

## Appendix 1. Questionnaire

### QUESTIONNAIRE

This questionnaire features the aspects related to students' motivation in learning English as a foreign language. Your answer will be very helpful and greatly appreciated for the success of this research. Thank you for your kind cooperation.

This questionnaire is divided into 2 parts.

Part I : Students' personal data.

Part II : Students' motivational levels (integrative or instrumental) in learning English.

#### **Part I : Students' Personal Data**

**Instruction:** Please indicate your answer with an "X" providing appropriate responses.

1. Name :
2. Gender : (      ) 1. Male                      (      ) 2. Female
3. Age : ..... years old.

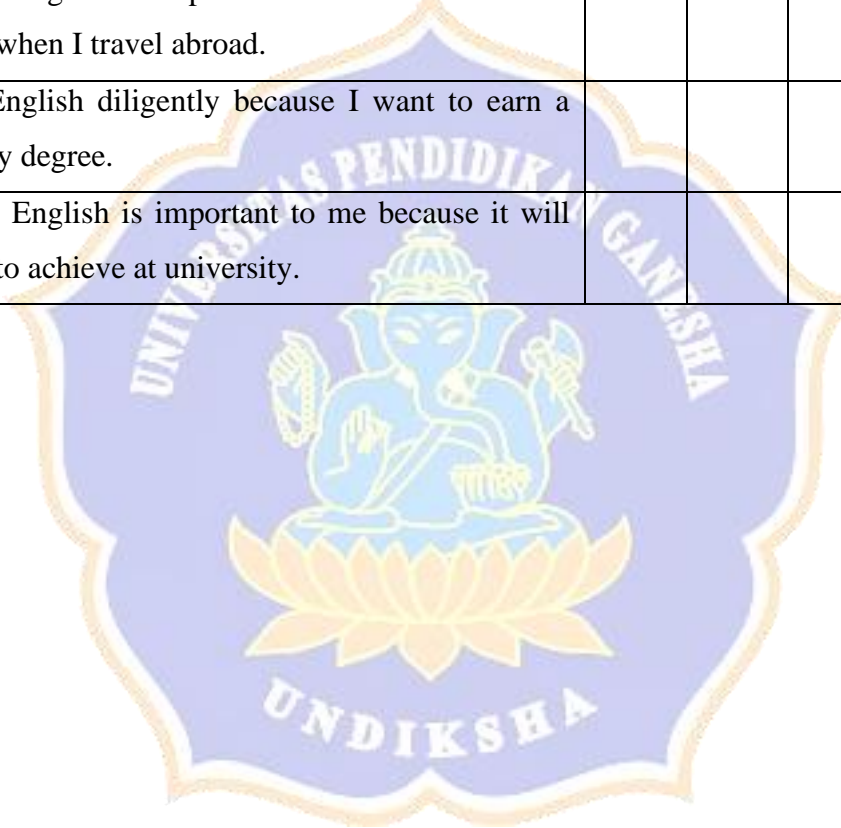
#### **Part II: Motivational Types and Levels in Learning English**

**Instruction:** Please indicate your choice with an "X" in the appropriate boxes providing the answers you may feel most strongly about (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1).

<b>Integrative Motivation</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.	Learning English is important to me because I can understand the cultures and traditions of native speakers of English.					

2.	Learning English is important to me because I can understand English stories, novels, and literature.					
3.	Learning English helps me to better understand the ways of life of native speakers of English.					
4.	Learning English helps me to easily to make friends with foreigners.					
5.	Learning English helps me to learn about values and beliefs of native speakers of English.					
6.	Learning English helps me to be open-minded and friendly like native speakers of English.					
7.	Learning English helps me to understand the American and British jokes.					
8.	Learning English helps me to understand the American and British movies and talk-shows.					
9.	Learning English helps me to read English books, articles, newspapers, and magazines.					
10.	I learn English because I like English movies and songs.					
<b>Instrumental Motivation</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
11.	Learning English can be important for me because I will be able to communicate with native speakers of English.					
12.	Learning English can be important for me because it will help me to get an ideal job in the future.					
13.	Learning English can be important for me because I will need it for my future career.					
14.	Learning English can be important for me because it will make me a more knowledgeable person.					

15.	Learning English can be important for me because other people will respect me more.					
16.	Learning English can be important for me because it will help me to further my studies.					
17.	Learning English can be important for me because it will help me search for information and materials in English on the internet.					
18.	Learning English is important to me because it will help me when I travel abroad.					
19.	I learn English diligently because I want to earn a university degree.					
20.	Learning English is important to me because it will help me to achieve at university.					











Item 20	Pearson Correlation	.154	.445*	.279*	.409*	.543*	.432*	.267*	.302*	.429*	.316*	.304*	.589*	.450*	.442*
	Sig. (2-tailed)	.212	.000	.022	.001	.000	.000	.029	.013	.000	.009	.012	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67
Sum	Pearson Correlation	.451*	.545*	.530*	.517*	.655*	.642*	.569*	.623*	.615*	.549*	.521*	.693*	.528*	.621*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	67	67	67	67	67	67	67	67	67	67	67	67	67	67

### Correlations

		Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Sum
Item 1	Pearson Correlation	.192	.225	.206	.168	.269*	.154	.451**
	Sig. (2-tailed)	.120	.067	.094	.173	.028	.212	.000
	N	67	67	67	67	67	67	67
Item 2	Pearson Correlation	.184	.524**	.220	.246*	.330**	.445**	.545**
	Sig. (2-tailed)	.135	.000	.073	.045	.006	.000	.000
	N	67	67	67	67	67	67	67
Item 3	Pearson Correlation	.243*	.451**	.089	.100	.262*	.279*	.530**
	Sig. (2-tailed)	.048	.000	.472	.422	.032	.022	.000
	N	67	67	67	67	67	67	67



Item 4	Pearson Correlation	.154	.256*	.190	.011	.387**	.409**	.517**
	Sig. (2-tailed)	.214	.037	.124	.928	.001	.001	.000
	N	67	67	67	67	67	67	67
Item 5	Pearson Correlation	.463**	.366**	.205	.179	.553**	.543**	.655**
	Sig. (2-tailed)	.000	.002	.096	.147	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 6	Pearson Correlation	.423**	.382**	.215	.201	.372**	.432**	.642**
	Sig. (2-tailed)	.000	.001	.080	.103	.002	.000	.000
	N	67	67	67	67	67	67	67
Item 7	Pearson Correlation	.374**	.323**	.408**	.307*	.183	.267*	.569**
	Sig. (2-tailed)	.002	.008	.001	.011	.139	.029	.000
	N	67	67	67	67	67	67	67
Item 8	Pearson Correlation	.414**	.374**	.353**	.349**	.242*	.302*	.623**
	Sig. (2-tailed)	.000	.002	.003	.004	.048	.013	.000
	N	67	67	67	67	67	67	67
Item 9	Pearson Correlation	.291*	.360**	.518**	.279*	.279*	.429**	.615**
	Sig. (2-tailed)	.017	.003	.000	.022	.022	.000	.000
	N	67	67	67	67	67	67	67
Item 10	Pearson Correlation	.373**	.407**	.300*	.285*	.211	.316**	.549**
	Sig. (2-tailed)	.002	.001	.014	.019	.086	.009	.000

	N	67	67	67	67	67	67	67
Item 11	Pearson Correlation	.163	.250*	.507**	.315**	.339**	.304*	.521**
	Sig. (2-tailed)	.188	.042	.000	.009	.005	.012	.000
	N	67	67	67	67	67	67	67
Item 12	Pearson Correlation	.594**	.602**	.254*	.428**	.590**	.589**	.693**
	Sig. (2-tailed)	.000	.000	.038	.000	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 13	Pearson Correlation	.399**	.571**	.355**	.346**	.452**	.450**	.528**
	Sig. (2-tailed)	.001	.000	.003	.004	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 14	Pearson Correlation	.605**	.453**	.240	.229	.429**	.442**	.621**
	Sig. (2-tailed)	.000	.000	.050	.063	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 15	Pearson Correlation	1	.520**	.134	.328**	.506**	.418**	.679**
	Sig. (2-tailed)		.000	.280	.007	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 16	Pearson Correlation	.520**	1	.296*	.330**	.454**	.456**	.723**
	Sig. (2-tailed)	.000		.015	.006	.000	.000	.000
	N	67	67	67	67	67	67	67
Item 17	Pearson Correlation	.134	.296*	1	.569**	.282*	.467**	.543**

	Sig. (2-tailed)	.280	.015		.000	.021	.000	.000
	N	67	67	67	67	67	67	67
Item 18	Pearson Correlation	.328**	.330**	.569**	1	.315**	.482**	.521**
	Sig. (2-tailed)	.007	.006	.000		.009	.000	.000
	N	67	67	67	67	67	67	67
Item 19	Pearson Correlation	.506**	.454**	.282*	.315**	1	.719**	.694**
	Sig. (2-tailed)	.000	.000	.021	.009		.000	.000
	N	67	67	67	67	67	67	67
Item 20	Pearson Correlation	.418**	.456**	.467**	.482**	.719**	1	.748**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	67	67	67	67	67	67	67
Sum	Pearson Correlation	.679**	.723**	.543**	.521**	.694**	.748**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	67	67	67	67	67	67	67

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

\* . Correlation is significant at the 0.05 level (2-tailed).

