THE STUDENTS' MOTIVATION IN LEARNING AND THE STUDENTS' ENGLISH ACHIEVEMENT AT THE SEVENTH GRADE SMPN 1 SIMAN PONOROGO

(A CORRELATIONAL STUDY)
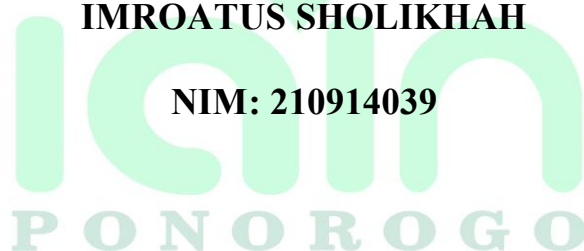
THESIS

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APRIL 2021

ABSTRACT

SHOLIKHAH, IMROATUS. 2021. The Students' Motivation in Learning and the Students' English Achievement at the Seventh Grade SMPN 1 Siman Ponorogo (A Correlational Study).

Thesis. English Education Department, Faculty of Education and Teachers Training. State Institute of Islamic Studies Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

Key Word : Students' Learning Motivation and Students' Achievement

Learning English is prerequisite to be able to successfully participate in many academic and cultural activities, trade, technology, and worldwide communication. Therefore, English has become on of the most important subjects in educational system. Many factors come into play to determine the outcomes of learning process. Including individual differences such us cognitive abilities, personality characteristics, learning style, and motivation. It mean, what the learner brings to the learning situation and how the learner feels can have an impact on what is learned. Not only in cognitive factors but also in affective factors too. Which belongs to the affective factor is motivation. In fact, many students have low motivation, in learning English specially. Motivation is powerful influence on students' learning since motivation is a key for students' learning achievements. Thus, students with strong learning motivation often study better than those with less or no learning motivation for students' learning achievements. That is why the researcher is interested to conduct the research base on problems. The aim of this research was to find out the the correlation betweem the students' motivation in learning and the students' English achievement at the seventh grade SMPN 1 Siman Ponorogo.

The researcher employed quantitative research used ex-post facto design. The population were taken 120 from all students of the seventh grade SMPN 1 Siman Ponorogo. The total number of the samples was 92 students. The samples were used random sampling. Data collection techniques questionnaire and research documentation. Data were analyzed by using a simple regression formula using SPSS 21 windows. The result showed that the value of F_{test} was higher than the level of F_{table}. F_{test} 94,8 > F_{table} 74,6. The regression model equation is significant because it has already fullfilled the criteria of linierity.

Finally, there was a significant correlation between students' learning motivation and students' English achievement at the seventh grade SMPN 1 Siman Ponorogo. It could be seen from the average scores of correlation between students' English achievement. The answer of research problem was answered by the calculated data that there was a effectiveness students' learning motivation and students' English achievement. Students' with high learning motivation, there was high students' English achievement too. Based on the data analysis above, found that Ha was accepted and Ho was rejected. It can be concluded that there are significant correlation between the students' motivation in learning the students' English achievement at the seventh grade students of SMPN 1 Siman Ponorogo.

APPROVAL SHEET

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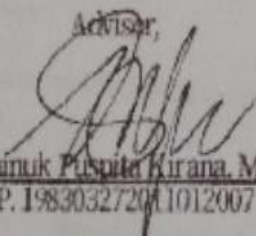Faculty   : Tarbiyah and Teacher Training

Department   : English Education

Title   : The Effectiveness of Teacher-Students' Interaction on Students' Motivation at the Seventh Grade Students of SMPN 1 Siman Ponorogo

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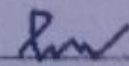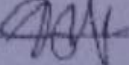
Ponorogo, 27th May 2021

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PUBLIKASI

Yang Bertanda tangan di bawah ini:

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Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 4 Juni 2021
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Imroatus Solikhah

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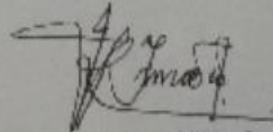
Program Studi : TADRIS BAHASA INGGRIS

Judul Skripsi/Tesis : THE STUDENS' MOTIVATION IN LEARNING AND

STUDENTS' ENGLISH ACHIEVEMENT AT THE SEVENTH GRADE

SMPN 1 SIMAN PONOROGO

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Ponorogo, 4 Juni 2021

Penulis,

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CHAPTER I

INTRODUCTION

A. Background of the Study

English language is an International language where almost all people in this world communicate. There is no doubt that English language is a world language, within more than 60 countries where "English is now the dominant of official language.[1] Michael expressed that English language has been the language barriers in Indonesia. It is due to the great importance of the English language in the globe which compels the Indonesian students to learnimg English Language as a second language.[2] Ausubel expressed the importance of learning in daily quest for knowledge and survival, because learning subsumes new information into existing structures and memory systems, and result associative links create stronger retention.[3]

Learning English is prerequisite to be able to successfully participate in many academic and cultural activities, trade, technology, and worldwide communication. Therefore, English has become on of the most important subjects in educational system in Indonesia.[4] Base on the statement above, many factors come into play to determine the outcomes of learning process. Including individual differences such us cognitive abilities, personality characteristics, learning style, metacognitive differences, sosial contexts, affective aspects, and motivation. It mean, what the learner brings to the learning

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[1] Peter Lucantoni, *Teaching and Asseessing Skill English as a Second Language* (United Kingdom: Cambridge University Pers, 2002), 3.

[2] Michael Tallon, "Foreign Language Anxiety and Heritage Students of Spanish: A Quantitative Study, " (Spring, 2009), 112-137. (https://leighcherry.wikispaces.com/file/view/FL+Anxiety+-+Heritage+speakers+--+Tallon....pdf, accessed January 17, 2018).

[3] Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* Second Edition, (San Francisco: Addison Wesley Logman, 2003), 55.

[4] Ahmad Riyaz Syaik, *"Importance of English Communication Skill,"* Issue, 3 (2016), 478-480. (http://www.allresearchjournal.com/archives/2016/vol2issue3/PartH/2-3-47.pdf, accessed January 17, 2018).

situation and how the learner feels can have an impact on what is learned.[5] Not only in cognitive factors but also in affective factors too. Which belongs to the affective factor is motivation.

Maehr and Mayer defined motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.[6] Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).[7]

Motivation is hypothetical constructs used to explain why people are doing what they are doing. Motivation are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motivation). For example, a person responds to hunger (motivation) by going to a restaurant (strategy) to get food (goal).[8]

Motivation has been an important area for empirical research and theoretical work within context of learning mother tongue, foreign language, and second language. Motivation represents one of the most appealing variables used to explain the differences in learners during language learning, and motivation is one of the most significant factors that impacts the rate and success of language learning.[9] Without motivation people will lose spirit to attain their goal, because the motivation to encourage someone to do

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[5] Michael Tallon, "Foreign Language Anxiety and Heritage Students of Spanish: A Quantitative Study, " (Spring, 2009), 112-137. (https://leighcherry.wikispaces.com/file/view/FL+Anxiety+-+Heritage+speakers+--+Tallon....pdf, accessed January 17, 2018).

[6] J ere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 3.

[7] Ibid,3.

[8] Ibid, 4.

[9]Thai Cheng, " The Study On Motivation And Anxiety Of English Learning Of Students At A Taiwan Technical University." *International Journal Of English Language Teaching.* (https://www.google.com/search?q=google+translate&ie=utf-8&oe=utf-8&client=firefox-b-ab, accessed January 17, 2018).

something. For example if the student not have motivation in their learning, so the goal to get good score is not attain. Brophy make opinion that learning environment teachers' teaching strategies, class activities, and teacher-student interaction would influence an individual's motivation in learning.[10] Crookes and Schmidt also indicated that motivation is crucial in schools due to its powerful influence on students' learning since motivation is a key for students' learning achievements. Thus, students with strong learning motivation often study better than those with less or no learning motivation for students' learning achievements.[11]

The good students' achievements it mean that good a student learning motivation. Keep the good motivation is very important role in providing passion, fun in learning. So that have a high motivation have a lot of energy to do learning activities. Then, the researcher do observation about the students' motivation and students' achievement at the seventh grade students in learning English process in SMPN 1 Siman Ponorogo, most students have a fairly good motivation to learn, but there are some students who have less motivation. It can be seen during the teaching learning process in the classroom. When the teacher explaining the lesson, most of the students didn't pay attention. They make noisy with their another friends and some of them are just silent. In this condition, teaching English is not easy. Most of students are not exited and not spirit in learning English. This may be is a factor that makes seventh grade students of SMPN 1 Siman Ponorogo has low motivation. The researcher make assumption that there are any significant correlation between the students' motivation and the students' achievement. If the students' motivation is good, may be the students learning English achievement is high.

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[10] Hsiao-Lin Tuana, Chi-Chin Chinb and Shyang-Horng Shiehc, *''The Development of a Questionnaire to Measure Students Motivation towards Science Learning''* (International Journal of Science Education) , 27.

[11] Tuan, Luu Trong. " An Empirical Research Into EFL Learners' Motivation." *Theory And Practice in Lamguge Study,* Vol. 2, No. 3, (2012) pp.430-439 Published by : ACADEMY PUBLISHER Manufactured in Finland. (Accessed Desember 13, 2017).

