

**THE STUDENTS' ENGLISH LEARNING MOTIVATION AT GRADE VII
OF SMPN 16 KERINCI ACADEMIC YEAR 2022/2023**

A THESIS

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CHAPTER I

INTRODUCTION

A. Background of the Study

Motivation is defined as the driving force and driving force. The importance of the importance required by students, especially foreign language students who can knowledge and gather information. In particular, According to. Mc. Donald, Motivation is a change in energy in a person which is characterized by the emergence of "feeling" and is preceded by a response to the goal. However, the teacher must be able to motivate students to be involved in learning English. Purposeful students engage in learning activities that help them to learn and achieve learning because they will pay attention and use time effectively during the learning process in the classroom.

Motivation is a factor that encourages learners to learn a foreign language. It plays an important role in learning achievement(Bernard, 2010; Hussain, Salam, & Farid, 2020; Lai, 2013; Mahadi & Jafari, 2012). Motivated students tend to be involved in learning activities that help them to learn and achieve learning goals because they will pay attention and use time effectively during the teaching and learning process in the classroom. Applying several motivational strategies in learning will bring positive results to student achievement. It's shows that students' learning motivation can affect learning achievement. Furthermore, Dja'far, Cahyono, and Bashtomi (2016) suggest that there are differences in students learning outcomes

between motivation and unmotivation students in learning english (Azar & Tanggaraju, 2020).

Meanwhile, when students have a strong motivation to learn, they will spend all their time in learning activities. Learning motivation can affect study. Therefore, motivation needs to be built first by the teacher before involving students in learning activities that can support academic success. Involvement in motivation instruction allows them to participate in the teaching and learning process. English teachers in the context of secondary schools in Indonesia influence students' motivation for student learning success by determining the right materials and strategies applied in the classroom (Astuti (2013) Long, Ming, and Chen (2013) suggest that teachers should be able to generate motivation and interest student learning, increasing awareness of their participation in class activities (Toni Indrayadi, 2021: 336).

As long as the researches observed that while the teacher was teaching English subject at SMPN 16 kerinci, several factor of students' in the motivation to learn English. Motivation is very important in the proces of learning english. Motivation is the student's energy that comes from inside or outside that drives him to do something. This is the strength for students in learning. In fact, motivated students will do anything that supports their performance they will do their best to gets the best result. Students whose learning outcomes were always low compered to their friend, use those who were in different to English lesson and had low learning motivation in

learning English. Not paying attention to the teacher explaining. Low motivation can be seen from the task, lazy to learn tends to cheat. The explanation above shows that these students have learning problems in English lessons.

Based on the explanation above, many students have low motivation in learning. Actually, all students have different motivations in learning some of them are highly motivated students. Students with high motivation in learning will encourage themselves to learn English. They will overcome the obstacles that come their way with strong strength from within. In addition, motivated students often get the best result because motivation will improve their performance. On the other hand, students with low motivation will have little interest in the subject and tend to have difficulty in learning. In fact, most students have low motivation in learning because many students have difficulties and lack of motivation to learn in English.

B. Identification of the Problem

Identification of problem based on the above background, in this study the researcher identified the types of motivation in speaking what types of motivation influenced students learning English at SMPN 16 Kerinci, based on the experience of researchers in class, students had to practice speaking in a short time the researcher gave a short dialogue/conversation to students practice students speaking, there are short conversation and there

are also long ones so students must have high motivation to get good grades in the class.

C. Limitation of the Problem

Based on identification of the problem, the research limits the students' learning motivation. The research was conducted at SMPN 16 Kerinci in class VII A, VII B. Student's learning motivation can be influenced by many factors, but in the research, it is only limited to the use of learning motivation in increasing students' learning motivation in English subject.

D. Research Question

A. What is the type and level of learning motivation?

E. Purpose Of The Research

The Purpose of The Research:

1. To know the motivation of students' in learning English.

F. Significance of the Research

The writer hopes this research can give contribution to the learning motivation. It has two major significances, i.e.: practical and theoretical significances:

Significance of Study The uses of this study that expected by the writer as below:

1. Theoretically, this study was to support the theory of motivation in English language learning process. And motivation gives benefit study for researchers from the results of this study.

2. Practically, this study will give the empirical data about the motivation in English language learning process. The result of study can be useful for the students, teachers, and lecturers who teach English language in learning process. This study will also help researchers to find out the motivations that exist when learning and teaching English.

G. Definition of the key Terms

There are several definitions of the key term in this research. There are learning motivation, learning achievement, SMPN 16 Kerinci.

1. Motivation

Motivation is internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

2. Learning motivation

The practice and theory of learning and teaching English for the benefit of people whose first language is not English.

3. SMPN 16 Kerinci Semerap

SMPN 16 Kerinci is a school in the village of Semerap equivalent to junior high school .

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Motivation

1. Definition of Motivation

Motivation The word motive is defined as an effort that encourages someone to do something. Motives can be said to be the driving force from within humans to achieve goals. Even the motive can be interpreted as an internal condition (preparedness) starting from the word "motive", then "motivation" can be interpreted as an active driving force. motives become active at certain times, especially when the need to achieve a goal. According to (Mc.Donald 2013), motivation is a change in energy in a person which is characterized by its emergence. "feeling" and preceded by a response to the existence of a goal. from the meaning stated.

Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language (Abdur,et.al, 2014). Motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals. Johnstone considers motivation as a stimulant for achieving a specific target (IGAWA,2014: 231) . Ryan & Deci considers To be motivated means to progress or to be in motion to do something (Sepora,et.al,2012: 231).

While Dornyei and Otto regarded motivation as a function of a person's thought and defined it as „the dynamically changing cumulative aroused in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes whereby initial wishes and desires are selected, prioritized, operational and acted out. Ellis considers motivation as the attempt which learners make for learning a second language because of “their need or desire to learn it (Sepora,et.al,2021: 232). In my opinion, Motivation is an encouragement that exists within a person that makes a person more eager to do something according to one's own goals. In terms of learning English, the motivation in my opinion is the passion or stimulant that exist in students so that students feel more eager to learn English.

Many psychologists have given various definition of motivation. The word “motivation” is familiar for us that is commonly used in our society, but definitely what the word actually refers to is not simple as it's utterance. Motivation is an emotional reaction in which the students get a benefit, reward, or the potential for a positive reward in a task. Corbin suggest that while the extrinsic and intrinsic factors that influence motivation varies, the following factors appear to influence the motivation in learning : relevance, control and choice, challenge, social chance to work with others, the allegadsens of success, need, novelty, cognitive dissonance or discrepant events. According to

Hamalik(1992:173), Motivation is a change in energy in oneself or a person's personality which is characterized by the emergence of feelings and reactions to achieve goals. According to Sardiman (2006:73), Motivation is a change in energy in a person which is characterized by the emergence of feeling and preceded by a response to the existence of a goal. According to Mulyasa (2003:112), Motivation is a driving or pulling force that causes behavior towards a certain goal. Students will be serious because they have high motivation. According to Victor H. Vroom, motivation is a result of a result that a person wants to achieve or achieve and an estimate that what he does will lead to the result he wants.

