# STUDENTS' MOTIVATIONAL FACTORS IN ENGLISH FOR SPECIFIC PURPOSES (ESP) CLASS AT A FREE VOCATIONAL HIGH SCHOOL

## THESIS

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**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**
**MARCH, 2024**

**STUDENTS' MOTIVATIONAL FACTORS IN ENGLISH FOR SPECIFIC**

**PURPOSES (ESP) CLASS AT A FREE VOCATIONAL HIGH SCHOOL**

**THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching *(S.Pd.)* in the English Education Department

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**MARCH, 2024**

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1. this thesis has never been submitted to any other tertiary education institution for any other academic degree.

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Malang Februari 26th , 2024

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**APPROVAL SHEET**

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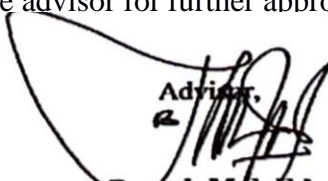
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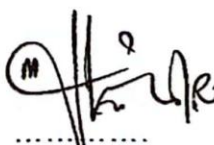### THESIS

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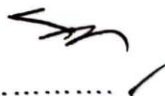
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Appendix       : 3 (three) Copies

The Honorable
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In
Malang

Assalamualaikum Wr. Wb.

After conducting several times of guidience in terms of content, language, writing, techniques, and after reading the student's thesis as follow:

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      student ID Number    : 17180029
      department           : English Education
      title                      : Students Motivational Factors in English for Specific Purposes at A Free Vocational High School

Therefore, we believe that the thesis of Kevin Surya Maulana has been approved by the advisor for further approval by the board examiners.

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**MOTTO**

*"There is no sharper weapon, apart from your own reflection."*
*-Kevin*

## DEDICATION

This thesis is dedicated to **my two dear parents, Samsul Hadi and Titik Sunarmiyati** who created me, raised, nurtured, guided, gave me affection. Then I expressed a lot of gratitude to **my wife and dear my daughter, Ega Aprilia Eminda and Aiko Ghania Avicenna** without them there wouldn't be another drop of passion to complete this thesis. Finally, an expression of gratitude and thanks to myself which has brought me this far, which patience and fortitude are the keys to human survival and to their goal.

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بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْم

*In the Name of Allah SWT, The Beneficent, The Merciful*

Praise be to God Almighty Allah SWT, which has given the writer a blessing, strength, greatness, and anything to live, So the writer gets the knowledge to write this thesis to meet the bachelor's degree requirement. *Shalawat* and *Salam* may be upon our Prophet Muhammad SAW, who has led us to the promised and sure path of truth.

This thesis entitled "Students' Motivational Factors in English for Specific Purposes (ESP) Class at A Free Vocational High School" it would never be finished without the support of pray, love, motivation, patience, and diligence that inspired from other people. Then, the writer would like to express his thanks and gratitude, especially to Mr. Basori, M.S. Ed., for his advice, suggestion, motivation, and all his sacrifice until the writer could be finished his thesis.

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2. to the writer's Advisor, Mr. Basori, M.S.Ed.
3. to the writer instrument validator, Mr. Basori, M.S.Ed.
4. to the writer's life. His beloved father, Samsul Hadi, and beloved mother, Titik Sunarmiyati.

5. to writer's love. His dearest wife, Ega Aprilia Eminda, and dearest daughter, Aiko Ghania Avicenna.

6. to the writer's friend and brother, Alfa Yudha Satria, and Muchlis Bachtiar.

Malang,.....March 28th.....,2024

Kevin Surya Maulana

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# LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

## A. Words

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| ا | = | a | ز | = | **Z** | ق | = | **Q** |
| ب | = | **b** | س | = | **S** | ك | = | **K** |
| ت | = | **t** | ش | = | **Sy** | ل | = | **L** |
| ث | = | **ts** | ص | = | **Sh** | م | = | **M** |
| ج | = | **j** | ض | = | **Dl** | ن | = | **N** |
| ح | = | **h̲** | ط | = | **Th** | و | = | **W** |
| خ | = | **Kh** | ظ | = | **Zh** | ه | = | **H** |
| د | = | **d** | ع | = | **'** | ء | = | **'** |
| ذ | = | **dz** | غ | = | **Gh** | ي | = | **Y** |
| ر | = | **r** | ف | = | **F** | | | |

## B. Long Vocal

**Long Vocal (a)**   = **â**

**Long Vocal (i)**   = **î**

**Long Vocal (u)**   = **û**

## C. Dipthong Vocal

| او ٱ | = **aw** |
|---|---|
| ٱ ي | = **ay** |
| او | = **ŭ** |
| ٳا ي | = **î** |

x

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| Abbreviation | Meaning |
| --- | --- |
| ESP | English for Specific Purposes |
| EGP | English for General Purposes |
| L2 | Second Language |
| ELT | English Language Teaching |
| EFL | English as Foreign Language |
| D3 | Diploma 3 |
| TOEFL | Test of English as Foreign Language |
| RPP | Rencana Pelaksanaan Pembelajaran (The Lesson Plan) |
| SA | Strongly Agree |
| A | Agree |
| D | Desagree |
| SD | Strongly Desagree |
| SPSS | Statistical Program for Social Science |
| P | Percentage |
| F | Frequency |
| N | Total Number of Responses |

# LIST OF APENDICES

# ABSTRAK

Maulana, Kevin Surya. 2023. Students' Motivational Factors in English for Specific Purposes (ESP) Class at A Free Vocational High School. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Basori, M.S. Ed.


**Kata Kunci:** (ESP) English For Specific Purposes, Motivasi Belajar, Sekolah Gratis

Motivasi dalam belajar adalah kunci awal untuk menempuh jenjang pendidikan ditingkat manapun. Faktor-faktor dari berbagai aspek dapat muncul yang mana mempengaruhi tingkat Motivasi Belajar siswa, faktor external dan faktor internal sebagai acuan yang pasti bahwa Motivasi belajar dapat berubah-ubah. Faktor lingkungan sekolah sebagai titik penting dalam penelitian ini, yang mana pembayaran sekolah masuk kedalam pembayaran yang terbilang gratis atau pembayaran se-ikhlas siswa setiap bulannya. Namun dengan demikian berpengaruh pada fasilitas-fasiltas yang seharusnya ada dalam proses pembelajaran menjadi tidak ada. Maka semestinya pengaruh tersebut akan muncul dampaknya pada motivasi belajar siswa.

Studi ini dilaksanakan dengan tujuan untuk: (1) mengetahui secara menyeluruh faktor-faktor apa saja yang mempengaruhi motivasi belajar siswa? (2) mengetahui bagaimana keadaan motivasi belajar siswa dalam situasi fasilitas sekolah gratis?

Pada studi ini, peneliti menggunakan metode *mix method* atau penggabungan metode kualitatif dan kuantitatif. *Mix method* ialah pencarian yang merujuk pada kata "apa" dan "bagaimana" yang dikemukakan oleh Cresswell (2007). Dengan metode tersebut diharapkan mampu memberikan jawaban atas pertanyaan-pertanyaan penelitian terkait motivasi belajar siswa dalam situasi fasilitas di sekolah gratis. Studi ini menggunakan 3 instrument penelitian yakni lembar questionare, wawancara kepada siswa, dan catatan lapangan sebagai pendukung gambaran lingkungan sosial maupun fasilitan dan lain sebagainya. Data yang diperoleh diolah melalui beberapa tahap yaitu reduksi data, penyajian data dalam bentuk tabel statistik melalui aplikasi SPSS, persentase dan transkrip. Langkah terakhir adalah menuliskan temuan penelitian.

Hasil studi ini menunjukkan bahwa ada dua faktor yang mempengaruhi motivasi belajar siswa, pertama yaitu faktor intrinsic seperti tidak memiliki tujuan belajar yang pasti, keahlian, kepercayaan diri dalam belajar bahasa Inggris serta

faktor extrinsic seperti pengaruh lingkungan sosisal, kenyamanan kelas, kondisi dan situasi kelas, dan fasilitas-fasilitas yang selayaknya memadahi. Dengan ini Banyak dari Siswa memiliki Motivasi belajar yang rendah, yang mana ditunjukkan dengan sikap tidak memperhatikan, mengantuk ataupun tertidur, bermalas-malasan, ramai sendiri, tidak menyelesaikan tugas. Beberapa siswa tidak berminat belajar karena pengaruh beberapa faktor seperti tidak memiliki kelas yang layak, dan kurangnya fasilitas. Dengan demikian beberapa siswa satu persatu akan mengalami penurunan motivasi belajar.

# ABSTRACT

Maulana, Kevin Surya. 2023. Students' Motivational Factors in English for Specific Purposes (ESP) Class at A Free Vocational High School. Thesis. English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: Basori, M.S. Ed.

**Keyword:** (ESP) English For Specific Purposes, Learning Motivation, Free School

Motivation in learning is the initial key to take the level of education at any level. Factors from various aspects can arise which affect the level of student learning motivation, external factors and internal factors as a definite reference that learning motivation can change. School environmental factors as an important point in this study, where school payments into payments that are fairly free or sincere payment of students every month. But thus the effect on the facilities that should exist in the learning process becomes non-existent. Then the influence should appear impact on student motivation.

This study was conducted with the aim of: (1) Knowing thoroughly what factors affect student motivation? (2) Knowing how the state of student learning motivation in the situation of free school facilities?

In this study, researchers used the mix method or combining qualitative and quantitative methods. The Mix method is a search that refers to the words "what" and "how" proposed by Cresswell (2007). With this method is expected to be able to provide answers to research questions related to student learning motivation in the situation of facilities in free schools. This study uses 3 research instruments, namely questionnaire sheets, interviews to students, and field notes as supporting images of the social environment and facilities and so on. The data obtained are processed through several stages, namely data reduction, presentation of data in the form of statistical tables through SPSS applications, percentages and transcripts. The final step is to write down the research findings.

The results of this study indicate that there are two factors that affect students ' learning motivation, namely intrinsic factors such as not having a definite learning goal, expertise, confidence in learning English and extrinsic factors such as the influence of the social environment, classroom comfort, classroom conditions and situations, and facilities that should be adequate. With this many of the students have low motivation to learn, which is shown by the attitude of not paying attention, sleepy or asleep, lazing, busy themselves, did not complete the task. Some students are not interested in learning due to the influence of several factors such as not having proper classes, and lack of facilities. Thus some students one by one will experience a decrease in learning motivation.

**التلخيص**

مولانا، كيفن سوريا. 2023.العوامل الدافعة للطلاب في صف اللغة الإنجليزية لأغراض محددة (ESP)في مدرسة ثانوية مهنية حرة. أطروحة. قسم اللغة الإنجليزية، كلية التربية وعلوم الكيجوروان، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
المستشار: باسوري، ماجستير التربية والتعليم

الكلمات المفتاحية (ESP): اللغة الإنجليزية لأغراض محددة، ودوافع التعلم، والمدرسة الحرة.

الدافعية في التعلم هي المفتاح الأولي للارتقاء بمستوى التعليم على أي مستوى. يمكن أن تنشأ عوامل من جوانب مختلفة تؤثر على مستوى دافعية التعلم لدى الطلاب، عوامل خارجية وعوامل داخلية كمرجع محدد يمكن أن تتغير فيه دافعية التعلم. تعتبر العوامل البيئية المدرسية كنقطة مهمة في هذه الدراسة، حيث تدفع المدرسة إلى دفعات مجانية إلى حد ما أو دفعات صادقة للطلاب كل شهر. ولكن بالتالي يصبح التأثير على التسهيلات التي يجب أن تكون موجودة في عملية التعلم غير موجود. ومن ثم يجب أن يظهر التأثير على دافعية الطالب.

أُجريت هذه الدراسة بهدف: (1) التعرف بدقة على العوامل التي تؤثر على دافعية الطالب؟ (2) معرفة كيف يمكن معرفة حالة دافعية التعلّم لدى الطلاب في حالة المرافق المدرسية المجانية؟

استخدم الباحثون في هذه الدراسة طريقة المزج أو الجمع بين المنهجين الكيفي والكمي. وطريقة المزج هي بحث يشير إلى كلمتي "ماذا" و"كيف" التي اقترحها كريسويل (2007). ومن المتوقع أن يتمكن من خلال هذه الطريقة من تقديم إجابات على أسئلة البحث المتعلقة بدوافع تعلم الطلاب في وضع المرافق في المدارس الحرة. تستخدم هذه الدراسة 3 أدوات بحثية، وهي أوراق الاستبيان، والمقابلات مع الطلبة، والملاحظات الميدانية كصور داعمة للبيئة الاجتماعية والمرافق وما إلى ذلك. تتم معالجة البيانات التي تم الحصول عليها من خلال عدة مراحل، وهي اختزال البيانات، وعرض البيانات في شكل جداول إحصائية من خلال تطبيقات SPSS، والنسب المئوية والنصوص. الخطوة الأخيرة هي تدوين نتائج البحث.

تشير نتائج هذه الدراسة إلى أن هناك عاملين يؤثران على دافعية التعلم لدى الطلاب، وهما عوامل ذاتية مثل عدم وجود هدف محدد للتعلم، والخبرة، والثقة في تعلم اللغة الإنجليزية، وعوامل خارجية مثل تأثير البيئة الاجتماعية، والراحة في الفصل، وظروف الفصل ومواقفه، والتسهيلات التي يجب أن تكون ملائمة. مع هذا فإن العديد من الطلاب لديهم دافعية منخفضة للتعلم، وهو ما يظهر من خلال موقف عدم الانتباه، النعاس أو النوم، التكاسل، الانشغال عن التعلم، عدم إكمال المهمة. بعض الطلاب غير مهتمين بالتعلم بسبب تأثير عدة عوامل مثل عدم وجود فصول دراسية مناسبة، ونقص التسهيلات. وبالتالي سيواجه بعض الطلاب واحدًا تلو الآخر انخفاضًا في الدافعية للتعلم.

# CHAPTER I

# INTRODUCTION

The introduction contains all the things behind the writing of this thesis. The contents of this introductory chapter cover the background, formulation of the problem, the purpose of the study and its meaning, as well as the definition of key terms.

## A. Background of the Study

Learning motivation refers to the motivation of a person to learn or engage with a subject. The more motivated a person is to learn, the better the learning outcomes will be. Learning motivation is a very important aspect in the learning process. Motivation is an important prerequisite for learning. With motivation, learning outcomes become optimal. The more precisely the motive is expressed, the more successful the learning will be. Students are not motivated to learn at first, but they become interested in learning because that is what they are looking for. This goes hand in hand with students ' curiosity and ultimately motivates them to learn. It is this attitude that ultimately underlies and facilitates various learning behaviors (Lin & Chen, 2017).

There are many factors that affect learning motivation, but broadly speaking, they can be divided into two. According to Mulyani, E. A. et al., (2021), learning motivation can occur due to internal and external factors. Internal factors that affect learning motivation are: (1) physical factors include diet (nutrition), health, and body functions (especially the five senses). (2) psychological factors concerning aspects that facilitate or inhibit student learning activities. External factors (derived from the

environment) that affect learning motivation include: (1) nonsocial factors include atmospheric conditions (hot or cold weather), time (morning, afternoon, evening), and location (quiet, noisy, or quality the school where you study), facilities and infrastructure or learning facilities; (2) social factors are human factors (teachers, counselors, parents). Therefore, motivation is an important aspect in the learning process, not only in language learning, but also in other subjects (Ivanovna & Vladimirovna, 2020). Of course, if teachers and parents can motivate students to learn something, then students will be more motivated to learn. Motivation helps students understand the benefits and goals of what they are learning. Motivated students can make learning a habit and increase their learning success rate through motivation. (Wardani, A. D. et al., 2020).

Motivation is closely related to learning goals. Whether or not students actively learn depends on their learning motivation. If they are motivated to learn, they will study hard to achieve the goals. However, if students do not have high motivation, they will lose interest in learning and need time to achieve their learning goals. Therefore, the motivation of each student is an important factor in achieving learning goals.

The Qur'an shows the values of learning motivation contained in the verse, Al-Ra'd:11.

لَهُ مُعَقِّبَاتٌ مِنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ ۗ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ

*"For him (humans) there are angels who always take turns guarding him, from the front and behind him. They guard it by Allah's command. Verily, Allah will not change the condition of a people until they change the condition of themselves. And if Allah wills evil for a people, then no one can reject it and there is no protector for them except Him"* Q.S. Al-Ra'd:11.

Motivation is one type of supporting effort to achieve learning goals. Students make learning efforts to achieve learning goals. If you have a good motivation to learn, then you will get good results. In other words, the success of a student depends on his willingness to learn (Bal Taştan et al., 2018).

In classroom learning, students' learning motivation tends to be low. This is because in learning, teachers have not developed interesting learning strategies or methods so as to encourage students' interest and motivation to be active in the learning. In improving student achievement, learning motivation is very important. Motivation for students can develop activities and initiatives, can direct will maintain perseverance in carrying out learning activities. Without motivation sometimes students are very lazy in learning. Learning motivation plays a very important role in encouraging students to achieve their learning success (Gopalan. et al., 2017).

