



REPUBLIK INDONESIA  
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

# SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00201927632, 26 Januari 2019

## Pencipta

Nama : **H. Udin Kamiluddin**  
Alamat : Jl. Perjuangan, Gg. Mandeangin 1, Rt. 04/08 No. A 66 Majasem,  
Kelurahan Karya Mulya, Kecamatan Kesmabi, Cirebon, Jawa Barat,  
45135  
Kewarganegaraan : Indonesia

## Pemegang Hak Cipta

Nama : **H. Udin Kamiluddin**  
Alamat : Jl. Perjuangan, Gg. Mandeangin 1, Rt. 04/08 No. A 66 Majasem,  
Kelurahan Karya Mulya, Kecamatan Kesmabi, Kota Cirebon Kode  
Pos 45135 , Cirebon, Jawa Barat, 45132  
Kewarganegaraan : Indonesia

Jenis Ciptaan : **Karya Tulis (Artikel)**

Judul Ciptaan : **Motivation And Learning Style In The EFL Classroom: A  
Study At IAIN Syekh Nurjati Cirebon**

Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia : 25 Januari 2019, di Cirebon

Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.

Nomor pencatatan : 000132990

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.

Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.

a.n. MENTERI HUKUM DAN HAK ASASI MANUSIA  
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL



Dr. Freddy Harris, S.H., LL.M., ACCS.  
NIP. 196611181994031001



NASKAH AKADEMIK

HASIL PENELITIAN

Judul Penelitian

*Motivation and Learning Style in the EFL Classroom:*

*a Study at IAIN Syekh Nurjati Cirebon*

Peneliti

Udin Kamiluddin

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

TAHUN 2018

## NOTA DINAS

Yth. : Rektor IAIN Syekh Nurjati Cirebon  
c.q. : Kepala LPPM  
Dari : Peneliti  
Lampiran : Satu berkas  
Hal : *Laporan Pertanggungjawaban Penelitian*  
Tanggal : 20 Desember 2018

Dengan hormat saya sampaikan bahwa:

Nama : Udin Kamiluddin  
NIP : 19630915 1996031001  
Pangkat/Golongan : Pembina/IVa  
Jabatan : Lektor Kepala

Telah melaksanakan penelitian dengan judul: Motivation and Learning Style in the EFL Classroom: A Study at IAIN Syekh Nurjati Cirebon dengan bantuan DIPA IAIN Syekh Nurjati Cirebon. Sebagai bentuk pertanggungjawaban atas penggunaan anggaran tersebut, saya sampaikan laporan pertanggungjawaban yang terdiri dari atas laporan administrasi dan laporan keuangan. Masing-masing laporan disertai dengan lampiran dokumen dan data pendukung. Adapun secara rinci laporan tersebut sebagaimana terlampir.

Demikian laporan saya sampaikan. Atas perhatian Bapak, saya sampaikan ucapan terima kasih.

Peneliti



Udin Kamiluddin

**SURAT PERNYATAAN KEASLIAN PENELITIAN**

Yang bertanda tangan di bawah ini:

Nama : Udin Kamiluddin

NIP / NIDN : 19630915 199603001 / 2015096301

Judul Penelitian : *Motivation and Learning Style in the EFL Classroom:  
a study at IAIN Syekh Nurjati Cirebon*

Dengan ini menyatakan bahwa hasil penelitian ini merupakan karya sendiri, benar keasliannya, bukan skripsi, thesis ataupun disertasi dan sepanjang pengetahuan saya dalam tulisan ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Apabila ternyata di kemudian hari penelitian ini merupakan hasil plagiat atau penjiplakan atas karya orang lain, maka saya bersedia bertanggung jawab sekaligus menerima sanksi sesuai dengan aturan atau hukum yang berlaku termasuk mengembalikan seluruh dana yang telah diterimanya kepada LP2M IAIN Syekh Nurjati Cirebon.

Demikian pernyataan ini saya buat dalam keadaan sadar tanpa paksaan.

Cirebon, 30 Nopember 2018

Mengetahui

Kapuslitpen LP2M



Budi Manfaat, M.Si

NIP 19811128 2008011008



Peneliti



H. Udin Kamiluddin, MA

196309151996031001

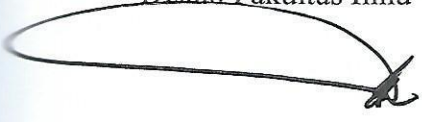
## IDENTITAS PENELITIAN DAN PENGESAHAN

1. Judul Penelitian : *Motivation and Learning Style in the EFL Classroom: a Study at IAIN Syekh Nurjati Cirebon*
2. Kategori / Klaster Penelitian : Individu/Pengembangan Program Studi
3. Peneliti
  - a. Nama Lengkap : Udin Kamiluddin
  - b. NIDN : 2015096301
  - c. Disiplin Keilmuan : Pendidikan Bahasa Inggris
  - d. Pangkat/Golongan : Pembina/IVa
  - e. Fakultas/Jurusan : Tarbiyah/PBIND
  - f. Alamat : Jl. Perjuangan By Pass Cirebon
  - g. Telpon/ : 08156177655
  - h. E-mail : kamilvirgo@gmail.com
4. Lokasi Penelitian : IAIN Syekh Nurjati Cirebon
5. Jangka Waktu : empat bulan
6. Sumber Dana Penelitian : DIPA IAIN Syekh Nurjati Cirebon tahun 2018
7. Jumlah Biaya Penelitian : Rp. 15,000,000,-

Cirebon, 30 Nopember 2018

Mengetahui,  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Peneliti,



Dr. Ilman Nafi'a, M.Ag



Udin Kamiluddin

NIP 19721220 1998031004

NIP 196309151996031001

Mengesahkan,  
Ketua LP2M




Dr. H. Bambang Yuniarto, M.Si

NIP 19630618 1996031001

## Acknowledgements

It is, first of all, my obligatory as a Muslim to praise Allah the Almighty upon completion of this challenging, motivating, even inspiring research works. Without His will and blessings, this work would be impossible to come into existence.

This research is funded by DIPA IAIN Syekh Nurjati Cirebon, 2018.

In this opportunity, I would like to express my deep and sincere thanks to all those who have supported me in the process of conducting this research including:

My big family members: wife, son and daughter, who have, as ever, maintained my sanity through their love and good counsel.

Rector, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Dean, Faculty of Education and Teacher Education, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Chairman, Department of Indonesian Language Teaching, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

Chairman, Department of Research and Publication, Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

My research colleagues, in particular, in the Department of Indonesian Language Teaching, and my colleagues, in general, at Institut Agama Islam Negeri Syeikh Nurjati, Cirebon.

I, also, would like to pass on sincere thanks to all students who participated in ~~this~~ research.

And, finally, to all who have helped me in writing this research, my sincere ~~thanks~~; whatever shortcomings remain should be laid at my door.

Cirebon, 15 December 2018

A handwritten signature in black ink, appearing to read 'Udin Kamiluddin', with a long, sweeping flourish extending to the right.

Udin Kamiluddin

## CONTENTS

Declaration of Authenticity	ii
Researcher's Identity and Approval	iii
Acknowledgements	iv
Contents	v
Chapter 1	1
1.1. Introduction	1
1.2. Statement of the Problem	7
1.3. Research Questions	7
1.4. Purpose of the Study	7
1.5. Significance of the Study	8
1.6. Definition of Terms	8
Chapter 2	13
2.1. Literature Review	13
2.2. Theories of Motivation	16
2.3. Theories on Learning Styles	21
2.4. Frame of Thought	45
2.5. Research Hypothesis	45



Chapter 3	46
3.1. Research Method	46
3.2. Subjects	47
3.3. Research Variables	47
3.4. Instrumentation	47
3.5. Data Collection	49
3.6. Data Analysis	49
3.7. Research Site	50
3.8. Research Timeline	50
3.9. Outcome of the Study	51
Chapter 4	
4.1. The Types of Motivation among the students in Class A and B	52
4.2. The Types of Learning Style among the students in Class A and B	55
4.3. English Language Proficiency of the students in Class A and B	59
4.4. The Correlation of Motivation with English Language Proficiency	62
4.5. The Correlation of Learning Style with English Language Proficiency	67
4.6. The Correlation of Motivation with English Language Proficiency	70
4.7. The Correlation of Learning Style with English Language Proficiency	72
4.8. The Correlation of Motivation with English Language Proficiency	75
4.9. The Correlation of Learning Style with English Language Proficiency	78

4.10. The Correlation of Motivation and Learning Style with English Language Proficiency	81
4.11. The Correlation of Independent Variables such as Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English with English Language Proficiency	82
4.12. The Correlation of Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English all together with English Language Proficiency	94
Chapter 5	106
Conclusion	106
References	108
Appendix	113
1). Attitude / Motivation Test Battery (AMTB)	113
2). Tes Sikap dan Motivasi Belajar bahasa Inggris	120
3). Lembar Jawaban Questionnaire Tes Sikap dan Motivasi Belajar Bahasa Inggris	142
4). Learning Style Questionnaire	147
5). Questionnaire Gaya Belajar	149
6). Lembar Jawaban Questionnaire Gaya Belajar	152

7). English Language Proficiency Test	153
8). Answer Sheet	160
9). Answer Key	161
10). Daftar Hadir Pengisian Questionnaire PBI A 1 dan PBI B 1	162
11). Surat Kesediaan untuk Partisipan	164
12). Surat Undangan FGD Try Out Questionnaire	165
13). Daftar Hadir Rapat FGD	167
14). Data Questionnaire Tes Sikap dan Motivasi Belajar bahasa Inggris PBI A1	168
15). Data Questionnaire Tes Sikap dan Motivasi Belajar bahasa Inggris PBI B1	173
16). Data Questionnaire Faktor yang Mempengaruhi Motivasi Belajar PBI A1	179
17). Data Questionnaire Faktor yang Mempengaruhi Motivasi Belajar PBI B1	181
18). Photo Pengisian Questionnaire dan Ujian Bahasa Inggris PBI A1	183
19). Photo Pengisian Questionnaire dan Ujian Bahasa Inggris PBI B1	188
20). Jadwal Kegiatan Penelitian	192

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

This is an introductory chapter in which the researcher begins his presentation with background of the study followed by statement of the problem, research questions, purpose of the study, outcomes of the study, significance of the study, and finally he ends it with a description of terminological definitions.

Educators and researchers have long been recognizing learner's motivation and learning style are two of crucial factors for any instructional program to succeed. Markwell (2003) confirms several factors that affect the quality of learning. For example, aptitude and motivation, approaches to learning (including to collaborative learning), learning styles, curriculum, teacher's competence and teaching strategies, the size and environment of the class, learning assessment process and feedback, the learning resources (for instance libraries, laboratories and information technology) available and used, learning environment ( in and outside the classroom) that supports intra and extra-curricular activities, and the wider institutional and social context. Richards (2001) highlights four factors that influence the success of language teaching program. These factors involve institutional factors including the school's organization culture and how it maintains the quality of teaching and learning. Teacher factors include the skills and qualifications of teachers and the level of professional support provided. Teaching factors include the philosophy of teaching reflected in the program and good teaching is supported and

maintained. Learning factors include learners' views of the program as well as learning styles and motivations and how these are addressed within the program.

Cora Hahn (1996) quoted Pimsleur et al. (1962) as saying that among the pertinent elements considered to be learner factors in foreign-language learning include intelligence, verbal ability, pitch discrimination, order of language study and bilingualism, study habits, motivation and attitude, and personality factors. Moreover, Pimsleur et al. say that intelligence may not be a very important factor in foreign-language achievement for beginning students but may exert influence in advanced courses; that while verbal ability in one's native language is positively correlated with success in learning a foreign language, the correlation is sometimes modest and varies depending on the foreign language in question and the level of advancement of the course; and that no clear distinction has been made between general intelligence and verbal ability.

Rachmania Bachtiar Kassing (2011) suggests a number of contributing factors in foreign language learning that differentiate various learners' academic performance and attainment, for instance, gender, attitudes, aptitude, motivation, learning approach, language learning strategies and learning style (Dornyei, 1994; Dornyei & Csizer, 1998; Gardner, Tremblay & Masgoret, 1997; Ghenghesh, 2010; Kormos & Csizer, 2008; Liando, et al., 2005; Oxford, 1994). Among all those contributing factors, motivation has been regarded by researchers working in the field of second/foreign language learning as one of the pivotal factors in the process of second/foreign language learning (Dornyei, 2001a; Liando et al., 2005; Oxford, 1994).

Motivated language learners may become creative learners on the language they are learning (Kimura, Nakata & Okumura, 2001). Along with ability, motivation is seen as

one of the most important factors of education to succeed (Keller, as cited in Schmidt, Boraie & Kassagby, 1996). Specifically, these researchers also suggest that motivation of a learner can indicate the degree of success in second/foreign language attainment. Therefore motivation is crucial to the success (Dornyei, 1994), and may affect the degree of success in second/foreign language learning (Dornyei, 1998: 117).

Moreover, Ellis asserts that motivation and language aptitude are variables that may affect learner's L2 proficiency. Numerous studies reveal that when students are well-motivated and their learning preferences are proportionally accommodated, they likely get better improvement in their studies. Similarly, in the case of teaching and learning English as second or foreign language. He, further states, aptitudes seems to be "a stable factor, perhaps even innate" which teachers can do little or nothing to change, whereas motivation is subject to change, even improve. There are factors that influence students' motivation. Oxford, Shearin believe that motivation "drives individual learner to be active and involved in foreign or second language learning. Hence, it opens the room for potential language skill development, an opportunity that unmotivated learners missed (O'Sullivan, 2017).

Considerable research has demonstrated that attitudes and motivation are critical to the learning of a second language. According to socio-educational model of second language learning, attitudes play a role in language learning through their influence on motivation. Motivation is influenced by attitudes. (R.C. Gardner and P.D. MacIntyre, 1991). Xiang Yang (2012) reveals that there is significant correlation between English proficiency and positive attitude towards learning English, for both instrumental (Gardner, 1960; Brown, 2000) and integrative motivation (Nida, 1956; Liu, 2007; LoCastro, 2001). Intrinsic and extrinsic motivation determine the success of learners at all stages of their

education (Chiew Fen Ng and Poh Kiat Ng. 2015; (Kimura, Y. et al); including learning English as a Foreign Language (Oletic and Ilic, 2014).

Gardner and Lambert (1959, 1972) as cited in Cora Hahn (1996) pointed out that there are two basic kinds of motivation: integrative motivation, and instrumental motivation. A student is said to have an integrative motivation when he/she is interested in the second language community genuinely “to the point of eventually being accepted as a member of it. Whereas, a student is motivated instrumentally when he/she is more interested in the second language as an instrument for reaching particular goals, for example getting a good job. The first type of motivated student seems to be mastery oriented, and the second one tends to be performance oriented (Myron H. Dembo, 2004). Gardner and Lambert indicated in their studies among the Philippines learners of English, that learners with a higher integrative orientation are likely to be more proficient than those who are instrumentally motivated.

However, as they argued themselves, that “when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative”. Lukmani’s research on learners of English in India showed that instrumental motivation and proficiency in English are strongly correlated. Similarly, Littlewood says that most learners perceive English as an International language. As a result, it is not surprising if integrative attitudes are not as significant as learner’s instrumental reasons for acquiring the language (Cora Hahn, 1996).

On the other side, research has provided evidence on the positive effect of accommodating learner’s diversity. Like other factors such as age, sex, motivation,

intelligence, anxiety, and learning strategies, learning style affects language learning success (Sharp, 2004: 1).

Optimal learning occurs when students' and teachers' expectation of each other are mutually respected through establishment of agreement between them on the subjects matter and why they need to learn them. (Kasaian and Ayatollahi, 2010: 131).

Parallel with this is what Zhenhui (2001) stated that teachers' knowledge and understanding about his/her students' preferred ways of learning help them create effective teaching. On the other hand, students can learn more effectively when their learning styles are accommodated proportionally (Willing: 1985, 1988, Nunan: 1988, 1996, Richards & Lockhart: 1994). In other words, students will be more successful in their learning if the teaching strategy matches the students' particular aptitude for learning and if they are motivated (Ellis: 2008). Matching teaching style with students' learning style improve students achievement, class performance and motivation to learn, significantly (Dunn and Dunn, 1979: 242; Zhenhui, 2001: 4). It contributes to more effective learning and significant academic progress (Claxon and Murrel (1987) cited in Ho (1999: 53), and is the foundation of a truly modern education (Dunn, 1984: 10).

According to Zhenhui (2001: 1), researchers like (Griggs & Dunn, 1984; Smith & Renzulli, 1984; Charkins et.al., 1985) assert that it is crucial to implement an approach to teaching that matches with the students' learning style especially in foreign language instruction (e.g. Oxford et.al, 1991; Wallace & Oxford, 1992). Kumaravadivelu (1991: 98) cited in Zhenhui (2001:1) indicates a less gap between teacher's teaching style and students' learning style enhances learner's achievement. Moreover, students who are adaptable to teacher's teaching strategy will be easier to process learning and more satisfied



than those who are not (She: 2003: 609).

Researchers like Claxon and Ralston (1978) believe that when an individual is participating in a learning task, the learning is usually accomplished more rapidly and the students may get longer retention if it is presented in way that the individual prefers. Learning is more productive when teachers take learning styles into consideration (Boylan: 1984). A teacher's success will largely depend on understanding such pupil differences and capitalizing on them (Bernard 1972).

The learning of all students including the weak one may be enhanced when students are taught in a way that suits their learning styles. Other researchers asserted that considering the significance of students' learning style can have a strong effect on achievement (Kolb, 1976, 1984; Gregorc, 1979; McCarthy, 1986; Gardner, 1993; Performance Learning System, 2003; Raab, 2004).

Moreover, teachers who have, and use, more teaching strategies and methods produce more students to learning (Orlich, Harder, Callahan, Kauchak & Henson, 1994). Similarly, the learners who are engaged in learning activities tend to be successful. (Lang & Evans: 2006, p. 63). Ford and Chen (2001) cited in Visser et al (2006: 99) stated that numerous studies reported leaning in matched conditions may, in certain context, be significantly more effective than learning in mismatched condition. According to Liu and Reed (1994) cited by Visser et al (2006: 99) that understanding the variables related to matching learning styles may approve to affect learning achievement significantly. Miller (2001) and Stitt-Gohdes (2003) cited by Brown (2003: 1) support the research findings saying that when students' learning styles (high school students) suit the teachers' instructional preferences, student motivation and achievement usually improve. Primarily,

matching of teaching/learning styles is more beneficial to vocational students who are field independent (learners who prefer more autonomy and less personal interaction), whereas mismatching is more suitable for field-dependent students (learners who prefer more guidance and structure) Hayes and Allison (1997) cited in Brown (2003: 1).

## 1.2. Statement of the Problem

Based on the previous discussion, it is no doubt that of the factors which might be very crucial to be taken into consideration by teachers in general and English teachers in particular are motivation and learning styles for teaching and learning to succeed. And those aspects (motivation and learning styles) contribute significantly to the student's language proficiency.

The problem is that the research addresses student's motivation and learning styles which are assumed as correlated with language proficiency is virtually non-existent. Accordingly, this study is intended to further explore the degree of which these factors associate and affect learner's language proficiency.

## 1.3. Research Questions

The following research questions guide this study:

1. Which motivation and learning style do the students exhibit in the EFL classroom?
2. To which extent do motivation and learning style correlate with language proficiency?

## 1.4. Purpose of the Study

This study was conducted to meet the following purposes:

1. To identify students' motivation and learning style in the EFL classroom.
2. To examine the relationships of motivation and learning style as learner variables with their language proficiency.

#### 1.5. Significance of the Study

This study is significant for some reasons:

1. Unlike the previous studies, which examined motivation or learning strategies, or both. The present study investigates motivation and learning style.
2. It seems that no clear evidence on the studies of motivation, and/or learning strategies in the context of IAIN Syekh Nurjati Cirebon. Specifically, it has not been found yet a research on motivation and learning style among the students of IAIN Syekh Nurjati Cirebon.
3. It is, therefore, the provision of academic data on the two critical variables of teaching and learning (motivation and learning style), becomes a necessity.

#### 1.6. Definition of Terms

The following definitions were either operationally defined or based on published definitions for this study:

##### Motivation

Brown defines motivation as “an inner drive, impulse, emotion or desire that stimulates one toward a particular action” (1987, p.117). Maehr and Meyer as cited in Brophy state that motivation is an abstract and theoretical construct. It refers to “initiation,

direction, intensity, persistence and quality of behaviour, especially goal-directed behaviour” (2010, p.3). Ziahosseini and Salehi (2008) conclude that motivation consists of the choices that people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect.

Dornyei and Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out” (p.64). Williams and Burden (1997) explain that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals. (Rachmania Bachtiar Kassing, 2011).

Types of motivation include integrative motivation and instrumental motivation.

#### Integrative Motivation

Integrative motivation refers to a certain wish or desire of a language learner to identify the culture of speakers of that language. Students try to acquire the language because they want to be able to comprehend and communicate in the foreign language and thus to attain the ability to interact with people of different nationalities as well as to gain the knowledge of their culture. (Bc. Lenka Svobodová, 2015: 10-18).

#### Instrumental Motivation

Instrumental motivation refers to a certain wish or desire of a language learner to learn and use the target language as a tool or an instrument to pursue “financial or practical” objectives. An instrumental motivation comprises from a complex of factors connected to

motivation arising from external goals, for example getting a job, reading a letter from a pen friend, or being promoted. (Gardner, 1985, cited in Mike Barker).

### Learning Style

Rita Dunn defined learning style as the following:

*A person's learning style is the way that he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills. Styles often vary with age, achievement level, culture, global versus analytic processing preference, and gender (Shaughnessy, 1998) cited in Yeh (2004: 6).*

According to Kinsella cited in Reid (2002: 170-194), learning style refers to “an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area”. Learning style can be described as the unique way that people learn. It is relatively consistent pattern of how a person perceives, grasps, and processes knowledge. It is a “biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others” (Dunn, Beaudry, & Klaves, 1989, p. 50 cited in Lang & Evans: 2006, p. 62). Gregorc (1979: 234 as cited in Lang & Evans: 2006, p. 62) defines learning styles as “distinctive behaviours that serve as indicators of how a person learns from and adapts to his environment. It also reflects how his mind operates.

Richards et.al. (1992: 61) define learning style as the particular way which is more frequently used by a student to learn. It is relatively a stable behaviour. Learning style is defined as the way by which a person acquires, retains, and retrieves information (Felder:

1995, p. 21). Reichman&Grasha (1974) learning style is attitudes, habits, and strategies learners will use when they work and how they engage with their peers when they learn. (Putinseva: 2006, p.5). Learning styles are the general orientations to the learning process exhibited by learners. (Nunan: 1999, p. 55). Learning style is preferred ways of learning used more frequently by a person when he/she learns.

### Language Proficiency

Language proficiency refers to the degree of skill with which a person can use, such as how well a person can read, write, speak, or understand language. Proficiency may be measured through the use of a Proficiency Test.

Proficiency test can be defined as a test that measures how much of a language someone has learned. The difference between a proficiency test and an achievement test is that the latter is usually designed to measure how much a student has learned from a particular course or syllabus. A proficiency test is not linked to a particular course of instruction, but measures the learner's general level of language mastery. Although this may be a result of previous instruction and learning, these factors are not the focus of attention. Some proficiency tests have been standardized for worldwide use, such as the American TOEFL that is used to measure the English language proficiency of international students who wish to study in the USA. (Richards and Schmidt, 2002: 425).

### Language Achievement

Language achievement describes language ability as a result of learning. It tells a learner's mastery, in second language and foreign language, of what has been taught or

learned after a period of instruction. Language achievement may be contrasted with language aptitude, which is measured before a course of instruction begins. (Richards and Schmidt, 2002: 284).

## CHAPTER II

### THEORETICAL GROUNDS

This chapter discusses previous studies on motivation, learning styles, language proficiency, and motivational strategies in the language classroom.

#### 2.1. Literature Review

Previous Studies on the relationship between motivation and language proficiency. Studies on motivation and learning styles as the two significant factors in learning and teaching had been increasing in the last three decades. Some relevant previous studies on motivation that are available include: *Global English: A Study of Factors Affect for English Language Learning Motivation in Sri Lankan Undergraduates* by K.S.N. Prasangani . The study examined the factors affecting for English language learning motivation of undergraduates by utilizing Dornyei's (2009) L2 Motivational Self System. The study was conducted among 361 Sri Lankan undergraduates by using an adapted motivation questionnaire. Pearson correlation analysis was run to examine the relationships between the variables of ideal L2 self, ought to L2 self, motivated self, mastery goals, performance goals and social goals. *Factors Affecting Students' Motivation Level to Learn English as a Second Language in the Pakistani University Context* by Humera Nawaz et al. The study explored the factors affecting the students' motivation level to learn English as a second language in a public university context of Pakistan. It employed an interpretive paradigm as this research adopted mixed methods approach where quantitative mode of inquiry leads the qualitative involving a randomly selected sample of 50 out of a population of 400 undergraduate students.



*The Factors Affecting Learners' Motivation in English Language Education* by Seda Ekiz et al. The research investigated the role of motivation and factors affecting students' motivation in teaching/learning English as foreign language. Parental, environmental, and teacher's attitude-related factors were examined. Participants were 40 first grade students studying in English Language Teaching department. The participants were given a survey which consisted of several relevant statements. *The Indonesian EFL Learners' Motivation in Reading* by Hairus Salikin et al. This study examined the Indonesian EFL learners' motivation in reading activity based on Deci and Ryans' theory of motivation including intrinsic and extrinsic. This study employed mixed-method design. The data obtained by distributing questionnaire and arranging the group interviewed. The subject of the study involved 42 freshmen students of English department, the faculty of humanities at Jember University in the academic year 2015-2016.

*Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language* by Aleksandra Oletić and Nina Ilić. The study discussed motivation (intrinsic and/or extrinsic) and the correlation between motivation and success in learning a foreign language. It involved Serbian students of English and High school students. They were given the Post-Experimental Intrinsic Inventory test and the method used for analyzing the results was descriptive statistics. *Language Learning Strategies and Motivation among Religious Secondary School Students* by Kamarul Shukri Mat Teh et al. The sample was comprised of 457 Form 4 students from thirteen religious secondary schools in Trengganu, Malaysia. *Learners' Motivation And Learning Strategies In English Foreign Language (EFI) In Indonesian Context* by Karim Mattarima and Abdul Rahim Hamdan. *Motivation and Language Proficiency: Instrumental and Integrative Aspects* by Adlina Abdul Samad et al

.This study investigated the relationship between motivation and language proficiency of Iranian EFL learners studying in Universiti Teknologi Malaysia [UTM]. Two aspects of motivation were considered in this paper i.e. instrumental and integrative. 100 Iranian students studying in UTM and from different faculties served as respondents to reflect a variety of ideas about learning a second language.

*Motivation to learn English in the context of Japanese senior and junior high schools* by Kazuya Sawada. The participants in this study were 204 EFL students from 3 different contexts. One is a group of 68 second year students at a private high school. The second is a group of 66 third year 26 students at a private junior high school. The third is a group of 76 first year students at a public junior high school. *The Role of Motivation in Learning English Language for Pakistani Learners* Abdur Rehman et al. This research explored the role of motivation in learning English language for Pakistani learners. The study was quantitative in nature. A questionnaire was designed on Likert scale in order to collect data from a group of 50 Pakistani intermediate students from a private college. In terms of gender the group was divided involving 25 males and 25 females.

*Motivating English Language Learners: An Indonesian Case Study* by Rebekah Nichols. This study attempted to identify student-preferred motivational strategies that would correlate to increased attention and engagement among and increased levels of intrinsic motivation in Chinese Indonesian students in a Year 12 English classroom.

## 2.2. Theories on Motivation

Motivation – the psychological force that enables action – has long been the object of scientific inquiry (Carver & Scheier, 1998; Festinger, 1957; Fishbein & Ajzen, 1974; Hull, 1932; Kruglanski, 1996; Lewin, 1935; Miller, Galanter, & Pribram, 1960; Mischel, Shoda, & Rodriguez, 1989; Zeigarnik, 1927). (Touré-Tillery, M. and Fishbach, A., 2014).

Based on three schools of thought in second language acquisition (Structuralism/Behaviorism, Structuralism and Cognitive Psychology, and Constructivism), various definitions of motivation can be constructed through three different perspectives, namely behavioristic perspective, cognitive term, and constructivist view of motivation (Brown, 2000: 160-161). Since motivation is considered to be one of the most influential factors in learning and academic achievement, a number of researchers and educators from different fields of education define, analyze and conceptualize this term (Brophy, 2010; Dornyei, 2001b). Brown defines it as “an inner drive, impulse, emotion or desire that stimulates one toward a particular action” (1987, p.117). Maehr and Meyer as cited in Brophy state that motivation is an abstract and theoretical construct. It refers to “initiation, direction, intensity, persistence and quality of behavior, especially goal-directed behavior” (2010, p.3). Ziahosseini and Salehi (2008) conclude that motivation consists of the choices that people make as to what experiences or goals they will approach or avoid and the degree of effort they exert in that respect.

In the context of second/foreign language learning, Gardner (2001) claims that motivation stimulates an individual to strive for goal achievement; it makes the individual persistent and attentive. In other words, a highly motivated learner enjoys striving for a

goal and makes use of strategies in reaching that goal. Motivation to learn a foreign language is often triggered when the language is seen as valuable to the learner in view of the amount of effort that will be required to be put into learning it. Dornyei and Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and acted out” (p.64). Williams and Burden (1997) explain that motivation is a cognitive and emotional arousal which results in a conscious decision to act, and gives rise to sustain intellectual and physical effort in order to achieve the set goals. (Rachmania Bachtiar Kassing, 2011).

