A Comparative Analysis of English Learning Motivation Between the Rural and Urban Students

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Abstract

The objectives of this research are to find out (1) the motivation of the rural and urban students (2) the types of motivation influence the rural and urban students (3) the factors influence the motivation of the rural and urban students (4) the effective ways to foster the motivation of the rural and urban students. This research employed descriptive qualitative research design. The subject of this research is the ninth grade students of MTs Muhammadiyah Lempangang as urban students and the ninth grade students of MTsN 4 Bulukumba as rural students. The number of participants is 20 students.The result of research showed that (1) all of the informants of MTsN 4 Bulukumba as a rural area are motivated in Learning EFL. It is similar with the informants of MTs Muhammadiyah Lempangang as an urban area. They are also motivated. Both of areas are different in the level of motivation(2)the types of motivation dominantly influence in the rural students are both of integrative and instrumental motivation whereas in the urban students are instrumental motivation(3)the similarity between both of students area either internal or external factors are the expectancy, the teachers and the activities and materials whereas the difference from both of them are the relevance, the goal setting and the school environment(4)the effective ways to foster the motivation of the rural students in learning EFL is the teacher always trains the pronunciation of the vocabulary whereas the urban students is the teacher should have more practice activity in learning and teaching process.

Keywords: Motivation, Urban Area, Rural Area, English as a foreign language (EFL)

Introduction

Motivation plays a very significant role and determinant of successful in learning EFL (English Foreign language), particularly in a classroom. It can be defined as a driving force that pushes someone to do something. The purpose of learning English is that students can fluently communicate in English both spoken and written and in accordance with their social context (Depdiknas, 2003:15 in Siswidyatmi, et al 2019: 36). The term of motivation is interpreted in slightly

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different ways. The root of motivation is from the Latin verb, "movere" which means to move (Dornyei&Ushioda, 2009). Besides, In Gardner's socio-educational model, motivation is defined as the learner's orientation or as the goal to learn a target language (Gardner, 1999). In relation to this research, the researcher defines motivation as factors or reasons that move or drive students to learn English as a foreign language.

Studies of motivation in foreign language learning reveal that student motivation is influenced by factors such as teachers, classroom climate and assessment (Ghenghesh, 2010). Thus, the role of teacher in motivating the students to learn a foreign language is very significant. The study also implies that teachers can determine student language learning motivation and maybe able to increase or decrease it. (Kikuchi, 2009). According to a 2004 National Research Council report, the data indicates that lack of motivation is a real problem affecting large percentages of students. Upwards of 40% of high school students, depending on the study, are disengaged from learning, are inattentive, exert little effort on school work, and report being bored in school. Unfortunately, this report noted, motivation and engagement in school decline steadily as students' progress from elementary to middle and high school. "Adolescents are too old and too independent to follow teachers' demands out of obedience, and many are too young, inexperienced, or uninformed to appreciate the value of succeeding in school" (NRC, 2004). Besides, English as a foreign language which is being taught in Indonesia has some problems, such as: teacher's low competence, students' low motivation and low English competence among the students(Nenden, 2005: 91 in Puspitasari, 2019: 125)

Losing motivation to learn has serious consequences that can culminate in students dropping out of school. In a 2006 survey exploring why students dropped out of high school, 70% of dropouts said they were unmotivated (Bridgeland, et al,2006). This research is concerned about the motivation and focus on English learning motivation of the students. The curiosity of the researcher to know the comparative between the rural and urban students' motivation in learning EFL classroom become the reason of this research. The knowledge of English evolved rapidly nowadays in urban area whereas the rural students still face the difficulty to learn English at their school. This is supported by Lamb (2007) who found that Indonesian high school students are initially motivated to learn but their experience of learning English at school decreases their motivation over time. In general, Indonesian students, like other Southeast Asian students, tend to be passive and nonverbal in class. They rarely initiate class discussions until they are called on. This is because of the nature of the course content, teaching methods and assessment (Bradford, 2007). They do not want to show off what they know and they do not want to lose face in case their answers are incorrect (Park, 2000).

Relating English to the daily life of Indonesian students becomes another problem in increasing their motivation in learning the language. It is due to the fact that English is a foreign language not a second language in Indonesia (Liando, et al, 2005). The illustration about motivation of the students in the rural and urban school is also very essential to be observed specifically. Among the other factors to sustain the motivation, the teacher plays an important role in motivating students especially in the foreign language classroom whether in the

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rural and urban school. Research on urban middle schools and rural middle schools is extensive and addresses many issues. A great deal of research has been conducted on the effects of middle school programs on the community in which they are located. The studies that were reviewed were conclusive in finding that middle school education is of the utmost importance for all middle school students and the community in which they live.

There is a good amount of research literature on rural school performance, but much of the information does cross over to urban schools. Determining the difference between rural and urban schools in each study can sometimes be complicated. Research generally does not delineate between the two types of schools making it more difficult to obtain accurate information from those sources.

According to the research (Williams, 2003), community involvement and community opportunities, is the most prevalent difference between rural and urban middle school education. Rural communities tend to be stronger in many ways. They are united by students, school pride and community values. While rural schools can have a great sense of community, they usually lack the opportunities that result from accessibility to universities and colleges. Likewise, museums and libraries are not easily accessible to rural students. Due to distance and funding gaps, visitations from authors, large newspaper, technology centers and other organizations are less available to rural schools.

