

**THE INFLUENCE OF TEACHER'S MOTIVATING STRATEGY
TOWARDS STUDENTS' ENGLISH LEARNING INTEREST
AT THE FIRST YEAR OF ISLAMIC JUNIOR
HIGH SCHOOL MUHAMMADIYAH
SEI APIT SIAK REGENCY**



BY

WAHYUNI

NIM. 10614003510

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE INFLUENCE OF TEACHER'S MOTIVATIN STRATEGY
TOWARDS STUDENTS' ENGLISH LEARNING INTEREST
AT THE FIRST YEAR OF ISLAMIC JUNIOR
HIGH SCHOOL MUHAMMADIYAH
SEI APIT SIAK REGENCY**

Thesis

Submitted As a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd)



By

WAHYUNI

NIM. 10614003510

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSTY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

ACKNOWLEDGMENT

Bismillahirrahmanirrahim...

By the name of Allah Most Gracious to fulfill and the Merciful, this paper is attended to fulfill a partial requirement as one of the conditions for the award of Sarjana Degree (S1) in English Education Department of Education and Teacher's Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

In completing this thesis, I have been greatly improved by comments, correction, assistance, guidance, motivation and bright ideas of many people. Therefore, I would like to express sincere thanks for them. I am happy to express my sincere gratitude to Allah swt who has given me power and health to accomplish this scientific writing, and following people for their valuable contributions:

1. Ali Bakri and Maimunah (my beloved parents), who have giving up supporting and praying for my thesis.
2. Prof. Dr. H. M Nazir, the Rector of State Islamic University Sultan Syarif Kasim Riau.
3. Drs. Promadi, MA., Ph.D. The Caretaker Dean of Education and Teacher's Training Faculty and all her staff who have given their kindness and encouragement.
4. Dr. Hj. Zulhidah, M.Pd. The Chairperson of English Education Department and the lecturers who have thought and educated her asa long as her study program.
5. Drs. Samsi Hasan, MH.Sc, the researcher's supervisor who has contributed and guided the researcher in the accomplishment of the thesis.
6. Drs. Nasrun Maulana, the Headmaster of Islamic Junior High School Muhammadiyah Sei Apit of Siak Regency, Dina Fitriani, the English

teacher and the all of school staff who have given their kindness as long as the researcher took the data.

7. My beloved Sister and Brothers, Ruhima Hasanah SH and her husband Supriadi ST, Alfian and his wife k' Desy, Zuhari and his wife k' Acy. Thanks for your help, suggestion, prays, support and motivation. Even, my niece; Farid, Fatih and Lutfi, I'm proud of you because I love you all.....
8. My best friend; Fradila Sander, Wiwikz Aditya, Rini Fitria, Neng Deswita, Tika, Nurul and all my friend that I cannot mention one by one. Thanks for your kindness and togetherness. I will always remember you all...

Finally, the research realizes that this thesis is far from being perfect.

Thus, comment, critics and constructive suggestions and advices are very much appreciated. My Allah Almighty bless all of them and my Allah lets this paper become a benefit writing for all. Thank so much.

Pekanbaru, Februari 21, 2013
The Writer

WAHYUNI
NIM. 10614003510

ABSTRAK

Wahyuni (2012): Pengaruh Strategy Motivasi Guru terhadap Minat Belajar Bahasa Inggris Siswa Kelas Satu Madrasah Tsanawiyah Muhammadiyah Kecamatan Sei Apit Kabupaten Siak.

Strategy motivasi guru adalah bagian terpenting untuk meningkatkan minat siswa dalam belajar bahasa Inggris. Oleh karena itu, penulis berminat untuk meneliti tentang masalah ini. Sementara itu, rumusan masalahnya dirumuskan sebagai:

“Adanya Pengaruh Yang Signifikan Yang Mempengaruhi Strategy Motivasi Guru Terhadap Minat Belajar Bahasa Inggris Siswa Kelas Satu Madrasah Tsanawiyah Muhammadiyah Kecamatan Sei Apit Kabupaten Siak.

Subjek dari penelitian ini adalah guru dan siswa di Madrasah Tsanawiyah Muhammadiyah Kec. Sei Apit Kab. Siak. Sedangkan objeknya adalah strategi motivasi guru dan minat siswa dalam belajar bahasa Inggris.

Dalam pengumpulan data, penulis menggunakan observasi dan angket. Setelah itu data diproses dan dianalisa dengan penjumlahan dan perbandingan dengan jumlah yang dibutuhkan. Pernyataan yang digunakan adalah seperti sangat bagus, bagus, kurang bagus, tidak bagus, buruk sekali. Tiap soal angket di tunjukkan dalam bentuk tabel.

Untuk mengolah data, penulis menggunakan teknik Korelasi Produk Momen. Berdasarkan data yang dianalisis, dapat disimpulkan bahwa “adanya pengaruh yang signifikan dari strategi motivasi guru terhadap minat belajar bahasa Inggris siswa kelas satu Madrasah Tsanawiyah Muhammadiyah Kec. Sei Apit Kab. Siak”.

ABSTRACT

Wahyuni (2012): The Influence of Teacher's Motivating Strategy towards Students' English Learning Interest at The First Year of Islamic Junior High School Muhammadiyah Sei Apit District Siak Regency.

Teacher's Motivating strategy is an important part to improve students interest in learning English. Because of that, the writer was interested in carrying out a research about this problem. Meanwhile, the problem was formulated as there is any significance Influence of Teacher's Motivating Strategy toward Students' Learning Interest at the first year of Islamic Junior High School Muhammadiyah Sei Apit District Siak Regency.

The subject of this research was the teacher and students at the Islamic Junior High School Muhammadiyah Sei Apit, Siak Regency. While the object was the teacher's motivating strategy and students' interest in learning English.

In collecting the data, the writer had applied observation and questionnaire. After that, the data were processed and analyzed by supplying, totaling and comparing with the total needed. The statements were such as excellent, good, fairly good, fair and bad. Each item of the questionnaires was presented in the form of table.

To analyze the data, the writer used the product moment correlation technique. Based on the data analysis, it can be concluded that there is significant Influence of Teacher's Motivating Strategy towards Students' English Learning Interest at the First Year of Islamic Junior High School Muhammadiyah Sei Apit, Siak Regency.