Bc. Lenka Svobodová, 2015: 10-18, suggests sources and types of motivation.

### **Sources of motivation**

Sources refer to location where behavior is motivated. There are various approaches to distinguish sources of motivation and their components. Deckers differentiates two elementary sources of motivation; internal that can be either biological (e.g. hunger) or psychological (e.g. interest), and also external sources such as incentives and goals. Deckers explains that incentives and goals pull an individual toward a specific result and internal motivations push an individual into action (2010, p. 1).

Combined internal and external sources intensify motivated behavior. For example hunger (push) increases the motivation for food and at the same time the attractiveness and size of the food reward (pull) also influence the motivation.

**Internal sources of motivation**

Sources of internal motivation include all possible inner signals to act including biological and psychological condition, emotional reactions and other intrinsic factors. It includes:

**Needs**

Needs can be characterized as something we need for an effective and fruitful life, something that is necessary for survival and development of an individual.

**Attitudes**

Attitude refers to the level of effort the individual expends to achieve a goal.

**Values**

Feather (1992, p. 110) states that values are one kind of motives that encourage the individuals to do the activity they think should be done.

**Interests**

Interest is another crucial element of the motivational structure of an individual. It is a mental state that makes attention to focus on an object of the interest that can be a thing, event, or an activity. Řehulka (1995, p. 9) defines interest as “a very strong kind of motives that intensively activate individual’s behavior”.

**External sources of motivation**

According to Deckers (2010, p. 2), “external or environmental sources are events and situations within the environment and are referred to as incentives and goals.” Incentives are social impulses, outcomes or actions that can stimulate a certain reaction. Goal can be characterized as something that a person desires to achieve; the end state hence goal

determines human behavior. According to Deckers (2010 p. 2), “the goal of the motive is the incentive.”

Motivation is a psychological construct that cannot be observed or recorded directly. However, it can be measured through self-reports. Some observable motivation includes cognitive (e.g. recall, perception), affective (e.g. subjective experience), behavioral (e.g. performance), and physiological (e.g. brain activation) responses. Furthermore, it is important to understand what type of motivation one is attempting to capture when measuring motivation (Touré-Tillery, M. and Fishbach, A., 2014).

### **Types of motivation**

When trying to explore the reasons why students decide to act in particular ways, it appears obvious that these reasons for the actions can be categorized into different types. There are several motivational subsystems differentiated. The intrinsic and extrinsic motivation, integrative and instrumental motivation, positive and negative motivation as well as social motivation are types of motivation that are universally acknowledged in L2 learning motivational theories.

Intrinsic Motivation exists within the individual and is related to the individual's identity and sense of well-being. Learners are said to have intrinsic motivation when he/she places learning as an ultimate goal. Intrinsic motivation is defined as the degree of desire by which an individual works or strives to act, such as to learn a language, and to experience satisfaction in this activity. It is an inner drive within an individual that stimulates him to act.

Extrinsic motivation originates from outside the individual. Learners are said to have extrinsic motivation when he/she puts learning as secondary goal. They learn for the sake of rewards such as grades or praise that are not the spirit of learning itself. Learning or performing well becomes necessary to earning those rewards.

Researchers and theorists confirmed that intrinsic motivation correlates more closely with language learning success than extrinsic motivation. However, a combination of extrinsic and intrinsic motivation creates a learner's total motivation. External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy. (Chiew Fen Ng and Poh Kiat Ng. (2015: 98).

Susan Harter (1981, in Williams & Burden, 1997, p. 124) as cited in Bc. Lenka Svobodová, (2015: 10-18), distinguishes five separate dimensions forming motivation in the classroom environment, each of which is determined by intrinsic and extrinsic pole:

### **Intrinsic Motivation**

Preference for challenge vs

Curiosity, interest vs

Independent mastery vs  
problems

Independent judgment vs  
what to do

Internal criteria for success vs

### **Extrinsic Motivation**

Preference for easy work

Pleasing teacher, getting grades

Dependence on teacher in figuring out

Reliance on the teacher's judgment about

External criteria for success

### **Integrative and instrumental motivation**

Gardner and Lambert (1972) elaborated a theory that it is necessary to differentiate between integrative and instrumental motivation as each of them has a different source and represent different reasons for studying a language.

An instrumental motivation comprises from a complex of factors connected to motivation arising from external goals, for example getting a job, reading a letter from a pen friend, or being promoted. A student is instrumentally motivated to learn the second language since he/she wants to use the target language as a tool or an instrument to pursue “financial or practical” objectives. And, a student is said to have integrative motivation to learn the second language, as he/she wants to be inherently associated with the culture of members of the target language community (Gardner, 1985, cited in Mike Barker).

Integrative motivation refers to a certain wish or desire of a language learner to identify the culture of speakers of that language. Students try to acquire the language because they want to be able to comprehend and communicate in the foreign language and thus to attain the ability to interact with people of different nationalities as well as to gain the knowledge of their culture. (Bc. Lenka Svobodová, 2015: 10-18).

### **2.3. Theories on Learning Style**

Coffield et al. (2004: 70) stated that Betts developed Betts Inventory in 1909 to measure imagery type of leaning style. Furthermore, it was probably Witkin and his colleagues in the 1940s who started all this off (Witkin 1950; Witkin et al. 1954 as cited in Smith and Dalton 2005: 7). They developed a theory of perception called field



dependence/independence. Field dependent people were not easily able to see a figure that was embedded in a background display, while field independent people found easily to see it because they were not confused by what surrounded it.

In the earlier days the term “cognitive style” was used rather than learning style (Swanson, 1995 as cited in Tuan, 2012: 2). Cognitive style has been defined in different ways, as:

- a certain approach to problem-solving, based on intellectual schemes of thought;
- individual characteristics of cognitive processing which are peculiar to a particular individual;
- a person’s typical approach to learning activities and problem-solving;
- strategies, or regular mental behaviors, habitually applied by an individual to problem- solving.

Another related term is learning preferences that refer to an individual’s preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. It has been used to refer to the environmental, emotional, sociological and physical conditions that an individual learner would choose, if they were in a position to make a choice (Dunn *et al.* 1989). (Pritchard, 2009: 42).

Witkin and his colleagues later extended the idea to learning styles, saying that some people are able to analyze and learn things in isolation from other surrounding issues, while others needed to learn on a more holistic basis which included the surrounding matters as well. Specifically, according to Kirby (1979 as cited in Tuan, 2012: 2) the term “learning style” came into use when researchers began looking for ways to combine course presentation and materials to match the needs of each learner.

Since then the term learning style has been defined in different ways by many researchers depending on their perspective.

Rita Dunn defined learning style as the following:

*A person’s learning style is the way that he or she concentrates on, processes, internalizes, and remembers new and difficult academic information or skills. Styles often vary with age, achievement level, culture, global versus analytic processing preference, and gender (Shaughnessy, 1998) cited in Yeh (2004: 6).*

Furthermore, Dunn and Dunn suggest elements that affect learners when they are learning. Those factors include:

- 1). Immediate environment (sound, light, temperature, and design);
- 2). Own emotionality (motivation, persistence, responsibility, and need for structure or flexibility);
- 3). Sociological needs (self, pairs, peers, team, adult, or varied);

4). Physical needs (perceptual, strengths, intake, time and mobility). (Dunn and Dunn, 1978: 4).

According to Kinsella cited in Reid (2002: 170-194), learning style refers to “an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area”.

Learning style can be described as the unique way that people learn. It is relatively consistent pattern of how a person perceives, grasps, and processes knowledge. It is a “biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others” (Dunn, Beaudry, & Klaves, 1989, p. 50 cited in Lang & Evans: 2006, p. 62). Gregorc (1979: 234 as cited in Lang & Evans: 2006, p. 62) defines learning styles as “distinctive behaviours that serve as indicators of how a person learns from and adapts to his environment. It also reflects how his mind operates.

Richards et.al. (1992: 61) define learning style as the particular way which is more frequently used by a student to learn. It is relatively a stable behaviour. However, Berry (1981: 42) suggests that an individual’s characteristic may change according to circumstances and in response to specific training (Douglas Andrew Town, *Cognitive style and learning strategies*, [http://www.monografias.com/trabajos16/learning-styles/lerning-](http://www.monografias.com/trabajos16/learning-styles/lerning-styles.shtml)

[styles.shtml](http://www.monografias.com/trabajos16/learning-styles/lerning-styles.shtml) 19 January 2006.

Learning style is defined as the way by which a person acquires, retains, and retrieves information (Felder: 1995, p. 21). Reichman & Grasha (1974) learning style is

attitudes, habits, and strategies learners will use when they work and how they engage with their peers when they learn. (Putinseva: 2006, p.5).

Learning styles are the general orientations to the learning process exhibited by learners. (Nunan: 1999, p. 55).

Learning style means:

- a particular way in which an individual learns;
- a mode of learning – an individual’s preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual preferred means of acquiring knowledge and skills; habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning, that an individual displays. (Pritchard, 2009: 42).

In short, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. It is preferred ways of learning used more frequently by a person when he/she learns.

Each individual will adopt an approach to learning which is most comfortable for and leave those are not. Being aware of own preferred ways of learning help learners to:

- use an appropriate learning style to suit the particular learning that is being undertaken,

- and take opportunities to improve their potential for learning when faced with a learning activity that might steer them towards one of their weaker- or at least one of their less favoured-style (Pritchard, 2009: 43).

Generally speaking, they agreed to a certain degree upon the approaches to the study of learning style: psychological, cognitive and social/interactive (Lang et al., 1999 as cited in Uzun, 2012: 123). Similarly, Conner (2004 as cited in Putinseva, 2006: 1) stated that the study on learning style models falls into general categories for example information processing, personality pattern, and social interaction. Furthermore, Mitchell (1994 as cited in Coffield et.al. 2004: 56) claimed that there were over 100 learning style models.

Researchers of learning style have been classifying learning style differently. For example:

- 1). Cognitive style model

Witkin, Gooddenough, and Otman (1979) cited in Douglas Andrew Town, *Cognitive style and learning strategies*, characterize an individual as who relies on the external environment as a given, in contrast to who works on it. Moreover, Willing (1988: 41-42) state those who tend to accept or rely upon the external environment are relatively more Field Dependent (FD), while those who tend to work on it are relatively more Field Independent (FI).

Willing goes on to contrast the two poles of Field Dependent (Concrete) and Field Independent (Analytical) from different dimensions.

### Information processing

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Experiences item as fused with context; what is interesting is the impression of the whole	Finds item easy to detach an experienced (perceived) item from its given background
2	Item is experienced and comprehended as part of an overall associational unity with concrete and personal interconnections; (item's storage in, and retrieval from, memory is via these often affectively-charged associations)	The item is extractable because it is having a rudimentary meaning on its own; thus it can be moved out of its presented surroundings and into a comprehensive category system .... For understanding (and "filling" in memory
3	Tendency to show traits of extraversion (person's mental processing is activated by relatively higher-intensity stimulus; therefore likes rich, varied input	Tendency to show traits of introversion (the person's mental processing can be strongly activated by low-intensity stimulus; hence dislikes excessive input)

4	Tendency to be “impulsive” in thinking tasks; “plays hunches”	Tendency to be “reflective” and cautious in thinking task
5	Any creativity or unconventionality would derive from individual’s imaginativeness or “lateral thinking”	Any creativity or unconventionality would derive from individual’s development of criteria on a rational basis

### Learning strengths

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Performs best on tasks calling for intuitive “feel” for language (e.g. expression; richness of lexical connotation; discourse; rhythm and intonation)	Performs best on analytical language tasks (e.g. understanding and using correct syntactical structures; semantically ordered comprehension of words; phonetic articulation)
2	Prefers material which has a human, social content; or which has fantasy or humor; personal; musical, artistic	Favors material tending toward the abstract and impersonal; factual or analytical; useful; ideas
3	Has affinity for methods in which various features are managed simultaneously; realistically; in significant context	Has affinity for methods which are: focused; systematic; sequential; cumulative

4	Less likely to direct own learning; may function well in quasi-autonomy (e.g. guided discovery); but may well express preferences for a formal, teacher dominated learning arrangement, as a compensation for own perceived deficiency in ability to structure	Likely to set own learning goals and direct own learning; (but may well chose or prefer to use----for own purpose----an authoritative text or passive lecture situation
5	Right hemisphere strengths	Left hemisphere strengths

#### Human relations

No.	Field Dependent (Concrete) Attributes	Field Independent (Analytical) Attributes
1	Tendency to experience and relate not as a completely differentiated "self but rather as to a degree---- fused with group and with environment	Greater tendency to experience self as a separate entity; with, also a great deal of internal differentiation and complexity
2	Greater tendency to defer to social group for identity and role definition	Personal identity and social role to a large extent self-defined



3	More other-oriented (e.g. looking at and scrutinizing other faces; usually very aware of other feelings in an interaction; sensitive to cues	More tendency to be occupied with own thoughts and responses; relatively unaware of the subtle emotional content in interpersonal interactions
4	Greater desire to be with people	Relatively less need to be with others
5	Learning performance much improved if group or authority figure give praise	Self-esteem not ultimately dependent upon the opinion of others

## 2). The Honey-Mumford Model

Honey-Mumford Model described four learning styles as:

- Activists
- Reflectors
- Theorists
- Pragmatists

*Activists* prefer to learn by doing rather than, for example, by reading or listening. They thrive on trying anything that has not been experiencing and interesting. They like to immerse themselves in a wide range of experiences and activities and like to work in groups so that ideas can be shared and ideas tested. They like to get on with things, so they are not interested in planning. Activists are bored by repetition, and are most often open-minded and enthusiastic.

*Reflectors* stand back and observe. They like to collect as much information as possible before making any decisions; they are always keen to ‘look before they leap’. They prefer to look at the big picture, including previous experiences and the perspectives of others. The strength of reflectors is their painstaking data collection and its subsequent analysis, which will take place before any conclusion is reached. Reflectors are slow to make up their minds, but when they do, their decisions are based on sound consideration of both their own knowledge and opinions, and on what they have taken in when watching and listening to the thoughts and ideas of others.

*Theorists* like to adapt and integrate all of their observations into frameworks, so that they are able to see how one observation is related to other observations. Theorists work towards adding new learning into existing frameworks by questioning and assessing the possible ways that new information might fit into their existing frameworks of understanding. They have tidy and well-organized minds. They sometimes cannot relax until they get to the bottom of the situation in question and are able to explain their observations in basic terms. Theorists are uncomfortable with anything subjective or ambiguous. Theorists are usually sound in their approach to problem-solving, taking a logical, one-step-at-a-time approach.

*Pragmatists* are keen to seek out and make use of new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgment on their value. They will take the view that if something works, all is well and good, but if it does not

work, there is little point in spending time on the analysis of its failure. A strength of pragmatists is that they are confident in their use of new ideas and will incorporate them into their thinking. Pragmatists are most at home in problem-solving situations.

### 3). Neuro-Linguistic Programming (NLP) Research

Neuro-Linguistic Programming (NLP) describes learning styles as follows:

#### Visual learners

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.

#### Auditory learners

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

#### Kinaesthetic learners

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity,

field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

#### 4). The Myers-Briggs Type Indicator (MBTI)

The MBTI describes four personality types which can be interpreted as some sort of the other learning style descriptions.

The Myers-Briggs Model classifies individuals according to their preferences on scales derived from the theories of psychological types developed by Carl Jung. According to the model, learners may be: *extroverts, introverts, sensors, intuitors, thinkers, feelers, judgers, perceivers*.

The following attributes and strengths relate to each of the different types mentioned above.

##### Extrovert learners

##### Attribute

Extrovert learners like to:

- Talk to understand new information and ideas;
- Work in groups;
- Try something first and think about it later;
- See the results from a project;
- See examples of how other people are doing the work;

##### Strengths

Extroverts learn best when they can work with a friend and learn by trying something themselves instead of watching or listening to others. When they have difficulty with understanding, they benefit by talking about their ideas with others.

### Introvert learners

#### Attributes

Introvert learners like to:

- Study alone;
- Listen to others talk and think about information privately;
- Think about something first and try it later;
- Listen, observe, write, and read;
- Take time to complete assignments.

#### Strengths

Introverts learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests.

### Sensing learners

#### Attributes

Sensing learners:

- like clear goals;
- are careful and pay attention to details;
- like taking one step at a time;
- have a good memory for facts;
- pay more attention to practical tasks and ideas.

### Strengths

Sensing learners learn best when they can ask their teacher to explain exactly what is expected and when they can focus on skills and tasks that are important in their lives. They like to use computers, watch films or find other ways to see, hear and touch what they are learning.

### Intuitive learners

#### Attributes

#### Intuitive learners:

- like reading and listening;
- like problems that require the use of imagination;
- like variety;
- are more interested in big ideas than in little details;
- like starting on new projects rather than finishing existing ones.

### Strengths

Intuitive learners learn best when they can find ways to be imaginative and creative

in school. They prefer to follow their instincts and understand the big picture before they begin school tasks.

### Thinking learners

#### Attributes

#### Thinking learners:

- want to be treated fairly;
- like teachers who are organized;
- want to feel a sense of achievement and skill;
- use clear thinking to work out problems;
- like clear and logical direction.

#### Strengths

Thinking learners learn best when they have limited time to do their work and are able to put information in a logical order that makes sense to them. They succeed when they can focus on what they already know in order to make connections to new information.

#### Feeling learners:

#### Attributes

#### Feeling learners:

- like to have a friendly relationship with teachers;

- learn by helping others;
- need to get along with other people;
- like to work with groups;
- like tasks with which they have a personal connection.

### Strengths

Feeling learners learn best when they can work with a friend, find opportunities to choose topics they care about and help others.

Judging learners:

### Attributes

Judging learners:

- like to have a plan and stick to it;
- work in a steady, orderly way;
- like to finish projects;
- take school seriously;
- like to know exactly what is expected of them.

### Strengths

Judging learners learn best when they have short-term goals, when they are able to make a plan of action and find out from the teacher exactly what is expected.

Perceiving learners

### Attributes



Perceiving learners:

- are open to new experiences in learning;
- like to make choices;
- are flexible;
- work best when work is fun;
- like to discover new information.

Strengths

Perceiving learners learn best when they find new ways to do routine tasks in order to generate interest and to discover new information and ideas.

#### 5). Kolb's Learning Style Model

Kolb's Learning Style Model classifies individuals over two dimensions as having a preference for:

1. The *concrete experience* mode or the *abstract conceptualization* mode (the dimension concerning how the learner takes in information).
2. The *active experimentation* mode or the *reflective observation* mode (the dimension concerning how the learner internalizes information).

Kolb describes four learning types based on the two dimensions, as follows:

- *Type 1: Diverger (concrete, reflective)*. Type 1 learners often use the question ‘Why?’ and they respond well to explanations of how new material relates to their experience and interests.

Diverging learners prefer to learn by observation, brainstorming and gathering information. They are imaginative and sensitive.

- *Type 2: Assimilator (abstract, reflective)*. Type 2 learners often use the question ‘What?’ and respond well to information presented in an organized, logical fashion. They benefit if they are given time for reflection. Assimilating learners prefer to learn by putting information in concise logical order and using reflective observation.
- *Type 3: Converger (abstract, active)*. Type 3 learners often use the question ‘How?’ and respond to having opportunities to work actively on well-defined tasks. They learn by trial and error in an environment that allows them to fail safely. Converging learners like to learn by solving problems and doing technical tasks, and are good at finding practical uses for ideas.
- *Type 4: Accommodator (concrete, active)*. Type 4 learners often use the question ‘What if?’ and respond well when they are able to apply new material in problem-solving situations. Accommodating learners are people-oriented, hands-on learners and rely on feelings rather than logic.

#### 6). The Filder-Silverman Learning Style Model

The Filder-Silverman Learning Style Model classifies learners as:

- sensing learners who prefer the concrete, are practical, and are oriented toward facts and procedures; or intuitive learners who prefer the conceptual, are innovative, and oriented towards theories and meanings;
- visual learners who prefer visual representations of material – pictures, diagrams, flow charts;  
or verbal learners who prefer written and spoken explanations;
- inductive learners who prefer to consider topics by moving from the specific to the general;  
or deductive learners who prefer to consider topics by moving from the general to the specific;
- active learners who learn by trying things out and working with others; or reflective learners who learn by thinking things through and working alone;
- sequential learners who prefer to work in a linear, orderly fashion and prefer to learn in small incremental steps; or global learners who prefer to take a holistic view and learn by taking large steps forward ((Pritchard, 2009:44-51).

#### 7). Perceptual Learning Style Preferences (PLSP)

In 1984 Joy Reid (1998: 18) developed and normed the PLSP survey. The questionnaire was designed to identify the students' preferred learning style among six categories: visual, auditory, kinaesthetic, tactile, group, and individual learning.

Visual learners

#### Characteristics of Visual learners:

- learn well from seeing words in books, on the chalkboard, and in workbooks;
- remember and understand information and instruction better if they read them;
- don't need as much oral explanation as an auditory learner;
- can often alone with a book;
- prefer to take notes of lectures and oral directions if they want to remember the information.

#### Auditory learners

#### Characteristics of auditory learners:

- learn from hearing words spoken and from oral explanation;
- remember information by reading aloud or by moving their lips as they read, especially when they are learning new material;
- benefit from hearing audiotapes, lectures, class discussion;
- benefit from making tapes to listen to, by teaching other students, and by conversing with their teacher.

#### Kinaesthetic learners

#### Characteristics of kinaesthetic learners:

- learn best by experience, by being involved physically in classroom experiences;
- remember information well when they actively participate in activities, field trips, role-playing in the classroom;
- prefer a combination of stimuli---- for example, an audio tape combined with an

activity to help them understand new material.

### Tactile learners

Characteristics of tactile learners:

- learn best when they have the opportunity to do “hands-on” experiences with materials;
- like to work on experiments in a laboratory, handle and build models, and touch and work with material;
- write notes or instruction to help remember information;
- prefer physical involvement in class-related activities to help them understand new information.

### Group learners

Characteristics of group learners:

- learn more easily when they study with at least one other student;
- complete work well when they work with others;
- like group interaction and class work with other students;
- remember information better when they work with two or three classmates;
- benefit from group work stimulation, that is the stimulation which rises from the group helps them learn and understand new information.

### Individual learners

Characteristics of individual learners:

- learn best when they work alone;
- think better when they study alone;
- remember information they learn by themselves;
- understand material best when they learn it alone;
- make better progress in learning when they work by themselves.

#### 8). Learner types

In 1988 K. Willing developed a questionnaire of 30 items to identify adult immigrant students' learning style in Australia. The questionnaire classifies the students into four types, namely analytical learners, communicative learners, concrete learners and teacher-oriented learners. Nunan (1999: 57) explicitly defined the four learner types with reference to their preference over learning tasks:

##### Type 1: Analytical learners

These learners like

- studying grammar;
- studying English books;
- reading newspapers;
- studying alone;
- finding their own mistakes;
- and working on problems set by the teacher.

##### Type 2: Communicative learners

These students like:

- to learn by watching;
- listening to native speakers
- talking to friends in English;
- watching television in English
- using English out of class in shops, trains, etc.,
- learning new words by hearing them,
- and learning by conversations.

#### Type 3: Concrete learners

These learners tend to like:

- games, pictures, films, video;
- using cassettes;
- talking in pairs;
- practicing English outside class.

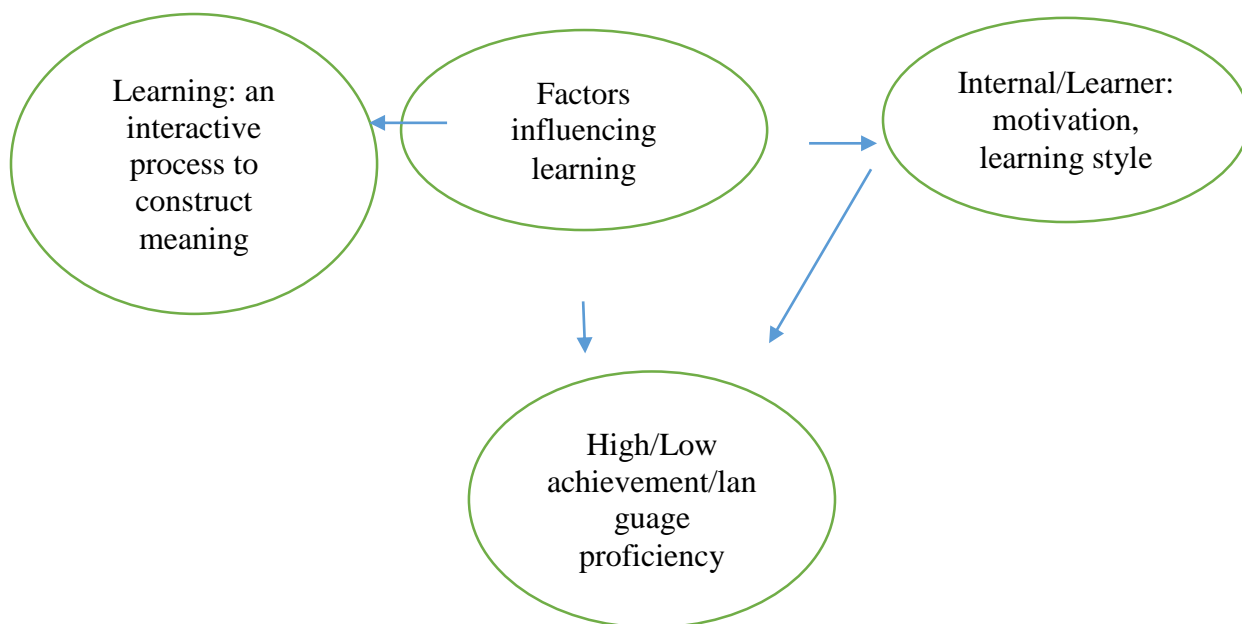
#### Type 4: Teacher-oriented learners

These learners prefer:

- the teacher to explain everything;
- to have their own textbook;
- to write everything in a notebook; to study grammar;
- learn by reading,
- and learn new words by seeing them.

## **2.4. Frame of Thought**

In line with the previous discussion, the following research frame work is constructed:



## 2.5. Hypothesis

H0 (null hypothesis): Motivation and learning style do not correlate with language proficiency.



## CHAPTER III

This chapter deals with research method, research participants, research variables, data collection, data analysis, research site, and research time line.

### 3.1. Research Method

This is a quantitative research. Specifically, it is survey research using correlational approach: bivariate correlation that describes the correlation between two variables, they are motivation and learning style with language proficiency (Emzir, 2015: 48). It involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example: survey research using a questionnaire, analysed by statistical software such as SPSS (Dornyei, 2007: 42). Survey research provides quantitative or numeric description of trends, attitudes, or opinions of population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaire or structured interviews for data collection, with the intent of generalizing from a sample to a population (Creswell, 2009: p. 12).

Surveys can be *exploratory*, in which no assumptions or models are postulated, and in which relationships and patterns are explored (e.g. through correlation, regression, stepwise regression and factor analysis). They can also be *confirmatory*, in which a model, causal relationship or hypothesis is tested. Surveys can be descriptive or analytic (e.g. to examine relationships). Descriptive surveys simply describe data on variables of interest, while analytic surveys operate with hypothesized predictor explanatory variables that are

tested for their influence on dependent variables. This research is of *confirmatory, analytic model*.

Surveys are useful for gathering information, data on attitudes and preferences, beliefs and predictions, behaviour and experiences. (Cohen, et.al. 2007: 207).

### 3.2. Subjects

The accessed population of this research includes 100 students of IAIN Syekh Nurjati Cirebon in the Academic Year 2018/2019. Whereas the sample involves 57 students of semester one Faculty of Ilmu Tarbiyah dan Keguruan. Participating in this inquiry both male and female students. Sampling technique uses stratified sampling.

### 3.3. Research Variables

An independent variable is the input variable, whereas the dependent variable is the outcome – result (Cohen et.al., 2007: 272). In this study the *independent variable* is “motivation and learning style”, and the *dependent variable* is “language proficiency”.

### 3.4. Instrumentation

Research instruments used in this study are “Attitude / Motivation Test Battery” (AMTB) questionnaire, “How do you learn best” questionnaire, and Standardized Test of English.

The AMBT questionnaire was developed by Robert C. Gardner (1985, pp. 176-182) in his book “Social Psychology and Second Language Learning the Role of Attitudes and Motivation”. It consists of a number of statements in which some people agree and others

disagree. These items are used to measure Motivational Intensity, Desire to Learn French, and Orientation Index. The measurement technique uses Likert Scale model.

In this context, the researcher uses a part of the AMBT questionnaire (39 items) to measure the students' interest in foreign languages (10 items); integrative orientation / motivation (4 items), instrumental orientation / motivation (4 items); motivational intensity (10 items); desire to learn English (10 items); and orientation index (1 item). In addition to this, the researcher is generating 10 motivating and demotivating factors in the EFL classroom adapted from several theoretical bases.

The questionnaire "How do you learn best" is adapted from Willing's model (1988: 106). It consisted of 30 questions originally, but then, modified purposely by the researcher to 24 items. There are four types of learners identified by Willing through this questionnaire, namely analytical learners, communicative learners, concrete learners and teacher-oriented learners. Nunan (1999: 57) explicitly defined the four learner types with reference to their preference over learning tasks. Analytical learners like studying grammar, studying English books and reading newspapers, studying alone, finding their own mistakes and working on problems set by the teacher. Communicative learners like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in shops, trains, etc., learning new words by hearing them, and learning by conversations. Concrete learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class. Teacher-oriented learners prefer the teacher to explain everything, like to have their own text book, to write everything in a note book, to study grammar, learn by reading, and learn new words by seeing them.