At first glance, the standardized test scores of rural middle schools students would indicate a level of success equal to or better than the urban middle school student. "Overall, rural students perform as well as or better than their nonrural peers on standardized achievement tests" (Williams, 2003). However, the research literature suggests that the economic status of rural areas is frequently lower than that of urban areas. Research overwhelmingly indicates "socioeconomic status is the strongest correlate of standardized test scores, and rural poverty rates are highest in areas with large concentration of people of color" (Williams, 2003). So even though rural students appear to be keeping up with urban students in test scores, in actuality not all rural students are gaining the knowledge necessary to compete with their urban counterparts. In all subjects "poorer rural students scored considerably lower on citizenship and social studies tests than did students from upper socioeconomic urban communities" (Young, 1998). Even with these statistics, the debate of rural schools versus urban schools endures and possibly always will.

Urban schools have distinct advantages mostly related to location. Research indicates that school location positively impacts student achievement. This advantage is largely due to the opportunities that the location provides. Universities, libraries, museums and technology centers are more available to students in urban communities (Young, 1998, p.386).The research literature has focused mostly on science achievement with limited results in all other subject areas. Test scores in science and science application are lower in urban schools (NAEP, 2007). Many factors may contribute to lower test scores. The research

indicates that motivation and lack of technology in the classroom could be contributing factors. Schlakman and Unrau (2006) might support motivation being the key factor. The motivation of students in urban schools reflects upon the academic achievement in all subject areas. Surprisingly, the availability of computers in urban middle schools is lower than their rural counterparts. Again, research indicated that incorporating available technology into lessons would increase student achievement. Technology helps to motivate students by making education fun and relevant (THE Journal, 2002).

Research shows that community influence can have either a very positive or a very negative impact upon student learning. Violence from drugs and crime, particularly in urban areas can greatly hamper the involvement of the community. Many times those volunteers willing to help are deterred by situations in the community. Parents would help, but are unable to do as a result of employment requirements (Fullwood et al., 2001). "While rural and urban areas share many of the same school facility problems, rural districts tend to have several distinguishing characteristics. For example, rural districts usually serve smaller close-knit communities. The school plays an important role in many rural communities and can be a community center and symbol of community pride" (Dewees, 1999).

Rural schools have clear advantages in the area of community involvement. Research points out that rural middle schools are not just in the community, but in many ways are the community (Dewees, 1999), and this has a very positive impact upon students and the community alike (Ediger, 2000). While community involvement tends in rural school tends to be significant, opportunities in the community tend to be limited for students.

Urban schools have a clear advantage in location. However, the proximity to violence in and around the urban school can be a disadvantage. Urban schools are often overcrowded with a deficit of highly qualified teachers and students tend to perform poorly on basic scientific tasks (Domenech, 2006).

Research shows that it is important to have qualified teachers in both rural and urban classrooms. In fact, teachers have a significant impact on student achievement (Domenech, 2006). However, qualified teachers are difficult to retain in socioeconomically disadvantaged rural and urban schools. These socioeconomic issues also affect class size. Overcrowding in classrooms still occurs in many urban and sometimes in rural classrooms. Some debate remains on the effects of class size and the impact on student achievement. Most studies show that class size can make a markable difference (Achelles& Finn, 1990); however some suggest that class size is less important in student achievement. (Greenwald, et al, 1996).

A Comparative Analysis of English Learning Motivation between the Rural and Urban Students in EFL Classroom as a title of this research. The researcher restricted on the junior high school students in south Sulawesi. The location comprises of two regions, they are Bulukumba regency as a rural area and Gowa regency as an urban area. One of junior high school in Bulukumba chosen by the researcher randomly is namely MTsN 4 Bulukumba, this school located at Bontotangnga village, Bontotiro Sub district. Whereas as an urban area, the

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researcher chose MTs Muhammadiyah Lempangang, located at jl. Poros Panciro Sungguminasa Gowa. Both of schools are Islamic orientation, the researcher deliberately chose both of schools in order to the rural and urban area of this research have equal orientation to make the comparative of this research is balance each other. The researcher focuses on comparing the learning English motivation between the rural and urban students is a novelty of this research especially in South Sulawesi, Indonesia.

There are many experts give definition about motivation. The researcher chose the experts below as a representative among the experts who give the definition about this term. Woolfolk (2004) in Rehman, et al. (2014) defines motivation as an internal state that arouses, directs and maintains behavior. Motivation is a way to arouse the spirit and maintain behavior internally. In addition, Slavin (in Rehman et. al. 2014) defines motivation as an internal process that activates guides and maintains behavior over time. Motivation can be used to activates, maintain, guide the behavior from the internal process of someone. Besides, Fernald & Fernald (2005) refer to motivation as "Inner influence on behavior as represented by physiological condition, interests, attitudes, and aspirations". While Ruesch (2009) stated that motivation to achieve is tied to individuals" personal, scholastic, professional goals, as well as to their self-concept and identities, both in real and unreal situation. According to Feldman (2004) motivation is a "factors that directs and energizes the behavior of humans and other organisms". All of the experts give similar goal about definition of motivation. They focused on the internal process which can influence and maintain the behavior.

