

**EFL LEARNERS' MOTIVATION IN ENGLISH CAMP SETTING: SELF-
DETERMINATION THEORY PERSPECTIVE**

A THESIS

Submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree at English
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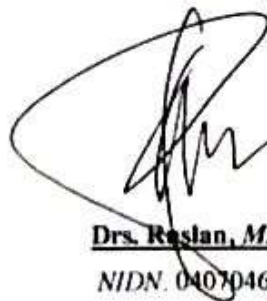
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul “EFL Learners’ Motivation in English Camp Setting: Self-Determination Theory Perspective” beserta seluruh isinya adalah sepenuhnya karya saya sendiri dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

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ABSTRAK

BIAN CANDRA GARHANI. 2020. **EFL Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective**. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Berbagai studi yang berfokus pada motivasi pelajar menggunakan perspektif *Self-determination Theory* dalam pembelajaran bahasa telah didokumentasikan dalam Konteks ESL / EFL. Namun demikian, masih terdapat keterbatasan penelitian yang menyelidiki motivasi dalam *Self-determination Theory* dimana konteks pembelajaran bahasa khususnya dalam *English Camp*. Oleh karena itu, penelitian ini menyelidiki motivasi yang dirasakan oleh pelajar Bahasa asing dengan menggunakan *Self-determination Theory* dalam Program Perkemahan Bahasa Inggris. Studi kasus digunakan sebagai desain penelitian yaitu untuk menyelidiki fenomena motivasi di *English camp*. Data dikumpulkan dari empat pelajar yang menjadi peserta Program *English Camp* dengan wawancara semi terstruktur dan dianalisis secara kualitatif menggunakan analisis tematik. Kesimpulannya, penelitian ini menemukan bahwa *English Camp* mampu menciptakan *autonomous motivation* melalui pembelajaran otentik, strategi pengajaran yang efektif, serta peran tutor sebagai agen. Kontribusi penelitian ini pada akhirnya adalah untuk memfasilitasi pendidik khususnya dalam pembelajaran bahasa Inggris untuk menciptakan motivasi yang berkualitas.

Kata Kunci: *Motivasi, Self-determination Theory, English Camp, Konteks Bahasa Asing*

ABSTRACT

BIAN CANDRA GARHANI. 2020. **EFL Learners' Motivation in English Camp Setting: Self-Determination Theory Perspective.** English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

A numerous study focused on learners' motivation using Self-determination Theory perspective in language learning has documented in ESL/EFL Context. However, there is still limited study that investigates motivation in self-determination theory where the context in language learning particularly in English camp. Hence, this study investigates the perceived motivation using Self-determination theory by EFL learners in English Camp Program. Case study used as an research design which is to investigate the phenomenom of motivation in English camp. The data were collected from four learners as the participants in English Camp Program by semi-structured interviews and analyzed qualitatively using thematic analysis. In sum up, this study discovered that English Camp is able to create autonomous motivation through authentic learning, effective teaching strategy, and tutors as an agents' roles. In the end, the contribution of this study is to facilitate educator, especially in English language learning to create high-quality motivation.

Keywords: *Motivation, Self-determination Theory, English camp, EFL context*

PREFACE

All praises and thanks are due to Allah *swt.* for His blessing and mercy that I can finally finish my research proposal entitled “EFL Learners’ Motivation in English Camp Setting: Self-determination Theory Perspective”. It is submitted to English education department, faculty of educational sciences and teachers’ training, Siliwangi University, as partial fulfillment of the requirements of Sarjana Pendidikan Degree at English Education Department, Faculty of Educational Sciences and Teachers’ Training, Siliwangi University.

In this occasion, I would like to express my sincere gratitude to:

1. Head of English education department, faculty of educational sciences and teachers’ training, Siliwangi University, Tasikmalaya,
2. Yusup Supriyono, *S. Pd., M. Pd.*, as the first supervisor who has given corrections and guidance in writing this research proposal,
3. Yuyus Saputra, *S. Pd., M. Pd.*, as the second supervisor who has given suggestion and guidance in writing this research proposal,
4. All lecturers of English education department, faculty of educational sciences and teachers’ training, Siliwangi University, Tasikmalaya.

I realize that this research proposal is still far from being perfect. Therefore, I will greatly receive suggestions and criticism from the readers. Finally, I hope this research proposal will be useful for myself and the readers.

Tasikmalaya, September 2020

The Writer

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TABLE OF CONTENTS

COVER	
APPROVAL SHEET	i
<i>PERNYATAAN</i>	iv
ABSTRAK	v
ABSTRACT	vi
PREFACE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF ENCLOSURES	xiii
CHAPTER 1 INTRODUCTION	1
1.1. Background	1
1.2. Formulation of the Problem	2
1.3. Operational Definitions	3
1.4. Aims of the Research	4
1.5. Uses of the Study	4
CHAPTER 2 LITERATURE REVIEW	
2.1. Motivation in Language Learning	5
2.2. Self-determination Theory	7
2.3. English Camp	13
2.3.1. Motivation in English Camp	17

CHAPTER 3 RESEARCH PROCEDURES

3.1. Research Design19

3.2. Setting and Participant19

3.3. Data Collection21

3.4. Data Analysis21

3.5. Research Schedule24

CHAPTER 4 FINDING AND DISCUSSION25

4.1. Autonomous Motivation Through Authentic Learning25

4.2. Autonomous Motivation Through Effective Teaching Strategy28

4.3. Autonomous Motivation Through Agents’ Roles31

CHAPTER 5 CONCLUSIONS AND SUGGESTIONS36

5.1. Conclusion36

5.2. Suggestions37

REFERENCES38

ENCLOSURES.....45

BIOGRAPHY

LIST OF FIGURES

Fig. 2.2 The organismic integration continuum of motivation regulation	12
Fig. 2.3.1 English Camp and Motivation	17
Fig. 3.2 Highlighted codes	22

LIST OF TABLES

Table 3.1 Data from learners' interview results in english camp	22
Table 3.2 Categorizing the Codes	23
Table 3.3 Defining and Naming the Themes	24
Table 3.4 Research Schedule	24

LIST OF ENCLOSURES

Enclosure 1. Consent Form	45
Enclosure 2. Interview Guidelines	46
Enclosure 3. Data Interview Transcription	48
Enclosure 4. <i>Lembar Penetapan Proyek Tugas Akhir S-1</i>	58
Enclosure 5. <i>Kartu Bimbingan Skripsi</i>	62
Enclosure 6. <i>Surat Keputusan</i>	65