All the questionnaires are translated into Indonesian language for clear understanding among the respondents.

The Standardized Test of English is designed by the researcher in accordance with the level of respondents. The test is written test following the TOEFL format. It consists of 20 questions.

### 3.5. Data Collection

The AMBT questionnaire of 39 items is used to get the data on the students' interest in foreign languages (10 items); integrative orientation / motivation (4 items), instrumental orientation / motivation (4 items); motivational intensity (10 items); desire to learn English (10 items; and orientation index (1 item). In addition to this, another 10 items adapted from several theoretical bases are generated to explore motivating and demotivating factors in the EFL classroom.

The questionnaire "How do you learn best" developed by Willing (1988: 106) is used to obtain the data of the students' learning style preferences (analytical learner, communicative learner, concrete learner, and teacher-oriented learner). Whereas Standardized Test of English is run to measure language proficiency among the respondents.

### 3.6. Data Analysis

The data obtained through the AMBT questionnaire using the Likert Scale format are then, analysed by SPSS version 20.

The data on the students' learning style preferences are analysed by adding up the scores of the subjects obtained under each category of questions. Thus, each subject had four scores. The highest score among the four scores obtained indicated what type of learner a subject belonged to. In cases where the subjects obtained two or more tied scores, they were not categorized into any learner type. They are called the "mixed type" or "combined type".

Pearson correlation analysis is run to examine the relationships between the variables of motivation and learning style with language proficiency.

### 3.7. Research Site

This research takes place at Institut Agama Islam Negeri "Syekh Nurjati Cirebon". Specifically, it was done among the students of Department of English Language Teaching.

### 3.8. Research Timeline

No	Activities	Month & Week																			
		July				August				September				October				November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
I	1). Administrative Preparation	X	X																		
	2). Applying for Official			X																	

	Research Permission																			
	3). Designing & Validating Research Instrument			X	X															
II	1). Data Collection					X	X	X												
	2). Data Analysis								X	X	X	X								
	3). Progress Report												X	X						
III	1). Preparing for Rough Draft														X	X				
	2). Research Seminar															X				
	3). Preparing for Final Report																X	X		
IV	Submitting Final report																			X

### 3.9. Outcome of the Study

A set of information on typical students' motivation and learning styles, and recommendations for motivation and learning style – based EFL classroom instructional design at IAIN Syekh Nurjati Cirebon is a major outcome of this study.

## CHAPTER IV

This chapter focuses on two major discussions i.e. results and discussion.

### 1. Results

In this section the research findings are presented including the Types of Motivation, Learner Types, English Language Proficiency of the Students, and the relationship of motivation and learning style with the student's English Language Proficiency.

On the basis of an adapted version of R. C. Gardner (1985) questionnaire on Attitude / Motivation Test Battery (AMTB), the research participants exhibit motivation to learn English differently as seen in the following table.

#### A. The Types of Motivation among the students in Class A and B.

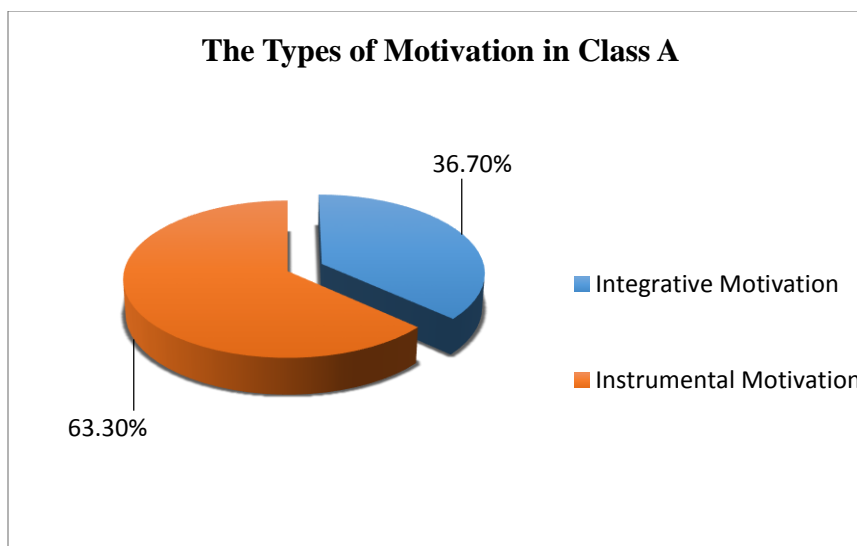
##### 1). The Types of Motivation among the students in Class A

Table 1

Types of Motivation	Frequency	Percentage (%)
Integrative Motivation	11	36,7
Instrumental Motivation	19	63,3
Total	30	100

Chart 1





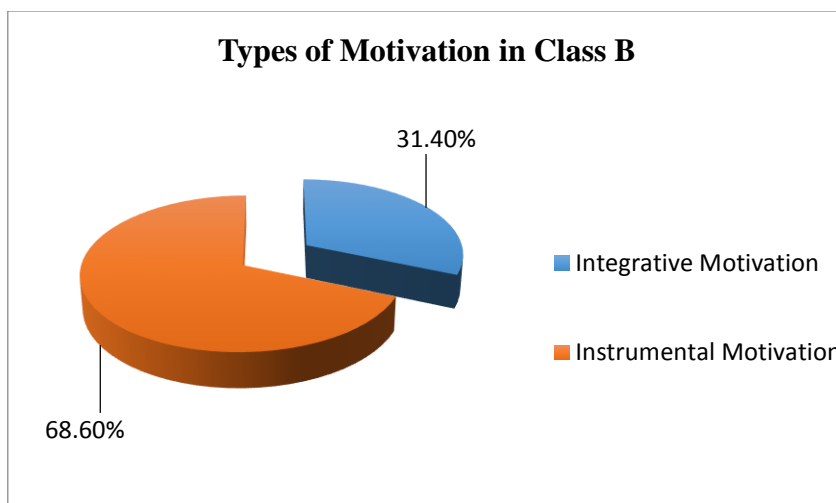
The Table 1 and the Chart 1 above indicate that a sum of 11 or 36.7 % of the participants in Class A have an integrative motivation. Whereas, 19 or 63.3 % of them are instrumentally motivated. It is, therefore, most of the participants in Class A belong to instrumentally motivated learners.

## 2). The Types of Motivation among the students in Class B

Table 2

Types of Motivation	Frequency	Percentage (%)
Integrative Motivation	11	31,4
Instrumental Motivation	24	68,6
Total	35	100

Chart 2



The Table 2 and the Chart 2 above indicate that a sum of 11 or 31.4 % of the participants in Class B have an integrative motivation. Whereas, 24 or 68.6 % of them are instrumentally motivated. It is, therefore, most of the participants in Class B are instrumentally motivated learners.

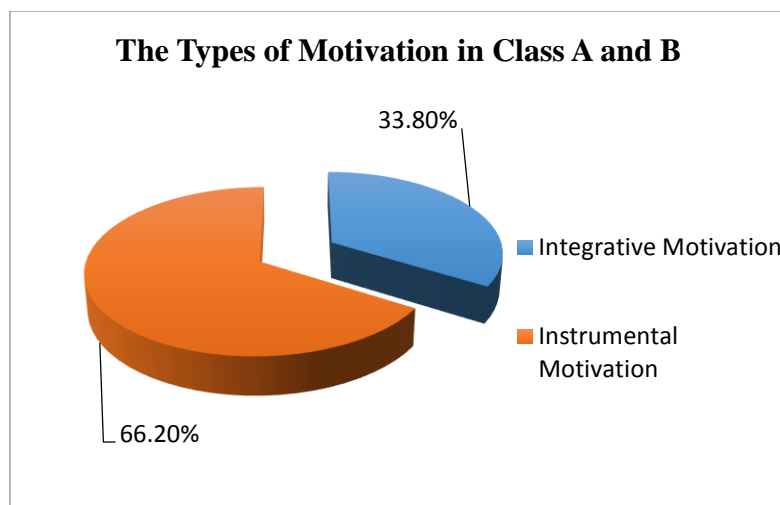
### 3). The Types of Motivation among the students in Class A and B.

Table 3

Types of Motivation	Frequency	Percentage (%)
Integrative Motivation	22	33,8
Instrumental Motivation	43	66,2
Total	65	100

Chart 3

Distribution of Motivation among the total of 65 participants



The table 3 and the chart 3 above illustrate a sum of 22 or 33.8 % participants are categorized as integrative motivated learner. Whereas, another 43 or 66.2 % have instrumental motivation. Hence, it can be said that majority of the participants are instrumentally motivated learner.

Next section deals with the types of learning style in which the students exhibit in the EFL classroom. The questionnaire was administered to investigate the Learner Types among the participants in this research. It was adapted from K. Willing's (1988) model which was then modified by Nunan (1999). It consists of 24 items which are translated into the Indonesian language for the purpose of better understanding by the participants.

#### B. The Types of Learning Style among the students in Class A and B.

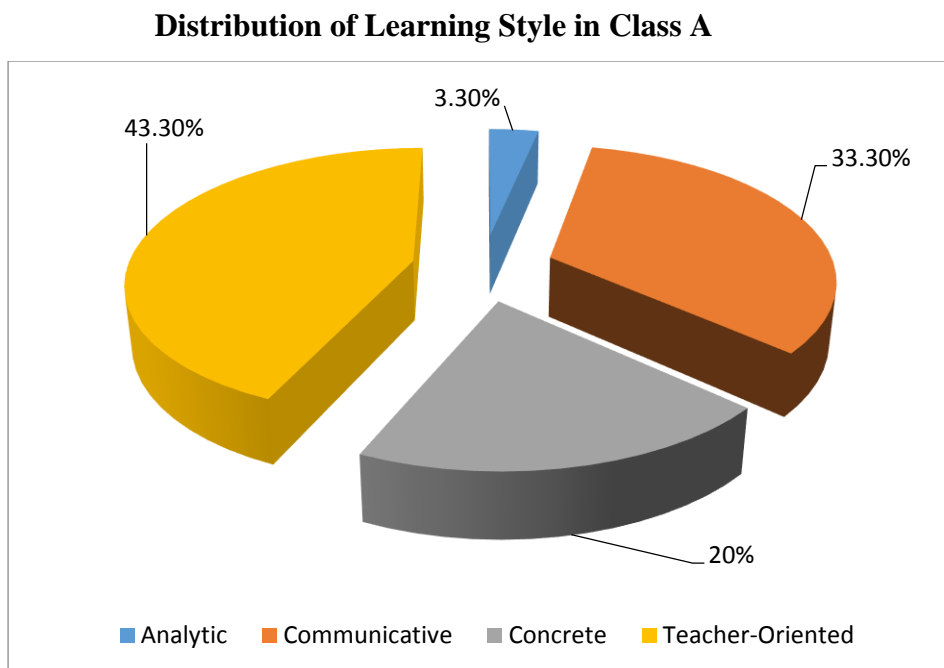
##### 1). The Types of Learning Style among the students in Class A

Table 4

Learning style	Frequency	Percentage (%)
Analytic	1	3,3
Communicative	10	33,3

Concrete	6	20,0
Teacher-Oriented	13	43,3
Total	30	100

Chart 4



From the table 4 and chart 4 above, it can be seen clearly that only one or 3.30 % of the participants in Class A belong to an Analytic Learner type; 10 or 33.3 % of them are Communicative Learner type; 6 or 20 % of them are Concrete Learner type; and 13 or 43.3 % belong to the Teacher-Oriented Learner. In other words, most of the participants are Teacher-Oriented type.

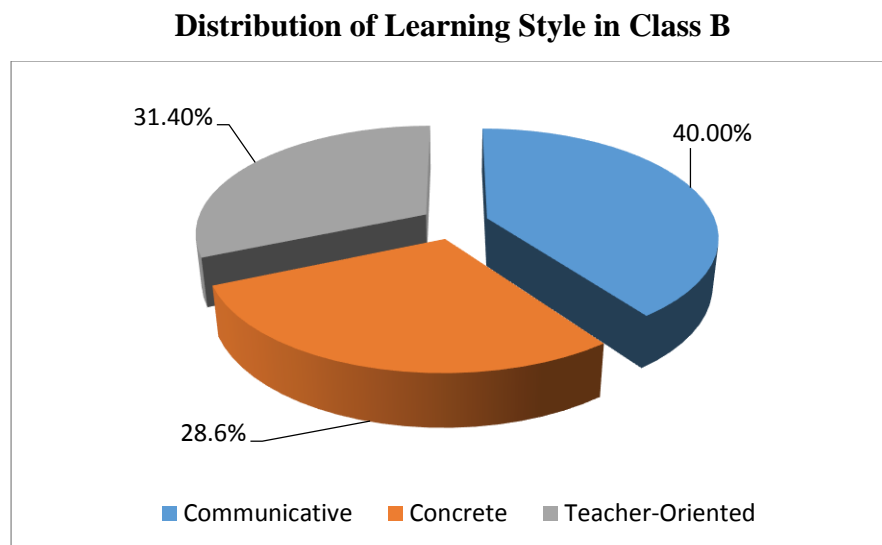
## 2). The Types of Learning Style among the students in Class B

Table 5

Learning Style	Frequency	Percentage (%)
Communicative	14	40
Concrete	10	28,6

Teacher-Oriented	11	31,4
Total	35	100

Chart 5



From the table 5 and the chart 5 above, it is obviously understood that none or 0 % of the participants in Class B belong to an Analytic Learner type; 14 or 40 % of them are Communicative Learner type; 10 or 28.6 % of them are Concrete Learner type; and 11 or 31.4 % belong to the Teacher-Oriented Learner. In other words, most of the participants are Teacher-Oriented type.

### 3). The Types of Learning Style among the students in Class A and B

Table 6

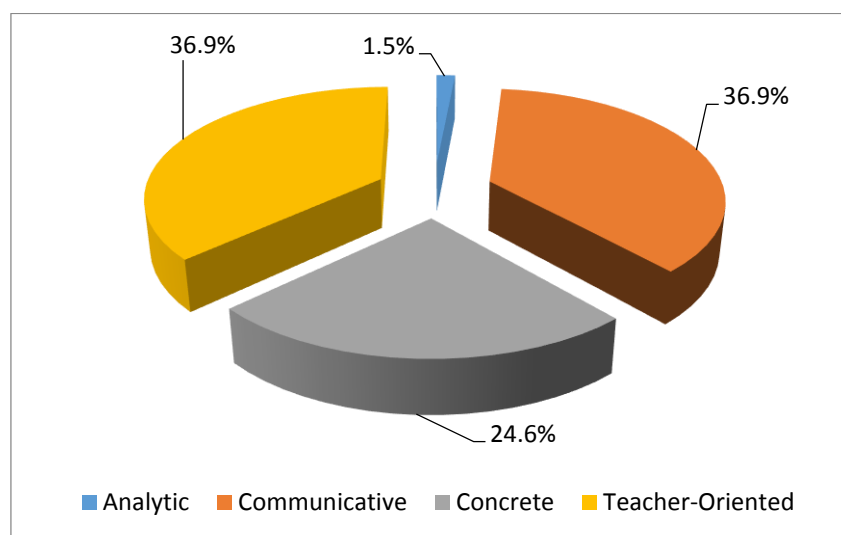
Distribution of Learning Style among the total of 65 participants

Learning Style	Frequency	Percentage (%)
Analytic	1	1,5

Communicative	24	36,9
Concrete	16	24,6
Teacher-Oriented	24	36,9
Jumlah	65	100

Chart 6

### Distribution of Learning Style in Class A and B



Overall, the table 6 and the chart 6 above confirm that 24 or 36.9 % participants are Communicative Learner type, and another 24 or 36.9 % participants are Teacher-Oriented Learner type. 16 or 24.6 % participants are Concrete Learner type, and only 1 or 1.5 % participant is Analytic Learner type. It is, therefore, can be concluded that the participants are equally dominated by both types, i.e. Communicative Learner type and Teacher-Oriented Learner type.

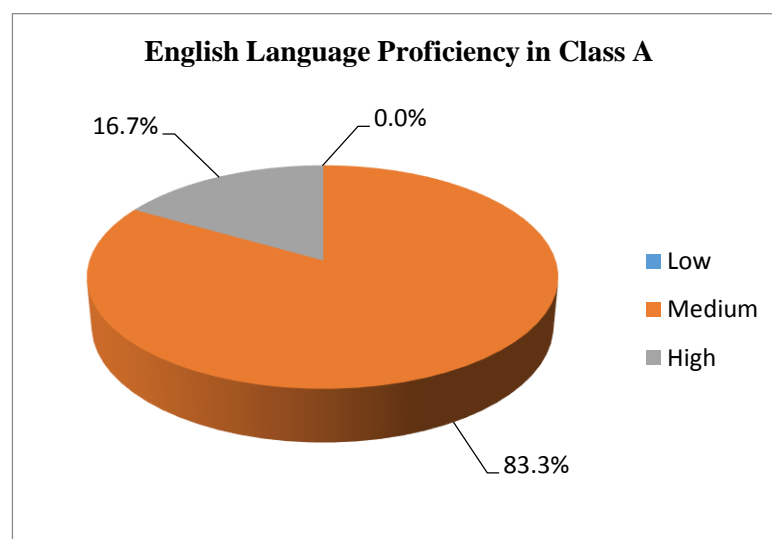
#### C. English Language Proficiency of the students in Class A and B.

##### 1). English Language Proficiency of the students in Class A

Table 7

English Language Proficiency	Frequency	Percentage (%)
Low	0	0
Medium	25	83,3
High	5	16,7
Total	30	100

Chart 7



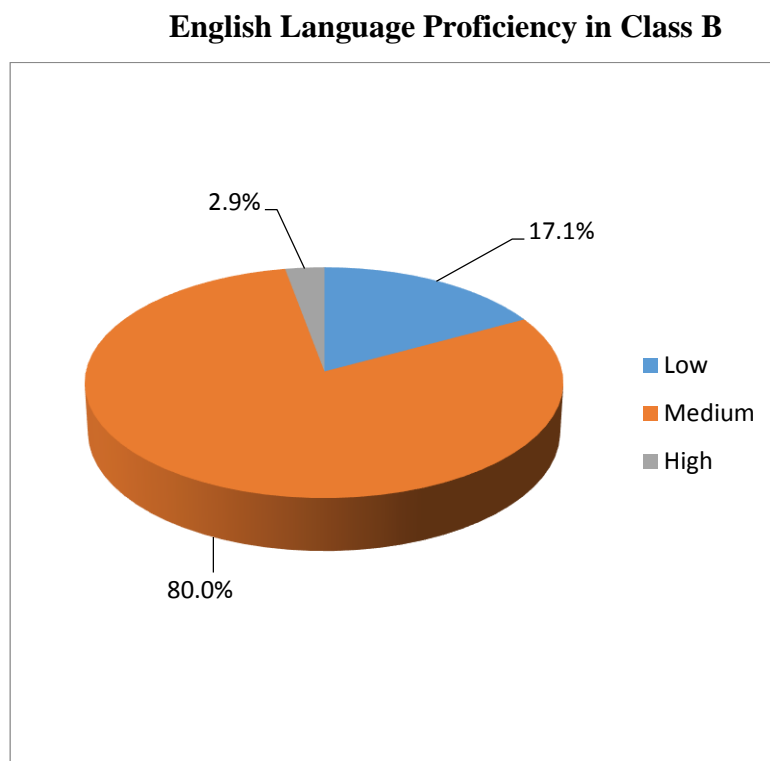
According to the table 7 and the chart 7, none of the participants in class A secured “low” level in the English Proficiency Test; 25 or 83.3 % of them secured “medium” level; and 5 or 16.7 % of them secured “high” level. This means most of the students in class A obtained “medium” level in English language proficiency.

## 2). English Language Proficiency of the students in Class B

Table 8

English Language Proficiency	Frequency	Percentage (%)
Low	6	17,1
Medium	28	80
High	1	2,9
Total	35	100

Chart 8



The table 8 and the chart 8 above have shown that 6 or 17.1 % of the participants obtained “low” score in the English Language Proficiency Test; 28 or 80 % of them got “medium” score; and only one student or 2.9 % got “high” score; which means most of the students in class B are of “medium” level in terms of English Language Proficiency.

### 3). English Language Proficiency of the students in Class A and B

Distribution English Language Proficiency Level among the total of 65 participants

Table 9

English Language Proficiency	Frequency	Percentage (%)
Low	6	9,2
Medium	53	81,5
High	6	9,2
Total	65	100

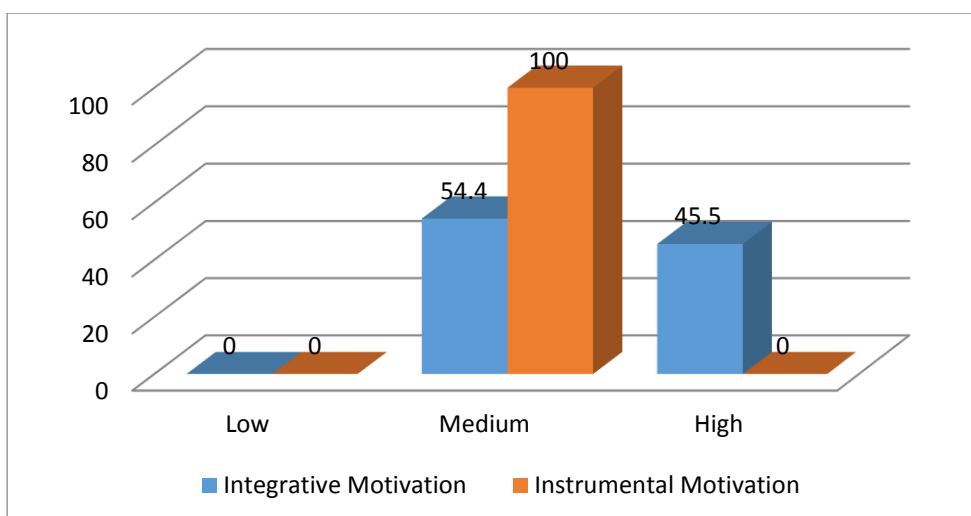




1.	Integrative Motivation	0	0	6	54,5	5	45,5	11	100
2.	Instrumental Motivation	0	0	19	100	0	0	19	100
<b>Total</b>		0	0	25	83,3	5	16,7	30	100

Chart 10

### Motivation and English Language Proficiency in Class A



The table 10 and the chart 10 above confirm 11 participants in Class A have integrative motivation, and 19 of them belong to instrumentally motivated learners. Furthermore, the analysis shows 6 or 54.5 % of the 11 participants who have integrative motivation obtained “medium” score in the English Language Proficiency Test, and 5 or 45.5 % of them got “high” score. On the other hand, 19 or 100 % of the participants who are instrumentally motivated secured “medium” level in the English Language Proficiency Test.

### Correlations

			Types of Motivation	English Language Proficiency
Spearman's rho		Correlation Coefficient	1.000	.588**
	Types of Motivation	Sig. (2-tailed)	.	.001
		N	30	30
	English Language Proficiency	Correlation Coefficient	.588**	1.000
		Sig. (2-tailed)	.001	.
		N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between the Types of Motivation and English Language Proficiency is 0.5880. The correlation score ranges from 0.400 to 0.599; which means that there is significant relationship between the Types of Motivation and English Language Proficiency.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0.001. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Motivation correlates with English Language Proficiency.*

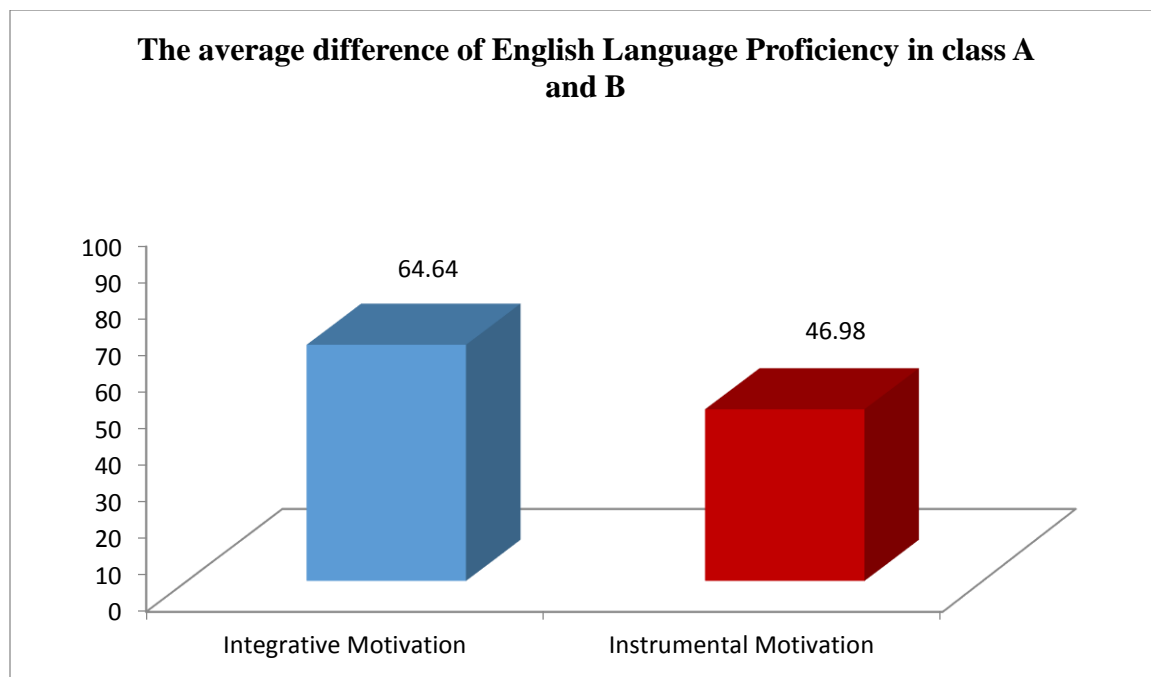
### **T Test (independent sample test)**

Table 11

Group Statistics					
	Types of Motivation	N	Mean	Std. Deviation	Std. Error Mean
	Integrative Motivation	22	64,6364	13,00383	2,77243

English Language Proficiency	Instrumental Motivation	43	46,9767	11,34626	1,73029
------------------------------	-------------------------	----	---------	----------	---------

Chart 11



The table 11 and the chart 11 above point out clearly that:

- 1). Of the total 65 participants in this research, it was found 22 or 33.8 % participants possess integrative motivation, and 43 or 66.2 % of them are instrumentally motivated learners.
- 2). The average score of the English Language Proficiency obtained by those who are integratively motivated is 64.64; whereas the participants who belonged to instrumental motivation type secured the average score of 46.98.
- 3). It can be concluded, then, those who are integratively motivated learner secured better than those who are instrumentally motivated learner in the English Language Proficiency test.

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Language Proficiency	Equal variances assumed	,091	,764	5,650	63	,000	17,65962	3,12571	11,41340	23,90584
	Equal variances not assumed			5,404					37,687	,000

#### Hypothesis 1 for correlation test

H1 : Ho The English Language Proficiency of the participants who are integratively motivated learner does not differ significantly with those who are instrumentally motivated learner.

Ha The English Language Proficiency of the participants who are integratively motivated learner differs significantly with those who are instrumentally motivated learner.

#### Formula of the test:

1. If t score is  $>$  than t table 0.05 (dk = n-2) and its significance is  $<$  0.05; it means that Ho is rejected, but Ha is accepted.
2. If t score is  $<$  than t table 0.05 (dk = n-2) and its significance is  $>$  0.05; it means that Ho is accepted, but Ha is rejected.

3. Calculating the figure. If t table with  $\alpha = 0.05$  and  $dk = n-2 = 65 - 2 = 63$ ; thus, t table = 1.99834.

The above table confirms the significance value is 0.000 and t score is 5.650. Since the significance value is less than 0.05, and t score is higher than t table, thus, the English Language Proficiency of the participants who are integratively motivated type differs significantly from that of the students who are instrumentally motivated learners. In other words, motivation correlates significantly with English Language Proficiency.