To achieve learning success, many teachers give their students with many approaches. One of them is communication. However, language is the most important part in communication. Language is using to communicate between one people and others people (Hardini & Sitohang, 2019). Language is like an idea, emotions, and desires that can be produced some symbols. Thus, according to Swadesh (2017), language is the body of words and the system for their use in

communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition.

Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. In the current era of globalization, English is an important language to learn. This is because English is an international language. The fact shows that many science books, science, language and others are written in English, To be able to understand these books, one must understand English. In addition, in the advancement of technology and information, many things are written in English, such as usage procedures, features or other things such as using e-mail, of course, really need an understanding of English (Xu, 2018).

English is one of the subjects that must be given to students. This is clearly seen in the 2006 Education Curriculum in Indonesia which is stated in the competency standards and basic competencies for English lessons. In the standard of competence and basic competence in English, there are four aspects that must be given to students, namely listening, speaking, reading and writing (Priyastuti et al., 2020).

English is a foreign language for Indonesian people in general. Likewise for students in schools, both elementary, junior high, high school, and vocational students, even students in universities. The strangeness can be seen from the pronunciation, the meaning of a word that varies according to the context of the sentence, the different grammatical structures, and the use of verbs that alwayschange according to the time of the incident. The things mentioned above will cause difficulties in learning English (Zein, S. et al., 2020).

4

Vocational High School is a form of formal education unit that organizes vocational education at the secondary education level as a continuation from Junior High School or other forms of equivalent or continuation of learning outcomes that are recognized as equal/equivalent to Junior High School. The purpose of vocational high schools is to equip students with competency skills through national and international certifications, prepare graduates who are ready to work and entrepreneurship with competitive power and have advantages.

The reality on the ground, learning English has not shown brilliant results even though students have studied English for a long period of time, which is about 6 years (Brooks, 2019). If the students are asked to speak English, in reality theycannot speak English fluently because the reason is that they do not know the words or in other words, the students' English vocabulary is limited. This is not in accordance with the amount of time used by students to learn English. More concretely, it can be seen that the output of vocational high school students, most of them are still unable to communicate using English either orally or in writing.

However, English is an international language and is part of the curriculum in vocational high schools. People must have good language skills to communicate well. Language has four important components, which are listening skill, reading skill, writing skill, and speaking skill. Listening and reading skills are the receptive skills. While writing and speaking are the productive skills. Thus, these four skills cannot be separated, but they have to stand together as a good language skill (Astawa et al., 2017).

English has an important role in human activities and is related to work, such as business, education, science, trade, and others. As an international language, English is used for various things (Rifai, 2019). Therefore, there is the term English for Specific Purposes (ESP). This term is an approach to language teaching that aims to meet the special needs of students. It refers to learning English for students whostudy the language for a particular job or career, especially for vocational highschool students (Sofyan, 2016).

Syakur, et al., (2020) conducted research which resulted that the needs of English courses (ESP) for educational students have an influence on increasing motivation. Furthermore, research conducted by Mauludin, (2021) found that ESP students preferred teaching practices that provided them with a comfortable and enjoyable environment as the most motivating ones. On the other hand, they perceived teaching strategies that were related to activities and assignments as the least motivational ones. Meanwhile, research conducted by Altalib, (2019) showed a significant relationship between learners' motivation and their attended English course. The ESP group had higher ideal L2 selves and more positive attitudes towards the L2learning experience than the EGP group, whereas the ought-to L2 selves were not significantly different.

From the statement above, the researcher interested to conduct a study with the main goal is to find out how the student's make the motivation to learn English and identify the internal and external factors that affect student's motivation in learning English in English for Specific Purposes (ESP) Class at Free Vocational School.

6

**B. Research Problems**

Based on the research background above, the researcher formulates the research questions as follows:

1. What are the factors that affect students' motivation?

2. How is students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational High School?

**C. Objectives of the Study**

In line with the presented research questions, the research objectives are formulated as follows:

1. To explain the way to cultivate, improve or strengthen students' motivational factors in learning English in English for Specific Purposes (ESP) Class at Free Vocational High School

2. To explore the students' motivation used to learn English in English for Specific Purposes (ESP) Class at Free Vocational High School

**D. Significant of the Study**

After conducting this study, the significance of this study is expected useful to:

1. The students

   The research implementation can give a new experience of learning English in order to improve their motivation in learning English.

2. The lectures

   This research can be a reference of learning strategy for the English teachers in teaching English and give an experience in teaching English and give

kind of good input related to the teaching and learning strategy in the classroom.

3. The other researchers

This research can improve the researcher's knowledge about the learning strategy in improving student's motivation in learning and give a new experience of how to conduct action research.

**E. Definition of Keyterms**

1. Motivation

It is the process that initiates, guides, and maintains goal-oriented behaviors. It is what helps people lose extra weight, for instance, or pushes people to get that promotion at work. In short, motivation causes people to act in a way that gets people closer to their goals (Umaraliyevich, 2021).

2. English Specific Purposes (ESP)

It is designing courses to meet learner's needs. It is not general English learning but more specific that concerns to learners in vocational school or jobs.

3. Motivation's Factors

The Motivation increases the desire to learn and leads to success. There are two types of learning motivation: "intrinsic motivation "that comes from within and" extrinsic motivation" that comes from outside.

4. Free Vocational School

A vocational school is a type of educational institution, which, depending on the country, may refer to either secondary or post-secondary education designed

to provide vocational education or technical skills required to complete the tasks

of a particular and specific job.

# CHAPTER II

# LITERATURE REVIEW

This chapter discusses several literature reviews related to system design processes and concepts, as well as discusses several supporting theories related to the intended system design process.

## A. Concept of Motivation

Motivation is an important thing that must be owned by students, especially in terms of learning. Khan et al., (2019) explained that motivation is the drive that exists within a person to change their behavior for the better according to their needs. This means that motivation changes the energy of a person who devotes himself to a real activity to achieve a certain goal.

Meanwhile Masni, (2017) states that motivation is a state that makes a person perform a certain activity in order to achieve a goal. Furthermore Huda, (2017), motivation is a very complex thing, which causes changes in a person's energy to do something. Rumhadi, (2017) states that motivation is like a mental impulse that can provide movement and direction to someone.

Motivation can have a great influence on a person's life. (Rois, 2019: 196) said that: *"The motivation is the process of psychology that can explain the behavior of someone. The nature of behavior is orientation on one goal"*. In other words, a person's actions are aimed at achieving a goal. To achieve this goal, a process of interaction of several factors is required. Therefore, motivation is the force that drives a person to do something to achieve a goal. Additionally, Darmayanti et al., (2020) motivation is a person's mental process, direction of action, and consistency.

Syaparuddin et al., (2020). Also defined motivation as a term referring to the internal state that gives strength to a person to take action or do something in order to achieve a certain goal. Therefore, motivation is a force that inspires a person to do something.

Based on the theories of the experts above, the researcher concluded that motivation is the spirit or human strength that feels the desire to change one's behavior or life in order to achieve a goal.

### B. Motivation in English Language Learning

Motivation plays an important role in learning English and influencing students. Dornyei, (1998) states that motivation is one of the key factors affecting the level and success of learning a second foreign language (L2). Without sufficient motivation, even the most capable students will not be able to achieve their long-term goals, and a good curriculum and good teaching alone will not be enough to guarantee student success (Dornyei, 1998).

Motivation is about enabling people to achieve high levels of performance and overcome barriers to change. (Andriani et al., 2022). In the context of English language learning, this definition answers the question of how motivation can improve the performance of students who want to succeed in learning English, and whether motivation can allow students to initiate or stop behavior. It shows what you're dealing with. This means that motivation can change a person's state. For example, you might go from "unenthusiastic" to "enthusiastic" about English. Inshisinka et al. (2017) also found that motivation in education can exert various influences on the way students learn and how they behave towards learning materials. It directs behavior towards a specific goal, which leads to an increase in effort, energy

and endurance in activity, and improves cognitive processes, determining which results are reinforced, which leads to increased performance. However, students are not always intrinsically motivated and may need situational motivation, which can be found in the environmental conditions created by the teacher.

The study of motivation to learn English was also conducted by Dornyei et al. (2006). They say that motivation acts as an initial engine for creating learning progress, and then as a constant driving force for enduring long journeys, and that learning a foreign language is usually difficult. When learning English, motivation helps students maintain or improve their English skills. Since motivation is one of the key success factors of L2 learning, strategies for motivating language learners should be considered as an important aspect of the theoretical analysis of L2 motivation (Dornyei et al., 2006).

### C. Characteristics of Motivation

Because motivation is an internal state of human beings, motivation is an internal state that encourages students to learn or help them improve their knowledge and understanding of learning materials (Oktiani, 2017). It is very difficult to determine whether a student is motivated or not.

However, there are some motivating features. According to Darmayanti et al (2020), student motivation has the following characteristics:

The first characteristics of motivated students are diligent in doing tasks, where students are not lazy when given tasks and try to complete. The second is not to give up in the face of difficulties, in this case the students showed an unyielding attitude to face the level of any difficult problem. The third shows the attitude of

wanting to succeed, this attitude is the key for students to continue to carry out their duties with an achievement that they want to achieve. The fourth has a future orientation, as motivated students certainly have dreams of the future as a handle to continue to carry out their duties. Fifth carry out the task independently, each student who is motivated should be independence in doing the task is important. Sixth, it is easy to feel bored with routine activities, this makes the creativity of students decrease. The seven students did not easily change their minds in their opinions. The eighth has a strong belief, this is related to the thinking of students who are not easily influenced in opinion. The nine students are eager to find problems and solutions. In short, students who are intrinsically motivated to succeed are more likely to actively seek out answers to setback rather than simply accept defeat.

**D. Kinds of Motivation in Learning English**

According to Syaparuddin et al., (2020), students need to be motivated to learn in order to understand their starting point, the steps involved in the learning process, and the final outcome. If a student's effort to learn is shown to be insufficient when compared to that of their peers, they will be motivated to put in extra time and effort in order to achieve success. Motivation increases the desire to learn and energizes the existence of a learning journey. In this case, students are trained to succeed.

There are some features of motivation. First, behavior can occur when learning is impossible without motivation. Secondly, motivation has the function of giving instructions. This means that motivation can provide direction to achieve the desired goal. But motivation as a trigger means that the amount of motivation can determine the sooner or later a job is done (Gani, 2020).

There are two types of learning motivation: intrinsic motivation that comes from within and extrinsic motivation that comes from outside. Both types of learning motivation can affect students in the learning process.

Extrinsic factors are factors that can affect student learning motivation, such as:

1. Student environmental condition (Several factors can affect learning ability, including seating, light, noise, and even color. Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability),

2. The dynamic element (Motivation means the driving force within individuals that impels them to action. It is considered to be dynamic in nature as is constantly changing in reaction to life experiences. Needs and goals are constantly changing because of an individual's physical condition, social circle, environment and other experiences), and

3. The teacher effort (The teacher's role in motivation includes, but is not limited to, creating an environment conducive to learning. The teacher's role in encouraging support of students' autonomy, relevance, and relatedness of the material increases motivation to learn).

Four main sources of intrinsic motivation: the student's ideals and aspirations, the student's abilities, and the student's status. Intrinsic motivation is the motivation related to the learning situation and the needs and achievement of the student's goals. Extrinsic motivation is motivation caused by other factors outside the learning situation, such as recognition, diplomas, Awards, and competitions (Rosyana & Toendan, 2021).

Intrinsic motivation arises from within the individual without any external stimuli, while extrinsic motivation arises from the outside, for example through praise, gratitude, gifts and other external factors. In contrast, intrinsic motivation is specific to the activity carried out and freely chosen by the individual, while extrinsic motivation comes from external sources and is usually money, good grades, recognition from others, etc. Driven or imposed by environmental influences (Rosyana & Toendan, 2021).

### E.  Factors Influencing Students' Motivation

There are some factors that influencing the students' motivation especially in learning. Lukita & Sudibjo, (2021) stated that there are some factors influencing students' motivation in learning. They are:

1.  Ideals and Students' Aspiration

    The ideals are one of the factors that affect learning motivation. Based on real-life situations, we can see that previously highly motivated students already have ideas. For example, someone who has a life goal of becoming a doctor will be encouraged to improve their ability to become a doctor. While, students' aspirations are derived from a combination of educational goals, vocational endeavors, and perhaps, most importantly, their own sense of self as it relates to what they feel are important elements to success in lifestyles of their choosing.

2. Students' ability

Each student has different learning abilities. When a student needs to know about his skills in a particular field, then he is motivated to improve and develop his skills in that field. In this case the ability of students to be a factor that affects the motivation of learning. For example, when someone wants to be an athlete, it means that he has an ability to manage their stamina.

3. Students' condition

There are two states of the student's condition, namely physical and psychic. The physical state is a state of the body such as being tired or healthy, and the psychic state is a state of mental tension such as feeling stressed, sad or happy. For example, the structure of the body effectively contributes to learning new things. Good hearing and vision play an important role not only in audiovisual activities, but also in play activities.

4. Students' environment conditions

Environmental conditions as a factor affecting student motivation. This can be seen from their physical and social environment. If the physical environment is uncomfortable for the student, it can negatively affect his learning motivation. Conversely, if the social environment such as friends, family, and school do not show learning behavior, it is most likely influenced by decreased student motivation.

5. The dynamic element

Dynamic factors also affect student motivation. It can tell from how hard learners work to motivate themselves to learn. Through materials, learning tools, learning atmosphere, and so on.

6. The teachers' effort

There are four steps that teachers can take to motivate students to learn. It optimizes the implementation of learning principles, optimizes dynamic learning elements, optimizes teachers ' teaching efforts, and fosters learning motivation.

Based on the explanation of the factors that affect student learning motivation, it can be concluded that there are internal and external factors that affect student learning motivation. Internal factors include physical factors, psychological factors, and fatigue factors, while external factors include family factors, School factors, and social factors. Other factors that affect student learning motivation include external factors such as family factors, School factors, and social factors.

**F.  Motivational Strategies**

Motivational strategies are techniques that encourage behaviors related to individual goals (Dornyei, 2003). Motivational strategies are motivational influences that are carried out consciously in order to achieve a systematic and lasting positive effect. Dornyei et al., (2006) stated that there are four aspects of motivational strategies, namely creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

The first step is to create basic motivational conditions. These conditions include appropriate teacher behavior and good relationships with students, a comfortable and supportive classroom atmosphere, and cohesive study groups with appropriate group norms. Secondly, the initial motivation appears. For most teachers, the real motivation problem is finding ways to encourage students to achieve the goals of a particular class activity. Initial motivation can be achieved by reinforcing the learner's expectations of success, improving the learner's goal orientation, making the material relevant to the learner, and creating realistic beliefs in the learner. The third is to maintain and protect motivation. Students often forget their goals, get tired easily, or get bored in activities, so they need to motivate themselves actively. Maintaining this motivation can be achieved by making the material relevant to students, giving them realistic beliefs, and improving their goal orientation. Fourth, encourage positive self-evaluation. Teachers can help students view their success more positively by helping them feel more satisfied with their success and progress, and they can also consider the impact of punishments, rewards, and grades.

Syam et al., (2022) found that the effectiveness of learning strategies to increase motivation to be-different depends on the ability and motivation ability of students, so when teachers try to increase student motivation, they must understand the difference in English learning and student motivation skills. We need to pay more attention.

But motivation correlates with the inner state of a person. It is important to motivate students and support their learning process at school. Teachers need to provide motivation in different ways to interact with different types of students in the

school.

According to Arianti, (2019) there are several forms and ways to increase student motivation in the teaching and learning process.

a. Give score

Individuals are able to motivate themselves based on their own internal state. To aid students in their education, schools must provide an environment where they can be inspired to learn. Depending on the students in their classroom, teachers may need to employ a wide range of motivational strategies. As a teacher, you can foster student motivation in a variety of ways.

b. Reward

Rewards are given as motivators to students because rewards increase students ' learning desire. Teachers can reward students who answer questions well or get good grades in their lessons. This can increase their desire to learn and motivate other students. Gifts are given to motivate students, because gifts increase students ' desire to learn. Teachers can reward students who answer questions well or get good grades in their lessons. You can increase your desire to learn and motivate other students.

c. Competition

Competition can be a kind of motivation to encourage students to learn. Competition, individually or a group can increase the students" learning achievement. The teacher must be creative and can make a small competition in teaching learning process. For example, when the teacher gives the task of the group and the students made a work with the learning materials in accordance,

the students who can be completed on time and very good is the winner. A small competition can increase student motivation in the learning process.

d. Ego-involvement

Ego-Involvement is a series of learning activities that really require good preparation by a teacher, the goal is to increase children's learning motivation in terms of learning.

