

**THE INFLUENCE OF STUDENTS' MOTIVATION IN LEARNING
ENGLISH THROUGH GIVING SUPPORT AND CONSTRUCTIVISM
APPROACH OF SECOND GRADE AT SMP 25 MAKASSAR**

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UNIVERSITAS BOSOWA MAKASSAR
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“THE INFLUENCE OF STUDENTS’ MOTIVATION IN LEARNING ENGLISH TROUGH GIVING SUPPORT AND CONSTRUCTIVISM APPROACH OF SECOND GRADE AT SMP 25 MAKASSAR”** beserta seluruh isinya adalah benar – benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/ sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, August 2017

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ABSTRACT

Zakiah. 2017. *The Influence of Students' Motivation in Learning English through Giving Support and Constructivism Approach of Second Grade at SMP 25 Makassar*. (Supervised by Rampeng and Hj. Nurfaizah Sahib).

This research aims to know the Influence Students' Motivation in Learning English through Giving Support and Constructivism Approach contained in the material about the important of English that has been provided and displayed at the front of the class. This study was conducted in July 2017. The subjects were the students of class VIII-3 SMPN 25 Makassar.

In this research, there were four aspects assessed in improving students' motivation, namely; enthusiasm, interested, progressed and the results of Pre-experimental. This research was conducted in class VIII-3 with the total sample were 30 students.

The result showed that there was an increasing in the applied of giving support and constructivism approach. It can be seen from the data that has been collected where the total means score in Pre-test (72.5) and Post-test (85.3). The result of T-test calculation was (12.09) was accepted as the result of T-test was greater than T-table (12.09>2.045), thus concluded that the use of giving support and constructivism approach can influence of students' motivation in learning English in class VIII-3 students of SMPN 25 Makassar.

Keyword: Influence, English Learning Motivation, Interesting.

ABSTRAK

Zakiah. 2017. *The Influence of Students' Motivation in Learning English through Giving Support and Constructivism Approach of Second Grade at SMP 25 Makassar*. (Dibimbing oleh Rampeng and Hj. Nurfaizah Sahib).

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi pada siswa dalam belajar bahasa Inggris melalui pemberian dukungan dan pendekatan konstruktivisme melalui penjelasan materi tentang pentingnya bahasa Inggris yang telah disediakan dan ditampilkan di depan kelas. Penelitian ini dilaksanakan pada bulan Juli 2017. Subjek dari penelitian ini adalah siswa kelas VIII-3 SMPN 25 Makassar.

Pada penelitian ini, terdapat empat aspek penilaian dalam meningkatkan motivasi siswa, yaitu; semangat siswa, ketertarikan siswa, kemajuan siswa dan hasil pada penelitian eksperimen. Penelitian ini dilaksanakan pada kelas VIII-3 dengan jumlah sampel sebanyak 30 siswa.

Hasil analisis data menunjukkan terdapat peningkatan dalam penerapan metode pemberian dukungan pendekatan konstruktivisme. Hal ini dapat dilihat dari data yang telah dikumpulkan di mana jumlah nilai means score pada Pre-test (72.5) dan Post-test (85.3) hasil dari perhitungan T-test adalah (12.09) diterima karena hasil T-test lebih besar dibandingkan dengan T-table ($12.09 > 2.045$). Demikian kesimpulan bahwa metode memberikan dukungan dan pendekatan konstruktivisme sangat efektif dalam pengajaran bahasa Inggris untuk meningkatkan motivasi belajar siswa.

Keyword: Pengaruh, Motivasi Belajar Bahasa Inggris, Ketertarikan.

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This skripsi is presented to Department of English Education at Faculty of Teaching Training and Education of Universitas Bosowa Makassar as partial fulfillment of the requirements for the Degree of S.Pd in English Education.

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Makassar, August 2017

Zakiah

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significant of the research and scope of the research.

A. Background

English language is one of foreign language. It became very important in education aspect. Because English language including to several language lesson in our country. And there are have several functions of foreign languages: a.) international communication and study of language, b.) language as a system of communication.

English language helps the students to develop their knowledge as quoted by Depdikbud RI in Nasrianti (2015:1): English is a foreign language for the purpose of development of science, technology, arts and culture and building relationship with other nations”.

As an international language, it is used to communicate among people in the different country. Because of that, it can be an important that it should be learned by the students.

Communication is an important role in human life, we must know how to share to express our idea to other. So we must learn how to communicate correctly. One of important tools in communication among various groups of people from various part of the world now is English.

In our country, English learned since elementary school. Because English is not our native language, English as a compulsory subject at school, it is study about foreign language in our country. Student can understand English and can use it to communicate. Teaching and learning English process have a strong intention to improve students' ability to communicate in English, both in oral and written forms.

Learning English is not easy, the students are difficult to learn it, based information from teacher at SMP 25 Makassar, many students are lazy to learn English, and the impact they are can't understand how to introduction themselves to the other people with English, they cannot read the alphabet better, they don't know how to say thank you and sorry and they can't make a conversation with English. The students in SMP 25 Makassar will be bored to learn English, so the researcher think that support and approach can help and interesting the students to study English, almost people need support to improve their motivation.

“An enthusiastic and considerate teacher can offer satisfaction to the learner's extra needs. This helps strengthen the learner's study motivation. On the other hand, a teacher's attitude towards the learner has major influence on the learner's learning. As regards emotional cramming, a teacher's physically and mentally pouring into his teaching, and being filled with affection, will help arouse the learning

enthusiasm of the learners. However, if the teacher only works as a 'teaching craftsman' and puts no emotion into teaching, the classroom will become static to lessen the learning enthusiasm of the learners. English can be difficult when taught in foreign language FL setting, where authentic language input may not be readily available outside the classroom. Often, with a character-based language, language learners' motivation must be high since persistence and determination are needed to deal with the stress of a difficult language.

Motivation represent one of the most appealing , yet complex variables used to explain individual differences in language learning” (MacIntyre et al. 2001, p. 462). These words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner and Lambert brought to light the various aspects of motivation through their studies in the late 1950's. In the following literature review of the studies conducted on motivation, the authors will attempt to present a limited overview of motivation, supporting research from both inside and outside of the classroom. Unfortunately, few studies have been conducted to investigate learners' motivation in learning English in Kuwait, and in the Gulf States at large. It would be helpful for Kuwaiti teachers (and teachers in the Gulf States in general) to formulate instructional methods that enhance the English learning capacity of their pupils. This researchers hope that the study would yield results

and recommendations that can be used to inform educators and teachers in the Gulf States on appreciating better the attitude and motivation of their students and, thus, to look for a suitable approach to teaching the English language.

Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (SLA). As emphasized by Dornyei (2001), "Teacher's skills in motivating learners should be seen as central to teaching effectiveness" (P. 116). Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivate others, facilitating collaborative learning. The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology (Gu, 2009). This research paper analyses the impact of motivation on English language learning in terms of the various motivational theories.

As argued by Pit Corder, "Given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data" (Dornyei and Ushioda, 2009:1). This statement was given four decades ago and, from then on, numerous theoretical perspectives and studies investigating the multifaceted nature of motivation and its impact on second language learning have emerged. At the same time, the world has also witnessed the growth of

globalization, European reconstruction, the demise of communism, extensive of economic and political migration, greater mobility and the rapid development of media technologies—all contributing to the relentless pace of global English (McKay, 2002:330-355). In other words, over the recent decades the world has transformed dramatically—it is currently distinguished by socio cultural and linguistic flexibility and diversity, where language learning, identity, and ethnicity have become multifaceted contemporary subject matters and the focus of considerable attention in the field of sociolinguistic.

However, it is only recently that those engaged in the field of second language learning motivation have actually started to investigate what this evolving global phenomenal may suggest for how scholars conceptualize the motivation to acquire proficiently in global English as second language for individuals wanting to gain global recognition or identity (Shafaei and Nejati, 2008:10). In other words, motivation in second language learning is presently in the process of being completely reevaluated and reconstructed within the perspective of current concepts of self and identity.

Establishing a successful second language learning process is a challenging undertaking that is subject to numerous external and internal aspects in the societies where it is brought in. Motivation towards acquiring proficiency in English as well as the attitudes of teachers and learners are among the major aspects in the success of

bringing in a foreign language in any institution. Educators facilitating English language learning should identify the weaknesses in attitude and motivation among learners then deal with them by developing suitable strategies of English instruction which are motivating and can foster favorable attitudes towards learning English as second language.

Every student has the disadvantages of each, students will be motivated for learning if they feel enjoyable, so we can make the student who lazy become spirit to learn with giving support and approach and invite him/ her to speak. When student start listening what we say (determination today leads success tomorrow), little by little he will begin seriously to study together with their friends in the class. so the goal learning will be achieved. From the motivation and approach is good method to attract the students' interest to learn English, so that they will enjoy and they are not bored to learn it. Revering to the explanation above, the writer is interested in conducting the research with the titled Improving Students' Motivation in Learning English through Giving Support and Approach.

B. Problem Statement

Based on the background presented, the problem statement of the research can be formulated as "How to make students' interest in learning English by giving support and how to makes students'

motivate in learning English by giving constructivism approach at the second year students of SMPN 25 Makassar?”

C. The Objective of the Research

Based on the problem statement above the objective of the research is to know whether or not the motivation can be influenced through giving support and approach in learning English at the second year students of SMPN 25 Makassar.

D. The Significance of the Research

The result of the research is expected to give significant contribution as a reference to teaching and learning process. For the teacher it gives the alternative solution to make student motivated for learning English by using giving support and approach, for the student it assist them to solve their problem in learning English by using support and approach.

E. Scope of the Research

The scope of the research was focus on Improving Students' in Learning English through Giving Support and Approach to Make Students More Enjoyable and Interest to Learn English.

CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter deals with some previous related research findings, some pertinent ideas, conceptual framework, and hypothesis of the research.

A. Some Previous Related Findings

(L. Deci and Ryan, 2000:25, 54-67) Researchers have been attempt to increase students' learning motivation and academic achievement levels for many years. As a result of these attempts, a common approach has been adopted that feedback, guidance and support improved students' interest in learning.

(Song et al, 2014:6) Hence, literature shows that social support has positive effects on the quality of the learning process academic achievement.

Legault et al. (2006:10) identified that there was a positive relationship between the social support perceived by students aged between 12 and 19 and their achievements.

Mattanah et al, (2012:4) proved that social support has positive effects on the performance of university students. Additionally, there have been findings stating that the sources of support might have different effects on achievement.

(Wigfield and Eccles, 2002:24) in this respect it is believed that students' interaction with their sources of support positively affect their motivation. Vatankhaha and Tanbakooei (2014:12) revealed that support from parents, peers and teachers significantly influenced 12-16 ages learners' motivation.

In a study by Legault et al. (2006:7), which was conducted with students' age between 12 and 19, with six grade students, found that the support students received from their parents, teachers and peers had a positive relationship with their motivation levels. Mega et al. (2014:46) stated that undergraduate students' motivation affected their achievement levels.

Based the definition above, support and approach is use to deliver the material order to be more enjoyable and interest for students in the process of teaching learning , so they will be enthusiastic in joining the activity.

B. Concepts of Motivation

Each concept or idea has its own history determined by the general evolution of human thought. For many years, the understanding of the term and the research on motivation were dominated by the so-called *driver education theories*. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

In 1964, Atkinson (quoted in Williams and Burden, 1997:113) tried a more promising reformulation of the drive reduction approach to motivation. Its basic premise was that people differ quite markedly in their need to achieve or be successful. The lives of some people are dominated by the drive to succeed, to be high achievers in everything they do, whereas for others, it really does not seem to matter whether they do well or not. In addition, a person might be inclined to avoid engaging in a particular activity because of fear of failure.

1. Definition of Motivation

There are many different definitions of motivation, especially in language learning. Harmer (1991:3) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”.

Lightbown and Spada (1999:56) note that motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes towards the second language community.