Motivation can be divided in various types. The following are some of the major ways in which motivation is categorized. Woolfolk (1998) in Rehman, et al. (2014) defines intrinsic motivation as, "Motivation that stems from factors such as interest or curiosity". In addition, Intrinsic motivation is defined as "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (Ryan and Deci, 2000). Individuals perform intrinsically motivated behavior to receive internal rewards, such as enjoyment and pride whereas they perform extrinsically motivated tasks to receive extrinsic rewards, such as praise and good grades.

According to Dornyei (2001) intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction. When intrinsic motivation occupies a student, extrinsic motivation becomes null. This student will now be motivated to do things for his or herself without the presence of a tangible reward. This child will have much hope for success in the future. That is, intrinsic motivation relates to students' genuine interest in learning; however, extrinsic motivation is associated with their practical reasons for learning. Whilst there is a clear-cut distinction between the two, there remains the question of which of them is a stronger indicator of learning success.

The results of some studies (Deci and Ryan, 1985; Dörnyei, 1990, 2003) on learner motivation have highlighted the importance of intrinsic motivation over

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extrinsic motivation. It is argued that learning is best facilitated when individuals engage in learning for intrinsic reasons. Learners with a high level of intrinsic motivation are likely to demonstrate autonomy during their learning process, leading to a higher level of achievement.

According to Santrock (2004) in Rehman, et al. (2014) "Extrinsic motivation involves doing something to obtain something else (a means to an end)". Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. As it has been discussed earlier that the types of motivation vary from context to context as viewed by Ellis (1997) now the question arises that which type would be more effective in our Indonesian context. Furthermore, the study with possibly provide a sufficient insight in understanding the students priorities and will discuss some innovations and improvements regarding ELT and L2 learning.

According to Dornyei (2001) extrinsic motivation involves performing of behavior as a means to an end, that is, to receive some extrinsic rewards (e.g. good grade) or to avoid punishment. Extrinsic motivation is said to be unproductive for the future. Many times teachers use extrinsic motivation in the classroom. It may be productive for the class; but the student will continue to have problems with motivation in the future. When a child completes a task or behavior based on a reward, there is no permanent change. The child will only repeat the action again for another reward. Grades are probably the most positive example of extrinsic motivation. Many students are driven by grades for higher education and future jobs. When rewards such as candy and toys are used to gain student motivation it can be considered bribery.

Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Cook (2000) states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. While researchers use different frameworks for thinking about motivation, they essentially agree on the major factors students need to have in order to be motivated: competence (the belief that they're capable of doing something), autonomy/control (the ability to set appropriate goals and see a correlation between effort and outcome), interest/value (a vested interest in the task and a feeling that its value is worth the effort to complete it), and relatedness (the need to feel part of a group or social context and exhibit behavior appropriate to that group).

Another comprehensive framework of the L2 motivation was made by Williams and Burden (1997) as part of a larger overview of psychology for language teachers, which includes internal factors (relating to learners' aspects) and external factors (relating to external context). With reference to both the frameworks, he presumes that motivation can be influenced by the following aspects and intend to explore them empirically. The first aspect is internal Factors. People's motivation is greatly affected by their perceptions of themselves, and by whether they see themselves as in control of their actions, such as goals setting, expectancy, anxiety, self-confidence, and self-efficacy. In goal setting, the

difficulty of a goal influences is the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained. Then, according to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (Dörnyei 2001).

Language anxiety is one of the important affective factors in foreign language learning. In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. Moreover, Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently (Dörnyei 2001). As Dörnyei (1994) says that self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.

Dörnyei (1998) says that self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed. According to Williams and Burden (1997), aptitudes and prior experiences will affect learners' initial beliefs about their capabilities for learning.

The second aspect influenced motivation is the external factors. Since learning never occurs in a vacuum, it is essential to take contextual variables into account. Although they will be interpreted differently by each individual learner, they will nevertheless have a profound impact on a person's initial level of motivational arousal and also their continuing persistence in seeking to achieve selected goals (Williams and Burden 1997:139). The external factors here are teachers, activities and materials, relevance, feedback, and classroom environment.

Williams and Burden (1997: 133) state learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity.

In addition, a central element of classroom learning is the design of tasks and learning activities. Students' perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time (Good 1983 cited in Ames 1992:263). Besides activities,

materials also play an important role in motivating students' learning. According to Crookes and Schmidt (1991), "the factor of interest is important for materials. Instead of using orthodox materials, using varied materials with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students' interest and those materials can work as positive stimuli to arouse learners' curiosity and sustain their motivation".

Dörnyei (1994: 277) states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering. Meanwhile, according to Williams and Burden (1997), behavioral psychologists were the first to recognize the power of feedback as motivating influence.

Classroom Environment is important as well. The importance of the appropriate environmental conditions for learning to take place cannot be underestimated. Williams and Burden mention that the greater the degree of concordance between one' ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be (Williams and Burden 1997).

Besides, the researcher formulates some research questions of this research, they are as follows: (1)How is the motivation of the rural and urban students in Learning EFL? (2)What types of motivation influence the rural and urban students in learning EFL? (3)What factors influence the motivation of the rural and urban students in learning EFL? (4)How are the effective ways to foster the motivation of the rural and urban students in learning EFL?

