

Student's Motivation In English Lesson Between Science And Social Class At Senior High School

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Abstract: - This Research had purposes to know about student's motivation in English lesson between science and social class at senior high school. Usually, the social program students have good score in English lesson because the lesson contain of social material like accounting, history, English, secretary and etc. However, in Senior High School the Science class student have small score in the test because they have low motivation. So the writer try to find what problems cause this condition. This paper consist of six chapter as follow: in chapter I the writer analyzes the research material on the problem statement, Chapter II is the explanation about method and technique of the research. Chapter III the important of motivation, Chapter IV, the writer analyzes the data that had been collected, Chapter V discuss it in the summary of the data collecting. Chapter VI gives some conclusion relate to the problems which are appears that is shown in. From this research, the writer finds that social program need some support from their parents, teachers proficiency, students motivation, library, English club to practice their English.

Key words: - *motivation, science and social class, senior high school.*

1 INTRODUCTION

Teacher is an important person in education. Interesting teacher can make situation of study be active and easy to get materials especially for students. In educational institution, many people learn different foreign languages, one of which is English. In this era, English is used as a second language for communication with other nations. English is the first foreign language taught in Indonesia from elementary school up to University level (Alwasilah, 1994: 89). Now English is taught from kindergarten up to the University level. There are two programs in High School, Social and Science program, the writer took research from grade two, after research for a couple of month the writer found something different from both of programs. it can see from achievement of students. Usually Social program is more good than Science program especially in English material, because it's usually contain with social lesson (Administration system, Accountancy, Secretary, ..Etc) than exact lesson (Math, chemistry, physic, biology, etc), the writer guest why it happened ?. Based on the previous research done by the writer at the second grade student social and science class, it has been found the differences and similarities between both classes. The similarities of both classes are the teaching method, the teacher, and the length of time in learning. The differences from both classes are on final result. The different result is shown that the science program are better than that of science program. They also have similar condition of learning facilities and discipline to support their teaching learning process. From the phenomena, the writer is interested in doing research about this problem and she wants to know how far is the first grade student achievement of High School in learning the English subject.

2 METHOD AND TECHNIQUE OF THE RESEARCH

2.1 Method of the Research

In this case the writer uses descriptive method. "Descriptive method can be defined as a research that describes systematically, factually and accurately about the fact and characteristic of certain Population" (Sanjaya, 2000). The writer give questions (Questionnaire) to all of students and after they answer it the writer take conclusions that they need good, kind teachers to teach them.

2.2 Technique of the Research

2.2.1 Questionnaire

Questionnaire is: " a list of question that should be answered by respondents according to a certain order " (Sanjaya, 2000). This Questionnaire contain with question like multiple choice and essay

2.2.2 Documentary analysis format

This Documents is very important to find out achievement, it can ask from office of the school, contain with score average, Rank of the class, etc.

2.2.3 Interview Guide

" interview is a technique to find out several data, information, and opinion through direct contact or make a conversation along with the settings" (Arifin, 1988,54) it happens between the writer with the subjects (student of social and science program)

2.2.4 Literature

The following definitions of three motivation were gleaned from a variety of psychology textbooks and reflect the general consensus Franken states that: Motivation is Internal state or condition that activates behavior and gives it direction, desire or want that energy and directs goal-oriented behavior, influence of needs and desires on the intensity and direction of behavior. (Franken. 1994).

H. Douglas Brown states that:

Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit and probably the most frequently used catch all term for explaining the success or failure of virtually any complex task According to Gardner and Lambert propose that motivation in

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the field of second Language is influenced by Integrative and Instrumental orientations: Integrative orientation is the desire to learn a language stemming from a positive affect toward a community of its speakers. Whereas instrumental orientation is the desire to learn a language in order to attain certain career, educational, or financial goals (Gardner and Lambert in Brown, 1994:51) Based on the above statements it can be explained that motivation commonly thought of as an inner drive, impulse, emotion, need, want, that moves to a particular action

3 IMPORTANCE OF MOTIVATION

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

4 DATA ANALYZING AND DISCUSSIONS

This chapter presents the data analyzing that had been collected by distributing questionnaire. The analysis of the collected data was carried out to answer the problem statements, actually, it is used to describe the student's motivation and English Achievement. The advantage of the research it to see the contribution and comparison of the learning English achievement between students at science and social program. In line to the objectives, the writer has gathered three types of data. The are questionnaire, English test and the score of semester test