## Scale: ALL VARIABLES

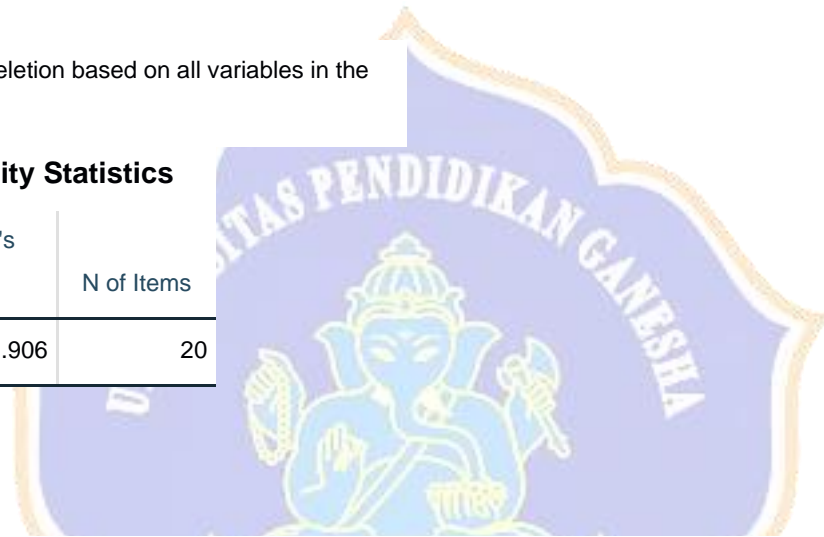
### Case Processing Summary

		N	%
Cases	Valid	67	100.0
	Excluded <sup>a</sup>	0	.0
	Total	67	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.906	20



### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	85.0448	60.165	.400	.905
Item 2	85.0149	59.076	.495	.903
Item 3	85.1642	58.200	.465	.903
Item 4	85.1642	58.836	.458	.903
Item 5	85.4328	57.492	.607	.900
Item 6	85.3582	56.112	.579	.901
Item 7	85.4925	56.678	.493	.903

Item 8	85.3284	57.194	.567	.901
Item 9	85.1940	57.856	.564	.901
Item 10	85.0896	58.446	.492	.903
Item 11	85.0299	59.666	.474	.903
Item 12	85.1791	56.877	.648	.899
Item 13	85.2239	58.692	.469	.903
Item 14	85.3731	56.389	.556	.901
Item 15	85.8806	54.986	.615	.900
Item 16	85.2388	55.851	.676	.898
Item 17	85.0597	58.966	.490	.903
Item 18	85.0597	59.572	.473	.903
Item 19	85.4478	55.281	.636	.899
Item 20	85.4030	54.881	.701	.897

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
89.7463	63.465	7.96649	20

### Appendix 3. Result of Questionnaires

Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
5,00	4,00	4,00	4,00	4,00	3,00	4,00	5,00	4,00	4,00
5,00	5,00	5,00	5,00	4,00	5,00	4,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,00
5,00	5,00	4,00	5,00	5,00	3,00	5,00	5,00	5,00	5,00
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5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	4,00	4,00	5,00	3,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,00	5,00	5,00
5,00	5,00	4,00	5,00	4,00	5,00	5,00	5,00	4,00	5,00
5,00	4,00	5,00	4,00	5,00	5,00	4,00	5,00	5,00	5,00
4,00	5,00	5,00	4,00	5,00	4,00	4,00	4,00	4,00	5,00
5,00	5,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
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4,00	5,00	5,00	4,00	4,00	4,00	5,00	5,00	4,00	4,00
5,00	5,00	5,00	4,00	5,00	5,00	4,00	4,00	5,00	5,00
4,00	4,00	4,00	5,00	4,00	4,00	3,00	4,00	4,00	5,00
5,00	5,00	5,00	3,00	4,00	4,00	3,00	4,00	4,00	4,00
5,00	5,00	5,00	5,00	4,00	5,00	4,00	4,00	4,00	5,00
4,00	5,00	5,00	5,00	5,00	5,00	4,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	3,00
5,00	5,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	4,00	5,00	4,00	3,00	5,00	5,00	5,00	5,00
4,00	5,00	5,00	4,00	4,00	4,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	4,00	4,00	4,00	5,00	5,00	5,00	5,00
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5,00	5,00	4,00	3,00	4,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	4,00	4,00	4,00	5,00	4,00	4,00	5,00	5,00
5,00	5,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	4,00	4,00	4,00	3,00	5,00	2,00	4,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	4,00	4,00	4,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
5,00	5,00	5,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
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5,00	5,00	5,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
5,00	4,00	5,00	4,00	4,00	3,00	4,00	5,00	5,00	4,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
4,00	2,00	3,00	3,00	2,00	5,00	5,00	5,00	5,00	5,00
5,00	5,00	4,00	4,00	4,00	5,00	4,00	5,00	5,00	5,00
4,00	2,00	3,00	3,00	3,00	4,00	3,00	3,00	2,00	5,00
5,00	4,00	3,00	4,00	3,00	3,00	3,00	3,00	4,00	5,00
4,00	3,00	4,00	5,00	5,00	4,00	4,00	4,00	4,00	5,00
5,00	5,00	4,00	5,00	4,00	4,00	5,00	5,00	5,00	4,00
4,00	4,00	4,00	4,00	4,00	5,00	3,00	3,00	4,00	4,00
5,00	4,00	4,00	5,00	4,00	5,00	5,00	4,00	5,00	5,00
4,00	4,00	4,00	5,00	4,00	4,00	4,00	5,00	5,00	5,00
5,00	4,00	5,00	3,00	4,00	5,00	4,00	5,00	4,00	3,00
5,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00	4,00
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5,00	4,00	5,00	5,00	4,00	4,00	4,00	4,00	5,00	5,00
5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00
4,00	5,00	5,00	5,00	4,00	5,00	3,00	5,00	5,00	5,00
4,00	4,00	4,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
4,00	4,00	3,00	5,00	3,00	3,00	4,00	3,00	5,00	5,00



3,00	3,00	3,00	3,00	2,00	2,00	1,00	1,00	2,00	5,00
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5,00	5,00	5,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00

Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20
5,00	4,00	4,00	4,00	4,00	4,00	3,00	4,00	4,00	3,00
5,00	5,00	5,00	5,00	4,00	4,00	5,00	5,00	5,00	5,00
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4,00	3,00	4,00	5,00	2,00	3,00	3,00	4,00	4,00	3,00
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3,00	3,00	4,00	4,00	3,00	4,00	4,00	3,00	3,00	3,00



## Appendix 4. Descriptive Statistics of Integrative and Instrumental Motivation

### Motivation

#### Case Processing Summary

Motivation		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Mean_Score	Integrative	150	100.0%	0	0.0%	150	100.0%
	Instrumental	150	100.0%	0	0.0%	150	100.0%

#### Descriptives

Motivation		Statistic	Std. Error		
Mean_Score	Integrative	Mean	4.4247	.03772	
		95% Confidence Interval for Mean	Lower Bound	4.3501	
			Upper Bound	4.4992	
		5% Trimmed Mean	4.4567		
		Median	4.5500		
		Variance	.213		
		Std. Deviation	.46197		
		Minimum	2.50		
		Maximum	5.00		
		Range	2.50		
		Interquartile Range	.70		
		Skewness	-1.009	.198	
		Kurtosis	1.241	.394	

Instrumental	Mean	4.4780	.03657
	95% Confidence Interval for Mean	Lower Bound	4.4057
		Upper Bound	4.5503
	5% Trimmed Mean	4.5078	
	Median	4.6000	
	Variance	.201	
	Std. Deviation	.44794	
	Minimum	2.90	
	Maximum	5.00	
	Range	2.10	
	Interquartile Range	.73	
	Skewness	-.836	.198
	Kurtosis	.113	.394

## Motivation

### Case Processing Summary

Motivation	Cases						
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
Integrative	150	100.0%	0	0.0%	150	100.0%	
Instrumental	150	100.0%	0	0.0%	150	100.0%	

### Tests of Normality

Motivation	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Mean_Score Integrative	.148	150	.000	.921	150	.000
Mean_Score Instrumental	.167	150	.000	.911	150	.000

