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INTRODUCTION

A. Background of the Problem

Learning factors are a variety of elements that influence the teaching and learning process, both internally and externally. In learning English process, teachers or lecturer must be able to use for media and facilities and also attract students learning motivation (Sari & Yudi, 2019). Students lack of motivation to learn, particularly when it comes to improving their English. English skill can be through outside classroom activities. English Extracurricular is one of the programs outside the classroom activities that can increase and improve students English skills. English Extracurricular it means is the English Club at school as a additional activity outside of class. According to Suparman and Widari (2017), one of the best strategies could implement in learning English, called English Club. The English Club was an Extracurricular programs organized by schools to facilitate students English language practice.

One of the schools in Tembilahan, has many Extracurricular is MAN 1 INHIL. The school is located on Pelajar Street, Tembilahan Hulu. The school had an English Extracurricular for students to practice their English skills, called Integrative English Club (IEC). Integrative English Club (IEC) was an English Extracurricular offered by the school to help students improve their English. Additionally, Integrative English Club (IEC) offered work programs. The application of Integrative English Club (IEC) in this school is actually to develop students abilities and interests in English.

Furthermore, the Integrative English Club (IEC) offered additional weekly programs including English day, teaching and learning activities, teaching volunteer, fun games, collaboration, discussion, evaluation and more. The members of Integrative English Club (IEC) do more than just study English. However, students also learn about leadership, attitudes, tolerance and a social spirit. This an English Extracurricular only for students of MAN 1 INHIL. The aims of the Integrative English Club (IEC) to enable students used English both inside and outside of the classroom. In conclusion, Integrative English Club (IEC) is one solution to learn English more.

Learning English cannot be separated with motivation because the students also had a hard time processing it. According to Alizadeh, Mitra (2016) “Motivation is an important factor of explaining the success or failure of any complex task”. Motivation is the energy that can stimulate the students effort to achieve a particular goal. Motivation is actually the combination of attempt plus desire to obtain the aims of learning the language and it is also the desirable attitudes the language (Alizadeh, 2016). This proves motivation is a factor that has a very positive influence on students in their own learning process in addition to other determinants of learning success, such as ability of teachers or tutors the teaching materials used.

From the background of the problem above, the researcher interested in identify this problem in another place and time with the title “**Factors that Influence Students Motivation in Joining English Extracurricular at MAN 1 INHIL.**”

B. Identification of the Problem

From the background of the problem, the researcher identified the problem of this research, that is as follows:

1. The students need time to learn English outside of class because there are a lack of factors that encourage students to develop English skills in classroom.
2. The students do not practice their English skills because they lack Motivation in learning English.

C. Limitation of the Problem

The researcher limits the study in searching any factors that influence students motivation in joining English Extracurricular at MAN 1 INHIL.

D. Research Questions

Based on the limitation of the problem, the researcher formulate research question:

1. What are the Factors that influence students in Joining English Extracurricular at MAN 1 INHIL?
2. How is students Motivation in Joining English Extracurricular at MAN 1 INHIL?

E. Purpose of the Research³

Based on the research question above, the researcher determine purpose of the research, that is as follows:

1. To know the factors that influence students in joining English Extracurricular at MAN 1 INHIL.
2. To know students motivation in joining English Extracurricular at MAN 1 INHIL.¹¹

F. Significance of the Problem

1. For the Students

This study can identify factors that influence motivation to improve English by joining English Extracurricular at MAN 1 INHIL.

2. For the Teacher

This study teacher can find factors that influence students motivation in learning English through the English Extracurricular at MAN 1 INHIL.¹⁴

3. For the Researcher

The researcher will gather much information about factors that influence students motivation in joining English Extracurricular at MAN 1 INHIL.¹¹

4. For the Reader

For the reader will gather much information and know about the factors that influence students motivation in joining English Extracurricular at MAN 1 INHIL.¹¹

G. Definition of Key Term

1. Learning Factors

Learning factors are a variety of elements that influence the teaching and learning process, both internally and externally. In learning English process, teachers or lecturer must be able to use for media and facilities and also attract students learning motivation (Sari & Yudi, 2019).

2. Motivation

Motivation is an energy that can stimulate someone enthusiasm to get the goal. According to Alizadeh, Mitra (2016) "Motivation is an important factor of for explaining the success or failure of any complex task". Motivation is a key to get success in learning process. Motivation determined student conditions, respond and students qualified in learning activities.

3. English Extracurricular

English Extracurricular is one of the programs outside the classroom activities that can increase and improve student's English skills. English skills (Brown, 2006). English Extracurricular giving a lots of benefits.

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. Theories of Learning Factors

a. Definition of Learning

Learning is a daily activity for people. Learning is a complicated aspect and involves many interrelated things. Hamalik (2003:57) learning is a combination of elements composed including human elements, materials, facilities, equipment and procedures that influence each other to achieve learning objectives. Additionally, learning is also the way to success because it allows one to learn a lot from a person.

Learning is a whole series of activities carried out consciously by someone and causes change in the form of additional knowledge or skills based on the senses experience. Students there is no change in positive behavior in the sense of not having new skills and knowledge insight does not increase, then it can be said that learning is not perfect.

The goal of learning is change within one self someone's way of thinking, mentality and behavior which includes cognitive (knowledge), affective aspects (comprehension) and psychomotor (skills). A students who want to achieve their dreams must of course study diligently. Not only at school, but also a must study at home, community, extra educational institutions in outside of school, in the form of courses, private lesson, and tutoring (Dalyono, 2007:48). Students learning outcomes can be measured

based on learning achievement. Thus the learning process does not only occur between teacher and student but also with other sources such as media and materials.

b. Learning factors

Learning is an important activity that everyone must do optimally to be able to master or obtain something. Learning is a process that results in changes in behavior and skills. Therefore, there need to be factors that influence it. Students are the center in learning process. In this process, students are influenced by several factors that come from inside and outside. Learning factors are a variety of elements that influence the teaching and learning process, both internally and externally. The factors will make the Educational program development process more focused, meaningful and targeted.

The following are learning factors: intrinsic and extrinsic factors. Intrinsic factors is a specific condition rouses us to take action, driving us to achieve a goal, and keeps us interested in various activities. For the intrinsic factor, including: age, personality, physical and psychological condition of students are very important factors influencing learning success, because students are the center of the teaching and learning process. Then, students are influenced by extrinsic factor. Extrinsic factors is external encouragement has the potential to motivate an individual to take action. Extrinsic factor including: facilities, teachers, teaching approaches, methods, and techniques. These factors play an important role in the learning process.

¹ In the teaching and learning process, ability of teachers to teach in class is also very influential on the success of students in learning (Mandasari & Aminatun, 2018). ⁹¹ Understanding the factors that influence the learning process is crucial for supporting Educational interventions. Therefore, it is crucial for Educators to understand and manage these factors ⁸³ to create an affective and conducive learning environment for the students in the learning process.

2. Theories of Motivation

a. Definition of Motivation

Good learning environment will bring qualified students. ⁷ Teachers need to set the classroom environment in ways the stimulates the students motivation. ⁷ Motivation is an energy that can stimulate someone enthusiasm to get the goal. ¹ In addition, to other determinants of learning success such as ability of teachers and also the teaching material ¹³ used. Teachers also play an important role in teaching and getting the students attention and to build motivation in learning English.

¹ Motivation play an important role in the teaching and learning process. The classrom setting has the biggest impact on students willingness to participate in the teacher activities. ⁴⁹ Motivation is a key to get success in learning process. According to Alizadeh, Mitra (2016) ¹⁵ “Motivation is an important factor of for explaining the success or failure of any complex task”. ²⁸ Motivation cannot be separated with Education. Students are required greater desires an energy if they want to perform better in a directed goal. In a

learning English, motivation is also needed. Motivation is an instrument for the student and ⁹ motivation is a very important and effective factor in the field of learning English. ¹ This proves motivation is a factor that has very positive influence on students in their own learning process. ²⁸ Motivation can be seen as the energy for people to take on and accomplish an event or assignment. Motivation ^{can} be defined as ^{the} driving force that has become active.

Motivation is being understood as a set of interconnected principle and emotions that drive and directly affect the behavior. ¹³ According to Maggie Hartnett (2016:13), Motivation is important because it helps to determine whether a learner persists in a course, the type of engagement shown, the quality of work produced, and the type of achievement attained. ¹³ Motivation is actually the combination of attempt plus desire to obtain the aims of learning ¹³ language and it is also the desirable attitudes towards learning the language (Alizadeh, 2016).

¹⁴ Based on the explanation above, it can be concluded Motivation can directly influence the frequency of using learning strategies. Students are generally not enthusiastic about completing learning activities if they are not motivated. Students motivation will influence how well they learn. Those all students have a different motivation in learning English.

b. Types of Motivation

Motivation discusses feelings and achieving goals. Ellis (2008) divides motivation into four types, namely instrumental, integrative, resultative, and intrinsic. An addition, Brown (2007) adds one more type of Motivation, namely Extrinsic Motivation and this types can be used as motivational factor in learning English:

1). Instrumental Motivation

Instrumental Motivation is an effort which is committed by the learners in order to pass the examination, get better jobs, or pass the university entrance test. In short, this type of motivation is an encouragement which makes the learners motivated to learn a foreign language (*English*) mastery will open Education and Economy oppurtunities for them.

2). Integrative Motivation

This type of motivation encourage learners who learn English interested in learning the people and culture related to the English language.

3). Resultative Motivation

This motivation appears as the result of the achievements received by the learners because they have english abilities. This motivation can also appear because of the language learning process.