TABLE OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
KNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENT	ix
LIST OF TABLE	xi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. The Definition of the Term	4
C. The Problem	6
D. The Objectives and Significance of the Study	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Theoretical Framework	9
B. Relevant Research	20
C. Operational Concept	22
D. Assumption and Hypothesis	23
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	24
B. The Location and Time of the Study	24
C. The Subject and the Object of the Study.....	24

D. The Population	24
E. The Data Collecting Technique	25
F. The Technique of Analysis Data	25
CHAPTER IV PERSENTATION OF DATA ANALYSIS	
A. The Description of Research Procedure	27
B. The Data Persentation	27
C. Data Analysis	46
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	56
B. Suggestion	57
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLE

Tabel IV. 1	The Table of Observation Recapitulations of Teacher's Motivating Strategy in the Classroom	28
Tabel IV. 2	The Recapitulations Result of Observation Teacher's Motivating Strategy in the Classroom (Variable X)	30
Tabel IV. 3	The Recapitulation of Observation Answers Influence of Teacher's Motivating Strategy in the Classroom (Variable X)	32
Tabel IV. 4	The Frequency of Teacher's Motivating Strategy	33
Tabel IV. 5	The Students Who Interest in Learning English	35
Tabel IV. 6	The Students who are Present in English Class	35
Tabel IV. 7	The Students Who Ask-Question during English Class ..	36
Tabel IV. 8	The Students Who Review the Material at Home	37
Tabel IV. 9	The Students Who Pay Attention during English Class ...	37
Tabel IV. 10	The Students Who Followed English Class.....	38
Tabel IV. 11	The Students Who Enjoy Reading English Book.....	39
Tabel IV. 12	The Students Who Have Some English Books	49
Tabel IV. 13	The Students Who Have an English Dictionary and Always Bring It When Learning English.....	40
Tabel IV. 14	The Students Who Do Homework at Home	40
Tabel IV. 15	The Students Who Prepare the Material Before	41

Tabel IV. 16	The Students Who Enjoy In Learning English Activities and Prepare Much Time to Learn	42
Tabel IV. 17	The Recapitulations of Respondents' Answer of Questionnaire Result (Variable Y).....	43
Tabel IV. 18	The Recapitulation of Respondents' Answer of Students' Interest (Variable Y)	44
Tabel IV. 19	Statistic Table of Frequency Teacher's Motivating Strategy	45
Tabel IV. 20	Table of Mean and Standar Deviation of Teacher's Motivating Strategy	47
Tabel IV. 21	Statistic Table of Teacher's Motivating Strategy	48
Tabel IV. 22	Table of Mean and Standart Deviasi of Students' Interest	49
Tabel IV. 23	Statistic Table of Students' Interest	50
Tabel IV. 24	Analysis of Variance (ANOVA)	51
Tabel IV. 25	Pearson Correlation.....	52
Tabel IV. 26	Value of Coefisien Correlation of Product Moment.....	54

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Interest

Interest is one of the things that is very important in human life. Everything that people will do always relates to the interest. Many experts give definition about interest, some of them are:

- a. Interest is persisting tendency to pay attention and enjoy some activities or content¹.
- b. An interest has been explained as something with the child identifies his personal being. Interest are source of motivation which drive people when they are free to choose when they see that something will benefit them, they become interest in it. It is clearly stated that interest is source of motivation².

From the definition above, we can know that interest as a factor that can influence someone when he/she wants to do something. Without having interest, someone will have no any willingness to do everything. Meanwhile, interest is interrelated with motivation that sometimes we cannot differentiate them.

¹ Slameto. *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta. 1998. P.57

² Elizabeth B. Hurlock. *Child Development*. Tokyo: McGraw-Hill. 1978. P. 420

People may say that they have the some meaning. However, they are different, although they have relationship each other.

Interest has an important role in a person's life and has great impact on the person's behavior and attitude. Thorough out the childhood's years, interest provides a strong motivation to learn. Children, who are interested in an activity, whether it is playing or working, will put forth more effort to learn than when children who are less interested or bored. Individuals can develop actualized individual interest I which individual's personal interest interact with the interesting environmental features to produce heightened interest³. Interest adds enjoyment to any activity, the individual engages. If children are interested in an activity they experience, they will be more enjoyable to them than if they are bored.

In term of teaching and learning, interest also holds a prominent role.in this situation; interest may have a more differential effect, depending on the task and content area⁴. In teaching and learning process, there components involved are related to each other and cannot be divorced; they are teacher, students, and material.

³ Dale S Schunk, et al. *Motivation in Education; Theory, Research and Application*. New Jersey: Merrill Prentice Hall. 2001. P. 213

⁴ Ibid. P. 218

In teaching and learning process, teacher has a role to increase students' interest in learning English. The teacher should plan what strategy and material to be used. The teacher who is the plan maker of the teaching and learning activities in the classroom must be basic and complete knowledge about learning principles in teaching process, such as formulating of the purpose, choosing of material, choosing of method, determining of the evaluation. So, the teaching and learning process can be supported competently by using these concepts⁵.

2. The Nature of Students' English Learning Interest

How important is interest in learning English? Interest is called as pleasure or displeasure toward an object⁶. For examples, students' interest in learning English will influence their effort in studying, and then influence their achievement. Interest has big influence in learning, because if the material learned is not appropriate with students' interest or the material is not interesting for them, they will not study well, because there is no attraction to their attention. Conversely, if the material is interesting for the students, they will be easier to understand and save in their mind.

⁵ Slameto. *Op. cit.* P.97

⁶ Tohirin. *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta: PT Raja Grafindo. 2005. P.120

In general, there are two factors that influence interest; they are internal factor and external factor. Internal factor come from the students themselves, and it can be divided into two: psychological (the organ of body) such as intelligent, interest, aptitude, and motivation. External factors come from side of the students like family, social and non-social environment, school environment.

Learning will be interesting for students if there is relationship between lesson and their real life. An interest teaching has to consider about students' individual interest. The lesson will be more interesting for the students if they are given a chance to work by themselves. If the students are not interested in learning English subject, so it is very difficult for students to catch and the lesson in teaching and learning process will not run well⁷. Therefore, the teacher must be able to observe the lesson materials using appropriate techniques and strategies. In order to make the students are not bored in learning. Moreover, in learning English teacher must be able make class fun and joyful, thus students do not feel that English is a difficult subject, but an enjoyable activity.

⁷ Rusliansah. The Influence of Parents' Participation on Students' Interest in Learning English. Pekanbaru. Unpublished Thesis. 2010. P.12

3. The Factors Influencing Students' English Learning Interest

As any good teacher knows, all students do not learn in the same way. In addition, it is common for a class of students to be at a variety of levels in any particular subject. Teachers need to use different teaching methods in order to reach all students effectively. A variety of teaching strategies, knowledge of students' levels, and an implementation of which strategies are best for particular students that can help teachers to know which reaching methods will be most effective for their class⁸.

