

**THE CONTRIBUTION OF USING VARIOUS TEXTS BASED
INTERNET TOWARD STUDENTS' ENGLISH LEARNING
MOTIVATION AT THE SECOND YEAR OF
SMAN 1 TUALANG**



By

DWI HARI SUHARTO

NIM. 10614003488

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

**THE CONTRIBUTION OF USING VARIOUS TEXTS BASED
INTERNET TOWARD STUDENTS' ENGLISH LEARNING
MOTIVATION AT THE SECOND YEAR OF
SMAN 1 TUALANG**

A Thesis

Submitted to Fulfill One of the Requirements

For Bachelor Degree in English Education

(S.Pd.)



By

DWI HARI SUHARTO

NIM. 10614003488

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

SUPERVISOR APPROVAL

The thesis entitled “*The Contribution of Using Various Texts Based Internet toward Students’ English Learning Motivation at the Second Year of SMAN 1 Tualang*”, is written by Dwi Hari Suharto NIM. 10614003488. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State University of Sultan Syarif Kasim Riau.

Pekanbaru, Safar 08th, 1433 H

January 03rd, 2012 M

Approved by

The Chairperson of the Department
of English Education

Dr. Hj. Zulhidah, M.Pd.

Supervisor

Riza Amelia, M.Pd.

EXAMINER APPROVAL

The thesis entitled “*The Contribution of Using Various Texts Based Internet toward Students’ English Learning Motivation at the Second Year of SMAN 1 Tualang*”, is written by Dwi Hari Suharto NIM. 10614003488. It has been accepted and approved and had been examined by the final Examination Committee of Undergraduate Degree on Rabbiul Awal 6th, 1433 H/January 30th, 2012 M at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau to be submitted in partial fulfillment of the requirements for the degree of bachelor of education (S.Pd).

Pekanbaru, Rabbiul Awal 6th, 1433 H
January 30th, 2012 M

Examination Committee

Chairperson

Dr. Hj. Helmiati, M.Ag.

Examiner I

Drs. M. Syafi’i S, M.Pd.

Secretary

Dr. Hj. Zulhidah, M.Pd.

Examiner II

Dedy Wahyudi, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP.19700222 199703 2 001

ACKNOWLEDGEMENTS



Praises only belong to Allah Almighty, the lord of universe, by this guidance and blessing, the writer has complete this academic requirement and then the writer says peace upon prophet Muhammad SAW.

This research is written and intended to fulfill one of requirements for award to bachelor degree at English Education Department of Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of this research is **“The Contribution of Using Various Texts Based Internet toward Students’ English Learning Motivation at the Second Year of SMAN 1 Tualang”**.

In writing this paper, the writer gets many valuable helps, suggests, supports and advices from many people. Therefore the writer wishes to express thanks for all that had helped him in finishing this paper. They are:

1. Prof. Dr. H. M. Nazir the Rector of State Islamic University Sultan Syarif Kasim Riau for his kindness and encouragement.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Tarbiyah and Teachers’ Training Faculty and all of her staff. Thanks for kindness and encouragements.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education Department of State Islamic University Sultan Syarif kasim Riau, thanks for your kindness and encouragement.
4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department for his guidance and suggestion.
5. Riza Amelia, M.Pd, my beloved supervisor who has given the writer correction, advise, motivation, and guidance in finishing the thesis.

6. All lectures who have taught and contribute their knowledge to the writer especially Drs. M Syafi'i S, M.Pd and Nuraisyah Zulkifli, M.Pd.
7. Drs. Lahadi, the Headmaster of SMAN 1 Tualang, teachers and staff administration that has allowed and given the chance to carry out my research.
8. My beloved parents, my father Wiji Pamungkas in heaven and my mother Budiani who always given love and affection, financial and usually the writer to accomplish this thesis soon, and my beloved sister Marwina Ika Saputri, and my brother in law Siswanto, and my beloved cousin and nephew Luthfi Nur Hasanah and Ezra Fadlan Pamungkas who have given pray, participation, moral and spirit support for his study at State Islamic University Sultan Syarif Kasim Riau.
9. My beloved friends: Fadhil "Toing", Fathul "Momo", Asep, Asrizal, Rudi "Buncit", Rudi "Black", Wendy, Bi' Zahra, Mbo' Sina, Afri, Aini, Heny A, Mala, Maryam, Eka S, Lya, Kiki, Dewinta, Biby, Mba' Hencoy, Yusa, Frestika "Butet", Irma K and Neng Geulis Uut who has given support and ideas to complete this paper. And to my entire classmate in A/B/C/D of English Education Department.
10. For all people who have given the writer the great support in conducting and finishing this thesis, which cannot be written one by one.

The writer realizes that many weaknesses on this paper project. Therefore, comments, critics, and constructive suggestions are needed to improve it. Hoping that Allah Almighty the Lord of Universe may blesses us all.

Pekanbaru, January 31th, 2012
The Writer

DWI HARI SUHARTO
NIM.10614003488

ABSTRAK

Dwi Hari Suharto, (2012): Kontribusi Penggunaan Teks yang Bervariasi dari Internet terhadap Motivasi Belajar Bahasa Inggris Siswa Kelas 2 di SMAN 1 Tualang.

Berdasarkan penelitian pendahuluan di SMAN 1 Tualang, guru sudah menggunakan internet dalam proses belajar dan mengajar. Hal ini dapat membantu dalam pengajaran bahasa Inggris, terutama dalam pelajaran reading. Dalam proses mengajar reading, guru meminta siswa untuk mencari teks dari internet. Di internet siswa bisa mendapatkan bermacam-macam teks. Hal ini bisa membantu guru untuk menghindari siswa agar tidak bosan dalam belajar reading. Dengan siswa mencari teks di internet, siswa dapat memilih teks yang disukai sesuai dengan tema yang telah diberikan oleh guru. Berdasarkan penjelasan diatas, siswa SMAN 1 Tualang seharusnya termotivasi dalam belajar bahasa Inggris. Tapi pada kenyataannya, banyak siswa SMAN 1 Tualang masih malas dan tidak termotivasi dalam belajar bahasa Inggris.

Penelitian ini bertujuan untuk mengetahui kontribusi penggunaan teks yang bervariasi dari internet terhadap motivasi belajar bahasa Inggris siswa kelas 2 di SMAN 1 Tualang. Penelitian ini memiliki 3 rumusan masalah yaitu: 1. Bagaimana penggunaan teks yang bervariasi dari internet siswa kelas 2 di SMAN 1 Tualang. 2. Bagaimana motivasi belajar bahasa Inggris siswa kelas 2 di SMAN 1 Tualang. 3. Apakah ada kontribusi penggunaan teks yang bervariasi dari internet terhadap motivasi belajar bahasa Inggris siswa kelas 2 di SMAN 1 Tualang.

Penelitian ini dilakukan di SMAN 1 Tualang. Penelitian ini dilakukan pada tanggal 01 - 15 Agustus 2011. Subjek dari penelitian ini adalah siswa kelas 2 di SMAN 1 Tualang. Populasi pada penelitian ini adalah 247 siswa. Pada pengambilan sample, penulis menggunakan metode purposive sampling. Siswa kelas 2 di SMAN 1 Tualang ada 8 kelas. Penulis memilih 1 kelas dari 8 kelas tersebut, yaitu kelas XI IPA 1 karena pada kelas tersebut guru telah aktif mengajar menggunakan internet.

Dalam mengumpulkan data, penulis menggunakan angket. Angket ini berisi sejumlah pertanyaan untuk responden yang berhubungan dengan penggunaan teks yang bervariasi dari internet terhadap motivasi belajar bahasa Inggris siswa.

Dari hasil penelitian, penulis menyimpulkan bahwa penggunaan teks yang bervariasi dari internet di kelas 2 SMAN 1 Tualang dikategorikan KURANG ke tingkat RATA-RATA, motivasi belajar bahasa Inggris siswa di kelas 2 SMAN 1 Tualang dikategorikan RATA-RATA ke tingkat BAIK, dan adanya kontribusi penggunaan teks yang bervariasi dari internet terhadap motivasi belajar bahasa Inggris siswa.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
THE LIST OF CONTENT	viii
THE LIST OF TABLE	x
THE LIST OF APPENDIXES	xiii
CHAPTER I: INTRODUCTION	
A. Background of the Problem.....	1
B. The Definition of Term.....	4
C. The Problem of the Research.....	5
1. The Identification of the Problem.....	5
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem.....	6
D. The Reason for Choosing the Title.....	7
E. The Objective and the Significance of the Research.....	7
1. The Objective of the Research.....	7
2. The Significance of the Research.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. The Theoretical Framework.....	9
1. Various Texts Based Internet.....	9
a. Texts as Learning Facility.....	11
b. Criteria for Choosing A Text.....	12
c. Teachers Steps in Using Various Texts Based Internet.....	14
d. Kinds of Texts English.....	15
2. Learning Motivation.....	16
B. The Relevant Research.....	25

C. The Operational Concept.....	26
D. The Assumption and Hypothesis.....	28
CHAPTER III: RESEARCH METHODOLOGY	
A. Design of the Research.....	29
B. The Location and Time of the Research.....	29
C. The Subject and Object of the Research.....	30
D. The Population and Sample of the Research.....	30
E. The Technique of Data Collection.....	30
F. The Technique of Data Analysis.....	31
CHAPTER IV: DATA PRESENTATION AND ANALYSIS	
A. The Data Presentation.....	32
1. The Data of Using Various Texts Based Internet.....	34
2. The Data of Students' English Learning Motivation.....	47
B. The Data Analysis.....	61
CHAPTER V: CONCLUSION AND SUGGESTION	
A. The Conclusion.....	78
B. The Suggestion.....	79
BIBLIOGRAPHY	
APPENDICES	

