average mean and KD students have 3.57. In addition, from integrative motivation, KS1 students have 3.73 as their average mean and KD students have 3.6.

It can be concluded that in learning Mandarin, KS 1 students have higher average mean score of integrative motivation (3.73) than that of instrumental motivation (3.53). However, KD students have higher average mean score of instrumental motivation (3.57) than that of integrative motivation (3.6). It means that in learning Mandarin, KS 1 students have integrative motivation but KD students have instrumental motivation.

Table 4.14
The Average Mean Scores of Students' Motivation in
Learning Japanese

INSTRUMENTAL MOTIVATION	MEAN	MEAN	INTEGRATIVE MOTIVATION	MEAN	MEAN
Japanese Motivation	KS1	KD	Japanese Motivation	KS1	KD
JM 1	4.48	3.57	JM 6	4.03	4.03
JM 2	4.03	4.07	JM 7	3.80	4.23
JM 3	3.88	3.47	JM 9	4.25	4.30
JM 4	3.30	3.20	JM 10	3.68	3.73
JM 5	3.53	3.80	Average	3.94	4.07
Average	3.84	3.62			

From Tabel 4.14 above, there are 2 kind of motivations in learning Japanese, instrumental and integrative motivation. From instrumental motivation, it can be seen that KS1 students have 3.84 as their average mean and KD students have 3.62. Furthermore, from integrative motivation, KS1 students have 3.94 as their average mean and KD students have 4.07.

It means that in learning Japanese, KS 1 students have higher average mean score of integrative motivation (3.94) than that of instrumental motivation (3.85). Similarly, KD students also have higher average mean score of integrative motivation (4.07) than that of instrumental motivation (3.62). It means that in learning Japanese, KS 1 students and KD students have same motivation, that is integrative motivation.

Table 4.15
The Average Mean Scores of Students' Motivation in
Learning English

INSTRUMENTAL MOTIVATION	MEAN	MEAN	INTEGRATIVE MOTIVATION	MEAN	MEAN
English Motivation	KS1	KD	English Motivation	KS1	KD
EM 1	4.53	4.43	EM 6	3.95	3.93
EM 2	4.55	4.57	EM 7	4.20	4.10
EM 3	4.43	4.47	EM 9	4.18	4.20
EM 4	4.05	3.60	EM 10	4.40	4.27
EM 5	4.08	3.77	Average	4.18	4.12
Average	4.32	4.16			

From Tabel 4.15 above, there are 2 kind of motivations in learning English, instrumental and integrative motivation. From instrumental motivation, it can be seen that KS1 students have 4.32 as their average mean and KD students have 4.16. Furthermore, from integrative motivation, KS1 students have 4.18 as their average mean and KD students have 4.12.

Lastly, in learning English, KS 1 students have higher average mean score of instrumental motivation (4.32) than that of integrative motivation (4.18). Similar to that, KD students also have higher average mean score of instrumental motivation (4.16) than that of integrative motivation (4.12). It can be meant that in learning English, KS 1 students and KD students also have same motivation, that is instrumental motivation.

4.8. Mandarin as the Students' Most Favorable Foreign Language

Here are four statements about Mandarin.

1.Statement 2 (M2) : I like the activity of Mandarin Class

2.Statement 3 (M3) : The supporting facilities (lab, books) of my Mandarin Class are very complete

3.Statement 4 (M4) : My Mandarin teacher gives a good response when I am asking about the material that I do not understand yet

4.Statement 5 (M5) :My Mandarin teacher gives me many supports for awakening my motivation to learn Mandarin again when I fail in one of his/her assignments

In this part the researcher describes about the mean scores of Mandarin as the students' most favorable language.

Table 4.16

Mandarin as the Students' Most Favorable Language

M2		M3		M4		M5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD
3.78	3.77	3.78	3.73	3.78	4.10	3.73	3.77

From the mean scores of M2 in Table 4.16, the researcher knows that both of KS1 students (3.78) and KD students (3.77) agree that they like the activity of Mandarin Class.

However, the mean score of KD is 3.77 which is less than that of KS1, indicating that KS1 students more agree that they like the activity of Mandarin Class than those of KD.

Similarly, the mean score of KS1 in agreement that their supporting facilities like lab and books in their Mandarin Class are very complete is 3.78 which is also higher than that of KD, indicating that KS1 students more agree about the supporting facilities like lab and books in their Mandarin Class than those of KD.

In contrast, the mean score of KD in agreement that their Mandarin teacher gives a good response to them when they ask about the material that they do not understand yet is 4.10 which is higher than that of KS1, indicating that KD students more agree that their Mandarin teacher gives a good response to them when they ask about the material that they do not understand yet than those of KS1.

Similarly, the mean score of KD in agreement that their Mandarin teacher gives them many supports for awakening their motivation to learn Mandarin again when they fail in one of his/her assignments is 3.77 which is also higher than that of KS1, indicating that KD students more agree that their Mandarin teacher gives them many supports for awakening their motivation to learn Mandarin again when they fail in one of his/her assignments than those of KS1.

Thus, after knowing the mean scores above, the researcher concludes that in M2 and in M3, KS1 students are more positive to like Mandarin than KD

students do. However, in M4 and in M5, KD students are more positive to like Mandarin than KS1 students do.

4.9. Japanese as The Students' Most Favorable Foreign Language

Here are five statements about Japanese.

- 1.Statement 1 (J1) : I like the way of Japanese teacher teaches me
- 2.Statement 2 (J2) : I like the activity of Japanese Class
- 3.Statement 3 (J3) : The supporting facilities (lab, books) of my Japanese Class are very complete
- 4.Statement 4 (J4) : My Japanese teacher gives a good response to me when I am asking about the material that I do not understand yet
- 5.Statement 5 (J5) : My Japanese teacher gives me many supports for awakening my motivation to learn Japanese again when I fail in one of his/her assignments

In this part the researcher describes about the mean scores of the mean scores of Japanese as the students' most favorable language.