The motivation to learn increases when the students find relevance in the material or feel there was a need to know the specific content. The students find incentives in the lesson that they are connected with and apply to their own lives and experiences. Teenagers also respond well when they could exert some independent in the learning process. This is done by giving the students some control or input into their own education and offers the choices in term of assignments, project, and other outcome assessment.

Motivation consists of intrinsic and extrinsic. The intrinsic motivation is including the engagement, curiosity, in the preference for the challenge. The extrinsic motivation involves the extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic

social sharing. the intrinsic motivation is defined as doing an activity because of the satisfaction to be gained by doing it. this kind of motivation also provides enjoyment and challenge who the people who do. the role of orientations, which Gardner refers to as "goal" aims to arouse motivation and direct it to reach the goals (Gardner, 1985: 07).

This Mc.Donald contains 3 important elements.

1. that motivation initiates a change in the energy of each individual.
2. Motivation is characterized by a feeling.
3. Motivation will be stimulated because of a goal so this motivation is a response to an action, namely a goal. Motivation does arise from within humans but its emergence because it stimulates or is driven by the presence of other elements. like a goal. This goal concerns the needs or goals for the future.

2. The motivation theory

According to Gardner (2001), motivation includes three elements: effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). The role of orientations, which Gardner refers to as a "goal" aims to arouse motivation and direct it to reach the goals (Gardner, 1985). Two orientations in particular integrative orientation and instrumental orientation were introduced by Gardner and his associates and have been

discussed and explored in L2 motivation research extensively. According to Gardner (1985), integrative orientation refers to a positive attitude towards the L2 community and the desire to get close to the community and even become a member of that community. As a counterpart to integrative orientation, instrumental orientation is defined as learning an L2 for pragmatic reasons.

In this model, he claims that the two main variables (motivation and ability, which includes intelligence and language talent) are closely related for individual achievement in the context of language learning and that individual motivation to learn L2 related to two variables, namely Integrativeness and Attitudes to Learning Situation. Attitude towards learning situations includes elements, such as teachers, instructions, curriculum, lesson plans, and evaluation processes. Another variable that affects language achievement is Instrumentality, which refers to learning a language for practical reasons. According to Gardner (2005), instrumentality and integrativeness are mediated by motivation. he asserts that the three constructs (Attitudes to Learning Situations, Cohesiveness and instrumentality) are positively correlated with each other. In other words, students who have high integrity view language learning situations positively and have a high level of instrumentality. Gardner's education has been an influential pioneer and model of L2 motivation and has been used to test many hypotheses in the field.

1. The factors Affecting Motivation

a. Home and family

The attitude of friends and family can have a big effect on child's motivation. If their parents encourage them to learn and their family or friend think that it is cool to learn, they are more likely to be positive about learning.

2. Type of Motivation

There are two factors of motivation; intrinsic and extrinsic motivation. Intrinsic motivation and extrinsic motivation are two factors that influence students' reading motivation. The speaking motivation questionnaires were modelled by Wang and Guthrie (2004) from Wigfield and Guthrie (1997) for measuring the reading motivation of Taiwan elementary school students. According to McGeown (2013), if the students read because of their interest and they enjoy it, it is called intrinsic motivation. Intrinsically motivated students read because of personal interest to learn the reading passage topic, and gain the satisfaction of idea presented (Komiya, 2013), then complete a reading passage task because of love and interest in study itself. The intrinsic motivation makes students more engaged in study activities that impact better in the result. In other words, intrinsically motivated students try to engage and are enjoyable. It pushes the students to study.

There are two kinds of motivation:

1. intrinsic motivation:

intrinsic motivation as motivation which comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by desire to make themselves feel better. It means motivation is a desire which comes from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (and itself). For example, another student may study hard for a test because he or she enjoys the content of the course (Jhon W, 2004: 418).

So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shows that motivation will be active or has function did not need to stimulate from outside, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner said that intrinsic motivation can be found such as in students' interest, need, and goal learning (N.L., Gage & David C, 1984: 374). Moreover, hobby exemplifies intrinsic motivation.

A. Interest, students with interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. Interest can refer to selection of stimuli or attending to something. Interest is the factors which determine an

attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be successful if they have high interest.

- B. Need, a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance state or any other thing. It means that need is a circumstance in which something is necessary.

The characteristics of the three types of needs are:

- a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.
- c) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.

- C. Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.

Hobby is an activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, example, John's hobby is studying, he always tries to read a book wherever he is.

D. Goal, we have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

all people have a goal in their life.before they do what they wanted to do,they have decided a goal first.in teaching and learning activity, the students have to know and decide to a goal,because it can be a great motivation for them. if the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

2. Extrinsic motivation:

extrinsic motivation as a kind of a motivation which is caused by any number of outside factors,such as the need to pass an exam,the hope of financial reward,or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive , as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation are motive active and function if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

this motivation appears or comes from teacher,parents,and environment.

- a. Teacher, a major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. the teacher is not only a person who transfers the knowladge to the students,but also as a motivator who can motivate or suport the students in learning activity.
- b. Parents, a part from the culture of the world around students,their attitude to learning English will be greatly affected by the influence of people who are close to them.
- c. Environment, outside any classroom there are attitudes to learning english.The learning of English is important to be considered in the society.In a school situation,The language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

In his research indicators of learning motivation include: (1) the desire and desire to succeed; (2) the existence of encouragement and need in learning; (3) the existence of hopes and aspirations for the future; (4) there is an appreciation in learning; (5) there are interesting activities in learning; (6) the existence of a conducive learning situation, thus enabling students to learn well. According to Sardiman (2012:83) indicators of learning motivation include: (1) persevering in facing the task; (2) tenacious in the face of adversity; (3) show interest in various problems for peoplemature; (4) prefer to work independtly; (5) quickly bored on routine tasks; (6) can

defend his opinion; (7) it is not easy to let go of the things that are believed; (8) enjoy finding and solving problems. With high learning motivation, students are expected to get good learning outcomes.

B. Function of Motivation

The function of motivation includes the following:

- a. Encourage the emergence of behavior or actions. Without motivation there will be no action as learning.
- b. motivation that encourages an action to achieve a desire.
- c. Motivation as the driving force. It's like the engine that drives the car. The size of the motivation will determine the speed of a job.
- d. The theory of motivation is closely related to the concept of learning. Many needs are obtained from; achievement needs and the need for power. When someone's needs are urgent, they will try hard to motivate themselves. Motivation is an important aspect in the teaching and learning process. Without motivation, students cannot do their best.

C. Benefit of Motivation

There are various other factors that can have an important role in creating motivation for language learners; That is, for example, some of the main points regarding this that come to the mind of the researcher are as follows:

1. Language teachers should teach and adjust to the level of each student.

In a sense, at first the teacher must identify and be aware of the placement of each student. After that,

2. Language learners should not be criticized or blamed, or even ridiculed for not doing their homework, mispronouncing, or hesitant to answer questions and so on.

3. Teachers should identify, understand, and understand the social, cultural, economic, and sentimental characteristics and backgrounds of language learners in order to help them and so that language learners have a clear picture of themselves and respect their own character. .