THE LIST OF TABLE

Table I.1	Does your teacher begin the lesson by introducing the organizational pattern?	34
Table I.2	Does your teacher begin the lesson by telling a story?	35
Table I.3	Do you understand the whole lesson that your teacher has explained?	35
Table I.4	Does the teacher take some other sources in supporting teaching learning process?	36
Table I.5	Does teacher explain the whole material to the students?	37
Table I.6	Does teacher get some difficulties in delivering the material?	37
Table I.7	Does teacher explain the appropriate topic to the students? ..	38
Table I.8	Does teacher take some appropriate text books or sources in teaching in the class room?	39
Table I.9	Do students understand what teacher has explained?	39
Table I.10	Does teacher give appropriate example during the lesson?	40
Table II.1	Do students understand the example that the teacher has described?	41
Table II.2	Does teacher take appropriate example from the appropriate source?	41
Table II.3	Does teacher ask the students to find out the material from the internet?	42
Table II.4	Do the students enjoy to task in finding out some materials from internet?	43
Table II.5	Is it easy for the students to find out the material from the internet?	43

Table II.6	Do the students understand what they are doing about the material from internet?.....	44
Table II.7	Are the students interested in doing the material from the internet?.....	45
Table II.8	Does the teacher involve the students in discussing the material from the internet in the class room?.....	45
Table II.9	Do you work in pair or do discussion with your friends in evaluating the material?.....	46
Table II.10	Do the students enjoy the discussion about the material from the internet?.....	47
Table III.1	How many times have you come late to English class?.....	47
Table III.2	Do you pay attention to the task that your teacher has given?	48
Table III.3	Do you always present when learning English?.....	49
Table III.4	Do you answer the question in examination your self?.....	49
Table III.5	Are you speak in front of the class or present something to your friend?	50
Table III.6	Does your teacher divide you into some groups in classroom learning activity?.....	51
Table III.7	Do you always enjoy when learning English?.....	51
Table III.8	Do you want to compete in raising your score with others student?.....	52
Table III.9	Do you study at home?.....	53
Table III.10	Do your parents ask you to study at home?.....	53
Table IV.1	Do you always do homework at home?.....	54
Table IV.2	Does your teacher give you some home works?.....	55
Table IV.3	Do you think that the task is challenging?.....	55

Table IV.4	Does your teacher motivate you in doing the task?.....	56
Table IV.5	Do you work in pair when you get difficulties in doing the task?.....	57
Table IV.6	Do you ask for help from the teacher when you face the difficulties?	57
Table IV.7	Do you do the task by yourself?.....	58
Table IV.8	Do you ask your teacher when you face some difficulties in doing the task?	59
Table IV.9	Do you study in the classroom even though the teacher doesn't come?	59
Table IV.10	Do you solve and find the answer of every question in the task?.....	60
Table V.1	The result of questionnaire.....	61
Table V.2	The questionnaire recapitulation of the respondents' answer on students using various texts based internet in learning English.....	64
Table V.3	The questionnaire recapitulation of the respondents' answer on students' English learning motivation.....	66
Table V.4	Descriptive Statistics.....	68
Table V.5	Correlations.....	69
Table V.6	Variable entered/removed.....	70
Table V.7	Model summary.....	70
Table V.8	ANOVA	71
Table V.9	Coefficients.....	71
Table V.10	Residuals statistics.....	72

CHAPTER I

INTRODUCTION

A. The Background

English is the foreign language that should be mastered by every people, especially for students. Therefore, the government includes English as the compulsory subject in every educational level, starting from the kindergarten, primary high school, junior high school, senior high school, and university.

To have more knowledge about English, people can join the tuition conducted by many English tuition. Learning English can be also obtained on internet, because the technology development in Indonesia has been increasing rapidly. Consequently, English can be found everywhere, including in books, magazines, news paper, etc. the idea has been also stated by Michael Trucano in Taufik Hasan explain that “ with the challenges posed by the globalization and technological advances, information and technology (ICT) have become the most crucial one in gathering scientific information available on electronic media.”¹

¹ Taufik Hasan, *Students' Ability in Understanding Computer Terms at D3 Program of STMIK – AMIK Riau*, (Pekanbaru : Unpublised Degree Thesis, 2008) p.1

According to World Bank in Victoria L. Tinio states ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improves policy formulation and execution, and widens the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago.²

According to Sadiman states teaching media supports the teaching process³. There are many kinds of teaching media, such as books, VCD, magazines, tape recorder, and internet. The variation of teaching media makes the teaching process becomes easier and become understandable. In other side, teacher also teaches the students easily.

SMAN 1 Tualang is one of the Senior High Schools in Siak regency, Riau province. SMAN 1 Tualang which later had been renamed by the government of Siak regency to be SMAN 4 Siak. This school also conducts national examination every year. The subjects to be examined are Bahasa Indonesia, Math, Biology, Physics, Chemistry, and English for IPA program,

² Victoria L. Tinio, *ICT in Education*, (New York: United Nations Development Programme, 2002) p.6

³ Sadiman, *Media Pendidikan*, (Jakarta: PT Raja Grafindo Persada , 2009) p. 5

Bahasa Indonesia, Math, English, Economy, and Sociology for IPS program. Therefore, English is one of the compulsory lessons taught for every level; 1st, 2nd, and 3rd grade. English is taught 3 hours in every week for natural science and social science program, so the total effective teaching process in one semester is 72 hours.⁴

Based on the preliminary research at SMAN 1 Tualang, the teacher has already used internet in teaching and learning process. It helped in teaching English, especially in reading.

In teaching reading process, teacher asked the students to search the text from internet. From internet the students could find different text .It helped teacher to avoid the students get bored in learning reading. As well as with students searching the text from the internet, students could choose their own preferred text that matched with the theme given by the teacher. The students could find the text at the other internet access, just like hot spot at school, internet cafe and even modem. And also students would be more motivated in learning English, especially reading.

Based on the above explanation, the students of SMAN 1 Tualang must be motivated in learning English process. But, in fact many students of

⁴ Program Tahunan SMA N 1 Tualang: 2007-2008.

SMAN 1 Tualang still lazy or unmotivated to learning English. It can be itemized into the following phenomena:

1. Students are not interested in learning process, though the teacher uses some teaching media.
2. Students do not visit the library to read the English texts at the library.
3. Students are not interested in studying English, using homogeny text.
4. Students are not interested in using the text from internet.
5. Students are seldom doing homework related to texts.

Based on the statements above, the writer is interested in conducting a research entitled:

“The Contribution of Using Various Texts Based Internet toward Students’ English Learning Motivation at the Second Year of SMAN 1 Tualang”

The topic is very important to be discussed because the writer wants to know the significant contribution of using various texts based internet toward students’ English learning motivation. As far as the writer is concerned, this title has never been investigated by any researcher yet.

B. The Definition of the Terms

To avoid misunderstanding and misinterpretation about the title of the research, it is better to define the terms used as follows:

1. Contribution

In this term, the contribution of meaning has an existing relationship or whether the effect varied between the uses of texts from the Internet on students' motivation to learning English.

2. Motivation

Based on Longman dictionary, motivation is the factors that determine a person's desire to do something⁵. In this term, motivation in learning English is student motivation naturally has to do with students' desire to participate in the learning process.

3. Various text based internet

In this term, the students taken texts from internet based on teacher instruction.

C. The Problem

1. The Identification of the Problems

Based on the background above, it has been clearly revealed that some of the students of SMAN 1 Tualang are not interested because of the lack of the teaching media in the school. The problems are identified as follows:

- a. Why are not some students interested in learning process, though the teacher uses some teaching media?

⁵ Richard C. Jack, Platt John, Platt Heidi, *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Longman Group UK Limited, 1999) p. 238

- b. What factors influence the students not to visit the library to read the English text at the library?
- c. Why are not some students interested in studying English using homogeny text?
- d. What are the factors influencing the students not interested in using the text from internet?
- e. Why are some students' seldom doing homework related to the texts?

2. The Limitation of the Problem

Because of the limitations the writer got, the problem will be limited into the internet various texts toward motivation of the students'.

3. The Formulation of the Problem

Based on the limitation of the problem above, the problem of the research will be formulated:

- a. How is the using various texts based internet in learning English at the second year students of SMAN 1 Tualang?
- b. How is students' English learning motivation at the second year students of SMAN 1 Tualang?
- c. Is there any contribution of using various texts based internet toward students' English learning motivation at the second year of SMAN 1 Tualang?

D. The Reasons for Choosing the Title

The writer is interested in carrying out this research because of some reasons:

1. The research is conducted in order to know the contribution of using various texts based internet toward students' English learning motivation.
2. The title is important to be researched because using various texts based internet can give contribution to the students' English learning motivation.

E. The Objective and Significance of the Research

1. The Objective of the Research

- a. To know wheatear or not there is significant contribution of using various texts based internet toward students' English learning motivation at the second year of SMAN 1 Tualang.
- b. To know contribution of using various texts based internet toward students' English learning motivation at the second year of SMAN 1 Tualang.

2. The Significance of the Research

- a. To know the contribution of using various texts based internet toward students' English learning motivation at the second year of SMAN 1 Tualang.
- b. To enlarge and develop the writer's insight and knowledge dealing with the research.

- c. To fulfill one of the partial requirements to finish the study at English Education of Faculty of Education and Teachers Training of UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Various Texts based Internet

Internet is part of the instructional media that can be used by teachers in teaching and student in learning. Especially for English teachers, the internet is very useful because it can help teachers in finding the reference subjects. So the internet can be used as a medium of learning in schools.

ICT is an effective tool for promoting language learning. The Internet, for instance, is a powerful resource that can be exploited for language learning purposes, such as searching for information for a project and accessing online language resources for pleasurable and self-access learning. Teachers should help learners to capitalize on this resource by choosing Web materials appropriate to their linguistic and cognitive abilities and by using suitably designed activities to prepare them adequately for Internet-based tasks. They may also consider using multi-media resources and ICT tools such as e-books, interactive simulation games or activities to enhance learners' motivation and promote self-directed learning. However, given their range in terms of quality and accessibility, care should be exercised in the choice of these materials.