Students come to class with a different amount of motivation to learn. Students also come due to different motivations altogether. Some students are at college to find a career path with plentiful job opportunities, some are to retrain for a new career, and some are to focus on personal interactions with the health care system that makes them deeply interested in the field. Whatever their initial motivation, specific factors influence the motivation of nursing students⁹.

There are some factors influencing students' English learning interest:

- a. Work Together

⁸ <http://www.wisegeek.com/what-are-some-different-teaching-methods.html>. Retrieved: 12-08-2012

⁹ http://www.ehow.com/info_7976218_factors-learning-motivation-nursing-students.html. Retrieved: 20-02-2012

Group work gets students to use working as a cohesive team. It is very motivational when nursing students work together to finish project, solve problems, or study. Encourage students to work together and study together. Learning will be interesting for students if there is relationship between the lesson and the students' real life¹⁰.

b. Connect with Professionals in the Field

Nursing students want to have meaningful interactions with those who are already in the field. This gives them motivation to learn and complete the nursing program because they can see areas where they might like to work and they hear the experiences of those who are already working in those areas of nursing. In terms of teaching and learning, interest also holds a prominent role. The statements stated by Elizabeth give us explanation that interest is a source of motivation¹¹. Provide professional interaction and you will increase your students' interest in the field.

c. Get Real Life Experience

¹⁰ Rusliansah. *Op. Cit.* P. 13

¹¹ Elizabeth (in Maisaroh). *The Teachers' Creativity in Improving Students' Interest in Learning English*. Pekanbaru. Unpublished Thesis. 2005. P.9

Ask students to interview friends and family members about their experiences in the health care system. Nursing students thrive of real life experience. Nursing students need experience in the field in the form of a practicum, but you don't need to let the real life experience stop there. Offer students the opportunity to work with professionals in the field on real life problems as part of a practicum or term project. In the process of teaching and learning, teaching materials became one of the influential things for the students' success¹². Family members or friends might be willing to become research subjects. Ask students to connect with past or current patients in their field of interest.

d. Make Assignment Practical

Students are more likely to complete an assignment well if it has practical applications. Bring together students' real life experiences and their school work, make assignment practical. The teacher must be understands and uses a variety of instructional strategies to encourage

¹² Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P.78

students' development of critical thinking, problem solving, and performance skills¹³.

4. The Nature of Motivation

Many theories and researchers have found that it is important to recognize the construct of motivation not as a single entity but as a multi-factorial one. Oxford and Shearin analyzed a total of 12 motivational theories or models, including those from socio-psychology, cognitive development, and socio-cultural psychology, and identified six factors that impact motivation in language learning:¹⁴

- a. Attitudes (i.e., sentiments toward the learning community and the target language)
- b. Beliefs about self (i.e., expectancies about one's attitudes to succeed, self-efficacy, and anxiety)
- c. Goals (perceived clarity and relevance of learning goals as reasons for learning)
- d. Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)

¹³ Ibid, P.33

¹⁴ <http://iteslj.org/Techniques/Hussin-Motivation>. Retrieved: 17-09-2012

- e. Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- f. Personal attributes (i.e., aptitude, age, sex, and previous language learning experience).

Motivation is a reason or set of reasons for engaging in a particular engaging, especially humans' behavior as studied in psychology and neuropsychology. The reasons may include basic needs (e.g., food, water, shelter) or an object, goal, state of being, or ideal that is desirable, which may or may not be viewed as "positive" such as seeking a state of being in which pain is absent. The motivation for a behavior may also be attributed to less-apparent reasons such as altruism or morality¹⁵.

Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel or exam purpose) in the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community.

¹⁵ <http://www.scribd.com/doc/26556889/Nature-of-Motivation>. Retrieved: 23-10-2012

5. Teacher's Motivating Strategy

One way to enhance motivation and learning is to give students the opportunity to choose some of the tasks they want to do. This is not difficult to accomplish. Teacher and students have to design from every beginning what activities can be carried out in class, they can be carried out, and how are they evaluated. Intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself – it is motivating us to do something when we do not have anything¹⁶. By the definition, intrinsically motivating activities provides individuals with fun and enjoyment, although fun and enjoyment need not be limited to intrinsically motivating strategy¹⁷.

Some learning strategies involve changes to the design of instruction. For examples, the use of questions before, during or after instruction has been shown to increase the degree of learning. This study investigated language teaching strategies, as reported by teachers and students, and the effects of these strategies on students' motivation and English achievement. Strategy used as reported by the teachers did not influence the regression coefficients for any of the predictors, but strategy used reported by

¹⁶ James P Raffini. *150 Ways to Increase Intrinsic Motivation in the Classroom*. Wisconsin: Wisconsin University. 1996. P.3

¹⁷ Ibid. P.231

the students had a positive effect on the predictability of motivation on English achievement¹⁸.

There are some strategies to increase students' interest:

- a. Give students opportunities to create knowledge from their present knowledge
- b. Provide opportunities for students to relearn concepts and correct errors
- c. Create a risk free environment
- d. Have students concentrate on how they feel about
- e. Do not repeat students' answers
- f. Listen to students
- g. Teach students how to listen to others
- h. Help students feel the classroom belongs to them
- i. Have students discuss how they solve problems and develop thinking strategies¹⁹.

6. Teacher's Motivating Strategy towards Students' English Learning Interest

Teacher who foster positive relationships with their students create classroom environments more conducive to learn and meet students' development, emotional and academic needs. If

¹⁸ Bernaus, M. and Gardner, R.C. 2008. *Teacher Motivation Strategies, Students Perceptions, Students Motivation, and English Achievement*. The Modern Language Journal, 92:387-401. Retrieved: 14-07-2012

¹⁹ <http://www.homeofbob.com/cman/general/motivation.html>. Retrieved: 25-04-2012

a students feel a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the students is likely to become trustful of that teacher. Positive teacher-students relationships draw students into the process of learning and promote their desire to learn (given that the content material of the class is engaging and age appropriate)²⁰.

There are the positives student-teacher relationships look like in the classroom:

- a. Teachers show their pleasure and enjoyment of students
- b. Teachers interact in a responsive and respectful manner
- c. Teachers offer students help (e.g., answering questions in timely manner, offering support that matches the children's needs) in achieving academic and social objectives
- d. Teachers help students reflect on their thinking and learning skill
- e. Teachers know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.
- f. Teachers seldom show irritability or aggravation toward students.