In addition, Parsons, Hinson and Brown (2001:28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning make us gain new knowledge

and skills and motivation pushes us or encourage us to go through the learning process.

Gardner (1982:30), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

Aree Punmanee (1991:117) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

To conclusion is "Motivation has several effects on students' learning and behavior. First, motivation directs behavior toward particular goals, motivation will increase students' time on task and is also an important factor affecting their learning and achievement. Motivation enhances cognitive processing".

2. Types of Motivation

(Harmer, 1991:3) uses the word 'Goal' to categorize the motivation in second language learning into two types:

- a. Short-term goal means when students wish to succeed in doing something in the near future, for example, students who want to pass their examination or to get good grade or high scores.
- b. Long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language. Krashen (1988:22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.
 - a) Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006:86).

b) Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006:86).

Furthermore, the motivation is further classified into two main categories as the following:

- 1) Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14), such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991:4). As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly

motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer.

2) Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000:14). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or comes from inside or depends on their own will. Lightbown and Spada (1999:56-57) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

3. The importance of motivation in second language learning

Motivation has an important role in success and failure in learning a second language. Spolsky (1990:157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, the students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

4. Factors that affect motivation in second language learning

Four factors that can be dangerous to the learners' motivation, according to Harmer (1991:4) are the following:

- a.) Physical condition which means the atmosphere in class. For example if student have to study in the bad lighting classroom , overcrowded with too many students , have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.
- b.) Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students loses confidence in the method, they will become motivated" (Harmer, 1991:5). The teachers as the most powerful variable of

motivation and demotivation, can become a major part in motivating the learners. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a motivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be motivated by too low level of challenge.

From Krashen's affective filter hypothesis (as cited in Lightbown and Spada, 1999:39), emotional states such as tiredness, depression, boredom, etc obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J.Oller and J. Richards, 2003:183). This means that learners' anxiety can affect their motivation. According to Krashen, there are three affective variables that interact with the affective filter, such as:

- a) Motivation which is beneficial for language acquisition.
- b) Self-confidence, which is also useful for acquisition.
- c) Anxiety which is good in the case where it is in a low level.

5. Theories of motivation

According to George R. and Leslie W. (in his Matutina, et al, 1993:71) says that motivation is getting a person to exert a high degree of effort "Which means a person's motivation to make the work more accomplished". Medium Ravianto (1986:96-97) in his book, there are several factors that can influence the performance motivation, ie superiors, peers, infrastructure, policies and regulations, in exchange for money services, the type of work.

Thus it can be said that motivation is basically a mental state that encourages an action (action or activities) and provide power that leads towards meeting the need, given the satisfaction or reduce the imbalance. There is a definition which states that the motivation associated with:

- a) The influence behavior.
- b) The strength of the reaction (ie work effort), after an employee has decided the direction actions.

6. Cognitive and Affective Measures of Motivation

Experimental social psychologists conceptualize a goal as the cognitive representation of a desired end state (Fishbach and Ferguson, 2007:16, Kruglanski, 1996:86). According to this view, goals are organized in associative memory networks connecting each goal to corresponding constructs. Goal-relevant constructs could be activities or objects that contribute to goal attainment (i.e.,

means; Kruglanski et al., 2002), as well as activities or objects that hinder goal attainment (i.e., temptations; Fishbach, Friedman and Kruglanski, 2003:33). For example, the goal to eat healthily may be associated with constructs such as apple, doctor (facilitating means), or French fries (hindering temptation). Cognitive and affective measures of motivation include the activation, evaluation, and perception of these goal-related constructs and the subjective experience they evoke.

7. The function of motivation

According Hamalik (2000:175), the functions of motivation are:

- a) Encourage the emergence or change Without motivation will not arise act like learning.
- b) As a director, it means directing actions to meet the desired objectives.
- c) As a driver, it serves as an engine for the car. The size of motivation will determine the speed of response of a job.

Motivation can serve as a spur to effort and achievement. The existence of a good motivation in learning will show good results. In other words that with diligent effort and mainly based on their motivation, then someone who learned it will be able to give birth to a good performance. The intensity of one's motivation of

students will determine the level of achievement of learning.
(Sardiman, A.M, 2001:40).

The conclusion is motivation can encourage the emergence or change, without motivation will not spirit to learn or do something else.

C. The Concept of Giving Support and Approach

Additional support for learning means giving children extra help or support so they can the most out of their education. A child or young person is said “To have additional support needs if they need more – or different support – to what is normally provided in schools or pre-schools to children of the same age”. It doesn’t just apply to children who have long – term learning difficulties or disabilities. Children can need support for many reasons. Some may need a lot of support all the way through school. Others will only need a small amount for a short time.

The education (additional support for learning), (Scotland) act 2004 came into force in 2005 and was amended in 2009. The law sets out how pupils should be helped to get the right support to become successful learners and explains how parents can make sure this happens.

A constructivism approach is an approach in learning that emphasizes the level of creativity of students in channeling new ideas that can be needed for student self-development based on knowledge.

Basically constructivism approach is very important in the improvement and development possessed by students in the form of basic skills that can be needed in student self development both in school environment and in community environment.

In this constructivism approach the role of teachers is only as a guide and instructor in learning activities. Therefore, teachers prefer the students' activeness and provide opportunities for students to channel new ideas in accordance with the material presented in order to improve the ability of private partners. So constructivism approach is a learning that prioritizes direct experience and student involvement in learning activities.

1. The Way to Support Students in the Mainstream Classroom

a.) Make it Visual

“Avoid giving instructions in the air”, says Melissa Eddington, an Ohio-based ESL teacher. “ELL kids have a harder time processing spoken language”. So instructions – even basic directions for classroom procedures – should be written on the board whenever possible. Challenging concepts should be diagrammed or supported with pictures. And modeling the steps of a process or showing students what a finished product should look like can go a long way toward helping students understand. “Sometimes *showing* our students what to do is all they need in order to do it”, Eddington says. Not only will this kind

of nonlinguistic representation improve comprehension for ELL students, it will help all of your students grasp concepts better.

b.) Build in More Group Work

“Kids aren’t just empty glasses that we pour stuff into and then at the end of the dayt hey dump it back onto a test” says Kim, an ESL teacher who was the subject of my very first podcast interview. “If you really want the kids to learn, they’ve got to be engaged”. That means less teacher-led, whole-class instruction, and more small groups, where students can practice language with their peers in a more personal, lower-risk setting. And if ELL students attend your class with a resource teacher, make use of that person: In most cases the resource teacher doesn’t have to work exclusively with the ESL students; they can work with smaller groups that happen to contain these students, helping to improve the teacher-student ratio and give kids more time to practice.

c.) Communicate With the ESL Teacher

Mary Yurkosky, a former ESL teacher in Massachusetts, credits much of her students’ success to the strong relationship *she* had with the regular classroom teachers. “The classroom teachers were always talking to me about what they were doing in their classes”, she says. “They made it so easy for me to support

them: If a teacher was going to be doing a unit on plants, I could make sure we used some of that same vocabulary in the ESL class”.

Ideally, this could be systematized, where ESL teachers could regularly get copies of lesson plans or collaborate with regular classroom teachers to build solid back-and-forth support, but “it doesn’t have to be that much work”, Yurkosky insists. “Just talk to each other. Talk about what’s going on in your classrooms, invite each other to special presentations, share what your students are learning, and the words will naturally find their way into the ESL class”.

d.) Honor the “Silent Period”

Many new language learners go through a silent period, during which they will speak very little, if at all. “Don’t force them to talk if they don’t want to” says Eddington. “A lot of students who come from cultures outside of America want to be perfect when they speak, so they will not share until they feel they are at a point where they’re perfect”. Just knowing that this is a normal stage in second language acquisition should help relieve any pressure you feel to move them toward talking too quickly.

e.) Allow Some Scaffolding With the Native Language

Although it has been a hotly debated topic in the language-learning community, allowing students some use of their first language (L1) in second-language (L2) classrooms is gaining acceptance. When a student is still very new to a language, it's okay to pair him with other students who speak his native language. "Some students are afraid to open their mouths at all for fear of sounding stupid or just not knowing the words to use", Yurkosky says, "Letting them explain things or ask questions in their first language gets them to relax and feel like a part of the class".

And this doesn't only apply to spoken language. If you give students a written assignment, but the ELL student doesn't yet have the proficiency to handle writing his response in English, "Don't make them just sit there and do nothing," Eddington says. "Allow them to write in their first language if they're able. This allows them to still participate in journal writing or a math extended response, even if you can't read what they write." There has even been some evidence that allowing second-language learners to pre-write and brainstorm in L1 results in higher-quality writing in L2 in later stages of the writing process (Yigsaw, 2012:14).

f.) Look Out for Culturally Unique Vocabulary

ESL-Mainstream “For most of these kids, their background knowledge is lacking, especially with things that are unique to American or westernized culture,” says Eddington. It’s important to directly teach certain vocabulary words: “Show them videos of what it looks like to toss pizza dough, show pictures of a juke box or a clothing rack – things that are not common in their own language”.

One way to differentiate for ELL students is to consider the whole list of terms you’re going to teach for a unit, and if you think an ELL student may be overwhelmed by such a long list, omit those that are not essential to understanding the larger topic at hand.

g.) Use Sentence Frames to Give Students Practice With Language Academic Language

All students, not just English language learners, need practice with academic conversations. Sentence frames – partially completed sentences like “I disagree with what _____ said because...” – show students how to structure language in a formal way. Keep these posted in a highly visible spot in your classroom and require students to refer to them during discussions and while they write.

For this kind of language to really sink in, though, Kim says it has to become a regular part of class. “They won’t do it if it’s not the norm in the class, because they’ll be embarrassed to use it among their peers,” she says. “But if they can put it off on the teacher and say, Oh, well, you know, Miss Kim makes me talk like this, then they don’t look as hoity-toity as they would otherwise”.

h.) Pre-Teach Whenever Possible

If you’re going to be reading a certain article next week, give ESL students a copy of it now. If you plan to show a YouTube video tomorrow, send a link to your ESL students today. Any chance you can give these students to preview material will increase the odds that they’ll understand it on the day you present it to everyone else. “That kind of thing is wonderful,” Yurkosky says. “The kids feel so empowered if they’ve had a chance to look at the material ahead of time”.

i.) Learn About the Culture Background of Your Students

Our second-language populations grow more diverse every year. Taking the time to learn the basics of where a child comes from — exactly, not ‘somewhere in the Middle East/South America/Asia/Africa’ — tells the student that you respect her enough to bother. Kim remembers one time when she had to set

the record straight about the diverse South American population at her school: “I was listening to the teachers talking about the ‘Mexican’ kids in our building”, she says, “and I was like, ‘We don’t have any Mexicans”. Not taking the time to at least correctly identify a child’s country of origin, much like not bothering to pronounce their name correctly, is a kind of micro aggression, a small, subtle insult that communicates hostility toward people of color. Make a commitment to be someone who bothers to get it right.

Once you have the country straight, take things up a notch by learning about students’ religious and cultural practices. If he is a practicing Muslim, he should be told if one of the pizzas you ordered for the class party has sausage on it. If she comes from a culture where eye contact with adults is viewed as disrespectful, you’ll know not to force her to look you in the eye when she’s talking.

j.) Show them How to Take Themselves Less Seriously

By modeling the risk-taking that’s required to learn a new language, you help students develop the courage to take their own risks, and to have a sense of humor about it. “I tried to say the word ‘paint’ (*pinta*) in Portuguese and instead I said the word for ‘penis’ (*pinto*). They all roared with laughter while I stood there with a *What??* look on my face”, Yurkosky says. “When

they explained what I'd said, I laughed so hard! I told them that laughing was fine because sometimes mistakes are really funny, but ridicule is never okay".

k.) But Always Take Them Seriously

One of Kim's pet peeves about how teachers interact with English language learners is the way they often see students' efforts as 'cute,' missing the whole point of what the student is trying to say. "A student will be desperate to communicate, and the teacher will get distracted by the delivery and miss the message," she says. "That's painful for me to watch". It bothers her when teachers mistake a lack of language for a lack of intelligence or maturity. When a child can't express themselves as well as they would in their native language, it's far too easy to assume the concepts just aren't in their heads.