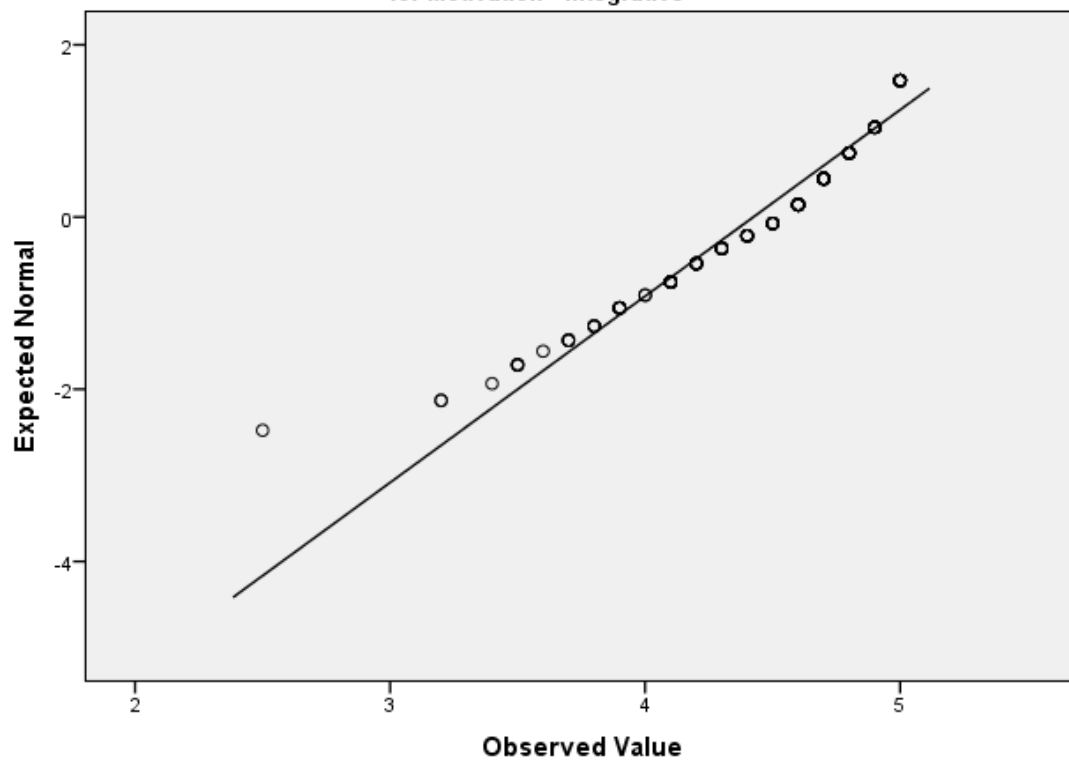
a. Lilliefors Significance Correction

**Mean\_Score**

**Normal Q-Q Plots**

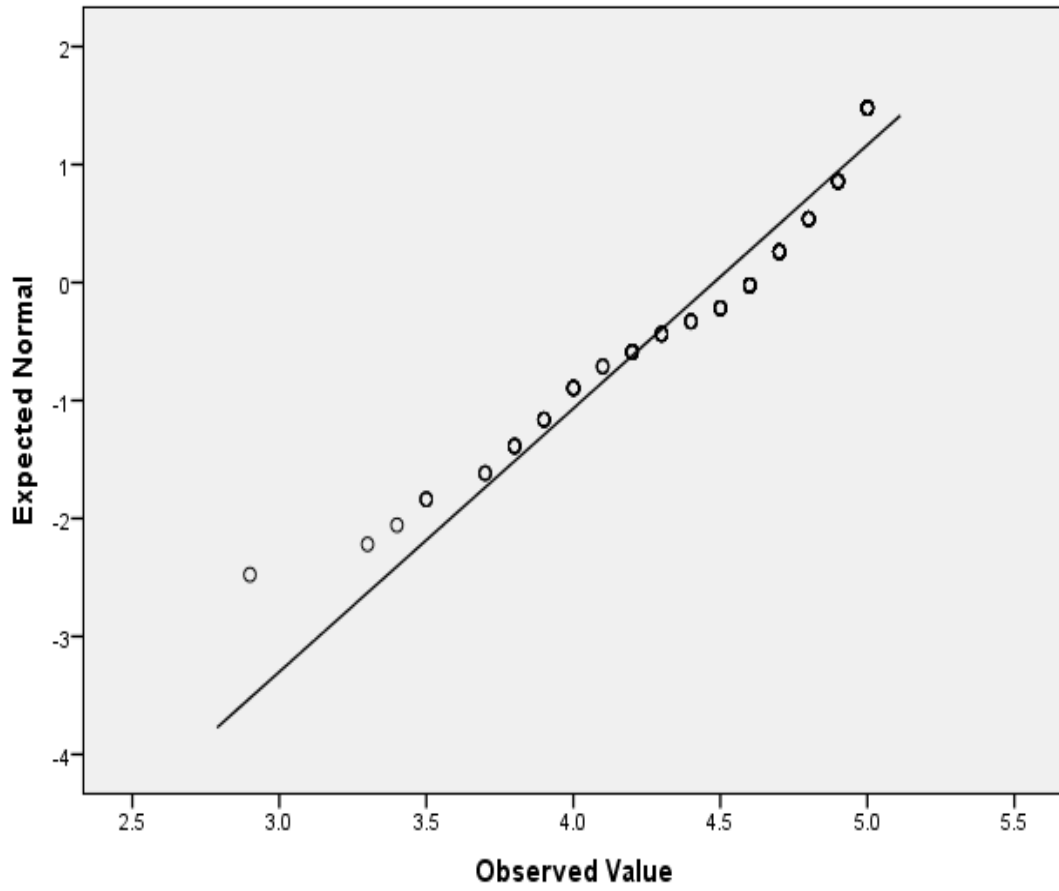


**Normal Q-Q Plot of Mean\_Score  
for Motivation= Integrative**

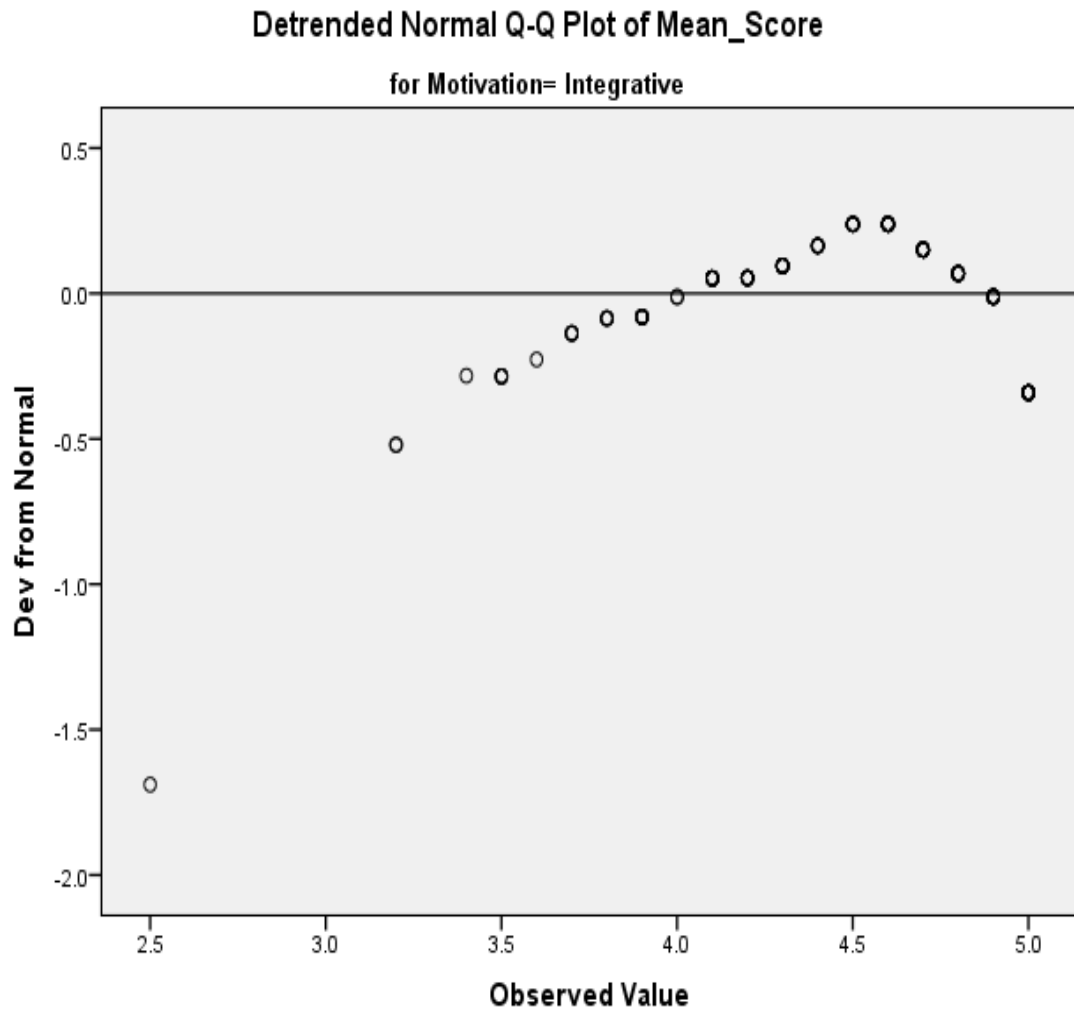


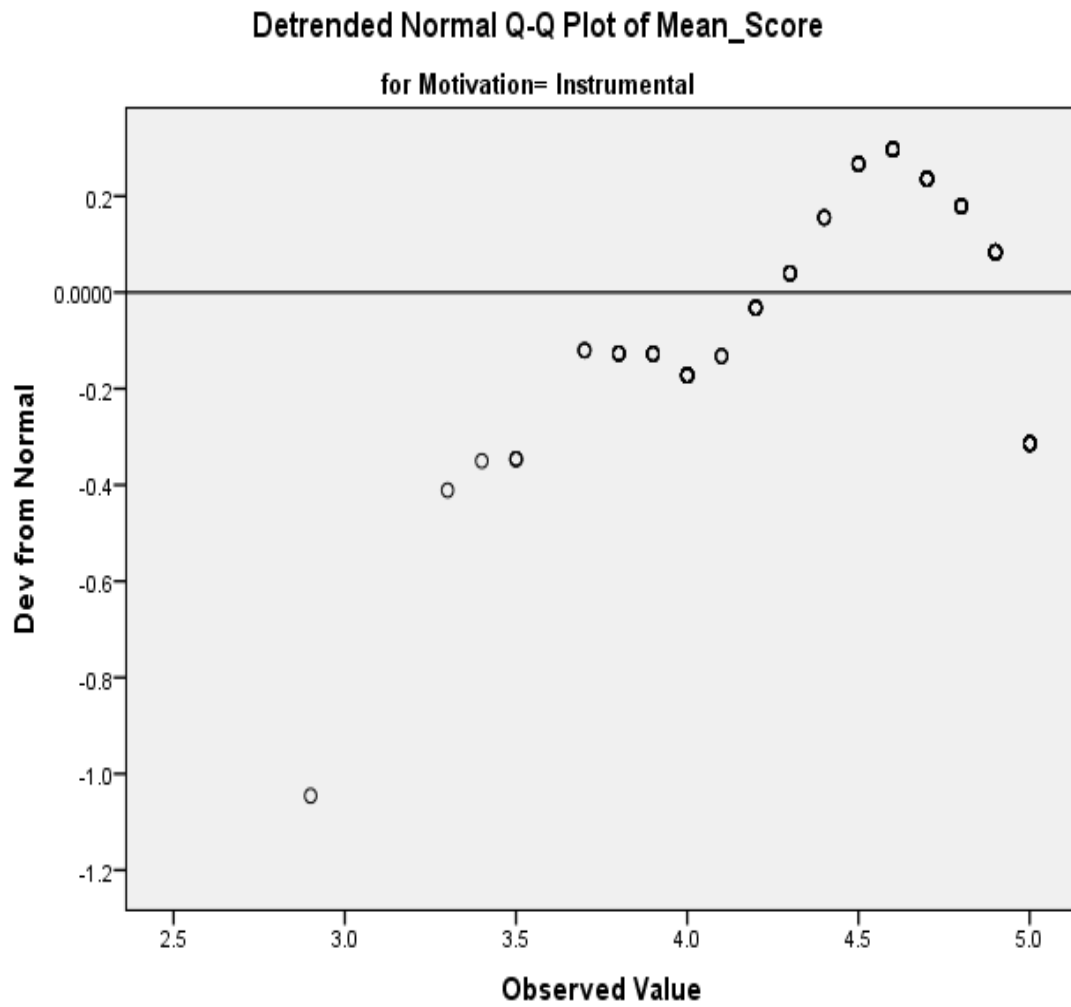


Normal Q-Q Plot of Mean\_Score  
for Motivation= Instrumental



## Detrended Normal Q-Q Plots





### Mann-Whitney Test



#### Ranks

	Motivation	N	Mean Rank	Sum of Ranks
Mean_Score	Integrative	150	144.96	21744.00
	Instrumental	150	156.04	23406.00
	Total	300		

**Test Statistics<sup>a</sup>**

	Mean_Score
Mann-Whitney U	10419.000
Wilcoxon W	21744.000
Z	-1.110
Asymp. Sig. (2-tailed)	.267

a. Grouping Variable: Motivation



## Appendix 5. Descriptive Statistics of Motivational Level Based on Gender

### Gender

#### Case Processing Summary

	Gender	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Mean_Motivation	Male	38	100.0%	0	0.0%	38	100.0%
	Female	112	100.0%	0	0.0%	112	100.0%