Based on the background study above, the researcher interested to conduct research by the title "The Students' Motivation in Learning and the Students' English Achievement at the Seventh Grade SMPN 1 Siman Ponorogo".

B. Limitation of the Study

This research focused on "The Students' Motivation in Learning and the Students' English Achievement at the Seventh Grade SMPN 1 Siman Ponorogo". In this research, there are some scopes and limitations:

1. The subject of the research was the seventh grade students of SMPN 1 Siman in the 2017/2018 academic years.

2. The object of the research was students motivation in learning and the students' English Achievement.

3. The time of the research was conducted during the first semester in the 2017/2018 academic years.

4. The place of the research was conducted at SMPN 1 Siman Ponorogo.

C. Statement of the Problem

Regarding the identified problems stated previously, the researcher formulated the problem as follows: "Is there any significant correlation between the students'motivation in learning and the students' English achivement the seventh grade of SMPN 1 Siman Ponorogo?"

D. Objective of the Study

This study aims to know whether the students' motivation in learning has any correlation with the students' English achievement at the seventh grade of SMPN 1 Siman Ponorogo.

E. Significances of the Study

The significance of this study can be viewed from both theoretical and practical aspects, as describes below:

1. Theoretical Significance

The result of the research is expected to give benefits in educational practice. It is hope that can contribute as the references in the effort of increasing the students` English achievement.

2. Practical Significance

a. For teachers

For the teachers, the research can useful and helpful them to build good relationship between teachers and students. The researcher hopes this research can improve teaching activity of English which is used in teaching learning process or as reference for teacher. So, the learning process can be continue affectively.

b. For students

For the students, the research having good relationship between all clasroom members belonging teacher and classmate can build comfortable classroom. So, the teaching learning process in the classroom can be condusif.

c. For readers

For the readers the research will be usefull for the readers especially the students of SMPN 1 Ponorogo, and increase references concerned with the conduct students' motivation.

F. Organization of the Thesis

The researcher writes the thesis into five chapters. These chapters related one to other. It has purposed that to organize the thesis will easily. The organization of the thesis are:

Chapter I Description and take a role as basic of mindset of the thesis. The first chapter consists of background of the study, limitation of the study, statement of the problem, objective of the study, limitation of the study, and organization of the thesis.

Chapter II Review of related literature. On this chapter II about previous study, theoritical background, theoritical framework, and hypotesis.

Chapter III Research methodology. The research metodology consists of research design, population and sample, instrument of data collecttion, technique of data collection, and technique of data analysis.

Chapter IV Research result. It contains of research location, data description, hypothesis and discussion.

Chapter V Conclusion. It consists of conclusion and recommendation.
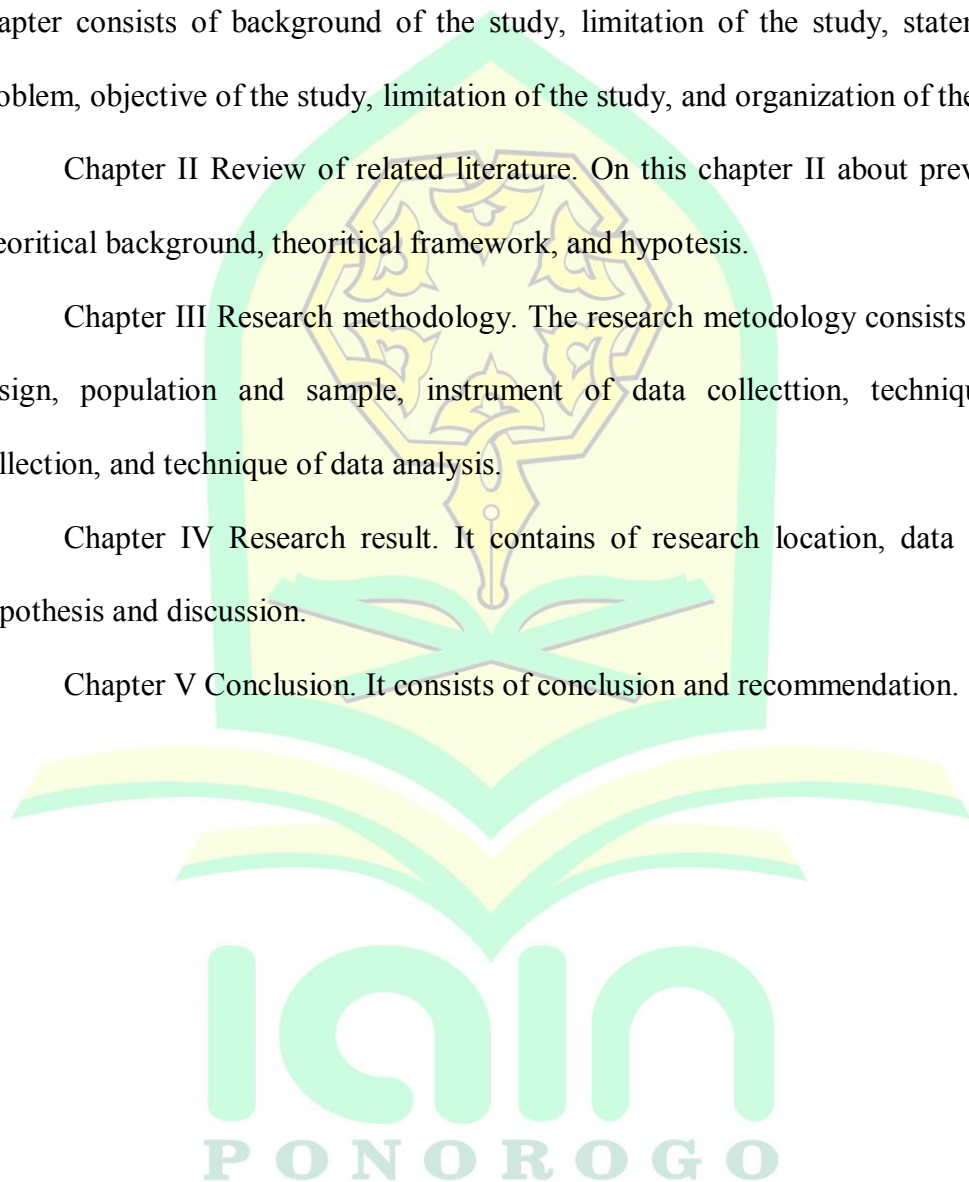
CHAPTER II

PREVIOUS STUDY, THEORITICAL BACKGROUND, THEORITICAL

FRAMEWORK, AND HYPOTHESIS

A. Previous Study

The researcher found a previous study that relevant to this research. The first research was presented by Lestari Nurdianah from English Education Departement, Faculty of Education, State Islamic College of Ponorogo. The title of this research is "*Correlative Study between Socio-Emotional Classroom Climate and Students' Motivation in Learning English at Seventh Grade of SMPN 1 Sambit in Academic year 2014/2015*". Then concluded that there was significant correlation between socio-emotional classroom climate and students' motivation in learning English of the seventh grade at SMPN 1 Sambit in academic year 2014/2015 with rxy=0,636. Then, the score was consulted to Product Moment table with n=56 (db54) and significance level 5%, the result was $r_{table} = 0,266$. Because r_{xy} score>r_{table} so Ho was rejected/Ha was accepted.[12] The similarity between the writer's research and the previous study above is focusing in students' motivation in learning English. The differences are shown in the data used, the previous study was a correlational research and the research location at SMPN 1 Sambit in academic year 2014/2015.

The researcher also found a previous study that relevant to this research. It was researched by Eti Suryani from English Education Department Tarbiyah Faculty State Islamic College of Ponorogo. The title of this reseach is "*The Correlation Between Motivation and Students' English Achievement of Seventh V Class of Seventh Grade Students of Mts Darul Huda Ponorogo in Academic Year 2016/2017*''. The result of this study showed that computation r is greater than "r" table, with the db of N-2= 33-2= 31.

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[12] Lestari Nurdianah, Thesis: *Correlative Study between Socio-Emotional Classroom Climate and Students' Motivation in Learning English at Seventh Grade of SMPN 1 Sambit in Academic year 2014/2015.*

From the calculation results obtained of computation "r"= 0,694 which" r" table=0,325 with the significance level of 5%. From the result of analysis above. The conclude that there is any correlation between students' motivation and English achievement, it mean reject null hypothesis and accepted alternative hypothesis. The similarity between the writer's research and the previous study above is the data collection by questionnaire. The differences are shown in the data used, the previous study was at MTs Darul Huda Ponorogo in academic year 2016/2017.

The researcher also found a previous study that relevant to this research. It was researched by Dewi Susanti from English Education Department Tarbiyah Faculty State Islamic College of Ponorogo. The title of this reseach is "*Teacher's Strategy to Build Students-Teacher Interaction at the Ninth Class of SMP Islam Thoriqul Huda Cekok Babadan Ponorogo*". The research concluded is teacher's strategies to build student-teacher interaction in the class are 1)greeting 2) questioning 3) ordering 4) explaining.[13] The similarity between the writer's research and the previous study above is focusing in teacher students' interaction. The differences are shown in the data used, the previous study was a case study and the research location at the SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.

