

APPROVAL SHEET

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Students at SMP Ma'arif 1 Ponorogo in Academic Year
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ABSTRACT

Suryawati, Indah. 2016. The Correlation between Ability Grouping and *Students' Motivation in Learning English of the Seventh Grade Students at SMP Ma`arif 1 Ponorogo in Academic Year 2015/2016.* Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Winantu Kurnianingtyas Sri Agung, M.Hum

Key words: ability grouping, motivation in learning English.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in learning activities than the lower one. Students who are motivated by their environment will have encouragement to learn. Student grouping towards their abilities is one of ways to tackle the differences that has significance in learning process. Learners who have similar abilities are able to share each other. As the result, they learn faster and improve their ability. Ability grouping influences the student's achievements and also increase student's motivation to study hard in the learning process.

The objective of this research is to investigate the correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma`arif 1 Ponorogo in academic year 2015/2016.

This research conducted quantitative correlation research. The population was 146 students and the sample took randomly. The numbers of the sample were 70 students. Questionnaire and documentation were used to collect data. To measure questionnaire the researcher was used validity test with Product Moment formulation and reliability test with Spearman Brown formula. The data were analyzed using product moment correlation formula.

The researcher found the average score of students' ability grouping was in good category. It was proven by 40 students or 57,14 % had score 59-82. While, their motivation score was in good category. It meant that the score of 33 students or 47,14% had score 76-97. The result of coefficient correlation Product Moment calculation was $r_{xy} = 0,274$. Furthermore, standard significant of 70 in 5% r_t was 0,232. It meant $r_{xy} > r_t$. On the other hand, H_0 was rejected and H_a was accepted.

The researcher concludes that there is significant correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma`arif 1 Ponorogo in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching and learning process, motivation is very necessary, because someone who does not have motivation in learning will not likely perform learning activities. According to Harmer motivation is some kind of internal drive which pushes someone to do things in order to achieve something.¹ From the quotation above, it shows that students' motivation will drive students in doing something. Students' motivation can influence what and how they learn.²

Based on the observation during pre-research at SMP Ma'arif 1 Ponorogo, the researcher found the variation of students' motivation in learning English. There are high students' motivation and low students' motivation. The characteristics of low students' motivation are lazy in accepting the lessons in class, rarely do the assignments, lazy record material of teachers, lack of concentration when the teacher explained the material (daydreaming), kidding with the friend when the teacher was giving a lesson, and learning outcomes that are less good. Otherwise, the students who have high motivation are always listen what the teacher explain, do task from the teacher, do not be embarrassed to ask and get good value.

¹Jeremy Harmer, *The Practice of English Language Teaching* 3rd Edition (London: Longman group Ltd, 1986), 51.

²Dale HSchunk, *Learning Theories: An Education Perspective* (Amerika: Pearson, 2012), 356.

There are two factors which influence students' motivation, external and internal factors. The internal factors consist of students' interest, need and goal in learning. The external factors consist of teacher, parents and environment.³ Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and classroom atmosphere and also the quality of facilities are good, they will do their best to achieve better English.

Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influence in ourselves.⁴

To motivate students in learning, many schools strive to create conducive learning environment with apply ability grouping, such as; MTs AL-ISLAM Joresan, MTsNPonorogo also SMP Ma'arif I Ponorogo. Ability grouping is the students were separated into groups based on IQ and this group is called homogeneous group.⁵

Governments and protesters see education as a powerful tool for changing attitudes. Pupils, however, are affected not just by the content of their curriculum but also by the way learning is organized in their schools. It is the impact of the way that pupils are grouped for learning. There is, it seems, a logic in the notion that a competitive worlds needs a competitive

³ Penny Ur, A Course in Language Teaching (New York: Cambridge University Press, 1996), 276

⁴ Jeremy, Harmer, The Practice of English Language Teaching 3rd edition, 52

⁵ Ali Imron, Manajemen Peserta Didik di Sekolah (Malang: IKIP Malang, 1994), 75

education system and the idea that the cleverest pupils (or at least those who find learning easiest) need to be kept together and given a different educational experience.⁶

Grouping students by ability is one of the many ways used to tackle the differences that have significance for the learning process is to classify students on the basis of their general ability levels. By ability grouping there are many benefits such as, increase student achievement by reducing the disparity in student ability levels, teachers can provide instructions that is neither too easy nor too hard for most students and increase self-confidence and determination of students.⁷

At SMP Ma'arif 1 Ponorogo, ability grouping is done at the first time when students enter school and based on academic ability of each students. Academic tests are used to determine the class. For instance, the students who are the highest grade placed in A class. The number of the students each class is based on the capacity of the class. For other students who do not accept in those classes, they are placed in B class until G class. Through ability grouping, students are hoped to get motivation to study hard.

The phenomenon that happens in SMP Ma'arif 1 Ponorogo is 7C students get higher score in English subject than 7A. Ideally, the class which consists of smart students, they must have high motivation also and it is proved through high score. Based on interview with Mrs. Ika as the English

⁶Judith Ireson & Susan Hallam, *Ability Grouping* (London: Athenaeum Press, 2011),

⁷Slavin, Robert E. *Ability Grouping And Student Achievement In Elementary Schools: A Best-Evidence Synthesis*, (Baltimore, MD: Center for Research on Elementary and Middle Schools, 1986), 85

teacher at SMP Ma'arif 1 Ponorogo, she said that "Class 7C gets higher score than 7A class. This interview was done when the researcher did pre-research⁸.

From the phenomenon above, the researcher is amazed, why it could be happened? And whether ability grouping influence students' motivation to study? From those, the researcher wants to know is there any correlation between ability grouping and students' motivation in learning English at SMP Ma'arif 1 Ponorogo. Then, the researcher decides the title of her thesis is "The Correlation between Ability Grouping and Students' Motivation in Learning English of the seventh grade Students at SMP Ma'arif 1 Ponorogo in Academic Year 2015/2016"

B. Focus and Limitation of the Problem

To avoid far-ranging discussion, this study focuses on some concerts identified as follow:

1. The subject of this study is seventh grade students at SMP Ma'arif 1 Ponorogo.
2. The subject of this study is the study on the correlation between ability grouping toward students' motivation in learning English.