4). Intrinsic Motivation

Activities which are motivated intrisically are the activities without explicit rewards. Learners get involved in various activities for themselves, not because of external influences.

4 5). Extrinsic Motivation

This motivation is the opposite of the intrinsic one. It appears because of the existence of the stimulation from the outside such as money, reward, and examination grades.

c. Role of Motivation

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Learning allows students to gain new knowledge and skills. Motivation encourages the students complete the learning process. According to Uno in 2 Christianito and Karin (2019:176), Motivation plays an important role in the process of teaching and learning, including:

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1. The role of motivation in Determining the Learning Empowerment.
Motivation can take a role in the learning empowerment, as in a case of a child who is studying and he or she will be faced against a problem so that he or she needs a solution.
2. The role of motivation in clarifying the learning purpose. The role of motivation is strongly related to the meaning of learning.
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3. The role of motivation in determining the learning perseverance. A child will get motivated to learn something by hoping that he or she can get good grades. This motivation prevents the child attracted to do other things beside learning. It means that motivation is very influential on the learning endurance and perseverance.

3. Theories of English Extracurricular

a. Definition of English Extracurricular

English has an important role in daily life, English has an important constellation, it needed to be mastered by using various strategy in learning. Reddy, Degree, College, Koti and Hyberabad (2016) state that English plays an important role in our everyday life, there is great utility of English in modern world. Learning English language as a foreign language involves both comprehension and production. English skill can be develop through Extracurricular activities. Some students are somehow seen to have quite significant progress. One of the strategies to improve English skill is joining English Club. English Club is one of the schools Extracurricular activities that focuses on students English skills (Brown, 2006). English Extracurricular is a activities that are additional outside the existing program structure in general is an optional such as in Prihatin (2011:159).

English Extracurricular giving a lots of benefits. Students have more chances to enhance their English skills and get additional experiences outside of the classroom to these Extracurricular activities. Brown (2006) stated that Extracurricular activities at school, the English Club is an activity that focuses students on learning English. Through English Extracurricular activities at school students could learn about teamwork, develop communication skills, time management, and improve academic performance. English Club is a place for language learners to use English in casual setting and it is in a spare classroom at an English school. According

to Suparman and Widari (2017), one of the best strategies could implement in learning English, called English Club. English Club is the most influential element in supporting students ability in English.

b. The Advantages and Disadvantages of the English Extracurricular

English Extracurricular is a kind of organization or Extracurricular that held by a school. Students joining or participating in English Extracurricular activities like an English Club have the advantages and disadvantages by such activities.

Based on Galanes and Adams (2013) the students could get advantages of joining an English Extracurricular. The advantages English Extracurricular including:

- a) The English Extracurricular members more enjoy fellowship and companionship.
- b) The students receive moral and emotional support for theirs views.
- c) Get passion to not reticence (challanged reticence).
- d) English Extracurricular will most likely have access to much more information.
- e) Get same turn speak.
- f) More pleasent and suitable than regular class (English course).
- g) Get new vocabulary, knowladge and information.

In implementing English Extracurricular, can be different between one school and another, disadvantages of work, and the possibility of English Extracurricular.

According to Harmer (2001:117), there are disadvantages of English

Extracurricular:

- a) Dramatically increase the amount of talk for individual students.
- b) It encourages broader cooperation and negotiation skills.
- c) It promotes students ⁵⁶ autonomy by allowing them to make their own decisions.
- d) ⁵⁶ The learning process can be noisy if the teachers or tutors does not control the students.
- e) The teachers or tutors must control the Extracurricular to know the discussion process.
- f) Inactive students may disturb their friends if they are not given activities.

Even if English Extracurricular activities, have shortcoming, participating in them has been shown to be the most beneficial way ⁶⁷ to increase students motivation. This makes ⁶⁷ is possible for students to practice their English with friends in a fun way, which increase their understanding of the value of English communication. Additionally, it allows students to get more experience and knowledge of the language, complementing their regular classroom instruction.

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B. Review of Related Finding

Previous research that was first used by the researcher was “*Five Factors Influencing the Students Motivation to Learn English as a Foreign Language : A Closure Look Into Montessori Classroom Environment*” by Batubara Febti Mahani, et al (2020) the uses descriptive quantitative as research design to describe the factors of Montessori Classroom environment on the motivation of students in Royal Prime Montessori Elementary School Pekanbaru in academic year 2018/2019. The sample of study is 55 students selected from five classes. The data were collected using questionnaire and observation checklist. After they are analyzing the data, they are found five factors influencing students Motivation conditions, teachers presence, personal attitude, Montessori materials, classroom conditions and friends influence. This study revealed that the students taught with this method are active and cooperative during their English learning activities.

The Second previous research was “*Undergraduate Students Motivation on English Language Learning at Universitas Teknokrat Indonesia*” by Pranawengti Wulandari (2022). This study uses a qualitative research method used questionnaire consisting of 2 intrinsic motivation factors and 3 extrinsic motivation factors, with a total of 30 questions. Questionnaire in the form of 5 Likert scale. Data from the questionnaire were analyzed using statistical procedures and described descriptively. The results showed that extrinsic motivation contributed more students learning motivation (39.66) compared to intrinsic factors (36.1). The results also show that the extrinsic motivation factor; giving rewards and punishments (41.4) as well as the quality of lecturers and the teaching and learning

process (40.0) are the two dominant factors that can increase students learning motivation. Thus, these results have implications for what to pay attention to in language learning, especially in learning English. Therefore, the appropriateness of giving rewards or punishments for students and the quality of lecturers must be improved because it will increase student motivation in language learning.

The Third previous research was ⁵³ “*The Importance of English Extracurricular : A Case at English Education Study Program Universitas Muhammadiyah Palembang*” by Fitriany ⁶ Sonia et al (2021). The objective of this study was to know the importance of English Extracurricular to improve students English ability. The research was regarded on a qualitative study. The researchers used questionnaire to collecting the data and used percentage analysis to analyze the data. The population of this study was the entire students of English Education study program Universitas Muhammadiyah Palembang. Then 47 students from the fourth semester students were taken as the sample by using convenience sampling. The questionnaire consisted of 20 items. The result of this study was dominantly students who chose agree. Students think that English Extracurricular can be useful to improve their English ability.

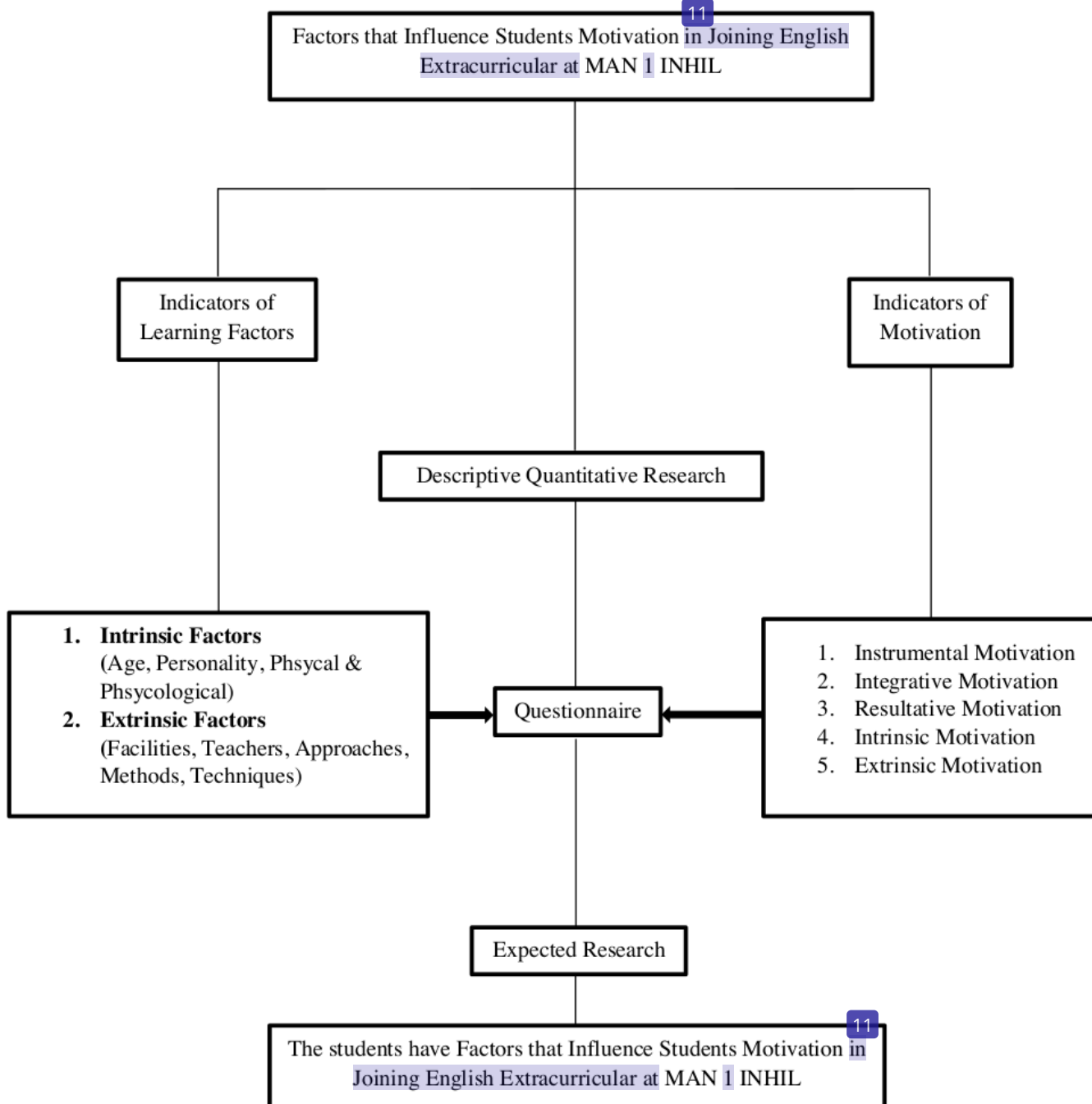
⁹ The differences between the second and third research is that the research ³⁰ uses qualitative research. For the sample and location is different. In this research, the researcher uses descriptive quantitative research. The population, sample and ³ location of this research are students who joined English Extracurricular at MAN 1 INHIL.