B. Theoritical Background

1. Students' Motivation in Learning

a. Definition of Motivation

According Wiseman and Hnt motivation is the creates the energy for a goal holds that energy or desire throughout the task and channels a particular behavior towards that goal.[14] According Maehr and Mayer motivation is a

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[13] Dewi Susanti, Thesis: *Teacher's Strategy to Build Students-Teacher Interaction at the Ninth Class of SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.*

[14] Tisome Nuggen, *The Impact Of Teacher-Student Interaction On Student Motivation And Achievement*, Orlando: University Of Central Florida, 2006.

theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.[15] Good and Brophy suggested that motivation is the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradiction, to search for solutions to problems and for self-consistent systems of knowlege.[16] Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motivation is hypothetical constructs used to explain why people are doing what they are doing. Motivation are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motivation). For example, a person responds to hunger (motivation) by going to a restaurant (strategy) to get food (goal).[17]

Theories of motivation come from Abraham maslow who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us to higher and higher attainment. Maslow's theory tell us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for higher attainment.[18] Abraham Maslow's Hierarchy of Human Needs suggested that to motivate students successfully, we may need to address their lower needs along with higher needs associated with school learning.[19]

According Slavin learning is acquiring or getting of knowlegde of a subject or a skill by study experience, or instruction as a change in an individual

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[15] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 3.

[16] Luu Trong Tuan, An Empirical Research into EFL Learners Motivation, (Finland: Academy Publisher Manufactured, 2012)

[17] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 4.

[18] Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Logman, 2003), 74.

[19] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 5.

caused by experience.[20] Students' motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.[21] In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers.[22]

Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so. Teachers should focus on encouraging students to engage in activities with motivation to learn: the intention of acquiring the knowledge or skills that learning activities are designed to develop.[23] Without motivation people will lose spirit to attain their goal, because the motivation to encourage someone to do something. For example if the student not have motivation in their learning, so the goal to get good score is not attain. Motivation represents one of the most appealing variables used to explain the differences in learners during learning English language, and motivation is one of the most significant factors that impacts the rate and success of learning English language.[24] Motivation to learn is primarily a cognitive response involving attempts to make sense of the activity, understand the knowledge it develops, and master the skills that it promotes. Interest leading to play or casual exploration is not the same as motivated and focused learning. If students construe a situation as play rather than learning, they usually will not activate relevant learning schemas so as to systematically extract

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[20] Douglas Brown, Priciple of Language Learning and Teaching (United States of America: Pearson Education), 7-8.

[21]Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competemces In Vocational High School, West Sumatra." *International Journal Social Science,* Vol. 4, No, 6, (2014)

[22] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 3.

[23] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 3.

[24] Thai, Cheng. " The Study On Motivation And Anxiety Of English Learning Of Students At A Taiwan Technical University." *International Journal Of English Language Teaching,* Vol. 1, No. 2, pp.24-41 Published by: European Centre for Research Training and Development.

the gist of the experience and "organize and file" it for later application. Students may be motivated to learn from an activity whether or not they find its content interesting or its processes enjoyable. They may not get to choose the activity, but they can choose to make the most of the learning opportunities it presents. In essence, motivation to learn is adoption of learning goals and related strategies; it is not linked directly to either extrinsic motivation or intrinsic motivation.[25]

Based on statements above, the researcher concluded that motivation is very important for many people especially for the students. Without motivation people will lose spirit to attain their goal, because the motivation to encourage someone to do something. For example if the student not have motivation in their learning, so the goal to get good score is not attain. Motivation is one the very important factor should be had by students to learning and to get good score includes in language. English is international language for communication or interaction with another people. Now in the school many learning English language. Language make easy teacher and students in interaction. Interaction can foster a sense of kinship and good intimacy. Such interactions can be interactions that take place in the economic, social, cultural, political, educational, and so on. One of these interactions can be educational interaction. Educational interaction is usually in the family, school, and environment. Educational interactions that are applied with specific rules in the school are usually called learning teaching interactions. Interaction learning and teaching is interaction of teachers who are carrying out teaching activities with students and students who are carrying out learning activities in a school environment. The good interaction between students and teachers, it mean that good a student learning motivation. Keep the good

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[25] Jere Brophy, *Motivating Students to Learn* (London: Lawrence Erlbaum Associates, 2004), 12.

interaction is very important role in providing passion, fun in learning, so that have a high motivation have a lot of energy to do learning activities.

b. Kind of Motivation

There are two kind of motivation:

1) Intrinsic Motivation

Intrinsic motivation are one for which there is no apparent reward except the activity itself. People seem to engage in the activities for their o wn sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing aboutcertain internally rewarding consecuences, namely, feelings of competence and self determination.

2)   Extrinsic Motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.[26] Extrinsically behaviors are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors intrinsic solely to avoid punishment are also extrinsically motivated.[27]

c. Characteristics of Students Motivation in Learning

The most successful students are not necessarily those whom a language comes very easily. However, they are those who display certain characteristics, most them clearly associated with motivation as follows:

1) Positive task orientation : the students is willing to tackle task and challenges and has confidence in his or her success.

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[26] Penny Ur, *A Course in Language Teaching Practice and Theory* (Great Britain: Cambridge University Press, 1996), 277.

[27] Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Logman, 2003), 76.

2) Ego-involvment : the students find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

3) Need for achievement : the students has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.

4) High aspirations : the students ambitious, goes for demanding challenges, high proficiency, top grades.

5) Goal orientation : the students is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.

6) Perseverance : the students consistently invest a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

7) Tolerance of ambiguity : the students is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.[28]

Based on statements above, the researcher concluded that motivation is very important for many people especially for the students. Without motivation people will lose spirit to attain their goal, because the motivation to encourage someone to do something. For example if the student not have motivation in their learning, so the goal to get good score is not attain. The state that motivation besides, motivation is one the very important factor should be had by students to learning and to get good score includes in language.

2. **Students' Achievement English**

Atkinson's Achievement Motivation Theory (1957). Atkinson goes beyond value and expectancy to add individual needs as a motivational factor. He labeled needs as motives, expectancies as the probability for success and values or valence as the incentive value. When these three were combined, they resulted in

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[28] Penny Ur, *A Course in Language Teaching Practice and Theory* (Great Britain: Cambridge University Press, 1996), 275.

the individual's behavior or action. He categorized achievement motives as being either *motive to approach success*, which should propel an individual to seek success, and *motive to avoid failure*, which should deter an individual from failure.[29]

Its mean, that individuals whose motives for success were high would approach tasks with an attitude that they can and will be successful and therefore engage in achievement tasks. On the other hand if individuals had a high motive to avoid failure, and the embarrassment and shame that were associated with that failure, then they too would be motivated to participate and succeed in tasks in order to be spared the embarrassment.

According Cross that the motivation is not to be successful, but to avoid failure. Expectancy then hinges on two types of motivation: *achievement motivation*, which is the motivation to succeed; and *fear motivation*, which is the motivation to avoid failure. The analogy Cross presented to paint a vivid picture of both types of individuals was that of a strong versus a weak swimmer falling down a waterfall. The stronger swimmer focuses his efforts on getting to safety, while the weaker swimmer fearfully tries to avoid being consumed by the water. The first is achievement-directed while the second is fear-threatened.[30]

It is mean that a self worth and attribution also influence expectations. Self worth refers to the how the individual feels about his or herself and his or her abilities. The person with high self worth will see himself or herself as being worthwhile and capable. In the other hand, it is a factor to which individuals attribute success or failure. The four factors include ability, effort, task difficulty, and luck. Students who feel they have more power or control over their academic

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[29]Tisome Nuggent, *The Impact Of Teacher-Student Interaction On Student*. (Ed. S. University of Central Florida, 2009), 18.

[30] Cross, K. P. *Motivation: Er…Will that be on the test?*. (League for Innovation in the Community College, 2001), 5.

performance tend to be more highly motivated and are generally more successful than those who attribute their results to external variables such as luck.

a. Kind Teachers Students' in Learning

1) Teachers as Parents Protege

Teachers are parents, children are children. Parents and children are two human figures who are bound by the ropes of the soul, caress affection is the instinct of the soul parents are very much expected by the child, as well as the caress of love and unfortunately a teacher and his protege. When teachers are present together proteges in school, in his soul should have been ingrained in the intention to educate children educated to be knowledgeable, knowledgeable, have attitude and character good, competent and skilled, immoral and noble.[31]

Syaiful Bahri Djamarah suggested that all the norms are believed containing goodness needs to be implanted into the soul of the learner through a role teachers in teaching. Teachers and children are in a psychological relationship. Interaction between teachers and students occur because of mutual need. Activity of teaching and learning process is none other than instilling a number norm into the soul of the protege. Students want to gain knowledge from teachers and teachers want to nurture and guide the students by giving a number science to students in need.[32]

2) Teachers as Educators

Teachers and students are the ones that drive the process of educational interaction, at where the educational interaction has a purpose. When the interaction is educative the process, the teacher must be sincere in

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[31] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2000), 3.