Good multi-media and ICT resources should display the following characteristics:

- a. They involve good models of English use.
- b. The design is user-friendly, and graphics, sound and animation are used appropriately to increase learners' motivation and support learning.
- c. The design of the activities promotes the integrated use of language skills.
- d. The resources promote interactive learning by encouraging learner input, allowing learners to work at their own pace and providing feedback to them.

The criteria students using various texts based internet are as follows:

- a. Students always use the various text from internet
- b. Students use the content of the report text from internet
- c. Students use the content of the narrative text from internet
- d. Students use the content of the argumentative text from internet
- e. Students use the content of the recount text from internet
- f. Students use the content of the descriptive text from internet¹⁰

a. Text as Learning Facility

¹⁰Victoria L. Tinio, ICT in Education, (New York: United Nations Development Programme, 2002) p.9

Today's facilities are provided for learning in language for the pursuit of linguistic. Joseph J. Toth state that: from a modest beginning as a one room facility, provides instrumentation for the pursuit of linguistic research and fosters the learning of language by giving students a place practice and by providing language a work space in which to develop and try out new pedagogical tools¹¹.

According to Victoria L. Tinio ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process.¹²

When we look deeply in teaching and learning English, actually texts can help the students to organize and categorize the students' difficulty in studying English. Texts is the part of a book, magazine, or computer document that consists of writing and does not include pictures or notes. Text as a piece of writing such as a book or play that you study for an examination or for research.

¹¹ Pina Sundari, *An Evaluation of English Textbooks Written Based on 2006 Curriculum Published by Erlangga Used by Year Tenth at Senior High School Pekanbaru*, (Pekanbaru: Unpublished Degree Thesis, 2010) p. 10

¹² Victoria L. Tinio, *ICT in Education*, (New York: United Nations Development Programme, 2002) p.7

Teacher uses a various texts in teaching learning activities. In the learning process, students find their own ways of using a text to suit the circumstances and to suit their own method of learning.

b. Criteria for Choosing Text

From many learning sources which are used in educational domain, teachers and teaching materials are still considered as learning source. It can be seen in the teachers' teaching design. The main body of a printed or written work as distinct from commentary, notes, illustrations, etc. is called text.

When teachers deal with the question of choosing a text for language teaching purposes, there can be a number of criteria, they may take into account. Traditionally, the most popular criterion was the presence of certain grammar structures that a text was supposed to illustrate. Later on, some other parts of language such as lexical and stylistic elements became important. Today, we also speak that motivation of a text can arouse among students. All the above may be very important factors, especially for the latter one as we can hardly expect any learning activity from our students in case they have no motivation.

However, the technology I advocate here implies another approach to choose a literary text. The key factor is the content of the text. How interesting may it be for students and what possibilities does it give in terms of training various thinking skills? It appears that no universal answer may be given to the former question so far, no matter how pertinent it is. As to the latter one, there are three questions the teacher can ask when deciding if a given text is a suitable teaching material.

- a. Does a text consider a fact or phenomenon from different points of view or demonstrate an unusual angle in approaching facts or phenomena?
- b. Does a text contain problems that can be presented in terms of contradicting requirements or give a solution to such problems?
- c. Do the actions and deeds of a character in the text illustrate the qualities characteristic of creative personality?

If the answer to at least one of these questions is yes, a text can be considered as a possible teaching material in the integrated English course. However, it is necessary to note that these three questions do not cover all thinking skills. Their function is rather that preliminary choice. Moreover, there are a number of other questions a teacher may want to consider at this stage.

- a. Is the given text self-contained? (I.e. is it possible for students to understand it without the knowledge of the whole book?)
- b. Will my students cope with the language of the text?
- c. Are the themes the text discusses interesting for my students?

Taking the importance of these factors into account, it is necessary not to overemphasize their role. The amount of interesting text can hardly be predicted for all students and will vary from one cultural context to another. Language complexity is a very relative factor as any text that can be simplified in case that it is necessary. A similar situation is with completeness as certain information that can easily be provided to students.

Thus, the first conclusion we have to make is in the following: Traditional criteria employed for choosing texts for the English language classroom are no longer valid as key factors determining our choice.¹³

c. Teachers Steps in Using Various Texts Based Internet

There are six teachers' steps in using various texts based internet:

1. Introduce the organizational pattern.
2. Explain about the material.

¹³ <http://www.trizminsk.org/eng/006.htm>, retrieved on May, 18 2011.

3. Explain the appropriate topic.
4. Give example about the topic.
5. Teachers give instruction to the students to find out the material in internet.
6. Students and the teacher discuss about material in learning process.¹⁴

d. Kind of Text English

There are five kinds of text English, familiar for the students in language-learning process.

1. Descriptive is to describe the specific or particular thing/person.
2. Narratives are to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narratives always deal with some problems which lead to climax and then turn into a solution to the problem.
3. Recounts are to retell, share the past event/experience. To tell the readers what happen in the past though a sequence of events.
4. Procedure is to tell how to make something or help us do a task. They can be a set of instructions or directions.
5. Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

¹⁴ Barbara Moss. *The Reading Teacher Voll. 57. No. 58.* (USA: San Diego University, 2004)
p. 714

2. Learning Motivation

There are several theories about motivation that can not be separated from one another. Theories of motivation will guide students to understand about attitude and need of people.

The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion¹⁵.

In public speaking, motivation is defined as communicating to an internal force that activates a behavioral pattern, thought process, action or reaction. Negative forces or positive forces can act as actuators.

Negative and positive motivational forces could include coercion, desire, fear, influence and need. Depending on how coercion, fear, influence and frame, they could be either negative or positive forces that act as actuators. For instance a fear (negative force) of bodily injury could be a motivation to implement the use of safety equipment (positive force)¹⁶.

¹⁵ *Definition of Motivation*, From
<http://ezinearticles.com/?defenition.of.Motivation&id:1567108>, retrieved on September 07, 2010

¹⁶ *Definition of Motivation*, From
<http://www.Speechmastery.com/defenition.of.motivation.html>, retrieved on September 07, 2010

According to Ngalim motive is everything that can supports some body to do something¹⁷. Moreover, James Drever says that motive is an effective – co native factor which operates in determining the direction of individual's behavior towards an end or goal, consciously apprehended or unconsciously¹⁸.

Not only seriousness in learning English, but also high motivation possession is more important. Wittaker says that motivation is a condition in giving support to somebody to do an activity to reach the goal caused by motivation¹⁹. According to Nasution motivation is supporting a child to arrange condition, so that he/she wants to do what he is capable of doing²⁰. Furthermore, Ngalim says motivation is an effort to influence their attitude, so that they are interested in doing something and achieving the goals²¹.

Based on theory above, it can be concluded that motivation is very important to achieve the goals. Besides, motivation is also a set stimulus inside of the people, which is not observable directly.

¹⁷ Siska Desmayanti, *The Correlation between Second Year Students' Motivation in Learning English and Their Achievement at SMPN 3 Rengat*, (Pekanbaru: Unpublished degree thesis, 2007) p.6

¹⁸ *Ibid*, p.6

¹⁹ *Ibid*, p.7

²⁰ *Ibid*, p.7

²¹ Ngalim Purwanto. *Psikologi Pendidikan*. (Bandung: PT. Remaja Rosdakarya, 1990)p.73

Furthermore, Purwanto states that motivation is the thing that can support people to do something²². It means that the people will do whatever they need in their life and everybody has different belief to do something.

Besides that, Soemanto said from motivation will occur some needs; if the people do something they will reach their need²³.

Motivation is psychical factor, which has non-intellectual character. The typical role of it is in case of growing enthusiasm, happiness and spirit to learn. Student, who processes strong motivation, will have much energy to do many learning activities²⁴.

The item of the questioners consists of nine indicators on the student's motivation in learning English they are as follows:

- a. The home background support
- b. Having big interest in learning English with the teachers' style
- c. Desiring to ask and answer the question given by the teacher by using English
- d. The surrounding and society supports
- e. Having self confidence to speak in front the class

²² Eni Susanti, *The Difference Motivation in Learning English between Students Who the English Course and Who Do Not at SMPN 21 Pekanbaru*, (Pekanbaru: Unpublished Degree Thesis, 2009) p.7

²³ *Ibid*, p.7

²⁴ Marlis, *A Study on the Students' Motivation in Learning English at SMN 1 Gunung Toar*, (Pekanbaru: Unpublished Degree Thesis, 2010) p.23

- f. Having desire in learning English
- g. Learning environment
- h. Learning English orientation

In learning English, motivation is very important factor because without good motivation, the result of learning or achievement can be unsatisfactory, so the highest of motivation will decide the success of teaching and learning process.

Motivation plays an important role in language learning. Harmer suggests that in studying the target language, there are two types of such motivation, they are:

1. Integrative motivation is employed when learners wish to integrate themselves into the culture of the target language community, to identify themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target community.
2. Instrumental motivation describes a situation in which learners believe that the mastery of target language will be instrumental in getting them a better job position or status²⁵.

²⁵ Siska Desmayanti *Op Cit*, p.7

Longman states motivation is the factors that determine a person's desire to do something. Any two types of motivation are sometimes distinguished:

1. Integrative motivation wants to learn a language in order to communicate with people of another culture who speaks it.
2. Instrumental motivation wants to learn a language because it will be useful getting for certain "instrumental" goals, such as getting a job, reading a foreign newspaper, passing an examination²⁶.

Nasamalar defines "motivation is an extremely important factor in successful language acquisition. He states that there are two types of motivation. They are:

1. Extrinsic Motivation

Extrinsic motivation is caused by external factors such as a desire to be assimilated into the culture of the speakers of English, the prospect a gaining entry into a college or university or getting a better paid job, a desire for praise and recognition from and teachers factor.

External factors include:

- i. Family factors (parent's role and attention, relationship among family members, name situation, economic, and cultural background).

²⁶ Michael Rost. *Generating Student Motivation*. (United States of America: Pearson Education, 2006)p. 2

- ii. School factors (teaching method, curriculum, relationship between teachers and students, school discipline, lesson tool, school time, condition school, learning method, and homework).
- iii. Society factors (student's activity in society mass media, friends and other).