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C. Conceptual Framework

This is the conceptual framework of this research can be seen below:

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From the conceptual framework that has drawn above, the researcher focuses on identifying ⁸⁹ factors that influence students motivation in learning english in joining English Extracurricular at MAN 1 INHIL.

The research will be used descriptive quantitative, with the indicators of the research there are two indicators. The first indicators are intrinsic and extrinsic in the learning factors and the second indicators are in the motivation.

For the research instrument and data collection techniques, ⁶ the researcher used questionnaire for to know the factual from the data and expected the research is the students have factors that influence students motivation ¹¹ in Joining English Extracurricular at MAN 1 INHIL ⁸² using a questionnaire format with a likert scale as the students response to answer each statement.

RESEARCH METHODOLOGY**A. Research Design**

Research design is entails a process template of finding definitive answer to research problem and question. Research design is the overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research. It is an inquiry which provides specific direction for procedures in research (Creswell, 2014).

In this research, the researcher was conducted the descriptive quantitative research. Descriptive quantitative is a type of research methodology that involves the use of numerical data to gather and analyze information about a particular phenomenon or problem (Creswell, 2013). Additionally, descriptive quantitative which describes variables as they are supported by the data in the form of numbers generated from the actual situation using statistical data, so that the result of the research can be based on the actual situation empirically.

B. Location and Time

The researcher was conducted the research in English Extracurricular at MAN 1 INHIL, that is located on Pelajar street, Tembilahan. This research was conducted on February, 2025.

C. Population and Sample**1. Population**

Population is a generalized area consisting of objects or subjects that have certain characteristics and qualities determined by the researcher. The is

⁹ general field consisting of subjects or objects with certain qualities and characteristics determined by the reviewer to be studied and then conclusions drawn (Sugiyono, 2019).

The population of this research are students who joined in the English Extracurricular at MAN 1 INHIL. The amount is 23 students joining in the English Extracurricular at MAN 1 INHIL.

⁷² 2. Sample

⁸ Sample is part of the number and characteristics possessed by the population. The sample is a small part of the population taken according to certain procedures to represent the population (Somantri, 2006). Sample measurements are carried out through statistics or based on research estimates. This sample was selected to be the subject of observation in accordance with the purpose of the research.

⁵² The researcher used Purposive Sampling as the sampling technique. ²⁴ Purposive sampling is particularly valued for its clarity in respondent selection and applicability. ²⁴ As Aguinis (2024) explains, Purposive sampling is “a data collection methodology that relies on the researcher judgement when choosing population members to participate in their study”. ²⁴ Purposive sampling can improve precision and validity by allowing researcher to focus on specific sub-groups. ⁴⁵ The sample of this research are the students who joined in the English Extracurricular at MAN 1 INHIL. The researcher determined consisted of 23 students who joining English Extracurricular at MAN 1 INHIL.

D. Research Instrument

a. Questionnaire

Research instrument is a set of tools that used by the researcher to collect the data. In this research, the researcher used the questionnaire. A questionnaire is an important instrument in a research study to help the researcher collected relevant the data regarding the research topic. It can ensure a faster and more accurate data collection process, and facilitate the table data processing as well (Krosnick, 2018; Malhotra, 2006).

According to Santoso (2005), research instruments determine the quality of research data. The researcher used questionnaire as an instrument, because the purpose of this research is to know the factors that influence students in joining English Extracurricular at MAN 1 INHIL and to know students motivation in joining English Extracurricular at MAN 1 INHIL.

Table III.1 Blue print Indicator of Learning Factors

No	Indicator of Learning Factors	Sub Indicators	Items Number
1.	Intrinsic Factor	- Age - Personality - Phsycal & Psychological	1, 2, 3,4
2.	Extrinsic Factor	- Facilities & Teachers - Approaches, Methods & Techniques	5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Table III.2 Blue print Indicator of Motivation

No	Indicator of Motivation	Sub Indicators	Items Number
1.	Instrumental Motivation	- Examination - Jobs - English Mastery	1, 2, 3,4
2.	Integrative Motivation	- Interesting - People & Culture	5,6, 12
3.	Resultative Motivation	- Achievement - Ability	11, 13
4.	Intrinsic Motivation	- Activities	7
5.	Extrinsic Motivation	- Money - Reward	8,9 10

b. Validity of Questionnaire

Before the researcher was given the to the respondents, the researcher analyzed the validity of questionnaire. ¹⁶ Validity is a measure that shows that the variable being measured is really the variable that the researcher want to examine (Cooper and Schindler, in Zulganef, 2006). ¹⁶ Validity in research states the degree of accuracy of the research measuring instrument for the actual content being measured.

The researcher used construct validity to analyzed the validity of questionnaire. Testing construct validity can be used opinion from experts that have ⁶⁰ constructed about the aspects to be measured based on a certain theory, the next consulted with experts (Sugiyono, 2014).

c. Reliability of Questionnaire

Reliability is a tool for measuring something a questionnaire that had indicators from variables. Ghozali (2018:45) reliability is determine the consistency of the measuring instrument, whether measuring instrument used is reliable and remains consistent if the measurement is repeated.

The researcher used SPSS 27.0 program to find out whether the questionnaire reliable or not. When the Cronbach's Alpha $\geq r$ table so the questionnaire is reliable.

E. Data Collection Techniques

In this research, the researcher used questionnaire as a data collected techniques. Data collection is the process of collecting data aimed to gain insights regarding the research topic. The purpose of this research is to know the factors that influence students in joining and students motivation in joining English Extracurricular at MAN 1 INHIL.

The questionnaire consisted of 27 items from two indicators of this research. The form of questionnaire would close format and one type of close format question that is likert scale. The answer of each the item analyzed, the students are able to selected one of choices based on their opinion.

F. Data Analysis Techniques

The data analysis techniques ⁷⁷ in this research used the likert scale.

Likert scale are used to measured respondents attitudes to a particular question or statement. The students had to respond each statement including:

- ²⁶ a. Strongly Agree (SA)
- b. Agree (A)
- c. Neutral (N)
- d. Disagree (DA)
- e. Strongly Disagree (SDA)

²⁰ Table III.3 Likert Scale Rating of Learning Factors

OPTION	SCORE	
	Intrinsic Factors	Extrinsic Factors
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

Arina Hafadhotul Husna, Rahayu Tri Murtini (2019:213)

Table III.4 Likert Scale Rating of Motivation

OPTION	SCORE				
	Instrumental Motivation	Integrative Motivation	Resultative Motivation	Intrinsic Motivation	Extrinsic Motivation
SA	5	5	5	5	5
A	4	4	4	4	4
N	3	3	3	3	3
DA	2	2	2	2	2
SDA	1	1	1	1	1

Arina Hafadhotul Husna, Rahayu Tri Murtini (2019:213)

The data was analysed by using percentage formula :

$$\text{Percentage}(\%) = \frac{\text{Total Score Obtained}}{\text{Total Ideal Score (Highest)}} \times 100\%$$

To determine the interval between levels of attitudes ranging from Strongly Disagree to Strongly Agree.

Table III.5 of Interval Score :

Interval Score	Likert Scale Rating
80%-100%	Strongly Agree
60%-79%	Agree
40%-59%	Neutral
20%-39%	Disagree
0%-19%	Strongly Disagree

The following formula is used :

$$\text{Interval Distance (i)} = \frac{\text{Highest score} - \text{Lowest Score}}{\text{Number of Interval}}$$

3 CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

The researcher had collected data to find out the factors that influence students in joining English Extracurricular at MAN 1 INHIL and students motivation in joining English Extracurricular at MAN 1 INHIL. The purpose of the research that is to know the factors that influence students in joining English Extracurricular and to know students motivation in joining English Extracurricular at MAN 1 INHIL.

The researcher was conducted this research on February 2025. The population and sample for this research is students joining in the English Extracurricular at MAN 1 INHIL, consisted of 23 students. In this research, the researcher used purposive sampling as the sampling techniques.

Before the researcher obtained the final result of this research, the researcher conducted validity and reliability tests on the research instrument based on the indicators. For the first indicator is learning factors and the second indicator is motivation. The first indicator consisted of 25 statements and the second indicator also consisted of 25 statements and the total numbers of statements was 50 statements for the validity test, the researcher gave to 10 respondents and the researcher gave them 25 minutes to answered.

Before the researcher explained each questionnaire based on indicators and final results of this research, the researcher had conducted validity and reliability tests, and the results were as follows:

1. The Results of Validity Tests

Validity is used to determine the extent to which an instrument accurately and appropriately measures what it performs its intended function. Anderson in (Suharsimi Arikunto, 2006:64) "a test is valid if it measures what it purpose to measure". Validity in research states the degree of accuracy of the research measuring instrument for the actual content being measured.