[32] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2000), 3.

attitude and do and want understand the students with the consequences. All obstacles that hamper the course of the educational interaction process must be eliminated and let, because the success of educative interaction is more determined by the teacher in managing class.[33]

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related with the factors which are identified as the important problem. The thesis is experimental research the theories descriptions is:

X = Students' Learning Motivation

Y= Students' English Achievement

Motivation is the stimulus given to a person or students in order to have the will to act and an enthusiasm or need for doing something. Example if the student not have motivation in their learning, so the goal to get good score is not attain. The state that motivation besides, motivation is one the very important factor should be had by students to learning and to get good score includes in language.

In the motivation contained their future goals or aspirations of students. Based on the theoretical framework analysis above, it can be presented the theoritical framework. If the students' achievement is bad, students' learning English motivation will be low. If the students' achievement is good, students' learning English motivation will be high.

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[33] Ibid, 3-4.

D. Hypothesis

According Lundberg that hyphothesis is a generalization the validity of which remains to be tested. In its most elementary stage the hyphothesis may be any hunch, guess, imaginative idea which becomes basis for further investigation.[34] Hypothesis is a temporrary answer to statement of the problems of the teoretical research.

After find idea statement of research above, the researcher take the hypothesis that:

Ha : There is a significant correlation between the students' motivation in laerning and the students' English achievement.

Ho **:** There is no significant correlation between the students' motivation in laerning and the students' English achievement.

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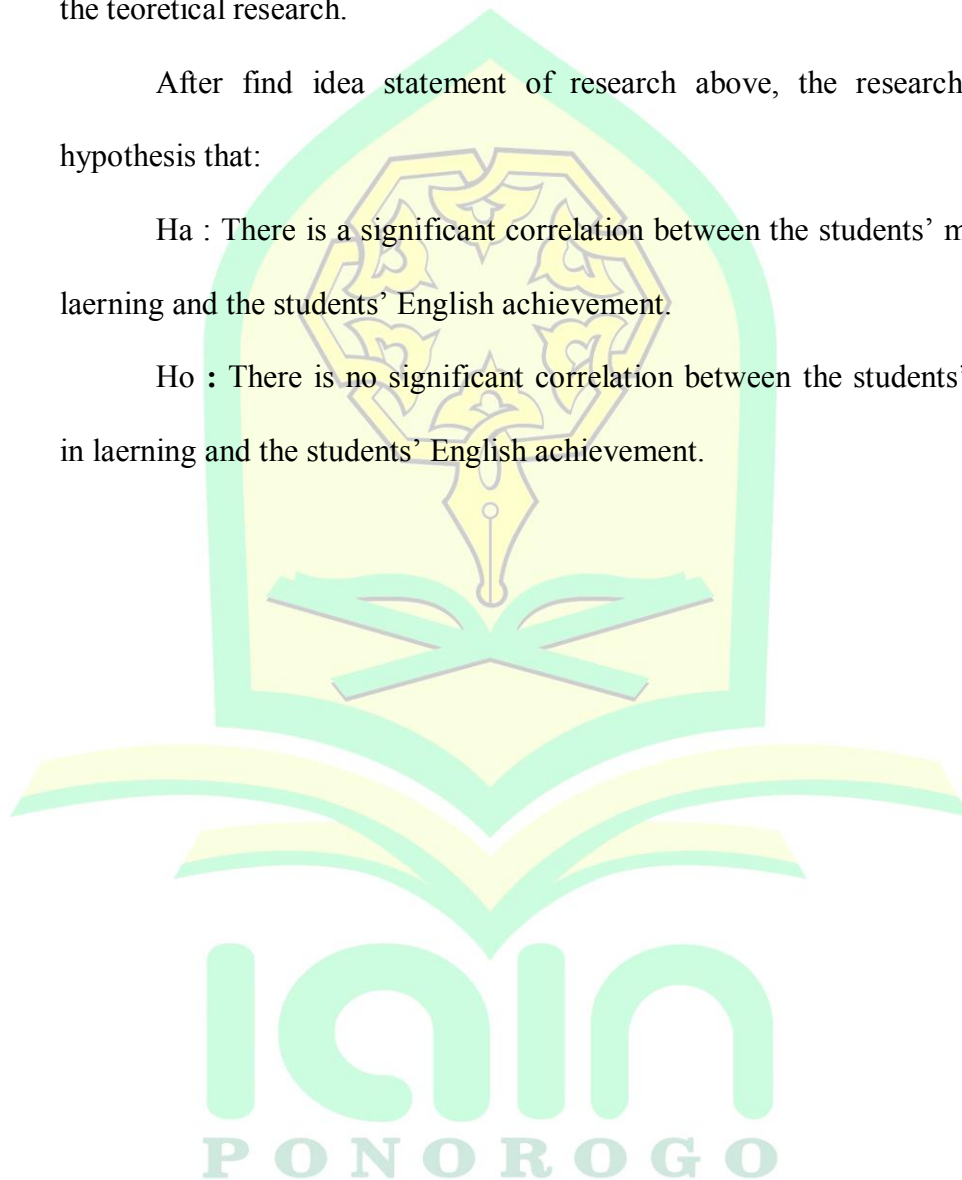
[34] Cited in Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2005), 32.

CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is a logic that links the data to be collected (and the conclusions to be drawn to the initial questions of the study. The data may be both numerical and of no numerical nature. If the data is numeric, it is called quantitative research. While non-numerical data is called qualitative research. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.[35] Quantitative research means of testing objective theories by examining the relationship among variable. These variables in turn can be measured typically on instruments, so that numbered data can be analyzes using statistical procedures.[36]

In this research, the researcher applied a quantitative research design to measure the correlation between students' learling motivation and students' English achievement at the seventh grade of SMPN 1 Siman.

Based on the nature of the investigation, research designs in quantitative research can be classified as experimental, non-experimental, and quasi- or semi-experimental.[46] The researcher employed a quasi-experimental for this research. Quasi-experimental designs are used when the researcher does not have control over the assignment of individuals to conditions however can randomly assign whole groups to different treatments.[47] It identifies a comparison group (treatment versus no treatment) that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics.[48]

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[35] Donna M. Mertens and John A. Mc Laughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), 52.

[36] John W Creswell, *Research Design Qualitative, Quantitative and mixed method approaches* (United State of America), 4.

From this statement, the researcher uses a control group. Because in many situations in educational research is not possible to randomly assign subjects to treatment groups. In a typical school situation, schedules cannot be disrupted no classes reorganized to accommodate a research study. Therefore, the researcher uses groups already organized into classes or other preexisting groups. One of the most commonly used quasi-experimental designsin educational research can be represented as:[50]

The researcher used instrument in this thesis. Instrument is suitable for the collection of a certain type of information. For example questionnaires, interviews, schedules, observation techniques, rating scales, and tests.[57] This research used questionnaires instruments in data collection.

B. Population and Sample

1. Population

Before conduct in observation, the researcher needs to determine the population. Population is a group of individuals who have the same characteristic.[37] Population is a group of individuals who have the same characteristic.[38] According to Borg, W.R., Gall, M.D in Mohammad Lathief that population is as all members of a real or hypothetical set of people, event, or object to refer educational research to which educational researchers wish to generalize the result of the result.[39] In encyclopedia of educational evaluation population, is "a set (or collection) of all elements possessing one or more attributes of interest.[40] Based on the explanation above a population is the whole of subject by the researcher. The population of the

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[37] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

[38] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 142.

[39] Mohammad Adnan Lathief. *Research Methods on Language Learning.* (Malang: Universitas Negeri Malang,2014), 181.

[40] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: PT Rineka Cipta, 1998), 173.

research is all student of the seventh grade students at SMPN 1 Siman Ponorogo in academic year 2017/2018, and the total number of population is 120 students.

2. **Sample**

Sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.[41] Charles C.M in Mohammad Lathief, " sample is a small group of people selected to represent the much larger entire population from which it is drawn."[42] Neil J. Salkind defined that " sample is a subset of that population."[43] Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[44] To determine the research sample, the researcher must determine a suitable sampling technique.

C.R Khotari mentions that there are two kinds of sampling technique : probability and non-probability sampling.[45] This research uses probability sampling. One of the types of probability sampling is proportionate stratified random sampling.

Proportionate stratified random sampling is a random sampling taking into account the existing strata. This means that each strata is represented in proportion. There are two kind of sampling technique: probability sampling and non-probability sampling.[46] In this research used probability sampling that is proportionale random sampling. To get the sample sizes, researchers used Slovin Formula:

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[41] Ibid., 142.

[42] Mohammad Adnan Lathief. *Research Methods on Language Learning.* (Malang: Universitas Negeri Malang,2014), 181.

[43] Neil J. Salkind, *Exploring Research "Eight Edition"* (USA: Pearson Education, 2012), 203.

[44] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: PEARSON, 2002), 143

[45] C.R. Khotari, *Research Methodology Methods and Technique,* (New Delhi: New Age International Publisher, 2004), 58.