2. Intrinsic Motivation

Intrinsic motivation is the keenness or desire to learn English for its sake. For example, the students who come into a family that has a very positive attitude towards English that will also have a love for the language and that will want to master into the best of this ability". Moreover, Raffini says that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity it self – it's what motivates us to do something when we do not have to do anything²⁷.

Brown says that "there are some examples of intrinsic motivation, such as:

- i. You decide to clean up your room because you want it to be neat.
- ii. You do your homework assignment because you are interested in the topic.
- iii. You finish your company's project because you can learn from it.

²⁷ P. James Raffini. *150 Ways to Increase Intrinsic Motivation in the Classroom*. (United States of America, 1996)p. 3

- iv. You don't smoke cigarettes because they are unhealthy for you.
- v. You buy a new car because you really need one and can pay for it.
- vi. You take English, so that you can understand people in many countries²⁸.

Furthermore, Ausubel identifies that there are six needs under-girding the construct of motivation:

- a. The need for *exploration*, for seeing “the other side of motivation”, for probing the unknown.
- b. The need for *manipulation*, for operating – to use skinner's term on the environment and cause of change.
- c. The need for *activity*, for movement and exercise, both physical and mental.
- d. The need for *stimulation*, the need to be stimulated by the environment, by other people, or by ideas, thought and feelings.
- e. The need for *knowledge*, the need to process and internalize the results of explorations, manipulation, activity, and stimulation, to resolve contradiction, activity, to quest for solutions to problems and for self-consistent system of knowledge.
- f. Finally, the need for *ego enhancement*, for the self to be known and to be accepted and approved by others²⁹.

²⁸ H. Douglas Brown. *Principle of Language Learning and Teaching*. (San Francisco, 2000)
p.34

Chastain states that the problem in learning is to motivate students as in the following conditions:

- a. Students learn when they are dealing with the materials up grade their ability.
- b. Students learn when they see the purpose in their activities and study.
- c. Students learn when they see their studies important.
- d. Students are motivated when the subject matter interesting.
- e. Students often do not like an easy or a trivial work. They grumble at difficult class work, but they respect the demanding education.
- f. Students are motivated if they live in a sure environment.
- g. Students are motivated if they have opportunity to express their psychological needs for success, recognition and approval.
- h. Students are motivated if they realize that the subject for themselves and not for the teacher.
- i. Students are motivated when they experience more success than failure. If they are incapable, they will give up.
- j. Students are motivated when they have some opportunities to make decision, enter into planning and feel responsible for participating³⁰.

²⁹ Siska Desmayanti, *Op Cit*, p.9

³⁰ *Ibid*, p.9

From statement above, the criteria of students who have high motivation are as follows:

- a. Students prefer to work on moderately challenging task, which promises success.
- b. Students are responsible for their own action in teaching learning process.
- c. Students like their performance compared with others and they like feedback on how they are doing the task.
- d. Students have organizational skill in studying.

Sardiman states that the criteria of students that have high motivation can be seen as follows:

- a. Students like doing the tasks, never give up before finishing the tasks.
- b. Being patient in facing the difficulties.
- c. Students like doing the tasks by their own way, never cheat.
- d. Students like finding and solving the tasks³¹.

The teachers' effort in increasing the students' motivation in learning English:

- a. The teachers give rewards and recommendation to students' achievements.
- b. The teachers give feedback to the students about the exercise given.

³¹ A.M. Sardiman. *Interaksi dan Motivasi Belajar Mengajar*. (Jakarta: PT Raja Grafindo Persada, 2005)p.88

- c. The teachers give chance to students to use some question related to the lessons.
- d. The teachers always make anecdote and play game in teaching and learning English.
- e. The teachers give students occasion to find out and collect information related to various texts.³²

The criteria of students have motivation can be seen as follows:

- a. The students are active asking question in learning English
- b. The students enjoy in learning English.
- c. The students always presents in learning English.
- d. The students always do their English homework.³³

B. Relevant Research

The research is the contribution of various texts based internet toward students' English learning motivation, so this research has relevant study with the research that was done by Elida Susanti that the title is Students' Efforts in Understanding Reading Text at The Third Year students of SMP Muhammadiyah Bangkinang Barat. The subject of this research was the third year of SMP Muhammadiyah Bangkinang Barat. The object of this research

³² Monique Boekaerts. *Motivation to Learn*. (UK: Oxford University Press. 2001) p. 56

³³ http://www.kidsource.com/kidsource/content2/Student_Motivatation.html#contents retrieved on December, 14 2011.

was the students' effort in understanding reading text. There were 72 populations and the writer took all of them as respondents. In collecting the data, the writer applied questionnaire, interview, and documentation.

Based on the finding of this research it was concluded that the students' effort in understanding reading text was categorized into fair at level 62.53%. There were some internal factors and external factor that influenced the students' efforts in understanding reading text.

And other research, done by Hendrayani entitled: Teachers' Efforts to Increase Students Motivation in Learning English at MTsN Kampar. From this research the subject was the English teachers of MTsN Kampar. Based on preliminary observation at MTsN Kampar, all of the teachers' did not have enough attention in teaching and learning process. The teachers did not use all of the method, which are made by them. It means that the teachers' efforts to increase students' motivation in learning English were not running well.

To collect the data, the writer used observation and interviewed them, to analyze the data used descriptive technique.

C. Operational Concept

To avoid misunderstanding and to give guidance in collecting data in this research, this part is expressed into the operational concept. It is an important element in scientific study because it is still operated in an abstract form of the research planning, which must be particular word in order to be easy to measure empirically. Writer wants to clarify briefly the variable used

in this research. Since this is a contribution research, there are two variables in this research; they are variable X that is the use of various texts based internet and variable Y that is students' English learning motivation, especially at the second year of SMAN 1 Tualang, so in this research there are some indicators as follows:

Variable X

1. Teachers introduce the organizational pattern.
2. Teachers explain about the material.
3. Teachers explain the appropriate topic.
4. Teachers give example about the topic.
5. Teachers give instruction to the students to find out the material in internet.
6. Students and the teacher discuss about material in learning process.

Variable Y

1. Parents support students to learning English.
2. Students interested in learning English in the style of teachers teaching different.
3. Students always asking and answering questions the teachers to use English.
4. Surrounding society to support students to learn English.

5. Students dare to speak and perform in front of the class.
6. Students have a strong desire to learn English.
7. Learning environment very supportive for students to learn English.
8. Students are very much oriented towards learning English.

D. Assumption and Hypothesis

1. Assumption

- a. Using various texts based internet can give contribution toward students' English learning motivation.
- b. The students have different motivation in learning English.

2. Hypothesis

H_a : There is a significant contribution of using various texts based internet toward students' English learning motivation at the second year of SMA N 1 Tualang

H_o : There is no significant contribution of using various texts based internet toward students' English learning motivation at the second year of SMA N 1 Tualang

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the research

In carrying out this research, it is necessary to clarify briefly the variable used in analyzing the data. Operational concept is a concept to give an explanation about theoretical framework to avoid misunderstanding about the research. The explanation is to describe the concept used by the writer.

This is a correlation research. There are two variables used in this research, firstly independent variable is the use of various texts based internet, symbolized by “X”, and dependent variable is the students’ English learning motivation symbolized by “Y”.

B. Location and Time of the Research

The location of this research was at SMAN 1 Tualang, which later had been renamed by the government of Siak regency to be SMAN 4 Siak. The research was conducted at the SMAN 1 Tualang or SMAN 4 Siak starting on August at second semester academic year 2011.

C. Subject and Object of the Research

The subject of the research was the second year students' of SMAN 1 Tualang and the object was the contribution of using various texts based internet toward students' English learning motivation.

D. The Population and the Sample

Population is the entire set of persons, objects, or events, which the researcher intends to study³⁴. The population of the research was 247 students. The second year of SMAN 1 Tualang is divided into 8 classrooms. The writer used method purposive sampling. The writer chose one class of 8 classes there is a class XI IPA 1, because the class that the teacher had been teaching with active using the internet media.

E. The Technique of Data Collection

In order to collect some data in this research, the writer used questionnaire. This questionnaire contained a number of the question for the respondent dealing with the use of various text based internet toward students' English learning motivation. The instruments for variable X, the writer used documentation and questionnaire and then for variable Y, the writer used questionnaire.

³⁴ Zakkula Govindarajulu. *Elements of Sampling Theory and Methods*. (New Jersey: Prentice-Hall, 1999).p.1

The Blue Print of Motivation

No	Indicators	Items Number
1	The home background support	10
2	Having big interest in learning English with the teachers' style	2, 6, 12,
3	Ask and answer the question given by the teacher	4, 16, 18
4	The surrounding and society supports	14
5	Having self confidence to speak in front the class	5
6	Having desire in learning English	1, 3, 8, 9, 11,
7	Learning environment	13, 15, 17
8	Learning English orientation	7, 19, 20

F. The Technique of Data Analysis

In analyzing the contribution of using various texts based internet toward students' English learning motivation, the writer uses the statistical method. In this study, the writer used regression linear with the following formula:

$$\bar{Y} = a + b (X)^{35}$$

Coefficient regression a and b using formula³⁶:

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

³⁵ Drs. Hartono, M.Pd. *Statistik untuk Pendidikan*. (Yogyakarta: Pustaka Pelajar Offset, 2004) p. 136

³⁶ *Ibid*, p.136

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

Where: \bar{Y} : the dependent variable

a : the intercept (the value of y when $x = 0$).

b : The slope of the line

X : the explanatory variable

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The aim of the research is to investigate the contribution between using various texts based internet and their students' English learning motivation at the second year of SMAN 1 Tualang. There are two variables in this research, independent and dependent variable.

The independent variable which is symbolized by "X" using various texts based internet and the dependent variable which is symbolized by "Y" students' English learning motivation; it was investigated by using questionnaire to the second year students' of SMAN 1 Tualang. There were 20 items, measured by using like scale (always, often, sometimes, seldom, never) with range score 5, 4, 3, 2, 1 for each.