#### Descriptives

	Gender		Statistic	Std. Error	
Mean_Motivation	Male	Mean	4.3263	.07093	
		95% Confidence Interval for Mean	Lower Bound	4.1826	
			Upper Bound	4.4700	
		5% Trimmed Mean	4.3348		
		Median	4.3750		
		Variance	.191		
		Std. Deviation	.43724		
		Minimum	3.50		
		Maximum	5.00		
		Range	1.50		
		Interquartile Range	.70		
		Skewness	-.221	.383	
		Kurtosis	-1.157	.750	

Female	Mean	4.4938	.03879
	95% Confidence Interval for Mean	Lower Bound	4.4169
		Upper Bound	4.5706
	5% Trimmed Mean	4.5203	
	Median	4.6000	
	Variance	.169	
	Std. Deviation	.41057	
	Minimum	2.90	
	Maximum	5.00	
	Range	2.10	
	Interquartile Range	.59	
	Skewness	-1.042	.228
	Kurtosis	1.009	.453

## Gender

### Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Mean_Motivation	Male	38	100.0%	0	0.0%	38	100.0%
	Female	112	100.0%	0	0.0%	112	100.0%

### Tests of Normality

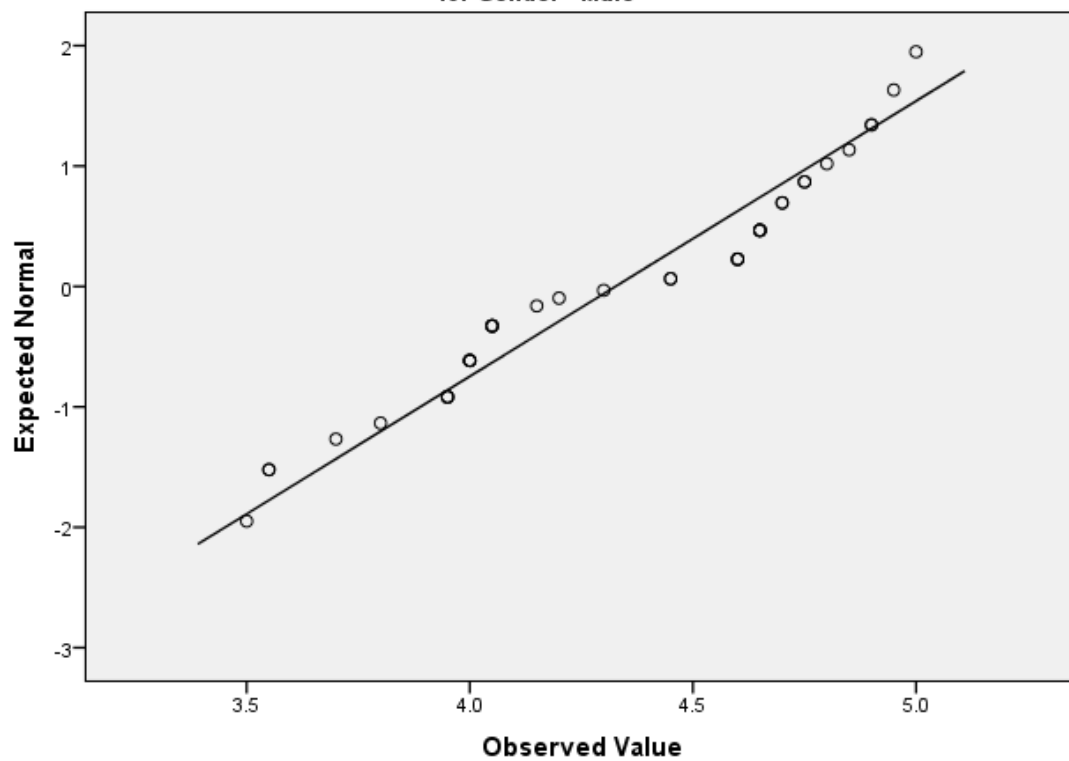
	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Mean_Motivation	Male	.182	38	.003	.930	38	.020
	Female	.191	112	.000	.905	112	.000

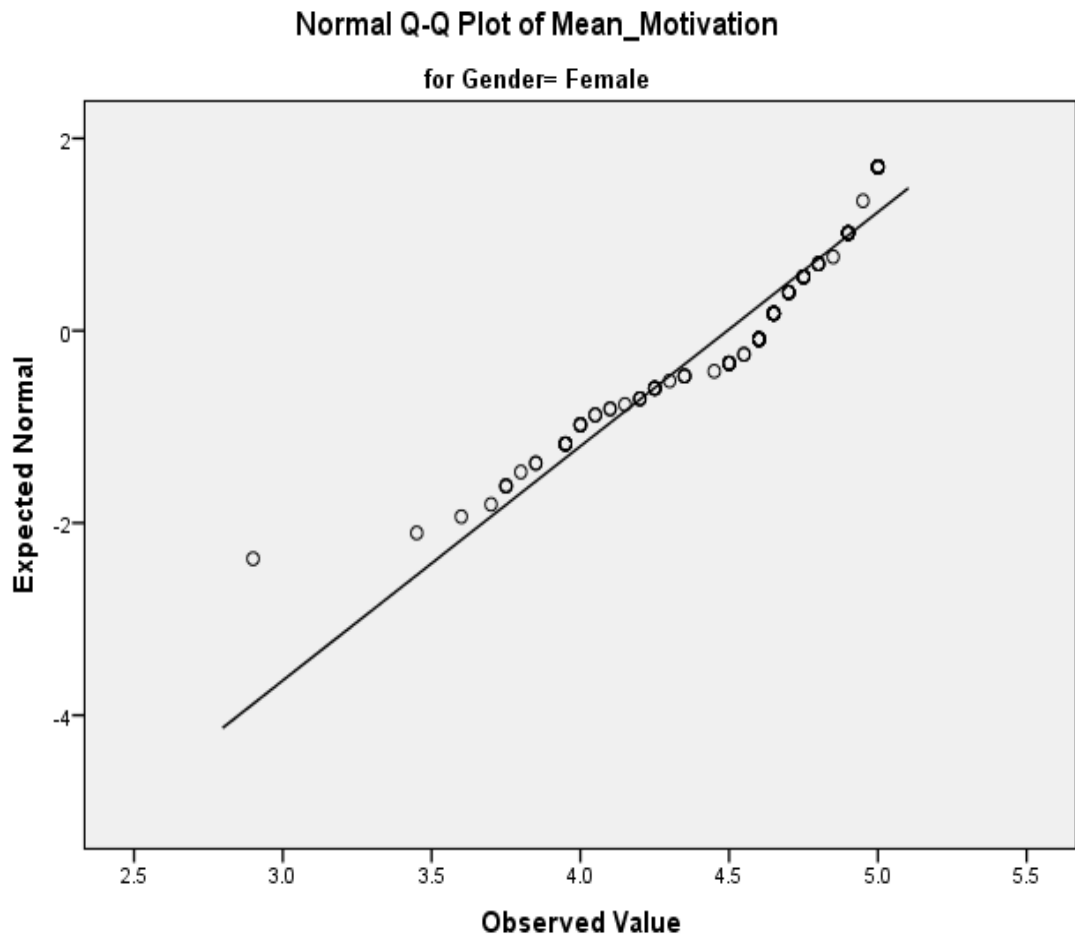
a. Lilliefors Significance Correction

**Mean\_Motivation**

**Normal Q-Q Plots**

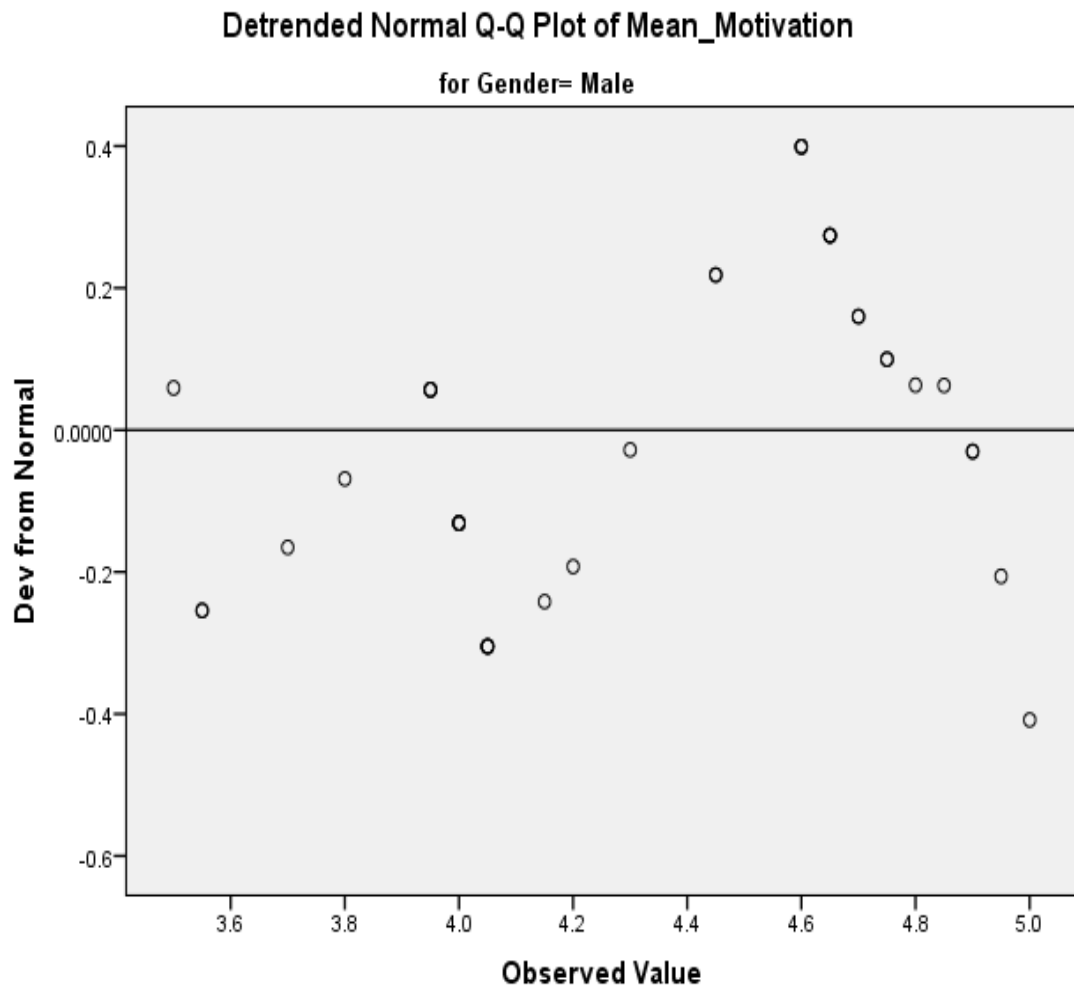
**Normal Q-Q Plot of Mean\_Motivation  
for Gender= Male**