4. Teachers must remember that learning a second or foreign language means that students must also take advantage of their time and make use of learning skills and not just learn grammar rules. (In my opinion), Motivation is the essence of language learning where the teacher plays a role in creating the existing motivation in language learning itself. By understanding all aspects that exist in the students themselves and after that determine how to create the motivation itself. So that students

feel comfortable and easy to learn the language.

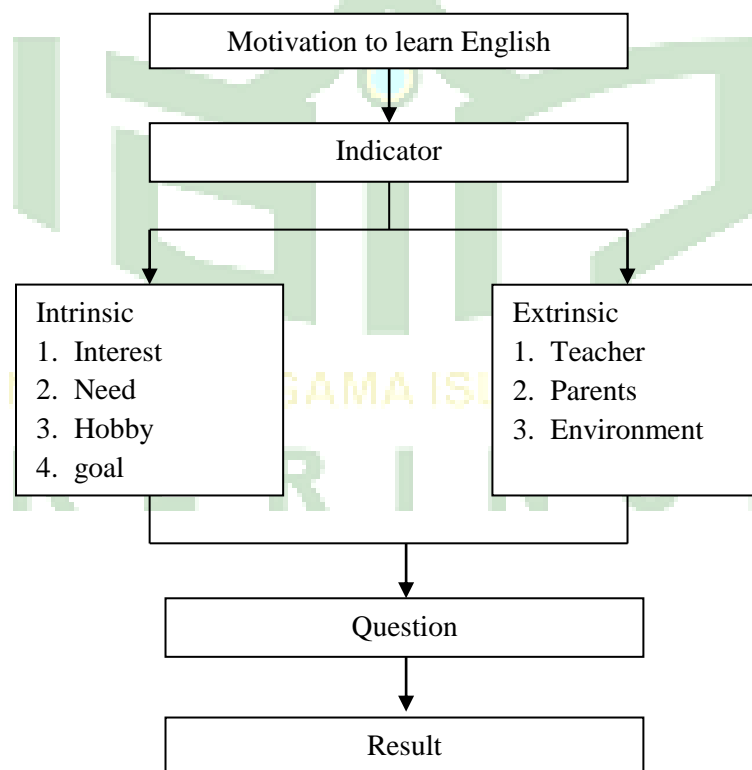
D. Method In Motivation

This study employed kualitatif descriptif method design. defines a method strategy quantitative method in research. the quantitative data is taken by distributing the questionnaire to the participant.

The subject is the students English learning motivation in SMPN 16 Kerinci, the total of the amount students class VII A,VII B is 50 students. The subject was selected based on motivation. there were three class in motivation class VII A,VII B In class contains 50 students.the subject of the study has taken using the purposive sampling technique.the purposive sampling should have a plan that lines up with the selecting the units that's are to be studied.tehe target of this study is to know the reading motivation the students which is heterogeneous of the sample is really important so the sample can represent all students in English Departement.in analyzing data,some steps were applied,first questionnaire is distributed to the participant.second,the quistionnaire is collected after the participant have finished answering the questionnaire.subsequently,the quantitative data are processed.the questionnaire ia counted and grouped based on the type of reading motivation;intrinsic and extrinsic.motivation.then,the questionnaire's result are provided in the from of percentages.hereafter,it is examined based on how many percentages of each items are got.it shows whether the items of intrinsic and extrinsic motivations are taking roles in the learners' study activity.

E. Conceptual framework

Basically staying in class to get some learning materials is a boring activity for students especially learning English which they think is foreign and difficult to understand so that it makes them lazy to learn English, it is very difficult for them to learn without the motivation of the teacher and the people around him. They often feel bored learning English so far even though the teacher has initiated them to actively participate in the learning process, especially in learning English activities. They need some kind of learning strategy that makes them happy in their learning process. like; games, quizzes, and challenges (games related to the material being taught). For example, vocabulary.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

This research was used survey research design to collect the data. Survey research design are procedures in quantitative research in which investigators administer a survey to a simple or to the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the problem.

The research used survey research design in this research is to describe students' motivation of SMPN 16 kerinci. This research conducted to the students at the VII A, VII B IN academic year 2022/2023.

B. Place and Time of Research

1. Research Site

The place used as research is junior high school 16 kerinci, kerinciregency, for the 2022/2023 academic year. Precisely on Jl. Phh. mustafa 23, semerap, kerinci regency, Jambi.

2. Research Time

The research was be conducted on the even semester of the 2022/2023 academic year.

The group chosen as the research subject is sought from the participants students who have motivation to learn English, namely: Class VII A, VII B at students junior high school 16 Kerinci.

C. Setting and Time of research

The subjects of the action is the classed teacher, the child as research subjects who assist in data collection and all children from class VII A, VII B as subjects who received action.

D. Population and Sample

Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. In this research, the target population (VII A, VII B) of SMPN 16 Kerinci in Semarap. The number of population was 50 students. The reason of taking them as population were based on the assumption that they have studied.

Sample is a smaller number of individuals selected from the population (K. Bordens and B, 2005: 248). The total of the sample were 50 students.

Tabel 1. Populasi of the Study

No	Class	Number
1.	VII A	23
2.	VII B	27

The reason for choosing the two classes as the population of this study is because there are many students who have the desire or interest to learn English. Therefore, they are considered worthy to be used as research samples on motivation to learn English and evaluate students' activeness in learning English as a learning approach in the teaching and learning process in the classroom.

Only two classes were selected as the sample of this study. This is due to the students' understanding and the way students understand the sampling material. In learning motivation research, the sample is selected and adjusted to the research objectives. sample size is not questioned as in accidental sampling. the difference lies in the limitation of the sample by only taking the sampling unit that is in accordance with the research objectives.

E. Instrument

Questionnaire is a technique of collecting data by asking motivation question to be answered in study by the respondent. Questionnaire is a collecting of motivation questions that are used to obtain information from respondents about themselves or things they know.

Measuring Instrument Data collection in this study used, questionnaire action tests. Questionnaire is data collection in this study. The measurement of the attitude scale and motivation scale is presented in the form of a questionnaire. Statements in the questionnaire will be deeper in terms of exploring students' feelings. Students will be more free to express their feelings and activities.

Students do not feel ashamed in expressing what is on their mind. Through questionnaires, data collection will be easier, time-saving, cost-effective. In the process collecting data. Researches used questionnaire. A questionnaire is used in gathering the students' motivation data. It was adapted from the Motivation of study Questionnaire of (gardner, 1985). The questionnaire will modified and piloted to other different students with a similar year to assess its validity and reliability.

F. Indicator Motivation

- A. Interest, students with interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. Interest can refer to selection of stimuli or attending to something. Interest is the factors which determines an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest.
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- f. Environment, outside any classroom there are attitudes to learning english. The learning of English is important to be considered in the

society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

Table 2. Likert Scale.