²⁰<http://www.apa.org/education/k12/relationships.aspx>. Sara Rimm-Kaufman, PhD, UVA. Retrieved: 28-09-2012

B. Relevant Research

Based on the research findings investigated; firstly by Encik Amriza, entitled; the strategies of teacher in increasing students' interest in learning English²¹. This was a descriptive study in which she made an observation and interview to collect the data. From this research, the teacher's motivating toward the students' interest in learning English was categorized as good.

The second was by Novia Leli, entitled teacher methodological skills in improving students' interest in learning English²². It was a descriptive study. She made an observation and interview to collect the data. From this research, the teacher's methodological skills were categorized as good. The teacher only applied a half of the total aspects of the teacher's skills in improving students' interest in learning English.

Meanwhile, there were four factors that influenced the teacher's skills in improving students' interest in learning English. They were the teacher, the students, the facilities, and school condition.

²¹ Encik Amriza. Strategies of Teacher in Increasing Students' Interest in Learning English. Pekanbaru: Unpublished Thesis. 2004

²² Novia Leli. Methodological Skills in Improving Students' Interest in Learning English. Pekanbaru: Unpublished Thesis. 2005

C. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework to avoid misunderstanding of research. It should be interpreted into particular word in order to make it easy to measure. There are two variable in this research. They are X, namely; teacher's motivating strategy, and Y, namely; students' English learning interest. X is independent variable and Y is dependent variable.

The teacher's motivating strategy can be seen in the following indicators:

1. The teacher give students opportunities to create their knowledge
2. The teacher help students feel the classroom belongs to them
3. The teacher prepares and introduces about the material
4. The teacher gives and explains the material
5. The teacher gives chance for students to ask questions when they don't understand something.
6. The teacher helps the students to overcome their problem about study
7. The teacher uses the English language in the process of teaching
8. The teacher creates various activities to avoid boredom among students such as; playing games, singing song, guessing, and act.
9. The teacher advices the students to develop their awareness
10. The teacher uses the pronunciation in speaking English.

The students' English learning interest can be seen in the following indicators:

1. The students enjoy learning English.
2. The students are active and they are always present in learning English.
3. The students follow English subject.
4. The students are active in asking questions in learning English.
5. The students have English dictionary and they always bring it when they learn English

D. Assumption and Hypothesis

1. Assumption

The better of teacher's motivating strategy in teaching and learning process, the better students' English learning interest will be.

2. Hypothesis

Ha: there is significant influence of teacher's motivating strategy toward students' English learning interest.

Ho: there is no significant influence of teacher's motivating strategy toward students' learning interest.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is a correlation research. It is significant to analyze the teacher's motivating strategy towards students' english learning interest at the first year students of Islamic Junoir High School Muhammadiyah Sei Apit District Siak Regency. The writer made observation and questionnaire to collect the data.

B. The Location and Time of the Study

This research was conducted at Islamic junior high school Muhammadiyah Sei Apit. The location of it is in Sei Apit District, Siak Regency from September to November 2012.

C. The Subject and the Object of the Study

The study was the students of Islamic Junior High School Muhammadiyah Sei Apit District Siak Regency. And the object of this research was the teacher's motivating strategies toward students' interest in learning English.

D. The Population of Research

The population of this research is all of students at the first year students of Islamic Junior High School Muhammadiyah Kec. Sei Apit Siak Regency, the total population of the students are 12 students, because

the number of students is not so many, so the writer took all of them as population.

E. The Data Collecting Technique

To collect the data involved in this study, the writer used the questionnaire. The questionnaire was the data that contain some questions for the respondents dealing with the motivation of teacher's strategy to improve students' interest in learning in order to determine the instrument of the questionnaire; the writer showed each meaning as follows:

The option always : all of the time

The option of usually : most of the time

The option sometime : some of the time

The option seldom : almost never

The option never : not only time¹

F. The Technique of Data Analysis

To analyze the data collection, in this study, writer used the product moment correlation, in which this technique was one of the Bivariat Correlation. The formulation of this technique is as follows²:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

¹ Eko Putro Widoyoko. *Teknik Penyusunan Instrument Penelitian*. Jogyakarta: Pustaka Pelajar. 2012. P. 106 – 107

² Hartono. *Statistik untuk Penelitian*. Pekanbaru: Pustaka Pelajar. 2004. P. 76

Where:

r = Number/Point of Index “r” Product Moment

N = Sample

X = Number of score X

Y = Number of score Y

CHAPTER IV

DATA PERSENTATION AND DATA ANALYSIS

A. The Description of Research Procedure

The previous chapter had been explained that the aim of the research was to find out the teacher's motivating strategy toward students' interest and to know the factors that influenced students' interest in learning English at the first year students of Islamic Junior High School Muhammadiyah Sei Apit. The writer took the data that involved the information and explanation, which were gained from the field. The data were acquired by using observation and questioner technique.

Gaining the data about the influence of teacher's motivating strategy toward students' interest in learning English at the first year students of Islamic Junior High School Muhammadiyah Sei Apit used observation and questionnaire technique.

Based on the data, in which the writer collected through observation then, they were correlation research. Furthermore, they were analyzed in each item in the observation format. The writer used two alternative answers, "yes" and "no".

B. The Data Presentation

In this research, the writer used the observation to support the research in collecting the data. When the observation was done by the writer, she taught the students directly. The English teacher always observed the writer for eight meetings. To obtain how to apply the

teacher's motivating strategy towards students' English learning interest, the writer took data from classroom observation. It was described in the table that presented frequency distribution of each observation. To make data clearer, it can be seen in table below:

TABLE IV. 1
THE TABLE OBSERVATION RECAPITULATION OF TEACHER'S
MOTIVATING STRATEGY IN THE CLASSROOM

No	Item Of Observation	Alternative Answers	
		Yes	No
1	The teacher give students opportunities to create their knowledge	8	-
2	The teacher help students feel the classroom belong to them	8	-
3	The teacher prepares and introduce the material	8	-
4	The teacher gives and explains the topic about the material	7	1
5	The teacher helps the students to overcome their problem about study	8	-
6	The teacher gives chance for students to ask questions when they don't understand about study	3	5
7	The teacher uses the English language in the process of teaching	-	8
8	The teacher creates various activities to avoid boredom among the students such as; playing games, singing song, and act.	3	5
9	The teacher advices the students to develop their awareness	6	2

10	The teacher uses the correct pronunciation in speaking English	3	5
11	The teacher gives students opportunities to create their knowledge	7	1
12	The teacher asks students to discuss how they solve the problems in study	4	4
Total		65	31
Percentage		81.25%	38.75%