A. Data Presentation

According to Makmun (1996:135) said that there are several ways to know indicator for the student's motivations observation : sight focus, attention and concentrations, giving statement and questions, psychomotor response and expressive response. In this chapter, the writer observes ; answering the questions, the student attentions, score of the second semester, parents motivations. In this interpretation the writer do not interpret all the question item, the item that is interpreted is the problem which is thought as the essence of this research. The table below is the percentage value criteria:

Table 1
Respondent intensity in following English Lesson

Answer	Science class	%	Social class	%
25%	3	15	3	15
50%	5	20	2	15
75%	10	50	8	40
100%	2	15	7	30

From the table above few of the students from both classes Science and social join the English class for 15%. In science class less than half of the student join the class for 50%, and

few of social class students join the English class 50%. The students in science class a half of the students join the English class for 75% is about 50% in science class and 40% in social class . Whereas only few the students from both science classes and social who join the English class for 100%.

Table 2
like in Learning English

Answer	Science Class	%	Social Class	%
No	10	50	3	15
Yes	3	15	7	35
Less	5	25	5	25
Don't know	2	10	5	25

In this item the writer asks whether English subject is difficult or not. It is apparent that less than half of the students science program and few social class say yes. Few of the student in science class that English is not difficult. Meanwhile less than half of the students in social class say that English is in moderate difficulties, 25% of the student in science and social program answer the same alternative answer.

Table 3
Like in English teacher

Answer	Science class	%	social class	%
Yes	10	50	10	50
No	4	20	6	30
Less	6	30	4	20

It can be seen from the above table that both of class have same answer that they like their teacher more than 50% of student.

Table 4
Difficult in I learn English

NO	QUESTIONNAIRE	YES	NO
1	I like study English	10	10
2	Less English system learning in my school	3	17
3	I like English teacher	7	13
4	I get difficult in learn English	15	5
5	If I have problem in English I always ask to the teacher	3	17

Table 5
Always practice their English conversation

Answer	Science Class	%	social Class	%
Yes	3	15	10	50
No	6	30	2	10
Less	5	25	4	20
Depend on Material	6	30	4	20

Tabel 6
The result of science class questionnaire

Answer	Science Class	%	Social Class	%
3 Times	6	30	-	0
2 Times	4	20	2	10
Once	4	20	1	5
Never	6	30	17	85

Tabel 7
The result of social class questionnaire

NO	QUESTIONNAIRE	YES	NO
1	I like study English	15	5
2	Less English system learning in my school	5	15
3	I like English teacher	15	5
4	I get difficult in learn English	8	12
5	If I have problem in English I always ask to the teacher	12	8

From table 6 and 7, question number 1 about " I like study English " there is a little different between science and social program only five student, but in question number 4 science program have little bit in learning English, it can be show that science program have high motivation to study English lesson, and in question number 3 both of program have same answer that they like their English teacher. As Nasution (1986:81) described that" the teacher must have a creative ability to connect between the lesson and the students interest". From this statement it can be show that the student just like the way of teacher teaching, they have little pay of attention when the teacher explain the material

5 SUMMARIZE OF THE DATA COLLECTION

In this chapter, the writer interprets all of data based upon the observation, Questionnaire, documents and score of second semester, From the interpretation the writer summarize that:

- If it is related to the students consideration about English, Few of the students in science class consider that English is difficult and their intensity to follow English is high. social class consider that English is

difficult and their intensity to follow English lesson is also low.

- It can be compared that students in science program always ask question if they have problem in English lesson to their teacher, both for social program few of them ask to the teacher if they have problem
- The students in science program half of them have English book, but few of social program have it.
- And science class have some support from their parent to study English and part of them get private and English course
- The students in science class have high motivation want to speak in English than social program. It might be said that they have high intrinsic motivation in learning English, only few of the students in science class and social class , who are influence by the teachers method of teaching. Almost none of the students are influence by the variation of subject materials.

After organizing and presenting data, in this chapter the Writer will try to concluded and give some recommendations about the statement of the problem

6. CONCLUSION

From the result of the research that had been done, the writer came to conclusions as follows:

- The English study motivation owned by science and social program in grade two at High School is Instrumental motivation,they think that English language is important as second language.
- The relationships between the two different classes in their achievement in English is taken from the score of the second semester, Science student's score is better than the Social one because most of the students in science class want to get good score in English material.
- There are many factors how to increase the learning English motivation in social program, some of them are : family support, the teacher teaching ability and the student should be interested in the materials first.

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