The instrument tested on a sample of 10 respondents from the population. The researcher distributed questionnaire to 10 respondents to determine each item from sub-indicators was valid or invalid. The researcher used SPSS 27.0 program to find out whether the questionnaire valid or invalid. The questionnaire is said to be valid if the questionnaire are able to reveal something that will be measure by the questionnaire. Validity in research states the degree of accuracy of the research measuring instrument for the actual content being measured. To determine whether the results are valid or invalid, the technique used was the *Table Product Moment* (r) with a significance level of 5% or (0,05).

The researcher presented the results of validity tests of the questionnaire for each indicators, in the following the table:

Table IV.1. Results of Validity Tests for Learning Factors

Item	R Observed	⁸ R Table	Status
1.	0.698	0.632	Valid
2.	0.254	0.632	Invalid
3.	0.396	0.632	Invalid
4.	0.416	0.632	Invalid
5.	0.777	0.632	Valid
6.	0.006	0.632	Invalid
7.	0.834	0.632	Valid
8.	0.550	0.632	Invalid
9.	0.460	0.632	Invalid
10.	0.750	0.632	Valid
11.	-0.047	0.632	Invalid
12.	0.843	0.632	Valid
13.	0.704	0.632	Valid
14.	0.827	0.632	Valid
15.	0.754	0.632	Valid
16.	0.704	0.632	Valid
17.	0.686	0.632	Valid
18.	0.846	0.632	Valid
19.	0.828	0.632	Valid
20.	0.436	0.632	Invalid
21.	0.748	0.632	Valid
22.	0.404	0.632	Invalid
23.	0.495	0.632	Invalid

24.	0.547	0.632	Invalid
25.	0.728	0.632	Valid

From the table above, it showed that 14 items valid and 11 items were invalid. So, there are 14 items that can be used in this research.

Table IV.2. Results of Validity Tests for Motivation

Item	R Observed	¹² R Table	Status
1.	0.860	0.632	Valid
2.	0.360	0.632	Invalid
3.	0.840	0.632	Valid
4.	0.630	0.632	Invalid
5.	0.864	0.632	Valid
6.	0.653	0.632	Valid
7.	0.840	0.632	Valid
8.	0.811	0.632	Valid
9.	0.507	0.632	Invalid
10.	0.446	0.632	Invalid
11.	0.560	0.632	Invalid
12.	0.267	0.632	Invalid
13.	0.321	0.632	Invalid
14.	0.574	0.632	Invalid
15.	0.534	0.632	Invalid
16.	0.898	0.632	Valid
17.	0.368	0.632	Invalid
18.	0.585	0.632	Invalid
19.	0.827	0.632	Valid
20.	0.701	0.632	Valid
21.	0.898	0.632	Valid

22.	0.857	0.632	Valid
23.	0.931	0.632	Valid
24.	0.615	0.632	Invalid
25.	0.856	0.632	Valid

From the table above, it showed that 13 items valid and 12 items were invalid. So, there are 13 items that can be used in this research.

2. The Results of Reliability Test

Before the researcher gave to the respondents, the researcher analyzed the realibility of questionnaire. The realibilty test used to examined the data obtained or the data from the distributed questionnaire. The responses from the questionnaire considered reliable if the respondents anwers remained consistent of time. According to Sugiharto and Situnjak (2006) reliability refers to an understanding that the instruments used in research to obtain information used can be trusted as a data collection tool and are able to reveal actual information in the field. In addition, the reliability tests refers to the degree of stability, consistency, predictability, and accuracy.

The variable was considered reliable if the result was ≥ 0.60 (reliable) and not reliable if the result was < 0.60 (Yusup, 2018). The technique used in measuring reliability was the Cronbach's Alpha. Cronbach's Alpha is a coefficient tests applied to the respondents answer scores obtained from the used of the research instrument. Measurements that have high reliability are measurements that can produce reliable data. The

researcher used SPSS 27.0 program to find out whether the questionnaire reliable or not.

The researcher presented the results of reliability tests of the questionnaire for each indicators, in the following the table:

Table IV.3 Reliability of Learning Factors

Cronbach's Alpha	N of Item
0,875	25

From the table above, it can be concluded that the questionnaire is reliable, it can be seen the score of Cronbach's Alpha is 0,875. It is higher the R Table on the strength of validity and realilbty on the table above, and then it can be concluded that the instruments can be accepted.

Table IV.4 Reliability of Motivation

Cronbach's Alpha	N of Item
0,927	25

From the table above, it can be concluded that the questionnaire is reliable, it can be seen the score of Cronbach's Alpha is 0,927. It is higher the R Table on the strength of validity and realilbty on the table above, and then it can be concluded that the instruments can be accepted.

3. The results of Questionnaire

In collected the data, the researcher used the questionnaire as a data collected technique. The questionnaire consisted of 27 items, 14 items questionnaire for learning factors and 13 items questionnaire for motivation with the format questionnaire that is likert scale.

The researcher explained the results of the statement in detail for the learning factors statement, it can be seen below:

Q.1 (*I join English Extracurricular because I loves English since childhood*)-Intrinsic factor:Age

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	3	15	$(70/115) \times 100 = 61\%$ Agree (A)
Agree (A)	3	12	
Neutral (N)	9	27	
Disagree (DA)	8	16	
Strongly Disagree (SDA)	-	0	
Total	N = 23	Result = 70	

¹⁹ Based on the data above showed that 3 respondents choose Strongly Agree, 3 respondents choose Agree, 9 respondents choose Neutral, 8 ² respondents choose Disagree and the respondents not choose Strongly Disagree option. The result of the score from the table is 70. The entire score are $70/115 \times 100\% = 61\%$ with Agree category. In short, for statement No.1 of Learning Factors is Agree.

Q.2 (*I join English Extracurricular because I like learning English*)
Intrinsic factor:Personality

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	4	20	$(84/115) \times 100 = 73\%$ Agree (A)
Agree (A)	9	36	
Neutral (N)	9	27	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 84	

Based on the data above showed that 4² respondents choose Strongly Agree, 9 respondents choose Agree, 9 respondents choose Neutral, 1 respondent choose Strongly Disagree and the respondents not choose Disagree option. The result of the score from the table is 84. The entire score are $84/115 \times 100\% = 73\%$ with Agree category. In short, for statement No.2 of Learning Factors is Agree.

Q.3 (*I join English Extracurricular because learning English is interesting*)
-Intrinsic factor: Phsycal & Psychological

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	4	20	$(84/115) \times 100$ $= 61\%$ Agree (A)
Agree (A)	11	44	
Neutral (N)	6	18	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 84	

Based on the data above showed that 4² respondents choose Strongly Agree, 11 respondents choose Agree, 6 respondents choose Neutral, 2 respondents choose Strongly Disagree and the respondents not choose Disagree option. The result of the score from the table is 84. The entire score are $84/115 \times 100\% = 73\%$ with Agree category. In short, for statement No.3 of Learning Factors is Agree.

Q.4 (I join English Extracurricular because I am lack of factors to develop in learning English) Intrinsic factor:Phsyca & Psychological

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	5	25	(81/115) x 100 = 70% Agree (A)
Agree (A)	11	44	
Neutral (N)	1	3	
Disagree (DA)	3	6	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 81	

²³ Based on the data above showed that 5 respondents choose Strongly Agree, 11 respondents choose Agree, 1 respondent choose Neutral, 3 respondents choose Disagree and 3 respondents choose Disagree. The result of the score from the table is 81. The entire score are $81/115 \times 100\% = 70\%$ with Agree category. In short, for statement No.4 of Learning Factors is Agree.

Q.5 (I join English Extracurricular because learning facilities are complete to improve my English skills) -Extrinsic factor:Teachers

Likert Scale	Respondents	Score	Percentage & Category
²⁶ Strongly Agree (SA)	1	5	(72/115) x 100 = 63% Agree (A)
Agree (A)	5	²⁰	
Neutral (N)	13	39	
Disagree (DA)	4	8	
Strongly Disagree (SDA)	-	0	
Total	N = 23	Result = 72	

¹⁹ Based on the data above showed that 1 respondent choose Strongly Agree, 5 respondents choose Agree, 13 respondents choose Neutral, 4

² respondents choose Disagree and the respondents not choose Strongly Disagree option. The result of the score from the table is 72. The entire score are $72/115 \times 100\% = 63\%$ with Agree category. In short, for statement No.5 of Learning Factors is Agree.

Q.6 (*I join English Extracurricular because the tutors come from the English teachers and tutors who have joined in the English Extracurricular*) -Extrinsic factor:Facilities

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	4	20	$(71/115) \times 100$ $= 62\%$ Agree (A)
Agree (A)	5	16	
Neutral (N)	8	24	
Disagree (DA)	5	10	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 71	

²³ Based on the data above showed that 4 respondents choose Strongly Agree, 5 respondents choose Agree, 8 ² respondents choose Neutral, 5 respondents choose Disagree and 1 respondent choose Strongly Disagree. The result of the score from the table is 71. The entire score are $71/115 \times 100\% = 62\%$ with Agree category. In short, for statement No.6 of Learning Factors is Agree.

Q.7 (*I join English Extracurricular because the tutor teach based on I need*) -Extrinsic factor:Facilities

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	-	0	$(79/115) \times 100$ $= 68.7\%$ Agree (A)
Agree (A)	14	56	
Neutral (N)	7	21	

Disagree (DA)	-	0	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 79	

Based on the data above showed that 14 respondents choose Agree, 7 respondents choose Neutral, 2 respondents choose Strongly Disagree, and the respondents not choose Strongly Agree and Disagree option. The result of the score from the table is 79. The entire score are $79/115 \times 100\% = 69\%$ with Agree category. In short, for statement No.7 of Learning Factors is Agree.