#### E. The Correlation of Learning Style with English Language Proficiency

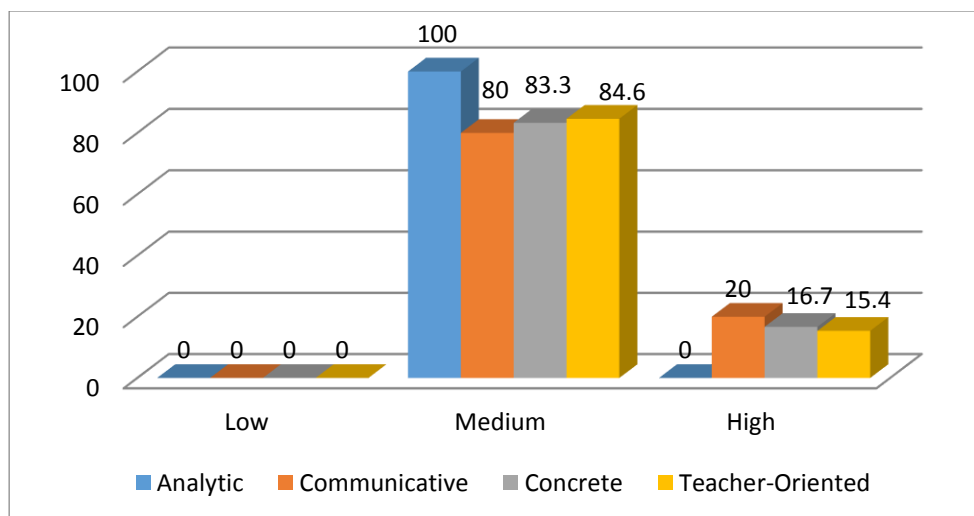
Class A

Table 12

No	Learning Style in Class A	English Language Proficiency in Class A						Total	
		Low		Medium		High		N	%
		N	%	N	%	N	%		
1.	Analytic	0	0	1	100	0	0	1	100
2.	Communicative	0	0	8	80	2	20	10	100
3.	Concrete	0	0	5	83,3	1	16,7	6	100
4.	Teacher-Oriented	0	0	11	84,6	2	15,4	13	100
<b>Total</b>		0	0	25	83,3	5	16,7	30	100

Chart 12

#### Learning Style and English Language Proficiency in Class A



The table 12 and the chart 12 above show clearly that:

- 1). Of the total 30 participants in class A, it was found 1 participant is Analytic type; 10 of them are Communicative learners; 6 of them are Concrete type; and 13 of them belong to Teacher-Oriented type.
- 2). The only one Analytic participant secured “medium” level in the English Language Proficiency test.
- 3). Of the 10 participants belong to the Communicative type, it was found 8 or 80 % of them obtained “medium” score in the English Language Proficiency test; and 2 or 20 % of them have reached “high” score.
- 4). Of the 6 participants belong to the Concrete type, it was found 5 or 83.3 % of them obtained “medium” score in the English Language Proficiency test; and 1 or 16.7 % of them have reached “high” score.
- 5). Of the 5 participants belong to the Teacher-Oriented type, it was found 11 or 84.6 % of them obtained “medium” score in the English Language Proficiency test; and 2 or 15.4 % of them have reached “high” score.

In order to determine the correlation of Learning Style with English Language Proficiency, Spearman's rho model was employed.

			Learning style	English Language Proficiency
Spearman's rho		Correlation Coefficient	1.000	-.022
	Learning style	Sig. (2-tailed)	.	.908
		N	30	30
	English Language Proficiency	Correlation Coefficient	-.022	1.000
		Sig. (2-tailed)	.908	.
		N	30	30

The result of the SPSS analysis above indicates the score of Spearman's rho between the Types of Motivation and English Language Proficiency is -.022. The correlation score indicates negative correlation; which means the relation between Learning Style with English Language Proficiency is negative.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0.908. Since the significance score is higher than 0.05, therefore, the  $H_0$  hypothesis is accepted. It means *Learning Style does not correlate with English Language Proficiency.*

F. The Correlation of Motivation with English Language Proficiency  
Class B

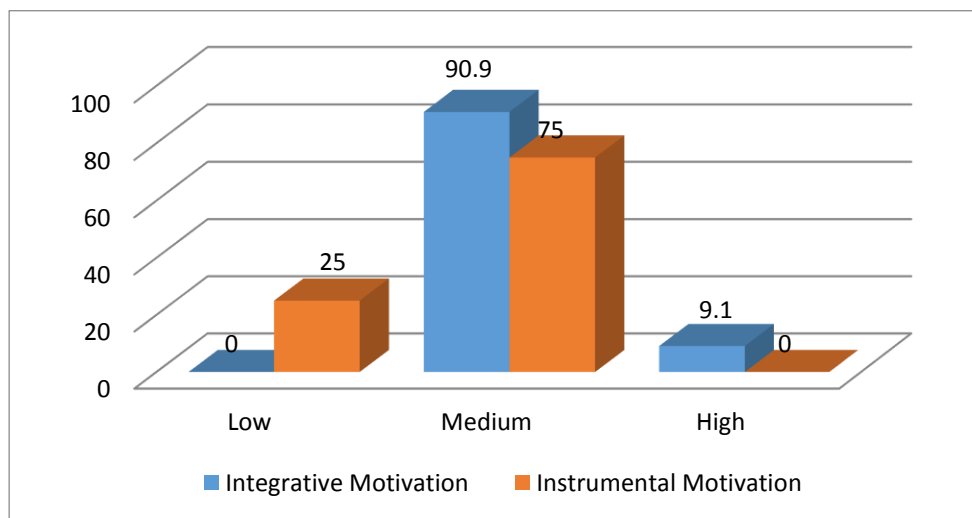
Table 13



No	Types of Motivation in Class B	English Language Proficiency in Class B						Total	
		Low		Medium		High			
		N	%	N	%	N	%	N	%
1.	Integrative Motivation	0	0	10	90,9	1	9,1	11	100
2.	Instrumental Motivation	6	25,0	18	75,0	0	0	24	100
<b>Total</b>		6	17,1	28	80,0	1	2,9	35	100

Chart 13

### Motivation and English Language Proficiency in Class B



From the table 13 and the chart 13 above, it is shown that:

1. None or 0 % of the total 11 participants in class B who have integrative motivation obtained “low” score in the English Language Proficiency test; 10 or 90.9 % of them got “medium” score; and 1 or 9.1 % secured “high” score.
2. Of the total 24 participants in class B who possess instrumental motivation, it is found 6 or 25 % of them secured “low” score in the English Language Proficiency

test; 18 or 75 % of them got “medium” score; and none of them reached “high” score.

In order to determine the correlation of Learning Style with English Language Proficiency, Spearman’s rho model was employed.

**Correlations**

			Types of Motivation	English Language Proficiency
Spearman's rho	Types of Motivation	Correlation Coefficient	1.000	.368*
		Sig. (2-tailed)	.	.030
	English Language Proficiency	N	35	35
		Correlation Coefficient	.368*	1.000
		Sig. (2-tailed)	.030	.
		N	35	35

\*. Correlation is significant at the 0.05 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman’s rho between the Types of Motivation and English Language Proficiency is 0,368. The correlation score ranges from 0,200 to 0,399; which means the relation between motivations with English Language Proficiency is low.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,030. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *motivation correlates with English Language Proficiency*.

## G. The Correlation of Learning Style with English Language Proficiency

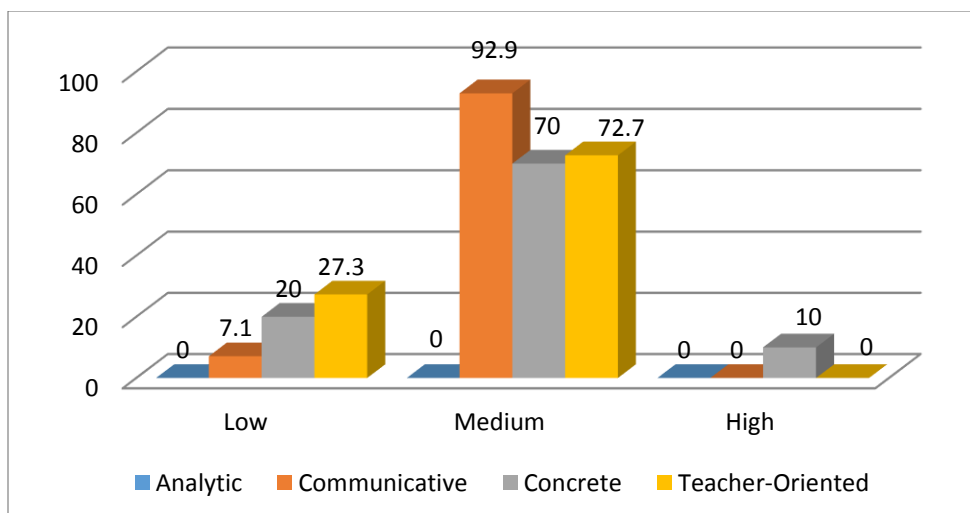
Class B

Table 14

No	Learning Style in Class B	English Language Proficiency in Class B						Total	
		Low		Medium		High			
		N	%	N	%	N	%	N	%
1.	Analytic	0	0	0	0	0	0	0	100
2.	Communicative	1	7,1	13	92,9	0	0	14	100
3.	Concrete	2	20	7	70	1	10	10	100
4.	Teacher-Oriented	3	27,3	8	72,7	0	0	11	100
<b>Total</b>		6	17,1	28	80,0	1	2,9	35	100

**Learning Style and English Language Proficiency in Class B**

Chart 14



According to the table 14 and the chart 14 above, it can be inferred that:

- 1). Of the total 35 participants in class B, none of them belongs to Analytic type; 14 of them are Communicative type; 10 of them are Concrete type; and 11 of them are Teacher-Oriented type.
- 2). Of the total 14 participants who are Communicative type, it is found 1 or 7.1 % participant scored “low” level in the English Language Proficiency test; and 13 or 92.9 % participants scored “medium” level. None of the Communicative learner scored “high” level. In other words, most of the Communicative learners are at “medium” level of English Language Proficiency.
- 3). Of the total 10 participants who are Concrete type, it is found 2 or 20 % participants secured “low” grade in the English Language Proficiency test; 7 or 70 % obtained “medium” score; and 1 or 10 % participant scored “high” mark.
- 4). Of the total 11 participants who are Teacher-Oriented type, it is found 3 or 27.3 % participants secured “low” grade in the English Language Proficiency test; 8 or

72.7 % obtained “medium” score; and none or 0 % participant of the Teacher-Oriented type scored “high” mark.

In order to determine the correlation of Learning Style with English Language Proficiency, Spearman’s rho model was employed.

			Learning style	English Language Proficiency
Spearman's rho		Correlation Coefficient	1.000	-.198
	Learning style	Sig. (2-tailed)	.	.253
		N	35	35
	English Language Proficiency	Correlation Coefficient	-.198	1.000
		Sig. (2-tailed)	.253	.
		N	35	35

The result of the SPSS analysis above indicates the score of Spearman’s rho between Learning Style and English Language Proficiency is -0,198. The correlation score is negative; which means the relation between Learning Style with English Language Proficiency is negative.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0.253. Since the significance score is higher than 0.05, therefore, the  $H_0$  hypothesis is accepted. It means *learning style does not correlate with English Language Proficiency.*

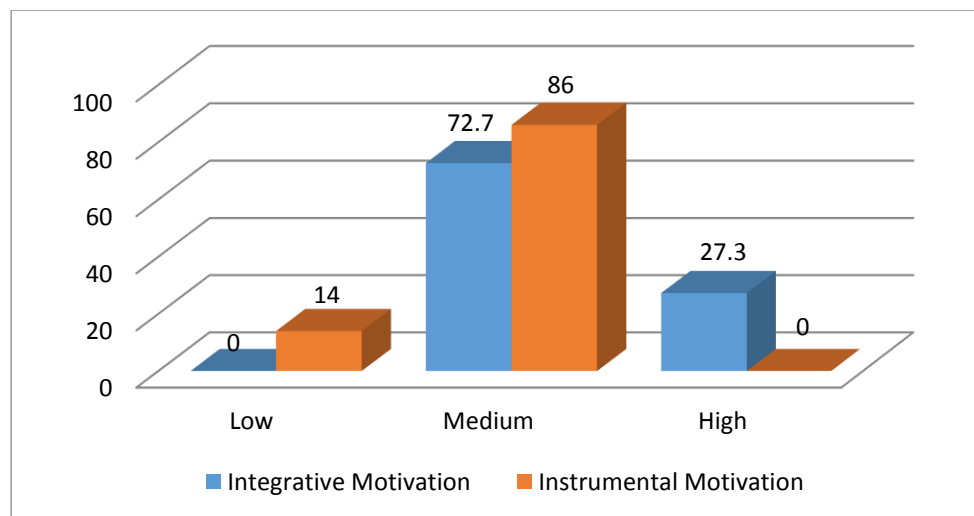
H. The Correlation of Motivation with English Language Proficiency  
Class A and B

Table 15

No	Types of Motivation in Class A and B	English Language Proficiency in Class A and B						Total	
		Low		Medium		High			
		N	%	N	%	N	%	N	%
1.	Integrative Motivation	0	0	16	72,7	6	27,3	22	100
2.	Instrumental Motivation	6	14	37	86	0	0	43	100
<b>Total</b>		6	9,2	53	81,5	6	9,2	65	100

Chart 15

**Types of Motivation and English Language Proficiency in Class A and B**



According to the table 15 and the cahrt 15 above, the following points may be stated:

1. Of the total 65 participants, it is found that 22 participants have an Integrative Motivation and the rest of 43 participants are Instrumentally Motivated.
2. Of the 22 participants who have an Integrative Motivation, none or 0 % of them obtained “low” score in the English Language Proficiency Test. Whereas 16 or 72.7 % of them obtained “medium” score, and 6 or 27.3 % of them obtained “high” score.
3. Of the 43 participants who have an Instrumental Motivation, it is found that 6 or 14 % of them obtained “low” score in the English Language Proficiency Test. Whereas 37 or 86 % of them obtained “medium” score, none of them obtained “high” score.
4. Hence, it may be said that those participants who have an Integrative Motivation are better than those who are Instrumentally Motivated learner in terms of English Language Proficiency.

In order to determine the correlation of Motivation with English Language Proficiency, Spearman’s rho model was employed.

#### Correlations

			Types of Motivation	English Language Proficiency
Spearman's rho	Types of Motivation	Correlation Coefficient	1.000	.454**
		Sig. (2-tailed)	.	.000
	English Language Proficiency	N	65	65
		Correlation Coefficient	.454**	1.000
		Sig. (2-tailed)	.000	.
		N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between the Types of Motivation and English Language Proficiency is 0,454. The correlation score ranges from 0,400 to 0,599; which means that there is significant relationship between the Types of Motivation and English Language Proficiency.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0.000. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Motivation correlates with English Language Proficiency.*

#### I. The Correlation of Learning Style with English Language Proficiency

Class A and B

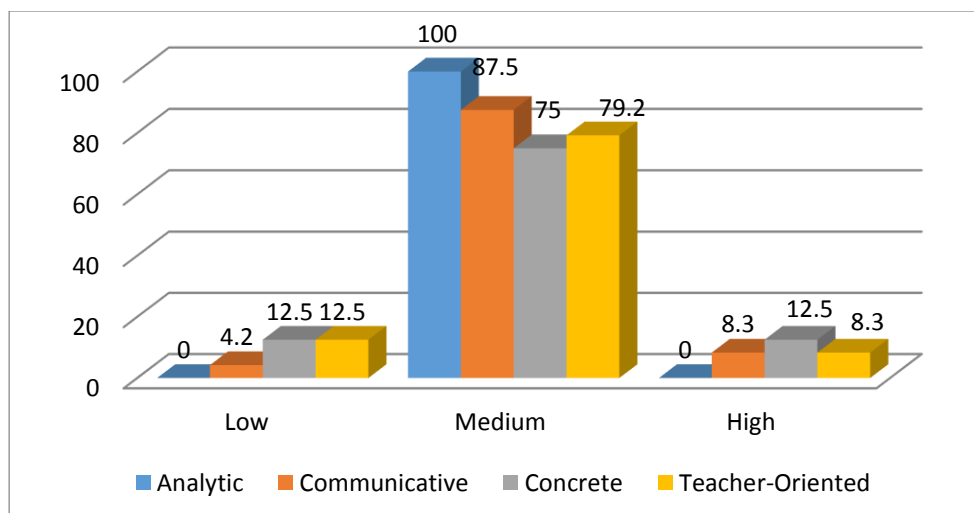
Table 16

No	Learning Style in Class A and B	English Language Proficiency in Class A and B						Total	
		Low		Medium		High		N	%
		N	%	N	%	N	%		
1.	Analytic	0	0	1	100	0	0	1	100
2.	Communicative	1	4,2	21	87,5	2	8,3	24	100
3.	Concrete	2	12,5	12	75	2	12,5	16	100
4.	Teacher-Oriented	3	12,5	19	79,2	2	8,3	24	100
<b>Total</b>		6	9,2	53	81,5	6	92	65	100

Chart 16

#### Learning Style and English Language Proficiency in Class A and B





As shown in the table 16 and the chart 16 above, it is found that:

- 1). Of the 65 participants, only one of them is Analytic Learner Type, 24 of them is Communicative Learner Type, 16 of them is Concrete Learner Type, and another 24 of them is Teacher-Oriented Learner Type. Thus, most of the participants in this study belong to Communicative and Teacher-Oriented types.
- 2). Of the 65 participants one or 1.5 % of them is Analytic Learner Type who obtained “medium” score.
- 3). Of the 24 participants who are Communicative Learner Type one or 4.2 % of them obtained “low” score, 21 or 87.5 % of them obtained “medium” score”, and 2 or 8.3 % of them obtained “high” score. In short, most of the participants in this research have medium level of English Language Proficiency.
- 4). Of the 16 participants who are Concrete Learner Type two or 12.5 % of them obtained “low” score, 12 or 75 % of them obtained “medium” score”, and 2 or 12.5 % of them obtained “high” score. In short, most of the participants who belonged to the Concrete Learner Type in this research have medium level of English Language Proficiency.

5). Of the 24 participants who are Teacher-Oriented Learner Type three or 12.5 % of them obtained “low” score, 19 or 79.2 % of them obtained “medium” score”, and 2 or 8.3 % of them obtained “high” score. In short, most of the participants who belonged to the Teacher-Oriented Learner Type in this research reach medium level of English Language Proficiency.

6). Overall, the participants are placed at the intermediate level of English Language Proficiency.

In order to determine the correlation of Learning Style with English Language Proficiency, Spearman’s rho model was employed

**Correlations**

			Learning style	English Language Proficiency
Spearman's rho	Learning style	Correlation Coefficient	1.000	-.081
		Sig. (2-tailed)	.	.520
		N	65	65
	English Language Proficiency	Correlation Coefficient	-.081	1.000
		Sig. (2-tailed)	.520	.
		N	65	65

The result of the SPSS analysis above indicates the score of Spearman’s rho between the Learning Style and English Language Proficiency is -0,081. The correlation score indicates negative score. It means that the relation between Learning style and English Language Proficiency is negative.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0.520. Since the significance score is more than 0.05, therefore, the  $H_0$  hypothesis is accepted. It means *Learning Style does not correlate with English Language Proficiency.*

English Language Proficiency of the participants in Class A and B based on their learning style.

#### **Learning Style and English Language Proficiency in Class A and B**

Learner Types	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Analytic	1	70.0000	.	.	.	.	70.00	70.00
Communicative	24	54.5833	13.26295	2.70729	48.9829	60.1838	35.00	80.00
Concrete	16	50.1250	15.62850	3.90712	41.7972	58.4528	17.00	75.00
Teacher-Oriented	24	52.5000	15.18008	3.09862	46.0900	58.9100	25.00	75.00
Total	65	52.9538	14.52200	1.80123	49.3555	56.5522	17.00	80.00

The chart above indicates clearly that all learner types i.e. Analytic, Communicative, Concrete, and Teacher-Oriented participated in this study obtained medium level of English Language Proficiency. These data confirm this research hypothesis as saying that learning style does not correlate with English Language Proficiency.

## J. The Correlation of Motivation and Learning Style with English Language Proficiency

In order to determine the correlation of Motivation and Learning Style with English Language Proficiency, Model Summary was employed.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 <sup>a</sup>	.208	.182	.39155

a. Predictors: (Constant), Learning style , Types of Motivation

The result of the SPSS analysis above indicates the score of R between Motivation and Learning style with English Language Proficiency is 0.456. The correlation score ranges from 0.400 to 0.599; which means that the relationship between Motivation and English Language Proficiency is sufficient.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If r score is < t table, the H<sub>0</sub> is accepted.

If r score is > t table, the H<sub>0</sub> is rejected.

The total number of participants in this research is 65. Therefore, df score is = 65-2 = 63.

Consequently, t table score is 0.2441.

The result of correlation test above shows the r score (0.456) which is more than t table score (0.2441). Thus, the H<sub>0</sub> hypothesis is rejected. It means *Motivation and Learning Style correlate with English Language Proficiency.*

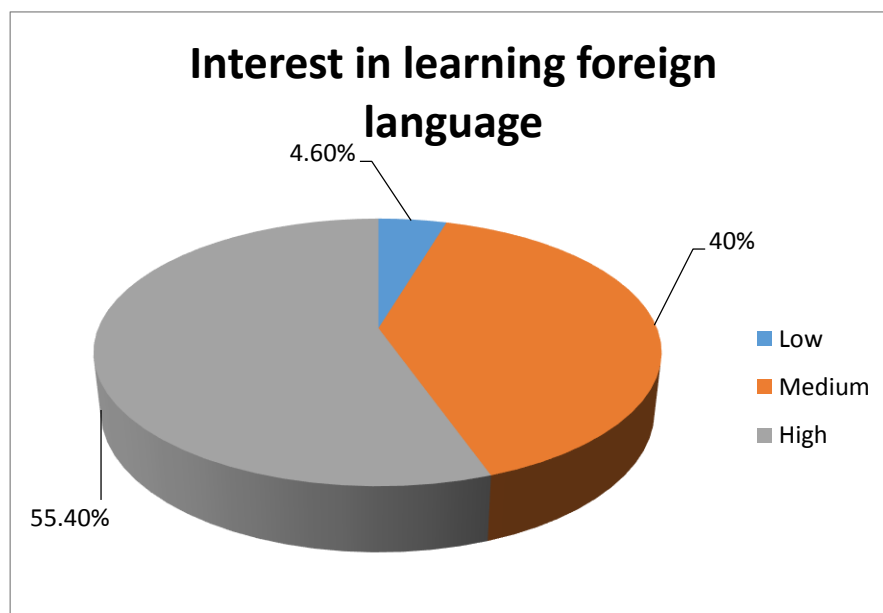
K. The Correlation of Independent Variables such as Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English with English Language Proficiency.

### 1. Interest in Learning Foreign Language

Table 17

Interest	Frequency	Percentage (%)
Low	3	4,6
Medium	26	40
High	36	55,4
Total	65	100

Chart 17



Based on the table 17 and the chart 17 above, it is obviously seen, that of the total 65 participants in this research

- 1). 3 or 4.6 % participants indicate “low” interest in learning foreign language;
- 2). 26 or 40 % participants show “medium” interest in learning foreign language;
- 3). 36 or 40 % participants confirm “high” interest in learning foreign language.

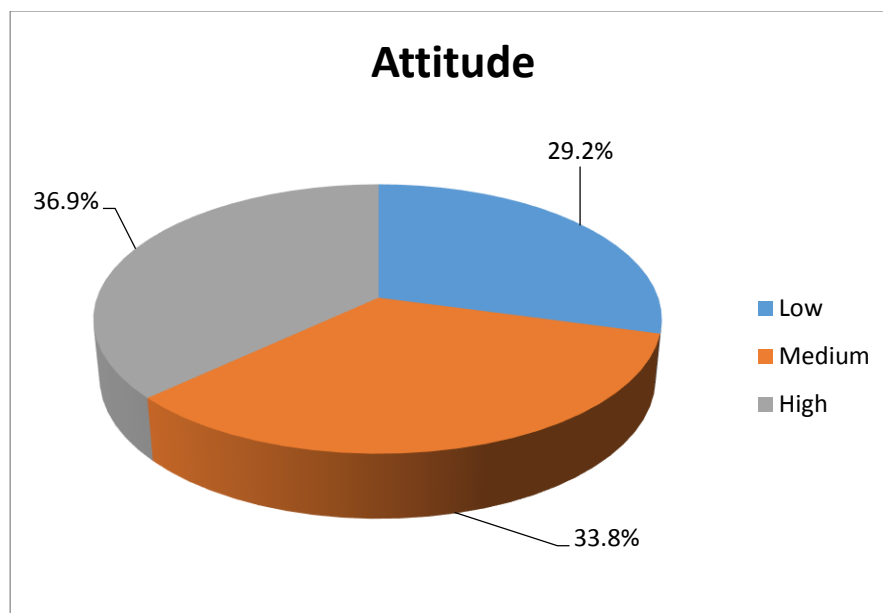
Thus, it can be inferred in general that the participants in this research have good interest in learning foreign language.

## 2. Attitude towards Learning English

Table 18

Attitude	Frequency	Percentage (%)
Low	19	29,2
Medium	22	33,8
High	24	36,9
Total	65	100

Chart 18



Based on the table 18 and the chart 18 above, it is obviously seen, that of the total 65 participants in this research

- 1). 19 or 29.2 % participants indicate “low” interest in learning foreign language;
- 2). 22 or 33.8 % participants show “medium” interest in learning foreign language;
- 3). 24 or 36.9 % participants confirm “high” interest in learning foreign language.

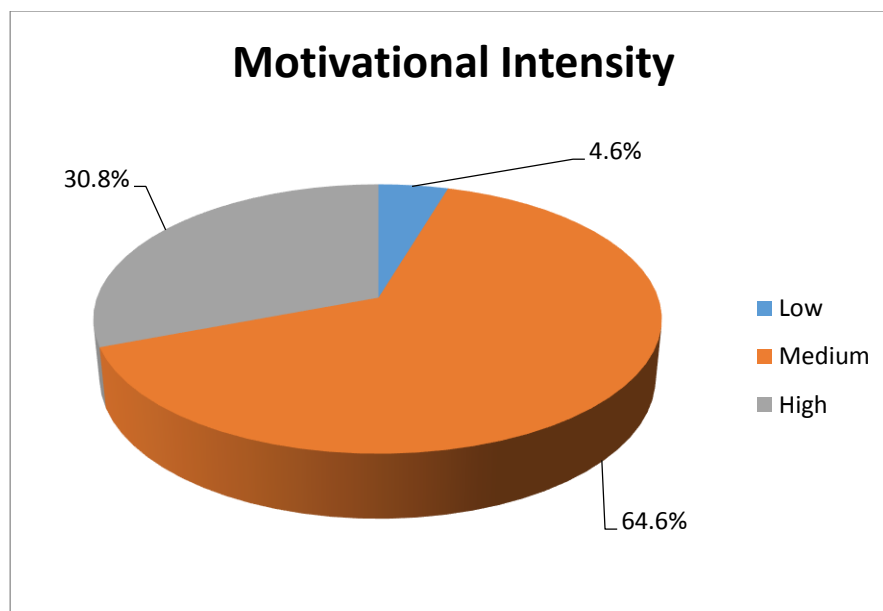
Thus, it can be inferred in general that the participants in this research have good interest in learning foreign language.

### 3. Motivational Intensity

Table 19

Motivational Intensity	Frequency	Percentage (%)
Low	3	4,6
Medium	42	64,6
High	20	30,8
Total	65	100

Chart 19



Based on the table 19 and the chart 19 above, it is obviously seen, that of the total 65 participants in this research

- 1). 3 or 4.6 % participants indicate “low” motivational intensity in learning English;
- 2). 42 or 64.6 % participants show “medium” motivational intensity in learning English;
- 3). 20 or 30.8 % participants confirm “high” motivational intensity in learning English.

Thus, it can be inferred in general that the participants in this research have medium or sufficient motivational intensity in learning English.

#### 4. Desire to learn English

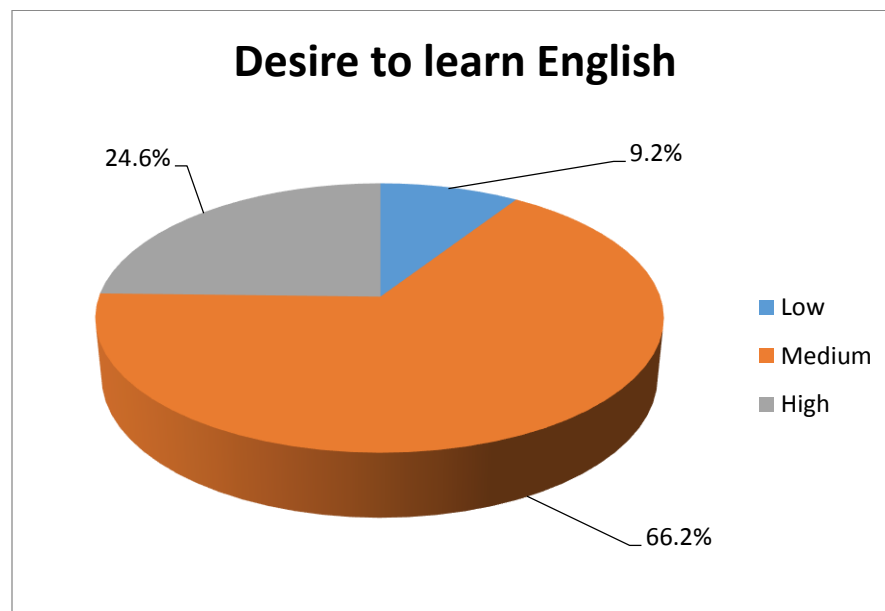
Table 20

Desire to learn English	Frequency	Percentage (%)
Low	6	9,2
Medium	43	66,2



High	16	24,6
Total	65	100

Chart 20



Based on the table 20 and the chart 20 above, it is obviously seen, that of the total 65 participants in this research

- 1). 6 or 9.2 % participants indicate “low” Desire to learn English;
- 2). 43 or 66.2 % participants show “medium” Desire to learn English;
- 3). 16 or 24.6 % participants confirm “high” Desire to learn English.

Thus, it can be inferred in general that the participants in this research have medium or sufficient Desire to learn English.