Answer	Value
Absolutely agree	5
Agree	4
Neutral	3
Disagree	2
Absolutely Disagree	1

1. Face and content Validity

Face and content validity were conducted by involving four English department lecturers who have a doctoral degree. Particularly, the four validators did not show any significant difference in translation between the original and Indonesian versions. Then, the questionnaire was piloted to different students with the same level and performance. Piloting the questionnaire can help the researchers to know the ambiguities present in each questionnaire item. Fifty modified motivation of questionnaire items rated by 50 respondents in the form of Likert scale, then were analyzed through Corrected item-total Correlation analysis of SPSS. The questionnaire consists of two parts. Part 1 on external learning

motivation consists of: 1–30 dealing with curiosity, 1–20 learning engagement. Part 2 consists of 50 items related to studying for competition and for challenges. It was found that all 50 items of the questionnaire could be understood by the respondents. Thus, the questionnaire is suitable for measuring the learning motivation of junior high school students in Semerap (Toni Indrayadi, 2021: 338)

The data of this study will be collected in the middle of April 2022. First, the researcher conducted an initial contact with the headmasters of the one junior high school to get their agreement for conducting the study. The initial contact was done to ensure them about the importance of researching study motivation in English. Contacting headmasters was for the legality of the study or as research ethics. Contacting English teachers was also important to help the researcher to administer the questionnaire to students because the researchers did not have access to the students. The researcher scored item by item on the reading motivation scale. The responses of the questionnaires were defined as follows: 5 = Absolutely disagree, 4 = Disagree, 3 = Neutral, 2 = agree, and 1 = Absolutely agree. The Likert scale was used for relating the students' reading motivation with their responses to the statements of the questionnaire designed. They were responded by choosing one of the statements provided. The technique of scoring for each reading motivation scale was by averaging item response in each motivation scale. The scale scores range from 1.00 to 5.00 in which 3.00 was considered as the neutral and moderate position, while lower than 3.00 is low and

very low (based on Liao, 2006). The questionnaire has some number items. Each item of the questionnaire.

Table 3.distribution items questionnaire of students' learning motivation.

Indicators	Sub Indicators	Item number	Total
Intrinsic motivation :			
a. Interest.	Intrinsic	2, 3,6,14	4
b. Need.		4, 7	2
c. Hobby.		1, 12	2
d. Goal.		8, 9, 11	3
Extrinsic motivation :			
a. Teacher.	Extrinsic	5	1
b. Parents.		10	1
c. Environment		13	1
Total			14

A scale is to be usable if it is declared valid (valid) and reliable (reliable).Before this measuring instrument is used in research, it is necessary to

do a trial (Try Out). This is done to determine the level of validity (Validity) and consistency (Reliability), in order to obtain an instrument that actually measures what it wants to measure. In the test (try out) of this measuring instrument, the scale is given to 18 students. The scale of opportunity for students' motivation to be tested (try out) consists of 5 items spread over 5 indicators. All data were tested after being assessed, then the next step was to test the validity and reliability using the Statistical Product And Service Solution (SPSS) program.

2. Validity

In this study, the measuring instrument will be tested using validity, where the validity according to Azwar (2009) is something that related to the accuracy and precision of a measurement instrument (test) in carrying out its measurement function. A test can be said to have high validity if the test performs its measuring function or provide precise and accurate measurement results in accordance with the intent the test is imposed. To find out content validity, it can be done by looking at whether the items in the test that have been written according to the blue print, it means whether the item is in accordance with the limits of the measured domain that has been determined and in accordance with the indicators of behavior disclosed. After testing the validity.

3. Reliability

Reliability test is a technique used to see how far this scale can give steady (constant) results in a measurement (Azwar, 2009). Reliability refers to the consistency or confidence in the measurement results of a tool.

Reliability calculations are calculated using the help of Computing the Statistical Product And Service Solution (SPSS) 16.0 program for Windows. Reliability is expressed in the reliability coefficient whose number is in the range of 0.00 to 1.00. The higher the coefficient value The reliability is closer to 1.00, the better the reliability. On the other hand, the lower the value of the reliability coefficient, the closer to zero, meaning the lower the reliability (Azwar, 2009). Based on The results of the reliability test on the learning motivation scale then obtained a reliability of 0.918.

G. Data Analysis

In analyzing the data obtained through the questionnaire, a form suitable for analysis organization in used. The steps of the organization included the data checking and cleaning, data manipulation, reduction of the number of variables, measurement of data reliability and validity, and statistical analyses. Checking the completeness of the questionnaire was to make certain that the background information, such as name and identification number was provided. Moreover, checking the completeness of each questionnaire item was done to make sure that there was an answer to every question. The completed questionnaires were

processed by using the statistical analysis then analyzed through SPSS 23 to examine intrinsic and extrinsic motivation in terms of mean and standard deviation (Toni Indrayadi,2021: 339)



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describe the finding of the research. The finding from the questionnaire would be divided into oneparts, the studentsenglish learning motivation. The students' attitude include of two factors, positive and negative attitude and the students' motivation include of two factors, extrinsic factor and intrinsic factor. Furtgermore, the researcher describe in details what aspect or items of the factor above. After that, the researcher describe the reason why those finding werpe in discussion session.

A. Finding

The finding of the research were based on the result of the data analysis. The data analysis consisted of questionnaire

The questionnaire used to know the students' motivation inenglish learning. The questionnaire was distributed by rsearch to the students class VII A, VII B at SMPN 16 kerinci. The questionnaire of students' speaking motivation consisted of 26 items and have distributed to 50 students of 7A, 7B which 14 items questionnaire in Extrinsic factors and 10 items questionnaire in Intrinsic factors. The following presentation describe the clear explanation about the result on the questionnaire.

1. Students' Intrinsic Motivation

There were four sub indicator in the students' learning motivation in intrinsic, there are interest, need, hobby, and goal. The research analyzed the percentage each items of questionnaire and then analyze the average each indicators in order to know the students' english learning motivation. The type of the questionnaire which was done by the students with five options such as sangat tidak setuju/stringly disagree, tidak setuju/not agree, setuju/agree, sangat setuju/strongly agree, ragu/doubtful. The average of students' motivation, it can be seen in the figure below.

Tabel 4. The Intrinsic motivation

Statement	Absolutely disagree	Disagree	Agree	Absolutely agree	TOTAL
The first time I saw English learning would be easy for me.	-	2	38	10	100% 50
At the beginning of the lesson there was something interesting for me.	2	15	16	17	100% 50
English learning	-	3	19	28	100%

material is more difficult to understand than I imagined.					50
I try to find other reading sources to increase my knowledge of English Lesson	1	8	20	21	100% 50
I study English diligently, so that my test scores are good.	1	20	20	9	100% 50
I really enjoy Learning English, so I want to know more about the discussion of next materil.	3	2	26	19	100% 50
I feel unable to complate the English	1	7	18	24	100% 50

assignment.					
I prefer watching TV than learning english.	4	11	18	17	100% 50
Completing English Lesson and getting good grades is very important for me.	7	24	10	9	100% 50
Total	19	92	185	154	
Average	95	460	925	770	

From the table above, it can be seen that from 50 students there were students in the good category of english lessons, The first question students' responses were in the "Absolutely agree" 10', 38 students are answer "Agree", 2 students are "Disagree", but there is no students are answer "Absolutely agree". The second question responses were in the "Absolutely agree" 1', 16 students are answer "Agree", 15 students are "Disagree", and 2 students are answer "Absolutely agree". The third question responses were in the "Absolutely agree" 28', 19 students are answer "Agree", 3 students are "Disagree", but there is no students are answer "Absolutely agree". The fourth responses were in the "Absolutely agree" 21', 20 students are answer "Agree", 8 students are