"It breaks my heart when I hear teachers say (ELL kids) don't know anything", says Eddington. "These are brilliant kids and they know a lot. They just can't tell us in English yet". Make a conscious effort to see past the accent and the mispronunciations and treat every interaction — every student — with the respect they deserve.

"They're doing twice the job of everybody else in the class," Kim adds, "even though the result looks like half as much."

D. Definition of Learning English

Learning is a process of change in the human personality and the changes are revealed in the form of increasing the quality and quantity of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills, intellect and other abilities.

The following are terms and definitions of learning according to some experts:

1. Gagne (The Conditions of Learning 1977:110)

Learning is a kind of change shown in changes in behavior, which is different from before the conditions of individual are in a learning situation and after such actions. Changes are the result of an experience or training. Unlike the change of immediately due to reflex or instinctive behavior.

2. Moh. Surya (1981:32)

Learning is a process of individual efforts to obtain a change in behavior of the new total, as a result of the individual's own experience in interaction with the environment. The conclusion that can be drawn from both the definition above, that in principle, learning is a change of one's self.

3. Anni (2004:4)

Learning is the most important change in human behavior, and it includes everything that is thought and done.

4. M. Sobry Sutikno (1997:56)

Learning is a process of the work done by a person to obtain a new change as a result of his own experience in the interaction with the environment.

5. Slameto (2003:2)

Is a business process of an individual in order to obtain a new behavior changes as a whole, as a result of his own experience in the interaction with the environment. Skinner (Belajar dan pembelajaran) is a relationship between the stimulus and response that is created through the process behavior.

6. Trianto (2010:16)

Learning happens in many ways both intentional and unintentional, and lasts over time and lead to a change in the learner.

As for the opinion of other experts, like Ngalim Purwanto (1992:84) is any change in a relatively sedentary in behavior that occurs as a result of training or experience. And, from Arno F. Wittig (Psychology of Learning 1981:54) says that learning is limited to two types of formula. Learning is the acquisition of the first formulation changes are relatively sedentary behavior as a result of training and experience. The second formulation Learning is the process of obtaining responses as a result of special training. And the next, Hintzman, Douglas L (The Psychology of Learning and Memor y

1987:43) learning is a change that occurs within the organism, human or animal, is caused by the experience that can influence the behavior of the organism.

E. Motivation for Learning English

In the process of acquiring a second language one aspect that is important is the motivation. The notion of motivation by Ma'mun (2007: 37) is a force (power) or force (forces) or power (energy) or a state complex (a complex state) and a readiness (preparatory set) within the individual (organism) to move (to move, motion, motive) toward specific goals, either consciously or unconsciously.

In learning a second language there is an assumption that people in whom there is a desire, urge, or objectives to be achieved in a second language tend to be more successful than those who learn without guided by an impulse, purpose, or motivation (Chaer, 2009: 251).

1. How to Motivate Students in The Classroom Or School

a) Praise Students in Ways Big and Small

Recognize work in class, display good work in the classroom and send positive notes home to parents, hold weekly awards in your classroom, organize academic pep rallies to honor the honor roll, and even sponsor a Teacher Shoutout section in the students' newspaper to acknowledge students' hard work.

1.) Expect excellence

Set high, yet realistic expectations. Make sure to voice those expectations. Set short terms goals and celebrate when they were achieved.

2.) Spread excitement like a virus

Show your enthusiasm in the subject and use appropriate, concrete and understandable examples to help students grasp it. For example, I love alliteration. Before I explain the concept to students, we “improv” subjects they’re interested in. After learning about alliteration, they brainstorm alliterative titles for their chosen subjects.

3.) How to motivate students : mix it up

It’s a classic concept and the basis for differentiated instruction, but it needs to be said: using a variety of teaching methods caters to all types of learners. By doing this in an orderly way, you can also maintain order in your classroom. In a generic example for daily instruction, journal for 10 minutes to open class; introduce the concept for 15 minutes; discuss/group work for 15 minutes; Q&A or guided work time to finish the class. This way, students know what to expect everyday and have less opportunity to act up.

4.) Hand over some control

If students take ownership of what you do in class, then they have less room to complain (though we all know, it'll never stop completely). Take an audit of your class, asking what they enjoy doing, what helps them learn, what they're excited about after class. Multiple choice might be the best way to start if you predict a lot of "nothing" or "watch movies" answers.

After reviewing the answers, integrate their ideas into your lessons or guide a brainstorm session on how these ideas could translate into class.

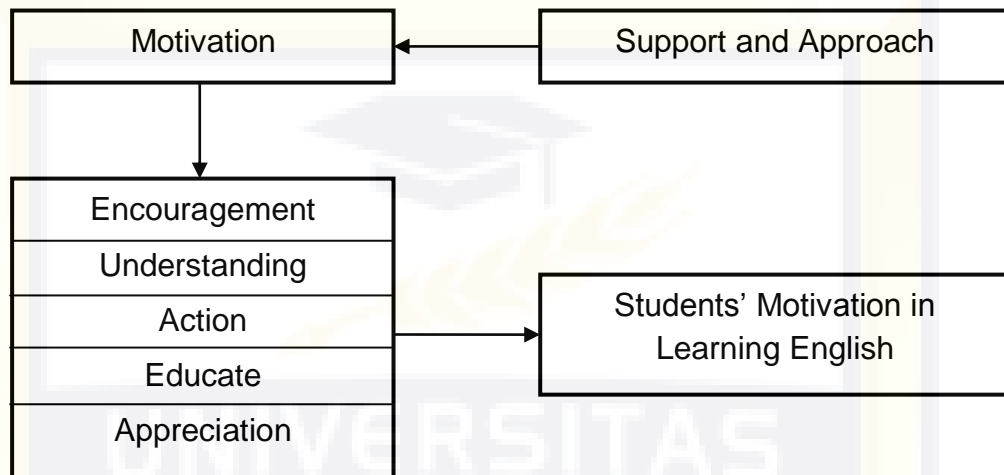
On a systematic level, let students choose from elective classes in a collegiate format. Again, they can tap into their passion and relate to their subject matter if they have a choice.

F. Resume

Based on explanation above , not all students interested in learning English, so the students need to improve motivation in learning, and we as a teachers role is to provide motivation to make students interested in learning English, and through giving support and approach to students that can make the students more enjoyable and fun to learn English

G. Theoretical Framework

The theoretical framework in this research is:



Giving support and approach to students can improve the students' motivation in learning English. Teacher can give motivation namely; encouragement, understanding, action and teacher can give approach like give educate and appreciation. Through giving support to the students, they will more interesting to learn English, and by approach the students can more active in learning. And it will raise the students' learning spirit.

H. Hypothesis

Giving support and approach can increase the motivation in learning English, because without the motivation will make the students lazy to learn English, and make it difficult to understand about English.

CHAPTER III

RESEARCH METHOD

This chapter consists of method and research design, time and place of the research, population and sample, variable of the research, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

The method of this research was used Pre-experimental, where the researcher wanted to know surely about the influence students' motivation in learning English at the second grade students of SMPN 25 Makassar. As a Pre-experimental, there only be one group as the subject. The design can be seen in the following:

T1 X T2

Note:

T1 = Pre-test

X = Treatment

T2 = Post-test

(Arikunto, 2007:45)

B. Time and Place of the Research

This research would be held on July 2017. Conducted at SMPN 25 Makassar on Jl. Sanrangan Kompleks BTN Dwi Dharma Km.15 Makassar.

C. Population and Sample

1. Population

The population of the research was the second grade students of SMPN 35 Makassar 2017/2018 academic year. There were 140 students who placed in 4 classes.

2. Sample

This research used Pre-experimental method that the number of sample was only one class that was class VIII-3. It consisted of 30 students.

D. Variables of the Research

Sugiyono (2011:61) explains tht the research variable is an attribute, the nature or value of the people, objects or activities that have certain variations set by the researchers to be studied and then drawn conclusions.

In this research there was only one variable (Single Variable) that was the effect of giving reward in finishing this skripsi.

E. Instrument of the Research

The research used test and questionnaire as the instrument. The researcher distributed and explained how to answer the test. It aims at finding out to know the comparison of prior knowledge with after treatment.

F. The Procedure of Collecting Data

The researcher collected data by following the procedures:

1. Pre-test

In the Pre-test, the researcher distributed test to students. The test was a multiple choice test. It consisted 20 numbers about English material for the second grade.

2. Post-test

The researcher distributed the test that as same as used in Pre-test. It aimed to find out the value of treatment, whether or not the result of the Post-test was better than the result of the Pre-test. The content of the Pre-test was same with the Post-test.

G. Technique of Data Analysis

Technique of data analysis that used in this research was Pre-experimental method. Where the writer calculated the scores obtained by th students' motivation in test and questionnaire given. Pre-experimental method usd in this research was the average score, highest and lowest score.

1. Classifying the students' score into six as follow:

Table 3.1: The Students' Score Classification

Classifications	Criteria of Mastery
Excellent	94-100
Very Good	87-93
Good	80-86
Average	63-79
Poor	56-62

2. The calculating the mean score of the students by using the following formula:

$$X = \frac{\sum x}{N}$$

Where: X = Mean Score

$\sum x$ = Raw of Number Score

N = The Total Number of Students

(Gay in Maryanti, 2015:40)

3. Computing the frequency of the percentage of the students' score

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

Where: P = Percentage

F = The Cumulative Frequency of Subject

N = The Total Number of Students

(Sugiono, 2010:109)

4. Finding out standard deviation of the students' Pre-test and Post-test applying formula below:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N(N-1)}}$$

Where:

SD = Standard Deviation

$\sum x$ = The Sum All of Score

N = The Total Number of Students

(Gay in Sugito, 2006:40)

5. Finding out the significant differences between Pre-test and Post-test by using the formula:

$$t = \frac{D}{\sqrt{\frac{\sum x^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of Significant Differences

D = The Mean of Difference Score

$\sum D$ = The Sum of the Difference Score

N = The Total Number of Students

(Gay in Sugito, 2006:40)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists two sections. The first section deals with finding of the research and the second section deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

A. Findings

The finding of the research was based on the result of data analysis. The data analysis used The Influence Students' Motivation in Learning English through Giving Support and Constructivism Approach at the Second Grade Students of SMPN 25 Makassar. The data used questionnaire and multiple choice tests, consisted of Pre-test and Post-test. The Pre-test was given to find out the prior students' in motivation before presenting problem solving task and the Post-test was given to find out the effect of the students' motivation after giving the treatment.