Ego-Involvement that makes the student realize the importance and receive the task as challenge, will make the students work hardly. This will motivate them to work as hard as possible they can to achieve the success.

e. Give exercise

All of the student will learn diligently if they know there will be examination or exercise. Therefore, give exercise, task, or examination is one of thing to improve and motivated the student to learn more.

f. Inform the result

By informed their result of learning process, increasing or decreasing, will motivate the student to learn more. The students should be knowing their result because when they are knowing their result, they have to improve if got low grade and will learn more. It hopes that their result will improve

g. Praise

Praise is one of positive reinforcement and also a good motivation. By giving proportional motivation, it will make the student happy and increase their want to learn. The praise can give when the student has finished a material or become good student. The praise can be expressed in the form of short statement like "you

are good boy", "that's good", "you are smart student", etc. giving praise will make the students happy and more motivated to learn well.

h. Punishment

Punishment is negative reinforcement. However, in proportional size, punishment can be used as motivation. The student will do the best, do something well to avoid that punishment.

i. Desire

Desire to learn means that there is an intentional condition to learn. Desire also means that the student have motivation to learn to get good result.

j. Interest

Motivation is related to the interest. Motivation comes because there is necessity, so interest can be used as principal motivation. Learning process will be done smoothly if it is followed by interest. Regarding this interest, among others can be raise by the way such as raise the existence of a needs, connect with the issue of experience past, giving opportunity to get the result are good, and using a variety of the form of teaching.

A teacher who are creative and have good way of teaching and make fun situation in learning will increase students' interest in teaching learning process.

k. Purpose

Purpose is also importance aspects of motivation. To find out of the goals to be achieved and feel it is very important and give benefits, then it will be arisen passion and great motivation to learn.

## G. English for Specific Purposes (ESP)

English for specific purpose (ESP) is one of the branches of knowledge in English Language Teaching (ELT). As a part of English language teaching, ESP considered as the most important thing in the development of language teaching. Hutchinson and Waters, (1987) proposed three main factors of the emergence of ESP; the development tin technology and commerce which demand specific needs in learning English, the growth of linguistic studies, and the educational psychology that influence motivation in learning. Those three factors confirmed that as the most important part in language teaching, ESP was a phenomenon that grew up as the demand of the changing era and also the demands of education.

In the implementation of teaching and learning, ESP should not be seen as a product of learning but as an approach to language in which the purpose is to enable students to use the language in the target situation where they will use the language, hence it should be based on learner needs (Hutchinson & Waters, 1987). Similarly, Yulientinah et al., (2020) pointed out that as an approach, ESP should begin with an analysis of students' needs rather than analysis of language itself. So, it is not about how students learn the language but why they learn the language or what students need the language for.

It is important to put into consideration that people might have different motives in learning English. They are likely to have different interest and needs in learning English. Thus, it is significant to know the motivation in order to select appropriate approach and learning materials to meet their needs. ESP will likely be the most suitable approach to meet the needs. However, to reach those needs is not a simple thing to be done. Thus, the process to design an ESP course should firstly carry on

by identifying the target situation and then conducting an accurate analysis of the linguistic features of that situation (Hutchinson & Waters, 1987).

Vocational high school is one of education institutions that really need the implementation of ESP in its language learning. It will support to reach the purpose of educational enforcement in vocational schools. As noted earlier that High Schools' students are prepared to face the world of work. Therefore, under ESP in English teaching and learning, students will be equipped with appropriate English skills to be used in working world.

**H.  Learning English at Vocational High School**

Learning is a process of work done by a person to obtain a new change as a result of this own experience in the interaction with the environment. English is a compulsory subject in Indonesian secondary formal level of education both for general and vocational ones. This policy has been made by the government realizing that English as an International language plays such an important role in international communication – it is the most common lingua franca used by speakers coming from different places of origins of different mother tongues. It is also the language in international business, the language that is used by businesspeople communicating with their counterparts from different countries including the ones from Indonesia.

According to Ehsan et al., (2019: 84):*"Learning English is the activities of educating or instructing; activities that impart knowledge or skill".* Learning English in vocational schools is categorized as English for Specific Purposes (ESP), and the purpose of learning English in depends on the department/student major.

Vocational high school is education that prioritizes the development of students' ability to carry out certain types of work. Vocational secondary education prioritizes preparing students to enter employment and develop professional attitudes. In accordance with its form, vocational high schools hold educational programs tailored to the types of employment (Government Regulation Number 29 of 1990).

If the primary aim of teaching English to vocational students is for communication, the teaching and learning processes should take place accordingly. Teachers are responsible for facilitating students to learn English for communicative purposes. However, the theory and practice often go in different directions. As found by Maili (2018), students basically needed to learn English for two reasons. They needed general English to face national examination and speaking skills for communication in their work place.

However, the purpose of vocational high school is to make students ready to work when they graduated, like motto "*siap kerja, cerdas, dan kompetitif*". It means that students will be ready to work, smart, and competitive. According to Sulistiani and Setiawansyah (2020), vocational education is part of an education system that prepares a person to be better able to work in a work group or one occupational field than other occupational fields. With the understanding that each field of study is vocational education as long as the field of study is studied more deeply and the depth is intended as a provision to enter the world of work.

## I. Previous Study

In this study, the researcher aims to avoids replication of previous study. However, the researcher found these researches below are as previous studies based on their theme.

The first research discusses the factors influencing the students' motivation of study in English. The studies that discuss this are research conducted by Rohman and Karimah (2018); Rahman et al., (2017); and Ekiz & Kulmetov (2016). The results obtained are the factors that affect the low motivation of student learning such as place of learning, physical function, intelligence, facilities and infrastructure, time, study habit, teacher, parents, emotional and health, and friend factor. The findings also showed that teachers influence, personal attitude and parental influence do have influence in affecting students' motivation to learn a second language. Next, the findings also showed that learners were more motivated when their parents supported and encouraged them to learn English. The research also revealed that reinforcing the learner beliefs also motivated students and they were more motivated when they worked with their friend.

The second is studies that discuss the relationship between learning motivation and learning outcomes. Research that discusses this is research conducted by Pratama et al., (2019) and Nugroho et al., (2020). The results indicated that joining an intensive class and integrating English in their daily activities had primarily contributed to their language skill improvement. While the physical environment slightly provided a conducive environment for learning English, their academic environment was steadily supporting them.

The third is about the effect of object learning in students' learning motivation. The studies that discuss this matter were carried out by Lin & Chen (2017); Ebrahimzadeh and Sepideh (2017); and Dhamayanti (2021). However, the results conclude that: 1. digital learning presents better positive effects on learning motivation than traditional teaching does, 2. digital learning shows better positive effects on learning outcome than traditional teaching does, 3. learning motivation reveals significantly positive effects on learning effect in learning outcome, and 4. learning motivation appears remarkably positive effects on learning gain in learning outcome. The result also indicated a significant language learning motivation increase over time. Only the Watchers, however, showed significantly higher motivation than the Readers in the end. Thus, the use of commercial digital video games can help enhance high school students' language learning motivation. Next, the result also shows most of EFL students had positive perception and motivation toward Quizzes. Therefore, Quizzes as e-learning media can support the learning process in English e-classroom. It indicates that Quizzes is an appropriate e-learning media that can be used in English e-classroom and it can increase EFL students' motivation during e-learning.

From several studies that have been conducted, there are differences between previous researchers and this study. The difference is in the purpose of the author who wants to research related to learning motivation in English for Specific Purposes (ESP) class at free vocational high school. The table below shows as the previous studies.

**Table 2.1 Previous Study**

| No | Name, Year, Title | Objective | Participant | Method | Finding |
|---|---|---|---|---|---|
| 1 | Syakur, A., Zainuddin, H. M., & Hasan, M. A. (2020). "*Needs Analysis English for Specific Purposes (ESP) For Vocational Pharmacy Students*". | This study examines the Needs of English Courses (ESP) for educational students who Need target and learning Needs review. | The participant of the study is first Semester students of Diploma three (D3) pharmacy department of Surabaya Pharmacy Academy in Academic Year 2018/2019 | Questionnaires and interviews were used to collect data. | The effects of data research on active communication skills (35%), grammar difficulties (25%), reading ability (25%), material difficulty (10 %), ability (25 %) and writing (5%). Basic pharmacy (20%), prescription pharmacy (20%), health And medications (20%), healthy lifestyle (20%), And microbiology and pharmacy (20%) are the topics covered (20 percent). English Media (40%) is the most |

| | | | | | commonly used English language in technology, followed by crosswords (20%), dialogue content (20%), and multiple choice (20%). |
|---|---|---|---|---|---|
| 2 | Lin, M. H., & Chen, H. G. (2017). "*A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome*" | To know the Effects of Digital Learning on Learning Motivation and Learning Outcome and the Opinions about digital learning for students. | Total 116 students in 4 classes are selected as the research subjects for The instructional research. | Students are tested and proceeded questionnaire survey to understand the opinions about digital learning. However, to effectively achieve the research objectives and test the research hypotheses, quasi-experimental research is applied in this study. | The research results conclude that 1. digital learning presents better positive effects on learning motivation than traditional teaching does, 2. digital learning shows better positive effects on learning outcome than traditional teaching does, 3. learning motivation reveals significantly positive effects on learning effect in learning outcome, and 4. learning motivation |

| | | | | | appears remarkably positive effects on learning gain in learning outcome. |
|---|---|---|---|---|---|
| 3 | Pratama, F., Firman, F., & Neviyarni, N. (2019). "*Pengaruh Motivasi Belajar Siswa Terhadap Hasil Belajar Ipa Di Sekolah Dasar*". | Aims to Determine the effect of Learning motivation on science Learning outcomes of students in elementary School | A student at An elementary school in class IV of Negri Elementary School 01 Pasar Tiku, Tanjung Mutiara District, Agam Regency | using an instrument questionnaire | The data shows an explanation of the high level of reliability and the magnitude of the influence of learning motivation on science learning outcomes where tcount = 3.26 and ttable = 1.73, with a significant level of 0.05 meaning Ha is accepted and Ho is rejected, and so the conclusion is that there is an effect of motivational results on science learning outcomes at school base. |
| 4 | Rohman, A. A., & Karimah, S. (2018). | This study has the aim | grade XI students of | Questionnaire | The results obtained are |

| | | | | |
|---|---|---|---|---|
| | "*Faktor-Faktor Yang Mempengaruhi Rendahnya Motivasi Belajar Siswa Kelas Xi*" | to determine what factors Are influencing the low motivation of students in class XI | SMA al-Fusha Pekalongan | | the factors that affect the low motivation of student learning such as place of learning, physical function, intelligence, facilities and infrastructure, time, study habit, teacher, parents, emotional and health, and friend factor. |
| 5 | Rahman, H. A., Rajab, A., Wahab, S. R. A., Nor, F. M., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors affecting motivation in Language learning. *International Journal of Information and Education Technology*, *7*(7), 543-547. | This study investigated the factors Which contribute to motivation in learning English | 80 students of Sekolah Menengah Kebangsaan Lepar Utara | Using a questionnaire adapted from Mohamed Amin, Juriah and Mohd Isa (2001) | Findings showed that teachers influence, personal attitude and parental influence do have influence in affecting students' motivation to learn a second language. |
| 6 | Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL | To identify features of Language inputs that enable them to develop English skills, to | The participant was a successful EFL learner who was determined by the | The data were gathered by means of a semi-structured interview | The results indicated that joining an intensive class and integrating English in their daily activities had primarily |

| | learner. *Journal on English as a Foreign Language*, *10*(1), 45-67. | investigate their situation of the learning environment, and to reveal their motivation in learning the language | Excellent TOEFL score and performed an outstanding achievement in English proven by the academic transcript | | contributed to her language skill improvement. While the physical environment slightly provided a conducive environment for learning English, her academic environment was steadily supporting her. |
|---|---|---|---|---|---|

Based on the previous research above, the first research was conducted by Syakur et al. (2020) with the title *Needs Analysis English for Specific Purposes (ESP) For Vocational Pharmacy Students.* This study examines the needs of English courses (ESP) for educational students who need target and learning needs review. The result of the study shows that, the effects of data research on active communication skills (35%), grammar difficulties (25%), reading ability (25%),

material difficulty (10 %), ability (25 %) and writing (5%). Basic pharmacy (20%), prescription pharmacy (20%), health and medications (20%), healthy lifestyle (20%), and microbiology and pharmacy (20%) are the topics covered (20 percent). English Media (40%) is the most commonly used English language in technology, followed by crosswords (20%), dialogue content (20%), and multiple choice (20%).

The second previous study conducted by Lin, M and Chen, H (2017) with the title *A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome.* This study aims to know the Effects of Digital Learning on Learning Motivation and Learning Outcome and the opinions about digital learning for students. The research results conclude that 1. digital learning presents better positive effects on learning motivation than traditional teaching does, 2. digital learning shows better positive effects on learning outcome than traditional teaching does, 3. learning motivation reveals significantly positive effects on learning effect in learning outcome, and 4. learning motivation appears remarkably positive effects on learning gain in learning outcome.

The third previous study conducted by Pratama et al. (2019) with the title *Pengaruh Motivasi Belajar Siswa Terhadap Hasil Belajar Ipa Di Sekolah Dasar.* This study aims to determine the effect of learning motivation on science learning outcomes of students in elementary school. The data shows an explanation of the high level of reliability and the magnitude of the influence of learning motivation on science learning outcomes where tcount = 3.26 and ttable = 1.73, with a significant level of 0.05 meaning Ha is accepted and Ho is rejected, and so the conclusion is that there is an effect of motivational results on science learning outcomes at school base.

The fourth previous study conducted by Rohman, A and Karimah, S (2018) with the title *Faktor-Faktor Yang Mempengaruhi Rendahnya Motivasi Belajar Siswa Kelas Xi.* This study has the aim to determine what factors are influencing the low motivation of students in class XI. The results obtained are the factors that affect the

low motivation of student learning such as place of learning, physical function, intelligence, facilities and infrastructure, time, study habit, teacher, parents, emotional and health, and friend factor.

The fifth previous study conducted by Rahman, et al. (2017) with the title *Factors affecting motivation in language learning.* This study investigated the factors which contribute to motivation in learning English. Findings showed that teachers influence, personal attitude and parental influence do have influence in affecting students' motivation to learn a second language.

The sixth previous study by Nugroho et al. (2020) entitled Language Input, learning environment, and motivation of successful EFL learners. The aim of this study was to identify the characteristics of language input that enable improved English proficiency, investigate their situation in the learning environment, and uncover their motivation in learning the language. The results show that taking intensive courses and incorporating English into everyday life primarily contribute to improving language skills. Although the physical environment is quite suitable for Learning English, the academic environment also consistently supports it.

The differences between this research and the previous studies are that this study used a mixed method (sequential explanatory), and it was carried out at various private K Free Vocational High Schools in the city of Malang. However, with this study, the researcher addresses a reference that was not present in any of the previous studies, and that reference is to determine the effects of ESP learning motivation on

students attending one of the free vocational schools in Malang Regency. This reference was not present in any of the studies that came before this one. The factors and aspects that show how motivated students are in learning ESP at one of the Free Vocational Schools in Malang districts are what the influence is based on.

# CHAPTER III

## RESEARCH METODOLOGY

This chapter contains research design, research subject, data of the study, research instruments, data collection techniques, and data analysis.

### A. Research Design

This study employed the mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data (Creswell, 2007). The mixed method used in this research was sequential explanatory approach. It is defined as quantitative method followed by qualitative method (Ivanovna and Vladimirovna, 2020).

Creswell (2007) explained that the combination of "what" and "how" in research contributes to the research objectives. In this study, quantitative data was used to answer the first question," What", and qualitative data was used to answer the second question, "how". The first question is about determining the general level of motivation of students, and the second question delves deeper into finding motivational patterns. Creswell (2007) extends that in the process of combinatorial methods, researchers seek to deepen the discovery of a method or extend it to other methods. The study begins with quantitative methods, followed by qualitative methods that examine a small number of cases or individuals in detail.

### B. Research Subject

The research subjects are the main targets in conducting research. The subject of this study are students based on the preliminary study at private K Free Vocational

High Schools in Malang. All of students in this class has studied English since first grade of elementary school.

This school was founded in 2018/2019. Starting from a boarding school where the administrators and developers were very interested in the field of religious andgeneral spiritual education. It was from this basis that the reason for the establishment of this educational institution began with the establishment of a junior high school with a basic religion, followed by the establishment of a vocational high school.

Within a year of the establishment of this school, the researcher received a call as a teacher; the researcher has been in the field for approximately two years. However, obtaining the period of field notes for this study was relatively straightforward. The researcher could only locate English for Specific Purpose (ESP) field notes relevant to this study's problem. The school was established in an environment where the education system was not well-organized. the researcher learned this while teaching for two years. Administration such as RPP (the lesson plan) continues to rely on internet-based resources, and the curriculum that should serve as an indicator of learning has not yet been established. This issue will later have a significant impact on the learning process. Even as a teacher, it appears that there are no accomplishments attained by students.

Next is the problem related to educators. The eligibility of teaching staff was still inadequate. Educators who are eligible should have work experience with reference to having a good understanding of how to convey vocational learning, especially for vocational high schools that have just been established, they should also get

educators who are experienced in the field of vocational teaching as well. With the field notes, the researcher was drawn as the only English teacher at this school. Even though the researcher has taken English for Specific Purpose (ESP) courses, there should be a more experienced English teacher for assistance when the researcher teaches.