⁸Interview with Mrs. Ika at teacher office SMP Ma'arif 1 Ponorogo, 4th april at 09.00 pm

C. Statement of the Problem

Is there any correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma`arif 1 Ponorogo in academic year 2015/2016?

D. Objective of the Study

To investigate the correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma`arif 1 Ponorogo in academic year 2015/2016.

E. Significances of the Study

1. Theoretical Significance

The result of the study is expected to add the reference of improving the students' motivation. It can be contributed in developing the education quality especially for English subject.

2. Practical Significance

a. Researcher

This study increases the researcher's knowledge and experience about significance of ability grouping toward students' motivation.

b. Teacher

This study is expected to input to the teachers, especially English teachers, in their teaching activity. And it's expected to give reflection to teachers so teaching process is effectively.

c. Student

This research is expected to improve students' motivation in learning English.

F. Organization of the Thesis

In this research, the researcher organized this thesis into five chapters as follow:

Chapter I: Introduction, This chapter serves to describe background of the study, limitation of the problem, statement of the problem, objective of the study, significances of study, and organization of the thesis.

Chapter II: This chapter covers review of related literature includes theoretical background, previous research finding, theoretical framework, and hypotheses.

Chapter III: Research methodology consists about the research methodology, population and samples, variable and research design, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV: Finding and discussion includes explanation about the result of the study which is contains of description of the data, hypothesis testing, and the description of the result of the study.

Chapter V: Closing includes conclusion and suggestion as the end of contents discussion series of thesis.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

This chapter presents review of related literature used in this study.

The review of related literature has a goal in providing previous studies and information concerned with the research problem, including overviews of theoretical background, previous research finding, theoretical framework, and hypothesis.

1. Ability Grouping

a. Definition of Ability Grouping

The concept of ability grouping has been used in education worldwide. However, there are many differences based on culture and varying vocabulary that surrounds this topic.

According to Wouters et al. the practice of ability grouping has been identified as a form of differentiating instruction in order to meet the academic needs of students.⁹ The British refer to ability grouping as streaming or tracking, which is a form of between-class ability grouping based on general ability. Banding is similar to streaming, yet it is more flexible and students are regrouped based on the particular subject area. Setting, also known as regrouping is the least restrictive, and students are grouped based on their ability in each respective content area.¹⁰

Salvin defined ability grouping is the practice of placing students into groups based on their academic achievement level.¹¹ According Imron, ability grouping is grouping by ability learners. Learners who have the same ability level are placed in the same group. Learners are equally high ability to be placed in the group of

⁹ Wouters, S., De Fraine, B., Colpin, H., Van Damme, J., & Verschueren, K. (2012). The effect of track changes on the development of academic self-concept in high school: A dynamic test of the big-fish--little-pond effect. *Journal Of Educational Psychology*, 104(3), 793- 805.

¹⁰ Ireson, J., & Hallam, S. (1999). *Raising Standards: Is Ability Grouping the Answer?* (Oxford Review of Education), 343-358.

¹¹ Slavin, R. E. (1990). Achievement Effects of Ability Grouping in Secondary Schools: A Best- Evidence Synthesis. *Review of Educational Research*, 471-499.

high ability, while low ability learners are placed in groups of learners who are less capable.¹²

From those definitions above, it is clear that ability grouping is a grouping students based on academic achievement level in which learners are collected by the clever with clever, less intelligent collected by the less intelligent.

b. Types of Ability Grouping

The principal types of grouping arrangements fall into six major category:

- 1) Streaming (tracking), Pupils are placed in classes on the basis of a test of their general ability. They remain in their streamed class for most subjects.
- 2) Banding, Pupils are placed in two, three or four bands on the basis of a test of their general ability. Each band contains a number of classes and pupils may be regrouped within the band for some subjects.
- 3) Setting (regrouping), Pupils are grouped according to their attainment in a particular subject. Setting may be imposed across a whole year group, across timetable halves, within a band or across mixed age classes. Sets may be serially ordered or there may be parallel sets.
- 4) Mixed ability (heterogeneous grouping), There is no attempt to group together pupils of similar ability. Pupils may be grouped in such a way as to achieve a range of abilities within the class.

¹² Ali Imron, Manajemen Peserta Didik di Sekolah (Malang: IKIP Malang, 1994), 75

Other factors, such as social relationships, gender or ethnic composition, may form the basis for grouping.

- 5) Within class ability grouping, Pupils are grouped within the class on the basis of ability. They may be regrouped within the class for different subjects.
- 6) Cross-age (Cross-grade grouping), Pupils in two or more year groups are placed in the same class. Grouping They may be regrouped by setting or within class grouping or taught as a mixed ability class.¹³

SMP Ma'arif 1 Ponorogo applies streaming to classify their students. Pupils are placed into a class on the basis of their overall ability and remain in that class for most subjects. It is based on the assumption that individuals have a fixed level of general intelligence, which predicts their performance across all subjects, and can be measured by objective tests. Streaming reduces the spread of ability within the class, making it easier for teachers to match their teaching to pupils' levels of academic ability.

c. The Function of Ability Grouping

According to Slavin, he focuses the function of ability grouping through these points of view as follows:

- 1) In theory, ability grouping increases student achievement by reducing the disparity in student ability levels.
- 2) Teachers can provide instruction that is neither too easy nor too hard for most students. (Zone of proximal development)

¹³ Judith Ireson and Susan Hallam, *Ability Grouping in Education*, (London: Athenaem Press, 2001), 10

- 3) Allows the teacher to increase the pace and raise the level of instruction for high achievers, and Provides more individual attention, repetition, and review for low achievers.
- 4) The high achievers benefit from having to compete with one another, and the low achievers benefit from not having to compete with their more able peers.¹⁴

d. The Advantage and Disadvantage in Using Ability Grouping

In applying ability grouping there are some advantages and also disadvantage the following explain those affected clearly.

1) The Advantage in Using Ability Grouping

a) Students are not forced to wait or rush

When you place students of the same ability together, they usually are able to work at about the same pace. This means the students that understand the concept you are teaching can move on to a more advanced stage and the ones that need extra guidance can slow down and get extra help.