1. The Analysis of the Students' Score

The students' score was obtained through the test, in order to know the students' motivation in learning English ability through giving reward. Then, the writer determined the quality of the

students' score into rate percentage and score of classification as follow:

Table 4.1: The Students' Score in Pre-test

No	Initial of the Students	Students' Score
1	AF	70
2	AAI	80
3	AFR	70
4	AND	85
5	AL	75
6	AA	70
7	BK	85
8	DB	85
9	DRS	65
10	FF	90
11	FVS	90
12	FFL	65
13	HDY	45
14	MRI	35
15	MRM	85
16	MNH	75
17	MAC	65
18	MH	70
19	NA	75
20	NM	75

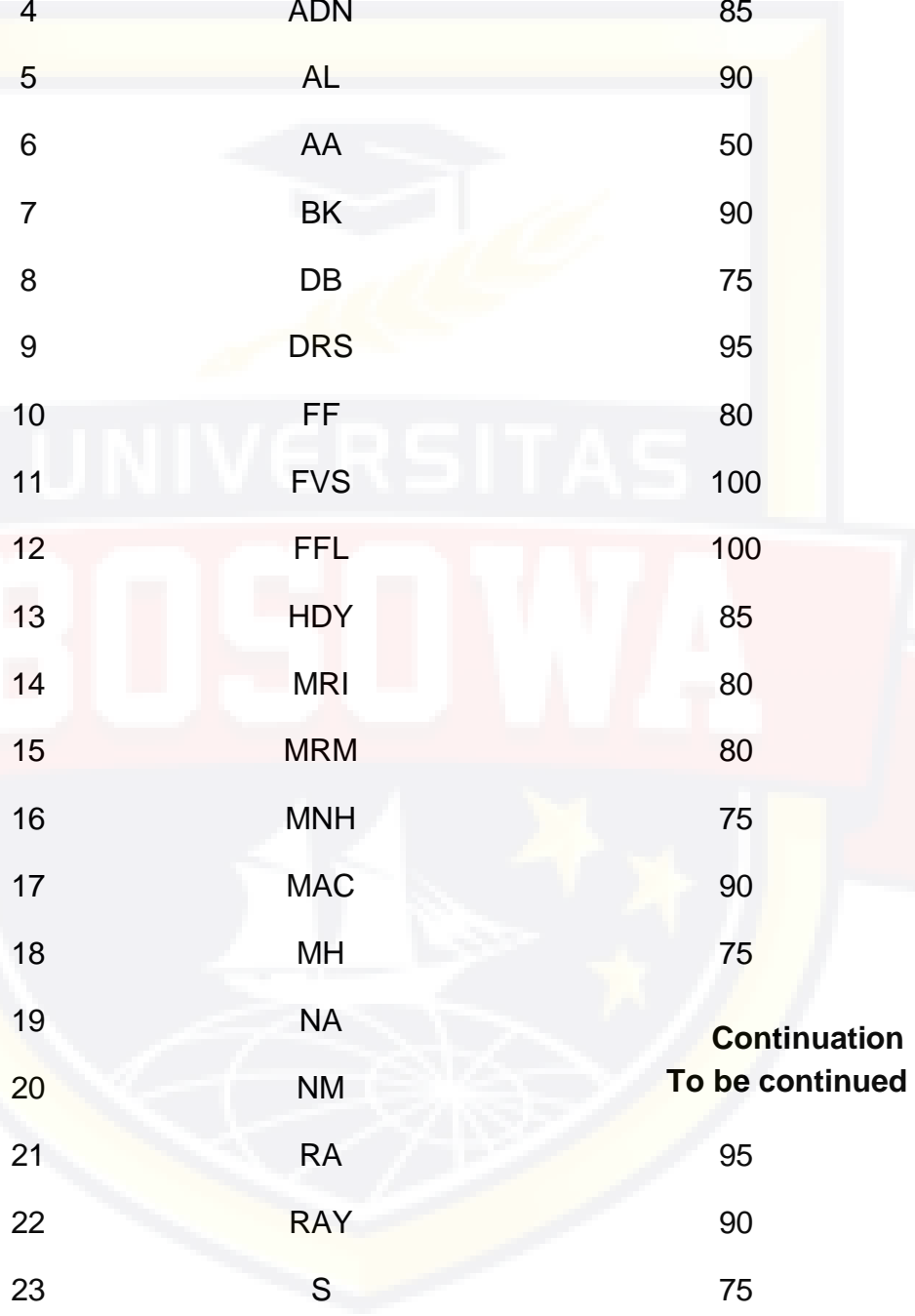
21	RA	65
22	RAY	85
23	S	35
24	SA	85
25	SMY	85
26	SS	55
27	WVR	45
28	YK	75
29	ZH	60
30	ZK	55
Total		2.175

Source: SMP Negeri 25 Makassar

Based on the table 4.1 above, the writer concludes that the students' score in Pre-test there were 14 students from 30 samples that have good score and reached the average score. So, the writer concludes that the students' score in Pre-test was average. Because of that the writer needed to conduct the treatment to improve students' motivation in learning English. In this test there were five students who got the lowest score, because they had a lack of vocabulary.

Table 4.2: The Students' Score in Post-test

No	Initial of the Students	Students' Score
1	AF	95



2	AAI	80
3	AFR	100
4	ADN	85
5	AL	90
6	AA	50
7	BK	90
8	DB	75
9	DRS	95
10	FF	80
11	FVS	100
12	FFL	100
13	HDY	85
14	MRI	80
15	MRM	80
16	MNH	75
17	MAC	90
18	MH	75
19	NA	Continuation To be continued
20	NM	
21	RA	95
22	RAY	90
23	S	75
24	SA	90
25	SMY	95

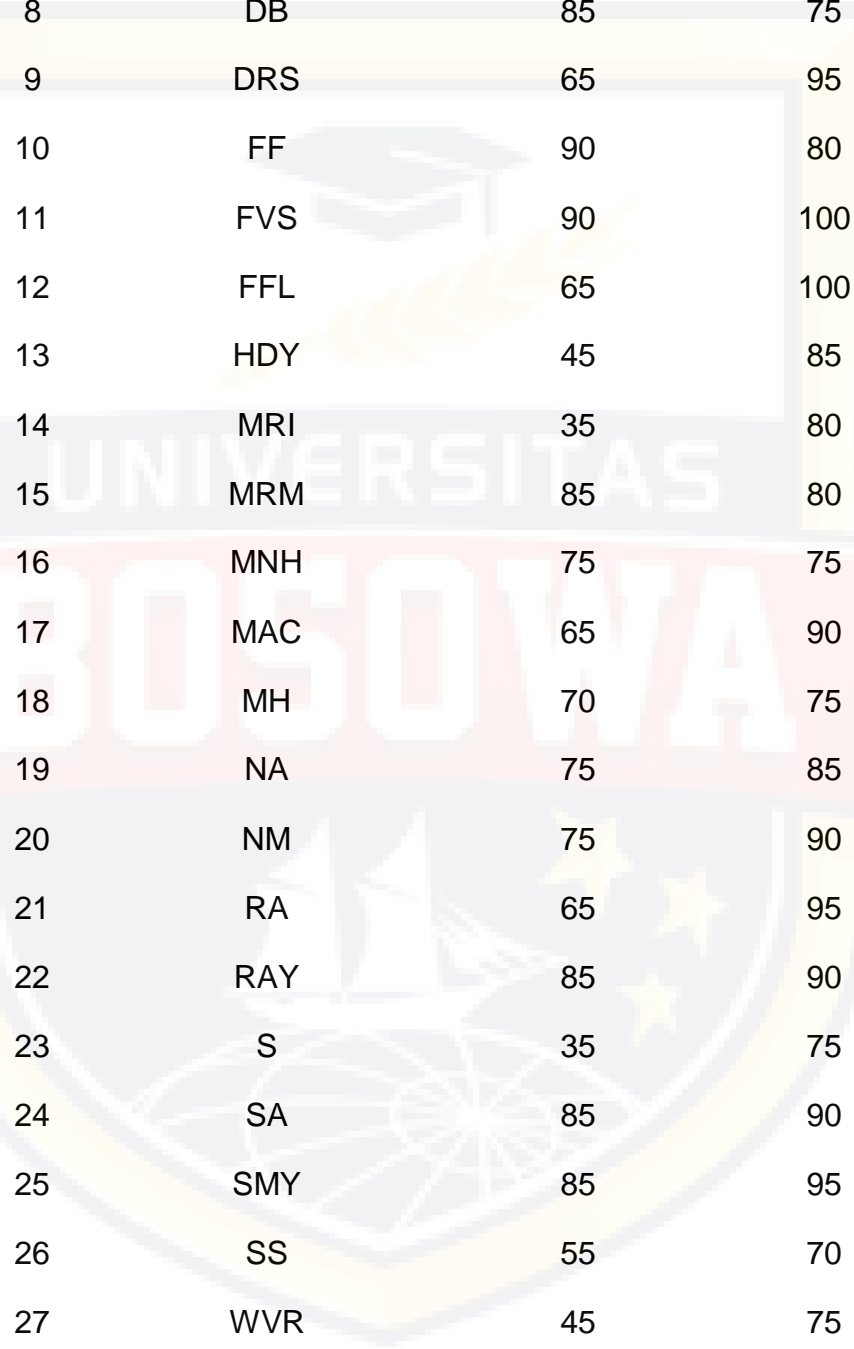
26	SS	70
27	WVR	75
28	YK	90
29	ZH	80
30	ZK	80
	Total	2.560

Source: SMP Negeri 25 Makassar

Based on the table 4.2 above, the writer concludes that there was a significance achievement students' score in Post-test. Most of the got the good score, and no students of them who got less than standard score (70). In this test showed that the students who had a lowest score in Pre-test go a good score in Post-test after they learn English through giving support and constructivism approach.

Table 4.3: The Comparison of Students' Score in Pre-test and Post-test

No	Initial of the Students	Students' Score	
		Pre-test	Post-test
1	AF	70	95
2	AAI	80	80
3	AFR	70	100
4	ADN	85	Continuation To be continued
5	AL	75	



6	AA	70	50
7	BK	85	90
8	DB	85	75
9	DRS	65	95
10	FF	90	80
11	FVS	90	100
12	FFL	65	100
13	HDY	45	85
14	MRI	35	80
15	MRM	85	80
16	MNH	75	75
17	MAC	65	90
18	MH	70	75
19	NA	75	85
20	NM	75	90
21	RA	65	95
22	RAY	85	90
23	S	35	75
24	SA	85	90
25	SMY	85	95
26	SS	55	70
27	WVR	45	75
28	YK	75	90
29	ZH	60	80

30	ZK	55	80
	Total	2.175	2.560

Source: SMP Negeri 25 Makassar

Based on the data of Pre-test and Post-test in the table 4.3 above, shows that there is a significance different of the students score after treatment was given by Pre-test and Post-test. In the Post-test there were five students who got the lowest score, while in the Post-test no students who got the lowest score after applied the treatment.

It means before giving treatment, most of the students' as categories poor than after giving treatment.

Table 4.4: Rate Percentage of Students' Score in Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1	Excellent	94-100	0	0%	7	23%
2	Very Good	87-93	1	7%	6	20%
3	Good	80-86	9	30%	11	37%
4	Average	63-79	10	33%	6	20%
5	Poor	56-52	9	30%	0	0%
	Total		30	100%	30	100%

Source: SMP Negeri 25 Makassar

Note:

- a. Freq = Frequency
- b. Perc = Percentage

The data of the Pre-test and Post-test in the table 4.4 above shows the significance different of the students' score after treatment was given the Pre-test. In table Pre-test indicates the there was no students' who got excellent classification, 2 students (7%) who got very good classification, 9 students (30%) got good classification, 10 students (33%) got average classification and 9 students (30%) who got poor classification. While in Post-test shows that after giving treatment, 7 students (23%) got excellent classification, 6 students (20%) got very good classification, 11 students (37%) had good classification, 6 students (20%) who got the average classification and there was no student who got very poor classification.

2. Means Score and Standard Deviation of the Students in Pre-test and Post-test

The means score and standard deviation of the students was used to know the significance difference of the students' achievement in Pre-test and Post-test.

Table 4.5: The Means Score and Standard Deviation

Test	Means Score	Standard Deviation
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Pre-test	72.5	1.08
Post-test	85.3	2.70

Table 4.5 above shows that, the data means score of data analysis of students' motivation in learning English was (72.5) which is classification as average and the means score of Post-test was (85.3) which is classification as good.

The means score of students' Post-test was higher than the means score of Pre-test. Beside that the standard deviation of students' Post-test (2.70) is higher than standard deviation of Pre-test (1.08). So the result of the means score indicates that the students' motivation in learning English on using support and constructivism approach method getting effect in teaching English.

3. T-test Value

To prove that there was no significance difference between Pre-test and Post-test, the writer employed T-test analysis, the result of T-test was 12.09.