The objectives of this research are to find out (1) the motivation of the rural and urban students in Learning EFL (2) the types of motivation influence the rural and urban students in learning EFL (3) the factors influence the motivation of the rural and urban students in learning EFL and (4) the effective ways to foster the motivation of the rural and urban students in learning EFL.

Method
Research Design
The researcher employed descriptive qualitative design to analyze the phenomena so that able to answer the research questions of this research explicitly. If the researcher used this design, it means that the data will be analyzed by using words rather than number. It's suitable with the statement from Sugiono (2010). He states that qualitative research is descriptive; the data is in the form of words rather than number. It concerned with process, rather than simple outcomes or product, qualitative research tends to analyze the data inductively. Sugiono also states that qualitative research is a research that used to describe and analyze phenomena, event, social, activity, attitude, belief, perception, and people thinking either in individual or in group.

Research Subject

The subject of this research was from two regions as a representative of the rural and urban students. The researcher chose MTsN 4 Bulukumba as a rural students and MTs Muhammadiyah Lempangang as an urban students. As stated before in the background, both of these schools apllied islamic orientation. The researcher chose 10 students from the rural area and 10 students also from the urban area randomly as a sample of this research.

Research Instrument

The researcher applied two instruments to answer the research questions of this research. The instruments are self-report questionnaire and interview.

Self-Report

Self-reports are derived from participants' free descriptions of their own feeling and personalities. I may request a focus on certain trait domains, or be as loose as possible with an instruction. The advantages of self-reports are efficient and inexpensive. It requires only the cooperation of the target person; in contrast, the collection of informant ratings, behavior assessment, or life data, (Robins, et al, 1997).

Interview

Interviews are ways for participants to get involved and talk about their views. In addition, Cohen, et al (2000) explains"… the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable." According to Gray (2004) There are many reasons to use interviews for collecting data and using it as a research instrument, such as: there is a need to attain highly personalized data, there are opportunities required for probing, a good return rate is important, and informants are not fluent in the native language of the country, or where they have difficulties with written language.

In this research, I applied semi-structured interviews of this research. The type of this interview is non-standardized and is frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis. I have a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked (David, & Sutton, 2004).

Procedure of Collecting Data

The researcher gathered the data by using two instruments as stated above. The procedure of collecting the data are as follows:

Self Report Questionnaire

a. The researcher distributed the self report questionnaire paper to the participants.
b. The participant answered the essay question in the self report questionnaire honestly regarding with the main point of this research to gather as much as possible data to answer the research questions.
c. The self report questionnaires were be analysed by the researcher.

Interview
   a. The researcher prepared some questions to the participants regarding with the focus of this research.
   b. The researcher conducted semi structured interview with open ended questions to the participants by using voice recorder.
   c. The participants answered the questions from the researcher honestly.

Findings and discussion
A. English learning motivation of the rural and urban students in EFL classroom

   The learning process in the classroom notably learning English, this term namely motivation has to be involved. Motivation affects on our behavior, the more highly-motivated the students are, they will be more active in doing some activities, such us: learning EFL. Previously, I had drawn an inference about the definition of motivation, most of the experts focused on the internal process which can influence and maintain the behavior. In words, motivation is manipulating, inspiring, and persuading learners in a way to advocate and boost their professional aims. Concern about the students' motivation of the rural and urban area, most of people believe that students come from urban area is better than rural area. Some debates about the achievement and education quality in rural area being less than equal to those of urban schools. This debate is like a tug-of-war subject, For those who believe an urban education is better, "recent research does not provide clear evidence that rural schools are inferior to urban schools," and "analysis reveals that rural schools achieve mean annual gains in performance that equal or better their urban counterparts" (Bylund& Reeves, 2005, p. 360).The illustration about English learning motivation of rural and urban students in EFL classroom from both of instruments either in the self-report questionnaire or in the interview were represented in the table below:

1. **English Learning motivation of the rural students in EFL Classroom**

Table 1 English Learning Motivation of the rural students in EFL classroom

Informant	Motivated			Unmotivated
	Low	Moderate	High	
1st informant			√	-
2nd informant	√			-
3rd informant		√		-
4th informant			√	-
5th informant			√	-
6th informant			√	-
7th informant		√		-
8th informant		√		-
9th informant			√	-
10th informant		√		-

The discussion of the findings from both of instruments either in the self-report questionnaires or interview given to the students revealed that all of the informants in the rural area were motivated in learning EFL (English as a foreign language) but the students' motivation divided into three level of motivation such as low, moderate and high level. There are five students have high motivation, four students have moderate level and a student has low motivation level. It referred to the findings below based on the self-report questionnaires and interview from the first informant:

The first informant said that her motivation in learning English is very high. She also gives the reason because by learning English, it can help her to communicate with the foreigners without feeling hesitant and help her to pronounce the vocabularies well. Besides, she realizes that English is so important for her life. See her statement below:

a. **From the self-report**
   Question: How is your motivation in learning English? Low, moderate or high? Give your reason!
   Answer: Motivasi saya dalam belajar bahasa Inggris terbilang sangat tinggi. Alasannya karena, dapat membantu saya berkomunikasi dengan orang luar tanpa ragu lagi dan juga dapat menguasai pengucapan kosa kata bahasa Inggris, karena bahasa Inggris juga penting bagi kehidupan kita. (My motivation in learning English is very high. Because it can help me to communicate with foreigner without feeling hesitant and it also can master the pronunciation of English because English is so important for our life). (KAFB/1st Informant/IX E)

b. **From the interview**
   Her statement in the interview also similar with the self-report questionnaire. She also said that she likes English because if she meets the foreigner, she can communicate with them without feeling hesitant and also she emphasizes that she has high motivation in learning English. See her statement below:

Interviewer	*:Sukaki tidak belajar bahasa Inggris?(Do you like learning English or not?)*
Interviewee	*: Suka (Like)*
Interviewer	*: Suka, knapa suka ? (Like, Why do you like?)*
Interviewee	*:Karena kalau misalnya ketemuki dengan orang luar bisaki mengucapkan tanpa ragu-ragu (Because if we meet the foreigner, we can say in English without feeling hesitant)*
Interviewer	*: Berarti ada motivasi ta belajar bahasa Inggris di? (It means that you have motivation in learning English?)*
Interviewee	*: Iye, (Yes)*
Interviewer	*: Rendah, sedang atau tinggi ?(Low, moderate or high?*
Interviewee	*: Tinggi (High). (KAFB/1st Informant/IX E)*

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2. English Learning motivation of the urban students in EFL Classroom

Table 2 English Learning Motivation of the urban students in EFL classroom

Informant	Motivated			Unmotivated
	Low	Moderate	High	
1st informant			√	
2nd informant		√		
3rd informant		√		
4th informant	√			
5th informant			√	
6th informant		√		
7th informant		√		
8th informant		√		
9th informant		√		
10th informant		√		

Based on the data gathered from both of instruments, English learning motivation of the urban area revealed that there are two students have high motivation level, seven students have moderate level and just one student has low motivation level. It means that all of the informants have motivation in learning EFL but different level of motivation. It referred to the findings below based on the self-report questionnaires and interview from the first informant:

The first informant has high motivation because when she was learning English, she directly wanted to be an English teacher and she admitted that she likes English very much. See her statement below:

a. **From the self-report**
Question: How is your motivation in learning English? Low, moderate or high? Give your reason!
Answer: Tinggi, karena saat sebelum saya tinggal di Sulawesi selatan, saya tinggal di jakarta. Lalu saat saya belajar English Language saya sangat mau menjadi guru bahasa Inggris dan sangat menyukai bahasa Inggris. (High, because before I live in south sulawesi, I lived in Jakarta. Then, when I learn English, I want to be an English teacher very much and I like English.) (J/1stInformant/IX A)

b. **From the interview**
From this interview, she said that she likes English very much because her ideal to be an English teacher so that she has high motivation in learning English. See her statement below:

Interviewer   : Suka atau tidak belajar bahasa Inggris?
*   (do you like learning English or not)*
Interviewee   : Suka, sangat suka (like, very like)
Interviewer   : Kenapa sangat suka ? (Why do you very like)
Interviewee   : Karena, apa di' cita2 ku menjadi guru bahasa Inggris

(Because, my ambition to be an English teacher)
Interviewer : *Berarti punya motivasi belajar bahasa Inggris?*
(It means that you have motivation in learning English)
Interviewee : *Iye (Yes)*
Interviewer : *Rendah, sedang atau tinggi ?(Low, moderate or high?)*
Interviewee : *Tinggi (High) (J/1ˢᵗInformant/IX A)*

B. The types of motivation influence the rural and urban students in learning EFL

Many theories of language learning motivation tend to be social-psychological, among which the most influential is Gardner's socio-educational model, including attitudes, motivations and anxiety variables (Gardner, et al: 1999). Integrative orientation and instrumental orientation are two important factors in his theory. An integrative orientation occurs when learners hold favorable attitudes to the language/culture, and wish to identify with the culture of speakers of that language. An instrumental orientation refers to the utility value of learning a second/foreign language, such as passing examinations, financial rewards or future career. Burke (2004) found that aspects of integrative motivation are related to greater motivational effort as well as better language competence in learning a second language. An instrumental orientation was likely related to outcomes such as job-seeking and social status. The findings were illustrated below from the first informant.

1. The types of motivation influence the rural students in learning EFL

Table 3 The types of motivation influence the rural students in learning EFL

Informant	Integrative Motivation	Instrumental Motivation	Both
1ˢᵗ informant			√
2ⁿᵈ informant		√	
3ʳᵈ informant			√
4ᵗʰ informant			√
5ᵗʰ informant		√	
6ᵗʰ informant			√
7ᵗʰ informant			√
8ᵗʰ informant			√
9ᵗʰ informant		√	
10ᵗʰ informant		√	

Based on the data gathered from the instruments, the types of motivation of the rural area revealed that there are four informants have instrumental motivation and there are six informants have both of types of motivation such as integrative and instrumental motivation and no one informant has just integrative motivation itself.