Q.8 (*I Join English Extracurricular because the goal is clear and directed*)
-Extrinsic factor: Approaches

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	5	25	(89/115) x 100 = 77% Agree (A)
Agree (A)	12	48	
Neutral (N)	3	12	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 89	

Based on the data above showed that 5 respondents choose Strongly Agree, 12 respondents choose Agree, 3 respondents choose Neutral, 1 respondent choose Disagree, and 2 respondents choose Strongly Agree. The result of the score from the table is 89. The entire score are $89/115 \times 100\% = 77\%$ with Agree category. In short, for statement No.8 of Learning Factors is Agree.

Q.9 (*I join English Extracurricular because there are some feedback among tutors and I*) -Extrinsic factor:Approaches

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	2	10	(79/115) x 100 = 69% Agree (A)
Agree (A)	8	32	
Neutral (N)	11	33	
Disagree (DA)	2	4	
Strongly Disagree (SDA)	-	0	
Total	N = 23	Result = 79	

Based on the data above showed that 2² respondents choose Strongly Agree, 8 respondents choose Agree, 11 respondents choose Neutral, 2² respondents choose Disagree and the respondents not choose Strongly Agree option. The result of the score from the table is 79. The entire score are $79/115 \times 100\% = 69\%$ with Agree category. In short, for statement No.9 of Learning Factors is Agree.

Q.10 (*I join English Extracurricular because the the learning methods is fun and enjoyable*) -Extrinsic factor:Methods

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	5	25	(81/115) x 100 = 61% Agree (A)
Agree (A)	7	28	
Neutral (N)	8	24	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 81	

Based on the data above showed that 5 respondents choose Strongly Agree, 10 respondents choose Agree, 8 respondents choose Neutral, 1 respondent choose Disagree and 2 respondents choose Strongly Agree. The result of the score from the table is 81. The entire score are $81/115 \times 100\% = 70\%$ with Agree category In short, for statement No.10 of Learning Factors is Agree.

Q.11 (*I join English Extracurricular because it can help I develop abilities in English*) -Extrinsic factor:Methods

Likert Scale	Respondents	Score	Percentage & Category
14 Strongly Agree (SA)	5	25	$(90/115) \times 100$ $=78\%$ Agree (A)
Agree (A)	14	56	
Neutral (N)	2	6	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 90	

Based on the data above showed that 5 respondents choose Strongly Agree, 14 respondents choose Agree, 2 respondents choose Neutral, 1 respondent choose Disagree and 1 respondent choose Strongly Agree. The result of the score from the table is 90. The entire score are $90/115 \times 100\% = 78\%$ with Agree category. In short, for statement No.11 of Learning Factors is Agree.

Q.12 (*I join English Extracurricular because to can improve English skills outside of class*) -Extrinsic factor:Techniques

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	9	45	(89/115) x 100 = 77% Agree (A)
Agree (A)	8	32	
Neutral (N)	3	9	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 89	

Based on the data above showed that 9² respondents choose Strongly Agree, 8 respondents choose Agree, 3 respondents choose Neutral, 3 respondent choose Strongly Disagree and the respondent not choose Disagree. The result of the score from the table is 89. The entire score are $89/115 \times 100\% = 77\%$ with Agree category In short, for statement No.12 of Learning Factors is Agree.

Q.13 (*I join English Extracurricular because learning English is my favorite subject in the class*) -Extrinsic factor:Techniques

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	2	10	(65/115) x 100 = 57% Neutral (N)
Agree (A)	3	12	
Neutral (N)	10	30	
Disagree (DA)	5	10	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 65	

Based on the data above showed that 2¹⁹ respondents choose Strongly Agree, 3 respondents choose Agree, 10² respondents choose Neutral, 5

respondents choose Disagree and 3 respondents choose Strongly Agree. The result of the score from the table is 65. The entire score are $65/115 \times 100\% = 57\%$ with Agree category. In short, for statement No.13 of Learning Factors is Neutral.

Q.14 (*I join English Extracurricular because I want to improve grammar skills*) -Extrinsic factor:Techniques

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	7	35	(90/115) x 100 = 78% Agree (A)
Agree (A)	12	48	
Neutral (N)	1	3	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 90	

²³ Based on the data above showed that 7 respondents choose Strongly Agree, 12 respondents choose Agree, 1 respondent choose Neutral, 1 respondent choose Disagree and 2 respondents choose Strongly Agree. The result of the score from the table is 90. The entire score are $90/115 \times 100\% = 78\%$ with Agree category. So, it can be concluded for statement No.14 is Agree.

Table IV.5

Recapitulation of Questionnaire for Learning Factors

No.	Statement	SA	A	N	D	SDA	Amount	Category
1.	Statement 1	3	3	9	8	0	70	Agree
2.	Statement 2	4	9	9	0	1	84	Agree
3.	Statement 3	4	11	6	0	2	84	Agree
4.	Statement 4	5	11	1	3	3	81	Agree
5.	Statement 5	1	5	13	4	0	72	Neutral
6.	Statement 6	4	5	8	5	1	71	Neutral
7.	Statement 7	0	14	7	0	2	79	Agree
8.	Statement 8	5	12	3	1	2	89	Agree
9.	Statement 9	2	8	11	2	0	79	Agree
10.	Statement 10	5	7	8	1	2	81	Agree
11.	Statement 11	5	14	2	1	1	90	Agree
12.	Statement 12	9	8	3	0	3	89	Agree
13.	Statement 13	2	3	10	5	3	65	Neutral
14.	Statement 14	7	12	1	1	2	90	Agree
Total							1124/14=80,2	Strongly Agree

From the table recapitulation of questionnaire for Learning Factors, it can be concluded ¹¹ the factors that influence students in joining English Extracurricular at MAN 1 INHIL is categorized “Strongly Agree”. ⁵⁵ Based on the table of recapitulation the mean score of all statements is 80,2, because the result of respondents amount was divided by the overall total. The total amount was between 80%-100% of interval score.

This interval score showed that is in “Strongly Agree” option. In addition, ² the result of the research, showed that Extrinsic Factor dominated the reasons students joined the English Extracurricular. Especially, in the sub-indicators of Methods and Techniques. This showed by the high scores on statement 11 and statement 14, each of which received a score of 90 and into the “Strongly Agree” category.

The researcher presented the results of the statement in detail for the Motivation statement, it can be seen below:

Q.1 (I study English because I want to get good grades)
–Instrumental Motivation:Examination

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	4	15	(90/115) x 100 = 78% Agree (A)
Agree (A)	8	12	
Neutral (N)	7	27	
Disagree (DA)	2	16	
Strongly Disagree (SDA)	2	0	
Total	N = 23	Result = 90	

Based on the data above showed that 4 respondents choose Strongly Agree, 8 respondents choose Agree, 7 respondents choose Neutral, 2 respondents choose Disagree and 2 respondents choose Strongly Agree. The result of the score from the table is 79. The entire score are $79/115 \times 100\% = 69\%$ with Agree category. In short, for statement No.1 of Motivation is Agree.

Q.2 (I study English for expanding connections in the world of work)
–Instrumental Motivation:Jobs

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	9	45	(88/115) x 100 = 77% Agree (A)
Agree (A)	7	28	
Neutral (N)	4	12	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 88	

Based on the data above showed that 9 respondents choose Strongly Agree, 7 respondents choose Agree, 4 respondents choose Neutral, 3 respondents choose Strongly Disagree and the respondents not choose Disagree. The result of the score from the table is 88. The entire score are $88/115 \times 100\% = 77\%$ with Agree category. In short, for statement No.2 of Motivation is Agree.

Q.3 (*English is a language that must be mastered*) –Instrumental
Motivation:English Mastery

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	12	60	$(99/115) \times 100$ $= 86\%$ Strongly Agree (SA)
Agree (A)	8	32	
Neutral (N)	2	6	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 99	

Based on the data above showed that 12 respondents choose Strongly Agree, 8 respondents choose Agree, 2 respondents choose Neutral, 1 respondent choose Strongly Disagree and the respondents not choose Disagree. The result of the score from the table is 99. The entire score are $99/115 \times 100\% = 86\%$ with Strongly Agree category. In short, for statement No.3 of Motivation is Strongly Agree.

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Q.4 (*I study English because English makes it easier to communicate with foreigners*) –Instrumental Motivation:English Mastery

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	11	55	(91/115) x 100 = 79% Agree (A)
Agree (A)	7	28	
Neutral (N)	1	3	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 90	

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Based on the data above showed that 11 respondents choose Strongly Agree, 7 respondents choose Agree, 1 respondent choose Neutral, 1 respondent choose Disagree and 3 respondents choose Strongly Disagree. The result of the score from the table is 91. The entire score are $91/115 \times 100\% = 79\%$ with Agree category. In short, for statement No.4 of Motivation is Agree.

Q.5 (*English is a fun subject*) –Integrative Motivation:Interesting

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	3	15	(85/115) x 100 = 74% Agree (A)
Agree (A)	11	44	
Neutral (N)	8	24	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	-	0	
Total	N = 23	Result = 85	

2

Based on the data above showed that 3 respondents choose Strongly Agree, 11 respondents choose Agree, 8 respondents choose Neutral, 1

respondent ² choose Disagree and the respondents not choose Strongly Disagree. The result of the score from the table is 85. The entire score are $85/115 \times 100\% = 74\%$ with Agree category. In short, for statement No.5 of Motivation is Agree.