The next problem is related to learning facilities. For a teacher, learning facilities are very important infrastructure for teaching, where good facilities are facilities that actively support teaching and learning activities. The first review of field notes related to facilities is teaching media. Books for teachers are an important teaching material guide, but at this school the availability of books is still minimal, there are only student work practice books. What's more, the books that are available are out of sync with teaching materials based on vocational schools, where these books are still considered in the general context, not books for learning English for Specific Purpose (ESP). The second review of notes is public facilities such as teaching and learning activity rooms. During the researcher's teaching period, the dark room still didn't exist, because the condition of the study room was set up like an emergency study room, namely being in a mosque with a plywood partition where one and the next room would be disturbed by noise which made the room even less conducive. Actually, for classroom conditions like this it is not too much of a problem during the teaching and learning process, but this becomes an obstacle when it rains where water enters and floods the classroom. This condition will break the concentration of students who are somewhat confused when avoiding puddles of rain in the classroom.The details of the classrooms continue with the student benches where not all classrooms have desks. Sometimes students

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have to spread out mats as sitting mats, where the comfort of teaching and learning activities is very low, causing sometimes students to be sleepy and indifferent to the teacher.

### C.  Data of the Study

Because this study is a mixed method research, the data of this study were obtained from two different sources. This study focuses on the level of motivation of students on two types of motivation, namely intrinsic motivation and extrinsic motivation. Creswell (2007) affirms that in the mixed method, the study begins with extensive research to generalize the results to the population. Since the principle of mix method is the combination between quantitative and qualitative research; this study gains the data in the form of qualitative and quantitative. The quantitative data is in the form of number obtained from the questionnaires, while the qualitative data is in the form of words obtained from the interviews.

In this study, the data is collected from three different way. The first is from observation and field notes that contains the general condition of study site. The second is from the questionnaire from students about their level of motivation. The questionnaire is spread to student, after they full fill the questionnaire, the researcher takes it back. After that the researcher then process it through percentage and means formula. The data that used to gain significant  answer of the first question, the data is described in the form of table. It will draw clear result of students' motivation level. The third is from the interview to get the data of how are their level of motivation. It is used to understand about the two types of students' motivation (intrinsic and extrinsic).

Research Data collected in three meetings or three sessions. The time division of each session is 1 x 40 minutes (first session) and 2 x 40 minutes (second and third sessions). This complete series Data provides important answers to the questions in the first chapter.

**D. Research Instrument**

There are three techniques to collect the data: Observation and Field notes, questionnaire, and interview.

1. Questionnaire

Questionnaire was spread out to investigate the students' response toward their motivation in learning English for Special Purposes (ESP) at free vocational school. The questionnaires consisted of close-ended questions. The questionnaires were expected to help the researcher in exploring more information related to this study. It consists of 18 questions adapted from Foreign Language Learning Motivation Questionnaire (FLMMQ) by Richard DLC Gonzales and Marcos Y Lopez, 2015). The question covers the topics about future career opportunities, enrichment of cultural knowledge, communicational benefit, and excitement of learning English. The questionnaire is written in Indonesia. Therefore, they can fill the questionnaire without much trouble. In answering the close-ended questionnaires, each participant should choose *strongly agree* (SA), *agree* (A), *disagree* (D), or *strongly disagree* (DS) to each question provided.

In order to ensure its credibility, the researcher conduct pilot test beforehand to obtained data that will be proceed for questionnaire validity and

reliability test. Pilot test is a small scale-study conducted prior to conducting actual experiment; designed to test and refine procedures. In this case, the researcher uses 25-30 people as sample to do pilot test. The subjects studied were students of Grade 10 to Grade 12. After obtained the data, the researcher then tests the questionnaire validity and reliability. Since the questionnaires were paper questionnaires, the data were transferred manually into a spreadsheet. After all the data of the questionnaires transferred into the spreadsheet and tested for its validity and reliability.

2. Interview

One of the most widely used methods to gain qualitative data is interview. The instrument used for interviewing process was interview guideline. Interview guideline contains the question asked related to students' motivation in ESP classroom. The existence of interview guideline leaded the interviewer to ask questions that have been prepared beforehand to each student in ESP class at free vocational school about the internal and external factors that affect students' motivation in learning English.

Nunan (1999) categorized interviews based on their degree of formality, namely: structured, semi-structured, and unstructured. Structured interview is the type of interview that the questions are scripted with no deviation, no adjustment and no improvisation (Blandford, 2013). Semi structured interview is, where the questions are pre-planned prior to the interview but the interviewer gives the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions (Blandford, 2013). Unstructuredinterview is a free style interview where there is no systematical and complete scripted

questions used as guideline to gain the data. The guideline prepared is only in the form of the issues and topic.

In this study, the researcher uses semi-structured interview or depth interview. As it is argued by Berg et al. (2004), in conducting a semi-structured interview, there are some things that may be done by an interviewer, such as, reordering the questions, adjusting the language, answering the questions, and adding or deleting probes to the interview. In conducting the interview of the study, the researcher also did those things in order to gain a comprehensible interview data. The opportunities to change the words but not the meaning of questions provided by a semi-structured interview schedule acknowledges that not every word has the same meaning to every respondent and not every respondent uses the same vocabulary. The interview will be done after the class meeting. The researcher would be the interviewer and the interviewee would be four English teachers and four students of Free Vocational School. The number of questions in the interview guide is six questions for students. The points of the interview are about the importance of English for students.

3. Observation and Field note

According to what was stated by Herdiyanto and Tobing (2016), *Fieldnotes* are field notes when conducting observations/ interviews) in detail from qualitative research. The benefits of *Fieldnotes* are as an instrument that makes it easier to write participatory observation notes, write interview results

appropriately, and can be used for analysis during retrieval for the benefit of subsequent data and overall analysis.

*Fieldnotes* contain notes related to activities, how people behave and react, what words are spoken, where people position themselves socially, physical gestures, subjective responses to what is observed, and all the details and observations essential for making a thorough informant observation report (Mack, 2005).

### E. Data Collection Technique

In order to collect data, some steps have to be done as the procedures to collect data. *First* is literature review by exploring some principles and theories related to the research such as student engagement, learning motivation, and ESP. Researchers obtained this data by collecting as many references as possible and reading literature related to student engagement, learning motivation, and ESP. Thisis what researchers do in order to get a deep understanding before conducting the research. *Second* is observation. The researcher observed the class to obtain initial or preliminary data regarding the focus of this research, namely with regard to student's motivation in learning English. In this case, the researcher acts as a participant who observes every learning activity in the class in order to find out how the level of students' motivation in learning English is.

*The third* is deploying the questionnaires to the students. After making observations, the researcher distributed a questionnaire to students to find out the level of student's motivation to learn English in English for Specific Purposes (ESP)

Class at the school. *The fourth* is interviewing the students. The researcher also conducted interviews to gather data regarding the internal and external factors of the student's motivation to learn English in English for Specific Purposes (ESP). Interviews were conducted with students in order to obtain unbiased data.

*The fifth* is organizing, interpreting and analyzing the data obtained. After carrying out observation techniques, distributing questionnaires and interviews. Researcher processed data in organizing, interpreting and analyzing so as toobtain data regarding the focus of this research, namely student's motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School. *The sixth* is discussing the interpreted data. After conducting data analysis, the researcher conducted a discussion, namely the research stages where the research results that the researchers obtained were related to the theory that the researchers had described in chapter II. *The seventh* is constructing conclusion. After all the stages the researcher has passed, the researcher gets the essence of the research conducted, namely the conclusion regarding student's motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School.

## F. Data Analysis

Since this is a mixed method sequential study, the analysis is done in sequence. In sequential explanatory mixed method, the quantitative data is processed first. The steps of data analysis is *first*, proceed the quantitative data first by collecting the questionnaire after the students fill it out. Then, analyzing the data in quantitative method in this case is in the form of descriptive statistics. The researcher put the data from the questionnaire to spreadsheet then tabulated the data into tables and graphs.

In this step, the first research question is answered and the researcher can move to the next step to answer the second research question. *Second*, doing the analysis in qualitative method. The analysis in qualitative method is done by reducing, displaying and drawing the conclusion from the data obtained from the interview as well as combine it with the field note from the class observation.

### a. Quantitative Analysis

### i. Validity of Instrument

To measure the validity of quantitative data, the researcher tested its validity and reliability as follow.

1. Validity test

Validity test is used to measure the validity or validity of a questionnaire. An instrument or questionnaire is said to be valid if the questions on the instrument or questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2017). Significance test is done by comparing the value of r count with the value of r table. In determining whether an item is feasible or not, a correlation coefficient significance test is usually carried out at a significance level of 0.05, which means that an item is considered valid if it has a significant correlation with the total score. If r count is greater than r table and the value is positive then the item or question or variable is declared valid. Conversely, if r count is less than r table, then the item or question or variable is declared invalid.

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2. Reliability Test

According to Ghozali (2017) reliability is actually a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if one's answers to statements are consistent or stable from time to time. The reliability test is used to measure the consistency of the measurement results from the questionnaire in repeated use. Respondents' answers to questions are said to be reliable if each question is answered consistently or the answers cannot be random.

In seeking reliability in this study, the authors used the Cronbach Alpha technique to test the reliability. With the decision-making criteria as stated by Ghozali (2017), that is, if the Cronbach Alpha coefficient > 0.70, the question is declared reliable or a construct or variable is declared reliable. Conversely, if the Cronbach Alpha coefficient is <0.70 then the question is declared unreliable. Calculation of the reliability of the Cronbach Alpha formulation is carried out with the help of the IBM SPSS 25 program. If it is made in tabular form, it will be as follows:

Table 3.1 Reliability Test

| Reliability Coefficient | Criteria |
|---|---|
| > 0,9 | Very reliable |
| 0,7 – 0,9 | Reliable |
| 0,4 – 0,7 | Pretty reliable |
| 0,2 – 0,4 | Less reliable |
| < 0,2 | Unreliable |

## ii. Descriptive Statistics

Descriptive statistics involve transforming raw data into a form that will provide information to describe a set of factors in a situation. This is done by ordering and manipulating the raw data collected (Sekaran, 2006). Inthis study descriptive statistics were carried out to provide an overview or description of the data that had been collected by looking at the average value, the highest value and the lowest value (Ghozali, 2017). In this step, the researcher first calculates the respondent percentage, then the mean and then interpret it into several categories of data.

First is percentage formula. This formula will use to find percentage of subject who fulfill questionnaire.

$$P = \frac{F}{N} \times 100$$

Figure 3.1 Percentage Formula

Where:

P = Percentage

F = Frequency

N = Total number of responses

After the percentage of subject fulfilling questionnaire is found, the percentage mean will be looked for. The formula is described as follow; it is used to determine percentage mean of each respondent. It will be counted

based on the type of motivation so there are two mean percentage data will be gotten from each respondent.

$$\text{Mean} = \frac{Score}{Max} \times \text{P}$$

Figure 3.2 Percentage Mean

Where:

Score = Total score of each student

Max = Maximum score of questionnaires

P = Percentage

After that the result will be categorized into suitable categories of motivation level. Below is criterion scale that purposed to interpret data result:

Table 3.2 Range of Scale

| Range of Scale (%) | Students' motivation |
|---|---|
| 81-100 | Very strong |
| 61-80 | Strong |
| 41-60 | Moderate |
| 21-40 | Weak |
| 0-20 | Very Weak |

Those are how the questionnaire processed. Those steps above aim to discover students learning motivation. The data will be presented in form of tables.

## b. Qualitative Analysis

## i. Triangulation

Triangulation is a technique for checking the validity of data that utilizes something other than that for the purposes of checking or a comparison of the data (Moleong, 2014). The researcher tried to examine the data by examining several sources and checking the results of the research with economists through books on Islamic economics. Broadly speaking, there are 3 triangulations; source, technique, and time triangulation (Moleong, 2014). Source triangulation is a technique for testing the credibility of data, this technique is done by checking data obtained from various sources (Moleong, 2014). Technical triangulation is a technique for testing the credibility of data that is done by checking the same source but with different techniques (Moleong, 2014). Time triangulation is a technique for testing the credibility of data by collecting data at different times (Moleong, 2014).

In this case, the researcher uses source triangulation. Source triangulation is used to test the credibility of the data which is done by checking the data that has been obtained through several sources, to be analyzed by the researcher, resulting in a conclusion that is already an agreement (member check) with the data source. In addition to conducting interviews with data sources, researchers conducted participant observation in the form of data from field notes. With these observations, it will produce

different evidence or data, which will then provide insights about the phenomenon under study.

## ii. Analysis of Qualitative Data

According to Miles and Hubermas, qualitative data were obtained from data reduction, and display and conclusive drawing/verification (Sugiyono., 2017).

1.  Data reduction (Data Reduction)

    Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it if needed.

2.  Data Display (Data Display)

    After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. However, what is most often used to present data in qualitative research is with narrative text. By displaying data, it will make it easier to understand what happened, plan further work based on what has been understood.

3.  Drawing conclusions/verification (conclusion drawing/verification)

    The next step in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next data

collection stage. However, if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and the discussion. The researcher described and elaborated the research findings and discussed the results of students learning motivation in English for Specific Purposes (ESP) Class at a K Free Vocational High Schools. This chapter provides the collected data of the study. The data were collected from questionnaires and interviews. Therefore, the discussion would be among the data and the theory elaborated in the literature review.

**4.1. Research Finding**

This study employed of mixed method design which is the combination of qualitative and quantitative approach to collect and analyze data. The analysis of research findings in this study is divided into two parts. The first part presents the analysis of quantitative data, and the second part continues with the analysis of qualitative data.

**4.2.1.    Results of Quantitative Data Analysis**

The results of quantitative data analysis include the validity of the instrument, which is divided into data validity and reliability, as well as the descriptive analysis of the questionnaire distribution results.

**a.    Overview of Respondents**

The general description of the respondents in this study was divided according to the characteristics of school students, namely based on class, age, and gender. The general description of these respondents was identified based on a questionnaire that was collected and distributed directly to the respondents,

namely the students attending at private Free Vocational High Schools in Malang. The results of the descriptive statistical analysis for an overview of the characteristics of the respondents are presented as follows:

**1) Characteristics of Respondents Based on Class**

The first characteristic of the respondents to be analyzed is the comparison of the number of respondents by class at private Free Vocational High Schools in Malang, which can be seen in table 4.1 below:

Table 4.1 Characteristics of Respondents Based on Class

| No | Class | Total | Percentage |
|---|---|---|---|
| 1 | Class 10 | 20 | 67% |
| 2 | Class 11 | 4 | 13% |
| 3 | Class 12 | 6 | 20% |
| | Total | 30 | 100% |

Based on the table above, it is known that there were 20 students (67%) from class 10 respondents, 4 students (13%) from class 11 respondents and 6 students (20%) from class 12 respondents. So, it was concluded that the majority of respondents came from class 10 as many as 20 students (67%) which can be seen clearly from the graphic image below.
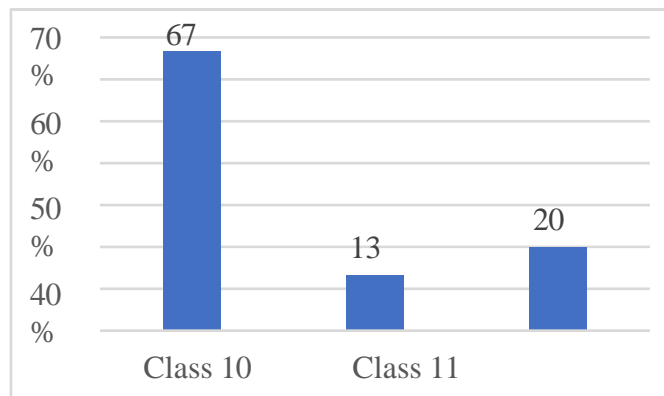
Figure 4.1 Characteristics of Respondents by Class

**2) Characteristics of Respondents by Age**

The second characteristic of the respondents analyzed is the comparison of the number of respondents based on age in private Free Vocational High Schools in Malang, which can be seen in full in table 4.2 below:

Table 4.2 Characteristics of Respondents by Age

| No | Age | Total | Percentage |
|---|---|---|---|
| 1 | 16 Years Old | 12 | 40% |
| 2 | 17 Years Old | 12 | 40% |
| 3 | 18 Years Old | 6 | 20% |
| | Total | 30 | 100% |

Based on the table above, it is known that there are 12 students (40%) aged 16 years old, 17 years old respondents who are 12 students (40%) and 18 years old respondents who are 6 students (20%). So, it was concluded that the majority of respondents were aged 16 and 17 years, each of which was 12 students (40%) which can be seen clearly from the graphic image below.
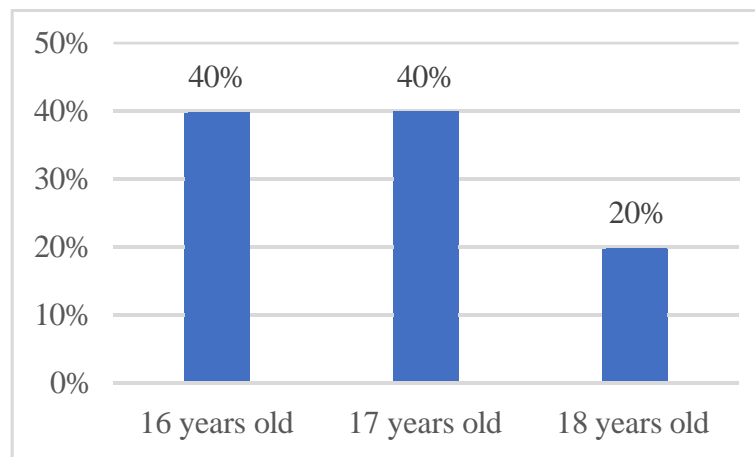


Figure 4.2 Characteristics of Respondents by Age

**3) Characteristics of Respondents Based on Gender**

The third characteristic of the respondents analyzed is the comparison of the number of respondents based on gender in private Free Vocational High Schools in Malang, which can be seen in full in table 4.3 below:

Table 4.3 Characteristics of Respondents by Gender

| No | Gender | Total | Percentage |
|----|--------|-------|------------|
| 1 | Male | 13 | 43% |
| 2 | Female | 17 | 57% |
| | Total | 30 | 100% |

Based on the table above, it is known that the male respondents were 13 students (43%) and the female respondents were 17 students (57%). So it was concluded that the majority of respondents were female as many as 17 students (57%) which can be seen clearly from the graphic image below.
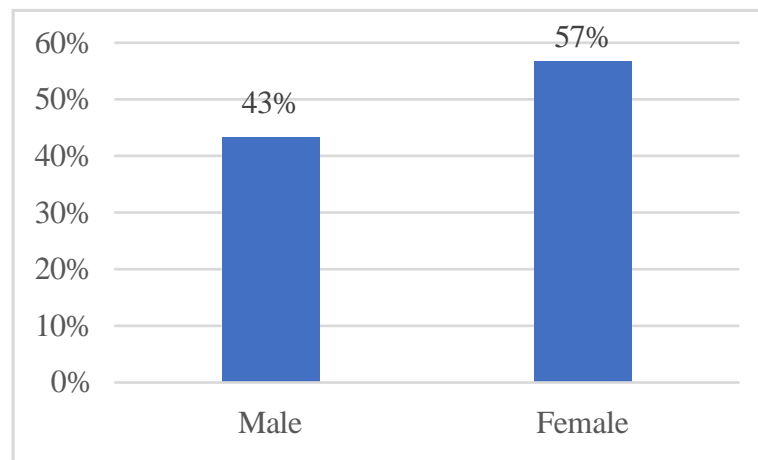


Figure 4.3 Characteristics of Respondents by Gender

**b. Result of Instrument Validity**

The researcher conducted the following series of tests to determine the validity and reliability of the quantitative data in question.