No one is waiting on someone else to grasp a concept (that

¹⁴ Slavin, Robert E. Ability Grouping And Student Achievement in Elementary Schools: A Best-Evidence Synthesis, (Baltimore, MD: Center for Research on Elementary and Middle Schools, 1986),

they already understand) and no one is being forced to move on before they are ready.

b) Teacher can work more intensely with those that need help

When you divide your class into ability groups, you will have groups that completely understand the topic and are ready to move on to something new. You will have groups that understand most of the concept but need some extra practice, and you will have groups that need extra instruction and guidance before they can progress. Since they are seated and working together, you can take this opportunity to sit with the ones that need extra instruction and provide it for them. The other students have their assignments, so they are busy working on material that has been tailored to fit their needs, so this frees you up to spend some time with those who need it.

c) Students are allowed to “Fly” on their own

The students that clearly understand a concept have time to move forward and progress at a faster pace and possibly move on to a more complex topic. This can build self-esteem and alleviate boredom in the classroom.¹⁵

2) The Disadvantages in Using Ability Grouping

- a) Possibility of exclusion and anxiety: By grouping students together based on ability, there is the possibility that some students will experience discomfort with being placed into a group that is considered a lower or higher learning level. Groupings also highlight the differences in cognitive abilities among students and can lead to feelings of isolation and separation from the larger group.

¹⁵Margie, The Pros and Cons of Ability Grouping, bright hub Education, (Online), 2012. <http://www.brighthubeducation.com/classroom-management/19620-pros-and-cons-of-ability-grouping/>, on accesses June 20, 2016.

b) Students in a lower grouping may work to that level: If students are placed in a grouping where learning is done at a slower pace and concepts are understood in a longer period of time, then some students may work to that level even though they are capable of achieving more. There is the possibility of pigeon-holing students into how “smart” they are and some may only work to the level they are grouped in.¹⁶

2. Learning Motivation

a. Definition of Motivation

Many experts in psychology have given various definition of motivation. According to Santrock, “Motivation is processes that energize, direct and sustain behavior”.¹⁷ It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.¹⁸ It means that motivation is person’s desire to make the necessary effort to achieve a goal.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a

¹⁶ Andreavasiliopoulos, Pros and Cons of Grouping Students by Ability. *New Approaches to Learning*, (online), 2012. <https://uoitonlinetech.wordpress.com/2012/06/11/pros-and-cons-of-grouping-students-by-ability/>, on access January 6, 2016.

¹⁷ Jhon W. Santrock, *Educational Psychology* (New York: McGraw-Hill, 2004), 417.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), 51

better opportunity to achieve the goal in their learning activities than the lower one. Harmer states that motivation is an energy of students which come from inside encouraging themselves to do activity.¹⁹ It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals.

From those definitions above, it is clear that motivation is internal and external drive which pushes someone to do or achieve something what he wants. So, motivation is an essential of learning to achieve something.

b. Kind of Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.²⁰

a) Intrinsic Motivation

“Intrinsic motivation comes from within the individual.”²¹ It means motivation is a desire which come from inside to do something. Santrock said that intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, another student may study hard for a test because he or she enjoys the content of the

¹⁹ Ibid, 53

²⁰ Penny Ur, A Course in Language Teaching Practice and Theory, (New York: Cambridge University Press, 1996),276

²¹ Jeremy Harmer, The Practice of English Language Teaching,(London: Longman, 1991)

course.²² So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate form outside, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsically driven within the learner. Gage and Berliner said that intrinsic motivation can be found such as in students' interest, need, and goal in learning.²³ Moreover, hobby exemplifies intrinsic motivation.²⁴

1) Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest can refer to selection of stimuli or attending to something.²⁵ Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly of effectively and they will be success if they have high interest.

2) Need

A condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.²⁶ It

²² John W. Santrock, Education Psychology, (New York: Mc-Graw Hill, 2004), 418

²³ N.L. Gage & David C. Berliner, Education Psychology, (Boston: Houghton Mifflin Company, 1984), 374

²⁴<http://www.artipot.com/articles/397167/d0-you-want-to-increase-your-intrinsic-motivation.htm>

²⁵ N.L. Gage & David C. Berliner, Education Psychology, 374

²⁶ Gary R VandenBos, Phd, APA Dictionary od Psychology, (Washington DC: American Psychological Association, 2007), 612

means that need is a circumstances in which something is necessary.

Three characteristics of needed are:

- a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.
- c) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.²⁷

3) Hobby

Hobby is an activity or interest that undertaken for pleasure or relaxation in one's spare time.²⁸ So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it.

Hobby is an activity done for pleasure during one's free time. That means hobby refers to like or pleasure doing something for wasting time, example, john's hobby is studying, he always tries to read a book wherever he is.

4) Goal

We have said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware

²⁷ Saundra K. Ciccarelli & J. Npland White, Psychology 2td Edition, (New Jersey: Person Education, 2009), 361

²⁸<http://www.artipot.com/articles/397167/d0-you-want-to-increase-your-intrinsic-motivation.htm>

of the goals of learning or of specific learning activities, and directs his or her efforts towards achieving them.

All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first.

In teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

b) Extrinsic Motivation

Extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task.²⁹

Extrinsic motivations are motive active and function if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teacher, parents, and environment.³⁰

1) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process.³¹ Teacher is the key instrument to handle and organize students in the classroom.

2) Parents

The role of parents can influence upon students' extrinsic motivation in teaching and learning process. Parents give great influence to their children as students in school.

²⁹ Penny Ur, A Course in Language Teaching, 277

³⁰ N.L. Gage & David C. Berliner, Education Psychology, 441

³¹ Zolt'n Dornyei, Motivation in Second and Foreign Language Learning, Language Teaching, (1998), 130

Parents are expected to motivate their children to achieve the good goals in school. Jeremy Harmer stated that “if the parents are very much against the culture of the language this will probably affect his or her motivation in a negative way. If they are very much in favor of the language this might have the opposite effect”.³²

3) Environment

The teaching and learning activity in which conducted in good, clean, and health environment can give better satisfactory both of for teacher and students than conducted in bad environment. Environment also will cause students' motivation. Students will be more interesting, if the environment of the classroom is comfortable. According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves.³³

Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English.