The first informant has two types of motivation; they are instrumental and integrative article motivation. She said that she wants to communicate with the language community and wants to join with the language community if she can master English. Besides, she also says that English can be useful for her career in the future. See her statement below:

a. **From the self-report**
Question: Do you learn English because want to communicate with the language community/the native speaker or you learn because think that English is useful for your future or because there is a certain purpose? Give your reason detailly!
Answer : Saya belajar bahasa Inggris karena ingin berkomunikasi dengan komunitas bahasa dan juga bahasa Inggris berguna bagi masa depan saya. Dan apabila kita menguasai bahasa Inggris kita dapat menjadi komunitas bahasa atau penutur asli bahasa. (I learn English because I want to communicate with the language community and also English is useful for my future. If we master English, we can join the language community or the native speaker). (KAFB/1st Informant/IX E)

b. **From the interview**
In the data of interview, she also emphasizes that she wants to communicate with the foreigners and there is a certain purposes for her future later. See her statement below:

Interviewer	*:Oh, kita belajar bahasa asingki karena moki berkomunikasi di' dengan orng buleka begitu? (Oh.. You learn English because you want to communicate with the foreigner?)*
Interviewee	*: iye begitu(Yes, like that)*
Interviewer	*: atau ada juga tujuan-tujuan tertentu?(or is there a certain purpose?)*
Interviewee	*: untuk masa depan juga nanti (For my future again later)*
Interviewer	*: oh iye untuk masa depan juga di' (Oh..Yes for my future also, isn't it?)*
Interviewee	*: iye (Yes) (KAFB/1st Informant/IX E)*

2. The types of motivation influence the urban students in learning EFL

Table 4 The types of motivation influence the urban students in learning EFL

Informant	Integrative Motivation	Instrumental Motivation	Both
1ˢᵗ informant			√
2ⁿᵈ informant		√	
3ʳᵈ informant		√	
4ᵗʰ informant		√	
5ᵗʰ informant			√
6ᵗʰ informant		√	
7ᵗʰ informant	√		
8ᵗʰ informant		√	
9ᵗʰ informant	√		
10ᵗʰ informant		√	

Based on the data gathered from self-report questionnaire and interview, the types of motivation of the urban area revealed that there are two informants have integrative motivation, six students have instrumental motivation and two also students have both of types of motivation, they are integrative and instrumental motivation.

The first informant said that she learns English because her desire to communicate with the language community/the native speaker. Besides, her ideal to be an English teacher so that she thinks that English will be useful for her career in the future later. See her statement below:

a. **The data from self-report**
   Question: Do you learn English because want to communicate with the language community/the native speaker or you learn because think that English is useful for your future or because there is a certain purpose? Give your reason detailly!
   Answer :Saya belajar bahsa Inggris karena ingin mampu berkomunikasi dengan komunitas bahasa /penutur asli bahasa tersebut. Dan saya berfikir bahwa bahasa Inggris berguna bagi masa depan saya. Dan juga karena ada tujuan-tujuan tertentu, yaitu menjadi guru bahasa Inggris. (I learn English because want to communicate with the language community or the native speaker. And I also think that English is useful for my future and also because a certain purpose, id est become an English teacher.) (J/1ˢᵗInformant/IX A)

b. **The data from interview**
   In the interview, the first informant expressed again her purpose to be an English teacher later. See her statement below:

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> *Interviewer*   *:jadi kita dek belajarki bahasa Inggris supaya mampuki komunikasi dengan penutur asing atau karena tujuan-tujuan tertentu ? (So, you learn English in order to communicate with the native speaker or just a certain purpose?)*
> *Interviewee*   *: karena tujuan tertentu (Because a certain purpose)*
> *Interviewer*   *: apa itu tujuanta ? (What is your purpose?)*
> *Interviewee*   *: maujadi guru bahasa Inggris (Want to be English Teacher) (J/IstInformant/IX A)*

C. The factors influence the motivation of the rural and urban students in learning EFL

Motivation plays a very important role in enhancing the students' English learning performance. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning a second language (L2) and one of the biggest factors affecting language learners' success. It is widely accepted that the more motivated learners are, the more successful they would be at learning the foreign language. The learners who choose English subject as major and study it as a foreign language are concerned towards the motivational factors that play a major role in academics, development of skills and practicing English language in day-to-day use. The present research explored the parental, environmental, and teacher's attitude related motivational factors among learners, and helped to understand which strategies can enhance ESL/EFL learning most among these factors.

The comprehensive framework of the L2 motivation was made by Williams and Burden (1997) "as part of a larger overview of psychology for language teachers, which includes internal factors (relating to learners' aspects) and external factors (relating to external context)". With reference to both the frameworks, he presumes that motivation can be influenced by the following aspects and intend to explore them empirically:

Table 5 The influential factors of the rural students in learning EFL

Findings	The Framework of motivation based on the theory	
Self-Report and Interview	Internal factor	External Factor
Facility	-	The relevance
Teachers	-	The teachers
Communicate with the foreigners, expectation, ambition	The expectancy	-
Materials	-	The activities and materials

The table above shows that there are four factors influence English learning motivation of the rural area in learning EFL, either internal factor or external factor. The internal factor, such as: The expectancy and the external factor, such

as: The teachers, the relevance as well as the activities and materials. Concerning about expectancy, it's appropriate with the expectancy-value theories, "motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation" (Dörnyei 2001). Besides, about relevance, it's similar with Dörnyei (1994: 277) states that "relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals". The findings of the table above based on the self-report questionnaires and interview. The findings were illustrated below from the first informant:

1. **The factors influence the motivation of the rural students in learning EFL**