Q.6 (*I study English because English is easier*)
–Integrative Motivation:Interesting

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	1	5	$(71/115) \times 100 = 62\%$ Agree (A)
Agree (A)	6	24	
Neutral (N)	11	33	
Disagree (DA)	4	8	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 71	

¹⁹ Based on the data above showed that 1 respondent choose Strongly Agree, 6 respondents choose Agree, 11 respondents choose Neutral, 4 respondents choose ³¹ Disagree and 1 respondent choose Strongly Disagree. The result of the score from the table is 71. The entire score are $71/115 \times 100\% = 62\%$ with Agree category. In short, for statement No.6 of Motivation is Agree.

Q.7 (*I study English because is very fun and enjoyable*) –Intrinsic
Motivation:Activities

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	1	5	$(81/115) \times 100 = 70\%$ Agree (A)
Agree (A)	10	40	
Neutral (N)	8	24	
Disagree (DA)	3	9	

Strongly Disagree (SDA)	1	3	
Total	N = 23	Result = 81	

¹⁹ Based on the data above showed that 1 respondent choose Strongly Agree, 10 respondents choose Agree, 8 respondents choose Neutral, 3 respondents choose Disagree and 1 respondent choose Strongly Disagree. The result of the score from the table is 81. The entire score are $81/115 \times 100\% = 70\%$ with Agree category. In short, for statement No.7 of Motivation is Agree.

Q.8 (*I study English because English helps to communicate widely*)
-Extrinsic Motivation: Money

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	12	48	(88/115) x 100 = 77% Agree (A)
Agree (A)	9	36	
Neutral (N)	1	3	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 88	

²³ Based on the data above showed that 12 respondents choose Strongly Agree, 9 respondents choose Agree, 1 respondent choose Neutral, 1 respondent choose Strongly Disagree and the respondents not choose Disagree. The result of the score from the table is 88. The entire score are $88/115 \times 100\% = 77\%$ with Agree category. In short, for statement No.8 of Motivation is Agree.

Q.9 (*I study English because English study English can increase self-confidence*) -Extrinsic Motivation:Money

Likert Scale	Respondents	Score	Percentage & Category
26 Strongly Agree (SA)	8	40	(88/115) x 100 = 77% Agree (A)
Agree (A)	6	24	
Neutral (N)	7	21	
Disagree (DA)	1	2	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 88	

Based on the data above showed that 8² respondents choose Strongly Agree, 6 respondents choose Agree, 7 respondents choose Neutral, 1 respondent choose Disagree and 1 respondent choose Strongly Disagree.³¹ The result of the score from the table is 88. The entire score are $88/115 \times 100\% = 77\%$ with Agree category. In short, for statement No.9 of Motivation is Agree.

Q.10 (*I study English because study English can get access to Educational opportunities*) -Extrinsic Motivation:Reward

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	12	60	(96/115) x 100 = 83% Strongly Agree (SA)
Agree (A)	8	32	
Neutral (N)	1	3	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	1	1	
Total	N = 23	Result = 96	

²³ Based on the data above showed that 12 respondents choose Strongly Agree, 8 respondents choose Agree, 1 respondent choose Neutral, 1

respondent choose Strongly Disagree and the respondents not choose Disagree. The result of the score from the table is 96. The entire score are $96/115 \times 100\% = 83\%$ with Agree category. In short, for statement No.10 of Motivation is Strongly Agree.

Q.11 (*I study English because English is needs in higher Education*)
–Resultative Motivation: Achievement

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	10	50	(91/115) x 100 = 79% Agree (A)
Agree (A)	6	24	
Neutral (N)	5	15	
Disagree (DA)	-	0	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 91	

Based on the data above showed that 10² respondents choose Strongly Agree, 6 respondents choose Agree, 5 respondents choose Neutral, 2 respondents choose Strongly Disagree and the respondents not choose Disagree. The result of the score from the table is 91. The entire score are $91/115 \times 100\% = 79\%$ with Agree category. In short, for statement No.11 of Motivation is Agree.

Q.12 (*I study English because I want to learn the culture in every country that uses English*)-Integrative Motivation: People & Culture

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	4	20	(80/115) x 100 = 69% Agree (A)
Agree (A)	8	32	
Neutral (N)	8	24	

Disagree (DA)	1	2	
Strongly Disagree (SDA)	2	2	
Total	N = 23	Result = 80	

Based on the data above showed that 4 respondents choose Strongly Agree, 8 respondents choose Agree, 8 respondents choose Neutral, 1 respondent choose Disagree and 2 respondents choose Strongly Disagree. The result of the score from the table is 80. The entire score are $80/115 \times 100\% = 70\%$ with Agree category. In short, for statement No.12 of Motivation is Agree.

Q.13 (*I motivated join English Extracurricular because I have problem in learning English*) –Resultative Motivation:Ability

Likert Scale	Respondents	Score	Percentage & Category
Strongly Agree (SA)	2	10	$(69/115) \times 100 = 60\%$ Agree (A)
Agree (A)	9	36	
Neutral (N)	2	6	
Disagree (DA)	7	14	
Strongly Disagree (SDA)	3	3	
Total	N = 23	Result = 69	

Based on the data above showed 2 respondents choose Strongly Agree, 9 respondents choose Agree, 2 respondents choose Neutral, 7 respondents choose Disagree and 3 respondents choose Strongly Disagree. The result of the score from the table is 69. The entire score are $69/115 \times 100\% = 60\%$ with Agree category. In short, for statement No.13 of Motivation is Agree.

Table IV.6

Recapitulation of Qustionnaire for Motivation

⁷¹ No.	Statement	SA (5)	A (4)	N (3)	D (2)	SDA (1)	Amount	Category
1.	Statement 1	4	8	7	2	2	79	Agree
2.	Statement 2	9	7	4	0	3	88	Agree
3.	Statement 3	12	8	2	0	1	99	Strongly Agree
4.	Statement 4	11	7	1	1	3	91	Agree
5.	Statement 5	3	11	8	1	0	85	Agree
6.	Statement 6	1	6	11	4	1	71	Agree
7.	Statement 7	1	10	8	3	1	71	Agree
8.	Statement 8	12	9	1	0	1	88	Agree
9.	Statement 9	8	6	7	1	1	88	Agree
10.	Statement 10	12	8	1	0	2	96	Agree
11.	Statement 11	10	6	5	0	2	91	Agree
12.	Statement 12	4	8	8	1	2	70	Agree
13.	Statement 13	2	9	2	7	3	60	Agree
Total							1077/13= 82,8	Agree

From the table recapitulation of questionnaire, it can be concluded ³ students motivation in joining English Extracurricular at MAN 1 INHIL is categorized “Strongly Agree” or “Very High”. ⁵⁵ Based on the table of recapitulation, the mean score of all statements is 82,8, because the result of respondents amount was divided by the overall total. The total amount was between 80%-100% of interval score.

This interval score showed that is in “Strongly Agree” option. In addition, ² the result of the research, showed that Instrumental Motivation dominated the reasons students motivation joined the English Extracurricular. Especially, in the sub-indicators of English Mastery. This showed by the high scores on statement 3.

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B. Research Findings

Based on the questionnaire results, the researcher found the factors that influence students in joining English Extracurricular at MAN 1 INHIL with “Strongly Agree” category. The result of the research, showed that Extrinsic factor dominated the reasons students joined the English Extracurricular. Especially, in the sub-indicators of Methods and Techniques. This showed by the high scores on statement 11 and statement 14, each of which received a score of 90 and into the “Strongly Agree” category. It can be interpreted, the students of MAN 1 INHIL joining English Extracurricular had a factors to participate, because there are preferred learning English outside of class. This was due to the lack of factors and limited support for develop and there are lack of factors that encourage to develop English skills in classroom.

Based on the questionnaire results, the researcher found the students motivation in Joining English Extracurricular at MAN 1 INHIL with “Strongly Agree” or “Very High” category. The result of the research, showed that Instrumental Motivation dominated the reasons students motivation joined the English Extracurricular. It can be interpreted, the students of MAN 1 INHIL joining English Extracurricular were motivated and interested to participate in English Extracurricular because they lack of Motivation in learning English, and they want to improve their English skills outside the classroom with receiving support from teachers or tutors in the English Extracurricular.

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine "What are the factors that influence students motivation in joining English Extracurricular at MAN 1 INHIL?" and "How is students motivation in joining English Extracurricular at MAN 1 INHIL?". Based on the final results, it can be concluded, the data showed extrinsic factors in the sub indicators of methods and techniques by the high scores on statement 11 and statement 14, each of which received a score of 90 with the mean of all statements is 80,2. Then, the results of the data showed instrumental motivation in the sub indicators of English Mastery by the high scores on statement 3 the mean of all statements is 82,8. Here are the factors dominated reason the students joined the English Extracurricular. By joined in English Extracurricular, students can improve their English skills.

B. Suggestion

Based on the data described previously, the researcher would like to give suggestions as follows:

1. For the students

The students are encourage to actively joining English Extracurricular at MAN 1 INHIL, as the way to improve their English because the findings shows that "Very High" Extrinsic

Factors such as Methods and Techniques that significantly influence the Motivation.

2. For the Teachers

The teachers is suggest to give support, attention and involved in learning to members of English Extracurricular, because the members of English Extracurricular have a motivation in learning English outside of classroom.