Generally, it has been know that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influence in ourselves.

c. The Characteristic of Motivated Students

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

- 1) Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
- 2) Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive) self-image.

³² Jeremy Harmer, *The Practice of English Language Teaching*, 4

³³ A Tabrani, Rusyan, *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT Remaja Rosydakary, 2013), 148

- 3) Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
- 4) High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- 5) Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving.
- 6) Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.
- 7) Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.³⁴

3. Correlation Between Ability Grouping and Motivation in Learning English

Student grouping toward their abilities is one of ways to tackle the differences that has significance in learning process. The aim of its grouping is to classify students on the basis of the level of general ability. There are groups of students who have different level of skill, with higher-skilled and with lower skill levels. Grouping by ability is

³⁴ Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1996), 275

one of business grouping indicated to determine which students are eligible to enter A class. Students must have high academic achievement to enter in A class, so they are high motivation in learning.

The students who have higher achievement must have high motivation. On the other hand, the students who have lower achievement must have low motivation.

B. Previous Research Finding

The researcher found previous studied that relevant with this paper. The first is taken from Emily Thomas entitled “Effects of Ability Grouping on Math Achievement of Third Grade Students”.³⁵ The goal of the research is to examine the effects of heterogeneous and homogeneous grouping on the mathematical achievement of students in third grade.

She concluded that there was no statistically significant difference in effect on student math performance between the heterogeneous and homogeneous grouping types.

The different Emily Thomas’s paper and this research is on dependent variable. Dependent variable of Emily Thomas’s paper is math achievement and this research is students’ motivation in learning English. In line with Emily Thomas’s paper, this research also focused on ability grouping as independent variable.

Then second, the researcher took Dita Klaidia Meldyawati entitled “A Correlative Study between Student’s Growth Mindset and Motivation in Learning English of the Eight Grade in SMP Negeri 1 Ponorogo in Academic Year 2011/2012”.³⁶

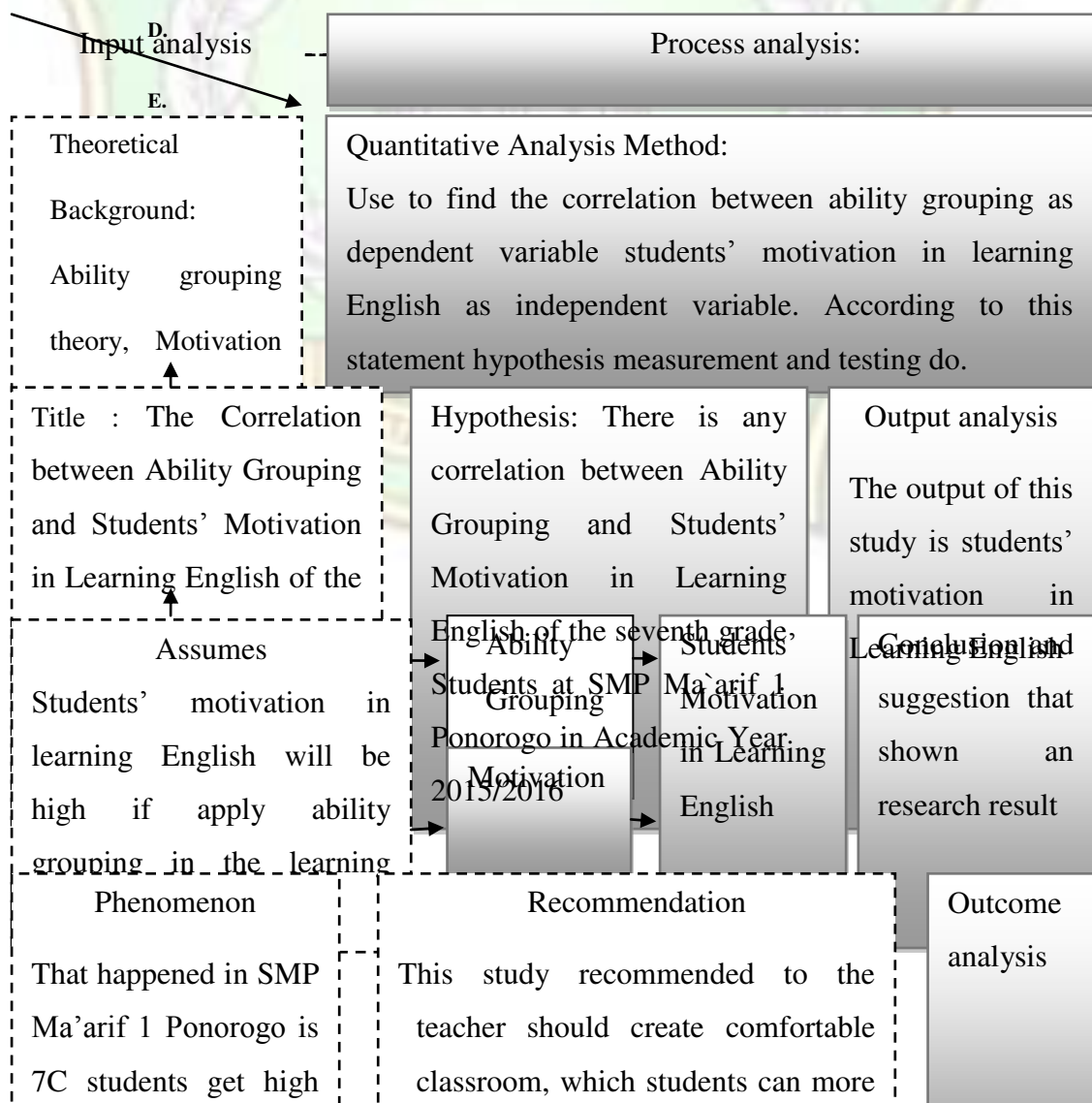
She concluded that there is a significant correlation between Student’s Growth Mindset and Motivation in Learning English.