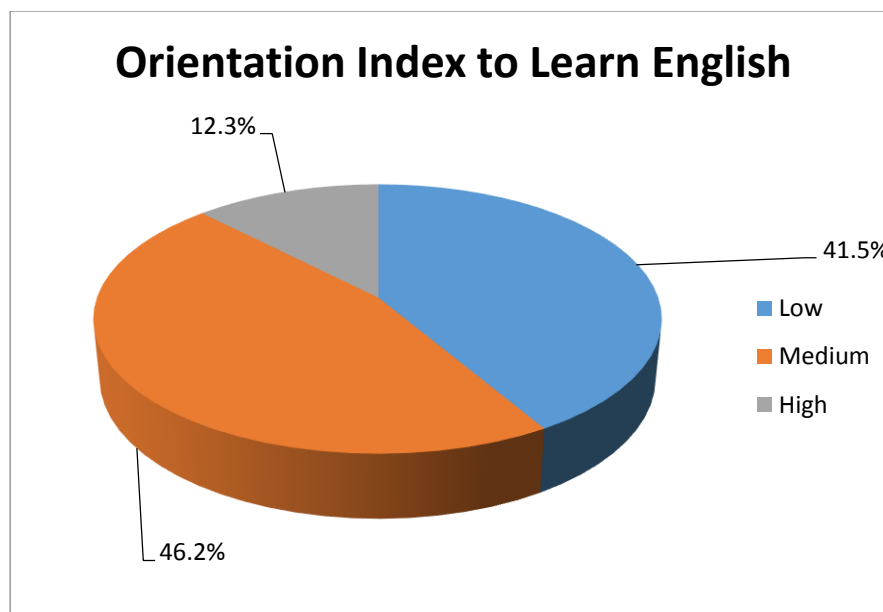
##### 5. Orientation Index to Learn English

Table 21

Orientation Index to Learn English	Frequency	Percentage (%)
------------------------------------	-----------	----------------

Low	27	41,5
Medium	30	46,2
High	8	12,3
Total	65	100

Chart 21



Based on the table 21 and the chart 21 above, it is obviously seen, that of the total 65 participants in this research

- 1). 27 or 41.5 % participants indicate “low” orientation or reason to learn English;
- 2). 30 or 46.2 % participants show “medium” orientation or reason to learn English;
- 3). 8 or 12.3 % participants confirm “high” orientation or reason to learn English.

Thus, it can be inferred in general that the participants in this research have medium or sufficient orientation or reason to learn English.

In order to determine the correlation of Interest in Learning Foreign Language with English Language Proficiency, Spearman’s rho model was employed

### 1) The Correlation of Interest in Learning Foreign Language with English Proficiency

Correlations			Interest	Proficiency
Spearman's rho	Interest	Correlation Coefficient	1.000	.469**
		Sig. (2-tailed)	.	.000
		N	65	65
	Proficiency	Correlation Coefficient	.469**	1.000
		Sig. (2-tailed)	.000	.
		N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between Interest in Learning English and English Language Proficiency is 0,469. The correlation score ranges from 0,400 to 0,599; which means that the relation between Interest in Learning English with English Language Proficiency is sufficient.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,000. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Interest in Learning English correlates with English Language Proficiency.*

In order to determine the correlation of Attitude towards Learning English with English Language Proficiency, Spearman's rho model was employed.

## 2) The Correlation of Attitude towards Learning English with English Language Proficiency

			Attitude	Proficiency
Spearman's rho	Correlation Coefficient		1.000	.488**
	Attitude	Sig. (2-tailed)	.	.000
		N	65	65
	Proficiency	Correlation Coefficient	.488**	1.000
		Sig. (2-tailed)	.000	.
		N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between Interest in Learning English and English Language Proficiency is 0,488. The correlation score ranges from 0,400 to 0,599; which means that the relation between attitude towards Learning English with English Language Proficiency is sufficient.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,000. Since the significance score is less than 0.05, therefore, the H0 hypothesis is rejected. It means *Attitude towards Learning English correlates with English Language Proficiency.*

In order to determine the correlation of Motivational Intensity with English Language Proficiency, Spearman's rho model was employed.

### 3) The Correlation of Motivational Intensity with English Language Proficiency

<b>Correlations</b>			Motivational Intensity	Proficiency
Motivational Intensity	Correlation Coefficient		1.000	.526**
	Sig. (2-tailed)		.	.000
	N		65	65
Proficiency	Correlation Coefficient	Spearman's rho	.526**	1.000
	Sig. (2-tailed)		.000	.
	N		65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between Motivational Intensity and English Language Proficiency is 0,526. The correlation score ranges from 0,400 to 0,599; which means that the relation between Motivational Intensity to Learning English with English Language Proficiency is sufficient.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,000. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Motivational Intensity to Learning English correlates with English Language Proficiency*.

In order to determine the correlation of Desire to Learn English with English Language Proficiency, Spearman's rho model was employed.

#### 4) The Correlation of Desire to Learn English with English Language Proficiency

Correlations			
		Desire to learn	Proficiency
Spearman's rho	Correlation Coefficient	1.000	.630**
	Desire to learn		
	Sig. (2-tailed)	.	.000
	N	65	65
	Correlation Coefficient	.630**	1.000
	Proficiency		
	Sig. (2-tailed)	.000	.
	N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between Desire to Learn English and English Language Proficiency is 0,630. The correlation score ranges from 0.600 to 0.799; which means that the relation between Desire to Learn English with English Language Proficiency is strong.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,000. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Desire to Learn English correlates significantly with English Language Proficiency*.

In order to determine the correlation of Orientation or Reason to Learn English with English Language Proficiency, Spearman's rho model was employed.

### 5) The Correlation of Orientation Index to Learn English with English Language Proficiency

		Orientation Index	Proficiency
Spearman's rho	Correlation Coefficient	1.000	.518**
	Orientation Index Sig. (2-tailed)	.	.000
	N	65	65
	Correlation Coefficient	.518**	1.000
	Proficiency Sig. (2-tailed)	.000	.
	N	65	65

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of the SPSS analysis above indicates the score of Spearman's rho between Orientation Index to Learn English and English Language Proficiency is 0,518.

The correlation score ranges from 0.400 to 0.599; which means that the relation between Orientation Index to Learn English with English Language Proficiency is sufficient.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The result of correlation test above shows the significance score is 0,000. Since the significance score is less than 0.05, therefore, the  $H_0$  hypothesis is rejected. It means *Orientation Index to Learn English correlates with English Language Proficiency.*

L. The Correlation of Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English all together with English Language Proficiency.

In order to determine the correlation of Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English all together with English Language Proficiency, a model summary was used.

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676 <sup>a</sup>	.457	.411	.33241

a. Predictors: (Constant), Orientation Index, Intentional Motivation, Attitude, Interest, Desire to learn



The result of the SPSS analysis above indicates the R score between Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; Orientation Index to Learn English and English Language Proficiency is 0,676. The correlation score ranges from 0,600 to 0,799; which means that those factors for example Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English *correlate significantly* with English Language Proficiency. In other words, the correlation between the independent variables with the dependent variable is strong.

Having got the Correlation Coefficient score, it is necessary to examine the hypothesis to confirm whether the correlation is significant or not. Hypothesis test can be identified through significance score comparison, i.e.

If the significance score is  $> 0.05$  the  $H_0$  is accepted.

If the significance score is  $< 0.05$  the  $H_0$  is rejected.

The total participants in this research is 65 students. Thus,  $df = 65 - 2 = 63$ ; and the r table = 0.2441

The result of the correlation test indicates the r score is 0,676 which is higher than r table (0.2441). Therefore, the  $H_0$  is rejected. It means, Interest in Learning Foreign Language; Attitude towards Learning English; Motivational Intensity; Desire to Learn English; and Orientation Index to Learn English *correlate* with English Language Proficiency

#### M. The Students' Perception on Factors which Influence Learning English

Another form of questionnaire was administered to examine the students' believe on factors that affect their motivation to learn English. The questionnaire consists of 15 items

using the Likert Scale point of 1 to 3 ranges from sufficient influence to very influential.

The results of the questionnaire are presented below.

TABLE 1: CLASS A

ITEM NO.	Frequency of Each Option			Total Frequency	Conclusion
	1	2	3		
1	1	4	25	30	Very Influential
2	0	10	20	30	Very Influential
3	2	15	13	30	Influential
4	1	11	18	30	Very Influential
5	4	19	7	30	Influential
6	3	16	11	30	Influential
7	2	12	16	30	Very Influential
8	13	12	5	30	Sufficient Influence
9	4	14	12	30	Influential
10	6	16	8	30	Influential
11	7	16	7	30	Influential
12	5	13	12	30	Influential
13	3	20	7	30	Influential
14	1	2	27	30	Very Influential
15	2	3	25	30	Very Influential

The table 1 above confirms that the participants of this inquiry believe in the following points:

1. 1 factor *has sufficient influence* towards their motivation to learn English i.e. the item no. 8 which says: To read the subject matter a week before the class is compulsory for each student.
2. 8 factors are *Influential* towards their motivation to learn English i.e. the items no.
  - 3: A Lecturer applies various methods in each teaching session / activity.
  - 5: A Lecturer provides questions, classroom tasks for solution findings.
  - 6: A Lecturer provides wider opportunity for the students to practice speaking English outside the classroom.

9: The students get verbal appreciation or a kind of reward in case of good performance in the class.

10: The students deserve to get punishment if they did not complete their course assignments.

11: The students are obliged to have the recommended readings or get access to the internet for finding related literatures.

12: The students are willing to succeed and fear to fail.

13: The subject matters are not so difficult.

3. 6 factors are *Very Influential* towards their motivation to learn English i.e. the items no. :

1: A Lecturer is friendly and patient during teaching activities.

2: A Lecturer is energetic and enthusiastic during teaching activities.

4: A Lecturer uses technology of media of teaching such as film, projector, or tape recorder.

7: A Lecturer explains the subject matter in detail and gives class notes.

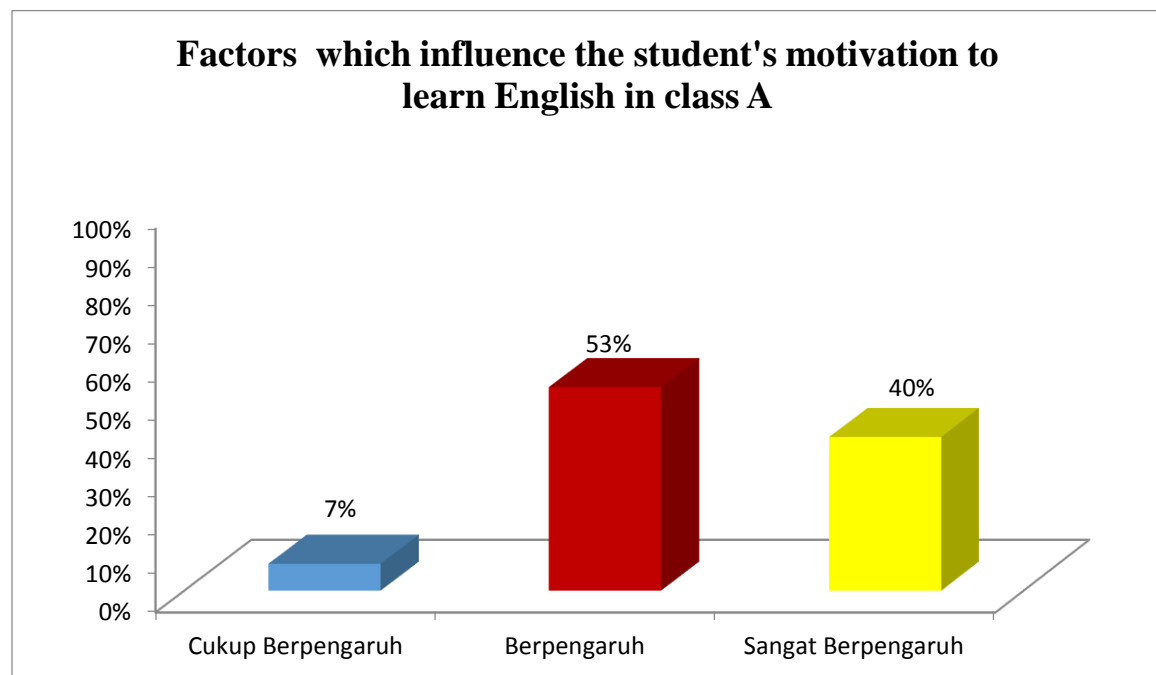
14: Good social atmosphere (peers and parents support learning).

15: Classroom environment is conducive to learning (clean, tidy, has enough ventilation, and lights).

Table 1

Category	F	P (%)
<i>Sufficient Influence</i>	1	7%
<i>Influential</i>	8	53%
<i>Very Influential</i>	6	40%
Total	15	100%

Chart 1



According to the table 1 and the chart 1 above, it was found that one or 7 % factor has sufficient influence on the student's motivation to learn English. That is, compulsory reading the subject matter a week before the class for each student has sufficient influence on the student's motivation to learn English. Eight or 53 % factors are influential towards the student's motivation to learn English. They are, different teaching strategies, problem based learning, drills, reward and punishment, compulsory textbook possession, success responsibility, and the subject matter is not too difficult can affect the student's motivation to learn English significantly. Six or 40 % factors are very influential towards the student's motivation to learn English. They are, the participants like very much to have friendly and energetic lecturers. In addition, technology of media of teaching usage, detail explanation, conducive social and classroom to learn are very important as a means that may motivate the students to learn.

TABLE 2: CLASS B

	1	2	3		
1	2	8	25	30	Very Influential
2	0	5	30	30	Very Influential
3	5	17	13	30	Influential
4	2	14	19	30	Very Influential
5	13	15	7	30	Influential
6	5	16	14	30	Influential
7	5	16	14	30	Influential
8	17	12	6	30	Sufficient Influence
9	9	15	11	30	Influential
10	10	15	10	30	Influential
11	11	21	3	30	Influential
12	3	11	21	30	Very Influential
13	7	13	15	30	Very Influential
14	0	5	30	30	Very Influential
15	2	4	29	30	Very Influential

The table 2 above confirms that the participants of this inquiry believe in the following points:

1. One factor *has sufficient influence* towards their motivation to learn English i.e. the item no. 8 which says: To read the subject matter a week before the class is compulsory for each student.
2. Seven factors are *Influential* towards their motivation to learn English i.e. the items no.
  - 3: A Lecturer applies various methods in each teaching session / activity.
  - 5: A Lecturer provides questions, classroom tasks for solution findings.
  - 6: A Lecturer provides wider opportunity for the students to practice speaking English outside the classroom.
  - 7: A Lecturer explains the subject matter in detail and gives class notes.

9: The students get verbal appreciation or a kind of reward in case of good performance in the class.

10: The students deserve to get punishment if they did not complete their course assignments.

11: The students are obliged to have the recommended readings or get access to the internet for finding related literatures.

3. Seven factors are *Very Influential* towards their motivation to learn English i.e. the items no.

1: A Lecturer is friendly and patient during teaching activities.

2: A Lecturer is energetic and enthusiastic during teaching activities.

4: A Lecturer uses technology of media of teaching such as film, projector, or tape recorder.

12: The students are willing to succeed and fear to fail.

13: The subject matters are not so difficult.

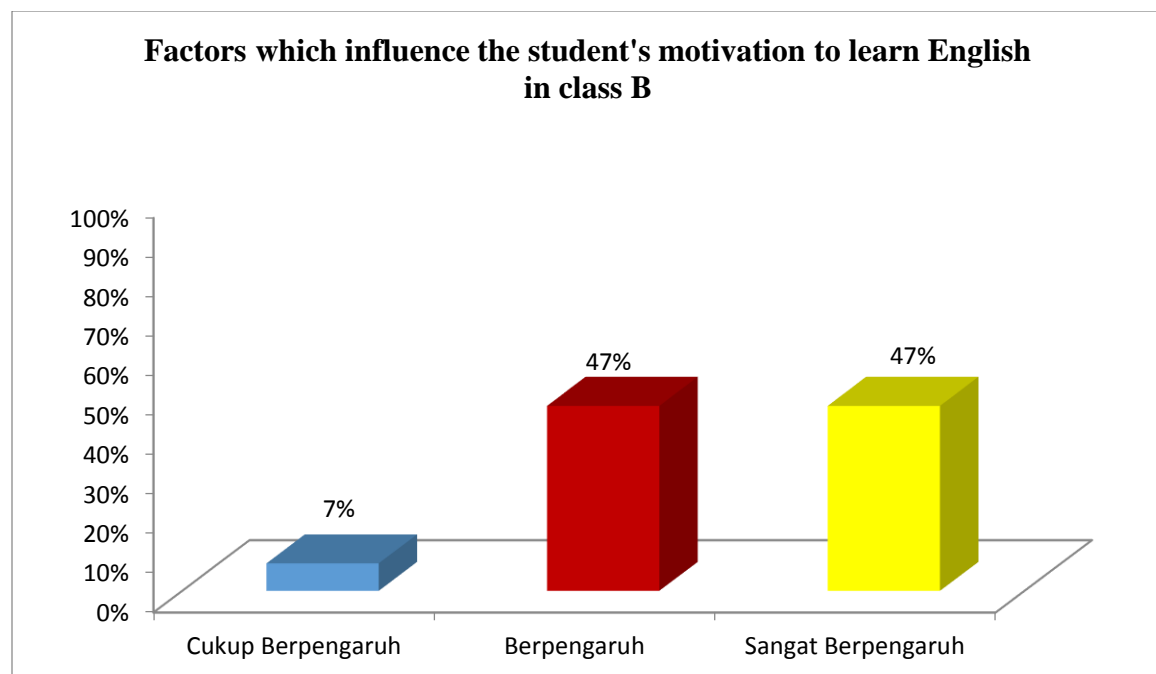
14: Good social atmosphere (peers and parents support learning).

15: Classroom environment is conducive to learning (clean, tidy, has enough ventilation, and lights).

Table 2

<i>Category</i>	F	P (%)
<i>Sufficient Influence</i>	1	7%
<i>Influential</i>	7	47%
<i>Very Influential</i>	7	47%
<i>Total</i>	15	100%

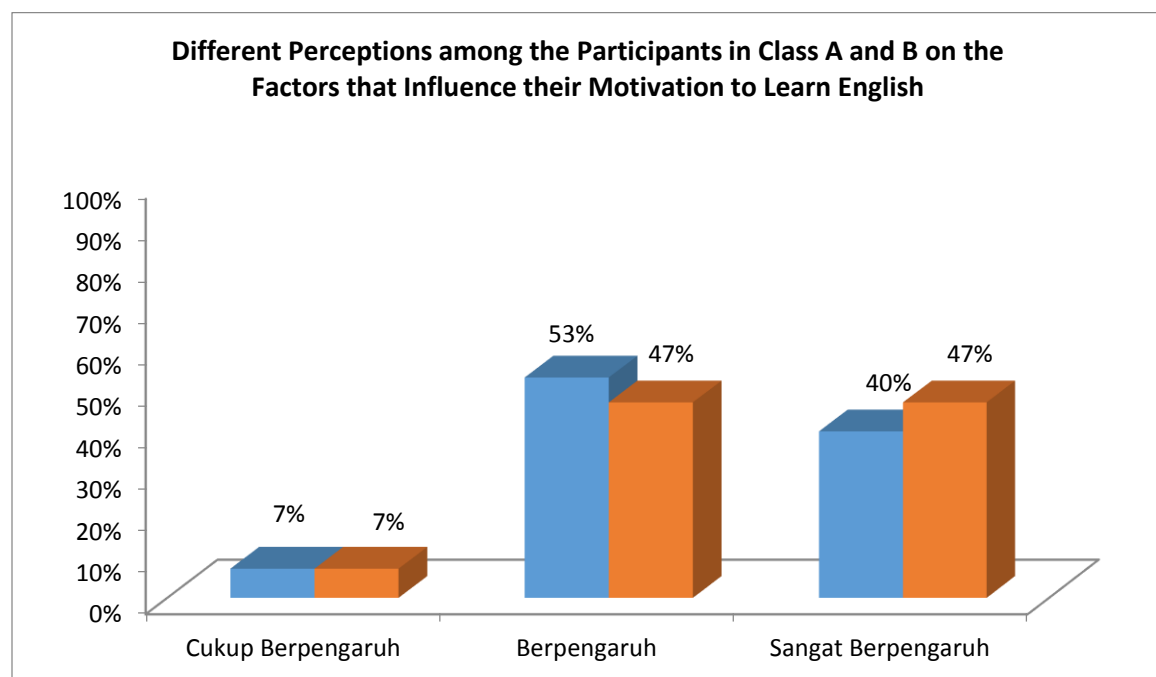
Chart 2



According to the table 2 and the chart 2 above, it was found that one or 7 % factor has sufficient influence on the student's motivation to learn English. That is, compulsory reading the subject matter a week before the class for each student has sufficient influence on the student's motivation to learn English. Seven or 47 % factors are influential towards the student's motivation to learn English. In other words, different teaching strategies, problem based learning, drills, detail explanation, reward and punishment, compulsory textbook possession can affect the student's motivation to learn English significantly. Another seven or 47 % factors are very influential towards the student's motivation to learn English. Those factors include, the participants like very much to have friendly and energetic lecturers. In addition, technology of media of teaching usage, success responsibility, course material is not too difficult, and conducive social and classroom atmosphere to learn are very important as a means that may motivate the students to learn.

Different Perceptions among the Participants in Class A and B on the Factors that Influence their Motivation to Learn English

Chart 3



Blue graphic indicates class A and maroon graphic indicates class B.

TABLE 3: CLASS A and B

ITEM NO.	Frequency of Each Option			Total Frequency	Conclusion
	1	2	3		
1	3	12	50	65	Very Influential
2	0	15	50	65	Very Influential
3	7	32	26	65	Influential
4	3	25	37	65	Very Influential
5	17	34	14	65	Influential
6	8	32	25	65	Influential
7	7	28	30	65	Very Influential
8	30	24	11	65	Sufficient Influence
9	13	29	23	65	Influential
10	16	31	18	65	Influential
11	18	37	10	65	Influential
12	8	24	33	65	Very Influential
13	10	33	22	65	Influential
14	1	7	57	65	Very Influential
15	4	7	54	65	Very Influential



The table 3 and the chart 3 above confirms that the participants of this inquiry (class A and B) believe in the following points:

1. One factor *has sufficient influence* towards their motivation to learn English i.e. the item no. 8 which says: To read the subject matter a week before the class is compulsory for each student.
2. Seven factors are *Influential* towards their motivation to learn English i.e. the items no.
  - 3: A Lecturer applies various methods in each teaching session / activity.
  - 5: A Lecturer provides questions, classroom tasks for solution findings.
  - 6: A Lecturer provides wider opportunity for the students to practice speaking English outside the classroom.
  - 9: The students get verbal appreciation or a kind of reward in case of good performance in the class.
  - 10: The students deserve to get punishment if they did not complete their course assignments.
  - 11: The students are obliged to have the recommended readings or get access to the internet for finding related literatures.
  - 13: The subject matters are not so difficult.
3. Seven factors are *Very Influential* towards their motivation to learn English i.e. the items no.
  - 1: A Lecturer is friendly and patient during teaching activities.
  - 2: A Lecturer is energetic and enthusiastic during teaching activities.

4: A Lecturer uses technology of media of teaching such as film, projector, or tape recorder.

12: The students are willing to succeed and fear to fail.

13: The subject matters are not so difficult.

14: Good social atmosphere (peers and parents support learning).

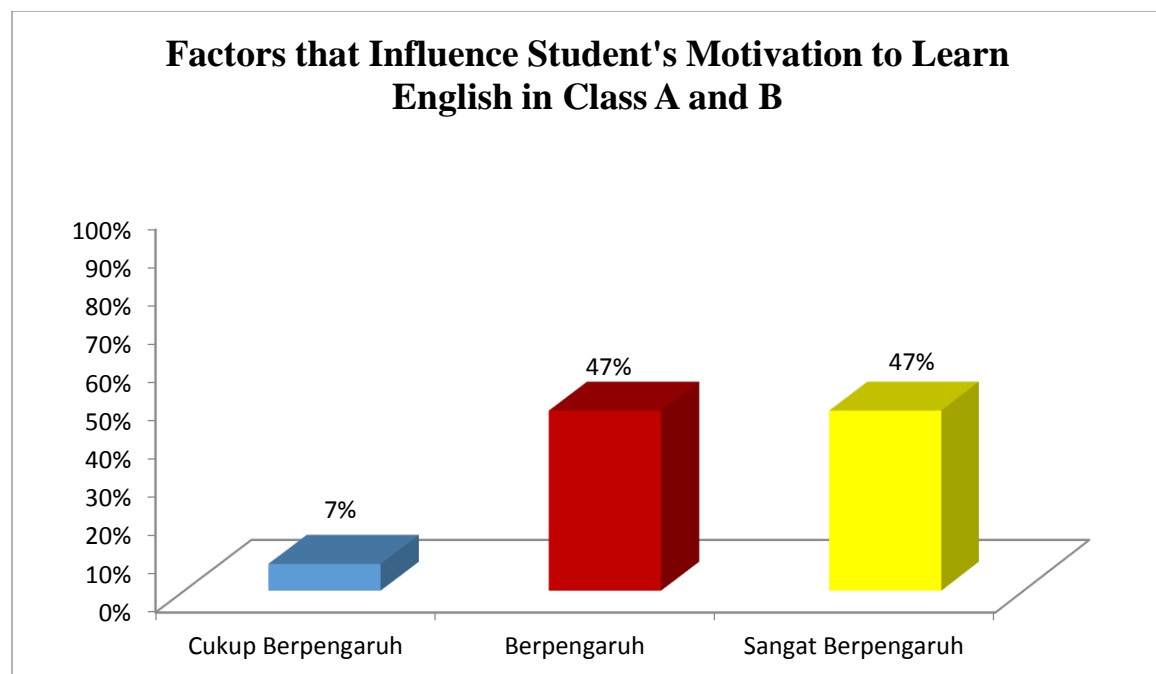
15: Classroom environment is conducive to learning (clean, tidy, has enough ventilation and lights).

The data above reveal that most of the participants like very much to have friendly, patient, energetic, enthusiastic lecturers, sociable and conducive atmosphere. In addition, they like to learn the subject matters which are not so difficult, but do not like to read the course material a week before the class.

Table 4

<i>Category</i>	F	P (%)
<i>Sufficient Influence</i>	1	7%
<i>Influential</i>	7	47%
<i>Very Influential</i>	7	47%
<i>Total</i>	15	100%

Chart 4



Overall, as the table 4 and the chart 4 above indicate, the participants in both class A and B have very close believe in the factors that influence their motivation to learn English, especially the factors which are influential and very influential.

## CHAPTER V

## CONCLUSION

This research was conducted to discover the motivational orientation and the learning style of the students at the IAIN Syekh Nurjati, Cirebon, especially those who are enrolled at the ELT Department. The results show general picture and common phenomenon that prevail among the Indonesian students. Most of the students who took part in this study are instrumentally motivated learner and are communicative as well as teacher-oriented types. The latter type was similar to that of the researcher's findings in 2016 at the same educational institution. With regard to the level of English Language Proficiency, majority of the participants are of medium level. The level which needs special attention to be addressed in the future.

Moreover, the findings of this inquiry reveal that those participants who possess an integrative motivation are, to a certain degree, better than those who are instrumentally learner in terms of the score of English Language Proficiency. This means the independent variable of motivation correlates with the dependent variable of English Language Proficiency. Whereas, the variable of Learning Style does not correlate with the variable of English Language Proficiency. This point is subject to further research. However, when motivation and learning style are analyzed all together with English Language Proficiency by using the summary model, it shows the relationship between them.

The result of correlation test confirms the  $r$  score (0.456) is more than  $t$  table score (0.2441); which means the  $H_0$  hypothesis is rejected. Thus, *Motivation and Learning Style correlate with English Language Proficiency.*

In short, this study has provided answers to all research questions addressed earlier, its hypothesis, and supports the findings of the previous studies, such as Gardner and Lambert who indicated in their studies among the Philippines learners of English, that learners with a higher integrative orientation are likely to be more proficient than those who are instrumentally motivated.

Another research was conducted by Peipei Li & Guirong Pan (2009) on The Relationship between Motivation and Achievement: A Survey of the Study Motivation of English Majors in Qingdao Agricultural University. Their findings reveal that the instrumentally motivated students achieved both high and low scores in English, whereas the integratively motivated learners achieved higher than those who have an instrumental motivation.

However, the present study contradicts the findings of some other researchers. Lukmani's research on learners of English in India showed that instrumental motivation and proficiency in English are strongly correlated. Similarly, Littlewood says that most learners perceive English as an International language. As a result, it is not surprising if integrative attitudes are not so significant as learner's instrumental reasons for acquiring the language (Cora Hahn, 1996). On the other side, Yazdan Choubsazy and Yassaman Choubsazy have shown in their research that the Iranian university students are both instrumentally and integratively motivated (2014: 392-397).

In addition, the findings of this inquiry, i.e. the students' motivation, the level of their English Language Proficiency, and their individual diversity need better attention at the institutional level.

Finally, since motivation is a given trait which is possible to be encouraged but even changeable, the current research paradigm has been shifting from "motivation" to

“motivating”. Thus, it is strongly recommended to conduct further research on motivational strategies.

## REFERENCES

Barker, M. *Understanding Motivation: A Review of Relevant Literature*. Carleton papers in Applied Language Studies. Downloaded on 20 Oct. 2017 through google.scholar.go.id.

Basri, Hasan, (2015), *Paradigma Baru Sistem Pembelajaran*, Bandung: Pustaka Setia.

Bc. Lenka Svobodová (2015). *Factors Affecting the Motivation of Secondary School Students*

*To learn the English Language*, unpublished Diploma Theses at Masyarik University.

[Brown, B. L. \(2003\). Teaching Style vs Learning Style. ERIC \(Educational Resources Information Centre\). Columbus.](#)

Brown, H. D. (2000). *Principles of language learning and teaching*. New York, Pearson Education

Chiew Fen Ng and Poh Kiat Ng. (2015). A Review of Intrinsic and Extrinsic Motivations of ESL

Learners, *International Journal of Languages, Literature and Linguistics*, Vol. 1, No. 2, June.