The questionnaires were based on the following indicators:

Variable X

1. Introduce the organizational pattern.
2. Teachers Explain about the material.
3. Teachers explain the appropriate topic.
4. Teachers Give example about the topic.

5. Teachers give instruction to the students to find out the material in internet.
6. Students and the teacher discuss about material in learning process.

Variable Y

1. Parents support students to learning English.
2. Students interested in learning English in the style of teachers teaching different.
3. Students always asking and answering questions the teachers to use English.
4. Surrounding society to support students to learn English.
5. Students dare to speak and perform in front of the class.
6. Students have a strong desire to learn English.
7. Learning environment very supportive for students to learn English.
8. Students are very much oriented towards learning English.

To calculate the students' score in answering the test, the following formula was used:

$$M = \frac{Y}{N} \times 100$$

Where: M: Individual Score

Y: Correct Answer

N: Number of Item

The Classification of Students' Scores³⁴

Score Classification	Category
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

1. The data of using various texts based internet

TABLE I.1

Does your teacher begin the lesson by introducing the organizational pattern?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	8	26.66%
3	Sometimes	11	36.66%
4	Seldom	11	36.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 8 (26.66%) students choose often, 11 (36.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally introduce the organizational pattern.

³⁴ Suharsimi Arikunto. *Prosedur Penelitian Suatu pendekatan Praktik*. (Jakarta: Rineka Cipta, 1999)p.126

TABLE I.2**Does your teacher begin the lesson by telling a story?**

NO	ALTERNATIVE	F	T
1	Always	2	6.66%
2	Often	4	13.33%
3	Sometimes	8	26.66%
4	Seldom	13	43.33%
5	Never	3	10%
	Total	30	100%

The table above shows the various answer of the students': 2 (6.66%) students choose always, 4 (13.33%) students choose often, 8 (26.66%) students choose sometimes, 13 (43.33%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally the lesson by telling a story.

TABLE I.3**Do you understand the whole lesson that your teacher has explained?**

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	5	16.66%
3	Sometimes	22	73.33%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 5 (16.66%) students choose often, 22 (73.33%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year's students' of SMAN 1 Tualang occasionally understanding.

TABLE I.4

Does the teacher take some other sources in supporting teaching learning process?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	2	6.66%
3	Sometimes	8	26.66%
4	Seldom	18	60%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 2 (6.66%) students choose often, 8 (26.66%) students choose sometimes, 18 (60%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally taking some others sources.

TABLE I.5**Does teacher explain the whole material to the students?**

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	2	6.66%
3	Sometimes	18	60%
4	Seldom	9	30%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 2 (6.66%) students choose often, 18 (60%) students choose sometimes, 9 (30%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally explain the whole material.

TABLE I.6**Does teacher get some difficulties in delivering the material?**

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	8	26.66%
3	Sometimes	18	60%
4	Seldom	2	6.66%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 8 (26.66%) students choose often, 18 (60%) students choose sometimes, 2 (6.66%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally get some difficulties in delivering material.

TABLE I.7

Does teacher explain the appropriate topic to the students?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	2	6.66%
3	Sometimes	17	56.66%
4	Seldom	8	26.66%
5	Never	3	10%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 2 (6.66%) students choose often, 17 (56.66%) students choose sometimes, 8 (26.66%) students choose seldom, and 3 (10%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally explain the appropriate topic.

TABLE I.8

Does teacher take some appropriate text books or sources in teaching in the class room?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	3	10%
3	Sometimes	18	60%
4	Seldom	7	23.33%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 3 (10%) students choose often, 18 (60%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally take some appropriate texts.

TABLE I.9

Do students understand what teacher has explained?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	7	23.33%
3	Sometimes	13	43.33%
4	Seldom	7	23.33%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 7 (23.33%) students choose often, 13 (43.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally understand what teachers has explained.

TABLE I.10

Does teacher give appropriate example during the lesson?

NO	ALTERNATIVE	F	T
1	Always	2	6.66%
2	Often	8	26.66%
3	Sometimes	15	50%
4	Seldom	3	10%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 2 (6.66%) students choose always, 8 (26.66%) students choose often, 15 (50%) students choose sometimes, 3 (10%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally give appropriate example during the lesson.

TABLE II.1**Do students understand the example that the teacher has described?**

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	1	3.33%
3	Sometimes	16	53.33%
4	Seldom	8	26.66%
5	Never	5	16.66%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 1 (3.33%) students choose often, 16 (53.33%) students choose sometimes, 8 (26.66%) students choose seldom, and 5 (16.66%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally understand the example that the teacher has described.

TABLE II.2**Does teacher take appropriate example from the appropriate source?**

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	3	10%
3	Sometimes	14	46.66%
4	Seldom	9	30%
5	Never	4	13.33%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 3 (10%) students choose often, 14 (46.66%) students choose sometimes, 9 (30%) students choose seldom, and 4 (13.33%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally take appropriate example from appropriate sources.

TABLE II.3

Does teacher ask the students to find out the material from the internet?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	8	26.66%
3	Sometimes	13	43.33%
4	Seldom	7	23.33%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 8 (26.66%) students choose often, 13 (43.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally ask to the students to find out the material from the internet.

TABLE II.4

Do the students enjoy to task in finding out some materials from internet?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	5	16.66%
3	Sometimes	16	53.33%
4	Seldom	6	20%
5	Never	2	6.66%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 5 (16.66%) students choose often, 16 (53.33%) students choose sometimes, 6 (20%) students choose seldom, and 2 (6.66%) students choose never. It indicates that most of the second year's students' of SMAN 1 Tualang occasionally enjoy to task in finding out some materials from internet.

TABLE II.5

Is it easy for the students to find out the material from the internet?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	6	20%
3	Sometimes	16	53.33%
4	Seldom	7	23.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 6 (20%) students choose often, 16 (53.33%) students choose sometimes, 7 (23.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally easy to find out the material from internet.

TABLE II.6

Do the students understand what they are doing about the material from internet?

NO	ALTERNATIVE	F	T
1	Always	0	0%
2	Often	6	20%
3	Sometimes	19	63.33%
4	Seldom	4	13.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 0 (0%) students choose always, 6 (20%) students choose often, 19 (63.33%) students choose sometimes, 4 (13.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally understand what they are doing about the material from internet.

TABLE II.7

Are the students interested in doing the material from the internet?

NO	ALTERNATIVE	F	T
1	Always	2	6.66%
2	Often	16	53.33%
3	Sometimes	7	23.33%
4	Seldom	5	16.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 2 (6.66%) students choose always, 16 (53.33%) students choose often, 7 (23.33%) students choose sometimes, 5 (16.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang interested in doing the material from internet.

TABLE II.8

Does the teacher involve the students in discussing the material from the internet in the class room?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	3	10%
3	Sometimes	15	50%
4	Seldom	10	33.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 3 (10%) students choose often, 15 (50%) students choose sometimes, 10 (33.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the teachers of SMAN 1 Tualang are occasionally involve the students in discussing.

TABLE II.9

Do you work in pair or do discussion with your friends in evaluating the material?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	6	20%
3	Sometimes	13	43.33%
4	Seldom	6	20%
5	Never	4	13.33%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 6 (20%) students choose often, 13 (43.33%) students choose sometimes, 6 (20%) students choose seldom, and 4 (13.33%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally work in pair or do discussion with your friends in evaluating the text from internet.

TABLE II.10

**Do the students enjoy the discussion about the material
from the internet?**

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	5	16.66%
3	Sometimes	8	26.66%
4	Seldom	11	36.66%
5	Never	5	16.66%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 5 (16.66%) students choose often, 8 (26.66%) students choose sometimes, 11 (36.66%) students choose seldom, and 5 (16.66%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang seldom enjoy the discussion about the material.

2. The data of students' English learning motivation

TABLE III.1

How many times have you come late to English class?

NO	ALTERNATIVE	F	T
1	Always	3	10%
2	Often	16	53.33%
3	Sometimes	11	36.66%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 3 (10%) students choose always, 16 (53.33%) students choose often, 11 (36.66%) students choose sometimes, 0 (0%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang are often comr late to English class.

TABLE III.2

Do you pay attention to the task that your teacher has given?

NO	ALTERNATIVE	F	T
1	Always	8	26.66%
2	Often	16	53.33%
3	Sometimes	6	20%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 8 (26.66%) students choose always, 16 (53.33%) students choose often, 6 (20%) students choose sometimes, 0 (0%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often pay attention to the task that your teacher has given.

TABLE III.3**Do you always present when learning English?**

NO	ALTERNATIVE	F	T
1	Always	10	33.33%
2	Often	14	46.66%
3	Sometimes	4	13.33%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of students': 10 (33.33%) students choose always, 14 (46.66%) students choose often, 4 (13.33%) students choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often present when learning English.

TABLE III.4**Do you answer the question in examination your self?**

NO	ALTERNATIVE	F	T
1	Always	3	10%
2	Often	5	16.66%
3	Sometimes	13	43.33%
4	Seldom	8	26.66%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 3 (10%) students choose always, 5 (16.66%) students choose often, 13 (43.33%) students choose sometimes, 8 (26.66%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally answer the question in examination by them selves.

TABLE III.5

Are you speak in front of the class or present something to your friend?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	2	6.66%
3	Sometimes	21	70%
4	Seldom	6	20%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 2 (6.66%) students choose often, 21 (70%) students choose sometimes, 6 (20%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally to speak in front of the class or present something to your friend.

TABLE III.6

**Does your teacher divide you into some groups in
classroom learning activity?**

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	9	30%
3	Sometimes	15	50%
4	Seldom	5	16.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 9 (30%) students choose often, 15 (50%) students choose sometimes, 5 (16.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally divided by the teacher into some groups in classroom learning activity.