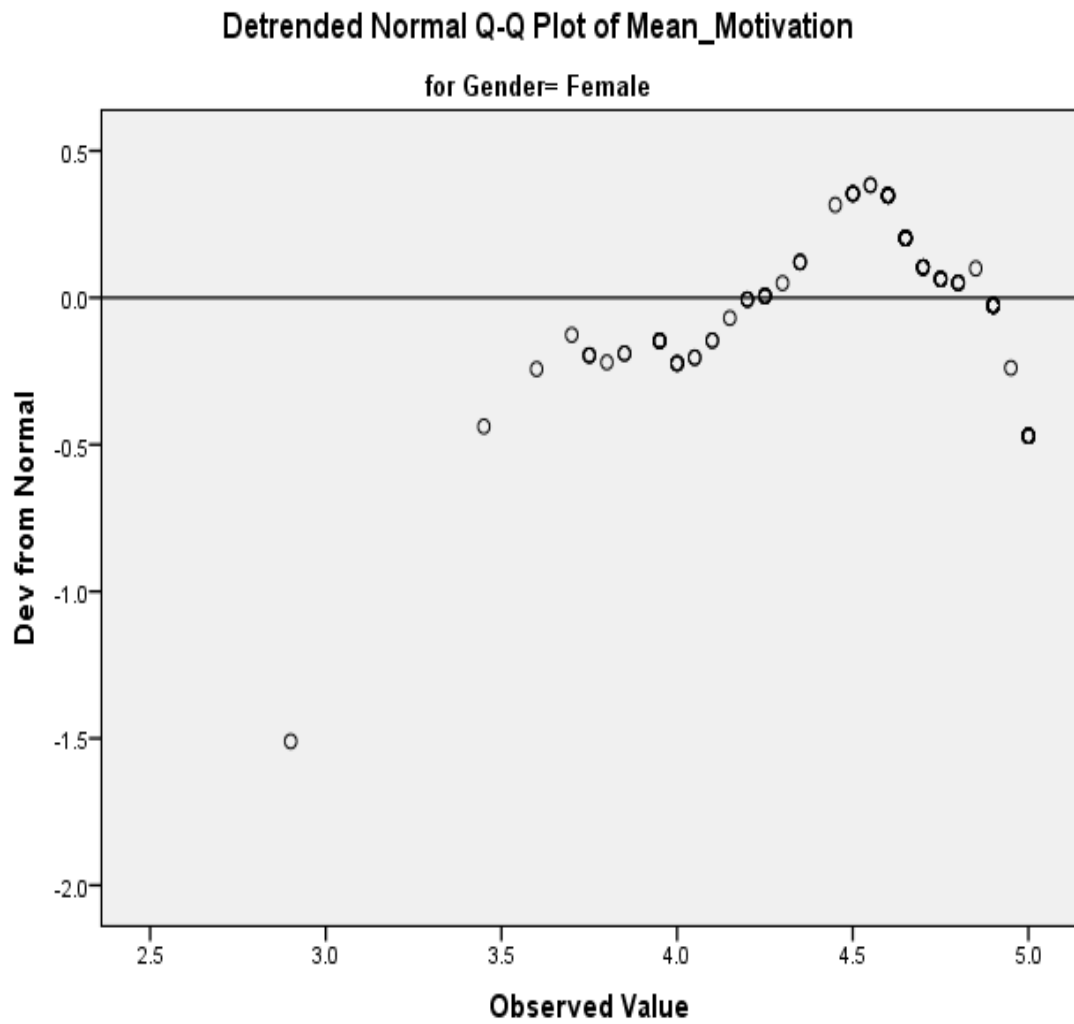


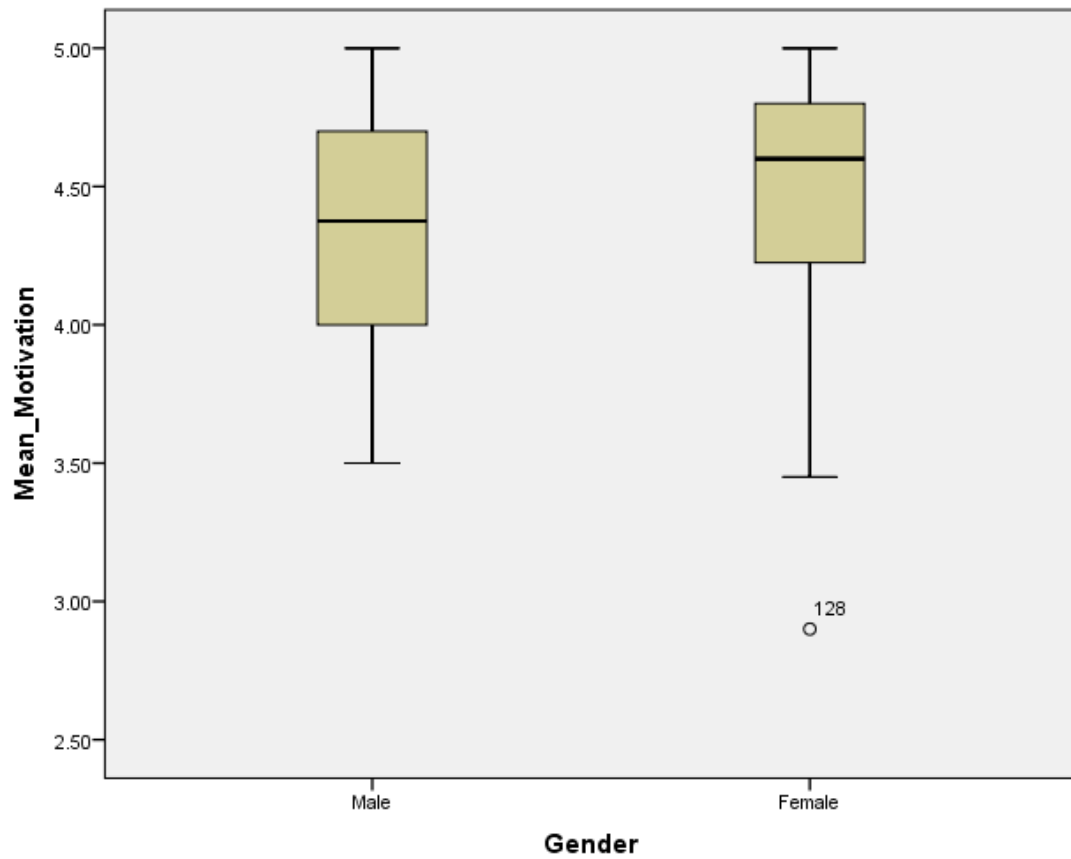




## Detrended Normal Q-Q Plots







## Mann-Whitney Test

### Ranks

	Gender	N	Mean Rank	Sum of Ranks
Mean_Motivation	Male	38	63.26	2404.00
	Female	112	79.65	8921.00
	Total	150		

**Test Statistics<sup>a</sup>**

	Mean_Motivation
Mann-Whitney U	1663.000
Wilcoxon W	2404.000
Z	-2.014
Asymp. Sig. (2-tailed)	.044

a. Grouping Variable: Gender



## Appendix 6. Descriptive Statistics of Integrative Motivation Based on Gender

### Gender

#### Case Processing Summary

	Gender	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Integrative Motivation	Male	38	100.0%	0	0.0%	38	100.0%
	Female	112	100.0%	0	0.0%	112	100.0%

#### Descriptives

Gender		Statistic	Std. Error		
Integrative Motivation	Male	Mean	4.3289	.07380	
		95% Confidence Interval for Mean	Lower Bound	4.1794	
			Upper Bound	4.4785	
		5% Trimmed Mean	4.3465		
		Median	4.3000		
		Variance	.207		
		Std. Deviation	.45495		
		Minimum	3.20		
		Maximum	5.00		
		Range	1.80		
		Interquartile Range	.60		
		Skewness	-.337	.383	
		Kurtosis	-.325	.750	

Female	Mean	4.4652	.04401
	95% Confidence Interval for Mean	Lower Bound	4.3780
		Upper Bound	4.5524
	5% Trimmed Mean	4.5030	
	Median	4.6000	
	Variance	.217	
	Std. Deviation	.46571	
	Minimum	2.50	
	Maximum	5.00	
	Range	2.50	
	Interquartile Range	.60	
	Skewness	-1.258	.228
	Kurtosis	2.063	.453