[46] Louis Cohen, Lawrence Manion and Keith Morrison, Research Methods in Education, fifth edition, (New York :2000), 101.

$$n = \frac{N}{N(d)2+1}$$

n = Sample

N = Population

d = The value of Precision 95% or significansi 0,05 [47]

In this research used sample from the population totally of 120 students.

$$n = \frac{N}{N(d)2+1}$$

$$n = \frac{120}{120(0,05)2+1}$$

$$n = \frac{120}{(12)2+1}$$

$$n = 92$$

So, the sample of this research by probability random sampling got 92 students.

C. Instrument of Data Collection

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques or the means used to collect data. The following is the format of the preparation of research instruments in quantitative research.[48] A researcher requires many facts – gathering tools or instruments. Anything that becomes a means of collecting data for the research is referred to as a research tool or a research instrument.[56] Each instrument is suitable for the collection of a certain type of information. For example questionnaires, interviews, schedules, observation techniques, rating scales, and tests.[57] This research used questionnaires

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[47] Henry, *Tagged With Sampel Populasi Penelitian Teknik Sampling.* http://teorionline.wordpress.com/tag/sampel-populasi-penelitian-teknik-sampling/, accessed 13 July, 2018.

[48] Louis Cohen, *Research Methods in Education Sixth Edition*. (New York: Routledge, 2007), 113-200.

instruments in data collection.

Table 3.1
Table of Instrument Data Collection

Title of research	Variable	Sub Variable	Indicator	Subject	Questionnaire
The Students' Motivation in Learning and the Students' English Achievement at the Seventh Grade SMPN 1 Siman Ponorogo	Independent variable : the students' motivation in learning	1. Instrinsic Motivation. 2. Exstrinsic Motivation.	1. a. Student's Interest. b. Student's Need. c. Students' Hobby. 2. a. Teacher b. Parent c. Environment *(Dwi Gitawaty, Students' Motivation in English, 2010).*	The students seventh grade SMPN 1 Siman	Questionnaire 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35
	Dependent variable : the students' achievement	1. Awareness. 2. Strong desire. 3. High confidence.	1. Students awareness of their learning goals. 2. Students have strong desire to be able to speak English. 3. Students have high confidence to speak. *(David J. Messer, Mastery Motivation In Early Chilhood. 1993).*		Questionnaire 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

In the quantitative research, the good instruments of data collection is agree with the instrument of validity and reability.

1. **Validity**

Validity is an important key to effective research. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.[49]

In this research, the researcher conducted validity test in order to know whether the instrument of interaction and motivation are valid. To counting the validity of questionnaire about students' English achievement and students motivation, the researcher employed program of SPSS for Windows. After finding r_{xy} it was equal to or greater than the value of r_{tabel}, in indicates that item was valid. According to the r_{tabel} value for N=20 on the 5% of significance level, it listed 0,444. Finally the result of the questionnaire are valid and test reliability are as follows:

Table 3.2
The Result of Validity Statistic of Students' English Achievement

Number of Item	r_{table}	r_{xy}	Criteria
1	0,444	0,716	Valid
2	0,444	0,428	Invalid
3	0,444	0,057	Invalid
4	0,444	0,472	Valid
5	0,444	0,745	Valid
6	0,444	0,028	Invalid
7	0,444	0,583	Valid
8	0,444	0,561	Valid
9	0,444	0,622	Valid
10	0,444	0,626	Valid
11	0,444	0,330	Invalid
12	0,444	0,814	Valid

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[49]H Douglash Brown, *Language Assessment: Principles and Classroom Practices.* (Longman), 22

13	0,444	0,362	Invalid
14	0,444	0,562	Valid
15	0,444	0,626	Valid
16	0,444	0,330	Invalid
17	0,444	0,814	Valid
18	0,444	0,362	Invalid
19	0,444	0,562	Valid
20	0,444	0,174	Invalid

The table above showed the result of the validity test which is conducted to 20 respondents. The test uses twenty items of students' English achievement questionnaire. Based on that calculation, there are twelve item test are valid. Those are number 1, 4, 5, 7, 8, 9, 10, 12, 14, 15, 17, 19. While the invalid item of the test are number 2, 3, 6, 11, 13, 16, 18, 20.

Table 3.3
The Result of Validity of Motivation

Number of Item	r_{tabel}	r_{xy}	Criteria
1	0,444	0,550	Valid
2	0,444	0,436	Invalid
3	0,444	0,325	Invalid
4	0,444	0,636	Valid
5	0,444	0,536	Valid
6	0,444	0,545	Valid
7	0,444	0,596	Valid
8	0,444	0,542	Valid
9	0,444	0,568	Valid
10	0,444	0,639	Valid
11	0,444	0,649	Valid
12	0,444	0,659	Valid
13	0,444	0,558	Valid
14	0,444	0,432	Invalid
15	0,444	0,248	Invalid
16	0,444	0,449	Valid
17	0,444	0,503	Valid
18	0,444	0,550	Valid

The table above showed the result of the validity test which is conducted to 20 respondents. The test uses eighteen items of interaction questionnaire. Based on that calculation, there are sixteen item test are valid. Those are number 1, 4, 5, 6, 7, 8, 9, 10,11, 12, 13, 16, 17, 18. While the invalid item of the test are number 2, 3, 14, 15.

2. Reliability

A reliable test is consistent and dependable.[50] Reliability means that scores from an instrument are stable and consistent.[51] Reliability refers to consistency thtoughout a series of measurements.[52] It means that the reliability of the instrument is needed to make sure that the instrument can be consistent if used at other times. In this research, the researcher made a questionnaires The researcher used version SPSS program to account for the collected data. And the researcher knows whether or not this test has reliability. The result of computing can be viewed below:

Table 3.4
Reliability Statistic of Achievement and Motivation

	Cronbach's Alpha	N of Item
Achievement	.808	20
Motivation	.854	18

Based on the table above, it demonstrated the reability of Cronbach's Alpha is 0.808 about students' English achievement questionnaires and 0.854 about motivation questionnaires. It can be viewed below:

Table 3.5
Cronbach's Alpha Interpretation

Cronbach's Alpha Interpretation	
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41- 0, 60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

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[50] *Ibid.,* 20.

[51] Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 159.

[52] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 21.

Based on the table above, it can be concluded that the instrument of this research was in the category of reliable because of 0.80 < 0.808 < 1.00 for students' achievement and was in the category of reliable because of 0.854 < 0.808 < 1.00 for the motivation.

D. Technique of Data Collection

A researcher requires many facts – gathering tools or instruments. Anything that becomes a means of collecting data for the research is referred to as a research tool or a research instrument.[56] Each instrument is suitable for the collection of a certain type of information. For example questionnaires, interviews, schedules, observation techniques, rating scales, and tests.[57] This research used questionnaires and documentation in data collection. There are:

1. Quistionnaire

Questionnaire is one of the most common instrument used. They are relatively easy to prepare, they can be used with large number of subject and they can obtain information that is relatively easy to tabulate and analyze.[53] In this research, researcher use likert scale. Likert scale is used to measure the attitude of opinions and perceptions of a person or group of people about social phenomena.

By the Likert scale, the variable that measured is developed into the indicator variables. Then those indicators are used as a starting point to arrange the items of instrument which can be either a question or a statement.[54] Scoring of the multiple choice items related as the following:

a) The score of option strongly agree is 5

b) The score of option agree is 4

c) The score of option neutral is 3

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[53]Jack C. Richard, *Curriculum Development in Language Teaching,* (USA: Cambridge University Press, 2001), 60
[54] Ibid, 134-135.

d) The score of option disagree is 2

e) The score of option strongly disagree is 1

The options provided for answers are as follows:[55]

Strongly Agree   = 5 point

Agree   = 4 point

Neutral   = 3 point

Disagree   = 2 point

Strongly Disagree   = 1 point

In this research, questionnaire is applied to measure the students' English achievement and students' motivation in learning English at the seventh grade SMPN 1 Siman.

2. Documentation

Documentation is a record of past events in the form of writing, drawing, or monumental work of a person.[56] In this research, the researcher used documentation to result data on students' condition of seventh grade SMPN 1 Siman.

E. Technique of Data Analysis

By analysis we mean the computation of certain indices or measures along withsearching for patterns of relationship that exist among the data groups.[57]

1. Assumstion Test

The final factor that we need to consider is the set of assumptions of the test.