From the table above, can be seen that total of observation did by the writer were 8 meetings, it was about teacher's motivating strategy in the classroom. The results of observation 1–8; Yes 65 and No 31, so the total observation for 8 meetings was 96.

	they don't understand about study																		
7	The teacher uses the English language in the process of teaching	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	8
8	The teacher creates various activities to avoid boredom among the students such as; playing games, singing song, and act.	1	0	0	1	1	0	0	1	0	1	0	1	1	0	0	1	3	5
9	The teacher advises the students to develop their awareness	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	6	2
10	The teacher uses the correct pronunciation in speaking English	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	3	5
11	The teacher gives students opportunities to create their knowledge	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	7	1
12	The teacher asks students to discuss how they solve the problems in study	0	1	1	0	0	1	0	1	1	0	0	1	0	1	1	0	4	4
Total		8	4	9	3	9	2	7	5	7	5	7	5	8	4	8	4	65	31

TABLE IV. 3
THE RECAPITULATIONS OF OBSERVATION ANSWER
INFLUENCE OF TEACHER'S MOTIVATING STRATEGY IN THE
CLASSROOM
(VARIABLE X)

No	Yes x 2	No x 1	Total (Y x 2) + (N x 1)
1	$8 \times 2 = 16$	$0 \times 1 = 0$	16
2	$8 \times 2 = 16$	$0 \times 1 = 0$	16
3	$8 \times 2 = 16$	$0 \times 1 = 0$	16
4	$7 \times 2 = 14$	$1 \times 1 = 1$	15
5	$8 \times 2 = 16$	$0 \times 1 = 0$	16
6	$3 \times 2 = 6$	$5 \times 1 = 5$	11
7	$0 \times 2 = 0$	$8 \times 1 = 8$	8
8	$3 \times 2 = 6$	$5 \times 1 = 5$	11
9	$6 \times 2 = 12$	$2 \times 1 = 2$	14
10	$3 \times 2 = 6$	$5 \times 1 = 5$	11
11	$7 \times 2 = 14$	$1 \times 1 = 1$	15
12	$4 \times 2 = 8$	$4 \times 1 = 4$	12

From the table about teacher's motivating strategy above, it can be explained that Yes given score 2 and No given score 1. So, the total of Yes and No that is (Yes x2) and (No x1). And can be seen that the total Yes and No for every aspects in 8 observations.

TABLE IV. 4
THE FREQUENCY OF TEACHER'S MOTIVATING STRATEGY

Mtv

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 8	1	8.3	8.3	8.3
11	3	25.0	25.0	33.3
12	1	8.3	8.3	41.7
14	1	8.3	8.3	50.0
15	2	16.7	16.7	66.7
16	4	33.3	33.3	100.0
Total	12	100.0	100.0	

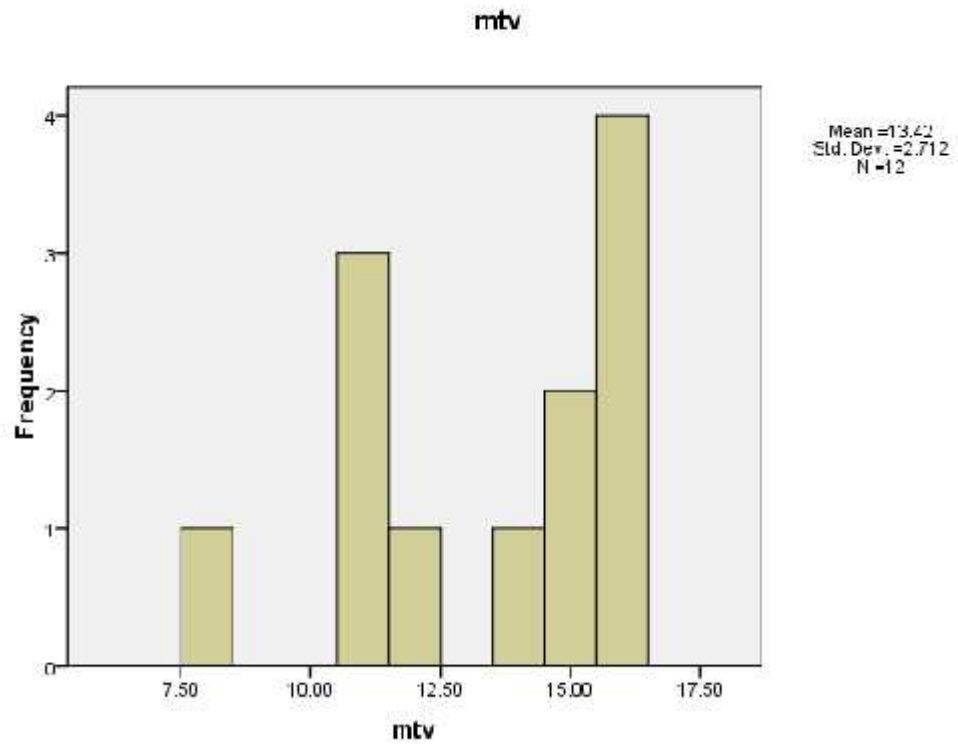


Table above show that the horizontal scale is data value of observation answer about teacher's motivating strategy in the classroom, and vertical scale is the frequency value.

b. The collected data of students' interest

TABLE IV. 5

THE STUDENTS WHO ARE INTERESTED IN LEARNING ENGLISH

No	Answers	Frequency	Percentage
1	Always	3	25%
2	Usually	6	50%
3	Sometime	1	8.33%
4	Seldom	2	16.67%
5	Never	-	-
Total		12	100%

Based on the data above, the writer can conclude that most of the students were always interested in learning English. It can be seen from the students' answers, where 3 or 25% chose option (a); 6 or 50% chose option (b); 1 or 8,33% chose option (c); 2 or 16,67% chose option (d); and there was no respondent who chose option (e).

TABLE IV. 6

THE STUDENTS WHO ARE PRESENT IN LEARNING ENGLISH

No	Answers	Frequency	Percentage
1	Always	5	41.67%
2	Usually	4	33.33%
3	Sometime	1	8.33%
4	Seldom	2	16.67%
5	Never	-	-
Total		12	100%

From the table above, we can see that there were 5 or 41,67% of the respondents who chose option (a); 4 or 33,33% of the respondents chose option

(b); 1 or 8,33% of the respondents chose option (c); 2 or 16,67% of the respondents chose option (d); and there was no respondent who chose option (e). It can be concluded that most of the students are always present during English class.