The different Dita Klaidia Meldyawati’s thesis and this research is on independent variable. Independents variable in Dita Klaidia Meldyawati’s thesis is Student’s Growth Mindset while this thesis research is ability grouping. Then, as same as Dita Klaidia Meldyawati’s thesis, this research focuses on student’s motivation in learning English as dependent variable.

³⁵ Emily Thomas entitled “Effects of Ability Grouping on Math Achievement of Third Grade Students, October 2014

³⁶ Dita Klaidia Meldyawati “A Correlative Study between *Student’s Growth Mindset and Motivation in Learning English of the Eight Grade in SMP Negeri 1 Ponorogo in Academic Year 2011/2012*”

C. Theoretical Framework





According to the chart above, those can be described, that the researcher looks at a phenomenon, in SMP Ma'arif 1 Ponorogo is 7C students get higher score in English subject than 7A. Ideally, the class which consists of smart students, they must have high motivation also and it is proved through high score. From the phenomenon, the researcher assumes students' motivation in learning English will be high if apply ability grouping in the learning process. So, the researcher takes a little correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

After that, researcher serves a title and current hypothesis related the theory. Next, researcher serves analyzing process, in analyzing process researcher serves quantitative analysis to find the correlation between ability grouping as dependent variable and students' motivation in learning English as independent variable. After test and measurement do, researcher found the correlation between ability grouping and students' motivation in learning English as output analysis. Finally, close with conclusion and recommendation as outcome analysis.

D. Hypothesis

There is significant correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research methodology which is used in this study. The researcher also explains the population, sample, and instrument that support this study. This study also includes technique of data collection and data analysis.

A. Research Design

This thesis can be regarded as quantitative research. Quantitative cares about measuring relationships among available variables. It consists of two variable, those are variable x (ability grouping) and variable y (students' motivation in learning English).

This research applied a correlation research. The goal of correlation research is to determine whether two or more variable are related.³⁷ Correlation research methods are used to assess relationships and pattern of relationship among variables in a single group of subject.³⁸ A major purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.³⁹

The research was intended to know correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP Ma'arif 1 Ponorogo in academic year 2015/2016. The final result showed two variables run together positively or negatively based on Pearson product moment correlation.

B. Population and Sample

1. Population

³⁷Geoffrey Marczyk, David Dematto, David Festinger, *Essential of research design and methodology*(NewJearsey: John willey& Son Inc, 2005), 3.

³⁸ Donald Ary et. Al., *Introduction to Research in Education*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010), 351.

³⁹ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in educaion* (New York: McGraw-Hill Companies, Inc., 2009), 328-329.

A population is defined as all member of any well-defined class of people, events, or objects.⁴⁰ Besides that, “Population is all the numbers of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research.”⁴¹ From those definitions, we can conclude which population is all the numbers of real people, events, or object that is used to conduct research of them.

Based on the definition above the population in this research are all of the seventh grade students in SMP Ma’arif 1 Ponorogo in academic year 2015/2016. In SMP Ma’arif 1 Ponorogo, there are 7 classes that have the total population is 146 students.

2. Sample

Charles, C.M. defines a sample as a small group of people selected to represent the much larger entire population from which it is drawn.⁴² From the definition of sample, the researcher concluded that sample is small number of whole population or small part of population. According to Surakhmad in Riduwan “If population is less than 100, the sample is at

⁴⁰ Donald Ary, et. Al., Introduction to Research in Education, 8th ed. (Canada: Wadsworth Cengage Learning , 2010), 350

⁴¹ Mohammad Adnan Latief, Research Methods on Language Learning (Malang: UM Press, 2013), 181.

⁴² Ibid., 181.

leats 50% of population, but if the population is same with or more than 100, the sample can be taken 15% of population".⁴³

Based on that theory, the researcher only did research a part of the total of population. Sample which was taken using a method explained by Surakhmad, with the formula as follow⁴⁴:

To determine the total sample of this research could be explained as follow:

$$S = 15\% + \frac{1000 - n}{1000 - 100} (50\% - 15\%)$$

Notes : S = the number of samples taken

n = Number of cases

The calculation of the number of samples as follows:

Note: The population is all seventh grade students in SMP Ma'arif 1 Ponorogo, there are 146 students.

$$\begin{aligned} S &= 15\% + \frac{1000 - 146}{1000 - 100} (50\% - 15\%) \\ &= 15\% + \frac{854}{900} \cdot (35\%) \\ &= 15\% + 0.948889 \cdot (35\%) \\ &= 15\% + 33,21\% = 48,21\% \rightarrow \text{the sample taken in percent} \end{aligned}$$

So the sample size is $146 \times 48.21\% = 70.3866 \rightarrow 70$ students

⁴³Riduwan dan Akdon, Rumus dan Data dalam Analisis Data Statistika, (Bandung: Alfabeta., 2010), 65

⁴⁴ Ibid, 65

Furthermore, it could be said that the total sample of the research is 70 students. The total sample would be spread in seven classes, the proportion every class was counted through the formula by Surakhmad:⁴⁵

$$n1 = N1/ N \times n$$

notes: n1 = the number of samples by classes

n = total sample

Based on the formula above, it can count the number of each sample of each class:

$$n0A = 20/146 \times 70 = 9,589041 = 10 \text{ students}$$

$$n0B = 22/146 \times 70 = 10,54795 = 10 \text{ students}$$

$$n0C = 21/146 \times 70 = 10,06849 = 10 \text{ students}$$

$$n0D = 22/146 \times 70 = 10,54795 = 10 \text{ students}$$

$$n0E = 22/146 \times 70 = 10,54795 = 10 \text{ students}$$

$$n0F = 21/146 \times 70 = 10,06849 = 10 \text{ students}$$

$$n0G = 18/146 \times 70 = 8,630137 = 9 \text{ students}$$

Table 3.1

Sample

Class	Sample (people)
7A	10 students
7B	10 students
7C	10 students
7E	10 students

⁴⁵ Ibid, 65

7F	10 students
7G	9 students
Total	69 Students

Because of every student had the same opportunity to be sample, the way to take the sample was through proportionate random sampling. Proportionate stratified random sampling was taking sample from member of population randomly and stratified proportionally, it was done if the member of population was heterogenic.⁴⁶ Based on the population, it could be fixed the amount students of SMP Ma'arif 1 Ponorogo who could be sample from every class that appropriate with the population proportionally, so the result of the research could be represented the true condition of population.