**1) Validity Test**

Based on the results of the validity test of the Product Moment correlation technique from the Pearson Correlation on the student learning motivation questionnaire on 30 respondents, namely students of Free Vocational High Schools in Malang, all items tested were valid. With the basis of calculations where $n = 30$. then the value of rtable = 0.361 is obtained. To prove that the score item is valid, the rcount value must be greater than the rtable value. To clarify these assumptions can be seen in the following table:

Table 4.4 Test the Validity of Student Learning Motivation

| No. Item | R-hitung | R-tabel | Conclusion |
|----------|----------|---------|------------|
| Item1 | 0.780 | 0.361 | Valid |
| Item2 | 0.757 | 0.361 | Valid |
| Item3 | 0.702 | 0.361 | Valid |
| Item4 | 0.652 | 0.361 | Valid |
| Item5 | 0.677 | 0.361 | Valid |
| Item6 | 0.669 | 0.361 | Valid |
| Item7 | 0.750 | 0.361 | Valid |
| Item8 | 0.702 | 0.361 | Valid |
| Item9 | 0.686 | 0.361 | Valid |
| Item10 | 0.712 | 0.361 | Valid |
| Item11 | 0.746 | 0.361 | Valid |
| Item12 | 0.786 | 0.361 | Valid |
| Item13 | 0.710 | 0.361 | Valid |
| Item14 | 0.786 | 0.361 | Valid |
| Item15 | 0.829 | 0.361 | Valid |
| Item16 | 0.664 | 0.361 | Valid |
| Item17 | 0.856 | 0.361 | Valid |
| Item18 | 0.803 | 0.361 | Valid |

From the results of calculations using the SPSS software, it can be seen that

the rcount value of each question item is greater than rtable (rtable = 0.361),

which states that each question item result from the questionnaire results is on

average greater than 0.361, so it is said to be valid.

**2) Reliability Test**

Furthermore, after testing the validity, a reliability test was also carried out on the student learning motivation questionnaire using alpha cronbach. The reliability test is assisted with the help of SPSS software. Based on the results of the reliability test, the results of the reliability coefficient of the research instrument are obtained as follows:

Table 4.5 Reliability Test of Student Learning Motivation

| Reliability Statistics | | |
|---|---|---|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| 0.958 | 0.959 | 18 |

From the reliability statistics table, the Cronbach alpha value of the student learning motivation questionnaire with 18 question items is 0.958. With a standard value of 0.70 and because of the Cronbach alpha value of the student learning motivation questionnaire 0.958 > 0.70. it can be concluded that the data construct of student learning motivation is very reliable.

**c. Descriptive Statistics**

Descriptive analysis of research variables is the result of data tabulation obtained from questionnaires that have been distributed to 30 student respondents in private Free Vocational High Schools in Malang.

To determine the ranking in student learning motivation can be seen from the comparison between the actual score and the ideal score. To get a tendency

for respondents' answers to be based on the average score of the answers which

will then be categorized in the following score ranges:

Minimum score = 1, and maximum score = 5

$$\text{Lebar Skala} = \frac{5-1}{5} = 0.8$$

Table 4.6 Scale Category

| Scale | Category |
|---|---|
| 1.00 - 1.80 | Very low |
| 1.81- 2.60 | Low |
| 2.61- 3.40 | Medium |
| 3.41- 4.20 | High |
| 4.21- 5.00 | Very High |

The results of the descriptive analysis for students learning motivation can be seen in the following table:

Table 4.7 Descriptive Analysis of Student Learning Motivation

| N o | Items | Agree Strongly | | Agree | | Disagree | | Disagree Strongly | | Mea n | Correla tion |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | | |
| 1 | Persevere in learning ESP | 9 | 30% | 13 | 43% | 8 | 27% | 0 | 0% | 3,03 | 81% |
| 2 | Have an interest in learning ESP | 9 | 30% | 18 | 60% | 3 | 10% | 0 | 0% | 3,20 | 79% |
| 3 | Take time to do the task | 8 | 27% | 22 | 73% | 0 | 0% | 0 | 0% | 3,27 | 73% |
| 4 | Poor achievement | 6 | 20% | 16 | 53% | 8 | 27% | 0 | 0% | 2,93 | 70% |
| 5 | Hard work for achievement | 19 | 63% | 10 | 33% | 1 | 3% | 0 | 0% | 3,60 | 71% |
| 6 | Chatting in the canteen during ESP class | 11 | 37% | 15 | 50% | 4 | 13% | 0 | 0% | 3,23 | 71% |
| 7 | Enjoys reading books during empty ESP lessons | 7 | 23% | 20 | 67% | 3 | 10% | 0 | 0% | 3,13 | 78% |
| 8 | Enjoys talking and not listening to ESP lessons | 10 | 33% | 18 | 60% | 2 | 7% | 0 | 0% | 3,27 | 74% |
| 9 | Agree to an ESP program at School | 20 | 67% | 9 | 30% | 1 | 3% | 0 | 0% | 3,63 | 72% |
| 10 | The ESP program makes a positive impact after graduation | 9 | 30% | 17 | 57% | 4 | 13% | 0 | 0% | 3,17 | 75% |
| 11 | There are facilities from the school for the ESP program | 0 | 0% | 18 | 60% | 12 | 40% | 0 | 0% | 3,00 | 77% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | There are study books to support ESP learning | 0 | 0% | 14 | 47% | 13 | 43% | 3 | 10% | 2,37 | 82% |
| 13 | There are modules on ESP Learning | 1 | 3% | 20 | 67% | 9 | 30% | 0 | 0% | 2,73 | 74% |
| 14 | Private classrooms are available for ESP learning | 12 | 40% | 16 | 53% | 2 | 7% | 0 | 0% | 3,33 | 81% |
| 15 | Classroom facilities for comfortable ESP learning | 0 | 0% | 13 | 43% | 13 | 43% | 4 | 13% | 2,30 | 85% |
| 16 | There is a complete dictionary to support ESP learning | 0 | 0% | 13 | 43% | 13 | 43% | 4 | 13% | 2,30 | 71% |
| 17 | There is a school library to support ESP learning | 8 | 27% | 19 | 63% | 3 | 10% | 0 | 0% | 3,17 | 87% |
| 18 | The school atmosphere supports ESP learning | 4 | 13% | 20 | 67% | 6 | 20% | 0 | 0% | 2,93 | 83% |
| | Mean | | | | | | | | | 3,03 | 77% |

Based on the table above, it can be seen that the average value obtained by student learning motivation is 3.03 or is included in the medium category. Student learning motivation has an average value included in the medium category indicating that the learning motivation in English for Specific Purposes (ESP) owned by students in private Free Vocational High Schools in Malang is good. Student learning motivation has the lowest average value in statement items number 15 and 16, namely with an average value of 2.30 and the highest average value lies in statement item number 9 with an average value of 3.63.

In examining the levels of students' motivation to learn English within the English for Specific Purposes (ESP) class at Free Vocational School, a comprehensive analysis was conducted based on correlation coefficients. The

findings revealed noteworthy insights into various aspects of student motivation. Firstly, the item "Perseverance in learning ESP" demonstrated a robust correlation value of 81%, categorizing it as very strong. This implies that students exhibit an exceptionally high level of perseverance in their pursuit of learning ESP. Secondly, the item "Have an interest in learning ESP" yielded a correlation value of 79%, placing it in the strong category. This indicates that students possess a substantial level of interest in engaging with the content of ESP, thereby contributing positively to their motivation. Thirdly, the item "Take time to do the task" garnered a correlation value of 73%, also falling within the strong category. This suggests that students allocate a considerable amount of time to fulfill their assignments in the ESP class, underscoring their dedication to the learning process. Nevertheless, a concerning observation emerged with the item "Poor achievement," which acquired a correlation value of 70% and was categorized as strong. This signifies that students are grappling with notably low levels of achievement in ESP learning, warranting attention and potential intervention strategies. Contrastingly, the item "Hard work for achievement" obtained a correlation value of 71%, placing it in the strong category. This suggests that despite facing challenges in achieving success, students are putting forth substantial effort and hard work to overcome obstacles and attain their academic goals in ESP.

The item "Chatting in the canteen during ESP class" exhibited a correlation value of 71%, indicating a strong association. This suggests that considerable number of students engage in conversation within the canteen while ESP classes are in progress. Similarly, the item "Enjoys reading books during empty ESP

lessons" demonstrated a robust correlation value of 78%, falling within the strong category. This implies that students exhibit a high level of enjoyment in reading books when ESP lessons have vacant time slots. Furthermore, the item "Enjoys talking and not listening to ESP lessons" yielded a correlation value of 74%, categorizing it as a strong correlation. This implies a prevalent inclination among students to engage in conversation rather than actively listening during ESP lessons. The item "Agree to an ESP program at school" attained a correlation value of 72%, placing it in the strong category. This indicates that students express a strong level of agreement with the ESP program implemented at the school. Lastly, the item "The ESP program makes a positive impact after graduation" displayed a correlation value of 75%, also falling into the strong category. This suggests that students perceive numerous positive impacts resulting from their participation in the ESP program, extending beyond their graduation.

The item "There are facilities from the school for the ESP program" garnered a correlation value of 77%, categorizing it within the strong category. This suggests that students believe the school has adequately provided facilities to support the ESP program. Moreover, the item "There are study books to support ESP learning" achieved an impressive correlation value of 82%, placing it in the very strong category. This indicates that students strongly perceive that the school supplies an abundance of study books to support their ESP learning, reflecting a high level of satisfaction in this aspect.

The item "There are modules on ESP learning" obtained a correlation value of 74%, falling into the strong category. This suggests that students acknowledge the presence of modules in the ESP learning curriculum, indicating a positive perception of the school's support through structured learning materials. Additionally, the item "Private classrooms are available for ESP learning" garnered a correlation value of 81%, categorizing it within the very strong category. This implies that students believe the school has provided dedicated private classrooms specifically for ESP learning, contributing to a favorable learning environment. Lastly, the item "Classroom facilities for comfortable ESP learning" achieved the highest correlation value of 85%, placing it in the very strong category. This indicates that students strongly believe the school has furnished comfortable classroom facilities tailored for ESP learning, highlighting the positive impact of the learning environment on their overall comfort and engagement.

The item "There is a complete dictionary to support ESP learning" garnered a correlation value of 71%, placing it in the strong category. This suggests that students perceive the school as having provided a comprehensive dictionary, reinforcing their belief in the availability of essential resources to support their ESP learning. Furthermore, the item "There is a school library to support ESP learning" achieved an impressive correlation value of 87%, categorizing it within the very strong category. This indicates a robust consensus among students that the school has not only furnished a library but has effectively tailored it to support ESP learning, emphasizing

the importance of additional reference materials and a dedicated space for study. Additionally, the item "The school atmosphere supports ESP learning" obtained a correlation value of 83%, also falling into the very strong category. This underscores the students' perception that the overall atmosphere within the school strongly contributes to a positive and supportive environment for ESP learning. Finally, when considering the overall correlation coefficient value of 77%, categorized as strong, it can be inferred that students in the ESP class at Free Vocational School exhibit a substantial motivation to learn English. This suggests a collective belief among students that the school, through its provisions and overall atmosphere, fosters a conducive environment for effective ESP learning.

After analyzing quantitative data, it is followed by conducting qualitative data analysis. This qualitative data was obtained from interviewing with five students and observing about English for Specific Purposes (ESP) at private Free Vocational High Schools in Malang. The interview questions were taken from the results of calculating the questionnaire data, namely the three highest average values and the three lowest average values in the student learning motivation questionnaire statement items, which aim to find out the factors that affect students' motivation regarding the way to cultivate, improve or strengthen student's motivation in learning English in English for Specific Purposes (ESP) Class at Free Vocational School.

### 4.2.2.    Results of Qualitative Data Analysis

This qualitative data was obtained from interviewing with five students at private Free Vocational High Schools in Malang.

| NO | Respondent | Low/High |
|---|---|---|
| 1 | Interviewee 1 | High |
| 2 | Interviewee 2 | High |
| 3 | Interviewee 3 | High |
| 4 | Interviewee 4 | High |
| 5 | Interviewee 5 | High |

The first question is about hard work in achieving achievements in ESP. Hard work in achieving achievements is a serious and dedicated effort made by someone to achieve the desired results or certain achievements (Alderman, 2013). This involves persistence, hard work, and consistency in facing challenges, overcoming obstacles, and working diligently to achieve the desired results (Fitri et al., 2019). Hard effort can be influenced by motivation (Cook & Artino, 2016). Likewise in learning English in English for Specific Purposes (ESP). The level of students' motivation towards learning ESP affects the level of effort they put into it. The higher the motivation, the more likely they are to try hard to achieve. This was obtained from the results of an interview with one of the students attending a private Free Vocational High Schools in Malang, as follows:

"Yes, I am trying to make achievements in this ESP class. The problem is that I am interested in joining ESP to train my English skills, especially since the material obtained is in accordance with my needs and interests." (Interviewee 1)

The same thing was also expressed by other students attending at private Free Vocational High Schools in Malang, as follows:

"Since I entered this ESP class, I have always tried hard to make achievements. Because I have an ambition to get an award or recognition for my achievements. So, the challenges encourage me to try harder and improve my performance." (Interviewee 2)

The same statement was made by other students attending at private Free Vocational High Schools in Malang, as follows:

"I always try hard to hone my skills in this ESP class. I joined this ESP class because of the encouragement from my parents to explore English learning. And I believe in my ability to master English, because later good language skills will increase my confidence to take part in English-based competitions." (Interviewee 3)

The three interview results above conclude that several students attending private Free Vocational High Schools in Malang express a common desire to excel in their ESP (English for Specific Purposes) class. They are motivated by various factors, including improving their English skills, pursuing awards or recognition for their achievements, and gaining confidence to participate in English-based competitions.

The second question relates to the perceptions of students in Free Private Vocational Schools in Malang who agree with the ESP program in schools. Students' perceptions refer to the way students interpret and understand information received from the environment and student experiences. The ESP program a private Free Vocational High Schools in Malang was approved by the students. This was obtained from the results of an interview with one of the students attending at private Free Vocational High Schools in Malang, as follows:

"Yes, I agree with this ESP class, because it can hone my English skills to be better and make me have a special interest in continuing to learn English."(Interviewee 4)

The same thing was also expressed by other students attending at private Free Vocational High Schools in Malang, as follows:

"If it's a matter of agreeing, I totally agree. Because I really need intensive English

learning. I think this ESP class is intensive for me to learn English. Inthis class, I can improve my ability to speak English better, I can do grammar, I can do speaking, I can do proper writing, basically, I can improve my English skills." (Interviewee 5)

The same statement was made by other students attending at private Free Vocational High Schools in Malang, as follows:

"I agree with this ESP program. Because it trains specifically to learn English, this is also what I need. I also said earlier that I want to excel in this field of English. So, with this program, it will further improve my abilities and interests." (Interviewee 2)

The results of the three interviews above conclude that the students attending at private Free Vocational High Schools in Malang agree with the ESP program because it can increase their motivation in learning English, so that they have better English skills. The motivation they have is motivated by clear interests, abilities and goals in English.