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[55]Sugiyono, *Metode Pendidikan Penelitian, Pendekatan Kuantitatif, Kualitatif, dan R & D,* (Bandung : Alvabeta, 2012), p.134

[56]Imam Gunawan, *metode penelitia nkualitatif: teori & praktik,* Jakarta: PT Bumi Aksara, 2015, 176

[57]C. R. Kothari. *Research Methodology : Methods and Techniques.* (New Delhi: New Age International, 1990), 130

a. Normality

Normality testing is used to determine whether or not a normal distribution of data. It is important to know with regard to the accuracy of the selection of statistical tests to be used. In this research, researcher used Kolmogorov-Smirnov.[58]

b. Linierity

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.[59]

2. Hypothesis Test

The major purpose of hypothesis testing is to choose between two competing hypotheses about the value of a population paramether.

a. Simple Linier Regression

Regression is the determination of a statistical relationship between two or more variables. In simple regression, we have only two variables, one variable (defined as independent) is the cause of the behaviour of another one (defined as dependent variable). Regression can only interpret what exists physically, there must be a physical way in which independent variable X can affect dependent variable Y. And it will be measured using SPSS.[60]

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[58]Supardi, *Aplikasi Statistika Dalam Penelitian,* (Jakarta Selatan : Change Publication, 2013), 129
[59]Ibid, 129
[60] Kothari, C. R. *Research Methodology: Methods and Techniques 2ⁿᵈ*. (New Delhi: New Age International, 1990), 141.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. History of the Establishment of SMPN 1 Siman Ponorogo

SMPN 1 Kecamatan Siman standing in 1983 Demangan located in the village, Siman district, Ponorogo regency, on 11.100 m2 in the area of education and culture from the ministerial Republic of Indonesia decree number 0472 / 0 / 1983, 07 November 1983. The stand SMPN 1 Siman open in 3 class and the number of students as many as 120 students, the number of teachers 12 teachers, 2 the administrative and 2 of lackey. The beginning of the junior SMPN 1 Siman headed by Drs. Trisoeko.

Standing at the beginning, SMPN 1 Siman borrow Kepuhrubuh primary school building, Siman district, Ponorogo regency of some 1 km to the south from the SMPN 1 Siman because the building is still under construction. On 19 December 1984 SMPN 1 Siman finished in the wake and inaugurated by the governor East Java, Mr. Wahono.

The existing room at that time is:

a. 6 classrooms

b. 1 teacher office

c. 1 administrative office

d. 1 principal office

e. 2 student toilets

f. 2 teacher toilets/employees

g. 1 UKS space

h. 1 OSIS room

i. 1 guard room/kitchen

Along with the development of the era, SMPN 1 Siman has 484 students consisting of:

Table 4.1
Table of the Total Students

No	Class	Number of Students
1	VII	120
2	VIII	171
3	IX	193
Total		484

2. **Vision, Mission, and Objectives of SMPN 1 Siman Ponorogo**

a. Vision

   Achieving, Cultured Environment Based on Faith and Taqwa.

b. The Indicator of Vision:

   1) The realization of the development of Education Unit Level Curriculum (KTSP) is applicable.

   2) The realization of an effective learning process so that potential learners develop optimally.

   3) The realization of competitive graduates in continuing education and intelligent in solving problems faced daily.

   4) Achievement of achievement in the field of non-academic (extracurricular activities)

   5) The realization of graduates of faith and devotion to God YME, morality, character of academic competence of quality, has the personality of the Indonesian nation.

   6) The realization of the awareness of the citizens of the school on environmental culture.

   7) realization of infrastructure and interactive education to be relevant

   8) The realization of interactive learning media.

   9) Realization of human resources that have the ability and willingness and consistency in carrying out the task.

   10) Realization of participative school management and accountability.

11) The realization of a harmonious working environment that allows all school managers to achieve success.

12) Realization of community participation (parents) in financing school programs.

c. Mission

1) Achieve a complete set of curriculum.

2) Achieve Active, Creative, Effective, and Joyful Learning (PAKEM) activities.

3) Achieving competent and intelligent graduates.

4) Achieve achievement in the field of extracurricular activities.

5) Achieve graduates devoted to God Almighty, character, academic competence of quality, has the personality of the nation and Indonesia.

6) Realizing a clean, healthy, and caring culture of environmental sustainability.

7) Achieve Educational Infrastructure that is relevant and adequate

8) Achieve adequate learning media

9) Achieve qualified and consistent human resources in its duties.

10) Realizing participatory school management.

11) Realizing a harmonious working atmosphere.

12) Achieve community participation (parent) in financing school programs.

B. Data Description

In this description, to get the data the researcher conducted by giving a questionnaires to measure the correlation between students' English achievement and students' learning motivation. The researcher findings in the research are explained bellow:

1. The Schedule of Research

The researcher conducted research in SMPN 1 Siman based on the research schedule. The schedule as follow:

Table 4.2

The Schedule of the Research

Date	Activities
5 April 2018	Validitas
12 April 2018	Questionnaires
14 April 2018	Questionnaires

Table 4.3

The Schedule of the Research

Date	Activities
16 April 2018	Validitas
28 April 2018	Questionnaires
14 May 2018	Questionnaires

In this description, to get the data the researcher conducted by giving a questionnaires to measure students' English achievement and students' learning motivation. The researcher has two groups of the seventh grade students at SMPN 1 Ponorogo which the researcher gives a questionnaires.
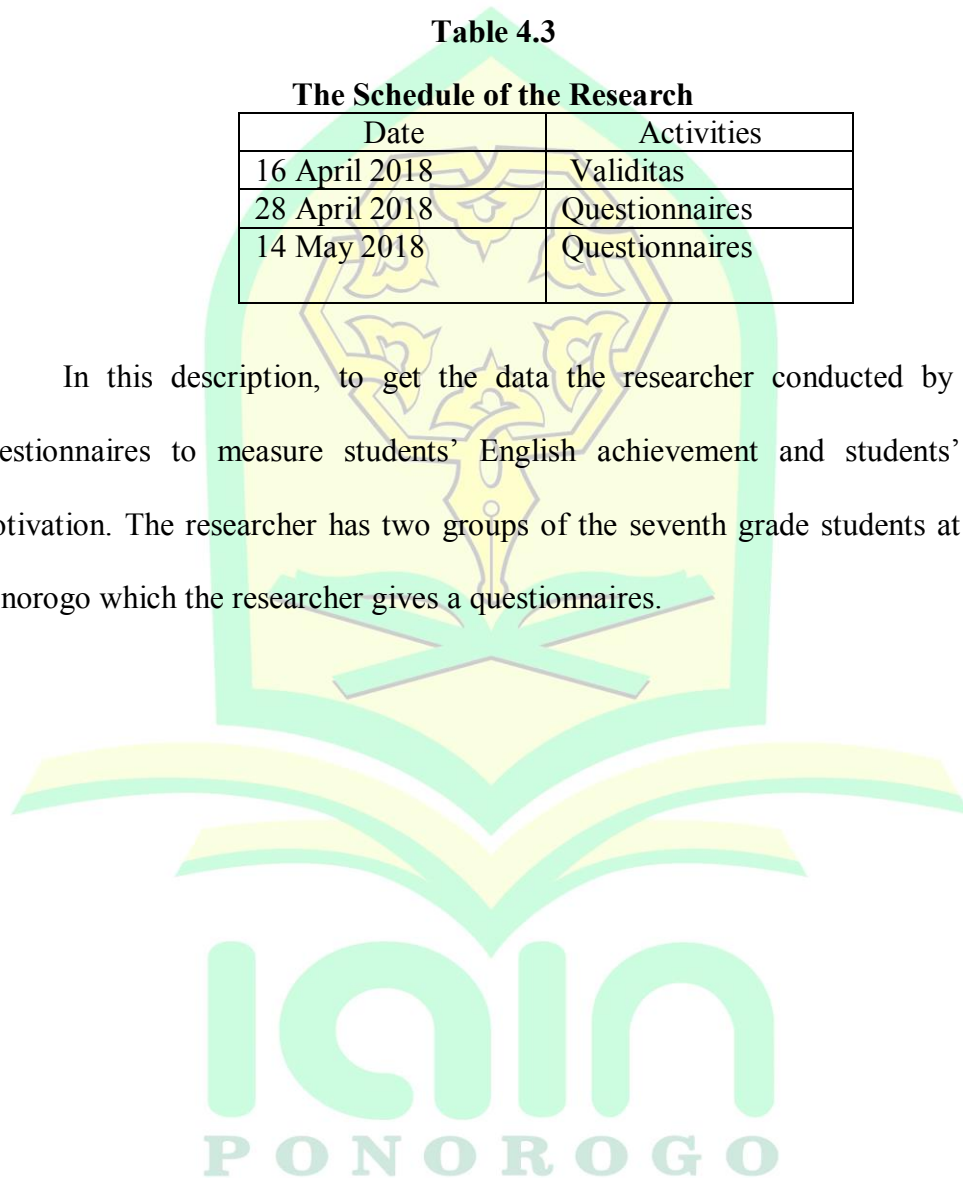
Table 4.4
Table of Score Students' English Achievement at the Seventh Grade SMPN 1 Siman Ponorogo

Nomor	Name	Score
1.	Akbar Heru W.	77
2.	Andika Tri W.R.S	78
3.	Anisa Rhismayanti	89
4.	Arila Danang S.	73
5.	Deo Rengga F.	96
6.	Dhani R. H.	92
7.	Galih	71
8.	Haikal Syamil K.	82
9.	Indra Sukma J.	84
10.	Javiera Ahsani	102
11.	Jesy Putri A.	90
12.	Liana	92
13.	M. Ibnu Musyafa	82
14.	M. Harda B.	108
15.	M. Raditya D.E.P	81
16.	M. Ramdani	81
17.	M. Wisnu B.S	81
18.	Navalda	82
19.	Raditya	91
20.	Regar Bayu S.P.	91
21.	Roy Bahtiar A.	112
22.	Salsabila	96
23.	Satria	107
24.	Wahyuni	85
25.	Fahriza N.N	111
26.	Ayu	95
27.	Fifien Widya K.	88
28.	Fredi	101
29.	Hanifah	107
30.	Melani Sekar M.	118
31.	Nabila	106
32.	Tania Afrista	103
33.	Sandra Yoga P.	104
34.	Rendika	108
35.	M. Fereal	109
36.	Prizka	127
37.	Octa	113
38.	Ari	101
39.	Wijanarko	116
40.	Gilang	117
41.	Yoga	77
42.	Setiawan	78
43.	Afrista	89
44.	Ferdi	73
45.	Neris	96
46.	Ahmad Irfandi	92
47.	Akbar Nur Faizin	71