Table 4.6: The Result of T-test and T-table

Variable	T-Test	T-Table
X2.X1	12.09	2.045

Table 4.6 above, shows that the T-test value of the students' motivation in learning English was greater than T-table value ($12.09 > 2.093$), it can be concluded that there was significance between the students' Pre-test and Post-test. It means that giving support and constructivism approach can influence students' motivation in learning English.

Based on data analysis above, it was found the influence students' motivation in learning English through giving support and approach at the second year students of SMPN 25 Makassar.

B. Discussion

This section presents the discussion as in interpretation of the result of data analysis. This section discusses about the results after doing the research to improve students' motivation, furthermore this section describing the students' motivation in learning English after giving support and constructivism approach method in teaching English. Support and constructivism approach method which was applied in the learning process in the class.

The writer took 30 minutes to explain about the material of English after before giving test and questionnaire, and 10 minutes to prepare themselves before answer the test to understand all at once. The writer gives the time to search the meaning of test. But the writer

got a lot of problems for any students and confuse about the vocabulary. So, the students need to know more the vocabulary to help them to make easy for the translation process. Because of that, the students have to improve their motivation in learning English for memorizing some vocabularies.

The Post-test have done in one meeting, at the first meeting the writer divided the test and questionnaire for the students. After that, the students were finding the meaning of the test, the writer gave the students opportunity to answer the question from the teacher one by one.

The writer found many problems from the students about the multiple choice tests. Part of them still mumbling, confusing and low think when they answer the question in multiple choice tests.

The treatment was done at the second meeting. At the second meeting, the writer divided same test and questionnaire for the students, in this section the writer started for teaching the students. In the process the students have a big motivation in study English.

In process of the treatment, the writer was given the material about English, and after that, the students answered the test and questionnaire. As we know that in this method there were two sections, they were multiple choice tests and questionnaire. After giving the treatment, the writer gave motivation, especially in study English very important to know because English is one of the most important

languages from all of languages in the world. As an international language, English is very important in education aspects.

In learning process based on students' motivation they were excited to follow the material, it seemed from the students when the writer explained about the material since the classroom learning activities, the students put their attention to the writer's explanation and also the material. And then students were interest to follow learning process because the writer provided the material with simple explanation that easy the students' understanding about it. In learning process, the writer also applied the method which aimed to improve students' motivation in learning English. So the students more like to join in the classroom learning activities.

Therefore, teaching the material to students while giving them support and motivation those influenced toward students' achievement in learning English. It was getting enthusiasm, interested, encouragement and approach based on students' performance in classroom learning activities. Students more active in learning English than before.

So the use of support and constructivism approach method could give an effect of students' motivation, because there were many positive things that the student got during the treatment was conducted. It was proved by their means score in Pre-test (2.175) and Post-test (2.560) that shown in the table 4.3. This is important because

students start to construct their knowledge in process of support and constructivism approach and to find out what they do and do not know.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with conclusion and the second deals with suggestion.

A. Conclusion

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concludes:

1. Support and Constructivism approach Method was very helpful and effective way in improving students' motivation in learning English.
2. There was a significant effect of students' motivation in giving support and constructivism approach method in teaching English.

3. The students' motivation of the second grade SMPN 25 Makassar was poor before the writer giving support and constructivism approach method on strategy in teaching English and their motivation enhanced from poor level to good level after giving treatment.
4. Most of students interested in learning English, because giving support and constructivism approach gave the students understanding, awareness and enthusiasm to improve their motivation in learning English.

B. Suggestion

It has been proved that giving support and constructivism approach method in teaching English can give effect of students' motivation in learning. Then the writer suggests the following things:

1. The English teacher should be more active and creative to choose same strategies.
2. Most of students might be brave for questioning when they got some difficulties at the learning process in order to get knowledge and exploring their ideas.

Finally, the writer hopefully this skripsi can be meaningful contribution for English teacher, students and further writer and other researchers.



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APPENDICES

**APPENDIX 1****LESSON PLAN**

Sekolah : SMPN 25 Makassar

Mata Pelajaran : English

Materi : Motivasi Belajar

Kelas/ Semester : VIII-3/ I

Alokasi Waktu : 2 x 45 minutes (1 x meeting)

Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk deskriptif dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar.

Indikator : Siswa mampu memaknai materi yang diberikan.

A. Tujuan Pembelajaran:

1. Siswa mampu menjelaskan tentang apa itu Motivasi Belajar.
2. Siswa dapat menyebutkan tips-tips dalam belajar.
3. Siswa dapat memilih tips yang tepat untuk meningkatkan motivasi belajar.
4. Siswa mampu mendorong dirinya untuk meningkatkan motivasi belajarnya.

B. Metode Pembelajaran

1. Ice Breaking, ceramah, diskusi, tanya jawab dan tugas.
2. Tempat penyelenggaraan: ruang kelas VIII-3 SMPN 25 Makassar.

Kegiatan	Deskripsi
Pendahuluan	<ul style="list-style-type: none"> • Memberikan salam dan do'a • Memeriksa situasi kelas dan kondisi kelas • Memeriksa kehadiran siswa • Menyampaikan topik tentang "Motivasi Belajar"
Materi	Mengamati
	Menampilkan video "Motivasi Belajar"
	Menanya
	Setelah menampilkan video, pembimbing menanyakan kepada siswa mengenai apa yang terdapat dalam video.
Menalar	

	<ul style="list-style-type: none"> • Siswa dibagi ke dalam 8 kelompok yang beranggotakan 4-5 siswa. • Siswa mendapatkan penjelasan tentang proses pelaksanaan diskusi kelompok. • Siswa diberikan tugas untuk mendiskripsikan: <ol style="list-style-type: none"> 1. Apa itu motivasi belajar? 2. Faktor apa yang mempengaruhi “Motivasi Belajar”? • Melalui diskusi siswa menalar/ memikirkan apa itu “Motivas Belajar”. • Apa saja yang mempengaruhi motivasi belajar • Serta tips-tips untuk meningkatkan motivasi belajar.
	Mencoba
	<ul style="list-style-type: none"> • Siswa menyimpulkan hasil diskusi tentang “Motivasi Belajar”. • Siswa dapat menyebutkan faktor-faktor yang mempengaruhi motivasi belajar. • Siswa dapat mengerti tips-tips agar siswa dapat meningkatkan motivasi belajar dalam rangka meningkatkan proses belajar di sekolah.
	Jejaring Sosial
	<p>Setelah siswa selesai mendiskusikan tentang “Motivasi Belajar”, guru meminta semua siswa untuk mempresentasikannya secara berkelompok. Setelah kelompok</p>

	presentase, kelompok lain mengajukan pertanyaan, memberi masukan/ menyanggah Ice breaking.
Penutup	<ul style="list-style-type: none"> • Siswa menyimpulkan materi diskusi tentang “Motivasi Belajar” dibantu oleh guru dalam menyimpulkan materi diskusi. • Siswa diberikan ulasan singkat tentang materi “Motivasi Belajar” yang baru saja di diskusikan, kemudian guru mengajak siswa untuk mengulang lagi tentang materi yang telah dipelajari tadi. • Do’a • Memberi salam.

C. Alat dan Sumber Belajar

- Video
- Materi
- Powerpoint
- LCD
- Laptop

D. Rencana Penilaian dan Tindak Lanjut

Penilaian proses observasi selama kegiatan layanan berlangsung dengan menggunakan ceklist sebagai berikut:

Aspek yang di Observasi	Sangat Baik	Baik	Kurang Baik	Tidak Baik
Antusias Siswa				
Partisipasi Siswa				
Aktivitas Siswa				
Respon Siswa				

E. Penilaian Hasil

1. Guru memberikan pertanyaan kepada siswa secara lisan tentang “Motivasi Belajar”.
 - a) Jelaskan pengertian “Motivasi Belajar”?
 - b) Faktor-faktor apa saja yang mempengaruhi “Motivasi Belajar”?
 - c) Apa yang akan anda lakukan untuk dapat meningkatkan “Motivasi Belajar”?
 - d) Apa manfaat yang anda peroleh dari materi yang telah diberikan?
2. Melakukan pengamatan kurang lebih dua hari setelah penyampaian materi.
3. Memantau siswa selama kurang lebih dua hari melalui wawancara atau tanya jawab di kelas tentang perkembangan siswa dalam meningkatkan “Motivasi Belajar”.
4. Tindak lanjut:

Apabila ada siswa yang masih kesulitan dalam meningkatkan “Motivasi Belajar”, atau masih seperti dulu sebelum diberikannya materi akan diberikan pemahaman lewat bantuan bimbingan kelompok dan konseling individu.



APPENDIX 2

Instrument of the Research

Title: The Influence of Students' Motivation in Learning English through Giving Support and Constructivism Approach of Second Grade at SMP 25 Makassar.

1. Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya agar para siswa menjawab pernyataan ini dengan jujur.
3. Atas partisipasi dan bantuan dari para siswa di ucapkan banyak terima kasih.



Instructions to Fill the Questionnaire:

1. The questionnaire are contains of 30 items statement about the effect of giving reward toward students' motivation.
2. Write down your name and attendee's number.
3. Read it carefully and thoroughly each statement.
4. Give the answer by way of check mark (✓) in one of the answer choices that best suits your approval rate in the column that has been provided with the 5 alternatives.
5. Submit your answer if you have finished working on this questionnaire.

• The Questionnaire

Name	:	
Attendee's number	:	
Class	:	

No.	Statements	Answer of Choices				
		SD	D	UD	A	SA
1.	The first time I see this lesson, I believe that English is easy for me. (Pertama kali saat saya melihat pelajaran ini, saya percaya bahwa bahasa Inggris mudah bagi saya).					
2.	At the beginning of learning English, there is something interesting for me. (Pada awal pembelajaran bahasa Inggris, ada sesuatu yang menarik bagi saya).					
3.	This learning material is more difficult than I expected. (Materi pembelajaran ini lebih sulit dipahami dari apa yang saya harapkan).					
4.	I really happy to study English because English is fun. (Saya benar-benar senang belajar bahasa Inggris karena bahasa Inggris menyenangkan).					
5.	I am very happy on learning English, so I would like to know more on this					

	<p>subject.</p> <p>(Saya sangat senang pada pelajaran bahasa Inggris sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini).</p>					
6.	<p>I study everyday because I want to get good score.</p> <p>(Saya belajar setiap hari karena saya ingin memeproleh nilai yang bagus).</p>					
7.	<p>I was always afraid if I asked the teacher.</p> <p>(Saya selalu merasa takut jika saya bertanya pada guru).</p>					
8.	<p>Because motivation, it is makes me to study and want to know English.</p> <p>(Karena motivasi, itu membuat saya belajar dan ingin mengetahui bahasa Inggris).</p>					
9.	<p>The exercise in learning English istoo difficult.</p> <p>(Latihan soal bahasa Ingggris terlalu sulit).</p>					
10.	<p>The number of repetitions in this learning English, sometimes makes me bored.</p> <p>(Jumlah pengulangan pada pembelajaran ini kadang-kadang membosankan bagi saya)</p>					
11.	<p>I was satisfied with that I get in</p>					

	<p>learning English. (Saya merasa puas dengan apa yang saya dapatkan dalam pembelajaran bahasa Inggris).</p>					
12.	<p>I often daydream in the classroom when the learning English. (Saya sering melamun di dalam kelas ketika pembelajaran bahasa Inggris)</p>					
13.	<p>I will just do the task when teacher would give a reward. (Saya akan mengerjakan tugas apabila guru memberikan hadiah).</p>					
14.	<p>After I know I will get score, I study hard. (Setelah saya tahu saya akan di beri nilai, saya belajar sungguh-sungguh).</p>					
15.	<p>Teacher does anything unusual amazing and interesting. (Guru melakukan hal-hal yang tidak lazim dan menakjubkan yang menarik).</p>					
16.	<p>I felt a bit disappointed with this learning. (Saya merasa agak kecewa dengan pelajaran ini).</p>					
17.	<p>In learning English, there are story, pictures or example which showed me, how to the benefits of learning material for some people.</p>					