“Disagree”, and 1 students are answer “Absolutely agree”. The fifth question responses were in the “Absolutely agree” 9’, 20 students are answer “Agree”, 20 students are “Disagree”, and 1 students are answer “Absolutely agree”. The sixth question responses were in the “Absolutely agree” 19’, 26 students are answer “Agree”, 2 students are “Disagree”, and 3 students are answer “Absolutely agree”. The seventh question responses were in the “Absolutely agree” 24’, 18 students are answer “Agree”, 7 students are “Disagree”, and 1 students are answer “Absolutely agree”. The eighth question responses were in the “Absolutely agree” 17’, 18 students are answer “Agree”, 11 students are “Disagree”, and 4 students are answer “Absolutely agree”. The nine question responses were in the “Absolutely agree” 9’, 10 students are answer “Agree”, 24 students are “Disagree”, 7 students are answer “Absolutely agree”. the english category is high a percentage of 925% in category (Agree), with the criteria “Good”

based on these data, it can be described as follows :

Figure 1. the students' motivation in english learning



Based on the figure 1, the result show that 6% students chose option (sangat tidak setuju/Absolutely disagree/), 32% students chose option (tidak setuju/Disagree), 30% students chose (setuju/agree), 26% students chose option (sangat setuju/Absolutely agree), and 3% students chose option (Neutral).

So, The intrinsic motivation responses for grades VII A and VII B at SMPN 16 kerinci are 95% (Absolutely disagree), 460 (Disagree), 925 (Agree), and 770 (Absolutely agree).

2. Students' Extrinsic motivation

There were three sub indicator in the students' motivation in Extrinsic there are teacher, parents, and environment. The research analyzed the percentage each items of questionnaire the average each indicators in order to know the students' learning motivation in school. The type of the questionnaire which was done by

the students with five options such as sangat setuju/Absolutely agree, setuju/agree, tidak setuju/Disagree, sangat tidak setuju/Absolutely disagree, Neutral. The average of students' motivation in school, it can be seen in the figure below.

Tabel 5. The Extrinsic motivation

Statement	Absolutely disagree	Disagree	Agree	Absolutely agree	TOTAL
After completing the english assignment given by the teacher I am satisfied with the grades I have achieved.	1	6	28	15	100% 50
Having support from family anf environment makes me even more enthusiastic about learning english.	2	8	28	12	100% 50
Chating on English test Very common for me..	4	6	29	11	100% 50
The pages of the books countain so much information that it is difficult for	-	10	22	18	100% 50

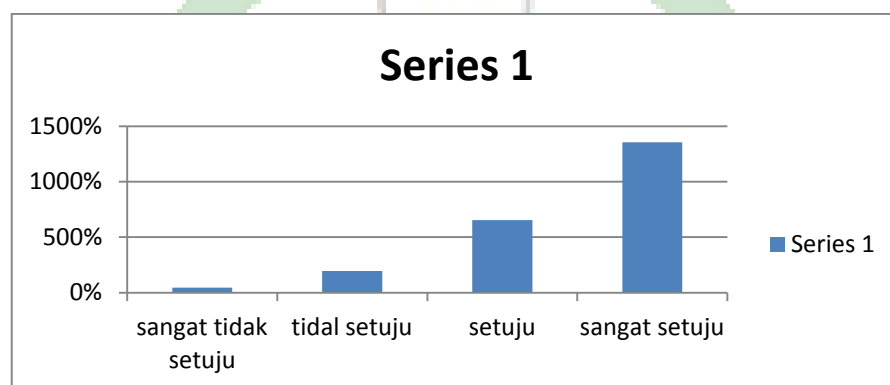
me to pick up important ideas and remember them.					
The relationship between english learning materials and real life is clear to me.	2	9	24	15	100% 50
Total	9	39	131	271	
Average	45	195	655	1.355	

From the table above, it can be seen that from 50 students there were students in the very low category of english lessons, The first questionresponses were in the “Absolutely agree” 15’, 28 students are answer “Agree”, 6 students are “Disagree”, 1 students are answer “Absolutely agree”. The second questionresponses were in the “Absolutely agree” 12’, 28 students are answer “Agree”, 8 students are “Disagree”, 2 students are answer “Absolutely agree”. The third questionresponses were in the “Absolutely agree” 11’, 29 students are answer “Agree”, 6 students are “Disagree”, 4 students are answer “Absolutely agree”. The fourth questionresponses were in the “Absolutely agree” 18’, 22 students are answer “Agree”, but there no students are answer “Disagree”, 1 students are answer “Absolutely agree”. The fifth questionresponses were in the

“Absolutely agree” 15, 24 students are answer “Agree”, 9 students are “Disagree”, 2 students are answer “Absolutely agree”. the english category is high a percentage of 925% in category (Absolutely agree), with the criteria “Very Good”

So, The Extrinsic motivation responses for grades VII A and VII B at SMPN 16 kerinci are 45% (Absolutely disagree), 195 (Disagree), 655 (Agree), and 1.355 (Absolutely agree).

Figure 2. the students' motivation in english learning



Based on the figure 2, the result show that 6% students chose option (sangat tidak setuju/strongly disagree), 32% students chose option (tidak setuju/not agree), 30% students chose (setuju/agree), 26% students chose option (sangat setuju/strongly agree), and 6% students chose option (ragu/doubtful).

From the sub indicators of intrinsic motivation, the highest percentage of average was the physical factor with 32%, where

students mostly get motivation and encouragement from teacher, parents, and environment.

B. Discussion

In this part, the research would like to present the discussion of the research finding that had been previously discussed. This discussion was intended to describe each would like to describe the result of one kind from this research, from motivation.

Based on previous result, the data analysis in English learning motivation of students' classified into 2 factors: positive and negative. The research found that students' encouragement more from the positive attitude factor. Based on the percentages between 2 factors, it was internal factor and external factor, it shows that the students' internal factor with 15%, and the next external factor with the percentage 30%.

Furthermore, after observing the result of the data analysis in English motivation of students' classified into 2 factors: extrinsic and intrinsic factor. That the extrinsic factor has 3 sub-indicators, it was teacher, parents, and environment. It shows that the teacher factor with the 4%, parents factor with 6%, and environment factor with 12%. And in the intrinsic factor has 4 sub-indicators, it was interest factor with 8%, need factor with 10%, hobby factor with 6%, and goal factor with 6%.

Based on the previous result, the analysis of English motivation between positive and negative attitude, the data showed that the positive

attitude have the highest score. And the analysis of English motivation between extrinsic and intrinsic factor, the data showed that the physical factor have the highest score.

The results of this study are similar to those of Ming, etal (2011), in that their research results also found higher positive attitudes from their respondents and have a desire to learn English, and are also similar to research conducted by Mat and Yunus (2014), who also found positive attitudes in his research. Thus, it can be concluded that in the results of student motivation, English students at SMPN 16 Kerinci have a higher positive influence on learning to speak English. Based on these results, most students agree and strongly agree with the positive attitude statement.