The third question concerns the availability of private classrooms for ESP learning. Classrooms are physical spaces/facilities in schools/other educational institutions that are used for teaching and learning activities. The importance of the classroom in the educational process cannot be underestimated. The ESP program at private Free Vocational High Schools in Malang already has a private class. This was obtained from the results of an interview with one of the students attending at private Free Vocational High Schools in Malang, as follows:

"There is no class for this ESP program, but there is a room. We study in the mosque, separated like that. It can be said to be a private classroom too." (Interviewee 1)

The same thing was also expressed by other students attending at private Free

Vocational High Schools in Malang, as follows:

"We have classes, but not in the classroom. We study in the mosque. So, there are dividers to separate the classes. So, you can also say private class." (Interviewee 3)

The same statement was made by other students attending at private Free

Vocational High Schools in Malang, as follows:

"Here, we study ESP in the mosque, and there is a room in the mosque with a partition for each class. So, it can indeed be private according to each class." (Interviewee 5)

The three interview results above lead to the conclusion that private Free

Vocational High Schools in Malang have successfully provided private classrooms for

ESP learning. The availability of private classrooms can be one of the factors that

influence students learning motivation, because private classrooms allow students to

more easily focus and concentrate on learning. In private classrooms, students feel

more comfortable to face personal challenges or learning difficulties without feeling

embarrassed or afraid of being judged by classmates.

The fourth question concerns the availability of study books as a support for ESP

learning. Learning books are one of the most important learning supports and play a

central role in the educational process. Study books provide a variety of information,

knowledge, and learning materials that are structured and presented in an organized

way. However, the availability of books to support ESP learning is still minimal at

private Free Vocational High Schools in Malang, there are only student work practice

books. Furthermore, the available books are not aligned with the teaching materials

designed for vocational schools; these books are still considered to be in the

general context and not specific to learning English for Specific Purposes (ESP). This was obtained from the results of an interview with one of the students attending at private Free Vocational High Schools in Malang, as follows:

"There are books for learning here, but sometimes I don't use them because the teacher has her own materials. So, it's like the book is useless. Because the book is general content from school. Then if there is no book, it sometimes makes me lazy too, because the material is not certain." (Interviewee 2)

The same thing was also expressed by other students attending at private Free Vocational High Schools in Malang, as follows:

"There is, but it's normal English material. We are taught more using our own teacher. Sometimes it's difficult if there is no book that really focuses on ESP, because if we want to study to deepen or repeat our learning, it's difficult." (Interviewee 4)

The same statement was made by other students attending at private Free Vocational High Schools in Malang, as follows:

"The book is just a student work practice book. There is no patent book specifically for ESP. That's sometimes what makes me lazy kak. I can be enthusiastic because the teacher uses fun materials." (Interviewee 5)

The three results of the interviews above conclude that students at private Free Vocational High Schools in Malang generally express not satisfied with the available English learning materials, as they find them to be generic and not specifically tailored to English for Specific Purposes (ESP). They rely more on their teachers' materials and sometimes struggle to find suitable resources for deepening their ESP learning. This situation can occasionally lead to a lack of motivation due to the absence of dedicated ESP materials.

The fifth question is about comfortable classroom facilities for ESP learning. The importance of the classroom in the educational process cannot be underestimated. A good and conducive classroom can create a better learning environment, which helps increase student understanding and facilitates interaction between teachers and students. The ESP program at private Free Vocational High Schools in Malang does not have comfortable class facilities, as the result of an interview with one of the students attending at Private Free Vocational High Schools in Malang that:

> "There is no class for this ESP program, but there is a room. We study in the mosque, separated into rooms. If the next room is crowded, our class will also be crowded. If it's already crowded, I can't concentrate." (Interviewee 1)

The same thing was also expressed by other students attending at private Free Vocational High Schools in Malang, as follows:

> "We have classes, but not in the classroom. We study in the mosque. So there are dividers to separate the classes. As for the comfort, if it's not raining and the class next to the mosque is not crowded, it's comfortable. But during the rainy season, especially if it's raining heavily, the water enters the classroom, so it's not conducive." (Interviewee 3)

The same statement was made by other students attending at private Free Vocational High Schools in Malang, as follows:

> "Here, we study ESP in the mosque, and there is a room in the mosque with a partition to separate each class. If I'm concentrating or not, it depends on me. Sometimes I'm concentrated, sometimes I'm not. I don't concentrate if the next room is crowded or if there is an event outside the mosque." (Interviewee 5)

The three results of the interviews above conclude that the availability of classrooms for ESP learning at private Free Vocational High Schools in Malang has been fulfilled but does not make students comfortable, so that the students' concentration is divided and the class situation is not conducive. In fact, the availability of comfortable classrooms for ESP learning is one of the factors that influence learning motivation in ESP learning. Because a comfortable, distraction- free, and well-organized classroom can help students focus more on learning material. When students feel comfortable in the classroom, they are more likely to feel happy and positive about the learning process. And comfortable and attractive class facilities can encourage student participation in learning activities.

The sixth question concerns the availability of a complete dictionary to support ESP learning. A comprehensive ESP-supporting dictionary is one that specifically emphasizes terms and vocabulary relevant to English for Specific Purposes (ESP). This dictionary is specially designed to help students or professionals who are learning English for a specific purpose, such as business, medicine, engineering or other fields. This dictionary contains words, phrases and expressions used in specific contexts and certain professional sectors. The ESP program at private Free Vocational High Schools in Malang does not have a complete dictionary to support learning. This was obtained from the results of an interview with one of the students attending at private Free Vocational High Schools in Malang, as follows:

> "Yes, there is no special dictionary for ESP class, so we use the general dictionary on our cellphones to translate and so on. Sometimes it makes me lazyif there is no special dictionary because if the dictionary is general then the meaning is also general." (Interviewee 2)

The same thing was also expressed by other students attending at private Free Vocational High Schools in Malang, as follows:

"No, we don't have a special dictionary for ESP learning. Here we use all independent dictionaries. I feel lazy sometimes if I'm told to transcribe. It's not certain." (Interviewee 4)

The same statement was made by other students attending at private Free Vocational High Schools in Malang, as follows:

"I don't have one, it's not even provided at this school. This sometimes makes me lazy kak, if there is a special dictionary it would be good kak. Learning the transcript is also organized." (Interviewee 5)

The results of the three interviews above conclude that there is no complete dictionary available to support ESP learning. This unavailability affects students' motivation in participating in ESP learning which is characterized by feeling lazy when there is an assignment in terms of translating English or the target language.

The observations are according to the student's grade level. The first day of observation was conducted with grade 10. At the beginning of the lesson, it was noticeable that many students arrived late, which suggested a lack of punctuality among the students. The observer distributed the questionnaire spreadsheet after the lesson commenced and provided an explanation of the activities to the students. As the lesson progressed, the latecomers began to join. During interview sessions, students often exhibited hesitancy in responding to questions. They tended to provide forced answers to appear acceptable and seemed apprehensive while responding.

One week later, data collection and observation were carried out on grade 12 students. Data collection for these students was done periodically. Some of them didn't attend school, despite the homeroom teacher's requests, as they had already completed their final exams. The student feels that there is no longer an important need at school. However, with requests for several days, in the end 6 out of 7 students from grade 12 were willing to carry out data collection. Nothing is too late in carrying out data collection in this class, but there are only a few doubts from the students when answering questions.

The last data collection was on grade 11 students. Students who are very disciplined regarding time and politeness are almost perfect. Students who totaled 4 children in one class, benefited the atmosphere of data collection which tended to be conducive. Where each student feels that they cannot be separated from the teacher's supervision. Data collection in this class was the fastest where students answered only with a low level of hesitation.

The researcher feels that the subject is experiencing real problems that are contrary to the answers of the subjects. According to the researchers, subjects more often provided evidence of low levels of motivation when learning ESP in the classroom. Such evidence is like, the subject more often does not pay attention during the learning process takes place, the subject is found to be sleepy and lazy, the male subject is more likely to make noise, the subject often does not do assignments from the teacher, the subject complains more often than trying first In the past, only a few subjects were really interested in learning ESP, the population level in the class affected the maturity of the material the subject got, the lack of facilities affected the

subject's enthusiasm, the media that was not available made the subject's motivation low. However, not all subjects were disturbed by the social and environmental conditions that were like that, and even though only a few subjects were. Thus, the researcher assumes that more subjects experience a decrease in the level of enthusiasm and motivation to learn.

In summary, motivation plays a crucial role in students' learning experiences, and it can be categorized into intrinsic and extrinsic motivation. In the context of English for Specific Purposes (ESP) classes at Free Vocational Schools in Malang, several factors influence students' motivation:

1. Intrinsic Motivation: This includes factors like clear goals, students' abilities, skills, self-confidence, and a genuine interest in learning English.

2. Extrinsic Motivation: This type of motivation is influenced by external factors such as material relevance, social support, appreciation, recognition, the availability of private classrooms, comfortable learning environments, the presence of comprehensive study books, and dictionaries as learning aids.

**4.2. Discussion**

In this sub-chapter, the study examines the main findings and establishes correlations with prior research and relevant theories. This section presents the research questions presented in Chapter 1 and is divided into two main areas. The first part reviews the theory and research related to the factors that affect students' motivation and the second will focus on students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School.

### 4.2.1.     The Factors That Affect Students' Motivation

According to Syaparuddin et al. (2020) students need to be motivated to learn in order to understand their starting point, the steps involved in the learning process, and the final outcome. If a student's effort to learn is shown to be insufficient when compared to that of their peers, they will be motivated to put in extra time and effort in order to achieve success. Motivation can increase the desire to learn and liven up the learning journey, in which case students are trained to succeed.

There are two types of learning motivation, namely intrinsic motivation that comes from within, and extrinsic motivation that comes from outside (Thohir, 2017). Both types of learning motivation can affect students in the learning process. Likewise, students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School is also divided into two, namely intrinsic and extrinsic motivation.

Students who study in the ESP class at Free Vocational School have the motivation to try hard to achieve achievements. Their motivation is influenced by the relevance of the material, clear goals, social support, skills and confidence, respect and recognition and interest in learning English. There are two categories of motivation for this statement, namely intrinsic motivation which includes clear goals, skills and self- confidence and interest in learning English. While extrinsic motivation includes material relevance, social support, appreciation and recognition.

Furthermore, students enrolled in private Free Vocational High Schools in Malang express agreement with the ESP program due to its potential to enhance their motivation in learning English, consequently improving their English proficiency.

This motivation is driven by distinct interests, abilities, and objectives related to English, all of which fall under the category of intrinsic motivation.

The availability of private classrooms for ESP learning at private Free Vocational High Schools in Malang has been fulfilled. The availability of private classrooms can be one of the factors that influence student learning motivation, because private classrooms allow students to more easily focus and concentrate on learning. This is extrinsic motivation.

However, learning English for Specific Purposes (ESP) Class at Free Vocational School does not provide study books specifically for ESP learning as a support for learning. This unavailability affects students' motivation in participating in ESP learning which is characterized by laziness during learning or in repeating the lessons that have been given. In addition, the availability of classrooms for ESP learning at private Free Vocational High Schools in Malang has been fulfilled but does not make students comfortable, so that it makes students' concentration divided and class conditions are not conducive. In fact, the availability of comfortable classrooms for ESP learning is one of the factors that influence learning motivation in ESP learning. And there is also no complete dictionary available to support ESP learning. This unavailability affects students' motivation in participating in ESP learning which is characterized by feeling lazy when there is an assignment in terms of translating English or the target language.

These three things are extrinsic motivation that influences student learning motivation. So, it can be concluded that there are two factors that influence students' motivation to learn English in English for Specific Purposes (ESP) Class at Free

Vocational School, namely intrinsic motivation including clear goals, abilities, skills and confidence and interest in learning English and extrinsic motivation includes material relevance, social support, appreciation and recognition, private class facilities, comfortable classes, complete study books and dictionaries as learning support.

This is in accordance with the statement by Rosyana and Toendan (2021) that extrinsic factor is a factor that can influence students' motivation such as: students' environment conditions (several factors can affect learning ability, including seating, light, noise, and even color. Students who study in a positive learning environment have been shown to be more motivated, engaged, and have a higher overall learning ability), the dynamic element (Motivation means the driving force within individuals that impels them to action. Four main sources of intrinsic motivation: the student's ideals and aspirations, the student's abilities, and the student's status. Intrinsic motivation is motivation that is relevant to the learning situation and responsive to the needs and goals of the student. Extrinsic motivation is one that is caused by other factors outside the learning situation, such as recognition, graduation, awards, contests, contests.

Similarly, Lukita and Sudibjo's statement (2021) factors that affect student learning motivation, it was concluded that there are internal and external factors that affect student learning motivation. Internal factors include physical factors, psychological factors, and fatigue factors, while external factors include family factors, School factors, and social factors. Other external factors that affect student learning motivation include: family factors, School factors, social factors.

### 4.2.2. Students' Motivation to Learn English in English for Specific Purposes (ESP)Class at Free Vocational School

When it comes to the process of learning English, motivation plays a significant part because it has an effect on the students. Dornyei (1998) stated one of the most important aspects that determines the proficiency level and overall success of second and foreign language learning is motivation (L2). People are motivated when they feel they have the ability to achieve high levels of performance and overcome obstacles to change (Andriani et al., 2022). Motivation can make someone enthusiastic about English, for instance. Insyasiska et al. (2017) also stated that motivation in education can affect how students learn and behave toward the subject.

The levels of students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School taken from the correlation coefficient value is 77% which is in the strong category. This means that the students in English for Specific Purposes (ESP) Class at Free Vocational School have a strong motivation to learn English.

However, the results of observations made by researchers are contrary to the results of quantitative data. The observation results show that students in ESP learning in class often show evidence of low motivation, such as not paying attention, sleepy, lazy, men make noise, rarely do assignments, complain more often than try, few are serious about learning, class population level affects understanding of the material, lack of facilities and media which causes low motivation. Although not all students are disturbed by existing social and environmental conditions, it can be concluded that many students experience a decrease in enthusiasm and motivation to learn.

The results of this study are in line with research conducted by Pazoki et al. (2019) showed that Engineering students had negative attitudes towards elements of ESP learning experience, which best explained the reasons for students' low motivation. The findings also supported the significant effect of academic levels on motivation.

Dornyei et al. (2006) investigated the study of motivation in English language learning. They said that motivation starts learning and then sustains a long journey, and learning a new language is challenging. Motivation can help English learners develop. So, as motivation is one of the most significant factors in L2 learning success, encouraging language learners should be part of the theoretical analysis of L2 motivation (Dornyei et al., 2006).

However, the results of this study are not in line with the research of Nugroho et al. (2020) stated that taking intensive courses and incorporating English into daily activities mainly contribute to improving language skills. Although the physical environment is quite suitable for Learning English, the academic environment also consistently supports it. In addition to realizing the importance of English for the future, participants were also able to maintain their motivation to learn the language.

The research results are also not in line with the research by Husna & Murtini (2019) that states motivation is one of the most important learning factors in learning English. This research found that students had intrinsic and extrinsic motivation in learning English. This result showed that students have good motivation, both in intrinsic and extrinsic motivation. It will be useful for lecturers to make learning English better in their future.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions. In addition, this chapter provides some suggestions regarding the importance of this study.

**A.  Conclusion**

According to the finding in Chapter IV, it was explained about the student learning motivation in English for Specific Purposes (ESP) class at Free Vocational High Schools. Thus, the conclusion answers the research questions of this study: the factors that affect students' motivation and students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School.

The first, there are two factors that influence students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School, namely intrinsic motivation including clear goals, abilities, skills and confidence and interest in learning English and extrinsic motivation including relevance materials, social support, awards and recognition, private class facilities, comfortable classes, complete study books and dictionaries as learning support.

The second, based on the results and discussion above, the researcher can conclude that the levels of students' motivation to learn English in English for Specific Purposes (ESP) Class at Free Vocational School are taken from the value of the correlation coefficient. The correlation coefficient value obtained is 77% which is included in the strong category. This means that the students in English for Specific Purposes (ESP) Class at Free Vocational School have a strong motivation to learn English.

However, researcher observed that many ESP students showed low motivation, including inattention, sleepiness, laziness, noise, incomplete assignments, and a tendency to complain rather than engage. Some students were not fully dedicated to learning, with factors like class size, inadequate facilities, and limited resources playing a role in their diminished motivation. While not universal, a significant number of students experienced decreased enthusiasm for learning.

## B. Suggestions

The study was limited to one vocational high school where English teachers could study. More topics will be available for research in the future, thereby increasing the scope of application in various educational institutions, especially in the area of vocational high schools. If you wish, you can collect data using open-ended questions to facilitate subject data collection and data filtering.