	(Terdapat cerita, gambar atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran ini bagi beberapa orang).					
18.	I was excited to complete the task of English because I always get reward. (Saya sangat bersemangat dalam menyelesaikan tugas bahasa Inggris karena saya selalu mendapatkan hadiah).					
19.	The ways preparation of the information on the pages is very boring. (sacara penyusunan informasi pada halaman - halaman sangat membosankan)					
20.	The teacher used to many teaching techniques interesting. (Guru menggunakan bermacam-macam teknik mengajar yangn menarik).					
21.	The motivation and approach that I get from teacher I will always remember. (Motivasi dan pendekatan yang saya peroleh dari guru akan selalu saya ingat).					
22.	If the teacher not told me, I am not					

	<p>interests to work the exercises of English.</p> <p>(Jika guru tidak menyuruh saya, saya tidak tertarik mengerjakan soal latihan-latihan bahasa Inggris).</p>					
23.	<p>Englih material that delivered teacher makes me confused.</p> <p>(Materi pelajaran bahasa Inggris yang disampaikan guru membuat saya bingung).</p>					
24.	<p>When the teacher explains the English material, I was chatting with a friend.</p> <p>(Ketika guru menjelaskan materi pelajaran bahasa Inggris, saya mengobrol dengan teman).</p>					
25.	<p>After I learn English, I believed that I will be successful in test.</p> <p>(Setelah belajar bahasa Inggris, saya yakin bahwa saya akan sukses dalam tes).</p>					
26	<p>Although the reward is little/ small is made tougher competition in the classroom.</p> <p>(Meskipun sedikit atau kecil hadiah yang ada menjadikan persaingan di dalam kelas menjadi lebih ketat).</p>					

27.	The classroom atmosphere like a competition place to get reward. (Suasana kelas seperti tempat persaingan memperoleh hadiah).					
28.	Do the task is very important for me. (Mengerjakan soal tugas adalah tugas sangat penting bagi saya).					
29.	I have learned something which very interesting and unpredictable. (Saya telah mempelajari sesuatu yang sangat menarik dan tak terduga sebelumnya).					
30.	After I get motivation, I more spirit learn English. (Setelah saya mendapat motivasi, saya lebih semangat mempelajari bahasa Inggris).					

Note:

- SA = Strongly Agree (Sangat Setuju)
A = Agree (Setuju)
SD = Strongly Disagree (Sangat Tidak Setuju)
D = Disagree (Tidak Setuju)
UD = Undecided (Ragu-ragu)

Name : Muh. Afrah Tasyria

Attendee's number : 10

NO	STATEMENTS	ANSWER CHOICES				
		SD	D	UD	A	SA
1	The first time I saw this lesson, I believe that English is Easy for me. (Pertama kali saya melihat pelajaran ini, saya percaya bahwa bahasa Inggris mudah bagi saya).			✓		
2	At the beginning of learning English, there is something interesting for me. (Pada awal pembelajaran bahasa Inggris, ada sesuatu yang menarik bag isaya)			✓		
3	This learning material is more difficult than I expected. (Materi pembelajaran ini lebih sulit dipahami dari pada yang saya harapkan)			✓		
4	I really happy to studying English because English is fun (Saya benar – benar senang belajar bahasa Inggris karena bahasa inggris menyenangkan).			✓		
5	I am very happy on learning English so I would like to know more on this subject.			✓		

6	I study every day because I want to get good score. (Saya belajar setiap hari karena saya ingin memperoleh nilai bagus)				✓	
7	I was always afraid if I asked the teacher. (Saya selalu merasa takut jika saya bertanya kepada guru).				✓	
8	Because motivation , it is makes me to study and want to know English. (Karena motivasi, itu membuat saya belajar dan ingin mengetahui bahasa Inggris)				✓	
9	The exercise in learning English is too difficult. (Latihan soal bahasa Inggris terlalu sulit).				✓	
10	The number of repetitions in this learning English, sometimes makes me bored. (Jumlah pengulangan pada pembelajaran ini kadang – kadang membosankan bagi saya.				✓	
11	I was satisfied with what I get in learning English. (Saya merasa puas dengan apa yang saya dapatkan dalam pembelajaran bahasa Inggris).				✓	
12	I often daydream in the classroom when the learning English. (Saya sering melamun di dalam kelas ketika saya pembelajaran bahasa Inggris).				✓	

	hadiah).					
14	After I know I will get score, I study hard. (Setelah saya tahu saya akan di beri nilai, saya belajar sungguh – sungguh).				✓	
15	Teacher does anything unusual amazing and interesting. (Guru melakukan hal – hal yang tidak lazim dan menajubkan yang menarik).			✓		
16	I felt a bit disappointed with this learning. (Saya merasa agak kecewa dengan pelajaran ini).			✓		
17	In learning English, there are story, pictures or example which showed me, how the benefits of learning material for some people. (Terdapat cerita, gambar atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran ini bagi beberapa orang).				✓	
18	I was excited to complete the task of English because I always get reward. (Saya sangat bersemangat dalam menyelesaikan tugas bahasa Inggris karena saya selalu mendapatkan hadiah).			✓		
19	The ways preparation of the information on the pages is very boring.			✓		

20	The teacher used many teaching techniques interesting. (Guru menggunakan bermacam – macam teknik mengajar yang menarik).				✓	
21	The motivation and approach that I get from teacher I will always remember. (motivasi dan pendekatan yang saya peroleh dari guru akan selalu saya ingat).				✓	
22	If the teacher not told me, I am not interested to working the exercises of English. Jika guru tidak menyuruh saya ,saya tidak tertarik mengerjakan soal latihan – latihan bahasa Inggris.				✓	
23	English material that delivered teacher makes me confused. (Materi pelajaran bahasa Inggris yang disampaikan guru membuat saya bingung).				✓	
24	When the teacher explains the English material, I was chatting with a friend. (Ketika guru menjelaskan materi pelajaran bahasa Inggris, saya mengobrol dengan teman).				✓	
25	After I learn English, I believed that I will be successful in test. (Setelah belajar bahasa Inggris, saya yakin bahwa saya akan sukses dalam tes).				✓	
26	All my friends are interested in learning English.				✓	

	menjadikan persaingan di dalam kelas menjadi lebih ketat).					
27	The classroom atmosphere like a competition place to get reward. (Suasana kelas seperti tempat persaingan memperoleh hadiah).			✓		
28	Do the task is very important for me. (Mengerjakan soal adalah tugas yang sangat penting bagi saya).				✓	
29	I have learned something which very interesting and unpredictable. (Saya telah mempelajari sesuatu yang sangat menarik dan tak terduga sebelumnya).			✓		
30	After I get motivation, I more spirit learn English. (Setelah saya mendapat motivasi, saya lebih semangat mempelajari bahasa Inggris).			✓		

Note :

SD = Strongly Disagree (sangat tidak setuju)

D = Disagree (tidak setuju)

UD = Undecided (ragu – ragu)

A = Agree (setuju)

SA = Strongly Agree (sangat setuju)

Name : sri suhermika

Attendee's number : 20

NO	STATEMENTS	ANSWER CHOICES				
		SD	D	UD	A	SA
1	The first time I saw this lesson, I believe that English is Easy for me. (Pertama kali saya melihat pelajaran ini, saya percaya bahwa bahasa Inggris mudah bagi saya).					✓
2	At the beginning of learning English, there is something interesting for me. (Pada awal pembelajaran bahasa Inggris, ada sesuatu yang menarik bag isaya)					✓
3	This learning material is more difficult than I expected. (Materi pembelajaran ini lebih sulit dipahami dari pada yang saya harapkan)			✓		
4	I really happy to studying English because English is fun (Saya benar – benar senang belajar bahasa Inggris karena bahasa inggris menyenangkan).					✓
5	I am very happy on learning English so I would like to know more on this subject. (Saya sangat senang pada pelajaran bahasa Inggris sehingga saya ingin mengetahui lebih lanjut)					

6	I study every day because I want to get good score. (Saya belajar setiap hari karena saya ingin memperoleh nilai bagus)					✓
7	I was always afraid if I asked the teacher. (Saya selalu merasa takut jika saya bertanya kepada guru).					✓
8	Because motivation , it is makes me to study and want to know English. (Karena motivasi, itu membuat saya belajar dan ingin mengetahui bahasa Inggris)				✓	
9	The exercise in learning English is too difficult. (Latihan soal bahasa Inggris terlalu sulit).		✓			
10	The number of repetitions in this learning English, sometimes makes me bored. (Jumlah pengulangan pada pembelajaran ini kadang – kadang membosankan bagi saya.					✓
11	I was satisfied with what I get in learning English. (Saya merasa puas dengan apa yang saya dapatkan dalam pembelajaran bahasa Inggris).					✓
12	I often daydream in the classroom when the learning English. (Saya sering melamun di dalam kelas ketika saya pembelajaran bahasa Inggris).					✓
13	I will just do the task when teacher would give a					✓

	hadiah).						✓
14	After I know I will get score, I study hard. (Setelah saya tahu saya akan di beri nilai, saya belajar sungguh – sungguh).						✓
15	Teacher does anything unusual amazing and interesting. (Guru melakukan hal – hal yang tidak lazim dan menajubkan yang menarik).		✓				
16	I felt a bit disappointed with this learning. (Saya merasa agak kecewa dengan pelajaran ini).		✓				
17	In learning English, there are story, pictures or example which showed me, how the benefits of learning material for some people. (Terdapat cerita, gambar atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pembelajaran ini bagi beberapa orang).						✓
18	I was excited to complete the task of English because I always get reward. (Saya sangat bersemangat dalam menyelesaikan tugas bahasa Inggris karena saya selalu mendapatkan hadiah).				✓		
19	The ways preparation of the information on the pages is very boring. (Cara penyusunan informasi pada halaman – halaman						✓

20	The teacher used many teaching techniques interesting. (Guru menggunakan bermacam – macam teknik mengajar yang menarik).				✓	
21	The motivation and approach that I get from teacher I will always remember. (motivasi dan pendekatan yang saya peroleh dari guru akan selalu saya ingat).			✓	✓	
22	If the teacher not told me, I am not interested to working the exercises of English. Jika guru tidak menyuruh saya ,saya tidak tertarik mengerjakan soal latihan – latihan bahasa Inggris.			✓		
23	English material that delivered teacher makes me confused. (Materi pelajaran bahasa Inggris yang disampaikan guru membuat saya bingung).					✓
24	When the teacher explains the English material, I was chatting with a friend. (Ketika guru menjelaskan materi pelajaran bahasa Inggris, saya mengobrol dengan teman).			✓		
25	After I learn English, I believed that I will be successful in test. (Setelah belajar bahasa Inggris, saya yakin bahwa saya akan sukses dalam tes).				✓	

	menjadikan persaingan di dalam kelas menjadi lebih ketat).				✓	
27	The classroom atmosphere like a competition place to get reward. (Suasana kelas seperti tempat persaingan memperoleh hadiah).					✓
28	Do the task is very important for me. (Mengerjakan soal adalah tugas yang sangat penting bagi saya).					✓
29	I have learned something which very interesting and unpredictable. (Saya telah mempelajari sesuatu yang sangat menarik dan tak terduga sebelumnya).					✓
30	After I get motivation, I more spirit learn English. (Setelah saya mendapat motivasi, saya lebih semangat mempelajari bahasa Inggris).				✓	

Note :

- SD = Strongly Disagree (sangat tidak setuju)
- D = Disagree (tidak setuju)
- UD = Undecided (ragu – ragu)
- A = Agree (setuju)
- SA = Strongly Agree (sangat setuju)

Choose the correct answer by crossing a, b, c or d based on the question below

1. Bahasa Inggris : Sit dow, please.
Bahasa Indonesia :
 - a. Silahkan duduk
 - b. Silahkan berdiri
 - c. Angkat tanganmu
 - d. Silahkan berputar

2. Saat bertemu dengan teman pada malam hari, kita dapat memberikan salam kepada mereka dengan mengatakan...
 - a. Good Morning
 - b. Good Evening
 - c. Good Afternoon
 - d. Good Night

3. Mestra : Hello, Mikael. How are you?
Mikael : Hello, Mestra. ..., Thanks.
 - a. Good evening
 - b. Good morning
 - c. I am fine
 - d. Thank you

4. Darling : Hello, my name is Darling. ...?
Cendry : Hello, I am Cendry. Nice to meet you.
 - a. How are you?
 - b. How do you do?
 - c. What's your name?
 - d. Thank you. And you?