TABLE III.7

Do you always enjoy when learning English?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	13	43.33%
3	Sometimes	13	43.33%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 13 (43.33%) students choose often, 13 (43.33%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students of SMAN 1 Tualang are occasionally enjoy when learning English.

TABLE III.8

Do you want to compete in raising your score with others student?

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	12	40%
3	Sometimes	16	53.33%
4	Seldom	1	3.33%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 12 (40%) students choose often, 16 (53.33%) students choose sometimes, 1 (3.33%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally want to compete in raising score with other students.

TABLE III.9**Do you study at home?**

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	10	33.33%
3	Sometimes	8	26.66%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 9 (30%) students choose always, 10 (33.33%) students choose often, 8 (26.66%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often study at home.

TABLE III.10**Do your parents ask you to study at home?**

NO	ALTERNATIVE	F	T
1	Always	17	56.66%
2	Often	7	23.33%
3	Sometimes	4	13.33%
4	Seldom	1	3.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answers of the students': 17 (56.66%) student choose always, 7 (23.33%) students choose often, 4 (13.33%) students choose sometimes, 1 (3.33%) students choose seldom, and 1 (3.33%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang are always asked by parents to study at home.

TABLE IV.1

Do you always do homework at home?

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	18	60%
3	Sometimes	3	10%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 9 (30%) students choose always, 18 (60%) students choose often, 3 (10%) students choose sometimes, 0 (0%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang are often do homework at home.

TABLE IV.2**Does your teacher give you some home works?**

NO	ALTERNATIVE	F	T
1	Always	6	20%
2	Often	17	56.66%
3	Sometimes	5	16.66%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 6 (20%) students choose always, 17 (56.66%) students choose often, 5 (16.66%) students choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang are often given some home work by their teacher.

TABLE IV.3**Do you think that the task is challenging?**

NO	ALTERNATIVE	F	T
1	Always	6	20%
2	Often	15	50%
3	Sometimes	6	20%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 6 (20%) students choose always, 15 (50%) students choose often, 6 (20%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often think that every task is challenging.

TABLE IV.4

Does your teacher motivate you in doing the task?

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	15	50%
3	Sometimes	4	13.33%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 9 (30%) students choose always, 15 (50%) students choose often, 4 (13.33%) students choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) student choose never. It indicates that most of the second year students' of SMAN 1 Tualang are often motivated by teacher in doing the task.

TABLE IV.5**Do you work in pair when you get difficulties in doing the task?**

NO	ALTERNATIVE	F	T
1	Always	4	13.33%
2	Often	9	30%
3	Sometimes	15	50%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 4 (13.33%) students choose always, 9 (30%) students choose often, 15 (50%) students choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally work in pair when getting difficulties in doing the task.

TABLE IV.6**Do you ask for help from the teacher when you face the difficulties?**

NO	ALTERNATIVE	F	T
1	Always	1	3.33%
2	Often	20	66.66%
3	Sometimes	7	23.33%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 1 (3.33%) students choose always, 20 (66.66%) students choose often, 7 (23.33%) students choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often ask the teacher for help to solve the problem when they face the difficulties.

TABLE IV.7

Do you do the task by yourself?

NO	ALTERNATIVE	F	T
1	Always	3	10%
2	Often	10	33.33%
3	Sometimes	13	43.33%
4	Seldom	4	13.33%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 3 (10%) students choose always, 10 (33.33%) students choose often, 13 (43.33%) students choose sometimes, 4 (13.33%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally finish the task by themselves, never cheat.

TABLE IV.8

**Do you ask your teacher when you face some difficulties
in doing the task?**

NO	ALTERNATIVE	F	T
1	Always	4	13.33%
2	Often	7	23.33%
3	Sometimes	16	53.33%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 4 (13.33%) students choose always, 7 (23.33%) students choose often, 16 (53.33%) students choose sometimes, 3 (10%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally ask the teacher when they face some difficulties in doing the task.

TABLE IV.9

**Do you study in the classroom even though the teacher
doesn't come?**

NO	ALTERNATIVE	F	T
1	Always	3	10%
2	Often	7	23.33%
3	Sometimes	16	53.33%
4	Seldom	4	13.33%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 3 (10%) students choose always, 7 (23.33%) students choose often, 16 (53.33%) students choose sometimes, 4 (13.33%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang occasionally study in the classroom even though the teacher doesn't come.

TABLE IV.10

Do you solve and find the answer of every question in the task?

NO	ALTERNATIVE	F	T
1	Always	7	23.33%
2	Often	11	36.66%
3	Sometimes	12	40%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answers of the students': 7 (23.33%) students choose always, 11 (36.66%) students choose often, 12 (40%) students choose sometimes, 0 (0%) students choose seldom, and 0 (0%) students choose never. It indicates that most of the second year students' of SMAN 1 Tualang often solve and find the answer of every question in the task.

B. The Data Analysis

This research consisted of two variables, the independent variable which is symbolized by “X”, using various texts based internet, and dependent variable which is symbolized “Y”, students English learning motivation, it was investigated by using questionnaire to the second year students of SMAN 1 Tualang Perawang.

TABLE V.1
The Result of the Questionnaire

No	\bar{x}	\bar{y}	$\sum xy$	$\sum x^2$
1	59	73	4307	3481
2	59	70	4130	3481
3	57	73	4161	3249
4	55	74	4070	3025
5	64	70	4480	4096
6	71	71	5041	5041
7	66	82	5412	4356
8	54	71	3834	2916
9	50	70	3500	2500
10	60	72	4320	3600
11	60	74	4440	3600
12	49	74	3626	2401
13	64	69	4416	4096
14	44	67	2948	1936
15	58	77	4466	3364
16	40	68	2720	1600
17	66	89	5874	4356
18	51	65	3315	2601
19	33	70	2310	1089
20	52	70	3640	2704
21	66	73	4818	4356
22	55	69	3795	3025
23	53	72	3816	2809
24	59	72	4248	3481
25	64	85	5440	4096
26	53	70	3710	2809
27	66	79	5214	4356
28	61	80	4880	3721
29	57	69	3933	3249
30	46	72	3312	2116
Total	1692$\sum \bar{x}$	2190$\sum \bar{y}$	124176$\sum xy$	97510$\sum x^2$

From the table above, we can get such us:

$$\sum X = 1692$$

$$\sum Y = 2190$$

$$\sum X^2 = 97510$$

$$\sum XY = 124176$$

Furthermore, before we enter the formula regression linear, first we find coefficient a , it is found by using formula below:

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

$$a = \frac{(2190)(97510) - (1692)(124176)}{30(97510) - (1692)^2}$$

$$a = \frac{213546900 - 210105792}{2925300 - 2862864}$$

$$a = \frac{3441108}{62436}$$

$$a = 55.114$$

So we found coefficient a : 55.114

The second, we find coefficient **b**, it uses formula below:

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

$$b = \frac{30.124176 - (1692) (2190)}{30.97510 - (1692)^2}$$

$$= \frac{3725280 - 3705480}{2925300 - 2862864}$$

$$= \frac{19800}{62436}$$

$$= 0.317$$

So we found coefficient **b**: 0.317

Based on the scores, we get formula linear regression Y for X such as:

$$\bar{Y} = a + b (X)$$

$$\bar{Y} = 55.114 + 0.317 (X)$$

1. The students using various texts based internet

To clarify all answers in the questionnaire, the writer recapitulated all data. Therefore, it can be seen on the table of recapitulation for questionnaire at the second year of SMAN 1 Tualang Perawang.

TABLE V.2
The Questionnaire Recapitulation of the Respondents' Answer on
Students Using Various Texts Based Internet in Learning English

Table	Option									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
I.1	0	0%	8	26.66%	11	36.66%	11	36.66%	0	0%
I.2	2	6.66%	4	13.33%	8	26.66%	13	43.33%	3	10%
I.3	0	0%	5	16.66%	22	73.33%	3	10%	0	0%
I.4	0	0%	2	6.66%	8	26.66%	18	60%	2	6.66%
I.5	0	0%	2	6.66%	18	60%	9	30%	1	3.33%
I.6	0	0%	8	26.66%	18	60%	2	6.66%	2	6.66%
I.7	0	0%	2	6.66%	17	56.66%	8	26.66%	3	10%
I.8	0	0%	3	10%	18	60%	7	23.33%	2	6.66%
I.9	1	3.33%	7	23.33%	13	43.33%	7	23.33%	2	6.66%
I.10	2	6.66%	8	26.66%	15	50%	3	10%	2	6.66%
II.1	0	0%	1	3.33%	16	53.33%	8	26.66%	5	16.66%
II.2	0	0%	3	10%	14	46.66%	9	30%	4	13.33%
II.3	0	0%	8	26.66%	13	43%	7	23.33%	2	6.66%
II.4	1	3.33%	5	16.66%	16	53.33%	6	20%	2	6.66%
II.5	0	0%	6	20%	16	53.33%	7	23.33%	1	3.33%
II.6	0	0%	6	20%	19	63.33%	4	13.33%	1	3.33%
II.7	2	6.66%	16	53.33%	7	23.33%	5	16.66%	0	0%
II.8	1	3.33%	3	10%	15	50%	10	33.33%	1	3.33%
II.9	1	3.33%	6	20%	13	43.33%	6	20%	4	13.33%
II.10	1	3.33%	5	16.66%	8	26.66%	11	36.66%	5	16.66%
Total	11		108		285		154		42	

The score of students using various texts based internet in learning English can be seen in the following description:

$$\text{Option A} = 11 \times 5 = 55$$

$$\text{Option B} = 108 \times 4 = 432$$

$$\text{Option C} = 285 \times 3 = 855$$

$$\text{Option D} = 154 \times 2 = 308$$

$$\text{Option E} = 42 \times 1 = 42$$

$$\text{The recapitulation is} = 11+108+285+154+42=600=N$$

$$= 55+432+855+308+42=1692=F$$

So, the students using various texts based internet is calculated as follows:

$$P = \frac{F}{N} \times 100 \div 5$$

$$P = \frac{1692}{600} \times 100 \div 5$$

$$P = 56.4$$

The students using various texts based internet is 56.4. It can be concluded that students using various texts based internet at the second year of SMAN 1 Tualang Perawang is AVERAGE.