Students in grades VII A and VII B at SMPN 16 kerinci, on Intrinsic and Extrinsic factors with Intrinsic Indicators namely Interest, Need, Hobby, and Goal. while the Extrinsic Indicator are, parents, teacher, and environment. so, from these two factor, many stdents are motivated by Extrinsic than Intrinsic. this is due thier high learning motivation and their own will without coercion from others and students' interest in learning English. Intrinsic motivation has the highest score with a percentage of 48,6%, than Extrinsic motivation hs the highest score with a percentage of 64,7%.

this study examines the motivation to learn English for students of class VII A and VII B at SMPN 16 Kerinci. based on the result of the study, it was concluded that students' motivation was more influenced by the Extrinsic domain (M =64,7%) than the Intrinsic domain (M = 48,6%). From the results above, it can be seen that many students are motivated to learn English on Extrinsic factors, with indicators; parents, teacher and Environment. it is due to External influences. because, they spend more time with their teachers at school, and their friends. compared to their time at home. so, that they have the motivation to learn from Extrinsic than Intrinsic.

Based on the results of the data calculated by the researcher, in the category of student motivation, Extrinsic motivation has the highest score with a percentage 64,7% than intrinsic motivation has the highest score with a percentage of 48,6%. It can be concluded that students agree with the statement that they are more confident in learning to English. However, in this study, intrinsic and extrinsic motivation are not much different. Based on the results of intrinsic and extrinsic motivation, it can be concluded that students in the learning in class have more

intrinsic motivation than extrinsic motivation. From several previous studies conducted by Zubairi and Sarudin (2009) and Mat and Yunus (2014), the results obtained were the same as the results of this study, they found that extrinsic motivation was higher than intrinsic motivation. It can be concluded that in the case of English students at SMPN 16 Kerinci.

3. The result of the difference in gender Motivation

This research has various limitations in the process implementation. Limitation number of different types of subjects male gender at the school concerned, as well as the minimum number of students with only child birth order category causes researchers to choose to determine the overall the number of respondents as many 50, although the categorization other birth order there are still many subject which should be used to strengthen research this. The occurrence of filling out the questionnaire is not complete too caused some of the questionnaire to fail and a reduction in the number of the respondents according to each categorization of birth order and previously, researchers had given instruction for filling out the questionnaire completely but the researcher did not able to reach all students when filling out the questionnaire the limitations of this study also lie in the time at the time of data collection, namely during the data collection process in progress the students are carrying out free activities at school a few days. When break time, so the class situations becomes less cooperative in filling out the complete questionnaire. The researcher's inability to predict filling out the questionnaire also doubled as a limitation in this study, at the trial stage is carried out by the students who become subjects are taken randomly and collected into 2 classes by the teacher at the school until this is possible when the stage of implementing students research who has become the subject have the opportunity to return to fill out the questionnaire without the knowledge of researchers and teachers in school.

Based on the results of research and data analysis obtained, then the following conclusions can be drawn: 1.) there are differences in motivation in term of gender, according to the result of the analysis of the male motivation of the study show the results significance of 15% there is difference motivation in term of according to the result significance of 30% there is difference learning motivation in term gender. 2.) motivation is high, and adolescents women have higher motivation compared to male adolescents with an average score of 28,2 in female adolescents while 25,9 in teenage male. Based on the result of the study, adolescents have a high level of motivation different learning in term of gender and order birth that can affect students achievement. Students are expected to be able to increase their learning motivation by understand the weaknesses and strengths of the nature and character by gender. Specifically for students who are the youngest male or female.

Table 6. result gender

Motivation	Gender	N	Mean	Std.deviation
	Male	30	25,9	4,294343
	Female	20	28,2	5,919637

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The research concludes here with a summary of the findings of what the found. two research questions address the diversity of learning motivation, achievement and motivational outcomes. that is the result of using SPSS. one research question about learning motivation was answered by using a learning motivation questionnaire in the answer format SS, S, TS, and STS. motivasi to learn English consist of two kinds and has several Indicators; namely, the first Intrinsic motivation in the form of Interest, Need, Hobby, and Goals. while Extrinsic motivation is in the form of Parents, Teacher, and Environment.

Students in grades VII A and VII B at SMPN 16 kerinci, on Intrinsic and Extrinsic factors with Intrinsic Indicators namely Interest, Need, Hobby, and Goal. while the Extrinsic Indicator are, parents, teacher, and environment. so, from these two factor, many students are motivated by Extrinsic than Intrinsic. this is due their high learning motivation and their own will without coercion from others and students' interest in learning English. Intrinsic motivation has the highest score with a percentage of 48,6%, than Extrinsic motivation has the highest score with a percentage of 64,7%.

this study examines the motivation to learn English for students of class VII A and VII B at SMPN 16 kerinci. based on the result of the study, it was concluded that students' motivation was more influenced by the Extrinsic domain (M =64,7%) than the Intrinsic domain (M =

48,6%). From the results above, it can be seen that many students are motivated to learn English on Extrinsic factors, with indicators; parents, teacher and Environment. It is due to External influences. Because, they spend more time with their teachers at school, and their friends. Compared to their time at home. So, that they have the motivation to learn from Extrinsic than Intrinsic.

Motivation has an important role in learning English. This is necessary in learning English, not only in English but also in other subjects. One aspect of English grammar is tenses. In this study, researchers tried to determine students' understanding in learning English with tests such as; oral, written, and questionnaire tests. Based on the research questions in the previous chapter, the researcher can conclude:

Based on the figure 1, the result shows that 6% students chose option (sangat tidak setuju/Absolutely disagree/), 32% students chose option (tidak setuju/Disagree/), 30% students chose (setuju/agree), 26% students chose option (sangat setuju/Absolutely agree), and 3% students chose option (Neutral). Then, Based on the figure 2, the result shows that 6% students chose option (sangat tidak setuju/strongly disagree), 32% students chose option (tidak setuju/not agree), 30% students chose (setuju/agree), 26% students chose option (sangat setuju/strongly agree), and 6% students chose option (ragu/doubtful).

1. Suggestion

a. For students

Students must be aware of their attitude in gaining knowledge about something, especially in acquiring knowledge of English and be aware of what can influence them to study, because they are no longer really a hobby with the material. If scholars understand

the benefits of attitude and motivation, students will likely care and seek what may be their greatest motivation for learning.

b. For lecturers

Lecturers must instill the importance of a quality attitude closer to students and be aware of what can affect students in acquiring knowledge. so that after the lecturer knows what kind of motivation his students have, he can understand what ways can stimulate students' efforts to acquire knowledge.

c. For further research

The researcher anticipates that from this research, different human beings produce other references in the growing research on attitudes and motivation even though this research is not always perfect. Given the importance of attitude and motivation in gaining knowledge about methods, hopefully this research can improve coaching for the better.