3. For the Future Researcher

The findings of ⁷⁰ this research can be uses as a reference for future researchers. Hopefully, the research can be continued in different location or different schools to compare the results, and strengthen the discoveries.

4. For the reader

The researcher suggest for the reader will gather much information and know about ¹⁴ the factors that influence students motivation in joining English Extracurricular in another schools.

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APPENDIX

Appendix 3 1: The data population and sample of research

No.	Name	Class
1.	Miftahul Jannah	XI.C1
2.	Salsa Nadila Safitri	XI.C2
3.	Wardatul Aini	XI.C3
4.	Nurkhafifah Saharza	XI.C3
5.	Risdah Safitri	XI.C4
6.	Nahla Humaira Said Gintamik	X.1
7.	Haura Aqilatulghina	X.1
8.	Fatimah Azahra Azis	X.3
9.	Ashiila Nadira Fianti	X.3
10.	Riska Najwa Latifa	X.3
11.	Nayla Nursalsabila	X.4
12.	Kisya Aulia Nur Azima	X.4
13.	Raissa Aurelia Arini	X.4
14.	Sri Yuliarti Hasda	X.5
15.	Putri Ziyah Afifah	X.6
16.	Saputra Ramadhan	X.9
17.	Azwaju Jannati	X.9
18.	Zulfa Rita	X.10
19.	Zahwa Azhima	X.10
20.	Ulinnihayaatil Qudsiyyah	X.10
21.	Sofia Famela Zahra	X.2
22.	Aida Azkia	X.10
23.	M.Harlis Saputra	XI.C3

Appendix 2:The result of questionnaire Learning Factors

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	TOTAL
1.	5	3	3	2	2	4	1	5	3	5	4	1	3	4	45
2.	3	5	5	4	4	5	4	5	4	4	5	5	3	4	60
3.	2	3	4	4	3	4	3	3	4	3	5	5	3	4	50
4.	3	4	4	2	3	2	4	4	4	4	4	5	1	3	47
5.	2	4	5	1	3	5	4	5	4	5	5	5	2	4	54
6.	5	3	1	1	3	2	1	2	5	1	2	1	2	1	30
7.	4	5	3	4	3	3	4	5	4	5	5	4	5	5	59
8.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56
9.	3	3	3	2	3	3	3	3	3	3	4	4	3	4	44
10.	2	4	3	1	3	3	4	4	3	2	3	5	3	5	45
11.	3	3	3	4	3	3	4	4	3	4	4	3	2	4	47
12.	3	3	4	4	4	4	4	4	3	3	4	3	3	5	51
13.	2	1	1	3	2	1	3	1	3	3	1	1	1	1	24
14.	3	3	4	4	2	2	4	1	3	1	3	3	2	2	37
15.	5	5	4	5	5	5	4	5	4	5	4	5	5	5	66
16.	4	5	5	5	3	3	3	4	5	4	4	4	4	5	58
17.	3	4	4	4	3	4	4	4	4	4	4	4	3	4	53
18.	3	3	4	5	4	2	3	4	2	3	4	5	4	5	51
19.	2	3	3	4	2	3	3	4	2	3	4	4	1	4	42
20.	2	4	5	5	3	3	3	4	3	5	4	4	3	4	52
21.	2	4	4	4	3	3	4	3	3	3	4	4	3	4	48
22.	3	4	4	5	4	5	4	4	3	3	5	5	3	5	57
23.	2	4	4	4	3	2	4	4	3	4	4	5	2	4	49

Appendix 3: The result of questionnaire Motivation

No.	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	TOTAL
1.	2	3	5	4	5	5	3	4	3	5	5	1	1	46
2.	4	4	4	5	5	3	4	5	5	5	5	4	4	57
3.	4	3	4	5	4	2	3	5	4	4	3	4	2	47
4.	3	5	5	5	4	4	4	5	5	5	5	3	1	54
5.	3	5	5	4	3	4	4	5	4	5	4	3	1	50
6.	1	1	3	1	3	1	1	3	5	1	1	1	5	27
7.	5	4	4	3	5	4	4	4	5	4	4	5	4	55
8.	4	4	4	4	4	4	4	4	4	4	4	4	4	52
9.	4	3	4	4	4	3	4	4	3	4	5	3	2	47
10.	4	1	3	1	3	4	2	4	3	5	3	4	2	39
11.	5	4	4	4	3	2	3	4	3	4	4	3	4	47
12.	4	5	5	5	3	3	3	5	3	4	4	4	4	52
13.	1	1	1	1	2	3	2	1	1	1	1	2	4	21
14.	3	4	5	2	3	3	2	4	2	3	3	3	2	39
15.	5	5	5	5	4	4	5	5	3	3	5	5	5	61
16.	2	5	5	5	4	3	4	5	5	5	3	3	2	51
17.	3	4	4	4	4	3	3	4	3	4	4	4	4	48
18.	4	5	5	5	4	2	4	5	4	5	5	4	2	54
19.	3	5	5	5	3	3	3	5	5	5	5	5	3	55
20.	3	3	5	5	4	3	4	5	4	5	5	3	4	53
21.	3	5	5	5	4	3	3	5	5	5	5	4	2	54
22.	5	5	5	5	3	3	3	5	5	5	5	5	3	57
23.	4	4	4	4	4	2	4	4	4	4	3	3	4	48

Appendix 5: Research Instrument

Questionnaire of the research

Factors that Influence Students Motivation in Joining English Extracurricular at
MAN 1 INHIL.

Assalamualaikum wr.wb.

Dear Participant,

My name is Chunda Alicia Anzana (NIM.502211010010). I'm a student of English Study Program the 8th semester, Faculty of Teacher Training and Education, Islamic University of Indragiri.

I'm conducting research to identify the Factors that influence students in Joining English Extracurricular and Students Motivation in Joining English Extracurricular that will be used in this research with the title "Factors that Influence Students Motivation in Joining English Extracurricular at MAN 1 INHIL".

This questionnaire consists of 27 statements and takes 10-15 minutes to complete.

Here are the instructions for selecting it based on you!

1 : Strongly Disagree

2 : Disagree

3 : Neutral

4 : Agree

5 : Strongly Agree

Please take your time to fill in the answers honestly and based on your experience.

Thank you for your help and cooperation!

Best Regards,

Chunda Alicia Anzana.

RESPONDENT IDENTITY

Name :

Class :

QUESTIONNAIRE FOR LEARNING FACTORS

42 Here are the instructions for selecting this questionnaire, based on you!

1 : Strongly Disagree

2 : Disagree

3 : Neutral

4 : Agree

5 : Strongly Agree

1. I join English Extracurricular because I loves English since childhood.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena saya menyukai

5 Bahasa Inggris sejak kecil).

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

2. I join English Extracurricular because I like learning English.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena saya suka

5 belajar Bahasa Inggris).

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

3. I join English Extracurricular because learning English is interesting.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena belajar Bahasa

5 Inggris itu menarik)

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

4. I join English Extracurricular because I am lack of factors to develop in learning English.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena saya kekurangan faktor untuk berkembang dalam belajar Bahasa Inggris).

5

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. I join English Extracurricular because my learning facilities are complete to improve English skills.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena fasilitas belajarnya lengkap untuk membantu saya meningkatkan kemampuan Bahasa Inggris).

5

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

6. I join English Extracurricular because the tutors come from the English teachers and tutors who have joined in the English Extracurricular.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena tutor nya berasal dari guru Bahasa Inggris dan tutor yang pernah tergabung di Ekstrakurikuler Bahasa Inggris).

32

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

7. I join English Extracurricular because the tutors teach based on I need.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karna tutornya mengajar sesuai dengan kebutuhan saya).

33

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

8. I join English Extracurricular because the goal is clear and directed.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena tujuannya jelas dan terarah).

5

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree

☐ Strongly Agree

9. I join English Extracurricular because there are some feedback among tutors and I.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena adanya timbal balik antara tutor dan saya).

5

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

10. I join English Extracurricular because the learning methods is fun and enjoyable.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena metode pembelajarannya asyik dan menyenangkan).

5

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

11. I join English Extracurricular because it can help I develop abilities in English.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena dapat membantu saya mengembangkan kemampuan Bahasa Inggris).

22

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

12. I join English Extracurricular because I can improve English skills outside of class.

(Saya bergabung Ekstrakurikuler Bahasa Inggris karena saya dapat meningkatkan keterampilan Bahasa Inggris diluar kelas).

22

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

14

13. I join English Extracurricular because learning English is my favorite subject in the class.

14. (Saya bergabung Ekstrakurikuler Bahasa Inggris karena belajar Bahasa Inggris adalah mata pelajaran favorit saya di dalam kelas).

- 22
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

14. I join English Extracurricular because I want to Improve grammar skills.
(Saya bergabung Ekstrakurikuler Bahasa Inggris karena saya ingin meningkatkan keterampilan tata bahasa).

- 68
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

QUESTIONNAIRE FOR MOTIVATION

51 Here are the instructions for selecting this questionnaire, based on you!

- ☐ 1 : Strongly Disagree
- ☐ 2 : Disagree
- ☐ 3 : Neutral
- ☐ 4 : Agree
- ☐ 5 : Strongly Agree

1. I study English because I want to get good grades.
(Saya belajar Bahasa Inggris karena saya ingin mendapatkan nilai yang bagus).

- 5
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

2. I study English for expanding connections in the world of work.

59 (Saya belajar Bahasa Inggris untuk memperluas koneksi di dunia kerja).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

3. English is a language that must be mastered.

5 (Bahasa Inggris adalah bahasa yang harus di kuasai).