### Tests of Normality

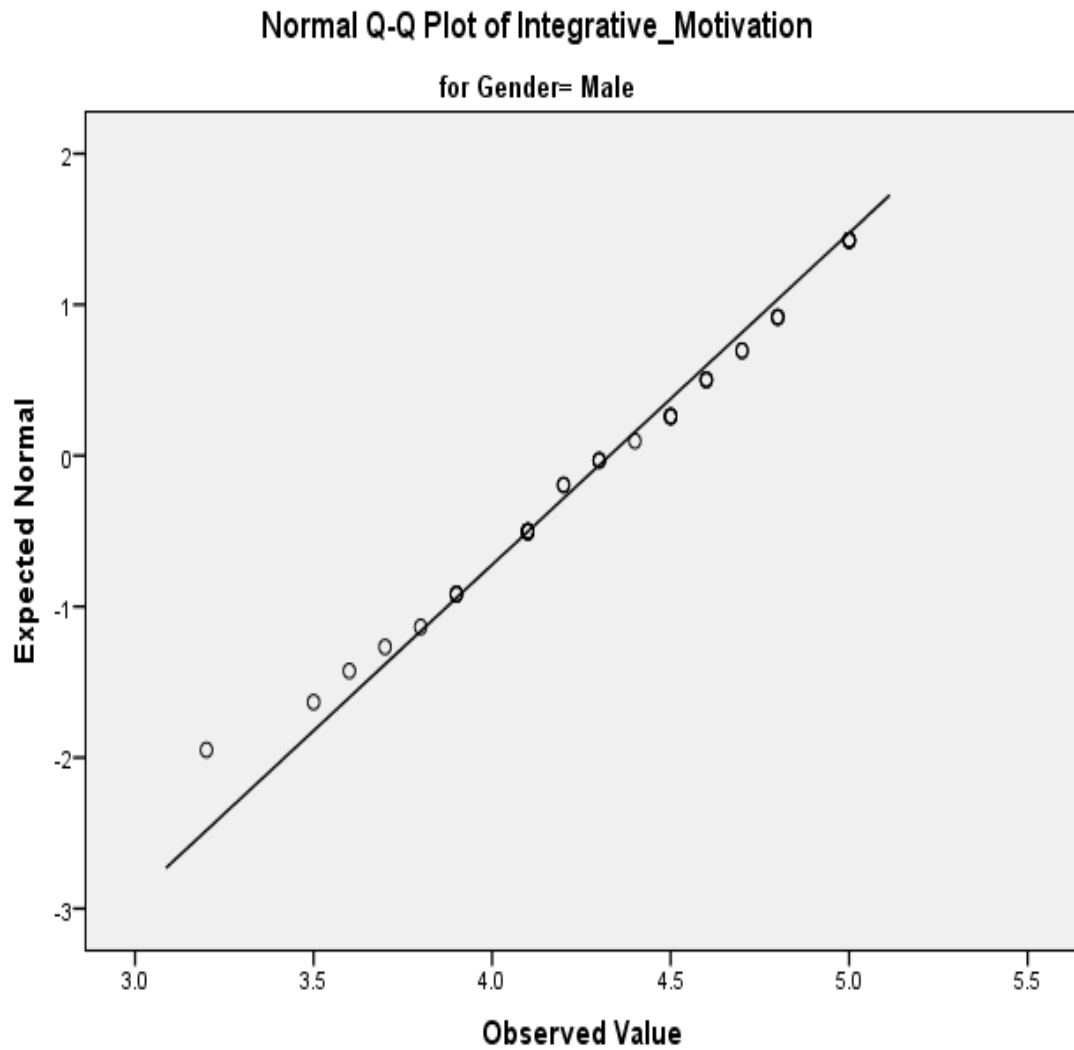
	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Integrative Motivation	Male	.097	38	.200*	.963	38	.233
	Female	.167	112	.000	.895	112	.000

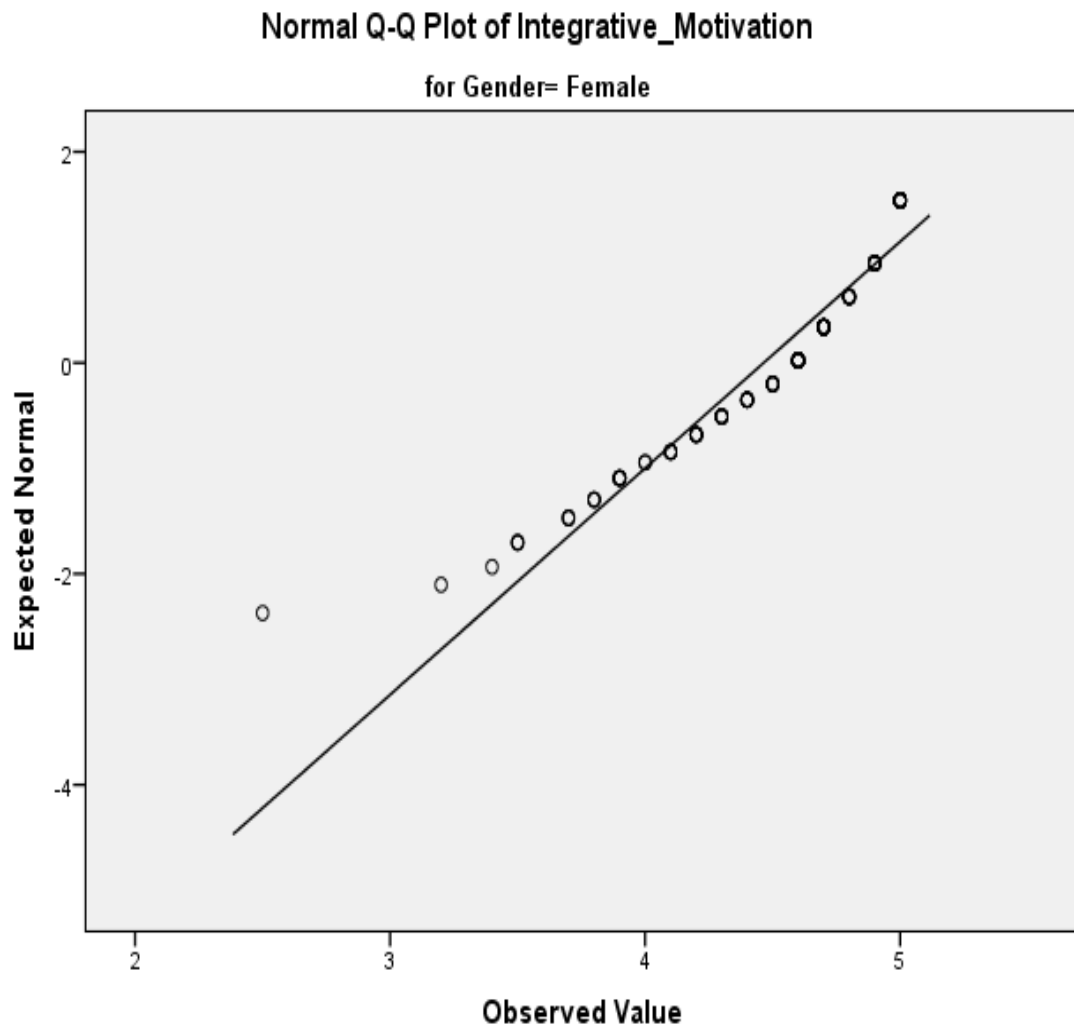
\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## Integrative\_Motivation