Coubsaz, Y. and Yassaman Choubsaz (2014). Motivational Orientation and EFL Learning: A Study of Iranian Undergraduate Students, *Procedia Social and Behavioral Sciences*, 98. 392-397

Cohen. L. et al (2007). *Research Methods in Education*. New York: Routledge.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications, Inc.

Dembo, M. H. (2004). *Motivation and Learning Strategies for College Students*. New Jersey: Lawrence Erlbaum Associates.

Dörnyei, Z. (1998). Motivation on second and foreign language learning. *Language Teaching*, 31:3, 117-135.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methods*. Oxford: Oxford University Press.

Dunn, R., (1984). Matching Teaching and Learning Styles. *Theory into Practice*. Winter, Vol. 23, No. 1, 10-19.

[Emzir, \(2015\). \*Metodologi Penelitian Pendidikan\*. Jakarta: Rajawali Pers.](#)

[Hahn, C. in Thomas Kral \(ed.\) \(1996\). \*Dealing with Variables in the Language Classroom, Teacher Development Making the Right Moves\*, pp. 76-77, Washington D.C. United States Information Agency.](#)

[Ho, B. \(1999\). \*Learning style preferences of students learning English. Perspectives. Vol. 11: 53 \(Autumn\). City University of Hong Kong. Hong Kong Journals online.\*](#)

Kassaian, Z. and Ayatollahi, M. A (2010). Teaching Styles and Optimal Guidance in English Language Major. *Quarterly Journal of Research and Planning Development in Higher Education (2010). No. 55, 2010, pp. 131-152*. Isfahan.

Kimura, Y. et al. Language Learning Motivation of EFL Learners in Japan—A Cross-Sectional Analysis of Various Learning Milieus, *JALT Journal*, downloaded on 10 October, 2017 through [google.scholar.go.id](http://google.scholar.go.id)



Lang, H. R. and Evans, D. N. (2006). *Models, Strategies, and Methods for Effective Teaching*. Boston:

Pearson Education, Inc. Markwell, D. (2003). Improving Teaching and Learning in Universities, *B-Heart News*, 18, 1-2.

[Nunan, D. \(1999\). \*Second Language Teaching & Learning\*. Massachusetts: Heinle and Heinle.](#)

Oletic, A. and Ilic, N. (2014). Intrinsic and Extrinsic Motivation for Learning English as a Foreign Language, *ELTA Journal* • December • Volume 2, No. 2.

[Peipei Li & Guirong Pan \(2009\). The Relationship between Motivation and Achievement: A Survey of the Study Motivation of English Majors in Qingdao Agricultural University, \*English Language Teaching\*, Vol. 2, No. 1. \[www.ccsnet.org/journal.html\]\(http://www.ccsnet.org/journal.html\)](#)

[Pritchard, A. \(2009\). \*Ways of Learning: Learning Theories and Learning Styles in the Classroom\*. Oxon OX.: Routledge.](#)

Putinseva, T. (2006). The Importance of Learning Styles in ESL/EFL. *The Internet TESL Journal*, Vol. XII, No. 3, March. <http://itesl.org/>

Rachmania Bachtiar Kassing (2011). *Perceptions of Motivational Teaching Strategies in an EFL Classroom: The case of a class in a private university in Indonesia*, unpublished thesis at Victoria University of Wellington.

R.C. Gardner and P.D. MacIntyre (1991). *An Instrumental Motivation in Language Study: Who says it is not effective?* Cambridge: Cambridge University Press.

Reid, J. (Ed.) (1998). *Understanding Learning Styles in the Second Language Classroom*. USA: Prentice Hall Regents.

Richards, J.C. (2001), Program Factors in Effective Foreign and Second Language Teaching, *Journal of South East Asian Education*, 2 (2), 373-412.

Sukardi (2003). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara.

Sullivan, M. A Study of Motivation in the EFL Classroom, downloaded on 10 October 2017 from

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.555.4348&rep=rep1&t>

[ype=pdf](#)

Suyono dan Hariyanto, (2015), *Implementasi Belajar dan Pembelajaran*, Bandung: Rosda Karya.

Touré-Tillery, M. and Fishbach, A., (2014). *How to Measure Motivation: A Guide for the Experimental Social Psychologist*, *Social and Personality Psychology Compass* 8/7: 328–341.

[Willing, K. \(1988\). \*Learning Styles in Adult Migrant Education\*. Adelaide. National Curriculum Resource Centre.](#)

Xiang Yang (2012). Attitude and Motivation in 12 Learning among UM Master Students, *International Journal of Management and Sustainability* 1(1):13-22

Zhenhui, R. (2001). Matching Teaching Styles with Learning Styles in East Asian Context. *The*

*Internet TESL Journal*, Vol. VII, No. 7, July 2001, retrieved from

<http://iteslj.org?Techniques/Zenhu> TeachingStyles.html on 3 February 2008.

Zareian, G. and Hojat Jodaei (2015). Motivation in Second Language Acquisition:  
A Stae of the Art Article, *International J. Soc. Sci. & Education*, Vol. 5. Issue 2.

## Appendix

## Appendix 1

Attitude / Motivation Test Battery (R.C Gardner: 1985).

**A. Interest in foreign languages**

1. If I were visiting a foreign country I would like to be able to speak the language of the people.
2. Even though Indonesia is relatively far from countries speaking other languages, it is important for Indonesians to learn foreign languages.
3. I wish I could speak another language perfectly.
4. I want to read the literature of a foreign language in the original language rather than a translation.
5. I often wish I could read newspapers and magazines in another language.
6. I would really like to learn a lot of foreign languages.
7. If I planned to stay in another country. I would make a great effort to learn the language even though I could get along in English.
8. I would study a foreign language in school even if it were not required.
9. I enjoy meeting and listening to people who speak other languages.
10. Studying a foreign language is an enjoyable experience.

**B. Attitudes toward learning English***Positively worded items*

1. Learning English is really great.
2. I really enjoy learning English.

3. English is an important part of the school program.
4. I plan to learn as much English as possible.
5. I love learning English.

*Negatively worded items*

6. I hate English.
7. I would rather spend my time on subjects other than English.
8. Learning English is a waste of time.
9. I think that learning English is dull.
10. When I leave school, I shall give up the study of English entirely because I am not interested in it.

**C. Integrative orientation**

1. Studying English can be important to me because it will allow me to be more at ease with fellows who speak English.
2. Studying English can be important for me because it will allow me to meet and converse with more and varied people.
3. Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
4. Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.

**D. Instrumental orientation**

1. Studying English can be important for me only because I'll need it for my future career.
2. Studying English can be important for me because it will make me a more knowledgeable person.
3. Studying English can be important to me because I think it will someday be useful in getting a good job.
4. Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language.

#### **E. Motivational intensity**

#### **Items for the scales using the multiple choice format**

##### Scoring

##### Key

1. I actively think about what I have learned in my English class:
  - 3 a) very frequently.
  - 1 b) hardly ever.
  - 2 c) once in a while
2. If English were not taught in school, I would:
  - 2 a) pick up English in everyday situation (i.e., read English books and newspapers, try to speak it whenever possible, etc.).
  - 1 b) not bother learning English at all.
  - 3 c) try to obtain lesson in English somewhere else.
3. When I have a problem understanding something we are learning in English class, I:

- 3 a) immediately ask the teacher for help.
- 2 b) only seek help just before the exam.
- 1 c) just forget about it.
4. When I come to English homework, I:
- 2 a) put some effort into it, but not as much as I could.
- 3 b) work very carefully, making sure I understand everything.
- 1 c) just skim over it.
5. Considering how I study English, I can honestly say that I:
- 2 a) do just enough work to get along.
- 1 b) will pass on the basis of sheer luck or intelligence because I do very little  
work.
- 3 c) really try to learn English.
6. If my teacher wanted someone to do an extra English assignment, I would:
- 1 a) definitely not volunteer.
- 3 b) definitely volunteer.
- 2 c) only do it if the teacher asked me directly.
7. After I get my English assignment back, I:
- 3 a) always rewrite them, correcting my mistakes.
- 1 b) just throw them in my desk and forget them.
- 2 c) look them over, but don't bother correcting mistakes.
8. When I am in English class, I:
- 3 a) volunteer answers as much as possible.
- 2 b) answer only the easier question.

- 1 c) never say anything.
9. If there were a local English T.V. station, I would:
- 1 a) never watch it.
- 2 b) turn it on occasionally.
- 3 c) try to watch it often.
10. When I hear an English song on the radio, I:
- 2 a) listen to the music, pay attention only to the easy words.
- 3 b) listen carefully and try to understand all the words.
- 1 c) change the station.

#### **F. Desire to learn French**

1. During English class, I would like:
- a) to have a combination of English and Indonesian spoken.
- b) to have as much English as possible spoken.
- c) to have only English spoken.
2. If I had the opportunity to speak English outside of school, I would:
- a) never speak it.
- b) speak English most of the time, using Indonesian language only if really necessary.
- c) speak it occasionally, using English whenever possible.
3. Compared to my other courses, I like English:
- a) the most.
- b) the same as all the others.
- c) least of all.



4. If there were a French club in my school, I would:
  - a) attend meetings once in awhile.
  - b) be most interested in joining.
  - c) definitely not join.
  
5. If it were up to me whether or not to take French, I:
  - a) would definitely take it.
  - b) would drop it.
  - c) don't know whether I would take it or not.
  
6. I find studying English:
  - a) not interesting at all.
  - b) no more interesting than most subjects.
  - c) very interesting.
  
7. If the opportunity arose and I knew enough English, I would watch English TV program:
  - a) sometimes.
  - b) as often possible.
  - c) never.
  
8. If I had the opportunity to see a French play, I would:
  - a) go only if I had nothing else to do.
  - b) definitely go.
  - c) not go.
  
9. If there were English-speaking families in my neighborhood, I would:
  - a) never speak English with them.

- b) speak English with them sometimes.
  - c) speak English with them as much as possible.
10. If I had opportunity and knew enough English, I would read English magazines and newspapers:
- a) as often as I could.
  - b) never.
  - c) not very often.

### **G. Orientation index**

1. I am studying English because:
- a) I think it will someday be useful in getting a good job.
  - b) I think it will help me to better understand English people and way of life.
  - c) it will allow me to meet and converse with more and varied people.
  - d) a knowledge of two languages will make me a better-educated person.

## Appendix 2

Dimohon kesediaan anda mengisi “questionnaire” berikut ini untuk mengidentifikasi sikap dan motivasi belajar bahasa Inggris. Instrument ini akan dipergunakan sebagai data penelitian tentang:

“Motivation and Learning Style in the EFL Classroom: a Study at IAIN Syekh Nurjati  
Cirebon”

Attitude / Motivation Test Battery (AMTB)

Tes Sikap dan Motivasi Belajar bahasa Inggris

*Petunjuk menjawab pernyataan.*

1. Anda dimohon memberi respon terhadap pernyataan berikut ini dengan cara melingkari salah satu jawaban yang tertera di bawahnya.
2. Jawablah setiap pernyataan seakurat mungkin, yaitu mencerminkan kondisi paling mirip dengan anda.
3. Anda tidak perlu memikirkan jawaban terlalu lama, karena tidak ada jawaban yang benar atau salah. Namun, tidak boleh semberono atau asal memberi respon, karena keberhasilan penelitian ini ditentukan oleh tingkat akurasi respon anda terhadap setiap pernyataan.
4. Setelah memilih salah satu opsi jawaban A, B, C, D, atau E, isilah lingkaran yang tersedia di bagian kanan.

Caranya:




- a) Jika anda memilih opsi A atau B, tulislah huruf R pada lingkaran yang tersedia.




- b) Jika anda memilih opsi C, tulislah huruf S pada lingkaran yang tersedia.
  - c) Jika anda memilih opsi D atau E, tulislah huruf T pada lingkaran yang tersedia.
5. Tulislah nama dan jurusan tempat anda kuliah pada kolom yang tersedia.





Nama: \_\_\_\_\_

Jurusan: \_\_\_\_\_

### A. Minat Belajar Bahasa Asing

1. Jika saya akan ke luar negeri, saya akan belajar bahasa Negara yang akan dikunjungi agar bisa berbicara dengan orang-orang di Negara itu.
  - a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
2. Meskipun Indonesia agak jauh dari Negara lain yang menggunakan bahasa asing, namun belajar bahasa asing bagi orang Indonesia penting.
  - a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
3. Saya sangat ingin bisa berbicara dalam bahasa asing dengan sempurna.
  - a. Sangat tidak setuju. 
  - b. Tidak setuju.

- c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
4. Saya lebih suka membaca teks berbahasa asing daripada teks terjemahan.
- a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
5. Saya sangat ingin bisa membaca surat kabar dan majalah berbahasa asing.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
6. Saya benar-benar suka belajar beberapa bahasa asing.
- a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.

7. Jika saya berencana tinggal di Negara lain, saya akan bersungguh-sungguh belajar bahasa Negara tersebut meskipun harus mempelajarinya dalam bahasa Inggris.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
8. Saya akan belajar asing di sekolah meskipun tidak disarankan.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
9. Saya senang jika bertemu dan mendengarkan orang lain berbicara bahasa asing.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
10. Belajar bahasa asing adalah pengalaman yang menyenangkan.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.

- d. Setuju.
- e. Sangat setuju.

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

## B. Sikap Terhadap Belajar Bahasa Inggris

1. Belajar bahasa Inggris sungguh sangat bermanfaat.





- a. Sangat tidak setuju.
- b. Tidak setuju.
- c. Netral.
- d. Setuju.
- e. Sangat setuju.






2. Saya sangat menikmati belajar bahasa Inggris.

- a. Sangat tidak setuju.
- b. Tidak setuju.
- c. Netral.
- d. Setuju.
- e. Sangat setuju.



3. Bahasa Inggris merupakan bagian penting dari program sekolah dan lembaga pendidikan tinggi.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
4. Saya merencanakan belajar bahasa Inggris sebanyak mungkin.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
5. Saya cinta belajar bahasa Inggris.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
6. Saya benci bahasa Inggris.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 



- c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
7. Saya lebih suka menggunakan waktu untuk belajar selain bahasa Inggris.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
8. Belajar bahasa Inggris menyia-nyiakan waktu.
- a. Sangat tidak setuju.
  - b. Tidak setuju. 
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
9. Menurut saya, belajar bahasa Inggris membosankan dan tidak menarik.
- a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
10. Saya akan berhenti secara total belajar bahasa Inggris setelah tamat kuliah karena tidak menarik.

- a. Sangat tidak setuju.
- b. Tidak setuju.
- c. Netral.
- d. Setuju.
- e. Sangat setuju.



Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

### C. Motivasi Integrative

1. Belajar bahasa Inggris penting bagi saya karena akan memudahkan saat berkomunikasi dengan teman yang menggunakan bahasa Inggris.

- a. Sangat tidak setuju.
- b. Tidak setuju.
- c. Netral.
- d. Setuju.
- e. Sangat setuju.



2. Belajar bahasa Inggris penting bagi saya karena akan memudahkan saat bertemu dan berbicara dengan orang dari berbagai kalangan.
- a. Sangat tidak setuju.
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
3. Belajar bahasa Inggris penting bagi saya karena akan membuat saya paham dan menghargai seni dan sastra Inggris.
- a. Sangat tidak setuju.
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
4. Belajar bahasa Inggris penting bagi saya agar bisa berpartisipasi lebih bebas dalam berbagai aktifitas budaya bangsa lain.
- a. Sangat tidak setuju.
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.

Keterangan:




R= .....

S= .....

T= .....

Dominan: .....

**D. Motivasi Instrumental**

1. Belajar bahasa Inggris penting bagi saya hanya karena dibutuhkan untuk masa depan karir saya.
  - a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
  
2. Belajar bahasa Inggris penting bagi saya karena akan menjadikan saya lebih berwawasan.
  - a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.
  
3. Belajar bahasa Inggris penting bagi saya karena pada suatu saat akan bermanfaat untuk memperoleh pekerjaan yang baik.
  - a. Sangat tidak setuju. 
  - b. Tidak setuju.
  - c. Netral.
  - d. Setuju.
  - e. Sangat setuju.

4. Belajar bahasa Inggris penting bagi saya karena orang lain akan lebih menghormati orang yang mengetahui bahasa asing.
- Sangat tidak setuju.
  - Tidak setuju.
  - Netral.
  - Setuju.
  - Sangat setuju.



Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

### E. Intensitas Motivasi

- Lingkarilah salah satu opsi jawaban A, B, atau C dan skor angka yang tersedia. Angka yang dilingkari harus sesuai dengan huruf yang anda lingkari.
- Setelah melingkari salah satu opsi jawaban A, B, atau C dan skor yang tersedia, isilah kotak yang tersedia di bawahnya.

Caranya:

- Jika anda melingkari angka 1, tulislah huruf R dalam kotak yang tersedia.

- b. Jika anda melingkari angka 2, tulislah huruf S dalam kotak yang tersedia.
- c. Jika anda melingkari angka 3, tulislah huruf T dalam kotak yang tersedia.

1. Saya aktif mempelajari kembali materi yang telah diajarkan di kelas bahasa Inggris.

- a) Sangat sering 3
- b) Hampir tidak pernah 1
- c) Sesekali 2

2. Jika berbicara dalam bahasa Inggris tidak diwajibkan di jurusan tempat saya kuliah, saya akan:

- a) Berlatih sendiri setiap hari dalam berbagai situasi. 2
- b) Tidak berupaya sama sekali untuk belajar bahasa Inggris. 1
- c) Mencoba belajar berbicara bahasa Inggris di tempat lain. 3

3. Jika mengalami kesulitan dalam memahami materi bahasa Inggris yang dipelajari di kelas, saya:

- |   |   |
|---|---|
| a) Akan langsung bertanya kepada Dosen                                | 3 |
| b) Bertanya kepada Dosen atau teman hanya beberapa hari sebelum ujian | 2 |
| c) Mengabaikan hal tersebut   | 1 |

4. Jika ada tugas mata kuliah bahasa Inggris di rumah, saya:

- |   |   |
|---|---|
| a) Berusaha sekeadarnya untuk mengerjakan tugas tersebut, dan tidak semaksimal mungkin yang saya bisa lakukan | 2 |
| b) Mengerjakan tugas sebaik mungkin   | 3 |
| c) Asal mengerjakan   | 1 |

5. Saya belajar bahasa Inggris:

- |  |   |
|--|---|
| a) Hanya sekedar untuk menyelesaikan tugas   | 2 |
| b) Sangat sedikit karena saya meyakini kelulusan adalah factor keberuntungan dan kecerdasan semata | 1 |
| c) Bersungguh-sungguh mencoba belajar bahasa Inggris   | 3 |

6. Jika Dosen meminta seorang mahasiswa untuk mengerjakan tugas tambahan, saya:
- a) Pasti tidak akan mau mengerjakan 1
  - b) Pasti akan mau mengerjakan 3
  - c) Akan mengerjakan hanya jika diminta langsung oleh Dosen 2

7. Setelah saya menerima kembali tugas yang telah diperiksa oleh Dosen, saya:
- a) Selalu menulis kembali materi tersebut sesuai dengan perbaikan dari Dosen  
3
  - b) Menaruh di atas meja dan melupakan tugas tersebut  
1
  - c) Melihat sekilas, dan tidak melakukan perbaikan  
2

8. Dalam mata kuliah bahasa Inggris, saya:
- a) Selalu berpartisipasi menjawab atau menyampaikan pendapat sebanyak mungkin



- b) Hanya menjawab pertanyaan yang lebih mudah 2
- c) Tidak pernah bertutur apapun 1

9. Jika ada stasiun TV lokal atau nasional berbahasa Inggris, saya:

- a) Tidak akan pernah melihat 1
- b) Kadang-kadang akan melihat 2
- c) Mencoba akan sering melihat 3

10. Jika saya mendengar lagu berbahasa Inggris di radio, TV atau HP, saya:

- a) Mendengarkan musiknya, dan hanya memperhatikan kata-kata yang mudah 2
- b) Menyimak dengan baik dan mencoba memahami semua kata 3
- c) Mengganti saluran radion, TV atau mematikan HP 1

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

**F. Kemauan Kuat Untuk Belajar Bahasa Inggris**

1. Selama belajar bahasa Inggris di kelas, saya suka:

- a) Dosen menggunakan bahasa Inggris dan Indonesia ketika menjelaskan materi 2
- b) Dosen menggunakan bahasa Indonesia sebanyak mungkin ketika menjelaskan materi 1
- c) Dosen hanya menggunakan bahasa Inggris ketika menjelaskan materi 3

2. Jika saya punya kesempatan berbicara dalam bahasa Inggris di luar kampus, saya:

- a) Tidak akan pernah melakukannya 1
- b) Akan menggunakan bahasa Inggris sebanyak mungkin, menggunakan bahasa Indonesia hanya apabila sangat penting 3
- c) Kadang-kadang akan menggunakan bahasa Inggris, menggunakan bahasa Indonesia apabila memungkinkan 2

3. Dibandingkan dengan mata kuliah lain, kesukaan saya terhadap bahasa Inggris adalah:

- |                      |   |
|----------------------|---|
| a) Paling suka       | 3 |
| b) Sama sukanya      | 2 |
| c) Paling tidak suka | 1 |

4. Jika ada organisasi atau kelompok bahasa Inggris di kampus, saya:

- |   |   |
|---|---|
| a) Akan menghadiri kegiatannya sesekali | 2 |
| b) Akan sangat tertarik untuk bergabung | 3 |
| c) Pasti tidak bergabung                | 1 |

5. Jika saya punya kesempatan mengambil mata kuliah bahasa Inggris, saya:

- |                                       |   |
|---------------------------------------|---|
| a) Pasti akan mengambilnya            | 3 |
| b) Tidak akan mengambilnya            | 1 |
| c) Tidak tahu, apakah mengambil tidak | 2 |

6. Menurut pengalaman saya, belajar bahasa Inggris

- a) Tidak menarik sama sekali 1
- b) Tidak lebih menarik dari mata kuliah lain pada umumnya 2
- c) Sangat menarik 3

7. Jika ada kesempatan dan saya memiliki pengetahuan bahasa Inggris yang cukup, saya akan menonton acara TV berbahasa Inggris

- a) Kadang-kadang 2
- b) Sesering mungkin 3
- c) Tidak akan pernah 1

8. Jika saya punya kesempatan untuk menonton satu pertunjukan berbahasa Inggris, saya:

- a) Akan pergi menyaksikan, hanya jika saya tidak punya pekerjaan lain. 2
- b) Pasti akan pergi menyaksikan 3
- c) Tidak akan pergi menyaksikan 1

9. Jika ada tetangga yang bisa berbahasa Inggris, saya:

- |   |   |
|---|---|
| a) Tidak akan pernah berbahasa Inggris dengan mereka                | 1 |
| b) Kadang-kadang akan berbicara dengan bahasa Inggris kepada mereka | 2 |
| c) Akan berbicara dalam bahasa Inggris sebanyak mungkin             | 3 |

10. Jika ada kesempatan dan saya memiliki pengetahuan bahasa Inggris yang cukup,

saya akan membaca majalah dan surat kabar berbahasa Inggris:

- |  |   |
|--|---|
| a) Sesering mungkin yang bisa saya lakukan | 3 |
| b) Tidak akan pernah                       | 1 |
| c) Tidak sangat sering                     | 2 |

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

### G. Indeks Orientasi Belajar Bahasa Inggris

1). Jika anda melingkari huruf A dan angka 1, tulislah huruf R pada kotak yang tersedia.

2). Jika anda melingkari huruf B dan angka 2, tulislah huruf T pada kotak yang tersedia.

1. Saya belajar bahasa Inggris karena:

a) Bisa bermanfaat pada suatu saat untuk memperoleh pekerjaan yang baik

1

b) Akan membantu pemahaman lebih baik budaya orang Inggris

2



1). Jika anda melingkari huruf C dan angka 1, tulislah huruf R pada kotak yang tersedia.

2). Jika anda melingkari huruf D dan angka 2, tulislah huruf T pada kotak yang tersedia.

c) Dapat membantu saya berinteraksi dengan orang dari berbagai bangsa

1

d) Mengetahui dua bahasa dapat meningkatkan pengetahuan

2



Keterangan:

R= .....

T= .....

Dominan: .....

### Faktor yang Berpengaruh Terhadap Motivasi Belajar Bahasa Inggris

Bubuhkanlah tanda check list (√) pada kolom yang tersedia sesuai dengan bobot skor setiap pernyataan. Skor **3** berarti **sangat berpengaruh**, **2** berarti **berpengaruh**, **1** berarti **cukup berpengaruh**.

No	Pernyataan	3	2	1
1	Dosen bersahaja dan sabar dalam mengajar.			

2	Dosen bersemangat saat menjelaskan materi.			
3	Dosen menerapkan beberapa metode mengajar pada setiap perkuliahan.			
4	Dosen menggunakan teknologi media pembelajaran, seperti tape recorder, film, infocus.			
5	Dosen memberi soal, pertanyaan atau masalah untuk diselesaikan.			
6	Dosen memberi kesempatan luas untuk mempraktekkan bahasa Inggris di luar kelas.			
7	Dosen menerangkan secara detail dan memberi catatan kuliah.			
8	Mahasiswa diwajibkan untuk membaca materi perkuliahan satu minggu sebelum kuliah dilaksanakan.			
9	Mahasiswa diberi penghargaan verbal, dan atau hadiah bagi yang menunjukkan performa belajar baik.			
10	Mahasiswa diberi sanksi jika tidak mengerjakan tugas kuliah.			
11	Mahasiswa diwajibkan memiliki sumber belajar (hard copy) atau mengakses literature terkait dari internet.			
12	Mahasiswa memiliki rasa ingin sukses dan takut gagal.			
13	Materi kuliah tidak terlalu sulit.			
14	Kondisi social baik (ada dukungan teman di kelas dan orang tua).			



15	Kondisi kelas kondusif (bersih, rapih, memiliki fentilasi udara dan penerangan cukup).			
----	--	--	--	--

Appendix 3 Lembar Jawaban Questionnaire Tes Sikap dan Motivasi Belajar Bahasa Inggris  
Mahasiswa Semester 1 IAIN Syekh Nurjati Cirebon 2018 / 2019

Nama: ..... Kelas: .....

Rumus Konversi:

A & B = R

C = S

D & E = T

**A. Minat Belajar Bahasa Asing**

No	Jawaban				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T
5	R	S	T
6	R	S	T
7	R	S	T
8	R	S	T
9	R	S	T
10	R	S	T

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

**B. Sikap Terhadap Belajar Bahasa Inggris**

No	Jawaban				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E

6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T
5	R	S	T
6	R	S	T
7	R	S	T
8	R	S	T
9	R	S	T
10	R	S	T

Keterangan:  
 R= .....  
 S= .....  
 T= .....  
 Dominan: .....

**C. Motivasi Integrative**

No	Jawaban				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T

Keterangan:  
 R= .....  
 S= .....  
 T= .....  
 Dominan: .....

**D. Motivasi Instrumental**

No	Jawaban				
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T

Keterangan:  
 R= .....  
 S= .....  
 T= .....  
 Dominan: .....

### E. Intensitas Motivasi

Rumus Konversi

1 = R

2 = S

3 = T

No	Jawaban		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

No	Bobot Angka		
1	3	1	2
2	2	1	3
3	3	2	1
4	2	3	1
5	2	1	3
6	1	3	2
7	3	1	2
8	3	2	1
9	1	2	3
10	2	3	1

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T
5	R	S	T
6	R	S	T
7	R	S	T
8	R	S	T
9	R	S	T
10	R	S	T

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

## F. Kemauan Kuat Untuk Belajar Bahasa Inggris

Rumus Konversi

1 = R

2 = S

3 = T

No	Jawaban		
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

No	Bobot Angka		
1	2	1	3
2	1	3	2
3	3	2	1
4	2	3	1
5	3	1	2
6	1	2	3
7	2	3	1
8	2	3	1
9	1	2	3
10	3	1	2

No	Bobot Nilai		
1	R	S	T
2	R	S	T
3	R	S	T
4	R	S	T
5	R	S	T
6	R	S	T
7	R	S	T
8	R	S	T
9	R	S	T
10	R	S	T

Keterangan:

R= .....

S= .....

T= .....

Dominan: .....

## G. Indeks Orientasi Belajar Bahasa Inggris

Rumus Konversi

$$1 = R$$

$$2 = T$$

No	Jawaban		Bobot Angka		Bobot Nilai	
	1	A	B	1	2	R
	C	D	1	2	R	T

Keterangan:

R= .....

T= .....

Dominan: .....

## Faktor yang Berpengaruh Terhadap Motivasi Belajar Bahasa Inggris

Makna Bobot Angka:

**3** berarti **sangat berpengaruh**, **2** berarti **berpengaruh**, **1** berarti **cukup berpengaruh**.

No	Skor		
1	3	2	1
2	3	2	1
3	3	2	1
4	3	2	1
5	3	2	1
6	3	2	1
7	3	2	1
8	3	2	1

No	Skor		
9	3	2	1
10	3	2	1
11	3	2	1
12	3	2	1
13	3	2	1
14	3	2	1
15	3	2	1

Keterangan

Bobot	No Item															N
3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

## Appendix 4

The following questionnaire was adapted from Willing K's (1988) *How You Learn Best? Learning Styles in Adult Migrant Education*, Adelaide, Australia: National Curriculum Resource Centre Cited in Rekrut (2001) with a slight modification in terms of format and key score.

How do you like to learn?