48.	Akbar Rahmat	82
49.	Alfa Husna Yudha	84
50.	Febrianto	102
51.	Alfindo Oktavian	90
52.	Arya	92
53.	Diaz Firmansyah Putra	82
54.	Hendratmoko	108
55.	Septian Reza Putra	81
56.	Kurniawan	81
57.	Nazatul	81
58.	Cahyani	82
59.	Andina Sherlyana Dewi	91
60.	Maharani	91
61.	Bella Muthia	112
62.	Dea Afrilia Putri	96
63.	Eva Meilya Sari	107
64.	Deva	85
65.	Listyaningrum	111
66.	Olyvia Rinda	95
67.	Faradibeliza	88
68.	Fitriani	101
69.	Wigiyani	107
70.	Desy Uliansari	118
71.	Diah Ayu Safirawati	106
72.	Fatma Yunita	103
73.	Erliana Ayu	104
74.	Farah Wahibatun Ni'mah	108
75.	Fidzatillah	109
76.	Ryanita	127
77.	Idrotul Jannah	113
78.	Fameliasari	101
79.	Marry	116
80.	Melisa Kurnia Rahesti	117
81.	Agustin	77
82.	Ragil Susanti	78
83.	Rohma	89
84.	Silvia Yunista Sari	73
85.	Nisa	96
86.	Victoria	92
87.	Warda	71
88.	Saputri	82
89.	Khoirotun	84
90.	Novita	102
91.	Eka	90
92.	Sari	92

From the table above, indicated that the highest score was 127, and the lowest was 71. For more details, can be seen in the following frequency distribution table.

Table 4.5
Table of Frequency Distribution of Students' English Achievement

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
71	3	3.3	3.3	3.3
73	3	3.3	3.3	6.5
77	3	3.3	3.3	9.8
78	3	3.3	3.3	13.0
81	6	6.5	6.5	19.6
82	7	7.6	7.6	27.2
84	3	3.3	3.3	30.4
85	2	2.2	2.2	32.6
88	2	2.2	2.2	34.8
89	3	3.3	3.3	38.0
90	3	3.3	3.3	41.3
91	4	4.3	4.3	45.7
92	6	6.5	6.5	52.2
95	2	2.2	2.2	54.3
96	5	5.4	5.4	59.8
101	4	4.3	4.3	64.1
102	3	3.3	3.3	67.4
103	2	2.2	2.2	69.6
104	2	2.2	2.2	71.7
106	2	2.2	2.2	73.9
107	4	4.3	4.3	78.3
108	4	4.3	4.3	82.6
109	2	2.2	2.2	84.8
111	2	2.2	2.2	87.0
112	2	2.2	2.2	89.1
113	2	2.2	2.2	91.3
116	2	2.2	2.2	93.5
117	2	2.2	2.2	95.7
118	2	2.2	2.2	97.8
127	2	2.2	2.2	100.0
Total	92	100.0	100.0	

From the description, it can be concluded that the teacher students' English achievement showed that the highest score was 127 and the lowest score was 71. Based on table above, the histogram can be seen in as follow:
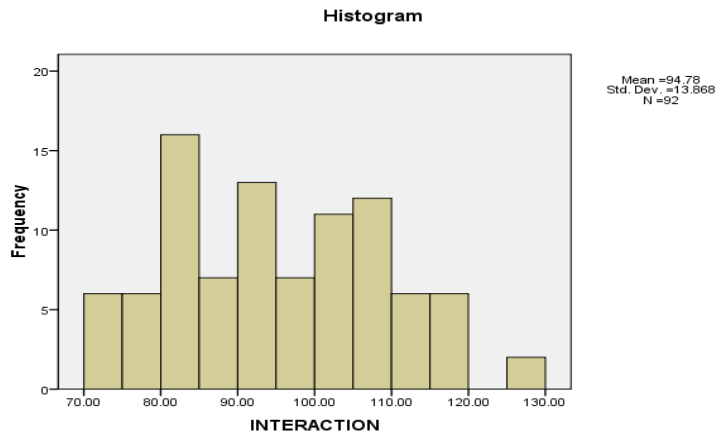
Figure 4.1 Histogram for Questionnaires of Students' English Achievement

From the histogram above, it is stated (mean) M = 94,78, (deviation standard) SD = 13,87, and N = 92.

a. The Result

This data determine how students' motivation in learning English at the seventh grade SMPN 1 Siman Ponorogo. To get the data, the researcher employed questionnaire distributed to 92 respondents indicated that questionnaire of students' English achievement showed the highest was 80 and the lowest was 39. From the questionnaire result, it can be seen clearly on the following table.

Table 4.6
The Score of Students' Learning Motivation at the Seventh Grade SMPN 1 Siman Ponorogo

Nomor	Name	Score
1.	Akbar Heru W.	56
2.	Andika Tri W.R.S	70
3.	Anisa Rhismayanti	70
4.	Arila Danang S.	61
5.	Deo Rengga F.	67
6.	Dhani R. H.	64
7.	Galih	50
8.	Haikal Syamil K.	58
9.	Indra Sukma J.	59
10.	Javiera Ahsani	69
11.	Jesy Putri A.	56
12.	Liana	59
13.	M. Ibnu Musyafa	60
14.	M. Harda B.	56
15.	M. Raditya D.E.P	61
16.	M. Ramdani	61

17.	M. Wisnu B.S	47
18.	Navalda	48
19.	Raditya	65
20.	Regar Bayu S.P.	64
21.	Roy Bahtiar A.	68
22.	Salsabila	60
23.	Satria	53
24.	Wahyuni	58
25.	Fahriza N.N	64
26.	Ayu	54
27.	Fifien Widya K.	47
28.	Fredi	59
29.	Hanifah	68
30.	Melani Sekar M.	70
31.	Nabila	60
32.	Tania Afrista	60
33.	Sandra Yoga P.	67
34.	Rendika	39
35.	M. Fereal	61
36.	Prizka	59
37.	Octa	68
38.	Ari	66
39.	Wijanarko	59
40.	Gilang	63
41.	Yoga	54
42.	Setiawan	69
43.	Afrista	69
44.	Ferdi	61
45.	Neris	67
46.	Ahmad Irfandi	60
47.	Akbar Nur Faizin	56
48.	Akbar Rahmat	57
49.	Alfa Husna Yudha	57
50.	Febrianto	65
51.	Alfindo Oktavian	56
52.	Arya	59
53.	Diaz Firmansyah Putra	61
54.	Hendratmoko	68
55.	Septian Reza Putra	62
56.	Kurniawan	61
57.	Nazatul	51
58.	Cahyani	51
59.	Andina Sherlyana Dewi	65
60.	Maharani	63
61.	Bella Muthia	68
62.	Dea Afrilia Putri	56
63.	Eva Meilya Sari	58
64.	Deva	56
65.	Listyaningrum	64
66.	Olyvia Rinda	52

67.	Faradibeliza	49
68.	Fitriani	59
69.	Wigiyani	65
70.	Desy Uliansari	66
71.	Diah Ayu Safirawati	58
72.	Fatma Yunita	63
73.	Erliana Ayu	66
74.	Farah Wahibatun Ni'mah	39
75.	Fidzatillah	59
76.	Ryanita	59
77.	Idrotul Jannah	68
78.	Fameliasari	65
79.	Marry	57
80.	Melisa Kurnia Rahesti	61
81.	Agustin	54
82.	Ragil Susanti	69
83.	Rohma	69
84.	Silvia Yunista Sari	61
85.	Nisa	67
86.	Victoria	70
87.	Warda	56
88.	Saputri	70
89.	Khoirotun	80
90.	Novita	65
91.	Eka	56
92.	Sari	59

From the table above, indicated that the highest score was 80, and the lowest was 39. For more details, can be seen in the following frequency distribution table:

Table 4.7
The Frequency Distribution of Students' Learning Motivation at the Seventh Grade SMPN 1 Siman Ponorogo

MOTIVATION

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
39	2	2.2	2.2	2.2
47	2	2.2	2.2	4.3
48	1	1.1	1.1	5.4
49	1	1.1	1.1	6.5
50	1	1.1	1.1	7.6
51	2	2.2	2.2	9.8
52	1	1.1	1.1	10.9
53	1	1.1	1.1	12.0