2. The students' English learning motivation

To clarify all answers in the questionnaire, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for questionnaire at the second year of SMAN 1 Tualang Perawang.

TABLE V.3
The Questionnaire Recapitulation of the Respondents' Answer on
Students' English Learning Motivation

Table	Option									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
III.1	3	10%	16	53.33%	11	36.66%	0	0%	0	0%
III.2	8	26.66%	16	53.33%	6	20%	0	0%	0	0%
III.3	10	33.33%	14	46.66%	4	13.33%	2	6.66%	0	0%
III.4	3	10%	5	16.66%	13	43.33%	8	26.66%	1	3.33%
III.5	1	3.33%	2	6.66%	21	70%	6	20%	0	0%
III.6	1	3.33%	9	30%	15	50%	5	16.66%	0	0%
III.7	1	3.33%	13	43.33%	13	43.33%	3	10%	0	0%
III.8	1	3.33%	12	40%	16	53.33%	1	3.33%	0	0%
III.9	9	30%	18	60%	3	10%	0	0%	0	0%
III.10	9	30%	10	33.33%	8	26.66%	3	10%	0	0%
IV.1	17	56.66%	7	23.33%	4	13.33%	1	3.33%	1	3.33%
IV.2	6	20%	17	56.66%	5	16.66%	2	6.66%	0	0%
IV.3	6	20%	15	50%	6	20%	3	10%	0	0%
IV.4	9	30%	15	50%	4	13.33%	2	6.66%	0	0%
IV.5	4	13.33%	9	30%	15	50%	2	6.66%	0	0%
IV.6	1	3.33%	20	66.66%	7	23.33%	2	6.66%	0	0%
IV.7	3	10%	10	33.33%	13	43.33%	4	13.33%	0	0%
IV.8	4	13.33%	7	23.33%	16	53.33%	3	10%	0	0%
IV.9	3	10%	7	23.33%	16	53.33%	4	13.33%	0	0%
IV.10	7	23.33%	11	36.66%	12	40%	0	0%	0	0%
Total	106		233		208		51		2	

The score of students' English learning motivation can be seen in the following description:

$$\text{Option A} = 106 \times 5 = 530$$

$$\text{Option B} = 233 \times 4 = 932$$

$$\text{Option C} = 208 \times 3 = 624$$

$$\text{Option D} = 51 \times 2 = 102$$

$$\text{Option E} = 2 \times 1 = 2$$

$$\text{The recapitulation is } = 106+233+208+51+2=600=N$$

$$=530+932+624+102+2=2190=F$$

So the students' English learning motivation is calculated as follows:

$$P = \frac{F}{N} \times 100 \div 5$$

$$P = \frac{2190}{600} \times 100 \div 5$$

$$P = 73$$

The students' English learning motivation is 73. It can be concluded that students' English learning motivation at the second year of SMAN 1 Tualang Perawang is AVERAGE.

3. The contribution of using various texts based internet toward students' English learning motivation

The high contribution between variable is stated in correlation coefficient. It can be positive (+) and negative (). It is positive (+) where there is positive contribution, while it is negative (), there is negative contribution. Positive (+) or negative () sign does not influence high or low score of it. The sign shows direction of correlation both of them. It is necessary to conduct descriptive statistic by using SPSS version 16.00³⁵ explained in the following table:

Regression

[DataSet0]

TABLE V.4

Descriptive Statistics

	Mean	Std. Deviation	N
Students' English Learning Motivation	73.0000	5.33046	30
Using Various Texts Based Internet	56.4000	8.47145	30

The table above shows that mean of Using Various Text Based Internet is 56.40 and the std. deviation is 8.471. Mean of Students' English Learning Motivation is 73.00 and the std. deviation is 5.33

³⁵ Drs. Hartono, M.Pd. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008)p.93

TABLE V.5**Correlations**

		Students' English Learning Motivation	Using Various Texts Based Internet
Pearson Correlation	Students' English Learning Motivation	1.000	.504
	Using Various Texts Based Internet	.504	1.000
Sig. (1-tailed)	Students' English Learning Motivation	.	.002
	Using Various Texts Based Internet	.002	.
N	Students' English Learning Motivation	30	30
	Using Various Texts Based Internet	30	30

From the table above, the variable of correlation coefficient of using various texts based internet toward students' English learning motivation = 0.504, sig. (1-tailed) = 0.002, the interpretation is as follows:

1. The score of probability or sig. (1-tailed) is $0.002 < 0.05$. It means that H_0 is rejected indicated that there is contribution between using various texts based internet toward students' English learning motivation.
2. The correlation coefficient between using various texts based internet toward students' English learning motivation is 0.504. The sign is positive, meaning that there is positive correlation. Between using various texts based internet and students' English learning motivation.

TABLE V.6**Variables Entered/Removed^b**

Model	Variables Entered	Variables Removed	Method
1	Using Various Texts Based Internet ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Students' English Learning Motivation

Table above explains the regression method used to analyze the data by using SPSS 16.00 program. The method is *Enter Method*.

TABLE V.7**Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 ^a	.254	.227	4.68545

a. Predictors: (Constant), Using Various Texts Based Internet

b. Dependent Variable: Students' English Learning Motivation

The table above shows the percentage of the influence of independent variable toward dependent variable. The number of determination coefficient is 0.254 it means that the influence of independent variable toward dependent variable is 25.4% and 74.6% (100% – 25.4%) is influenced by other factors.

TABLE V.8**ANOVA^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	209.302	1	209.302	9.534	.005 ^a
	Residual	614.698	28	21.953		
	Total	824.000	29			

a. Predictors: (Constant), Using Various Texts Based Internet

The table above shows that F is 9.534 and the number of significance is 0.005. Significant 0.005 Anova table < 0.05 . It means that H_a is accepted, and H_o is rejected.

TABLE V.9**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	55.114	5.855		9.412	.000	43.120	67.108
	Using Various Texts Based Internet	.317	.103	.504	3.088	.005	.107	.528

a. Dependent Variable: Students' English Learning Motivation

From the *coefficients* table above in column B at the constant (a) is 55.114, mean while the score of using various texts based internet 0.317.

So, the regression formula can be written as:

$$\bar{Y} = a + b (X)$$

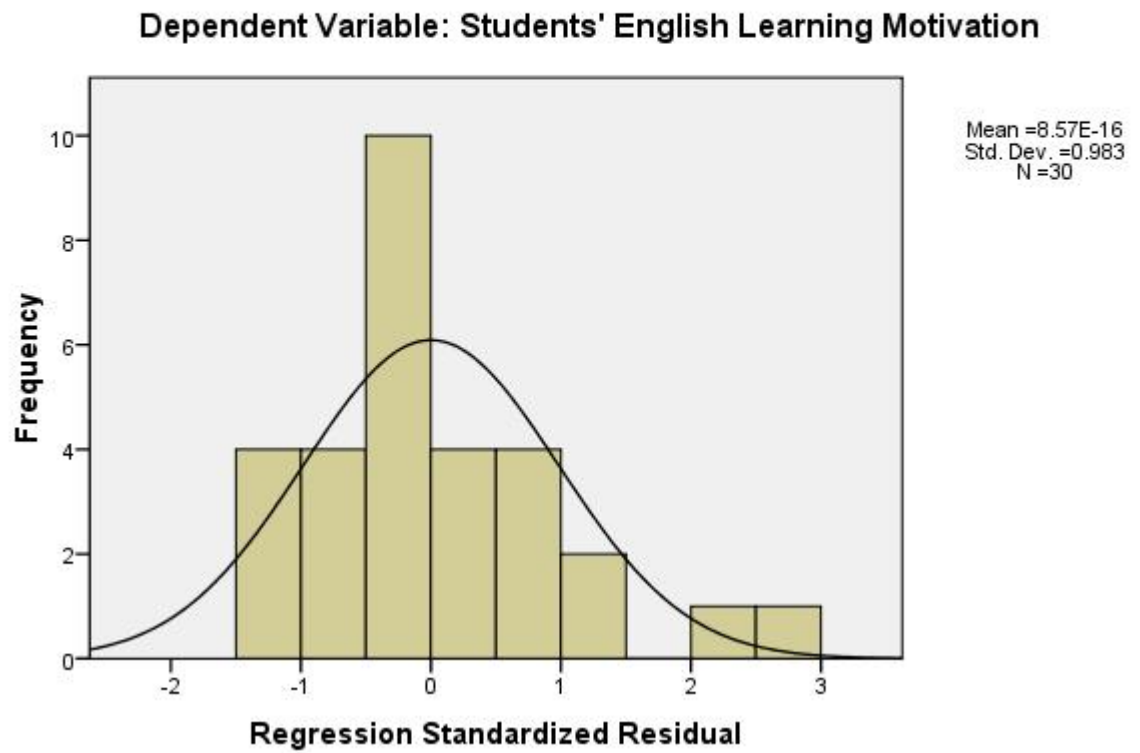
$$\bar{Y} = 55.114 + 0.317 (X)$$

TABLE V.10

Residuals Statistics^a

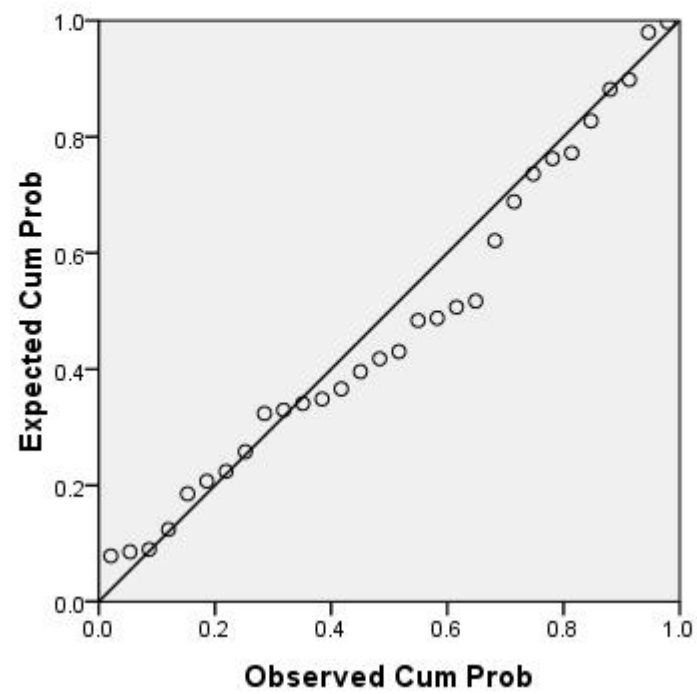
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	65.5793	77.6300	73.0000	2.68651	30
Residual	-6.63002	12.95560	.00000	4.60396	30
Std. Predicted Value	-2.762	1.723	.000	1.000	30
Std. Residual	-1.415	2.765	.000	.983	30