- ☐ Strongly Disagree

- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. I study English because English makes it easier to communicate with foreigners.

(Saya belajar Bahasa Inggris karena Bahasa Inggris mempermudah untuk berkomunikasi dengan orang asing).

- 65
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

5. English is a fun subject.

5 (Bahasa Inggris adalah pelajaran yang menyenangkan).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

6. I study English because English is easier.

61 (Saya belajar Bahasa Inggris karena Bahasa Inggris itu mudah).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

7. I study English because is very fun and enjoyable.

33 (Saya belajar Bahasa Inggris karena Bahasa Inggris sangat seru dan menyenangkan).

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

8. I study English because English helps to communicate widely.

5 (Saya belajar Bahasa Inggris karena Bahasa Inggris membantu untuk berkomunikasi secara luas).

- ☐ Strongly Disagree
- ☐ Disagree

- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

9. I study English because study English can increase self-confidence.

(Saya belajar Bahasa Inggris karena Belajar bahasa Inggris dapat meningkatkan kepercayaan diri).

- 5
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

10. I study English because Study English can get access to Educational opportunities.

(Saya belajar Bahasa Inggris karena Belajar Bahasa Inggris bisa mendapatkan peluang pendidikan).

- 5
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

11. I study English because English is needed in higher Education.

(Saya belajar Bahasa Inggris karena saya membutuhkan Bahasa Inggris di jenjang pendidikan yang tinggi).

- 22
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

12. I study English because I want to learn the culture in every country that uses English.

(Saya belajar Bahasa Inggris karena saya ingin mempelajari budaya di setiap negara dengan menggunakan Bahasa Inggris).

- 62
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Neutral
 - ☐ Agree
 - ☐ Strongly Agree

13. I motivated to join English Extracurricular because I have problem in learning.

(Saya termotivasi mengikuti Ekstrakurrikuler Bahasa Inggris karena saya memiliki masalah dalam pembelajaran).

32

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

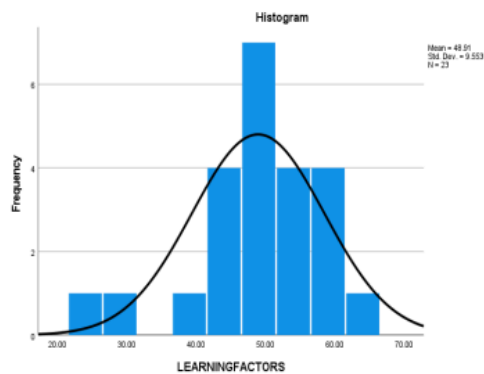
Appendix:6 The result of
questionnaire Learning Factors

Statistics

LEARNINGFACTORS

N	Valid	23
	Missing	0
Mean		48.9130
Median		50.0000
Mode		45.00 ^a
Std. Deviation		9.55326
Variance		91.265
Skewness		-.870
Std. Error of Skewness		.481
Kurtosis		1.291
Std. Error of Kurtosis		.935
Range		42.00
Minimum		24.00
Maximum		66.00
Sum		1125.00

a. Multiple modes exist. The
smallest value is shown



LEARNINGFACTORS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	1	4.3	4.3	4.3
	30.00	1	4.3	4.3	8.7
	37.00	1	4.3	4.3	13.0
	42.00	1	4.3	4.3	17.4
	44.00	1	4.3	4.3	21.7
	45.00	2	8.7	8.7	30.4
	47.00	2	8.7	8.7	39.1
	48.00	1	4.3	4.3	43.5
	49.00	1	4.3	4.3	47.8
	50.00	1	4.3	4.3	52.2
	51.00	2	8.7	8.7	60.9
	52.00	1	4.3	4.3	65.2
	53.00	1	4.3	4.3	69.6
	54.00	1	4.3	4.3	73.9
	56.00	1	4.3	4.3	78.3
	57.00	1	4.3	4.3	82.6
Total	58.00	1	4.3	4.3	87.0
	59.00	1	4.3	4.3	91.3
	60.00	1	4.3	4.3	95.7
	66.00	1	4.3	4.3	100.0
Total		23	100.0	100.0	

81

Appendix:7 The result of
questionnaire Motivation

Statistics

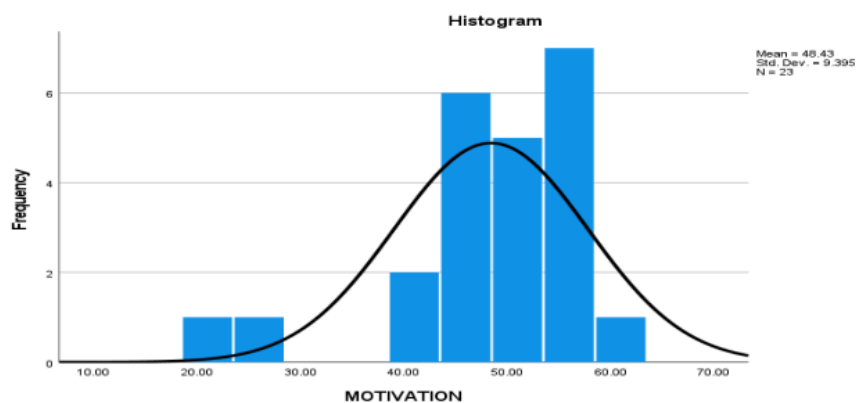
MOTIVATION

N	Valid	23
	Missing	0
Mean		48.4348
Median		51.0000
Mode		47.00 ^a
Std. Deviation		9.39452
Variance		88.257
Skewness		-1.661
Std. Error of Skewness		.481
Kurtosis		2.959
Std. Error of Kurtosis		.935
Range		40.00
Minimum		21.00
Maximum		61.00
Sum		1114.00

a. Multiple modes exist. The
smallest value is shown

MOTIVATION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 21.00	1	4.3	4.3	4.3
27.00	1	4.3	4.3	8.7
39.00	2	8.7	8.7	17.4
46.00	1	4.3	4.3	21.7
47.00	3	13.0	13.0	34.8
48.00	2	8.7	8.7	43.5
50.00	1	4.3	4.3	47.8
51.00	1	4.3	4.3	52.2
52.00	2	8.7	8.7	60.9
53.00	1	4.3	4.3	65.2
54.00	3	13.0	13.0	78.3
55.00	2	8.7	8.7	87.0
57.00	2	8.7	8.7	95.7
61.00	1	4.3	4.3	100.0
Total	23	100.0	100.0	



Appendix 8: Documentation

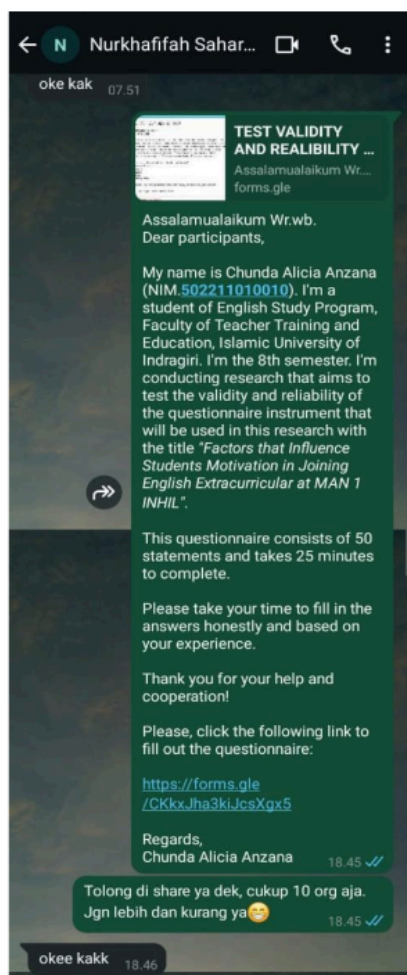


Image I : The researcher shared link for tests validity via Whatshapp with the chairman of IEC

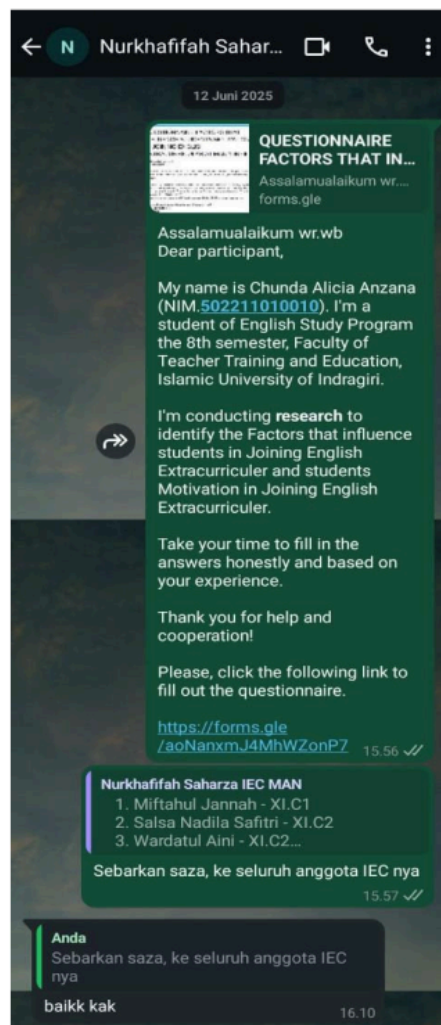


Image II : The researcher shared link questionnaire via Whathapp with the chairman of IEC



Image III : Take a pictures together with all members of IEC



Image IV : Take a pictures together with English teachers

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