C. Instrument of Data Collection

The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: Strongly Agree (Sangat setuju), Agree (Setuju), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju). Each option also has score based on the Likert Scale Rating below.⁴⁷

Table 3.2
The Likert Scale Rating

Option	Score	
	Favorable	Unfavorable
Strongly Agree	4	1
Agree	3	2

⁴⁶ Riduwan, Dasar-Dasar Statistika, (Bandung: Alfabeta, 2009), 85

⁴⁷ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif dan R&D, (Bandung: Alfabeta, 2010), 135

Disagree	2	3
Strongly Disagree	1	4

The question of questionnaire are taken from indicator of motivation both intrinsic and extrinsic motivation.

Indicator of intrinsic motivation, namely: interest, need, hobby, and goal. Indicator of extrinsic motivation, namely: teacher, parents, and environment.

Table 3.3
Instrument of Data Collection

Title	Variable	Indicator	Item Number
The Correlation between Ability Grouping and Students' Motivation in Learning English of the seventh grade Students at SMP Ma`arif 1 Ponorogo in Academic Year 2015/2016	Ability Grouping (X) (Independent Variable)	Result from academic test	Documentation
	Students' Motivation in Learning English (Y) (Dependent Variable)	Interest	1,2,3,4,6,8
		Need	12,13,14
		Hobby	16,17,19,20
		Goal	21,24,25
		Teacher	28
		Parent	31,32,34,35
Environment	36,37,38,39		

D. Validity and Reliability of Instruments

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability.

1. Validity

Validity means the ability of the test to measure what we want to measure. Validity always refers to degree to which that evidence support

the inferences that are made from the score.⁴⁸ Instrument measurement variable is valid in empiric if researcher spread instrument to respondent who not real respondent approximately 20-30 respondents.⁴⁹ So, the researcher checked the validity of instrument in SMP Ma'arif 1 Ponorogo and the total respondent were 34 students of seventh grade who selected randomly. To measure the validity of questionnaire, in this research, the researchers use the item validity by using the formula product moment correlation. The steps to calculate the validity are:

1. Make the table of item analysis of all questions.
2. Apply the data to the formula of product moment correlation

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes :

$\sum xy$ = The total of score multiplication of x variable and y variable

$\sum x^2$ = The total number of square of x variable

$\sum y^2$ = The total number of square of y variable

r_{xy} = The correlation coefficient between x variable and y variable

$\sum x$ = The total number of scores of x variable (motivation)

$\sum y$ = The total number of scores of y variable

N = The number of subject

3. Make an interpretation of the correlation result (r_{xy}) of each question.

When the coefficient of magnitude $r_{xy} > 0,349$, so the question item is valid, and when the coefficient correlation was under $r_{xy} < 0,349$ so the question item is invalid.

Table 3.4

The Result of Validity Analysis

Number of Item	Rxy	Minimum Requirement	Mean
1	0,504199	0,349	Valid
2	0,501662	0,349	Valid
3	0,467636	0,349	Valid
4	0,530582	0,349	Valid
5	0,136534	0,349	Invalid
6	0,530261	0,349	Valid

⁴⁸ Lyle F. Bachma, Fundamental Consideration in Language Testing, (United Kingdom: Oxford University Press, 1997), 236

⁴⁹ Andhita Dessy Wulansari, Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS.(STAIN PO PRESS, 2012), 82.

7	0,340222	0,349	Invalid
8	0,675142	0,349	Valid
9	0,08749	0,349	Invalid
10	0,315828	0,349	Invalid
11	0,274814	0,349	Invalid
12	0,523304	0,349	Valid
13	0,448831	0,349	Valid
14	0,497233	0,349	Valid
15	0,254704	0,349	Invalid
16	0,531978	0,349	Valid
17	0,479124	0,349	Valid
18	0,324316	0,349	Invalid
19	0,410093	0,349	Valid
20	0,690679	0,349	Valid
21	0,482442	0,349	Valid
22	0,122447	0,349	Invalid
23	0,235624	0,349	Invalid
24	0,741532	0,349	Valid
25	0,505895	0,349	Valid
26	0,218548	0,349	Invalid
27	0,22932	0,349	Invalid
28	0,353491	0,349	Valid
29	0,236694	0,349	Invalid
30	-0,01607	0,349	Invalid
31	0,723258	0,349	Valid
32	0,535592	0,349	Valid
33	0,314075	0,349	Invalid
34	0,551206	0,349	Valid
35	0,593535	0,349	Valid
36	0,707146	0,349	Valid
37	0,643804	0,349	Valid
38	0,482554	0,349	Valid
39	0,611775	0,349	Valid
40	0,228098	0,349	Invalid

From the result of validity analysis, the researcher concluded that the valid instruments were 25 items and the invalid instruments were 15 items. Based on validity analysis above the researcher can reduce item based on the necessary of each instrument items.

2. Reliability

Reliability means dependability. It is means that the numerical results produced by an indicator do not vary because of characteristics of

the measurement process or measurement instrument itself.⁵⁰ Reliability is consistency or carefulness of evaluation instrument in quantitative research, reliability is an essential a synonym for dependability, consistency and replicability over time, over instrument and over groups of respondents.⁵¹ It means the consistency of the result if an indicator or question is repeated in similar condition.

To determine reliability of students' motivation in this research is used Spearman Brown Formula. The formula is as follows:⁵²

$$r_i = \frac{2r_{xy}}{1+r_{xy}}$$

Notes: r_i = Reliability instruments.

r_{xy} = The correlation coefficient between x variable and y variable

Before calculating r_i with Spearman Brown, it needed to measure product moment correlation formula.

$$r^{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} = The correlation coefficient between x variable and y variable

$\sum x$ = The total number of scores of x variable

$\sum y$ = The total number of scores of y variable

N = The number of subject

To know the questionnaire reliability, the research used split-half method. The test is divided into halves based on odd-even of question item. Then applying result by using spearman-brown formula. From the calculation, it has been found:

$$\begin{aligned} r_{xy} &= \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} \\ &= \frac{70.(99826) - (2706)(2555)}{\sqrt{(70.105912 - (2706)^2)(70.94655 - (2555)^2)}} \end{aligned}$$

⁵⁰ W Lawrence neuman, Basic of Social Research Quantitative and Qualitative Approaches Second Edition (Boston: Pearson Education, 2004), 116

⁵¹ Louis cohen, et al, Research Method in Educational, (New York: Medison Avenue, 2007), 146.