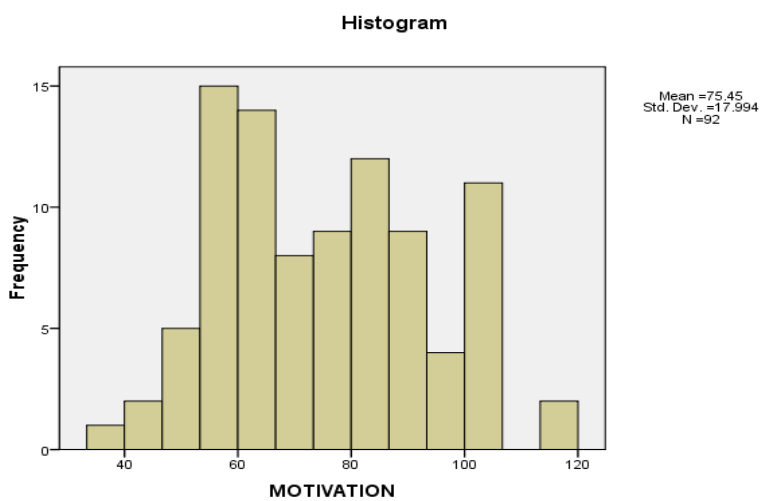|				
54	3	3.3	3.3	15.2
56	9	9.8	9.8	25.0
57	3	3.3	3.3	28.3
58	4	4.3	4.3	32.6
59	10	10.9	10.9	43.5
60	5	5.4	5.4	48.9
61	9	9.8	9.8	58.7
62	1	1.1	1.1	59.8
63	3	3.3	3.3	63.0
64	4	4.3	4.3	67.4
65	6	6.5	6.5	73.9
66	3	3.3	3.3	77.2
67	4	4.3	4.3	81.5
68	6	6.5	6.5	88.0
69	5	5.4	5.4	93.5
70	5	5.4	5.4	98.9
80	1	1.1	1.1	100.0
Total	92	100.0	100.0	

Figure 4.2 Histogram for Questionnaire of Students' Learning Motivation

From the histogram above, it is stated (mean) M = 74,45 (deviation standard) SD = 17,9 and N = 92.

C. Data Analysis

1. Assumption Test Analysis

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normality and linier distributed. It can be done by conducting normality test and linearity test.

a. Normality Test

Normality test is used to find out whether the data are in normal distribution. In deciding whether the data are in normal distribution or not, the highest value significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be conclude that the data are in normal distribution. In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS for windows as following.

Table 4.8
The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		92
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	6.85025617
Most Extreme Differences	Absolute	.081
	Positive	.055
	Negative	-.081
Kolmogorov-Smirnov Z		.777
Asymp. Sig. (2-tailed)		.582
a. Test distribution is Normal.		

Based on the table above the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0,582. because (significant value ≥ 0.05), Ho is accepted, so score for the variables are normally distributed.

b.Linearity Test

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.[61]

Table 4.9
The Result of Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
MOTIVA TION * ACHIEVE MENT	Between Groups	(Combined)	8231.588	26	316.600	1.395	.141
		Linearity	1122.294	1	1122.294	4.944	.030
		Deviation from Linearity	7109.294	25	284.372	1.253	.232
	Within Groups		14755.488	65	227.008		
	Total		22987.076	91			

Based on the table above the result of the linearity data, result of the significant value is 0.232 and it's greater than 0.05. There was a significant correlation between students' learning motivation and students' English achievement.

D. Discussion and Interpretation

This research is conducted to find an effective teaching and learning, especially in students' motivation. From the calculation above, it was demonstrated that the differential correlation between students' motivation and students' English achievement. It was used to find out whether the significant correlation or not, and it could be used as a basic generate the population. The researcher interprets that the students who are taught students' motivation and students' chievement.

From the data above, the researcher concluded that there was a

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[61]Supardi, *Aplikasi Statistika Dalam Penelitian,* (Jakarta Selatan : Change Publication, 2013), 129.

significant correlation between students' learning motivation and students' English achievement. In other words, there are a correlation between students' learning motivation and students' English achievement at the seventh grade at SMPN 1 Siman Ponorogo in the academic year 2017/2018.

CHAPTER V

CLOSING

A. Conclusions

After conducting the research and calculating the data, the researcher concluded that there was a significant correlation between students' learning motivation and students' English achievement on the seventh grade students of SMPN 1 Siman Ponorogo. It could be seen from the average scores of correlation between students' English achievement and. The srcore of students' English achievement is 94.8, and the average scores of students' learning motivation is 74.6.

The answer of research problem was answered by the calculated data that there was a effectiveness students' learning motivation and students' English achievement on the seventh grade students of SMPN 1 Siman Ponorogo, where there is a significant correlation between students' learning motivation and students' English achievement on the seventh grade students of SMPN 1 Siman Ponorogo. Students' with high learning motivation, there was high English achievement too.

Based on the data analysis, the researcher found that Ha was accepted and Ho was rejected. From the described above, it can be concluded that there are significant correlation between the students' motivation in learning the students' English achievement at the seventh grade students of SMPN 1 Siman Ponorogo.

B. Recommendation

Result of this research, there was a significant correlation between students' learning motivation and students' English achievement on the seventh grade students of SMPN 1 Siman Ponorogo. The researcher gives three recommendations :

1. English teachers must know the various techniques in order to make the students enthusiast and pay attention to the lesson. The teacher must be creative to make their students' motivation.

2. The students should be more active in the learning process. They tought to be students who have confidence as well for confident brought the successful learning process. The researcher hopes that the students become more active students and enthusias to practice.

3. Last, for the other readers, the researcher hopes the result of this research can be useful as a reference to make other research about the correlation between students' learning motivation and students' English achievement.
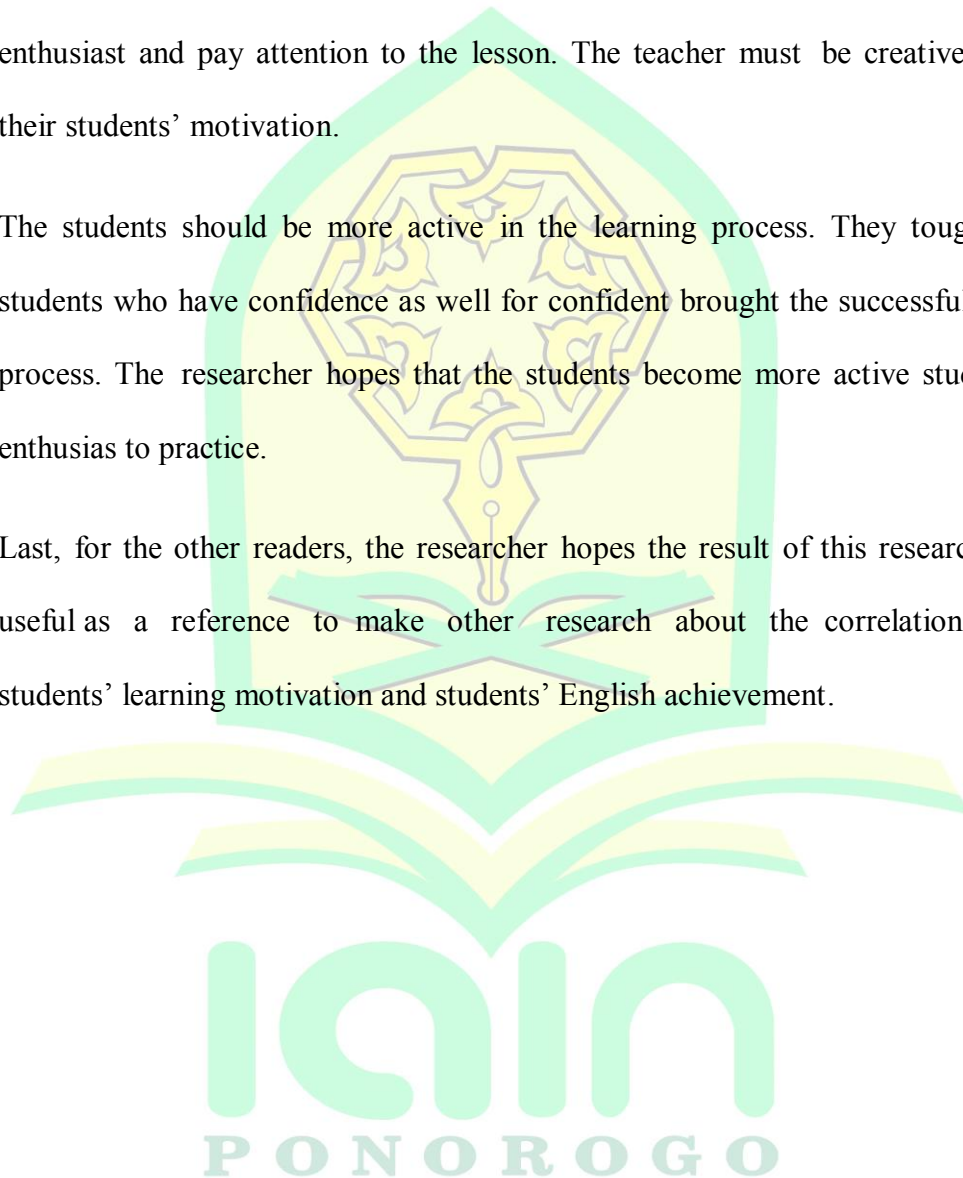
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