Circle the number on the right column that best shows your opinion on each statement below. Each statement reveals a different opinion.

1 = I do not like it. 2 = I like it a little. 3 = I like it. 4 = I like it very much.

Type I	Statement	Score			
1	I like to study grammar.	1	2	3	4
2	I like to learn by studying English books at home.	1	2	3	4
3	I like to study English alone.	1	2	3	4
4	I like a teacher who allows me find my mistakes.	1	2	3	4
5	I like a teacher who employs problem-based approach.	1	2	3	4
6	I like to learn by reading newspapers at home.	1	2	3	4
	Total				
Type II	Statement	Score			
1	I like to learn by watching and listening to foreigners	1	2	3	4
2	I like to learn by having conversations with my peers.	1	2	3	4
3	At home, if I have a choice I like to learn by watching TV and/or videotapes in English.	1	2	3	4
4	Out of the class, I like to learn by using English.	1	2	3	4
5	I like to learn unfamiliar English words by hearing them.	1	2	3	4

6	I like to learn by having conversations.	1	2	3	4
Total					
Type III					
	Statement	Score			
1	I like to learn using games in class.	1	2	3	4
2	In class, I like to learn by looking at pictures, films, and videotapes.	1	2	3	4
3	I like to learn English by talking in pairs with friends.	1	2	3	4
4	At home, I like to learn by using cassettes.	1	2	3	4
5	In class, I like to listen to and use cassettes.	1	2	3	4
6	I like to practice English with classmates out of the class.	1	2	3	4
Total					
Type IV					
	Statement	Score			
1	I like a teacher who explains everything in detail to students.	1	2	3	4
2	I like to write every subject in my notebook.	1	2	3	4
3	I like to have my own textbook when I study.	1	2	3	4
4	I like to learn by reading in class.	1	2	3	4
5	I like to study grammar.	1	2	3	4
6	I like to learn new English words by seeing them.	1	2	3	4
Total					



## Appendix 5

Dimohon kesediaan anda mengisi “questionnaire” berikut ini untuk mengidentifikasi gaya belajar bahasa Inggris. Instrument ini akan dipergunakan sebagai data penelitian tentang:

“Motivation and Learning Style in the EFL Classroom: a Study at IAIN Syekh Nurjati Cirebon”.

*Petunjuk menjawab pernyataan.*

1. Tulislah nama dan jurusan tempat anda kuliah pada tempat yang tersedia.
2. Lingkarilah skor pada bagian kanan pernyataan di bawah ini. Bobot skor yang anda lingkari menunjukkan tingkat kesukaan anda saat belajar.
3. Tulislah jumlah skor pernyataan yang anda lingkari.

Nama: \_\_\_\_\_

Jurusan: \_\_\_\_\_

Bagaimana anda suka belajar?

1 = Tidak suka. 2 = Kurang suka. 3 = Suka. 4 = Sangat suka

Tipologi I	Pernyataan	Skor			
1	Saya suka belajar grammar.	1	2	3	4
2	Di rumah, saya suka belajar menggunakan buku bahasa Inggris.	1	2	3	4
3	Saya suka belajar bahasa Inggris sendiri.	1	2	3	4
4	Saya menyukai guru yang memberi kesempatan menemukan kesalahan secara mandiri.	1	2	3	4
5	Saya menyukai guru yang memberi masalah yang harus diselesaikan.	1	2	3	4
6	Di rumah, saya suka belajar dengan membaca koran.	1	2	3	4
	Jumlah				
Tipologi II	Pernyataan	Skor			

1	Saya suka belajar dengan melihat dan mendengarkan penutur utama.	1	2	3	4
2	Saya suka belajar melalui percakapan dalam bahasa Inggris dengan teman-teman.	1	2	3	4
3	Di rumah, jika saya boleh memilih, saya suka belajar dengan melihat TV dan/atau video dalam bahasa Inggris.	1	2	3	4
4	Saya suka belajar dengan menggunakan bahasa Inggris di luar kelas.	1	2	3	4
5	Saya suka belajar kosa kata baru bahasa Inggris dengan mendengarkannya.	1	2	3	4
6	Saya suka belajar melalui percakapan.	1	2	3	4
	Jumlah				
Tipologi III	Pernyataan	Skor			
1	Di kelas, saya suka belajar melalui permainan.	1	2	3	4
2	Di kelas, saya suka belajar dengan melihat gambar, film, dan tayangan video.	1	2	3	4
3	Saya suka belajar bahasa Inggris dengan percakapan secara berpasangan.	1	2	3	4
4	Di rumah, saya suka belajar dengan mendengarkan kaset.	1	2	3	4
5	Di kelas, saya suka belajar dengan mendengarkan dan menggunakan kaset.	1	2	3	4
6	Saya suka menggunakan bahasa Inggris bersama teman sekelas di luar kelas.	1	2	3	4
	Jumlah				

Tipologi IV	Pernyataan	Skor			
		1	2	3	4
1	Saya suka jika guru menjelaskan segalanya kepada siswa.	1	2	3	4
2	Saya suka menulis setiap pelajaran dalam buku catatan.	1	2	3	4
3	Saya suka memiliki buku pelajaran sendiri.	1	2	3	4
4	Di kelas, saya suka belajar dengan membaca.	1	2	3	4
5	Saya suka belajar grammar.	1	2	3	4
6	Saya suka belajar kosa kata baru dengan melihat tulisannya.	1	2	3	4
	Jumlah				

**Keterangan**

1. Tulislah jumlah skor setiap Tipologi pada kolom yang tersedia di sebelah kanan.
2. Tulislah Tipologi yang memiliki skor tertinggi pada kolom Tipologi yang Dominan.

TIPOLOGI	SKOR
I	
II	
III	
IV	
TIPOLOGI YANG DOMINAN:	

## Appendix 6 Lembar Jawaban Questionnaire Gaya Belajar Bahasa Inggris

Mahasiswa Semester 1 IAIN Syekh Nurjati Cirebon 2018 / 2019

Nama: ..... Kelas: .....

## Tipologi I

No	Skor			
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
Jumlah				

## Tipologi II

No	Skor			
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
Jumlah				

## Tipologi III

No	Skor			
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
Jumlah				

III

## Tipologi IV

No	Skor			
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
Jumlah				

TIPOLOGI	SKOR
I	
II	
III	
IV	
TIPOLOGI YANG DOMINAN:	

## Appendix 7

## English Language Proficiency Test

Name: ..... Department: .....

- A. Read the following text carefully. Circle the correct answer to the question in each number.

The plane was late and detectives were waiting at the airport all morning. They were expecting a valuable parcel of diamonds from South Africa. A few hours earlier, someone had told the police that thieves would try steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while others were waiting on the airfield. Two men took the parcel off the plane and carried it into the Customs House. While the two detectives were keeping guard at the door, two others opened the parcel. To their surprise, the precious parcel was full of stones and sands!

Answer these questions.

1. How long were detectives waiting at the airport?
  - A. all day
  - B. all night
  - C. half day
  - D. all morning
  - E. 5 hours
2. What were they expecting from South Africa?
  - A. a box of jewelry from South Africa
  - B. a kilo gram of diamonds from South Africa

- C. a parcel of diamonds from South Africa
  - D. a valuable parcel of gold from South Africa
  - E. a valuable parcel of precious stone from South Africa
3. Where did the two men take the parcel after the arrival of the plane?
- A. to the White House
  - B. to the Duty House
  - C. to the Customs House
  - D. to the Green House
  - E. to the waiting room
4. How many detectives opened it?
- A. one
  - B. two
  - C. three
  - D. four
  - E. five
5. What was the parcel full of?
- A. diamonds
  - B. jewelry
  - C. sands
  - D. stones and sands
  - E. gold

CORRECT ANSWER:

B. Words in sentences

In each of the sentences, there are five words or phrases that follow. Circle the letter A, B, C, D or E which makes the best sense.

1. After my long walk I was pleased to have an iced drink: I found it
  - A. lived
  - B. drunk
  - C. refreshed
  - D. tired
  - E. upstartedme.
  
2. An artist who does not copy others but paints in a new way shows
  - A. intention
  - B. novel
  - C. originality
  - D. reality
  - E. will-power
  
3. All the workers complained that the price of food had increased, so that their
  - A. cost
  - B. mark
  - C. price

D. rule

E. standard

of living had fallen.

4. He had forgotten to

A. ensure

B. insure

C. pay the rent for

D. repair

E. secure

his house, so when it burned down, he lost all his money.

5. If you get very tired, it shows that you are

A. overcoming

B. overdoing

C. straining

D. tiring

E. working

things, and you must work less hard.

CORRECT ANSWER:



## C. Synonyms

In each of the following words, there are five words that follow. Circle the letter A, B, C, D or E which is closest in meaning to that word.

1. absent

A. away

B. careless

C. here

D. take

E. there

2. absolutely

A. always

B. entirely

C. never

D. partly

E. really

3. advance

A. continue

B. lead

C. profit

D. progress

E. return

4. aim

A. I am

- B. legless
  - C. like
  - D. purpose
  - E. shoot
5. anxious
- A. careful
  - B. jealous
  - C. sad
  - D. thoughtful
  - E. worried

CORRECT ANSWER:

D. Opposites

In each of the following words, there are five words or phrases that follow. Circle the letter A, B, C, D or E which expresses most closely the opposite meaning to that word.

1. accept
- A. also
  - B. forgive
  - C. give away
  - D. refuse
  - E. rent
2. active

- A. asleep
  - B. comfortable
  - C. infinitive
  - D. lazy
  - E. retire
3. ancient
- A. industry
  - B. late
  - C. modern
  - D. novelty
  - E. rush
4. appoint
- A. allow
  - B. disappoint
  - C. dismiss
  - D. punish
  - E. set free
5. approve
- A. debt
  - B. refuse
  - C. return
  - D. subject
  - E. untrue

CORRECT ANSWER:

TOTAL CORRECT ANSWER:

A: .....

B: .....

C: .....

D: .....

TOTAL: .....

Appendix 8 Answer Sheet  
2018 / 2019

English Language Proficiency Test PBI A 1 & B 1

Name: .....

Class: .....

A. Reading Comprehension

No	Answer
1	
2	
3	
4	
5	

CORRECT ANSWER:

B. Words in Sentences

No	Answer
1	
2	
3	
4	
5	

CORRECT ANSWER:

C. Synonyms

No	Answer
1	
2	
3	
4	
5	

CORRECT ANSWER:

D. Opposites

No	Answer
1	
2	
3	
4	
5	

CORRECT ANSWER:

TOTAL CORRECT ANSWER:  
A: .....  
B: .....  
C: .....  
D: .....  
TOTAL: .....

## Appendix 9

## Answers to the Questions of English Language Proficiency Test PBI A 1 &amp; B 1 2018 / 2019

A.

No	Answer
1	D
2	D
3	C
4	B
5	D

B.

No	Answer
1	C
2	C
3	E
4	B
5	B

C.

No	Answer
1	A
2	B
3	D
4	D
5	E

D.

No	Answer
1	D
2	D
3	C
4	C
5	B

## Appendix 10

## Daftar Hadir Pengisian Questionnaire

## Kelas PBI A 1

No.	Nama	1	2	3	4
		6/9	4/10	11/10	18/10
1	AGHITSNAA MAULA RACHMAN				
2	ANANDA NURWAHYU PRADANA				
3	ANIMIRA				
4	AZZAHRA RAHIMI				
5	DEA SINDY				
6	DENADA AULIA RAHMADINA				
7	DINA DENIARNI				
8	EUIS RISNAWATI				
9	FANUSAH				
10	FARHANA KHAIRUNNISA				
11	FATTAH ALI ANDRIO				
12	HABIB BAKHRUN ROZAK				
13	INDAH NURAZIZAH				
14	IZZA NAHDHIYANI RAHMA				
15	JAMALUDDIN RAMADHAN				
16	KINANTI WAHYUNINGSIH				
17	LINDU ASMARA				
18	MAMAY MAELANI				
19	MEILIANA PUTRI				
20	MUHAMMAD ASHIF HUMANI				
21	MUHAMMAD IQBAL FAUZAN				
22	MUHAMMAD NAFIS ZUHUD				
23	NINDITA RAHMATUNNISA				
24	PUJI NUR AISYAH				
25	SHYNTIA RAHMAWATI DEWI				
26	SISKA RAHAYU				
27	SITI LAELATUN NAHDHIYAH				
28	SITI NUROH QOMARIYYAH				
29	SRI SUSANTI				
30	SYIFA' A NUR AFIYAH				
31	TANIA ARYANI MEILASARI				
32	TASYA SYAHIDA AULIA				
33					
34					
35					

1: TOI (Try Out Instrument)

2: LS

3. AMTB

4. ELPT

## Daftar Hadir Pengisian Questionnaire

## Kelas PBI B 1

No.	Nama	1	2	3	4
		6/9	4/10	11/10	18/10
1	ADE LIYA				
2	AFIYAH AKMALIYAH				
3	AGNI REZA NUR UMAMI				
4	AKIRA JUNO BIGGROW ALIMUL JATI				
5	ARFA DILLA SAUSAN				
6	AYU ANJANI				
7	AYUNITA HABIBAL				
8	AZZAHRA DINDA SHABILLA				
9	DEA KRISTIANI				
10	DIAN NURLATIFAH				
11	DIAN RIZKY SHAVIRA				
12	DITA PUJI LESTARI				
13	ESA HUSNUL KHOTIMAH				
14	FACHRI NURFAUZI ARIEF				
15	FAISAL ANDI AGUNG				
16	FARAH ALFI SYAHRIN				
17	FINKA RALIS RAMADINA				
18	ICHA RAMADANI				
19	IKE SYIFA FADILA				
20	ILMA NURMALIA ASSYIFA				
21	KOTIMAH				
22	LAELATUL FITRIYAH				
23	LAILA AMATULLAH FADWA				
24	MEGA ISLAMIANI				
25	NAZIHA ALSAKINAH BILA				
26	NURJANAH FUJIYANTI				
27	RIZKA FAHMA SABILA HAQUE				
28	SALISATUL MUTMAINAH				
29	SEPTI AMELIA SAPUTRI				
30	SITI JULELA				
31	SITI NUHOMSAH				
32	SODRATUL DWIPUTRI LESTARI				
33	SONY MAESAROH				
34	SYIFA FAUZIYAH SURAHMAN				
35	TANIA MARLIANI LESTARI				

1: TOI

2: LS

3. AMTB

4. ELPT



Appendix 11

Yth. Mahasiswa PBI A 1 dan B 1

IAIN Syekh Nurjati

Cirebon

Hal: Partisipan Penelitian

Assalamu'alaikum, Wr. Wb.

Dengan hormat, saya memberitahukan bahwa dalam rangka melaksanakan penelitian tentang: Motivation and Learning Style in the EFL Classroom: A study at IAIN Syekh Nurjati Cirebon, saya mohon kesediaan anda untuk berpartisipasi sebagai partisipan penelitian. Oleh karena itu, dimohon kesediaan anda untuk mengisi questionnaire dan mengikuti English Language Proficiency Test.

Demikian surat ini disampaikan dan terima kasih atas partisipasi anda.

Wassalamu'alaikum, Wr. Wb.

Cirebon, 3 September 2018

Peneliti



Udin Kamiluddin

Appendix 12

Yth. Ibu/Saudari .....

Di

Tempat

Assalamu'alaikum, Wr. Wb.

Dengan hormat kami mengundang Ibu/Saudari untuk menghadiri acara Rapat FGD Try Out Instrument Penelitian pada:

Hari : Selasa, 4 September 2018

Pkl. : 09.00 s/d 11.00

Tempat : Gedung N 204

Demikian surat ini disampaikan, dan terima kasih atas kesediaanya untuk hadir.

Wassalamu'alaikum, Wr. Wb.

Cirebon, 3 September 2018

Peneliti

Udin Kamiluddin

Yth. Ibu/Saudari .....

Di

Tempat

Assalamu'alaikum, Wr.Wb.

Dengan hormat kami mengundang Ibu/Saudari untuk menghadiri acara Rapat FGD Pengumpulan Data Questionnaire Penelitian pada:

Hari : Selasa, 25 September 2018

Pkl. : 09.00 s/d 11.00

Tempat : Gedung N 204

Demikian surat ini disampaikan, dan terima kasih atas kesediaanya untuk hadir.

Wassalamu'alaikum, Wr. Wb.

Cirebon, 24 September 2018

Peneliti

Udin Kamiluddin

## Appendix 13

## Daftar Hadir Rapat FGD

No.	Nama	1	2
		4/9/2018 TOI	25/9/2018 FGDQ
1	Udin Kamiluddin		
2	Teti Irawati		
3	Izza Nahdiyani Rahma		
4	Azzahra Dinda Shabilla		

# Tabel r (Koefisien Korelasi Sederhana)

$df = 1 - 200$

Diproduksi oleh: Junaidi  
<http://junaidichaniago.wordpress.com>

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

**Tabel r untuk df = 51 - 100**

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568
81	0.1818	0.2159	0.2550	0.2813	0.3547
82	0.1807	0.2146	0.2535	0.2796	0.3527
83	0.1796	0.2133	0.2520	0.2780	0.3507
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	0.1698	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Tabel r untuk df = 101 - 150

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
101	0.1630	0.1937	0.2290	0.2528	0.3196
102	0.1622	0.1927	0.2279	0.2515	0.3181
103	0.1614	0.1918	0.2268	0.2504	0.3166
104	0.1606	0.1909	0.2257	0.2492	0.3152
105	0.1599	0.1900	0.2247	0.2480	0.3137
106	0.1591	0.1891	0.2236	0.2469	0.3123
107	0.1584	0.1882	0.2226	0.2458	0.3109
108	0.1576	0.1874	0.2216	0.2446	0.3095
109	0.1569	0.1865	0.2206	0.2436	0.3082
110	0.1562	0.1857	0.2196	0.2425	0.3068
111	0.1555	0.1848	0.2186	0.2414	0.3055
112	0.1548	0.1840	0.2177	0.2403	0.3042
113	0.1541	0.1832	0.2167	0.2393	0.3029
114	0.1535	0.1824	0.2158	0.2383	0.3016
115	0.1528	0.1816	0.2149	0.2373	0.3004
116	0.1522	0.1809	0.2139	0.2363	0.2991
117	0.1515	0.1801	0.2131	0.2353	0.2979
118	0.1509	0.1793	0.2122	0.2343	0.2967
119	0.1502	0.1786	0.2113	0.2333	0.2955
120	0.1496	0.1779	0.2104	0.2324	0.2943
121	0.1490	0.1771	0.2096	0.2315	0.2931
122	0.1484	0.1764	0.2087	0.2305	0.2920
123	0.1478	0.1757	0.2079	0.2296	0.2908
124	0.1472	0.1750	0.2071	0.2287	0.2897
125	0.1466	0.1743	0.2062	0.2278	0.2886
126	0.1460	0.1736	0.2054	0.2269	0.2875
127	0.1455	0.1729	0.2046	0.2260	0.2864
128	0.1449	0.1723	0.2039	0.2252	0.2853
129	0.1443	0.1716	0.2031	0.2243	0.2843
130	0.1438	0.1710	0.2023	0.2235	0.2832
131	0.1432	0.1703	0.2015	0.2226	0.2822
132	0.1427	0.1697	0.2008	0.2218	0.2811
133	0.1422	0.1690	0.2001	0.2210	0.2801
134	0.1416	0.1684	0.1993	0.2202	0.2791
135	0.1411	0.1678	0.1986	0.2194	0.2781
136	0.1406	0.1672	0.1979	0.2186	0.2771
137	0.1401	0.1666	0.1972	0.2178	0.2761
138	0.1396	0.1660	0.1965	0.2170	0.2752
139	0.1391	0.1654	0.1958	0.2163	0.2742
140	0.1386	0.1648	0.1951	0.2155	0.2733
141	0.1381	0.1642	0.1944	0.2148	0.2723
142	0.1376	0.1637	0.1937	0.2140	0.2714
143	0.1371	0.1631	0.1930	0.2133	0.2705
144	0.1367	0.1625	0.1924	0.2126	0.2696
145	0.1362	0.1620	0.1917	0.2118	0.2687
146	0.1357	0.1614	0.1911	0.2111	0.2678
147	0.1353	0.1609	0.1904	0.2104	0.2669
148	0.1348	0.1603	0.1898	0.2097	0.2660
149	0.1344	0.1598	0.1892	0.2090	0.2652
150	0.1339	0.1593	0.1886	0.2083	0.2643



**Tabel r untuk df = 151 - 200**

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
151	0.1335	0.1587	0.1879	0.2077	0.2635
152	0.1330	0.1582	0.1873	0.2070	0.2626
153	0.1326	0.1577	0.1867	0.2063	0.2618
154	0.1322	0.1572	0.1861	0.2057	0.2610
155	0.1318	0.1567	0.1855	0.2050	0.2602
156	0.1313	0.1562	0.1849	0.2044	0.2593
157	0.1309	0.1557	0.1844	0.2037	0.2585
158	0.1305	0.1552	0.1838	0.2031	0.2578
159	0.1301	0.1547	0.1832	0.2025	0.2570
160	0.1297	0.1543	0.1826	0.2019	0.2562
161	0.1293	0.1538	0.1821	0.2012	0.2554
162	0.1289	0.1533	0.1815	0.2006	0.2546
163	0.1285	0.1528	0.1810	0.2000	0.2539
164	0.1281	0.1524	0.1804	0.1994	0.2531
165	0.1277	0.1519	0.1799	0.1988	0.2524
166	0.1273	0.1515	0.1794	0.1982	0.2517
167	0.1270	0.1510	0.1788	0.1976	0.2509
168	0.1266	0.1506	0.1783	0.1971	0.2502
169	0.1262	0.1501	0.1778	0.1965	0.2495
170	0.1258	0.1497	0.1773	0.1959	0.2488
171	0.1255	0.1493	0.1768	0.1954	0.2481
172	0.1251	0.1488	0.1762	0.1948	0.2473
173	0.1247	0.1484	0.1757	0.1942	0.2467
174	0.1244	0.1480	0.1752	0.1937	0.2460
175	0.1240	0.1476	0.1747	0.1932	0.2453
176	0.1237	0.1471	0.1743	0.1926	0.2446
177	0.1233	0.1467	0.1738	0.1921	0.2439
178	0.1230	0.1463	0.1733	0.1915	0.2433
179	0.1226	0.1459	0.1728	0.1910	0.2426
180	0.1223	0.1455	0.1723	0.1905	0.2419
181	0.1220	0.1451	0.1719	0.1900	0.2413
182	0.1216	0.1447	0.1714	0.1895	0.2406
183	0.1213	0.1443	0.1709	0.1890	0.2400
184	0.1210	0.1439	0.1705	0.1884	0.2394
185	0.1207	0.1435	0.1700	0.1879	0.2387
186	0.1203	0.1432	0.1696	0.1874	0.2381
187	0.1200	0.1428	0.1691	0.1869	0.2375
188	0.1197	0.1424	0.1687	0.1865	0.2369
189	0.1194	0.1420	0.1682	0.1860	0.2363
190	0.1191	0.1417	0.1678	0.1855	0.2357
191	0.1188	0.1413	0.1674	0.1850	0.2351
192	0.1184	0.1409	0.1669	0.1845	0.2345
193	0.1181	0.1406	0.1665	0.1841	0.2339
194	0.1178	0.1402	0.1661	0.1836	0.2333
195	0.1175	0.1398	0.1657	0.1831	0.2327
196	0.1172	0.1395	0.1652	0.1827	0.2321
197	0.1169	0.1391	0.1648	0.1822	0.2315
198	0.1166	0.1388	0.1644	0.1818	0.2310
199	0.1164	0.1384	0.1640	0.1813	0.2304
200	0.1161	0.1381	0.1636	0.1809	0.2298

# Titik Persentase Distribusi t

d.f. = 1 - 200

Diproduksi oleh: Junaidi  
<http://junaidichaniago.wordpress.com>

**Titik Persentase Distribusi t (df = 1 – 40)**

df	Pr 0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

**Titik Persentase Distribusi t (df = 41 – 80)**

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

**Titik Persentase Distribusi t (df = 81 –120)**

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

**Titik Persentase Distribusi t (df = 121 –160)**

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

**Titik Persentase Distribusi t (df = 161 –200)**

<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

## Appendix 16

## Data Questionnaire

Tes Sikap dan Motivasi Belajar bahasa Inggris, Gaya Belajar Bahasa Inggris, dan Kecakapan Berbahasa Inggris

Kelas: A / 1

No	Nama	A	B	C	D	E	F	G	H				I			Ket.	
									1	2	3	4	R= 1-6	S= 7-14	T= 15-20		
1	AGHITSNAA MAULA RACHMAN	3	3	2	3	3	2	2				√		√			
														13=65%			
2	ANANDA NURWAHYU PRADANA	3	3	3	2	3	3	3			√				√	17=	
															85%		
3	AZZAHRA RAHIMI	3	3	2	3	2	2	2			√			√			
														13=65%			
4	ANIMIRA	2	2	2	3	3	3	2		√				√	10=		
														50%			



5	DEA SINDY	2	2	2	3	2	1	1				√		√	8=40%		
6	DENADA AULIA RAHMADINA	2	2	2	3	2	2	1		√				√	8=40%		
7	DINA DENIARNI	3	3	3	2	3	3	2		√				√	14=70%		
8	FANUSAH	3	3	2	3	3	2	2		√				√	13=65%		
9	FARHANA KHAIRUNNISA	3	3	3	2	3	3	2				√		√	14=70%		
10	FATTAH ALI ANDRIO	3	3	2	3	3	2	2				√		√	13=65%		
11	HABIB BAKHRUN ROZAK	3	2	2	3	2	2	2			√			√	13=65%		
12	INDAH NURAZIZAH	3	2	2	3	2	2	2				√		√	11=55%		

13	IZZA NAHDHIYANI RAHMA	2	2	2	3	2	2	2		√				√	8=40%		
14	JAMALUDDIN RAMADHAN	3	3	3	2	3	3	3				√			√	15=75%	
15	KINANTI WAHYUNINGSIH	3	3	3	2	3	3	3				√		√	14=70%		
16	LINDU ASMARA	2	2	1	2	2	2	1			√			√	9=45%		
17	MAMAY MAELANI	3	3	2	3	2	2	2				√		√	12=60%		
18	MEILIANA PUTRI	3	3	2	3	2	3	2				√		√	10=50%		
19	MUHAMMAD ASHIF HUMANI	3	2	2	3	2	2	2				√		√	11=55%		
20	MUHAMMAD IQBAL FAUZAN	3	3	3	2	3	3	3		√					√	15=75%	

21	MUHAMMAD NAFIS ZUHUD	3	2	3	2	3	3	3	√					√				14=70%
22	NINDITA RAHMATUNNISA	3	2	3	2	2	3	3				√		√				14=70%
23	PUJI NUR AISYAH	3	2	2	3	3	2	2			√			√				11=55%
24	SISKA RAHAYU	3	3	3	2	3	3	3		√				√				14=70%
25	SITI LAELATUN NAHDHIYAH	3	2	2	3	2	2	2		√				√				12=60%
26	SITI NUROH QOMARIYYAH	3	3	3	2	3	3	3		√							√	16=80%
27	SRI SUSANTI	1	1	2	3	2	2	1		√				√				8=40%
28	SYIFA' A NUR AFIYAH	3	3	3	2	3	3	2				√					√	15=75%

29	TANIA ARYANI MEILASARI	3	3	1	3	2	2	2				√		√		
														11=55%		
30	TASYA SYAHIDA AULIA	2	2	2	3	1	1	1			√			√		
														9=45%		

#### KETERANGAN

- A. Minat Belajar Bahasa Asing**
- B. Sikap Terhadap Belajar Bahasa Inggris**
- C. Motivasi Integrative**
- D. Motivasi Instrumental**
- E. Intensitas Motivasi**
- F. Kemauan kuat untuk belajar bahasa Inggris**
- G. Indeks Orientasi Belajar Bahasa Inggris**
- H. Gaya Belajar**
  - 1. Analytic
  - 2. Communicative
  - 3. Concrete
  - 4. Teacher-Oriented
- I. Kecakapan Berbahasa Inggris**

## Appendix 17

## Data Questionnaire

Tes Sikap dan Motivasi Belajar bahasa Inggris, Gaya Belajar Bahasa Inggris, dan Kecakapan Berbahasa Inggris

Kelas: B / 1

No	Nama	A	B	C	D	E	F	G	H				I			Ket.		
									1	2	3	4	R= 1-6	S= 7-14	T= 15-20			
1	ADE LIYA	2	1	1	2	2	2	1		√				√	9=			
														45%				
2	AFIYAH AKMALIYAH	1	1	1	2	2	2	1		√			√					
													7=35					
													%					
3	AGNI REZA NUR UMAMI	2	1	1	2	2	2	1		√				√	9=			
														45%				

4	AKIRA JUNO BIGGROW ALIMUL JATI	3	1	2	3	2	2	1		√				√ 12= 60%		
5	ARFA DILLA SAUSAN	2	2	1	2	2	2	1		√				√ 10= 50%		
6	AYU ANJANI	3	2	3	2	3	2	2		√				√ 14= 70%		
7	AYUNITA HABIBAL	2	1	1	2	2	2	1				√		√ 9= 45%		
8	AZZAHRA DINDA SHABILLA	2	3	1	2	2	2	1		√				√ 10= 50%		
9	DEA KRISTIANI	2	1	2	3	2	2	1		√				√ 9= 45%		
10	DIAN NURLATIFAH	2	1	2	3	2	2	1			√			√ 8= 40%		
11	DIAN RIZKY SHAVIRA	2	1	2	3	2	2	1		√				√ 13= 65%		

12	DITA PUJI LESTARI	2	1	1	2	2	2	1				√		√ 7= 35%		
13	ESA HUSNUL KHOTIMAH	3	2	3	2	2	2	1			√			√ 13= 65%		
14	FACHRI NURFAUZI ARIEF	3	3	2	1	2	2	1			√			√ 11= 55%		
15	FAISAL ANDI AGUNG	2	3	3	2	2	2	2		√				√ 11= 55%		
16	FARAH ALFI SYAHRIN	2	2	1	2	1	1	1			√		√ 6= 30%			
17	FINKA RALIS RAMADINA	2	2	2	3	2	2	2			√			√ 10= 50%		
18	ICHA RAMADANI	3	3	3	2	2	2	2				√		√ 12= 60%		
19	IKE SYIFA FADILA	2	1	2	3	2	2	1				√		√ 9= 45%		

20	ILMA NURMALIA ASSYIFA	3	3	3	2	2	2	2		√				√ 13= 65%		
21	KOTIMAH	2	1	1	2	2	1	1			√		√ 6= 30%			
22	LAELATUL FITRIYAH	2	1	1	2	2	1	1				√	√ 5= 25%			
23	LAILA AMATULLAH FADWA	2	1	2	3	2	2	1		√				√ 8= 40%		
24	MEGA ISLAMIANI	2	1	1	2	2	2	1				√	√ 5= 25%			
25	NAZIHA ALSAKINAH BILA	3	3	3	2	3	2	2		√				√ 13= 65%		
26	NURJANAH FUJIYANTI	3	2	3	2	2	2	2				√		√ 11= 55%		
27	RIZKA FAHMA SABILA HAQUE	3	3	3	2	3	3	2		√					√ 15= 75%	



28	SALISATUL MUTMAINAH	1	1	2	3	1	1	1				√	√ 6= 30%			
29	SEPTI AMELIA SAPUTRI	2	1	1	2	2	2	1				√	√ 8= 40%			
30	SITI JULELA	2	1	1	2	2	2	1				√	√ 8= 40%			
31	SITI NURHOMSAH	3	2	3	2	2	2	2			√	√ 11= 55%				
32	SODRATUL DWIPUTRI LESTARI	2	1	2	3	2	2	2			√	√ 9= 45%				
33	SONY MAESAROH	3	2	3	1	3	3	2		√		√ 12= 60%				
34	SYIFA FAUZIYAH SURAHMAN	3	2	2	3	2	2	2		√		√ 9= 45%				
35	TANIA MARLIANI LESTARI	3	3	2	3	3	3	2			√	√ 11= 55%				


#### KETERANGAN

- A. Minat Belajar Bahasa Asing**
- B. Sikap Terhadap Belajar Bahasa Inggris**
- C. Motivasi Integrative**
- D. Motivasi Instrumental**
- E. Intensitas Motivasi**
- F. Kemauan kuat untuk belajar bahasa Inggris**
- G. Indeks Orientasi Belajar Bahasa Inggris**
- H. Gaya Belajar**
  - 1. Analytic**
  - 2. Communicative**
  - 3. Concrete**
  - 4. Teacher-Oriented**
- I. Kecakapan Berbahasa Inggris**

## Appendix 18

## Data Questionnaire

## Faktor yang Berpengaruh Terhadap Motivasi Belajar Bahasa Inggris

Mahasiswa IAIN Syekh Nurjati Cirebon 2018 / 2019

Kelas: PBI A / 1

Skor 3 berarti **sangat berpengaruh**, 2 berarti **berpengaruh**, 1 berarti **cukup berpengaruh**.