⁵² Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D, (Bandung: Alfabeta,2015), 185

$$\begin{aligned}
 &= \frac{6987820 - 6913830}{\sqrt{(7413840 - 7322436)(6625850 - 6528025)}} \\
 &= \frac{73990}{\sqrt{(91404)(97825)}} \\
 &= \frac{73990}{\sqrt{8941596300}} = \frac{73990}{94560,01428} = 0,78246604
 \end{aligned}$$

The result of product moment correlation has been found r_{xy} was 0,78246604 and apply split odd and even formula:

$$\begin{aligned}
 r_i &= \frac{2x.r_{xy}}{1+r_{xy}} \\
 &= \frac{2x0,78246604}{1+0,78246604} \\
 &= \frac{1,56493208}{1,78246604} = 0,877958987
 \end{aligned}$$

From the calculation of the instrument, the reliability score gets 0,877958987. So, that is reliable.

E. Technique of Data Collection

The technique of data collection used questionnaire and documentation.

1. Questionnaire

Questionnaire is one of the most widely used social research technique. The idea formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious

strategy for finding the answer to the issue that interested someone.⁵³ In this research, to find out questionnaire score, the researcher in this study used closed questionnaire, to know the correlation between ability grouping and students' motivation in learning English at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

The questionnaire in this research consists of 25 numbers multiple choice items that prepare 4 answer chosen in each question that count as follow:

A (Always)	= 4 point
B (Often)	= 3 point
C (Sometime)	= 2 point
D (Never)	= 1 poin

The valid instrument were 25 items, they were 1,2,3, 4,6,8,12,13,14,16,17,19,20,21,24,25,28,31,32,34,35,36,37,38, and 39.

2. Documentation

Documentation method is used to find out the data from written documentation, such as daily notes, transcript, book, newspaper magazines, agenda, etc.⁵⁴ In other words, it can be stated that documentation is used to collect data through printed materials.

In this research, documentation is used to get some data related to students' ability grouping of seventh grade students at SMP Ma'arif 1 Ponorogo in academy year 2015/2016. The data got from documentation of Students' academic test result and transcript of questionnaire.

F. Technique of Data Analysis

⁵³ Loraine Blaxter, et al, How to Research; Third Edition, (New York: Open University Press, 2006), 179

⁵⁴ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Yogyakarta: RinekaCipta, 2002), 158

The data analysis method that was used in the research was statistic. This study used formula of product moment because it learnt logic relation pattern between two variables that is independent variable and dependent variable.

The steps of data analysis process are as follows:

- a. To know top up rank (good), middle rank (enough), and bottom rank (low)

ability grouping. The formula that is used is :

$$Mx+ 1 .SDx$$

$$Mx- 1 .SDx$$

Mx = Mean of ability grouping (X)

SDx = Standard deviation of ability grouping (X)

- b. To know top up rank (good), middle rank (enough), and bottom rank (low)

students' motivation in learning English. The formula that is used is:

$$My+ 1 .SDy$$

$$My- 1 .SDy$$

My = Mean of students' motivation in learning English (Y)

SDy= Standard devitiatio of students' motivation in learning English (Y)

- c. To know the correlation between ability grouping and students' motivation in learning English of the seventh grade students at SMP M'arif 1 Ponorogo in academic year 2015/2016 used formula of product moment correlation. The formula is⁵⁵:

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - Cx' . Cy'}{SDx' . SDy'}$$

Notes:

$\sum x'y'$: Number of cross multiplication (product moment) between the frequency of cells (f) with x and y

Cx' : Value of correlation on the x variable

Cy' : Value of correlation on the y variable

SDx' : Standard deviation of x values

SDy' : Standard deviation of y values

N : Number of cases

⁵⁵ibid

Giving interpretation by:

- a. Determining the correlation criteria by applying the indexes of correlation, as suggested by Hadi in Arikunto are as follows:⁵⁶

Table 3.5
The indexes of correlation

No	Scale	Interpretation
1	0.800 – 1.000	High Correlation
2	0.600 – 0.800	Sufficient Correlation
3	0.400 – 0.600	Fair Correlation
4	0.200 – 0.400	Low Correlation
5	0.000 – 0.200	Very Low Correlation

- b. Determining the significant standard 5% and 1%

Finally, making conclusion by classifying with the indexes of correlation and connect with the table of product moment.

⁵⁶ Suharsimi Arikunto, *Prosedur Penelitian*, 221

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents general data and the result of research that has been collected analysis and discussion.

A. General Data

SMP Ma'arif 1 Ponorogo strived to create conducive learning environment with apply ability grouping. At SMP Ma'arif 1 Ponorogo, ability grouping was done at the first time when students entered school and based on academic ability of each student. Academic tests were used to determine the class. For instance, the students who were the highest grade placed in A class. The number of the students each class was based on the capacity of the class. For other students who did not accept in A class, they were placed in B class until G class. Through ability grouping, students were hoped to get motivation to study hard. In fact, 7C students got higher score in English subject than 7A. Ideally, the class which consists of smart students, they must have high motivation also and it was proved through high score.

Teaching learning English at SMP Ma'arif 1 Ponorogo was like other generally. In this Madrasah used facilities as whiteboard, marker, LCD and language laboratory. The students did not interest in English subject because the material did not deliver or transfer using appropriate method and strategy. So that, the students were bored and they were not interested when teaching English ongoing. The teacher should create comfortable and enjoyable classroom, the teacher must be able to make the students more interested. English teacher must be able to take part in building good relation of classroom learning environment.