The first informant said that there is no influence her in learning EFL because the facilitu is enough and also the teacher is very well. It means that the facility and the teachers can influence her motivation in English but it's already fulfilled in her school. See her statement below:

a. **From the self-report**
Question: How about you, what factors can influence your motivation in learning EFL?
Answer :Menurut saya tidak ada yang mempengaruhi saya dalam belajar bahasa Inggris karena fasilitas dalam belajar juga cukup, cara bapak/ibu guru membimbing dan menerangkan sangat baik dan efektif. (From my point of view, there is no influence me in learning English because the facility is enough in learning, the way of the teacher guide and explain is very well and effectiv).) (KAFB/1stInformant/IX E)

b. **From the interview**
Similar in the self report questionnaire, she also reemphasizes that the facility and the teacher is good so that there is no again influence her motivation. See her statement below:

Interviewer : Kira-kira factor-faktor apa yang bias pengaruhiki untuk belajar bahasa Inggris? Apa-apa kira-kira itu yang bias pengaruhi motivasita? (Approximately, what factors can influence you in learning English?
Interviewee : faktor yang bagaimana itu ? (What factor do you mean?)
Interviewer : kaya tadiji, yang kaya gurunyakah atau bagaimnakah, fasilitasnyakah atau apakah? (like just now, like a teacher, facility or what?
Interviewee : fasilitasnya cukupji juga kak (The facility is also enough)
Interviewer : oh bagusji fasilitasnya? (Oh, the facility is good enough?)
Interviewee : iye tidak mempengaruhiji (Yes, there is no influence) (KAFB/1stInformant/IX E)

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2. The factors influence the motivation of the urban in learning EFL

Table 6 The influential factors of the rural students in learning EFL

Findings	The Framework of motivation based on the theory	
Self-Report and Interview	Internal factor	External Factor
The teachers	-	The teachers
The difficulty of materials	-	The activities and materials
The School Environment	-	The school environment
Wants to go abroad and to communicate with the foreigners	Expectancy	-
Curiosity to learn English	The goal setting	-

The table above shows that there are five factors influence the urban students in learning EFL. There are three factors of external such as: the teachers, the activities and materials and also the school environment. As according to Williams and Burden (1997), "The importance of the appropriate environmental conditions for learning to take place cannot be underestimated". While there are two factors of internal such as: Expectancy and the goal setting. As according to Schunk (1991) cited in Rueda and Chen (2005) points out that "the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation". See the statement of the first informant below:

a. From the self-report
The first informant said that her teacher always motivate her to learn English. As Williams and Burden (1997: 133) state, "learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity". See her statement below:

> *Question: How about you, what factors can influence your motivation in learning EFL?*
> *Answer: Tanpa dimotivasi juga saya sangat menyukai pelajaran bahasa Inggris. Motivasi saya adalah mam Sahdana yang selalu memotivasi saya saat pelajaran bahasa Inggris.(Without being motivated I am very like English lesson. My motivation is mam Sahdana always motivate me when the English class running.) (J/1ˢᵗInformant/IX A)*

b. From the interview

In the interview, the first informant also said that her desire to be an English teacher and also the support of the teacher can arouse her motivation in learning English. See her statement below:

Interviewer	*: kira-kira menurutta faktor-faktor apa yang bias pengaruhi motivasi ta dalam belajar bahasa Inggris? (Appoximately, What factors about you can influence your motivation in learning English?*
Interviewee	*: motivasi pendorong?(motivation booster?*
Interviewer	*: iye (Yes)*
Interviewee	*: ohh kaya', keinginanku mau jadi guru jadi mauka belajar (Oh.. Like my ambition to be an English teacher)*
Interviewer	*: ohh keinginan, jadi apalagi kira-kira itu ? (Oh ambition,so what is again?)*
Interviewee	*: dorongan dari guru juga (Support from the teacher also) (J/1stInformant/IX A)*

D. The effective ways to foster the motivation of the rural and urban students in learning EFL

According to Gardner (1985), "motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that sustains and raises our interests and directs our behavior to achieve a certain goal". He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals. Therefore, it is extremely essential to maintain and improve the students' motivation in learning EFL. There are fourteen informants focused on the lecturers who are considered could maintain and improve the students' motivation in learning English. The findings of the data based on the self-report questionnaires and interview from the first informant of the rural and urban students were illustrated as follows:

1. The effective ways to foster the motivation of the rural in learning EFL

The first informant based on the self-report said that the teacher always trains the pronunciation of the vocabulary and also the government can held the training such as the English course to improve her knowledge in English. See her statement below:

a. The data from self-report

Question: How about you the effective way to foster your motivation in learning EFL?
Answer: Sering melatih cara pengucapan kosakata dalam bahasa Inggris agar dapat membantu untuk masa depan. Dan juga pemerintah dapat mengadakan kursus untuk menambah pemahaman bahasa Inggris. (Always train the way to pronounce the English vocabulary so that able to help the future. And also the government can held the English course to improve the knowledge of English).(KAFB/1stInformant/IX E)

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b. The data from interview

In the interview also her statement is similar with the self report questionnaire that the teacher should train the pronunciation and the government held a training such as an English course. See her statement in the interview below:

Interviewer	*: Oh tidak mempengaruhiji..kira-kira bagaimna kalau saya guru toh, bagaimna caraku supaya bisaka tingkatkanki motivasi ta belajar bahasa Inggris ? (Oh, it doesn't influence..Approximately, if I'm a teacher how the way to arouse your motivation in learning English?)*
Interviewee	*: Eh di latih cara pengucapan katanya supaya baguski, tidak salah pngucapan. (Eh..we are taught the way to pronounce the word in order to the sound is good, the pronunciation also is not wrong)*
Interviewer	*: oh iye supaya baguskidi' ..jadi apa lagi kira-kira ? (Oh yes..to make it good, so what do you think else?*
Interviewee	*: ituji mungkin (That's all maybe)*
Interviewer	*: oh jadi ituji, kalau misalnya saya pemerintah iyya ?bagaimana caraku supaya bisaki tingkatkan motivasi ta belajar bahasa Inggris ? (Oh, that's all, For instance I'm a government, How the way to arouse your motivation in learning English?*
Interviewee	*: mmhh, mengadakan itu yang kaya anu pelajaran bahasa Inggris (Mmmhh, held a... looks like an English lesson)*
Interviewer	*: oh di kasih kaya pelatihan pelatihan begitu di', kursus-kursus ? (Oh, like a training, Like a course?*
Interviewee	*: iye yang bgitu. (Yes, like that). (KAFB/IstInformant/IX E)*

Based on the self-report questionnaire and interview, The sixth informant suggested to the teacher in order to explain the English material better and also the tenth informant recommended that the communication among friends in the classroom or in the school should use English to improve the spirit of learning English.

2. The effective ways to foster the motivation of the urban students in learning EFL

The first informant based on the self-report said that the teacher should have more practice activity in learning and teaching process and also the assignment should be written in English. Besides, while talking with the other people and the teachers should use English. See her statement below:

a. The data from self-report
Question: How about you the effective way to foster your motivation in learning EFL?
Answer: Mengadakan lebih banyak praktek yang memakai English language, dan meningkatkan tugas-tugas dengan memakai English language, dan menggunakan English language saat berbicara dengan orang lain, teman maupun guru. (Make more practice using English and

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increase the assignment using English and using English while talking with the other people, friends or teachers.) (J/1ˢᵗInformant/IX A)

b. **The data from interview**

Interviewer	*: kira-kira bagaimana caranya supaya bisaka tingkatkanki lagi motivasi ta belajar bahasa Inggris? (Approximately, how the way to arouse your motivation in learning English?)*
Interviewee	*: bisaki mengadakan lebih banyak praktek memakai English language baru meningkatkan kosakata memakai English language dan mnggunakan English language saat berbicara dengan orang lain maupun guru. (You can make more practice in English, improve the English vocabulary and using English while talking with the other people or the teachers.)*
Interviewer	*: oh iye makasih nah (Oh, Yes, thanks)*
Interviewee	*: iye kak (Yes) (J/1ˢᵗInformant/IX A)*

Based on the self-report and interview of the urban students in learning EFL, the second informant said that the way to foster the motivation is memorizing five vocabularies in a day. Besides, the fourth informant also suggested that the material should be noted first and explains later and after that the material should be examined as well as the fifth informant recommended that the teacher should use English while learning and teaching process to improve their insight in English.

Conclusion

This research is an endeavor to analyze the comparative of English learning motivation between the rural and urban students in learning EFL. Based on the findings and discussion in the previous one, the researcher put forward the following conclusions based on the self-report questionnaire and interview.

All of the informants of MTsN 4 Bulukumba as a rural area are motivated in Learning EFL (English as a Foreign Language). Its similar with the informants of MTs Muhammadiyah Lempangang as an urban area are also motivated. Both of areas are different in the level of motivation in the rural area, there are five students have high motivation, four students have moderate motivation and just one student has low motivation and in the urban area, there are two students have high motivation, seven students have moderate motivation and just one also has low motivation. So the researcher takes an inference that there is a similarity of English learning motivation between the rural and urban students in learning EFL

The types of motivation influence the rural students in learning EFL are four informants stated instrumental motivation and six informants stated both of integrative and instrumental motivation whereas the types of motivation influence the urban students in learning EFL are two informants stated integrative motivation, six informant stated instrumental motivation and two informants stated both of integrative and instrumental motivation. So that the researcher takes

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an inference that the types of motivation dominantly influence in the rural students are both of integrative and instrumental motivation whereas in the urban students are instrumental motivation

There are four factors influence the motivation of the rural students in learning EFL, either internal factor or external factor. The internal factor, such as: The expectancy and the external factor, such as: the relevance, the teachers and the activities and materials; whereas the factors influence the urban students are five factors, the internal factors such as: the expectancy and the goal setting and the external factors, such as: the teachers, the activities and materials and the school environment. So that the researcher takes an inference that the similarity between both of students area either internal or external factors are the expectancy, the teachers and the activities and materials whereas the difference from both of them are the relevance, the goal setting and the school environment

The effective ways to foster the motivation of the rural students in learning EFL are the teacher always trains the pronunciation of the vocabulary and also the teacher should explain the material well. Besides, the communication among the students in the classroom or in the school should use English to improve the spirit of learning English. In addition, the government can held the trainings such as the English courses to improve her knowledge in English. Whereas the effective ways to foster the motivation of the urban students are the teacher should have more practice activity in learning and teaching process, memorizing five vocabularies in a day, the given assignments should be written in English, the material should be well-explained and well-examined. Besides, the communication among the students and between the teacher and the students should use English.

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