Table 4.17

Japanese as the Students' Most Favorable Language

J1		J2		J3		J4		J5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD	KS1	KD
4.08	4.23	4.13	4.20	3.70	4.07	4.30	4.30	4.05	4.23

By looking the mean scores of J1 in Tabel 4.17 above, the researcher concludes that both of KS1 students and KD students agree that they like the way of their Japanese teacher teaches them. It can be proved by the mean score of 4.08.

However, the mean score of KD is 4.23 which is higher than that of KS1, indicating that KD students more agree that they like the way of their Japanese teacher teaches them than those of KS1.

Similarly, the mean scores of KD in agreement that they like the activity of their Japanese Class is 4.20 which is also higher than that of KS1, indicating that KD students more agree that they like the activity of their Japanese Class than those of KS1.

Moreover, the mean scores of KD in agreement that their supporting facilities in their Japanese Class like lab and books are very complete is 4.07 which is also higher than that of KS1, indicating that KD students more agree that their supporting facilities in their Japanese Class like lab and books are very complete than those of KS1.

In contrast, the mean score of KS1 in agreement that their Japanese teacher gives them a good response when they ask about the material that they do not understand yet is 4.30 which is same as that of KD, indicating that KS1 students as agree as those of KD.

In contrast, the mean score of KD in agreement that their Japanese teacher gives them many supports to awaken their motivation to learn Japanese again when they fail in one of his/her assignments is 4.23 which is higher than that of KS1, indicating that KD students more agree that their Japanese teacher gives many supports to awaken their motivation again when they fail in one of his/her assignments than those of KS1.

For conclusion, in J1, J2, J3, and J5, KD students are more positive to like Japanese than KS 1 students do. However, in J4, KD students are as positive as KS1 students to like Japanese.

4.10. English as The Students' Most Favorable Foreign Language

Here are five statements about Japanese.

- 1.Statement 1 (E1) : I like the way of English teacher teaches me
- 2.Statement 2 (E2) : I like the activity of English Class
- 3.Statement 3 (E3) : The supporting facilities (lab, books) of my English Class are very complete

4.Statement 4 (E4) : My English teacher gives a good response to me when I am asking about the material that I do not understand yet

5.Statement 5 (E5): My English teacher gives me many supports for awakening my motivation again when I fail in one of his/her assignments

In this part the researcher describes about the mean scores of the mean scores of English as the students' most favorable language

Table 4.18

English as the Most Favorable Foreign Language

E1		E2		E3		E4		E5	
KS1	KD	KS1	KD	KS1	KD	KS1	KD	KS1	KD
4.00	4.40	4.05	4.53	3.85	3.97	4.00	4.20	4.23	4.50

After knowing the mean score of E1 from Table 4.18 above, the researcher knows that both of KS1 students (4.00) and and KD students (4.40) like the way of their English teacher teaches them.

However, the mean score of KD is 4.40 which is higher than that of KS1, indicating that KD students like the way of their English teacher teaches them more than those of KS1.

Similar to their English teacher's way of teaching, the mean score of KD students who liking the activity of their English class is 4.53 which is also higher

than that of KS1, indicating that KD students also like the activity of their English class more than those of KS1.

Moreover, the mean score of KD who agree that their supporting facilities like lab and books in their English Class are very complete is 3.97 which is also higher than that of KS1, indicating that KD students more agree that their supporting facilities like lab and books in their English Class are very complete than those of KS1.

Next, the mean score of KD who agree that their English teacher gives them a good response when they ask about the material that they do not understand yet is 4.20 which is also higher than that of KS1, indicating that KD students more agree that their English teacher gives them a good response when they ask about the material that they do not understand yet than those of KS1.

Lastly, the mean score of KD in agreement that their English teacher gives them many supports to awaken their motivation to learn English again when they fail in one of his/her assignments is 4.50 which is also higher than that of KS1, indicating that KD students agree more that their English teacher gives them many supports to awaken their motivation to learn English again when they fail in one of his/her assignments than those of KS1.

Finally, after knowing the mean scores above, the researcher get a conclusion that in E1, E2, E3, E4, and E5, KD students are more positive to like English than KS 1 students do.

4.11. The Average Mean Scores of Mandarin, Japanese, and English as the Students' Most Favorable Foreign Language

Table 4.19

Mandarin	KS1	KD	Japanese	KS 1	KD	English	KS1	KD
M 2	3.78	3.77	J 1	4.08	4.23	E 1	4.00	4.40
M 3	3.78	3.73	J 2	4.13	4.20	E 2	4.05	4.53
M 4	3.78	4.10	J 3	3.70	4.07	E 3	3.85	3.97
M 5	3.73	3.77	J 4	4.30	4.30	E 4	4.00	4.20
	3.76	3.84	J 5	4.05	4.23	E 5	4.23	4.50
				4.05	4.20		4.02	4.32

From Tabel 4.19 above, it can be seen that in Mandarin, KS1 students have 3.76 as their average mean and KD students have 3.84. Furthermore, in Japanese, KS1 students have 4.05 as their average mean and KD students have 4.20. Lastly, in English, KS1 students have 4.02 as their average mean and KD students have 4.32.

It can be seen from the average mean scores of students' perception on learning Mandarin, Japanese and English. KS 1 students have 3.76 for Mandarin, 4.05 for Japanese, and 4.02 for English. It can be meant that KS 1 students like Japanese most between English and Mandarin.

Furthermore, KD students have 4.32 for English, 4.20 for Japanese, and 3.84 for Mandarin. It can be meant that KD students like English most between Japanese and Mandarin.