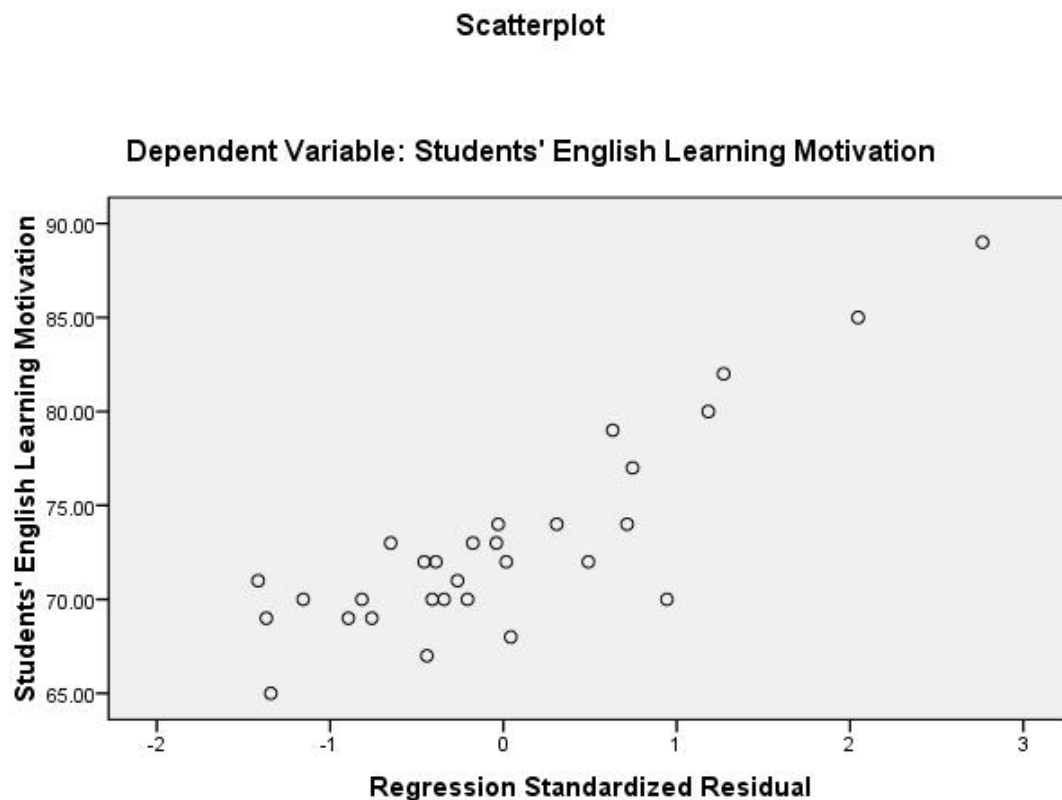
a. Dependent Variable: Students' English Learning Motivation

Charts**Histogram**

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Students' English Learning Motivation





Regarding the formulation of the problem in this paper, the conclusion can be summarized in the following ones:

1. The use of various texts based internet is 56.40. It means that the use of various texts based internet at the second year of SMAN 1 Tualang Perawang is POOR to AVERAGE.
2. The students' English learning motivation is 73.00. It means that the students' English learning motivation at the second year of SMAN 1 Tualang Perawang is AVERAGE to GOOD.

3. The correlation of using various texts based internet and students' English learning motivation is 0.504 the sig is positive it means that there is significant correlation between using various texts based internet and students' English learning motivation.
4. From the linear regression formulation by using SPSS 16.00 is found that sig. $0.002 < 0.05$. It means that there is contribution of using various texts based internet toward students' English learning motivation.

The correlation between two variables is positive. It means that there is significant correlation between the uses of various texts based internet and their students' English learning motivation.

Based on the result of the research, the writer found the contribution of using various texts based internet toward students' English learning motivation at the second year of SMAN 1 Tualang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research investigates the question of whether there is significant contribution by using various texts based internet toward students' English learning motivation. There are two variables in this research: independent and dependent variable. The independent variable is the uses of various texts based internet, labeled "X", and dependent variable labeled 'Y'.

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The use of various texts based internet at the second year of SMAN 1 Tualang is categorized into POOR to AVERAGE level.
2. The students' English learning motivation at the second year of SMAN 1 Tualang is categorized into AVERAGE to GOOD level.
3. There is contribution of using various texts based internet toward students' English learning motivation.

B. The Suggestion

Based on the result of the research, the writer finds that the use of various texts based internet is in the average level and the students' English learning motivation is in the average level too. In addition, there is a contribution of using various texts based internet toward students' English

learning motivation. The writer would like to give some suggestion as follows:

1. Suggestion for Teacher

- a. Since the writer used of various texts based internet, he has found the significant contribution in her teaching, especially for the students' attention that focus more on her studying.
- b. The use of various texts based internet is not only one factor that influences students' English learning motivation because there are many other factors that effect students' English learning motivation, so it is the responsibility of the teacher to provide any effort to gain students' English learning motivation.
- c. The teacher should be creative in the process of teaching and learning in order to gain various texts based internet and students' English learning motivation.

2. Suggestion for Students

- a. The students have average motivation in learning English, so they should gain it.
- b. The students must be creative to searching kinds of texts in internet.
- c. The students should pay more attention to the lesson explained by the teacher.
- d. The students should often search various texts from internet.
- e. Motivation in following the classroom discussion.

BIBLIOGRAPHY

- Arif S Sadiman, et al. 2009. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada
- A.M. Sardiman. 2005. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada
- Andri Kurniawan. 2007. "A Correlation Study Between Students' Motivation in Practice Speaking and Their Speaking Achievement of Second Semester Students of English Education Department of Tarbiyah and Teacher's Training Faculty of UIN Suska Riau". Unpublished Degree Thesis. Pekanbaru: UIN Suska Riau.
- Boekaerts, Monique. 2001. *Motivation to Learn*. UK: Oxford University Press.
- Brown, H. Douglas. 2000. *Principles of Language learning and Teaching*. San Francisco.
- Eni Susanti. 2009. "The Difference Motivation in Learning English between Students' Who Take English Course and Who Do Not at SMPN 21 Pekanbaru". Unpublished Degree Thesis. Pekanbaru: UIN Suska.
- _____. "Definition of Motivation" Retrieved Augustus 26, 2010 from <http://www.Speechmastery.com/defenition.of.motivation.html>
- _____. "Definitions of Motivation". Retrieved on September 07, 2010 from <http://ezinearticles.com/?defenition.of.Motivation&id:1567108>.
- Govindarajulu, Zakkula. 1999. *Elements of Sampling Theory and Methods*. New Jersey: Prentice-Hall.
- Hartono. 2004. *Statistik untuk Pendidikan*. Yogyakarta: Pustaka Pelajar Offset.
- Hartono. 2008. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar Offset.

Hasibuan and Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Press

<http://www.trizminsk.org/eng/006.htm>, retrieved on May, 18 2011.

http://www.kidsource.com/kidsource/content2/Student_Motivatation.html#contents, retrieved on December, 14 2011.

Marlis. 2010. "A study on The Students' Motivation in Learning English at SMPN 1 Gunung Toar". Unpublished Degree Thesis. Pekanbaru: UIR.

Moss, Barbara. 2004. *The Reading Teacher Voll. 57. No. 58*. USA: San Diego University.

Nuraziah. 2009. "The Factors Hindering The Learning English Motivation of The Second Year Students' of SMPN 3 Bantan Tengah Bengkalis". Unpublished Degree Thesis. Pekanbaru: UIN Suska Riau.

Ngalim Purwanto. 1990. *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya,

Program Tahunan SMAN 1 Tualang (2007- 2008)

Pina Sundari. 2010. "An Evaluation of English Textbooks Written Based on 2006 Curricullum Published by Erlangga Used by Year Tenth at Senior High School Pekanbaru". Pekanbaru: Unpublished Degree Thesis UIN Suska Riau.

Raffini, P. James. 1996. *150 Ways to Increase Intrinsic Motivation in Classroom*. United States of America.

Richards, Jack C, et al. 1992. *Longman Dictionary of LANGUAGE TEACHING AND APPLIED LINGUISTICS*. Malaysia: VVP

Rost, Michael. 2006. *Generating Student Motivation*. United States of America: Pearson Education.

Samsi Hasan, et al. 2005. *Potensia, Jurnal Kependidikan Islam*. Pekanbaru. Fakultas Tarbiyah dan Keguruan.

- Siska Desmayanti. 2007. "The Correlation between second Year Students' Motivation in Learning English and Their Achivement at SMPN 3 Rengat". Unpublished Degree Thesis. Pekanbaru: UIN Suska.
- Taufik Hasan. 2008. "Students' Ability in Understanding Computer Terms at D3 Program of STMIK – AMIK Riau". Unpublished Degree Thesis. Pekanbaru: UIN SUSKA Riau
- Tinio, Victoria L. 2002. *ICT in Education*. United Nations Development Programmed, New York.