

**A LIBRARY RESEARCH ON TEACHER-STUDENTS POSITIVE
INTERACTION TO IMPROVE STUDENTS MOTIVATION TO LEARN
ENGLISH AS A FOREIGN LANGUAGE**



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THESIS

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY**

2016

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Surakarta, May 2016



Agung Budi Winarto

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INTERACTION TO IMPROVE STUDENTS MOTIVATION
TO LEARN ENGLISH AS A FOREIGN LANGUAGE**

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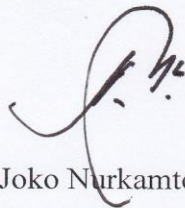
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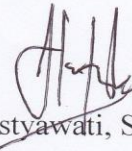
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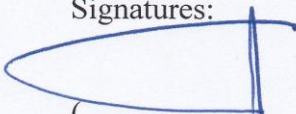
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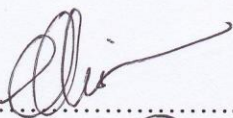
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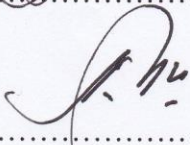
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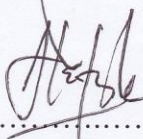
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ABSTRACT

Agung Budi Winarto. K2211005, 2016. *A Library Research on Teacher-Students Positive Interaction to Improve Students Motivation to Learn English as a Foreign Language*. Thesis Supervisor 1: Prof. Dr. Joko Nurkamto, M.Pd, Supervisor 2: Hefy Sulistyawati, S.S., M.Pd. A Thesis. English Education Department, Undergraduate School of Teacher Training and Education Faculty of Sebelas Maret University, Surakarta.

The objective of this library research is to identify the way the teachers-students positive interaction in the classroom improves students' motivation in learning English as foreign language.

The method used in this research is library research method. The researcher collected the theories of every variable, teacher-students positive interaction and foreign language learning motivation from several books, journals, articles and web sites. The theories were then critically analyzed by explaining them on the second and third chapter. As the conclusion, the researcher made synthesis from those theories and answered the research problem.

The result of the research is that teacher-students positive interaction can improve students' motivation to learn English as foreign language. The interaction works through intrinsic and extrinsic motivation that is shown on the researcher's foreign language learning motivation framework. The framework is made by modifying Gardner's socio-educational model with other theories to make the theory able to be applied in the classroom. In intrinsic motivation, teacher-students interaction works by satisfying deficiency needs introduced by Maslow, and in extrinsic motivation, the interaction works by applying several theories such as expectancy theory, goal theory, and achievement theory to Gardner's socio-educational model.

Considering the results of the research, it can be concluded that the issue of improving students' motivation is not only about how to initiate it but also how it can be developed and maintained. Those initiation, development, and maintenance can be done through teacher-students positive interaction in the classroom.

Keywords: teacher-students positive interaction, students' motivation, library research.

ABSTRAK

Agung Budi Winarto. K2211005. 2016. *A Library Research on Teacher-Students Positive Interaction to Improve Students Motivation to Learn English as a Foreign Language*. Pembimbing Pertama: Prof. Dr. Joko Nurkamto, M.Pd. dan Pembimbing Kedua: Hefy Sulistyawati, S.S., M.Pd. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Surakarta.

Tujuan dari penelitian ini adalah untuk mengidentifikasi cara interaksi positif guru-murid di dalam kelas untuk meningkatkan motivasi siswa untuk belajar Bahasa Inggris sebagai bahasa asing.

Metode yang digunakan pada penelitian ini adalah metode kajian pustaka. Peneliti mengumpulkan teori dari masing-masing variabel, interaksi positif guru-murid dan motivasi belajar bahasa asing dari buku, jurnal, artikel, dan website. Teori-teori kemudian dianalisis secara kritis dengan menguraikannya pada bab kedua dan ketiga. Sebagai kesimpulan, peneliti membuat sintesis dari teori-teori tersebut.

Hasil dari penelitian ini adalah bahwa interaksi positif guru-murid dapat meningkatkan untuk belajar Bahasa Inggris sebagai bahasa asing. Interaksi ini bekerja melalui motivasi intrinsik and ekstrinsik yang ditunjukkan pada kerangka berpikir motivasi belajar bahasa asing peneliti. Kerangka berpikir dibuat dengan memodifikasi model socio-educational Gardner dengan teori lainya supaya teory tersebut dapat diaplikasikan di dalam kelas. Dalam intrinsik motivasi, interaksi guru-murid bekerja dengan memenuhi deficiency needs yang diperkenalkan Maslow, dan dalam ekstrinsik motivasi, interaksi bekerja dengan mengaplikasikan beberapa teori seperti expectancy theory, goal theory, dan achievement theory dengan model *socio-educational* dari Gardner.

Dengan mempertimbangkan hasil dari penelitian, dapat disimpulkan bahwa pemasalahan dari peningkatan motivasi siswa bukan hanya tentang bagaimana menginisiasinya tetapi juga bagaimana motivasi itu dapat dikembangkan dan dipelihara. Inisiasi, pengembangan dan pemeliharaan dapat dilakukan melalui interaksi guru-murid di dalam kelas.

Kata kunci: interaksi positif guru-murid, motivasi belajar bahasa asing, kajian pustaka.

MOTTO

“Whatever you do, work heartily, as for Lord and not for men”

(Colossians 3:23)

“Improvise, Adapt, and Overcome!”

(Clint Eastwood)

DEDICATION

I whole-heartedly dedicate this thesis to
English Education in Indonesia

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I realize that this thesis is not perfect so that I gratefully accept any comment and suggestion. Finally, I expect this thesis will give meaningful contribution for further research.

Surakarta, May 2016

Agung Budi Winarto

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