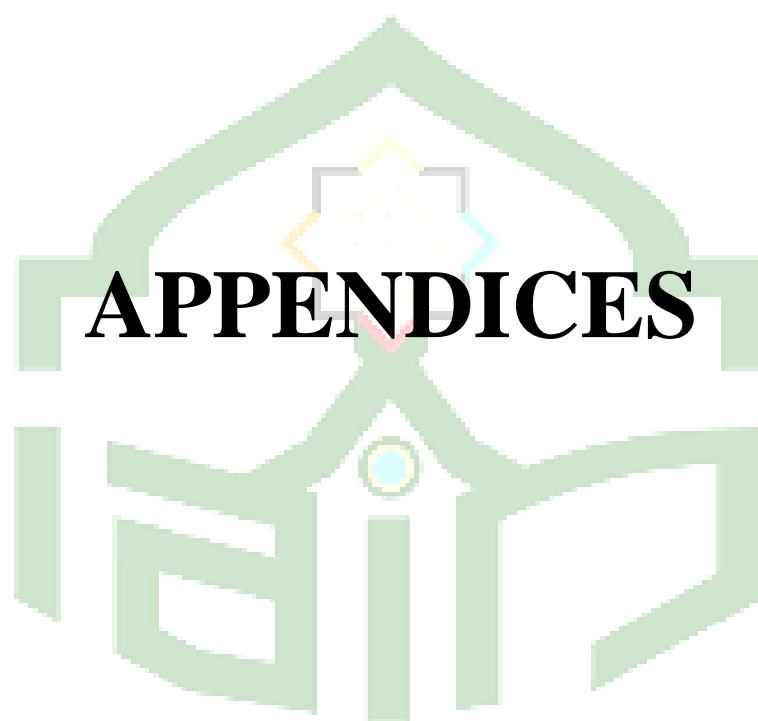
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APPENDICES

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APPENDIX 1 : Documentation



APPENDIX 2 : Questionnaire**Student Learning english Motivation Questionnaire**

Name :

Class :

Instructions for filling

Before filling in the following questions, read carefully know these questions. choose an answer that fits your situation, than tick the “ ” mark in the box provided.

SS : Strongly Agree

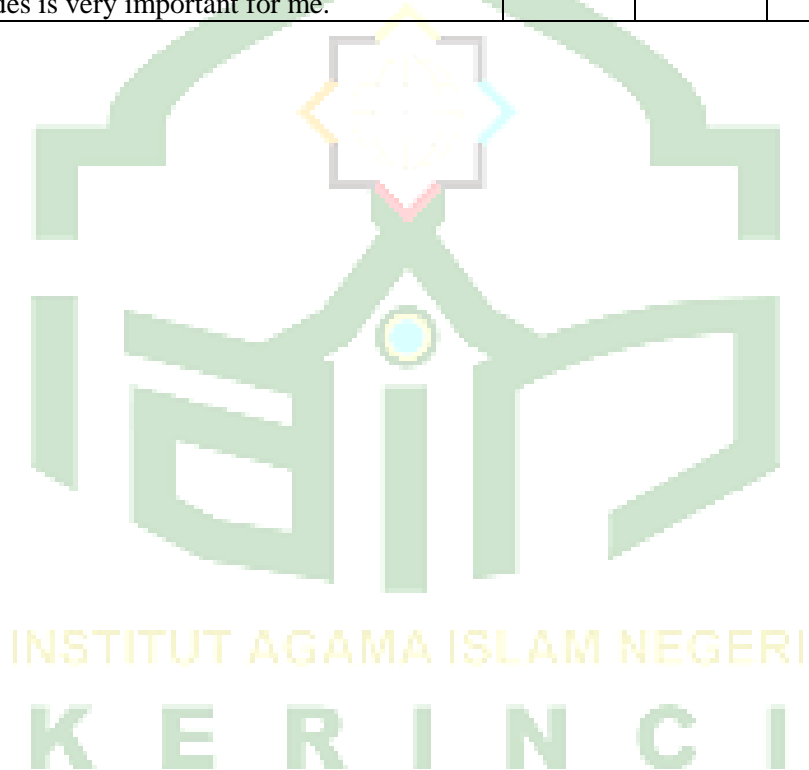
S : Agree

TS : Disagree

STS :Strongly Disagree

No	Pernyataan	SS	S	TS	STS
1.	The first time I saw English learning I belived that this learning would be easy for me.				
2.	At the beginning of the lesson there was something interesting for me.				
3.	English learning material is more difficult to understand than I imagined.				
4.	After completing the English assignment given by the teacher I am satisfied with the grades I have achieved.				
5.	I try to find other reading sources to increase my knowledge of English lessons.				
6.	Cheating on English tests is very common for me.				
7.	I study English diligently, so that my test scores are good.				

8.	Having support from family and environment makes me even more enthusiastic about learning english.				
9.	The pages of the book contain so much information that it is difficult for me to pick up important ideas and remember them.				
10.	I really enjoy learning English so I want to know more about the discussion of next material.				
11.	I feel unable to complete the English assignment.				
12.	I prefer watching TV than learning english.				
13.	The relationship between English learning materials and real life is clear to me				
14.	Completing English lesson and getting good grades is very important for me.				



Appendix 3. List of students' for VII A and VII B students at SMPN 16Kerinci

NO	NAMA	KELAS
1.	Q1	VII A
2.	Q2	VII A
3.	Q3	VII A
4.	Q4	VII A
5.	Q5	VII A
6.	Q6	VII A
7.	Q7	VII A
8.	Q8	VII A
9.	Q9	VII A
10.	Q10	VII A
11.	Q11	VII A
12.	Q12	VII A
13.	Q13	VII A
14.	Q14	VII A
15.	Q15	VII A
16.	Q16	VII A
17.	Q17	VII A
18.	Q18	VII A
19.	Q19	VII A
20.	Q20	VII A
21.	Q21	VII A

22.	Q22	VII A
23.	Q23	VII A
24.	Q24	VII B
25.	Q25	VII B
26.	Q26	VII B
27.	Q27	VII B
28.	Q28	VII B
29.	Q29	VII B
30.	Q30	VII B
31.	Q31	VII B
32.	Q32	VII B
33.	Q33	VII B
34.	Q34	VII B
35.	Q35	VII B
36.	Q36	VII B
37.	Q37	VII B
38.	Q38	VII B
39.	Q39	VII B
40.	Q40	VII B
41.	Q41	VII B
42.	Q42	VII B
43.	Q43	VII B
44.	Q44	VII B