TABLE IV. 7

THE STUDENTS WHO ASK-QUESTION DURING ENGLISH CLASS

No	Answers	Frequency	Percentage
1	Always	3	25%
2	Usually	3	25%
3	Sometime	5	41.67%
4	Seldom	1	8.33%
5	Never	-	-
Total		12	100%

The data on the table shows that there were 3 or 25% of the respondents chose option (a); 3 or 25% of the respondents chose option (b); 5 or 41,67% of the respondents chose option (c); 1 or 8,33% of the respondents chose option (d); and there was no respondents who chose option (e). It means that most of students sometimes ask-question during English class.

TABLE IV. 8**THE STUDENTS WHO REVIEW THE MATERIAL AT HOME**

No	Answers	Frequency	Percentage
1	Always	2	16.67%
2	Usually	1	8.33%
3	Sometime	6	50%
4	Seldom	2	16.67%
5	Never	1	8.33%
Total		12	100%

The related data can be concluded that there were 2 or 16,67% of the respondents chose option (a); 1 or 8,33% of the respondents chose option (b); 6 or 50% of the respondents chose option (c); 2 or 16,67% of the respondents chose option (d); 1 or 8,33% of the respondents chose option (e). Based on the table above, it can be concluded that many students sometimes review the material at home.

TABLE IV. 9**THE STUDENTS WHO PAY ATTENTION DURING ENGLISH CLASS**

No	Answers	Frequency	Percentage
1	Always	2	16.67%
2	Usually	2	16.67%
3	Sometime	4	33.33%
4	Seldom	3	25%
5	Never	1	8.33%
Total		12	100%

The data above shows obviously that there were 2 or 16,67% of the respondents answered option (a); 2 or 16,67% of the respondents answered option (b); 4 or 33,33% of the respondents answered option (c); 3 or 25% of the respondents answered option (d); 1 or 8,33% of the respondents answered option (e). It can be concluded that most of the students sometimes pay attention during English class.

TABLE IV. 10
THE STUDENTS WHO FOLLOWED ENGLISH CLASS

No	Answers	Frequency	Percentage
1	Always	8	66.67%
2	Usually	2	16.67%
3	Sometime	1	8.33%
4	Seldom	1	8.33%
5	Never	-	-
Total		12	100%

The table above denotes that there were 8 or 66,67% of the respondents answered option (a); 2 or 16,67% of the respondents answered option (b); 1 or 8,33% of the respondents answered option (c); 1 or 8,33% of the respondents answered option (d); and there was no respondents answered option (e). It can be concluded many students always followed English class.

TABLE IV. 11**THE STUDENTS WHO ENJOY READING ENGLISH BOOKS**

No	Answers	Frequency	Percentage
1	Always	2	16.67%
2	Usually	6	50%
3	Sometime	2	16.67%
4	Seldom	1	8.33%
5	Never	1	8.33%
Total		12	100%

From the data above, the writer can conclude that most of the students usually enjoyed in reading English books. It can be seen from the answer of the respondents, 2 or 16,67% chose option (a), 6 or 50% chose option (b); 1 or 8,33% chose option (c); 1 or 8,33% chose option (d); and there was no respondents chose option (e).

TABLE IV. 12**THE STUDENTS WHO HAVE SOME ENGLISH BOOKS**

No	Answers	Frequency	Percentage
1	Always	-	-
2	Usually	2	16.67%
3	Sometime	1	8.33%
4	Seldom	4	33.33%
5	Never	5	41.67%
Total		12	100%

Base on the data above, the writer can conclude that most of the students never had English book. It can be seen from the answered of respondents, where there was no respondents chose option (a); 2 or 16,67% chose option (b); 1 or

8,33% chose option (c); 4 or 33,33% chose option (d); 5 or 41,67% chose option (e).

TABLE IV. 13

THE STUDENTS WHO HAVE AN ENGLISH DICTIONARY AND ALWAYS BRING IT WHEN LEARNING ENGLISH

No	Answers	Frequency	Percentage
1	Always	7	58.33%
2	Usually	2	16.67%
3	Sometime	1	8.33%
4	Seldom	2	16.67%
5	Never	-	-
Total		12	100%

From the data above, it was clear that most of the students always had an English dictionary and brought it when learning English. It can be seen from the answer of the students, where 7 or 58,33% chose option (a); 2 or 16,67% chose option (b), 1 or 8,33% chose option (c); 2 or 16,67% chose option (d); and there was no respondents who chose option (e).

TABLE IV. 14

THE STUDENTS WHO DO HOMEWORK AT HOME

No	Answers	Frequency	Percentage
1	Always	3	25%
2	Usually	1	8.33%
3	Sometime	1	8.33%
4	Seldom	7	58.33%
5	Never	-	-
Total		12	100%

From the data above, it can be concluded that most of the students seldom did homework at home. It was known from the answer of the students, where 3 or 25% chose option (a); 1 or 8,33% chose option (b); 1 or 8,33% chose option (c); 7 or 58,33% chose option (d); and there was no respondents who chose option (e).

TABLE IV. 15

THE STUDENTS WHO PREPARE THE MATERIAL BEFORE

No	Answers	Frequency	Percentage
1	Always	3	25%
2	Usually	2	16.67%
3	Sometime	1	8.33%
4	Seldom	6	50%
5	Never	-	-
Total		12	100%

From the data above, the writer took a conclusion that most of the students seldom prepared the material before. It can be seen from the answer of the students, where 3 or 25% chose option (a); 2 or 16,67% chose option (b); 1 or 8,33% chose option (c); 6 or 50% chose option (d); and no respondents chose option (e).

TABLE IV. 16**THE STUDENTS WHO ENJOY IN LEARNING ENGLISH ACTIVITIES
AND PREPARE MUCH TIME TO LEARN**

No	Answers	Frequency	Percentage
1	Always	1	8.33%
2	Usually	3	25%
3	Sometime	1	8.33%
4	Seldom	2	16.67%
5	Never	5	41.67%
Total		12	100%

Base on the data above, the writer concluded that most of the students never enjoyed in English activities and prepared much time to learn. It was provided from the answer of the students, where 1 or 8,33% chose option (a); 3 or 25% chose option (b); 1 or 16,67% chose option (c); 2 or 41,67% chose option (d); 5 or 41,67% chose option (e).