5. Cindy : Hello, I am Cindy.
 Septi : How do you spell it?
 Cindy :
- | | |
|-------------------------------------|--------------------------------------|
| a. /si/ - /i:/ - /en/ - /de/ - /ai/ | c. /es/ - /ei/ - /en/ - /de/ - /wai/ |
| b. /es/ - /ai/ - /en/ - /di/ - /ai/ | d. /si/ - /ai/ - /en/ - /di/ - /wai/ |
6. Pedro : Excuse me, are you Milka?
 Iren :
- | | |
|-----------------|------------------|
| a. No, I am not | c. No, it is not |
| b. Yes, I am | d. Yes, it is |
7. Ayah dari Ibu kita dalam bahasa Inggris disebut...
- | | |
|-----------|----------------|
| a. Uncle | c. Brother |
| b. Father | d. Grandfather |
8. Manda : Hi, Juan. Happy Birthday. You looks handsome today.
 Juan : Yhanks, Manda.
 Manda :
 Juan : I am eleven years old.
 Manda : Here is a present for you.
 Juan : Wow, a t-shirt. Thanks.
- | | |
|-----------------------|-----------------------|
| a. How years old you? | c. How old years you? |
| b. How old are you? | d. How your are old? |
9. Mr. Jufry : Well, class is over. Let's go home now, students.
 Students : Thank you, Mr. Jufry. Goodbye.
 Mr. Jufry :
- | | |
|--------------------------|---------------------------|
| a. You are welcome | c. I am fine, thanks |
| b. Bye, see you tomorrow | d. Bye, see you yesterday |
10. Micha : Hi, Jack. You look so handsome.
 Jack :

- a. Thank you very much
- b. I am fine, thank you
- c. You are welcome
- d. Not bad

11. Febry : Good morning. How are you?

Mika : I am fine. And you?

Febry :

- a. You are welcome
- b. I am fine
- c. Thank you
- d. Sir

12. Mr. Jeremy is my uncle. Mrs. Jeremy is my ...

- a. Grandmother
- b. Aunt
- c. Mother
- d. Sister

13. Class is over. Where the students go?

- a. Sleeping in the yard
- b. They play around
- c. Walking to the mall
- d. They go home

14. "Letakkan tasmu di atas meja". Bahasa Inggrisnya adalah...

- a. Put your bag on the table
- b. Put away your bag
- c. Open your bag
- d. Close your bag

15. Mrs. Dika is my mother. Mr. Dika is my ...

- a. Daddy
- b. Granpa
- c. Mommy
- d. Grandma

16. Penulisan "Ada sebuah papan tulis di dalam kelas" dalam bahasa Inggris adalah ...

- a. There is a board in the classroom
- b. There are a board in the classroom
- c. There is an board in the classroom

d. There is a boards in the classroom

17. Deni : Hi, my name is Deni. What is your name?

Hari : Hi, my name is Hari. Are you a new student?

Deni : Yes, I am. I'm in 1C, and you?

Hari : Me, too. The we are classmates.

Deni is

a. A new teacher

c. A teacher

b. A new student

d. A librarian

18. Teacher : Students, what is "Rautan" in English?

Students : It's

Teacher : Yes, you're right.

a. Pencil sharpener

c. Pencil case

b. Pencil eraser

d. Pencil box

19. Sigit : I have to go now. Nice to meet you, Sri.

Sri : , Sigit.

a. Bye

b. How do you do?

c. Nice to meet you, too

d. Pleased to meet you

20. Riko : Can you help me, Zheila?

Zheila : Sure.

Riko :

Zheila : Ok, no problem.

a. Can you wash the window, please?

b. Can you open the window, please?

c. Can you help me?

d. May I help you?



Appendix 3: The Students' Result in Pre-test

The Influence Students' Motivation in Learning English through Giving Support and Constructivism Approach

Keterangan:

1. Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharap kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasinya dan bantuan para siswa di ucapkan terima kasih.

Nama

.....

Nim

.....

Kelas

.....

Petunjuk pengisian:

1. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
2. Jawablah dengan jawaban yang benar.

Appendix 4: The Students' Result in Post-test

The Influence Students' Motivation in Learning English through Giving Support and Constructivism Approach

Keterangan:

1. Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharap kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasinya dan bantuan para siswa di ucapkan terima kasih.

Nama

.....

Nim

.....

Kelas

.....

Petunjuk pengisian:

3. Bacalah soal ini dengan seksama sebelum anda menjawabnya.
4. Jawablah dengan jawaban yang benar.

Nama: Muh. Rival Malin

Choose the correct answer by crossing a,b,c, or d based on the question below

1. Bahasa Inggris : Sit down, please.

Bahasa Indonesia :

- a. Silahkan duduk c. Angkat tanganmu
 b. Silahkan berdiri d. Silahkan berputar

2. Saat bertemu dengan teman pada malam hari, kita dapat memberi salam kepada mereka dengan mengatakan ...

- a. Good Morning c. Good Afternoon
 b. Good Evening d. Good Night

3. Mestra : Hello, Mikael. How are you?

Mikael : Hello, Mestra. ..., Thanks.

- a. Good evening c. I am fine
 b. Good morning d. Thank you

4. Darling : Hello, my name is Darling. ...?

Cendry : Hello, I am Cendry. Nice to meet you.

- a. How are you? c. What's your name?
 b. How do you do? d. Thank you. And you?

5. Cindy : Hello, I am Cindy.

Septi : How do you spell it?

Cindy :

- a. /si/ - /i:/ - /en/ - /de/ - /ai/

8. Manda : Hi, Juan. Happy birthday. You looks handsome today.

Juan : Thanks, Manda.

Manda : ...

Juan : I am eleven years old.

Manda : Here is a present for you.

Juan : Wow, a t-shirt, Thanks.

- a. How years old you? C. How old years you? ✓
~~b.~~ How old are you? D. How you are old?

9. Mr. Jufry : Well, class is over. Let's go home now, students.

Students : Thank you, Mr. Jufry. Goodbye.

Mr. Jufry :

- a. You are welcome c. I am fine, Thanks ✓
~~b.~~ Bye, see you tomorrow d. Bye, see you yesterday

10. Micha : Hi, Jack. You look so handsome.

Jack :

- ~~a.~~ Thank you very much c. You are welcome ✓
 b. I am fine, thank you d. Not bad

11. Febry : Good morning. How are you?

Mika : I am fine. And you?

Febry :

- a. You are welcome c. Thank you ✓
~~b.~~ I am fine d. Sure

12. Mr. Jeremy is my uncle. Mrs. Jeremy is my ...

- a. Grandmother c. Mother ✓
~~b.~~ Aunty d. Sister



a. Daddy c. Mommy

b. Grandpa d. Grandma

16. Penulisan "Ada sebuah papan tulis di dalam kelas" dalam bahasa Inggris adalah .

a. There is a board in the classroom.

b. There are a board in the classroom.

c. There is an board in the classroom.

d. There is a boards in the classroom.

17. Deni : Hi, my name is Deni. What is your name?

Hari : Hi, my name is Hari. Are you a new student?

Deni : Yes, I am. I'm in 1C, and you?

Hari : Me, too. Then we are classmates.

Deni is

a. a new teacher c. a teacher

b. a new student d. a librarian

18. Teacher : Students, What is "Rautan" in English?

Students : It's

Teacher : Yes, you're right.

a. Pencil sharpener c. Pencil case

b. Pencil eraser d. Pencil box

19. Sigit : I have to go now. Nice to meet you, Sri.

Sri :, Sigit.

a. Bye b. Nice to meet you, too

c. How do you do? d. pleased to meet you

20. Riko : Can you help me, Zheila?

Zheila : Sure.

Riko : ...

Zheila : Ok, no problem.

a. Can you wash the window, please?

b. Can you open the window, please?

c. Can you help me?

d. May I help you?

18 x 5 = 90

Amad Latif

Choose the correct answer by crossing a,b,c,or d based on the question below

1. Bahasa Inggris : Sit down, please.

Bahasa Indonesia : ...

- a. Silahkan duduk c. Angkat tanganmu
 b. Silahkan berdiri d. Silahkan berputar

2. Saat bertemu dengan teman pada malam hari, kita dapat memberi salam kepada mereka dengan mengatakan ...

- a. Good Morning c. Good Afternoon
 b. Good Evening d. Good Night

3. Mestra : Hello, Mikael. How are you?

Mikael : Hello, Mestra., Thanks.

- a. Good evening c. I am fine
 b. Good morning d. Thank you

4. Darling : Hello, my name is Darling. ...?

Cendry : Hello, I am Cendry. Nice to meet you.

- a. How are you? c. What's your name?
 b. How do you do? d. Thank you. And you?

5. Cindy : Hello, I am Cindy.

Septi : How do you spell it?

Cindy : ...

- a. /si/ - /i:/ - /en/ - /de/ - /ai/
 b. /es/ - /ai/ - /en/ - /di/ - /ai/
 c. /es/ - /ei/ - /en/ - /de/ - /wai/
 d. /si/ - /ai/ - /en/ - /di/ - /wai/

6. Pedro : Excuse me, are you Milka?

Iren : ...

- a. No, I am not c. No, it is not
 b. Yes, I am d. Yes, it is

7. Ayah dari ibu kita dalam bahasa Inggris disebut ...

- a. Uncle c. Brother
 b. Father d. Grandfather

8. Manda : Hi, Juan. Happy birthday. You looks handsome today.

Juan : Thanks, Manda.

Manda : ...

Juan : I am eleven years old.

Manda : Here is a present for you.

Juan : Wow, a t-shirt, Thanks.

- a. How years old you? C. How old years you?
 b. How old are you? D. How you are old?

9. Mr. Jufry : Well, class is over. Let's go home now, students.

Students : Thank you, Mr. Jufry. Goodbye.

Mr. Jufry :

- a. You are welcome c. I am fine, Thanks
 b. Bye, see you tomorrow d. Bye, see you yesterday

10. Micha : Hi, Jack. You look so handsome.

Jack :

- a. Thank you very much c. You are welcome
 b. I am fine, thank you d. Not bad

11. Feby : Good morning. How are you?

Mika : I am fine. And you?

Feby :

- a. You are welcome c. Thank you
 b. I am fine d. Sure

12. Mr. Jeremy is my uncle. Mrs. Jeremy is my ...

- a. Grandmother c. Mother
 b. Aunty d. Sister

13. Class is over. Where do the students go?

- a. Sleeping in the yard c. Walking to the mall
 b. They play around d. They go home

14. "Letakkan tasmu di atas meja". Bahasa Inggrisnya adalah ...

- a. Put your bag on the table c. Open your bag
 b. Put away your bag d. Close your bag

15. Mrs. Dika is my mother. Mr. Dika is my ...

- a) Daddy c. Mommy
 b. Grandpa d. Grandma

16. Penulisan "Ada sebuah papan tulis di dalam kelas" dalam bahasa Inggris adalah

- a) There is a board in the classroom.
 b. There are a board in the classroom.
 c. There is an board in the classroom.
 d. There is a boards in the classroom.

17. Deni : Hi, my name is Deni. What is your name?

Hari : Hi, my name is Hari. Are you a new student?

Deni : Yes, I am. I'm in 1C, and you?

Hari : Me, too. Then we are classmates.