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# APENDICES

## *Appendix I Survey Letter*

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

| | | |
|---|---|---|
| Nomor | : 526/Un.03.1/TL.00.1/02/2024 | 12 Februari 2024 |
| Sifat | : Penting | |
| Lampiran | : - | |
| Hal | : **Izin Penelitian** | |

Kepada

Yth. Kepala SMK ▬▬▬▬▬▬
di
Kabupaten Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Kevin Surya Maulana |
| NIM | : | 17180029 |
| Jurusan | : | Tadris Bahasa Inggris (TBI) |
| Semester - Tahun Akademik | : | Genap - 2023/2024 |
| Judul Skripsi | : | **Students Learning Motivation In English For Specific Puropses (ESP) Class at A Free Vocational High School** |
| Lama Penelitian | : | **Februari 2024** sampai dengan **April 2024** (3 bulan) |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

An. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

*Appendix IIResearch Permittion Letter*

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

| | | |
|---|---|---|
| Nomor | : 488/Un.03.1/TL.00.1/02/2024 | 7 Febuari 2024 |
| Sifat | : Penting | |
| Lampiran | : - | |
| Hal | : **Izin Survey** | |

Kepada

Yth.  Kepala SMK ▬▬▬▬▬
di
Kabupaten Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Kevin Surya Maulana |
| NIM | : | 17180029 |
| Tahun Akademik | : | Genap - 2023/2024 |
| Judul Proposal | : | **Students Learning Motivation in English For Specific Puropses (ESP) Class at A Free Vocational High School** |

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

*Appendix III Questionnaire Guideline*

Assalamu'alaikum wr. Wb.

Dalam rangka menyelesaikan tugas akhir di Universitas Islam Negeri Maulana Malik Ibrahim Malang. Saya ingin mengadakan penelitian mengenai pengaruh motivasi belajar dengan judul Students' Motivational Factors in English for Specific Purposes (ESP) Class at A Free Vocational High School. Sehubung dengan itu, saya membutuhkan sejumlah data untuk diambil dan kemudian akan dijadikan sebagai bahan penelitian melalu kerjasama dan kesediaan saudara dalam mengisi kuesioner ini. Saya harapkan Saudara/I mengisi kuesioner ini dengan sungguh- sungguh dan tanpa paksaan dari pihak manapun agar didapatkan data yang valid.

Atas perhatian dan kesediaan Saudara/ I mengisi kuesioner ini, saya mengucapkan banyak terima kasih.

Wassalamu'alaikum wr. wb.

Hormat kami,

Kevin Surya Maulana

Nama:

Kelas:


Petunjuk:

Silakan pilih opsi yang paling mewakili persepsi anda menurut skala ini!

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Setuju

4 = Sangat Setuju

Keterangan:

*ESP = English for Specific Purpose


| No | Question | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 1. | Apakah Anda tekun dalam belajar ESP? | | | | |
| 2. | Apakah Anda memiliki minat dan ketajaman perhatian dalam belajar ESP? | | | | |
| 3. | Apakah Anda malas mengerjakan tugasyang diberikan? | | | | |
| 4. | Apakah Anda malas berprestasi ketika teman anda mencapai prestasi yang lebih tinggi? | | | | |
| 5. | Apakah prestasi tinggi yang Anda capai merupakan perolehan dengan usaha keras Anda sendiri? | | | | |

| No. | Pertanyaan | | | | |
|---|---|---|---|---|---|
| 6. | Apakah Anda lebih senang mengobrol dikantin saat jam pelajaran ESP kosong? | | | | |
| 7. | Apakah Anda lebih senang membaca buku saat jam pelajaran ESP kosong? | | | | |
| 8. | Apakah Anda lebih senang berbicara sendiri dengan teman dan tidak mendengarkan pelajaran ESP saat guru menjelaskan? | | | | |
| 9. | Apakah Anda setuju dengan adanya program ESP di sekolah? | | | | |
| 10. | Apakah program ESP memberikan dampak baik setelah lulus sekolah? | | | | |
| 11. | Apakah pada program ESP, sekolah memberikan fasilitas sebagai penunjang pembelajaran? | | | | |
| 12. | Apakah terdapat fasilitas buku belajar yang lengkap sebagai penunjang pembelajaran ESP? | | | | |
| 13. | Apakah terdapat modul pada pembelajaran ESP? | | | | |
| 14. | Apakah tersedia ruang kelas pribadi untuk pembelajaran ESP? | | | | |
| 15. | Apakah fasilitas kelas yang diberikan untuk pembelajaran ESP nyaman? | | | | |
| 16. | Apakah sekolah menunjang pembelajaran ESP dengan buku kamus yang lengkap? | | | | |
| 17. | Apakah terdapat perpustakaan sekolah untuk menunjang fasilitas pembelajaran ESP? | | | | |
| 18. | Apakah suasana pembelajaran ESP yang diberikan oleh | | | | |

| | sekolah dapat membantu pembelajaran ESP? | | | | |
|---|---|---|---|---|---|

Malang,…. Mei 2023

Nama :

*Appendix IV Interview Guideline*

**Siswa diharapkan menjawab test interview dengan sejujur-jujurnya dan tanpa adanya paksaan.**

1. Seberapa penting bagi Anda untuk belajar bahasa Inggris di kelas ESP?

2. Apakah kelas bahasa Inggris ESP penting bagi Anda?

3. Bagaimana keadaan kelas bahasa Inggris ESP  Anda?

4. Bagaimana media belajar buku yang disediakan pada kelas bahasa Inggris ESP Anda?

5. Bagaimana Fasilitas kelas bahasa Inggris ESP Anda?

6. Apakah tersedia perputakaan atau kamus untuk belajar bahasa Inggris dikelas ESP?

**Validation Sheet**

**Blueprint of Interview and Questionnaire Guide**

**Of**

**Students' Motivational Factors in English For Specific Purposes (ESP) Class at a Free Vocational High School**

| | | |
|---|---|---|
| **Validator** | : | **Basori, M.S.Ed.** |
| **NIP** | : | **198604112019031008** |
| **Expertise** | : | **English Language Teaching** |
| **Instance** | : | **UIN Maulana Malik Ibrahim Malang** |
| **Validation Date**<br>**(dd/mm/yyyy)** | : | **15/03/2023** |

## A. INTRODUCTION

This validation sheet is used as an assessment of the validator (father/ mother) on the research instrument that I use. Every feedback is used as a way of improving the quality of the instruments I use. I would like to thank the validator and be willing to review this validation sheet.

## B. GUIDANCE

**1.** Please provide a score on each item related to the statement with a mark (√) in the following column:

| | |
|---|---|
| 1 = Very Poor | 4 = Good |
| 2 = Poor | 5 = Excellent |
| 3 = Average | |

**2.** Please provide your feedback/ suggestion in the column.

## C. ASSESSMENT RUBRIC

**1. The construction of the research instrument**

| No | Indicator | Score | | | | | Feedback/ Suggestion |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |

| No | Indicator | 1 | 2 | 3 | 4 | 5 | Feedback/Suggestion |
|----|-----------|---|---|---|---|---|---------------------|
| 1 | Research instruments are well constructed & formulated | | | | | | *Please see the blueprint documents* |
| 2 | Research instruments are based on previous theory | | | | | | *Please see the blueprint documents* |
| 3 | Research instruments are relevant to the research objectives | | | | | | *Please see the blueprint documents* |

**2. The use of language in the research instrument**

| No | Indicator | Score | | | | | Feedback/Suggestion |
|----|-----------|---|---|---|---|---|---------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Research instruments use good and correct language and punctuation. | | | | | | *Please see the blueprint documents* |
| 2 | Research instruments are less-effort to understand | | | | | | *Please see the blueprint documents* |
| 3 | Research instruments are communicative | | | | | | *Please see the blueprint documents* |
| 4 | Research instruments do not cause bias (clear) | | | | | | *Please see the blueprint documents* |

**3. The Effectivity of the research instrument**

| No | Indicator | Score | | | | | Feedback/Suggestion |
|----|-----------|---|---|---|---|---|---------------------|
| | | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | Research instruments can help the researcher seek students' perception toward Learning Motivation on English Class (ESP) | | | | | | *Please see the blueprint documents* |
| 2 | Research instruments can describe students' perception toward Learning Motivation on English Class (ESP) | | | | | | *Please see the blueprint documents* |

**D. GENERAL FEEDBACK AND SUGGESTION**

      The content and the structure of the blueprint need revision prior to distribution to the research participants.

**E. CONCLUSION**

      Based on the assessment above, it can be conclude that this instrument is:

*Please give the strikethrough on the answer that do not match with your conclusion.*

1. Proper to use to collect the data without revision

2. Proper to use to collect the data within revision

3. Not proper to use to collect the data

Malang, March 15th, 2023
Validator,

Basori, M.S Ed.
NIP. 198604112019031008

# Appendix VI Questionnaire Results

Students' Perception Toward Motivation on Learning ESP In a Free Vocational High School

| SS | S | TS | STS |
|---|---|---|---|
| Sangat Setuju | Setuju | Tidak Setuju | Sangat Tidak Setuju |

| NO | Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | Rata-rata | % | SS N | SS % | S N | S % | TS N | TS % | STS N | STS % | Rata-rata |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Tekun dalam belajar ESP | 2 | 2 | 4 | 3 | 2 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 3.03 | 81% | 9 | 30% | 13 | 43% | 8 | 27% | 0 | 0% | 3.03 |
| 2 | Memiliki minat dalam belajar ESP | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3.20 | 79% | 9 | 30% | 18 | 60% | 3 | 10% | 0 | 0% | 3.20 |
| 3 | Mengulur waktu mengerjakan tugas | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3.27 | 73% | 8 | 27% | 22 | 73% | 0 | 0% | 0 | 0% | 3.27 |
| 4 | Malas berprestasi | 2 | 2 | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 2 | 3 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2.93 | 70% | 6 | 20% | 16 | 53% | 8 | 27% | 0 | 0% | 2.93 |
| 5 | Usaha keras meraih prestasi | 4 | 3 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3.60 | 71% | 19 | 63% | 10 | 33% | 1 | 3% | 0 | 0% | 3.60 |
| 6 | Mengobrol dikantin saat jam pelajaran ESP | 3 | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 2 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3.23 | 71% | 11 | 37% | 15 | 50% | 4 | 13% | 0 | 0% | 3.23 |
| 7 | Senang membaca buku saat jam pelajaran ESP kosong | 3 | 2 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3.13 | 78% | 7 | 23% | 20 | 67% | 3 | 10% | 0 | 0% | 3.13 |
| 8 | Senang berbicara dan tidak mendengarkan pelajaran ESP | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3.27 | 74% | 10 | 33% | 18 | 60% | 2 | 7% | 0 | 0% | 3.27 |
| 9 | Setuju dengan program ESP di sekolah | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | | 3.63 | 72% | 20 | 67% | 9 | 30% | 1 | 3% | 0 | 0% | 3.63 |
| 10 | Program ESP memberikan dampak baik setelah lulus | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3.17 | 75% | 9 | 30% | 17 | 57% | 4 | 13% | 0 | 0% | 3.17 |
| 11 | Terdapat fasilitas dari sekolah untuk program ESP | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3.00 | 77% | 0 | 0% | 18 | 60% | 12 | 40% | 0 | 0% | 3.00 |
| 12 | Terdapat buku belajar sebagai penunjang pembelajaran ESP | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2.37 | 82% | 0 | 0% | 14 | 47% | 13 | 43% | 3 | 10% | 2.37 |
| 13 | Terdapat modul pada pembelajaran ESP | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2.73 | 74% | 1 | 3% | 20 | 67% | 9 | 30% | 0 | 0% | 2.73 |
| 14 | Tersedia | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | | 81% | 12 | 40 | 16 | 53 | 2 | 7% | 0 | 0% | |

| No | Pernyataan | R1 | R2 | R3 | R4 | R5 | R6 | R7 | R8 | R9 | R10 | R11 | R12 | R13 | R14 | R15 | R16 | R17 | R18 | R19 | R20 | R21 | R22 | R23 | R24 | R25 | R26 | R27 | R28 | R29 | R30 | Rata | % | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ruang kelas pribadi untuk pembelajaran ESP | | | 3.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | 3.33 | | | % | | % | | | | | | 3.33 |
| 15 | Fasilitas kelas untuk pembelajaran ESP Nyaman | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 1 | 3 | 2.30 | 85% | 0 | 0% | 13 | 43% | 13 | 43% | 4 | 13% | 2.30 |
| 16 | Terdapat kamus lengkap dalam menunjang pembelajaran ESP | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 1 | 3 | 2.30 | 71% | 0 | 0% | 13 | 43% | 13 | 43% | 4 | 13% | 2.30 |
| 17 | Terdapat perpustakaan sekolah untuk menunjang pembelajaran ESP | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3.17 | 87% | 8 | 27% | 19 | 63% | 3 | 10% | 0 | 0% | 3.17 |
| 18 | Suasana sekolah mendukung pembelajaran ESP | 3 | 2 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 2.93 | 83% | 4 | 13% | 20 | 67% | 6 | 20% | 0 | 0% | 2.93 |
| | | 2.83 | 2.11 | 3.61 | 2.89 | 2.39 | 3.67 | 3.06 | 2.50 | 3.28 | 3.50 | 2.56 | 3.28 | 3.44 | 2.78 | 3.39 | 3.56 | 2.89 | 2.06 | 3.50 | 2.50 | 3.11 | 3.72 | 2.83 | 2.94 | 3.17 | 3.56 | 3.00 | 2.94 | 2.28 | 3.00 | | 13.84 | | | | | | | | | 3.03 |

Kelas: 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 10 11 11 11 11 12 12 12 12 12 12

Jenis Kelamin: L P L P L P P P L P P P P L L L P L L P P P L L P P L L P L

Usia: 16 16 16 17 17 16 17 16 17 17 16 16 17 16 16 17 17 16 16 16 17 17 17 17 18 18 18 18 18 18

| NO | Kelas | Jumlah | Persentase |
|---|---|---|---|
| 1 | Class 10 | 20 | 67% |
| 2 | Class 11 | 4 | 13% |
| 3 | Class 12 | 6 | 20% |
| | Jumlah | 30 | 100% |

| NO | Usia | Jumlah | Persentase |
|---|---|---|---|
| 1 | 16 years old | 12 | 40% |
| 2 | 17 years old | 12 | 40% |
| 3 | 18 years old | 6 | 20% |
| | Jumlah | 30 | 100% |

| NO | Jenis Kelamin | Jumlah | Persentase |
|---|---|---|---|
| 1 | Male | 13 | 43% |
| 2 | Female | 17 | 57% |
| | Jumlah | 30 | 100% |

>*Pengamat*                *: Kevin Surya Maulana*
>
>*Pengamatan/ Wawancara*   *: Observasi Terhadap Motivasi Siswa*
>
>*Hari/ Tanggal*            *:Rabu/ 17 Mei 2023 dan Rabu/ 24 Mei 2023*
>
>*Waktu*                   *: Pukul 09.30- 10.30 WIB*
>
>*Tempat*                 *: Kelas 10, SMK K Kabupaten Malang*

Hari Rabu 17 Mei 2023.