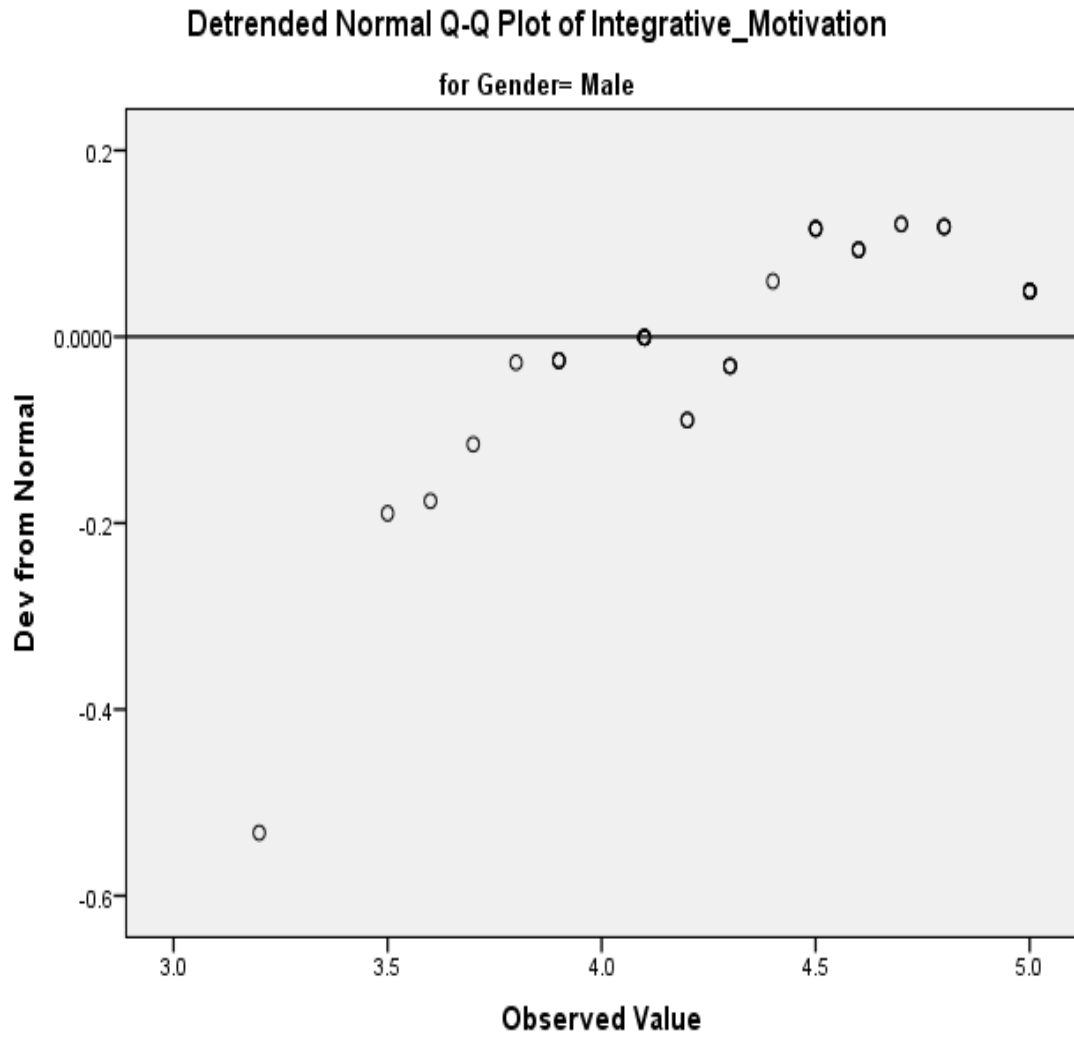
### Normal Q-Q Plots

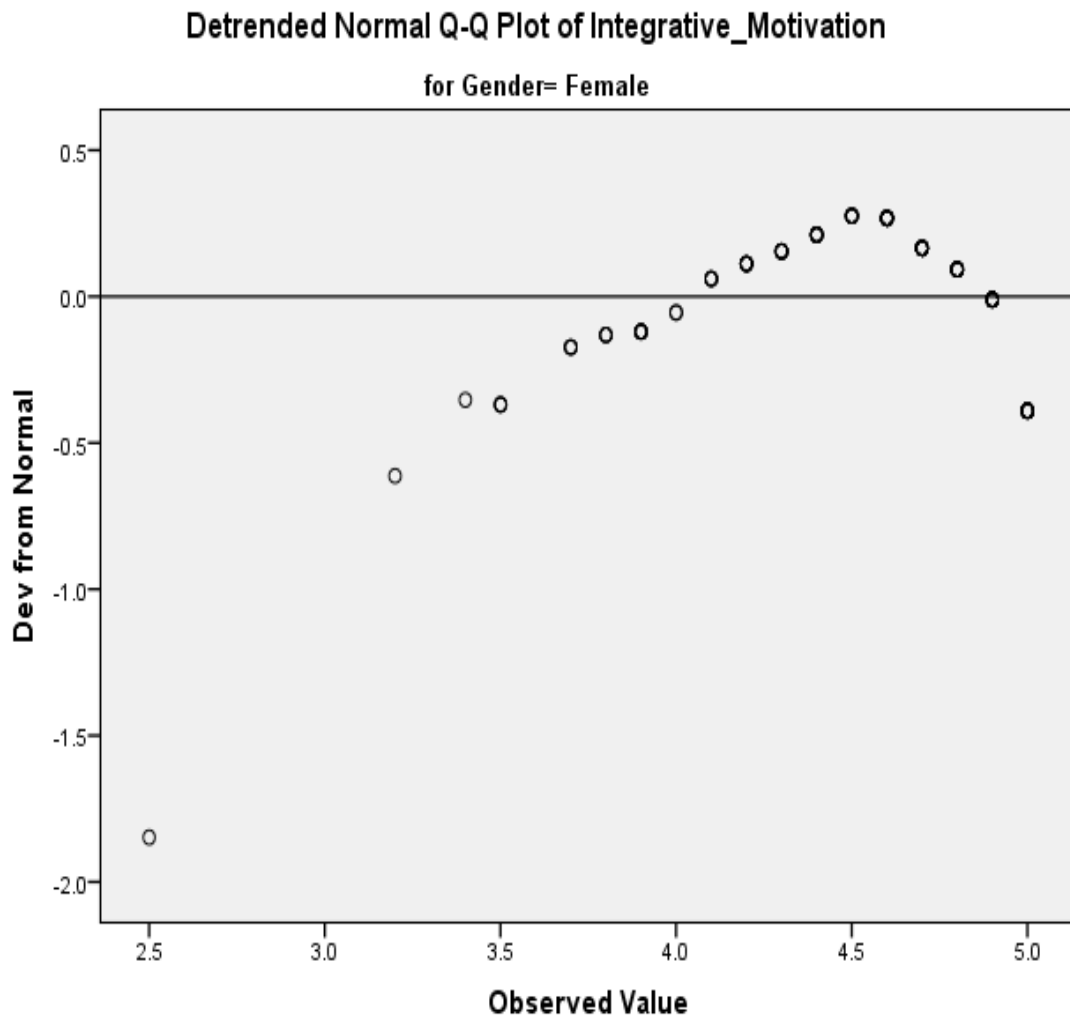






## Detrended Normal Q-Q Plots





**NPar Tests**

**Mann-Whitney Test**

**Ranks**

	Gender	N	Mean Rank	Sum of Ranks
Integrative_Motivation	Male	38	64.30	2443.50
	Female	112	79.30	8881.50

Total	150		
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### Test Statistics<sup>a</sup>

	Integrative_Motiv ation
Mann-Whitney U	1702.500
Wilcoxon W	2443.500
Z	-1.845
Asymp. Sig. (2-tailed)	.065

a. Grouping Variable: Gender



## Appendix 7. Descriptive Statistics of Instrumental Motivation Based on Gender

### Gender

#### Case Processing Summary

	Gender	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Instrumental Motivation	Male	38	100.0%	0	0.0%	38	100.0%
	Female	112	100.0%	0	0.0%	112	100.0%

#### Descriptives

Gender		Statistic	Std. Error		
Instrumental Motivation	Male	Mean	4.3368	.08352	
		95% Confidence Interval for Mean	Lower Bound	4.1676	
			Upper Bound	4.5061	
		5% Trimmed Mean	4.3640		
		Median	4.3500		
		Variance	.265		
		Std. Deviation	.51487		
		Minimum	2.90		
		Maximum	5.00		
		Range	2.10		
		Interquartile Range	.93		
		Skewness	-.481	.383	
		Kurtosis	-.164	.750	

Female	Mean	4.5259	.03917
	95% Confidence Interval for Mean	Lower Bound	4.4483
		Upper Bound	4.6035
	5% Trimmed Mean	4.5563	
	Median	4.6500	
	Variance	.172	
	Std. Deviation	.41454	
	Minimum	3.30	
	Maximum	5.00	
	Range	1.70	
	Interquartile Range	.68	
	Skewness	-.932	.228
	Kurtosis	.165	.453

### Tests of Normality

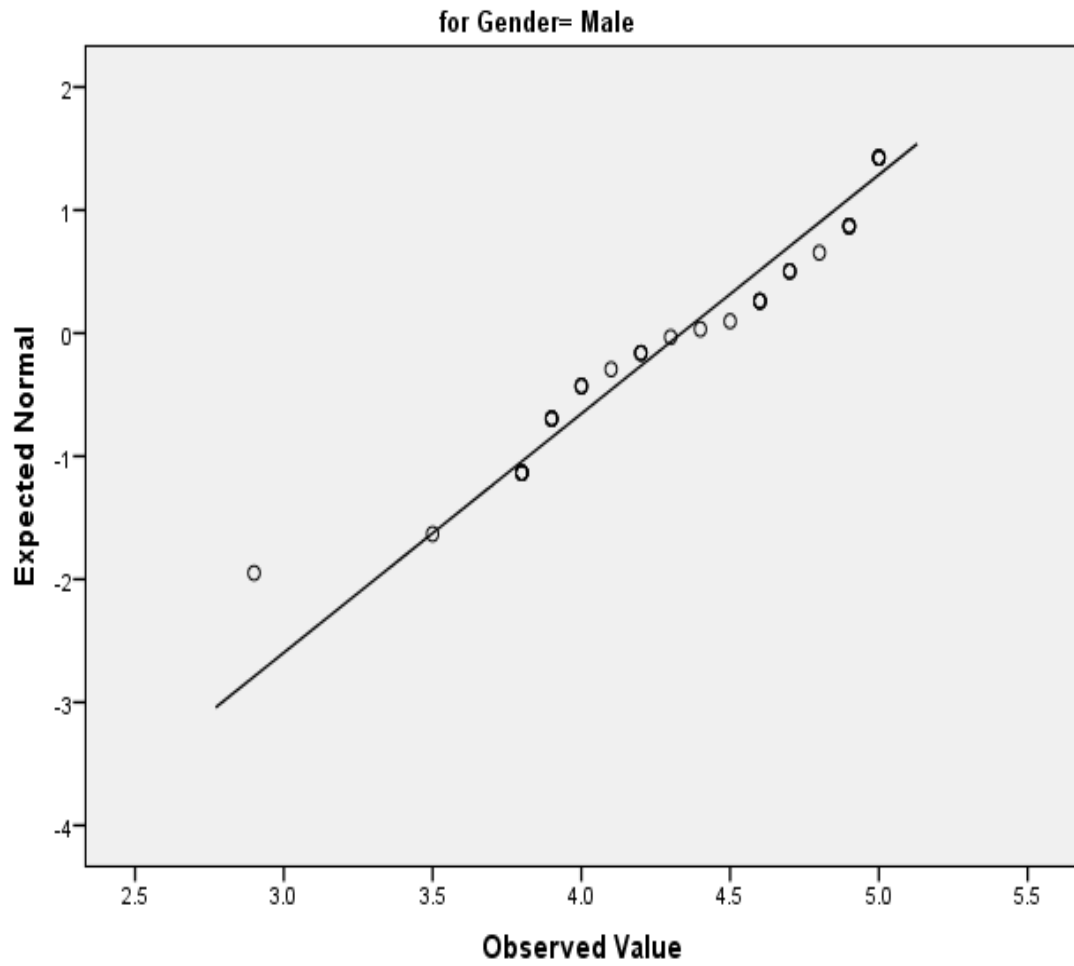
	Gender	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Instrumental Motivation	Male	.143	38	.049	.923	38	.012
	Female	.169	112	.000	.901	112	.000