Deni is

- a. a new teacher c. a teacher
 b. a new student d. a librarian

18. Teacher : Students, What is "Rautan" in English?

Students : It's ...

Teacher : Yes, you're right.

- a. Pencil sharpener c. Pencil case
 b. Pencil eraser d. Pencil box

19. Sigit : I have to go now. Nice to meet you, Sri.

Sri :, Sigit.

- a. Bye c. Nice to meet you, too
 b. How do you do? d. pleased to meet you

20. Riko : Can you help me, Zheila?

Zheila : Sure.

Riko : ...

Zheila : Ok, no problem.

- a. Can you wash the window, please?
 b. Can you open the window, please?
 c. Can you help me?
 d. May I help you?

15 x 5 = 75

Appendix 5: Students' Score and Classification in Pre-test

No	Name of the Students	Pre-test	Classification
1	Amelinda Febrianti	70	Average
2	Aulysh Arsyl Idris	80	Good
3	Amalia Fitriani Ramadani	70	Average
4	Arya Duta Nugraha	85	Good
5	Ahmad Latif	75	Average
6	Adriansyah Asri	70	Average
7	Bayu Kusuma	85	Good
8	Diorens B.	85	Good
9	Dewi Risma Saputri	65	Average
10	Fani Farhani	90	Very Good
11	Farrel Vvianlirinshy S	90	Very Good
12	Fitry Fadilah	65	Average
13	Hakan Dimas Yakini	45	Poor
14	Muh. Ridho Ilham	35	Poor
15	Muh. Rivai Malin	85	Good
16	Muh. Nnur Haliq	75	Average
17	Marsya Amanda C.	65	Average
18	Muflihin H.	70	Average
19	Nurul Aulia	75	Average
20	Nailah Mujahida	75	Average
21	Riska Amelia	65	Average
22	Ranaya Alodya	85	Good
23	Susanti	35	Poor
24	Suci Apriliani	85	Good

To be continued

Continuation

25	Sheila Maharani Y	85	Good
26	Sri Suhermila	55	Poor
27	Wahyu Veria Ramadhan	45	Poor
28	Yolanda K.	75	Average
29	Zulfitri Handayani	60	Poor
30	Zansa Keyla	55	Poor
Total		2.175	

Source: SMP Negeri 25 Makassar



Appendix 6: Students' Score and Classification in Post-test

No	Name of the Students	Post-test	Classification
1	Amelinda Febrianti	95	Excellent
2	Aulysh Arsyl Idris	80	Good
3	Amalia Fitriani Ramadani	100	Excellent
4	Arya Duta Nugraha	85	Good
5	Ahmad Latif	90	Very Good
6	Adriansyah Asri	50	Good
7	Bayu Kusuma	90	Very Good
8	Diorens B.	75	Average
9	Dewi Risma Saputri	95	Excellent
10	Fani Farhani	80	Good
11	Farrel Vvianlirinshy S	100	Excellent
12	Fitry Fadilah	100	Excellent
13	Hakan Dimas Yakini	85	Average
14	Muh. Ridho Ilham	80	Good
15	Muh. Rivai Malin	80	Good
16	Muh. Nnur Haliq	75	Average
17	Marsya Amanda C.	90	Very Good
18	Muflihin H.	75	Average
19	Nurul Aulia	85	Good
20	Nailah Mujahida	90	Very Good
21	Riska Amelia	95	Excellent
22	Ranaya Alodya	90	Very Good
23	Susanti	75	Average
24	Suci Apriliani	90	Very Good

To be continued

Continuation

25	Sheila Maharani Y	95	Excellent
26	Sri Suhermila	70	Average
27	Wahyu Veria Ramadhan	75	Average
28	Yolanda K.	90	Very Good
29	Zulfitri Handayani	80	Good
30	Zansa Keyla	80	Good
Total		2.560	

Source: SMP Negeri 25 Makassar



Appendix 7: The Means Score and Standard Deviation Pre-test and Post-test

1. The means score of Pre-test

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2.175}{30} \\ &= 72.5 \end{aligned}$$

2. The means score of Post-test

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{2.560}{30} \\ &= 85.3 \end{aligned}$$

3. Standard deviation in pre-test

$$\begin{aligned} SD &= \sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N - 1}} \\ &= \sqrt{\frac{161.125 - \frac{(2.175)^2}{30}}{30 - 1}} \\ &= \sqrt{\frac{161.25 - \frac{4.730.625}{30}}{29}} \end{aligned}$$

$$= \sqrt{\frac{161.125 - 157.6875}{29}}$$

$$= \sqrt{\frac{3.4375}{29}}$$

$$= \sqrt{1.185}$$

$$= 1.08$$

4. Standard deviation in post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$= \sqrt{\frac{214.300 - \frac{(2.560)^2}{30}}{30 - 1}}$$

$$= \sqrt{\frac{214.300 - \frac{65.536}{30}}{29}}$$

$$= \sqrt{\frac{214.300 - 2.184}{29}}$$

$$= \sqrt{\frac{212.116}{29}}$$

$$= \sqrt{7.314}$$

$$= 2.70$$

Appendix 8: Test of Significant (T-test)

T-test value of students' English achievement test of significance:

$$\begin{array}{ll} df = N-1 & D = \frac{\Sigma D}{N} \\ df = 30-1 & D = \frac{1100}{30} \\ df = 29 & D = 36.67 \end{array}$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{12.7}{\sqrt{\frac{5.600 - \frac{(380)^2}{30}}{30(30-1)}}$$

$$t = \frac{12.7}{\sqrt{\frac{5.600 - \frac{144.400}{30}}{30(29)}}$$

$$t = \frac{12.7}{\sqrt{\frac{5.600 - 4.813}{870}}$$

$$t = \frac{12.7}{\sqrt{\frac{787}{870}}$$

$$t = \frac{12.7}{\sqrt{1.105}}$$

$$t = \frac{12.7}{1.05}$$

$$t = 12.09$$

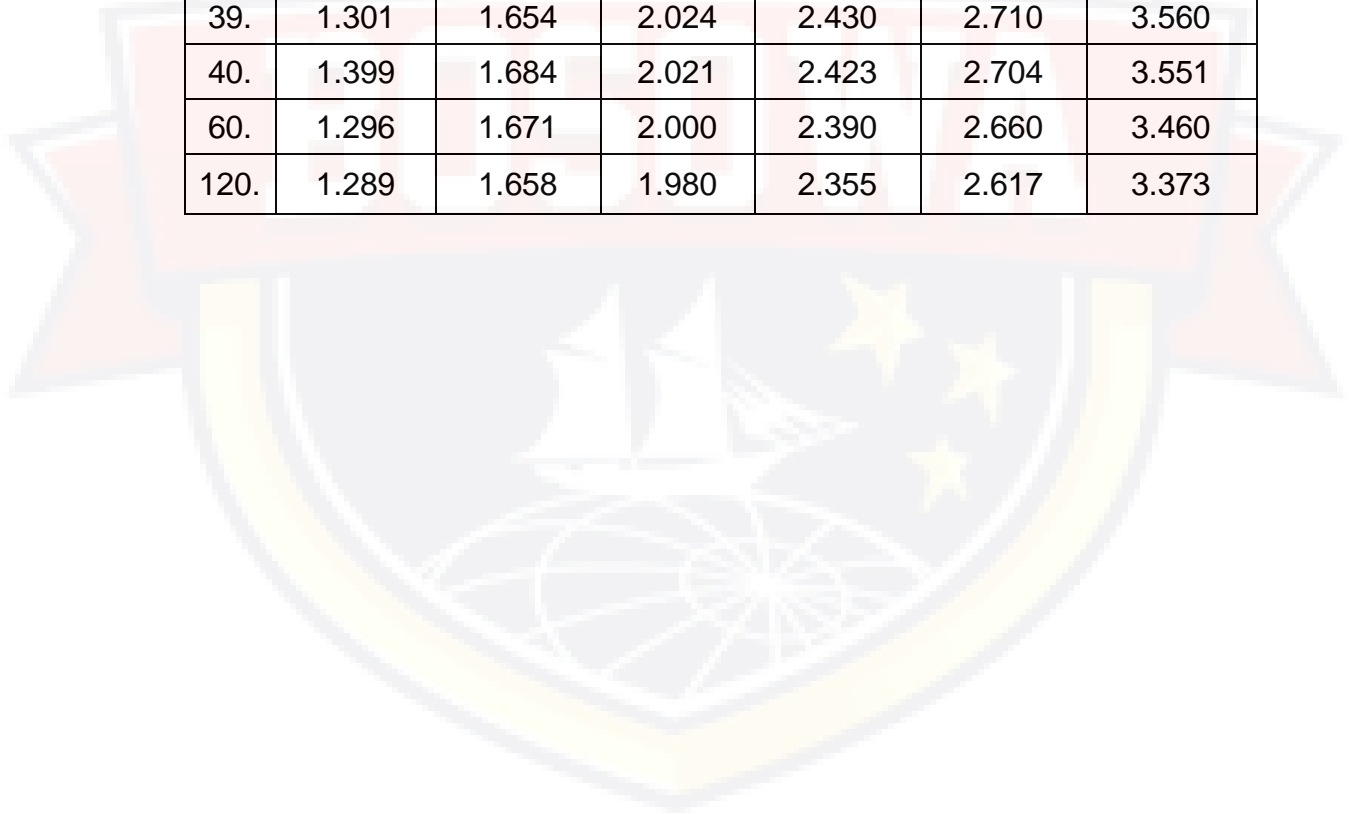
Appendix 9: The Distribution of Critical Values-T

Df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	1.2924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.703	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707

To be Continued

Continuation

27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31.	1.309	1.695	2.039	2.455	2.746	3.640
32.	1.308	1.693	2.036	2.450	2.740	3.638
33.	1.307	1.691	2.033	2.449	2.736	3.635
34.	1.306	1.659	2.030	2.447	2.730	3.630
35.	1.305	1.658	2.029	2.445	2.726	3.625
36.	1.304	1.657	2.028	2.440	2.720	3.599
37.	1.303	1.656	2.027	2.439	2.718	3.588
38.	1.302	1.655	2.025	2.435	2.714	3.576
39.	1.301	1.654	2.024	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373



Appendix 10: Pictures of the Research



Picture 1: The students were answering the Pre-test



Picture 2: The writer was giving the explanation about the Pre-test



Picture 3: The students were answering the Post-test



Picture 4: The writer was giving explanation about the Post-test



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 25 MAKASSAR (UNGGULAN)
NSS : 2011196011178, NPSN : 40311916, AKREDITASI "A"
Alamat : Kompleks BTN Dwi Darma Km.15 Sudiang Raya Tlp.515363 Makassar



KETERANGAN PENELITIAN

Nomor : 421.3/425/SMP.25/VIII/2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25

Makassar menerangkan bahwa :

Nama : Zakiah
NIM : 4513101090
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan Skripsi dengan judul penelitian :


**"THE INFLUENCE OF STUDENTS' MOTIVATION IN LEARNING ENGLISH
THROUGH GIVING SUPPORT AND APPROACH OF SECOND GRADE OF
SMP NEGERI 25 MAKASSAR"**

Demikian untuk dipergunakan sebagaimana mestinya.



Makassar , 1 Agustus 2017

Kepala Sekolah,


Drs. H. NURHADI TAIYA
Pangkat/Pembina Tk.I
NIP. 19661231 198903 1 126

BIOGRAPHY



Zakiah was born on June 10th 1995, in Enrekang of South Sulawesi. From the marriage of her parents Zainal Abidin and Yajrah. She entered to elementary school at SDN 116 Enrekang in 2001 and finished in 2007. Then she continued her study at RahmatulAsri Boarding School Maroangin and graduated in 2010. After that, she studied at SMA Negeri 1 Enrekang and graduated in 2013. Then she entered to UniversitasBosowa Makassar in 2013 she joined in English Education in Faculty of Teacher Training and Education Department. She finished her study in 2017.