45.	Q45	VII B
46.	Q46	VII B
47.	Q47	VII B
48.	Q48	VII B
49.	Q49	VII B
50.	Q50	VII B



VAR00022	Pearson Correlation	-,066	,078	-,124	,054	,084	-,099	,092	-,325*	,208
	Sig. (2-tailed)	,648	,591	,393	,709	,560	,496	,527	,021	,147
	N	50	50	50	50	50	50	50	50	50
VAR00023	Pearson Correlation	-,181	,004	-,133	,038	-,015	-,248	,138	-,185	,042
	Sig. (2-tailed)	,208	,976	,358	,796	,919	,083	,340	,198	,774
	N	50	50	50	50	50	50	50	50	50
VAR00024	Pearson Correlation	,154	,143	,156	-,319*	-,041	,094	-,163	,312*	0,000
	Sig. (2-tailed)	,284	,323	,278	,024	,780	,518	,257	,028	1,000
	N	50	50	50	50	50	50	50	50	50
VAR00025	Pearson Correlation	,123	,288*	-,040	,123	,321*	-,010	,162	-,109	,316*
	Sig. (2-tailed)	,395	,043	,781	,395	,023	,944	,262	,452	,026
	N	50	50	50	50	50	50	50	50	50
VAR00026	Pearson Correlation	,148	-,017	,130	,288*	,198	,009	,002	,170	,329*
	Sig. (2-tailed)	,304	,905	,369	,042	,167	,949	,987	,237	,020
	N	50	50	50	50	50	50	50	50	50
TOTAL	Pearson Correlation	,251	,397**	,272	,251	,337*	,216	,246	,267	,462**
	Sig. (2-tailed)	,079	,004	,056	,078	,017	,132	,085	,061	,001
	N	50	50	50	50	50	50	50	50	50

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

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

APPENDIX 5 : The Reliability of Motivation (Before)

Reliability

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	0,0
	Total	50	100,0

Reliability Statistics

Cronbach's Alpha	N of Items
,643	26

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	49,8400	43,688	,142	,639
VAR00002	49,7200	43,389	,336	,628
VAR00003	49,4200	43,310	,153	,639
VAR00004	49,2800	43,389	,117	,643
VAR00005	49,5200	42,377	,212	,633
VAR00006	49,4200	44,044	,106	,643
VAR00007	49,5200	43,602	,126	,641
VAR00008	49,5200	43,234	,137	,641
VAR00009	50,0600	42,221	,386	,621
VAR00010	50,0400	43,631	,178	,636
VAR00011	49,7800	42,175	,281	,626
VAR00012	49,3000	41,031	,406	,614
VAR00013	49,8000	42,204	,274	,627
VAR00014	49,8600	42,449	,254	,629
VAR00015	49,5200	39,357	,457	,604
VAR00016	48,9400	45,323	-,049	,664

VAR00017	49,1200	45,251	-,035	,660
VAR00018	48,9800	42,673	,170	,638
VAR00019	49,7000	42,296	,318	,624
VAR00020	49,5600	42,700	,244	,630
VAR00021	49,5000	42,133	,271	,627
VAR00022	49,9000	44,541	,065	,646
VAR00023	49,8000	45,592	-,051	,658
VAR00024	49,6400	42,970	,123	,644
VAR00025	49,6600	40,474	,457	,609
VAR00026	49,6000	39,714	,522	,601



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APPENDIX 6 : The Reliability of Motivation (After)

Reliability

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	0,0
	Total	50	100,0

Reliability Statistics

Cronbach's Alpha	N of Items
,714	14

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	25,4400	24,415	,252	,707
VAR00002	25,2400	22,921	,239	,711
VAR00003	25,7800	22,910	,427	,690
VAR00004	25,5000	22,867	,305	,701
VAR00005	25,0200	22,836	,317	,699
VAR00006	25,5200	22,255	,387	,691
VAR00007	25,5800	22,167	,405	,689
VAR00008	25,2400	21,247	,419	,685
VAR00009	24,7000	24,908	-,001	,744
VAR00010	25,4200	22,779	,378	,693
VAR00011	25,2800	23,471	,240	,708
VAR00012	25,2200	22,542	,333	,697
VAR00013	25,3800	21,261	,538	,672
VAR00014	25,3200	21,691	,460	,681

APPENDIX 7: Tabulation of data

NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
Anggun angraeni	2	2	1	1	3	2	1	2	2	1	3	1	1	2	24
Abrar baroya	1	3	1	3	3	2	4	4	3	3	1	1	2	4	35
Amira	2	3	1	2	1	1	1	3	3	2	1	3	2	2	27
Cindiy claudia	1	2	1	1	2	1	1	1	1	1	2	1	1	1	17
Chika sesilia	1	2	1	4	2	3	3	2	3	1	3	3	1	4	33
Dinda kifany	1	2	1	2	1	2	3	1	1	1	2	1	1	2	21
Effan	2	4	1	3	2	4	3	3	1	3	1	4	3	2	36
Endru dwi satrio	1	3	1	2	1	2	1	1	4	2	1	3	2	1	25
Elendra	2	3	2	2	2	2	2	3	2	3	2	2	3	3	33
Firman maulana	3	2	3	3	3	2	2	3	2	2	3	2	3	3	36
Fiola ayu putri	2	4	2	2	4	4	3	1	4	1	1	4	1	1	34
Fathir akbar	2	2	2	1	1	2	2	2	2	2	2	1	1	1	23
Hapik saputra	2	2	2	2	2	2	1	4	2	3	2	2	3	2	31
Magfira azzahra	2	3	2	2	2	2	3	1	1	2	4	2	3	3	32
Mulyal azzam	2	3	2	1	2	2	2	3	3	2	2	2	3	2	31
Maulidia azahra	2	2	1	2	2	1	1	1	3	4	3	2	1	2	27
M. Asraf	1	1	1	2	2	3	1	2	1	2	2	1	1	2	22
M.hamdil	2	1	2	1	2	1	1	1	4	2	1	1	2	1	22
Riziq rajmil qirabi	2	1	1	1	2	1	1	2	4	1	2	2	1	2	23
Hizam rindian	2	2	1	2	3	2	1	1	1	1	2	2	2	1	23
Teguh satria	1	3	1	1	3	4	1	1	3	2	4	4	4	2	34
M. Azrial	2	2	1	2	3	2	2	2	3	2	2	2	2	2	29
Sisil letisa kayra	2	1	1	1	3	2	1	2	4	1	2	2	1	1	24
Sismita	1	1	1	1	3	2	2	1	4	1	2	1	1	1	22
Yelsi delyani	2	1	1	2	1	2	1	1	4	1	2	1	2	1	22
Dinda kifany	2	2	1	2	1	1	2	2	1	2	1	2	1	1	21
Aril	2	3	2	1	2	2	2	3	3	2	2	2	3	2	31
Kevin	3	1	2	3	2	2	2	3	2	2	2	2	2	1	29
Hapis	2	2	1	1	1	1	2	2	3	1	2	1	2	1	22
Zalin	1	1	1	1	2	1	2	1	1	2	1	2	1	1	18
chika ulandari	1	2	1	1	1	1	1	1	1	1	1	2	1	2	17
Natasya aqila putri	2	3	2	1	2	1	1	2	3	1	2	2	1	2	25
Friska riani	2	2	1	2	3	2	2	2	3	2	2	2	2	2	29
mifta aulia	2	1	2	3	2	1	2	2	3	3	2	1	2	2	28
Osi oshela	2	3	2	1	2	2	2	3	3	2	2	2	3	2	31
Jefrial	2	3	1	1	3	1	1	2	3	2	2	2	2	2	27
M.rozil	2	1	2	3	3	1	1	1	3	2	1	2	1	2	25
walik putra	2	2	2	2	3	2	2	2	3	2	3	2	2	3	32
Raziq kurniawan	2	2	2	2	3	2	2	2	3	2	3	2	2	3	32