TABLE IV. 17
THE RECAPITULATIONS OF RESPONDENTS' ANSWERS OF
QUESTIONNAIRE RESULT
(VARIABLE Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	2	3	2	2	2	5	3	1	5	2	4	1	32
2	5	2	5	3	3	5	2	1	5	2	4	1	38
3	4	5	4	3	3	5	5	4	5	2	4	3	47
4	3	4	3	5	3	5	2	1	5	2	2	1	36
5	4	5	4	3	5	5	4	2	5	5	3	4	49
6	4	5	4	2	4	5	4	2	5	5	4	4	48
7	5	5	5	5	5	5	4	1	5	3	5	5	53
8	4	5	3	1	2	4	4	1	5	5	5	4	43
9	5	4	3	4	4	5	5	4	5	2	5	1	47
10	2	4	3	3	2	5	3	2	5	2	4	4	39
11	4	2	5	3	3	5	4	2	5	2	4	1	40
12	4	4	4	3	2	4	4	3	3	4	2	2	39

TABLE IV. 18

**THE RECAPITULATION OF RESPONDENTS' QUESTIONNAIRE
ANSWERS OF STUDENTS' INTEREST (VARIABLE Y)**

Item No	Alternative Answers										Total	
	A		B		C		D		E			
	F	%	F	%	F	%	F	%	F	%	F	%
1	3	25%	6	50%	1	8.33%	2	16.67%	0	0%	12	100%
2	5	41.67%	4	33.33%	1	8.33%	2	16.67%	0	0%	12	100%
3	3	25%	3	25%	5	41.67%	1	8.33%	0	0%	12	100%
4	2	16.67%	1	8.33%	6	50%	2	16.67%	1	8.33%	12	100%
5	2	16.67%	2	16.67%	4	33.33%	3	25%	1	8.33%	12	100%
6	8	66.67%	2	16.67%	1	8.33%	1	8.33%	0	0%	12	100%
7	2	16.67%	6	50%	2	16.67%	1	8.33%	1	8.33%	12	100%
8	0	0%	2	16.67%	1	8.33%	4	33.33%	5	41.67%	12	100%
9	7	58.33%	2	16.67%	1	8.33%	2	16.67%	0	0%	12	100%
10	3	25%	1	8.33%	1	8.33%	7	58.33%	0	0%	12	100%
11	3	25%	2	16.67%	1	8.33%	6	50%	0	0%	12	100%
12	1	8.33%	3	25%	1	8.33%	2	16.67%	5	41.67%	12	100%

From the table above, we knew the frequency of students' interest from the SPSS:

TABLE IV. 19**STATISTIC****Interest**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	8.3	8.3	8.3
36	1	8.3	8.3	16.7
38	1	8.3	8.3	25.0
39	2	16.7	16.7	41.7
40	1	8.3	8.3	50.0
43	1	8.3	8.3	58.3
47	2	16.7	16.7	75.0
48	1	8.3	8.3	83.3
49	1	8.3	8.3	91.7
53	1	8.3	8.3	100.0
Total	12	100.0	100.0	

Histogram table of data frequency of students' interest:

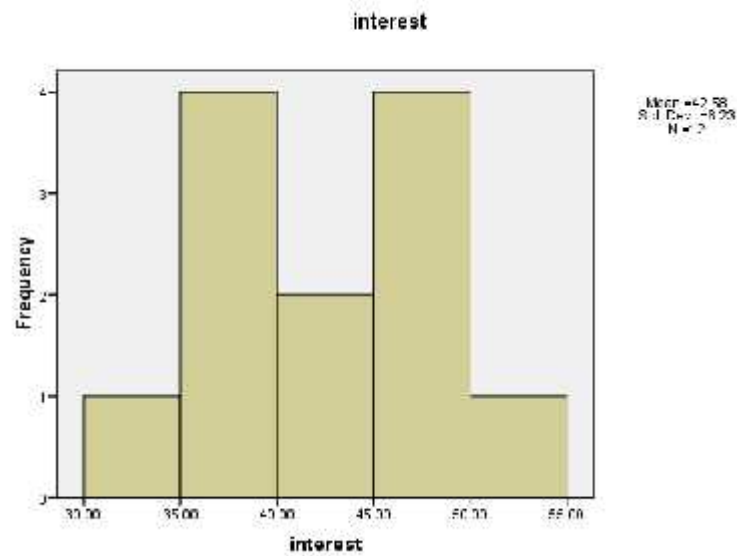


Table above show that at the horizontal scale was value of questionnaire answers about students' interest and vertical scale is the frequency value.

C. Data Analysis

The data gained were analyzed by using the product moment correlation technique. Data analysis was a means to analyze the result of research through observation and questionnaire. In order to make the analysis of the data easy, early the writer made the qualitative analysis result of observation and questionnaire.

1. Analysis of Teacher's Motivating Strategy

TABLE IV. 20

TABLE OF MEAN AND STANDAR DEVIASI OF TEACHER'S MOTIVATING STRATEGY

No	x	F	Fx	x ²	fx ²
1	8	1	8	64	64
2	11	3	33	121	363
3	12	1	12	144	144
4	14	1	14	196	196
5	15	2	30	225	450
6	16	4	64	256	1024
Total		12	161	1006	2241

To determine mean, the writer uses the formula as follows:

$$Mx = \frac{\sum fx}{n}$$

$$Mx = \frac{161}{12}$$

$$Mx = 13.42$$

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

$$= 2.71$$

Based on the table above, it can be known the descriptive of teacher's motivating strategy. The scores from teacher's motivating strategy were analyzed by SPSS. So, the result or output of it is as follows:

TABLE IV. 21**STATISTIC****Statistics**

		mtv
N	Valid	12
	Missing	0
Mean		13.4167
Std. Error of Mean		.78295
Median		14.5000
Mode		16.00
Std. Deviation		2.71221
Variance		7.356
Range		8.00
Minimum		8.00
Maximum		16.00
Sum		161.00

a. Multiple modes exist. The smallest value is shown

From the table above, known that the total high score was 16.00 and low score total 8.00, range of score was 8.00, score mean from 8 observation was 13,42. From the prossesing of data, the standart deviasi was 2.71 mode, 16.00 and median, 14.50.

2. Analysis Of Students' Interest

Table IV. 22
TABLE OF MEAN AND STANDART DEVIASI OF STUDENTS'
INTEREST

No	Y	F	Fy	y ²	fy ²
1	32	1	32	1024	1024
2	36	1	36	1296	1296
3	38	1	38	1444	1444
4	39	2	78	1521	3042
5	40	1	40	1600	1600
6	43	1	43	1849	1849
7	47	2	94	2209	4418
8	48	1	48	2304	2304
9	49	1	49	2401	2401
10	53	1	53	2809	2809
Total		12	511	18457	22187

Based on the data above, it can be known by the formula as follows:

$$My = \frac{\sum fy}{n}$$

$$My = \frac{511}{12}$$

$$My = 42.58$$

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

$$= 6.22$$

TABLE IV. 23**STATISTIC****Statistics**

		Interest
N	Valid	12
	Missing	0
Mean		42.5833
Std. Error of Mean		1.79839
Median		41.5000
Mode		39.00 ^a
Std. Deviation		6.22982
Variance		38.811
Range		21.00
Minimum		32.00
Maximum		53.00
Sum		511.00

a. Multiple modes exist. The smallest value is shown

From the table above, known that the maximum score was 53.00 and minimum score was 32.00, range of score was 21.00, score mean from 8 observation was 42.58. From the processing of data, the standart deviasi was 6.23 mode, 39.00 and median, 41.50.