| Observasi | Data/ Hasil Pengamatan |
|---|---|
| Pre-activities/ Pembukaan Aktivitas | Observasi hari pertama dilaksanakan pada hari Rabu tanggal 17 mei, pukul 09,30 WIB. Sebelum jam masuk pelajaran pengamat mempersiapkan bahan-bahan pengambilan data untuk siswa, dengan menunggu bel masuk kelas. Setelah bel masuk kelas berbunyi pengamat segera memasuki kelas tepat pukul jam 09.30. Pada saat pengamat memasuki kelas, 13 siswi dan 1 siswa sudah bersiap untuk memulai pelajaran, namun jumlah siswa yang seharusnya adalah 20 anak. Keadaankelas dalam kondisi rapi, siswa siswa yang berada didalam kelas bersiap memberikan salam kepada pengamat sebagai tanda dimulainya pembelajaran seperti biasa. Siswa siswa memberikan salam dengan semangat dan lantang. |
| | Pengamat mempersiapkan media pengambilan data penelitian berupa questionare dan teks pertanyaan interview. Seiringan dengan pengamat mempersiapkan mediapengambilan data penilian, pengamat meminta izin kepada para siswa siswa untuk bersedia andil dalam pengambilan data penelitian yang dilaksanakan oleh pengamat. Setelah mendapatizin dari para siswa siswi, pengamat menjelaskan isi perintah dan cara menjawab atau mengisi jawaban questionare yangdisediakan oleh pengamat. Berjalan kurang lebih 5 menit pada saat pengamat membagikan lembaran questionare, didapati 4 siswa terlambat memasuki kelas. Sebelum pengamat mempersilahkan duduk, pengamat menanyakan alasan mengapa mereka terlambat memasuki kelas. Mereka beralasan bahwa mereka baru saja selesai dari kelas kejuruan sebelumnya. Pada kelas X terdapat dua pembagian kelas kejuruan yang berbeda, dan hanya ada satu kelas dengan pembelajaran umum seperti mata pelajaran bahasa inggris mereka akan dijadikan pada 1 kelas yang sama. Dengan |

| | |
|---|---|
| | demikian pengawas memaklumi alasan dari 4 siswa yang terlambat tersebut. |
| Main activities/ aktivitas utama | Pembagian lembar questionare sudah terlaksanakan, para siswa telah memulai mengerjakan pertanya'an-pertnya'an yang terdapat pada lembar questionare. Pada saat proses mengerjakan questionare, sebagian besar siswa merasa dirinya harus mengisi jawaban yang cenderung ke sisi positif. Padahal pengamat sebelumnya sudah meminta kepada para siswa untuk mengisi sesuai dengan kesedia'an mereka masing-masing tanpa paksa'an oleh pihak manapun. Dengan ini pengamat menduga bahwa jawaban mereka terpengaruh oleh pengamat, yangmana pengamat juga sebagai guru mata pelajaran yang sedang bersangkutan pada pengambilan data tersebut. <br><br> Selang waktu sekitar kurang lebih 15 menit berlalu, 2 siswa meminta izin untuk masuk kedalam kelas. Dikarenakan terlambat, 2 siswa tersebut merasa malu jika langsung memasuki kelas tanpa seizin pengamat. Meski ini terbilangterlewat batas untuk terlambat, pengamat tetap mengizinkan mereka masuk. Mereka beralasan jika mereka pergi ke kamar mandi setelah belpergantian pelajaran berbunyi. Pengamat merasa jika memang wajar ada beberapa siswa tidak menyukai mata pelajaran bahasa inggris. Meski demikian pengamat tetap melanjutkan sesi pengambilan data dengan professional, membagikan lembaran questionare kepada siswa yang barudatang lalu menjalasakan ulang perintah apa yang harus dilakukan oleh siswa. <br><br> Waktu berlalu, sekitar 25-30 menit sudah dilalui. Beberapa siswa angkat tangan dan berkata jika sudah selesai mengisi semua pertanyaan. Agar waktu tidak terbuang sia-sia, pengamat berinisiatif untuk melanjutka pada sesi interview kepada siswa yang sudah selesai mengerjakan questionare. Satu persatu siswa mulai berhadapan dengan pengamat untuk melakukan interview, satu persatu pula pengamat memahami kebanyakan para siswa merasa canggung dan bingung akan pertanya'an yang dilontarkan. Pada sesi wawancara setiap siswa mendapat waktu sekitar 2-3 menit, 11 siswa pada hari pertama selesai melaksanakan sesi wawancara. |
| Close activities/ Penutupan aktivitas | Total waktu sesi wawancara menghabiskan waktu sekitar 25-35 menit, sisanya bagi siswa yang belum melaksanakan sesi wawancara diperintahkan mengerjakan tugas dibuku pelajaran untuk mengisi kekosongan dan ketidakefektifan yang mungkin terjadi. Pada jam 10.30 wib, sesi pengambilan data berupa questionare ataupun wawancara diberhentikan karena bel |

| | pergantian pelajaran telah berbunyi, itupun telah melebihi 5 menit. Pengamat menghentikan sesi pembelajaran dan pengambilan data dengan mengucapkan ucapan terima kasih serta menyampaikan sesi selanjutnya bagi siswa yang belum melaksanakan sesi wawancara di minggu berikutnya. |
|---|---|
| | Pengamat mengambil kesimpulan sementara jika para siswa pada saat melakukan sesi interview merasa bingung menjawab pertanya'an dikarenakan mereka tidak menyukai pelajaran bahasa inggris. Hal ini yang memungkinkan membuat siswa menjadi takut untuk menjawab sesuai isi hati mereka sendiri. Pengamat pun mungkin hanya menemui 3 siswa yang menjawab dengan yakin tanpa ada keraguan dalam menjawab sesuai dan jujur. Dengan habisnya waktu pelajaran, maka pengamat melanjutkan sesi interview bagi siswa yang belum melaksanakan dipertemuan berikutnya. |

Rabu, 24 Mei 2023.

| Observasi | Data/ Hasil Pengamatan |
|---|---|
| Pre-activties/ Pembukaan aktivitas | Hari Rabu di minggu kedua pada tanggal 24 mei 2023 pengambilan data pada kelas 10 dilanjutkan kembali. Pukul 09.30 WIB Pengamat memasuki kelas, kondisi siswa masih dalam sikap belum siap belajar. Beberapa siswa masihbergurau, mengobrol, mondar-mandir, dan mengerjakan tugas lain. Pengamat duduk dikursi dan mempersilahkan siswa untuk memberikan salam pembukaan setelah itu dijawab oleh pengamat. |
| Main activities/ Aktivitas utama | Pada sesi pengambilan data di minggu kedua ini hanya bersisa 9 siswa yang akan melaksanakan sesi interview. Untuk itu pengamat berinisiatif untuk tetap memberikan tugas pada siswa yang telah melaksanakan seluruh proses pengambilan data. Pengamat memerintahkan pada para siswa yang selain melaksanakan interview mengerjakan tugas di buku. Hal ini ditujukan untuk menciptakan situasi yang tetap kondusif. Setelah itu pengamat memanggil satu persatu siswa yang melaksanakan sesi interview. |
| Close activities/ Penutupan aktivitas | Proses pengambilan data sesi interview kedua pada kelas 10 telah selesai seluruhnya menghabiskan waktu 15 menit.Dengan demikian pengamat menyampaikan ucapan terima kasih atas kesediaan waktu yang siswa berikan untuk melaksanakan pengambilan data. Setelah itu pengamat melanjutkan proses pembelajaran dengan membahas bersama |

| | tugas yang diberikan pengamat di buku hingga waktu pukul 10.30 WIB pembelajaran selesai dan pergantian jam pelajaran datang. |
| --- | --- |
| | Pengamat menyimpulkan jika pengaruh sosial ataupun fasilitas mempengaruhi semangat belajar siswa. Ditunjukkan dengan sikap-sikap yang siswa lakukan sebelum ataupun pada saat pembelajaran berlangsung, seperti mengobrol sendiri, mondar-mandir, bahkan tertidur. Semua dipengaruhi dari awal yakni pengaruh biaya pendidikan yang termasuk murah dan alhasil fasilitas kurang memadai sehingga semangat belajar siswa menurun. |

*Pengamat*                 *: Kevin Surya Maulana*

*Pengamatan/ Wawancara*    *: Observasi Terhadap Motivasi Siswa*

*Hari/ Tanggal*            *: Kamis/ 22 Mei 2023*

*Waktu*                   *: Pukul 10.30- 11.30 WIB*

*Tempat*                 *: Kelas 11, SMK X Kabupaten Malang*

Hari Kamis 18 Mei 2023.

| Observasi | Data/ Hasil Pengamatan |
| --- | --- |
| Pre-activities/ Pembukaan aktivitas | Tanggal 22 mei 2023, pada hari senin adalah jadwal pelajaran untuk kelas 11, Kesempatan bagi pengamat untuk melaksanakan pengambilan data. Pengamat memasuki kelas pada pukul 10.30 wib, ruang kelas 11 sama seperti kelas 12 hanya berada di masjid sekolah dan bersandingan dengan kelas 12 hanya bersekat tirai saja. Kelas yang terbilang tidak layak, tidak ada bangku, papan tulis dan fasilitas penunjang lain. Total populasi kelas yaitu 4 siswa siswi, 3 laki-laki dan 1 perempuan. Pengamat memasuki kelas dan memberi salam sebagai pembukaan pembelajaran. Meskipun hanya berempat kelas ini saya kenal sebagai kelas yang semangat dan haus dalam belajar, tentu menjawab salam saja pasti sangat lantang. Kemudian pengamat meminta izin kepada para siswa untuk melaksanakan pengambilan data seperti dikelas sebelumnya. Pengamat menjelaskan maksud dan cara pengisian lembaran questionare yang akan diberikan. Sekitar 5 menit dihabiskan untuk menjelaskan dan salam pembuka sebelumnya, lalu pengamat mempersilahkan para siswa mengerjakan lembaran |

| | |
|---|---|
| | questionare tersebut. |
| Main activities/ aktivitas utama | Seluruh pertanyaan questionare dapat mereka selesaikan hanya dalam waktu yang singkat. 10 menit berlalu, bergiliran satu persatu mereka mengumpulkan lembar questionare yang telah dikerjakan. Memasuki tahap berikutnya, yakni sesi interview. Dua dari keempat siswa masing-masing satu laki-laki dan perempuan merasa bingung dalam menjawab pada sesi interview. Pengamat menduga mereka berdua merasa canggung dan kesulitan dalam belajar mata pelajaran Bahasa Inggris. Meski demikian kedua siswa tersebut sejauh ini masih memiliki semangat dan potensi peningkatan dalam belajar. Menurut pengamat mereka berdua hanya berbeda level skill dari kedua siswa lain yang lebih cepat dalam belajar. |
| Close activities/ Penutupan aktivitas | Kurang lebih 10-15 menit berlalu, seluruh siswa pada kelas 11 telah rampung melaksanakan pengambilan data interview. Dengan demikian pengamat melanjutkan sesi berikutnya dengan sesi belajar mengajar seperti biasa. Hingga waktu menunjukkan pukul 11.30 WIB, yang artinya waktu telah pembelajaran habis. Pengamat mengucapkan terima kasihatas waktu untuk mengisi form questionare dan melaksanakan sesi wawancara kepada siswa. |
| | Kesimpulan oleh pengamat, terdapat 1 hingga 2 siswa yang memiliki kemampuan belajar berbahasa inggris yang cukupbaik di kelas 11. Namun media atau fasilitas yang seharusnya mendukung proses belajar mengajar kurang memadahi. Sehingga siswa yang berpotensi pun terkadang merasa tidak mampu untuk meningkatkan kemampuan belajar mereka. |

*Pengamat*       *: Kevin Surya Maulana*

*Pengamatan/ Wawancara*   *: Observasi Terhadap Motivasi Siswa*

*Hari/ Tanggal*      *:Kamis/ 18 Mei 2023*

*Waktu*        *: Pukul 10.30- 11.30 WIB*

*Tempat*        *: Kelas 12, SMK X Kabupaten Malang*

Hari Kamis 18 Mei 2023.

| Observasi | Data/ Hasil Pengamatan |
|---|---|
| Pre-activities/ Pembukaan aktivitas | Pada hari Kamis tanggal 18 mei 2023 pengamat melakukan observasi di kelas 12. Pukul 10.30 wib pengamat memasuki kelas, kelas ini berbeda dengan kelas sebelumnya. Perbedaan tampak jelas dari kelas sebelumnya yang memeliki ruangan kelas selayaknya kelas umum, namun dikelas 12 ini belum memiliki ruangan kelas yang layak. Mengapa dikatakan belum memiliki kelas yang layak, dikarenakan kondisi ruangan kelas dibuat sementara berada di masjid sekolah. Kondisi pada saat pengamat memasuki kelas seluruh siswa sudah siap untuk memulai pelajaran, didapati 3 siswi dan 3 siswa. Setelah pengamat memasuki kelas, pengamat memberikan salam, dan dijawab oleh siswa siswa dengan tingkat semangat yang rendah. Saya mewajarkan hal ini karena kondisi sosial kelas yang terbilang sedikit populasi dan ruangan kelas yang tidak seharusnya ditempati. Namun semangat kehadiran mereka bisa dibilang tinggi dan sangat jarang terlambat ataupun izin untuk tidak masuk kelas. |
| Main activities/ aktivitas utama | Tahap berikutnya, permohonan izin kepada para siswa siswi untuk pengambilan data. Setelah meminta izin, pengamat menjelaskan perintah dan cara mengisi jawaban questionare seperti sebelumnya. Pembagian lembar questionare terlaksanakan mengahbiskan waktu sekitar 5 menit dan para siswa siswi mulai mengisi questionare yang dibagikan. Pada kelas ini tidak banyak siswa siswi yang merasa bimbang dalam menjawab pertanya'an-pertanya'an yang ada. Tidak berlangsung lama, hanya sekitar 15 menit berangsur-angsur para siswa mengumpulkan lembaran questionare, Dengan demikian sesi interview dimulai. Menurut observasi pengamat, kelas ini memiliki kemauan dan potensi semangat yang tinggi dalam belajar bahasa Inggris. Meskipun kondisi fasilitas yang tidak memadai dan bahkan kelas yang tidak layak, pengamat merasa salut pada para siswa siswi. Namun dengan semangat saja tidaklah cukup, hal tersebut mempengaruhi output hasil belajar para siswa yang tidak begitu memuaskan tetapi tetapada peningkatan yang signifikan. |
| Close activities/ Penutupan aktivitas | Interview berjalan lancar menghabiskan waktu sekitar 20 menit, lalu dilanjutkan pembelajaran bahasa inggris seperti biasa hingga pukul 11.30 WIB Menunjukkan waktu telah habis dan diputuskan pengambilan data pada kelas 12 dianggap tuntas. Pengamat mengucapkan terima kasih atas waktu untuk mengisi form questionare dan melaksanakan sesi wawancara kepada siswa. |

| | Pengamat menyimpulkan bahwa semangat belajar siswa dapat berubah seiring waktu ketika menyadari fasilitas penunjang belajar mereka anggap tidak layak. Sebesar apapun semangat siswa akan berangsur menurun jika fasilitas yang tidak menunjang dan sosial masyarakat sekolah yang tidak menunjukkan sikap semangat belajar. |

*Appendix VIII Letter of Completion of Research*

**YAYASAN** ███████████████

**SMK** ███████████████

KepMenKumHAM No. AHU-01109.50.10.2014.

Jl. Raya Codo No 85 Codo, KecamatanWajak, Kab. Malang, Jawa Timur Kode Pos 65173

smkbiro@bintangroudloh.sch.id Telp. 0813-3338-3060

## SURAT KETERANGAN

No. : 02.09 ███████████████ / 2023

Yang bertanda tangan dibawah ini Kepala SMK B██████████ Kabupaten Malang, menerangkan bahwa:

| | | |
|---|---|---|
| Nama | : | **KEVIN SURYA MAULANA** |
| NIM | : | 17180029 |
| Fakultas | : | FITK/ Fakultas Ilmu Tarbiyah dan Keguruan |
| Judul Skripsi | : | "Students Learning Motivation In English For Specific Purposes (ESP) Class At A Free Vocational High School". |

Yang bersangkutan telah melaksanakan penelitian di SMK B██████████ Kabupaten Malang pada tanggal 15 s.d. 29 Mei 2023.

Surat Keterangan ini deberikan agar dapat dipergunakan sebagaimana mestinya.

Malang, 30 Mei 2023

Kepala Sekolah

Nsualifah, S.Pd

*Appendix IX Thesis Consultation Logbook*

**KEMENTRIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faxmile (0341) 552398 Malang
http://fitk.uin-malang.ac.id/ email: fitk@uin-malang.ac.id

**BUKTI KONSULTASI SKRIPSI**
**JURUSAN TADRIS BAHASA INGGRIS**

Nama   : Kevin Surya Maulana
NIM    : 17180029
Judul    : Students Learning Motivation in English for Specific Purpose (ESP) Class at
a Free Vocational High School
Dosen Pembimbing : Basori, M.S Ed.

| No. | Tgl/ Bln/ Thn | Materi Konsultasi | Tanda Tangan Pembimbing Skripsi |
|-----|---------------|-------------------|---------------------------------|
| 1. | 12/Agustus/2022 | Judul dan Bab 1 | |
| 2. | 3/ Des /2022 | Revisi Bab 1 dan lanjut Bab 2 | |
| 3. | 8/ Des /2022 | Revisi Bab 1, 2 dan 3 | |
| 4. | 26 /Des/2022 | Revisi Bab 1, 2 dan 3 | |
| 5. | 6 /Jan /2023 | Revisi Bab 3 dan 2. | |
| 6. | 12/April/2023 | Konsultasi Bab 4 dan 5 | |
| 7. | 4 /Juni /2023 | Revisi Bab 4 dan 5 | |
| 8. | 11 /Okt /2023 | Konsultasi Seluruh isi Draft | |
| 9. | 20/ Feb /2024 | Konsultasi Seluruh isi Draft | |
| 10. | | | |

Malang, 20 Februari 2024
Mengetahui
Ketua Jurusan TBI,

Dr. H. Langgeng Budianto, M.Pd.
NIP. 197110142003121001

*Appendix X Curriculum Vitae*

## CURRICULUM VITAE

Nama Lengkap        : Kevin Surya Maulana
Tempat, Tanggal lahir : Malang, 11 November 1998
Jenis Kelamin        : Laki-laki
Agama        : Islam
Fakultas, Jurusan    : FITK, Tadris Bahasa Inggris
Perguruan Tinggi    : UIN Maulana Malik Ibrahim Malang
Alamat Rumah       : Jl. RA. Kartini, RT. 12 RW. 04,
                    Codo, Kecamatan Wajak,
                    Kabupaten Malang, 65173.
No. HP/ Telepon     083129172902
Alamat E-mail      : kevin.surya8901@gmail.com
Nama Wali        : Samsul Hadi

Riwayat Pendidikan

| No. | Tahun | Sekolah |
|-----|-------|---------|
| 1. | 2003-2004 | TK PGRI Codo |
| 2. | 2004-2005 | TK Taman Indria Taman Siswa Turen |
| 3. | 2005-2011 | SD Taman Muda Taman Siswa Turen |
| 4. | 2011-2014 | SMP Negeri 2 Turen |
| 5. | 2014-2017 | MA Negeri Turen |
| 6. | 2017-Sekarang | UIN Maulana Malik Ibrahim Malang |

Malang Februari 25th , 2024
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