NP: No. Partisipan

NP	Item															N		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	3	2	1
1	3	2	2	3	1	3	3	1	3	2	3	1	3	3	3			
2	3	2	2	3	2	2	3	1	3	2	2	2	3	3	3			
3	3	3	2	2	2	2	3	2	2	1	2	2	3	3	3			
4	3	3	3	3	2	2	2	1	3	1	2	3	2	3	3			
5	3	2	1	2	2	3	3	2	2	2	2	2	2	3	3			
6	3	3	3	3	2	2	3	1	2	3	2	2	2	3	3			
7	3	3	3	3	3	2	3	3	2	1	1	1	1	2	3			
8	3	2	2	3	1	3	3	1	3	2	3	1	3	3	3			
9	3	3	2	2	1	1	2	1	1	2	1	1	1	3	3			
10	2	3	2	2	2	1	1	1	2	3	2	3	2	3	3			
11	3	3	2	3	2	2	2	2	3	2	2	2	2	3	3			
12	3	3	2	2	2	2	2	3	1	1	2	1	3	3	3			
13	3	2	2	2	2	3	2	2	2	2	2	3	2	3	2			
14	3	3	2	3	3	3	3	2	3	1	2	3	2	1	2			
15	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2			
16	2	2	3	3	2	2	3	2	2	3	2	3	2	3	3			
17	3	3	3	2	3	2	2	1	3	3	1	2	1	3	3			
18	3	3	3	3	2	3	2	2	2	2	1	2	2	3	3			
19	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3			
20	3	3	2	3	3	3	2	2	2	2	3	3	2	3	3			
21	1	2	2	1	3	1	3	2	3	3	3	3	2	3	1			
22	3	3	2	3	1	2	2	1	2	3	3	3	2	3	3			
23	3	3	3	2	3	3	2	3	3	2	3	3	2	3	3			
24	3	3	3	2	2	2	3	3	1	2	1	3	2	3	3			
25	3	3	3	3	2	2	3	1	1	1	1	3	2	3	3			
26	3	2	2	3	2	2	3	1	3	2	2	2	3	3	1			
27	2	2	1	2	2	2	2	2	2	2	1	2	2	3	3			
28	3	3	3	3	2	2	1	1	2	3	2	2	2	3	3			
29	3	3	3	3	2	3	3	2	2	3	2	2	2	3	3			
30	3	3	3	3	2	3	3	1	3	2	2	2	2	3	3			

N3																		
N2																		
N1																		

No	Pernyataan	N		
		3	2	1
1	Dosen bersahaja dan sabar dalam mengajar.			
2	Dosen bersemangat saat menjelaskan materi.			
3	Dosen menerapkan beberapa metode mengajar pada setiap perkuliahan.			
4	Dosen menggunakan teknologi media pembelajaran, seperti tape recorder, film, infocus.			
5	Dosen memberi soal, pertanyaan atau masalah untuk diselesaikan.			
6	Dosen memberi kesempatan luas untuk mempraktekkan bahasa Inggris di luar kelas.			
7	Dosen menerangkan secara detail dan memberi catatan kuliah.			
8	Mahasiswa diwajibkan untuk membaca materi perkuliahan satu minggu sebelum kuliah dilaksanakan.			
9	Mahasiswa diberi penghargaan verbal, dan atau hadiah bagi yang menunjukkan performa belajar baik.			
10	Mahasiswa diberi sanksi jika tidak mengerjakan tugas kuliah.			
11	Mahasiswa diwajibkan memiliki sumber belajar (hard copy) atau mengakses literature terkait dari internet.			
12	Mahasiswa memiliki rasa ingin sukses dan takut gagal.			
13	Materi kuliah tidak terlalu sulit.			
14	Kondisi social baik (ada dukungan teman di kelas dan orang tua).			
15	Kondisi kelas kondusif (bersih, rapih, memiliki ventilasi udara dan penerangan cukup).			

## Appendix 19

## Data Questionnaire

## Faktor yang Berpengaruh Terhadap Motivasi Belajar Bahasa Inggris

Mahasiswa IAIN Syekh Nurjati Cirebon 2018 / 2019

Kelas: PBI B / 1

Skor 3 berarti **sangat berpengaruh**, 2 berarti **berpengaruh**, 1 berarti **cukup berpengaruh**.

NP: No. Partisipan

NP	Item															N		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	3	2	1
1	3	3	2	2	3	3	2	1	3	2	3	3	2	3	3			
2	3	3	2	2	1	3	2	1	2	1	2	3	3	3	3			
3	2	3	3	3	2	1	2	3	1	2	2	3	2	3	1			
4	3	3	2	2	2	3	3	1	3	2	2	1	3	3	3			
5	3	2	2	3	2	2	2	1	1	2	1	2	2	3	2			
6	3	3	2	2	2	3	3	1	1	3	2	3	2	3	3			
7	1	3	3	3	2	3	2	3	2	3	1	3	2	3	3			
8	2	3	2	3	1	2	3	2	2	1	2	2	3	2	1			
9	2	2	1	1	1	1	3	2	1	3	2	3	1	3	3			
10	3	2	3	2	1	3	1	1	3	1	2	3	3	3	3			
11	3	3	3	3	3	3	2	2	2	2	2	3	2	3	3			
12	2	3	3	3	2	2	2	1	1	3	1	3	1	3	3			
13	2	2	1	3	2	1	2	1	2	2	1	3	2	2	3			
14	3	3	2	2	2	1	2	1	2	1	2	1	3	3	2			
15	3	3	1	2	1	2	2	2	3	1	2	2	2	2	2			
16	3	3	2	2	1	3	2	2	2	1	2	3	3	3	2			
17	3	3	3	2	2	2	2	2	3	3	2	3	2	2	3			
18	3	3	1	2	2	2	1	1	2	2	2	3	3	2	3			
19	2	3	2	1	1	2	1	2	2	1	2	2	1	3	3			
20	3	3	2	3	1	2	3	1	2	1	2	3	3	3	3			
21	3	3	3	3	2	2	1	3	1	3	1	1	1	3	3			
22	3	3	2	3	1	2	3	3	2	3	1	3	3	3	3			
23	3	3	2	2	3	2	3	1	1	1	1	2	2	3	3			
24	2	3	2	3	1	1	2	1	2	1	3	2	2	3	3			
25	3	3	2	2	3	3	3	2	2	3	2	2	3	3	3			
26	3	2	3	3	2	3	3	2	2	3	3	2	1	3	3			
27	3	3	3	3	3	3	3	2	3	2	2	3	1	3	3			
28	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3			
29	3	3	3	3	2	2	2	2	3	2	2	2	2	3	3			
30	3	3	2	2	1	2	2	1	3	2	1	3	3	3	3			

31	3	3	2	2	1	2	2	1	2	2	2	3	3	3	3			
32	2	3	3	3	2	3	3	1	1	2	2	2	3	3	3			
33	1	3	1	3	3	2	1	3	3	2	1	3	1	3	3			
34	3	3	3	3	2	3	3	2	1	2	1	3	3	3	3			
35	3	3	2	3	1	2	3	1	3	2	1	2	2	3	3			
N3																		
N2																		
N1																		

No	Pernyataan	N		
		3	2	1
1	Dosen bersahaja dan sabar dalam mengajar.			
2	Dosen bersemangat saat menjelaskan materi.			
3	Dosen menerapkan beberapa metode mengajar pada setiap perkuliahan.			
4	Dosen menggunakan teknologi media pembelajaran, seperti tape recorder, film, infocus.			
5	Dosen memberi soal, pertanyaan atau masalah untuk diselesaikan.			
6	Dosen memberi kesempatan luas untuk mempraktekkan bahasa Inggris di luar kelas.			
7	Dosen menerangkan secara detail dan memberi catatan kuliah.			
8	Mahasiswa diwajibkan untuk membaca materi perkuliahan satu minggu sebelum kuliah dilaksanakan.			
9	Mahasiswa diberi penghargaan verbal, dan atau hadiah bagi yang menunjukkan performa belajar baik.			
10	Mahasiswa diberi sanksi jika tidak mengerjakan tugas kuliah.			
11	Mahasiswa diwajibkan memiliki sumber belajar (hard copy) atau mengakses literature terkait dari internet.			
12	Mahasiswa memiliki rasa ingin sukses dan takut gagal.			
13	Materi kuliah tidak terlalu sulit.			
14	Kondisi social baik (ada dukungan teman di kelas dan orang tua).			
15	Kondisi kelas kondusif (bersih, rapih, memiliki ventilasi udara dan penerangan cukup).			

## Appendix 20



Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Gaya Belajar bahasa Inggris pada hari Kamis tanggal 4 Oktober 2018 pk. 10.50-11.50 di gedung N 202.



Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Gaya Belajar bahasa Inggris pada hari Kamis tanggal 4 Oktober 2018 pk. 10.50-11.50 di gedung N 202.



Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Motivasi Belajar bahasa Inggris pada hari Kamis tanggal 11 Oktober 2018 pk. 10.50-12.00 di gedung N 202.





Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Motivasi Belajar bahasa Inggris pada hari Kamis tanggal 11 Oktober 2018 pk. 10.50-12.00 di gedung N 202.



Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang menempuh English Proficiency Test pada hari Kamis tanggal 18 Oktober 2018 pk. 10.50-11.10 di gedung N 202.



Mahasiswa PBI A semester 1 IAIN Syekh Nurjati Cirebon sedang menempuh English Proficiency Test pada hari Kamis tanggal 18 Oktober 2018 pk. 10.50-11.10 di gedung N 202.

## Appendix 21



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Gaya Belajar bahasa Inggris pada hari Kamis tanggal 4 Oktober 2018 pk. 7.30-8.05 di gedung N 304.



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Gaya Belajar bahasa Inggris pada hari Kamis tanggal 4 Oktober 2018 pk. 7.30-8.05 di gedung N 304.



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Motivasi Belajar bahasa Inggris pada hari Kamis tanggal 11 Oktober 2018 pk. 9.10-10.50 di gedung M 204.



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang mengisi questionnaire tentang Motivasi Belajar bahasa Inggris pada hari Kamis tanggal 11 Oktober 2018 pk. 9.10-10.50 di gedung M 204.



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang menempuh English Proficiency Test pada hari Kamis tanggal 18 Oktober 2018 pk. 7.30-9.10 di gedung N 304.



Mahasiswa PBI B semester 1 IAIN Syekh Nurjati Cirebon sedang menempuh English Proficiency Test pada hari Kamis tanggal 18 Oktober 2018 pk. 7.30-9.10 di gedung N 304.

## Appendix 22

## Jadwal Kegiatan Penelitian 2018

No	Kegiatan	Bulan dan Minggu																								
		Jun	Juli				Agustus				September				Oktober				November				Desember			
		4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
1	Menyiapkan Refs.	x	x	x	x	x																				
2	Menelaah Refs						x	x	x	x																
3	Konsultasi dengan Pakar																x									
4	Merancang Instrument										x															
5	Diskusi dengan Pakar Instr.											x														
6	Try out Instrument												x	x												
7	Validasi Instrument																				x					
8	Pengumpulan data														x	x	x									
9	Pemeriksaan data																	x								
10	Input data																				x					
11	Analisa data																					x				
12	Membuat Laporan Antara																					x				
13	Menyiapkan Laporan																						x			
14	Seminar Laporan																							x		
15	Menyerahkan Laporan																								x	x

Peneliti



Udin Kamiluddin



**KEPUTUSAN REKTOR  
INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON**

Nomor : 1768 /In.08/R/KU.00.1/07/2018

**TENTANG  
PELAKSANA/PENERIMA PEMBIAYAAN PENELITIAN DASAR PENGEMBANGAN PROGRAM STUDI BAGI DOSEN  
DI LINGKUNGAN INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON  
TAHUN 2018**

**REKTOR IAIN SYEKH NURJATI CIREBON**

- Menimbang** :
- a. bahwa untuk menjamin kelancaran pelaksanaan kegiatan penelitian di IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, perlu menetapkan pelaksana/penerima pembiayaan penelitian IAIN Syekh Nurjati Cirebon untuk klaster Penelitian Dasar Pengembangan Program Studi;
  - b. bahwa nama-nama pelaksana/penerima pembiayaan penelitian IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, klaster Penelitian Dasar Pengembangan Program Studi yang tercantum pada lampiran Keputusan ini, dipandang mampu dan memenuhi syarat untuk ditetapkan sebagai pelaksana/penerima pembiayaan penelitian, klaster Penelitian Dasar Pengembangan Program Studi yang dibiayai dari dana BOPTN DIPA IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018;
  - c. bahwa untuk menetapkan pelaksana/penerima pembiayaan penelitian IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, klaster penelitian Dasar Pengembangan Program Studi sebagaimana dimaksud dalam huruf a dan b di atas, perlu ditetapkan dengan Keputusan Rektor IAIN Syekh Nurjati Cirebon.
- Mengingat** :
- 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 84);
  - 2. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
  - 3. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
  - 4. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);
  - 5. Peraturan Pemerintah Nomor 37 Tahun 2009 tentang Dosen;
  - 6. Peraturan Pemerintah Nomor 04 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - 7. Peraturan Menteri Keuangan Nomor: 190/PMK.05/2012 tentang Tata Cara Pembayaran dalam Rangka Pelaksanaan Anggaran Pendapatan dan Belanja Negara;
  - 8. Peraturan Menteri Agama Nomor 11 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Syekh Nurjati Cirebon;
  - 9. Peraturan Menteri Agama Nomor 36 Tahun 2014 tentang Statuta Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon;
  - 10. Peraturan Menteri Agama Nomor 55 Tahun 2014 tentang Penelitian dan Pengabdian kepada Masyarakat pada Perguruan Tinggi Keagamaan;
  - 11. Peraturan Menteri Keuangan Nomor: 49/PMK.02/2017 tentang Standar Biaya Masukan Tahun Anggaran 2018;
  - 12. Peraturan Menteri Keuangan Nomor: 86/PMK.02/2017 tentang Standar Biaya Keluaran Tahun Anggaran 2018;
  - 13. Keputusan Direktur Jenderal Pendidikan Islam Nomor 2951 Tahun 2017 tentang Pengelolaan Dana BOPTN Penelitian pada Perguruan Tinggi Keagamaan Islam;
  - 14. Keputusan Direktur Jenderal Pendidikan Islam Nomor 2952 Tahun 2017 tentang Petunjuk Teknis Pembentukan Komite Penilaian dan/atau Reviewer dan Tata Cara Pelaksanaan Penilaian Penelitian pada Perguruan Tinggi Keagamaan Islam;
  - 15. Keputusan Direktur Jenderal Pendidikan Islam Nomor 7211 Tahun 2017 tentang Petunjuk Teknis Penggunaan Dana Bantuan pada Perguruan Tinggi Keagamaan Islam Negeri Tahun 2018;

**MEMUTUSKAN**

- Menetapkan** : PELAKSANA/PENERIMA PEMBIAYAAN PENELITIAN IAIN SYEKH NURJATI CIREBON TAHUN ANGGARAN 2018, KLASSTER PENELITIAN DASAR PENGEMBANGAN PROGRAM STUDI
- PERTAMA** : Pelaksanaan penelitian IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, mulai 01 Agustus 2018 sampai dengan 30 Nopember 2018;
- KEDUA** : Pelaksana/penerima pembiayaan penelitian IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, Klaster Penelitian Dasar Pengembangan Program Studi adalah sebagaimana tercantum dalam Lampiran, yang merupakan bagian tidak terpisahkan dari Keputusan ini;
- KETIGA** : Dalam melaksanakan kegiatan penelitian, penerima pembiayaan penelitian IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018, Klaster Penelitian Dasar Pengembangan Program Studi, bertanggung jawab kepada Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) IAIN Syekh Nurjati Cirebon;
- KEEMPAT** : Semua pembiayaan sebagai akibat dari Keputusan ini dibebankan kepada Anggaran BOPTN DIPA IAIN Syekh Nurjati Cirebon Tahun Anggaran 2018 yang besarnya sebagaimana tercantum dalam lampiran Keputusan ini;
- KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan berakhirnya kegiatan penelitian, dengan ketentuan apabila pada kemudian hari ternyata terdapat kekeliruan dalam Keputusan ini, akan diubah dan diperbaiki sebagaimana mestinya.

Ditetapkan di : Cirebon  
Pada tanggal : 12 Juli 2018

Rektor,



Lampiran : Keputusan Rektor IAIN Syekh Nurjati Cirebon  
 Nomor : 1768 /In.08/R/KU.00.1/07/2018  
 Tanggal : 12 Juli 2018

**TENTANG**  
**PELAKSANA/PENERIMA PEMBIAYAAN PENELITIAN DASAR PENGEMBANGAN PROGRAM STUDI BAGI DOSEN**  
**DI LINGKUNGAN INSTITUT AGAMA ISLAM NEGERI (IAIN) SYEKH NURJATI CIREBON**  
**TAHUN 2018**

No	Nama	Judul Penelitian	Jumlah Pembiayaan
1	Nurul Azmi	Kompetensi Guru dalam Penggunaan Media Visual Power Point untuk Meningkatkan Hasil Belajar Siswa di SMP Wahidin Cirebon	Rp 15,000,000
2	Achmad Otong Busthomi Edy Setyawan	Hotel Santun Cirebon Antara Praktik Syariah dan Konvensional dalam Bisnis Perhotelan (Studi Tentang Pengembangan Wisata Halal di Cirebon)	Rp 21,000,000
3	Herman Beni Arief Rachman	Melacak Benih Radikalisme di Perguruan Tinggi Wilayah Cirebon : Studi Penggunaan Media Sosial di kalangan Mahasiswa Cirebon	Rp 21,000,000
4	Indrya Mulyaningsih Itaristanti	Pengembangan Pembelajaran Abad 21 Bermuatan HOTS ( <i>Higher Order Thinking Skill</i> ) di Jurusan Tadris Bahasa Indonesia	Rp 21,000,000
5	Yuyun Maryuningsih Budi Manfaat	Pengembangan <i>Laboratory Virtual</i> Pada Praktikum Elektroforesis Gel Untuk Meningkatkan Keterampilan Berpikir Kritis Calon Guru Biologi	Rp 21,000,000
6	Asep Saepullah Wardah Nuroiyah Naila Farah	Kajian Socio-Legal Terhadap "Cerai Lebe" Sebagai Kerifan Lokal dalam Upaya Meminimalisir Fraktek Perceraian Liar (Studi Kasus di Desa Cangkring Kabupaten Indramayu)	Rp 15,000,000
7	Aceng Jaelani Moh. Masnun	Implementasi Manajemen Berbasis Sekolah (Mbs) Terhadap Hasil Belajar Siswa di Madrasah Ibtidaiyyah (MI) Se-Kecamatan Harjamukti Kota Cirebon	Rp 21,000,000
8	Tamsik Udin Patimah	Minat Dan Inovasi Kegiatan Pramuka Mahasiswa Jurusan PGMI IAIN Syekh Nurjati Cirebon	Rp 21,000,000
9	Nanin Sumiarni Masriah Aziz Syafrudin Syafrawi	Persepsi Mahasiswa Terhadap Budaya Berbahasa Arab Aktif Melalui Kegiatan Tutor Sebaya di Lingkungan FITK IAIN Syekh Nurjati Cirebon	Rp 21,000,000
10	Farouk Imam Arrasyid Amroh Umaemah	<i>Model of Local Wisdom Literacy Based Teaching</i>	Rp 15,000,000
11	Udin Kamiluddin	<i>Motivation and Learning Style in the EFL Classroom: a Study at IAIN Syekh Nurjati Cirebon</i>	Rp 15,000,000
12	Aan Moh. Burhanudin A. Syatori	Peningkatan Kemampuan <i>Public Speaking</i> Mahasiswa Jurusan KPI IAIN Syekh Nurjati Cirebon: Upaya Mencetak Da'i yang <i>Rahmatul Lil 'Alamin</i>	Rp 21,000,000
13	Yeti Nurizzati Mukhlisoh	<i>Tracer Study</i> Alumni Tadris IPS IAIN Syekh Nurjati Cirebon	Rp 21,000,000
14	Hartati	Empat Pilar Kebangsaan dalam Kitab Hadis Nusantara (Studi Kitab <i>Bayān al-Mushofā fi Washiyat al-Mushofā</i> )	Rp 15,000,000
15	Didi Junaedi Umayah	<i>Tracer Study</i> : Survey Terhadap Alumni dan Respon Pengguna Jurusan IAT Fakultas Ushuluddin Adab Dakwah IAIN Syekh Nurjati Cirebon	Rp 21,000,000
16	Ahmad Dasuki Aly S Wing Redy Prayuda	Wisata Religi Komplek Pemakamsunan Gunung Jati dan Kontribusinya Terhadap Pemberdayaan Ekonomi Masyarakat Lingkungan Astana Gunung Jati Kabupaten Cirebon	Rp 21,000,000
17	H. Bisri Yayat Suryatna	Melacak Faktor Penyebab Kemunduran Umat Islam Abad 21: Analisis Atas Materi Khutbah Jum'at dan Materi Pengajian di Majelis Taklim Kota Cirebon dan Relevansinya dengan Kondisi Umat Islam	Rp 21,000,000

43	Nawawi Iding Wahidin	Pengembangan Model Pembelajaran Pendidikan Agama Islam Melalui Jalur Kemitraan dengan Masyarakat dalam Mengatasi Rendahnya Kemampuan Membaca Al-Qur'an Dan Pelaksanaan Shalat Wajib Siswa Smp Se-Wilayah Tiga Cirebon Jawa Barat	Rp	21,000,000
44	Masdudi Asep Mulyani	Analisis Kompetensi Kepribadian dan Sosial Mahasiswa Calon Guru Biologi di IAIN Syekh Nurjati Cirebon	Rp	21,000,000
45	Muslihudin Mahfud Aen Zaenuddin	<i>Teacher Competence Profile (TCP):</i> Profil Kompetensi Calon Guru Perspektif Pengguna (Studi Eksplorasi Terhadap Kinerja Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan dalam Kegiatan Pengenalan Lapangan Persekolahan dan Orientasi Pengembangan Keprofesian Berkelanjutan Lulusan FITK IAIN Syekh Nurjati Cirebon)	Rp	21,000,000
46	H. Ahmad Fauzi Syibli Maufur	Manajemen Strategik Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon: Studi Metode Penghitungan Akuntabilitas Kinerja pada Fakultas Ilmu Tarbiyah dan Keguruan	Rp	21,000,000
47	Jalaludin Ahmad Faqih Hasyim	Zakat Infaq Dan Sodaqoh (Studi Gerakan Politik Ekonomi Umat Islam Indonesia)	Rp	21,000,000
48	Tato Nuryanto Tati Sri Uswati	Analisis Kesalahan Sintaksis pada Penulisan Skripsi (Studi Kasus Mahasiswa IAIN Syekh Nurjati Cirebon)	Rp	21,000,000
49	Abdus Salam Dz Maman Supriatman Abu Khaer	Strategi Pengembangan Pendidikan Tinggi Islam dalam Membangun <i>Human Capital</i> Berdaya Saing (Studi Kasus IAIN Syekh Nurjati Cirebon)	Rp	21,000,000
50	Wasman Anisatun Muthi'ah Amir	Menelusuri Makna Penggunaan Pakaian Putih Ketika Sholat: Analisis Living Hadis Studi Kasus Jama'ah Syahadatain Cirebon	Rp	21,000,000
51	Ahmad Asmuni Hajam	Distingsi Tasawuf Cirebon sebagai Ikon Islam Nusantara	Rp	21,000,000
52	Tedi Rohadi AHMAD RIFAI	Model Integrasi Pendidikan Karakter di Sekolah Lintas Agama Pada Mata Pelajaran Bahasa Inggris	Rp	21,000,000
53	Djohar Maknun Ria Yulia Gloria Jajang Aisyul Muzakki	Model Pembelajaran Praktikum Berbasis Proyek Untuk Meningkatkan Keterampilan Meneliti Dan Kesadaran Eko-Spiritual Mahasiswa S1 Program Studi Pendidikan Biologi di Wilayah III Cirebon	Rp	21,000,000
54	Dewi Fatmasari Layaman	Membangun Fungsi Produksi Islami Untuk Meningkatkan Produktivitas Usaha Tani	Rp	21,000,000
55	Eti Nurhayati Yayah Nurhidayah	Muatan Nilai-Nilai Pendidikan Multikultural untuk Mereduksi Pola Komunikasi dan Perilaku Sosial yang Bias Gender di Kalangan Santeri Pondok Pesantren (Studi di Pondok Pesantren Terpadu Husnul Khatimah Kuningan -Jawa Barat)	Rp	21,000,000
56	Iwan Suteja Nurlela	Pendidikan Nilai Sufistik dalam Pembinaan Kepribadian Murid Tarekat Syathariyah Pesantren Bendakerep Kecamatan Harjamukti Kota Cirebon	Rp	21,000,000
57	Wahidin Anda Juanda Ka.timi	Perubahan Pola Berpikir Guru Dalam Mengembangkan Dan Implementasi Kurikulum Di Ma Wilayah Cirebon (Studi Kasus Pengembangan Inovasi Kurikulum 2013 Berorientasi Peningkatan Sikap Ilmiah Dan Kearifan Lokal di MA Wilayah Cirebon)	Rp	21,000,000
58	Ilman Nafa Akhmad Busyaeri	Theologi Radikalisme Dan Terorisme Aktivistis Rohani Islam (Rohis) Sekolah Menengah Atas di Kota Cirebon	Rp	21,000,000
59	Maman Rusman Tati Nurhayati Dwi Arnita Alfiani	دعاوقلا سبیردنل یساردلا جډومزلا هی ذءارغلا ءراهم ءیرورل ءیوحزلا ءلاحلا ءسارد) ءبیرغلا کیواجلا دهاعملا (کیرصعلاوی یفلسلا دهعملا هی ذءدعتملا	Rp	21,000,000
60	Nasehudin Ety Ratnawati	Peranan Pemerintah Kabupaten Pangandaran dalam Pemberdayaan Ekonomi Kreatif Masyarakat Pesisir	Rp	15,000,000