3. Analysis Of Influence of Teacher's Motivating Strategy Toward The Students' Student English Learning Interest

a. Linieritas tes or tes F

If "F" manual is higher from "F" table, so H_a received and H_o refused.

TABLE IV. 24
ANALYSIS OF VARIANCE (ANOVA)
ANOVA^b

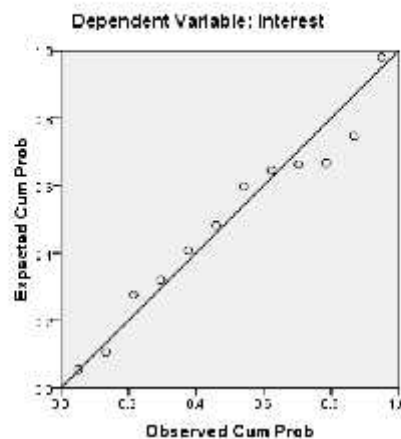
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	370.231	1	370.231	65.313	.000 ^a
	Residual	56.686	10	5.669		
	Total	426.917	11			

a. Predictors: (Constant), mtv

b. Dependent Variable: interest

From the table above, the linieritas tes F is = 65.313 with the probabilitas level 0.000. Therefore, the probabilitas $0.000 < 0.05$ so, the data distribution follow the linear form (H_o refused and H_a received).

Normal P-P Plot of Regression Standardized Residual



- b. The significance tes of influence of teacher’s motivating strategy toward the students’ interest in learning English.

Ha : there is significance influence of teacher’s motivating strategy toward the students’ interest.

Ho : there is no significance of teacher’s motivating strategy toward the students’ interest.

TABLE IV. 25
PEARSON CORRELATION
Correlations

		mtv	interest
mtv	Pearson Correlation	1	.931**
	Sig. (2-tailed)		.000
	N	12	12
interest	Pearson Correlation	.931**	1
	Sig. (2-tailed)	.000	
	N	12	12

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

To consult with the table of “r” product moment by using the formulation as follows:

$$DF = N - nr$$

$$DF = 12 - 2$$

$$= 10$$

Which:

Df = degree of freedom

N = Number of subject

Nr = number of variable

By using the degree of freedom 10 was got the value of “r” product moment as follows;

On the significance score 1% = 0.708

On the significance score 5% = 0.576

So, the score of $r_{xy} = 0.931$ is bigger from the significance score 1% and 5%, it means that “Ha” is received and “Ho” is refused. It can be concluded that there is significant influence of Teacher’s Motivating Strategy Toward The Students’ English Learning Interest At The First Year Of Islamic Junior High School Muhammadiyah Sei Apit Siak Regency.

TABLE IV. 26

VALUE OF COEFISIEN CORRELATION OF PRODUCT MOMENT

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^a	.867	.854	2.38088

a. Predictors: (Constant), mtv

b. Dependent Variable: interest

So, the large coefisien of teacher's motivating strategy towards the students' English learning interest is 0.931.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusions of this research are divided into two parts: theoretical conclusion and research conclusion.

1. Theoretical conclusion

The conclusion of this theory is the strategy of teacher to improve students' interest in learning English at the Islamic Junior High School Muhammadiyah Sei Apit.

In teaching and learning process, students' interest persists to pay attention and enjoy some activities in learning English. So, students' interest should be increased. By increasing the students' interest in learning English might improve the way of thinking and the way of studying.

Teacher's motivating strategy is playing an important part to improve students' interest in learning English. However, teacher's motivating strategy is very needed to support teaching and learning process in the classroom.

2. Research Conclusion

In this research, there is a significant influence of teacher's motivating strategy toward the students' interest in learning English at

the Islamic Junior High School Muhammadiyah Sei Apit, Siak Regency. It can be seen from the result of the data analysis.

B. Suggestion

After conducting the research and explaining the influence of teacher's motivating strategy toward the students' interest in learning English at the Islamic Junior High School Muhammadiyah Sei Apit, Siak. In this case, the writer wants to deliver some suggestion:

1. Suggestion for the students

From the result of the research, it is necessary to suggest that the students are advised to develop their awareness of studying. The students are suggested to have positive attitude toward English. In addition, the students are expected to have more practices English without worrying their mistakes or self-confidence for their utterance in English. The reason to say this is because English is an international language.

2. Suggestion for the Teacher

In order to make teaching and learning run well, it is needed a curriculum to achieve the aims of learning. Because, curriculum will be assist the teacher to her best teaching. For instance: by understanding curriculum the teacher has to know the material that would match the students need.

3. Suggestion for the Headmaster and Other Staffs

We hope that headmaster and other staffs can prepare own library, tape, radio, television, and a language laboratory at school. This supports the success of English activity especially in improving students' interest in learning English.



*B
I
O
G
R
A
F
I*

**The Influence of Teacher's
Motivating Strategy towards Students'
Learning English Interest at the First
Year of Islamic Junior High School
Muhammadiyah Sei Apit District Siak
Regency** is final project of the girl who
has full name is Wahyuni.

Yuni is the fourth daughter of beloved couple ALI BAKRI and MAIMUNAH. She was born on June 15th 1987 in Sungai Apit. She has 1 sister, her name is Ruhima Hasanah SH and she has 2 brother they are Alfian And Zuhari. She grew in small village "Sungai Apit", Sungai Apit District Siak Regency. She lives with her beloved family. She finished study at the elementary school on 2000 year in State Elementary School 020 Sungai Apit. After she finished her study she continued her study in Islamic Junior High School Muhammadiyah Sei Apit, and she finished her study on 2003 year. Then, she continued in one of Islamic senior high school Muhammadiyah in Sungai Apit on 2006 she has finished her study.

She continued her study at Department of English Education, Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. She did KKN program in Tualang, Siak . And she did PPL in senior high school 1 Tualang, Siak. On may 01th 2013 she past exam and appropriate to get Undergraduate Degree.