a. Lilliefors Significance Correction

## Instrumental Motivation

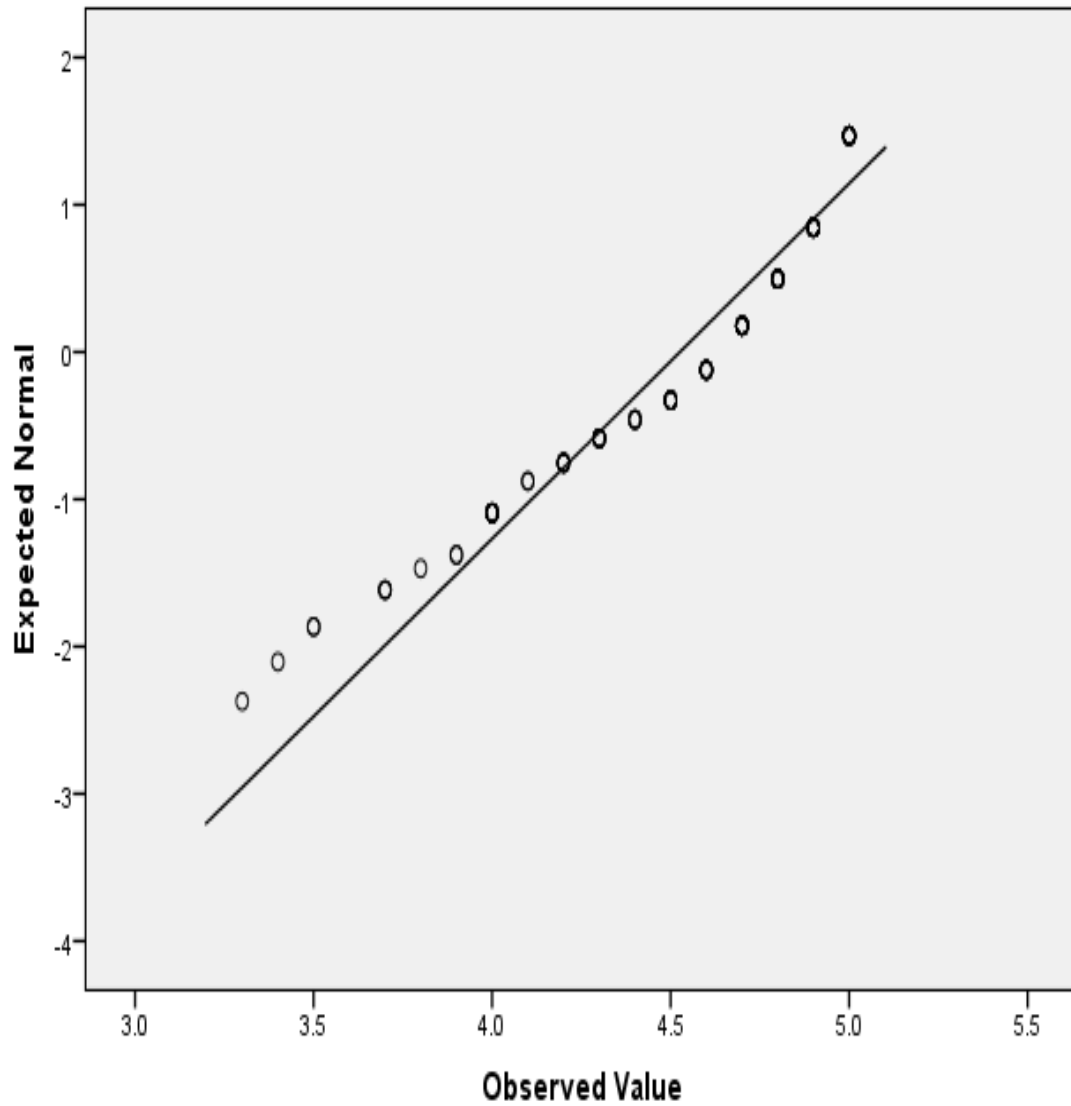
### Normal Q-Q Plots

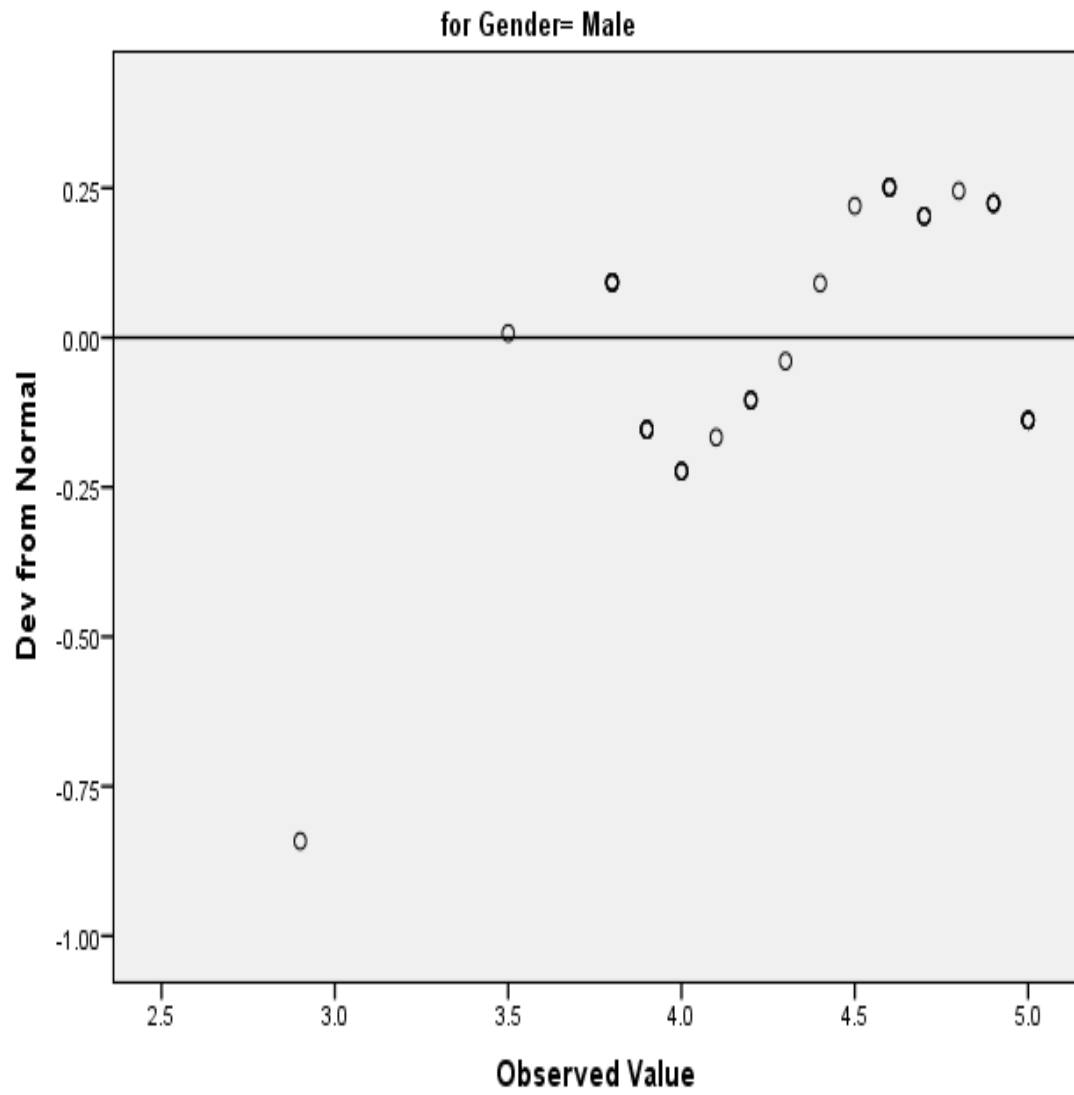
#### Normal Q-Q Plot of Instrumental Motivation



## Normal Q-Q Plot of Instrumental Motivation

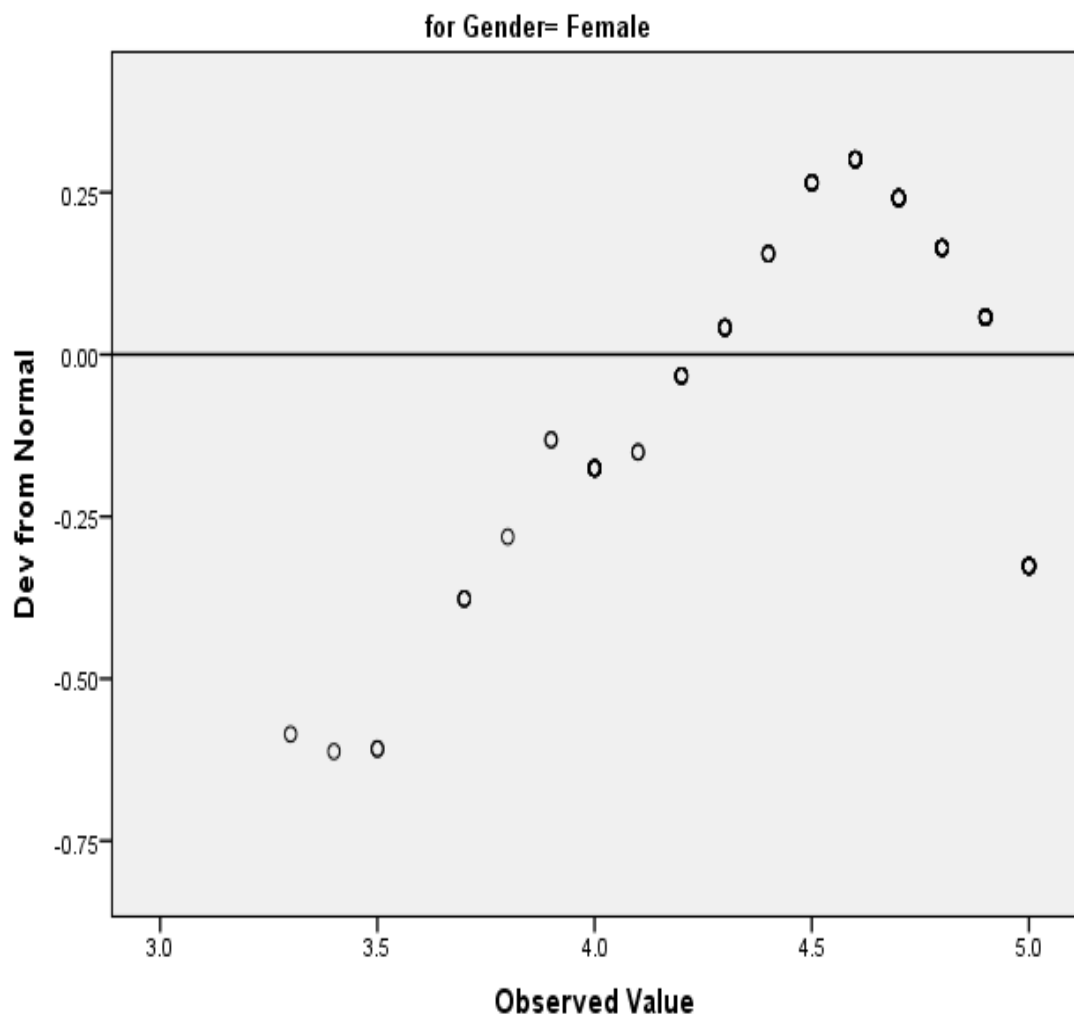
for Gender= Female



**Detrended Normal Q-Q Plots****Detrended Normal Q-Q Plot of Instrumental Motivation**



## Detrended Normal Q-Q Plot of Instrumental Motivation



## Mann-Whitney Test

### Ranks

	Gender	N	Mean Rank	Sum of Ranks
Instrumental Motivation	Male	38	63.71	2421.00
	Female	112	79.50	8904.00
	Total	150		

**Test Statistics<sup>a</sup>**

	Instrumental Motivation
Mann-Whitney U	1680.000
Wilcoxon W	2421.000
Z	-1.945
Asymp. Sig. (2-tailed)	.052

a. Grouping Variable: Gender



## Appendix 8. Research Permission Letter



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS PENDIDIKAN GANESHA**  
**FAKULTAS BAHASA DAN SENI**  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
 Telepon (0362) 21541 Fax. (0362) 27561  
 Laman: fbs.undiksha.ac.id

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Nomor : 4427/UN48.7.1/DT/2019 26 November 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Ketua Prodi Pendidikan Bahasa Inggris  
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: NI WAYAN NOVITA SARI UTAMI
NIM	: 1512021165
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2018/2019
Judul	: English Language Education Students' Motivation to Learn English as a Foreign Language in Ganesha University of Education (Undiksha) Bali: A Survey Study

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

## Appendix 9. Documentations



Picture 1. The freshmen were answering the questionnaire



Picture 2. The freshmen were answering the questionnaire



Picture 3. The freshmen were answering the questionnaire



Picture 4. The freshmen were answering the questionnaire