B. Specific Data

The researcher took 70 students as the sample. This research show variable of ability grouping and students' motivation of the seventh grade at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

1. Description about Ability Grouping of Seventh Grade at SMP Ma'arif

1 Ponorogo in Academy Year 2015/2016

This description meant to determine how the ability grouping of the seventh grade at SMP Ma'arif 1 Ponorogo in academic year 2015/2016. Test was applied to find students ability in academic. The test or placement test was conducted by the teacher. From the test, there was the list of students' score in documentation. The researcher drawn the score of ability grouping as follow:

Table 4.1
Score of the Ability Grouping

No	Name of Students	Score
1	Ahmad Iqbal Saputra	82
2	Muhammad Amrul Mujahidin	82
3	Muhammad Amirul Mustofa	76
4	Iqbal Zaqia Normahardika	76
5	Salis Gus Khalil Muhyidin Munandra	74
6	Alvarel Pandhu Dewanata	74
7	Freza Ahmada	72
8	Mohammad Waffi Nur Pratama	72
9	Sabekti Ichsanul Rangga Nur Fajar	72
10	Anwar Satriyo	72
11	Mohammad Rofiq	72
12	Danang Said Wijaya	70
13	Muhammad Fatkhul Ashari	70
14	Yosi Bayu Wardana	70
15	Faris Syaifulloh Fatah	70
16	Gibran Belfas Abizar	68
17	Reza Fadila Amanda	68
18	Fadhlullah Yoga Wicahyono	68
19	Muhammad Hafidz Ali Sofi	68
20	Khoirul Arifin	68
21	Danu Widi Atmoko	68
22	Lutfi Hakim Hayatulloh	66
23	Muhammad Fikri Taqiyuddin	66
24	Yudha Prana Bany Syahputra	66
25	Nopian Dwi Saputra	66

26	Ayu Nur Widyawati	64
27	Intan Febriana Anggita Sari	64
28	Desy Fitriani Ambarwati	64
29	Oktaveryana Lombaryanto	64
30	Mariana Indah Fitriani	64
31	Andisya Rivadh Devara	62
32	Trio Rommansah	62
33	Bijay Dany Murjianto	62
34	Dwi Aprianto	62
35	Bambang Setiyawan	62
36	Ardan Putra Pratama	62
37	Bagus Atmaja	60
38	Ilham Muhammad Jiansyah	60
39	Asmalia Yuri Anisa	60
40	Defi Elia Nur Astuti	60
41	Salsa Oktaviana Nuratiqoh	58
42	Aditiya Pratama	58
43	Fahrul Aji Nur Alim	58
44	Andri Manan	58
45	Ramadani Agung Prayogo	56
46	Bagas Bayu Pratama	56
47	Alexanda Handika Yunas	56
48	Andika Budi Pratama	44
49	Muhammad Haviz Wahyu Nugroho	44
50	Fahtur Bagus Prasetyo	44
51	Bayu Setiawan	44
52	Mohamad Habib Abdulloh	42
53	Ahmad Ali Fadwa	42
54	Alfin Nur Fauzi	42
55	Aziz Fikrotul Umman	40
56	Bagus Aziz Amrulloh	40
57	Bayu Setiawan	40
58	Braja Wisnu Bayu Aji	40
59	Dandi Seva Prasetya	40
60	Fahtur Bagus Prasetyo	38
61	Feri Kurniawan	38
62	Mochamad Ryfki Aminudin	38
63	Adi Saputra	38
64	Afandi Nur Wijaya	36

65	Andi Ardiansyah	36
66	Difa Wahyu Prasetyo	36
67	Gayuh Aji Khoiruddin	34
68	Hilmi Dhiyaul Haq	34
69	Jodi Kusuma Saputra	34
70	Mohammad Taufiq Hidayat	34

Based on the table above, the highest score of ability grouping was 82 and the lowest score was 34.

2. Description about the Student's Motivation in Learning English of Seventh Grades at SMP Ma'arif 1 Ponorogo in Academic Year 2015/2016.

In this description, the researcher explained the way to find the data of students' motivation in learning English. To get the data from the object of the research, the researcher gave questionnaire to the sample. The number of sample was 70 students of seventh grade at SMP Ma'arif 1 Ponorogo in academy year 2015/2016. Then, the total number of questionnaire was 25 items. The questionnaire contained about intrinsic and extrinsic motivations. There were 4 answer choices in each question that counted as follow: Very Agree has 4 points, Agree has 3 points, Disagree has 2 points and very Disagree has 1 point. The researcher drawn the score of students' motivation in learning English as follow:

Table 4.2

Students' Motivation in Learning English

No	Name of Students	Score
1	Ahmad Iqbal Saputra	81

2	Muhammad Amrul Mujahidin	65
3	Muhammad Amirul Mustofa	68
4	Iqbal Zaqia Normahardika	73
5	Salis Gus Khalil Muhyidin Munandra	74
6	Alvarel Pandhu Dewanata	84
7	Freza Ahmada	66
8	Mohammad Waffi Nur Pratama	61
9	Sabekti Ichsanul Rangga Nur Fajar	53
10	Anwar Satriyo	84
11	Mohammad Rofiq	80
12	Danang Said Wijaya	62
13	Muhammad Fatkhul Ashari	81
14	Yosi Bayu Wardana	76
15	Faris Syaifulloh Fatah	97
16	Gibran Belfas Abizar	85
17	Reza Fadila Amanda	85
18	Fadhlullah Yoga Wicahyono	72
19	Muhammad Hafidz Ali Sofi	95
20	Khoirul Arifin	74
21	Danu Widi Atmoko	81
22	Lutfi Hakim Hayatulloh	84
23	Muhammad Fikri Taqiyuddin	73
24	Yudha Prana Bany Syahputra	82
25	Nopian Dwi Saputra	83
26	Ayu Nur Widyawati	72
27	Intan Febriana Anggita Sari	89
28	Desy Fitriani Ambarwati	80
29	Oktaveryana Lombaryanto	83
30	Mariana Indah Fitriani	73
31	Andisya Rivadh Devara	76
32	Trio Rommansah	72
33	Bijay Dany Murjianto	83
34	Dwi Aprianto	81
35	Bambang Setiyawan	75
36	Ardan Putra Pratama	78
37	Bagus Atmaja	66
38	Ilham Muhammad Jiansyah	64
39	Asmalia Yuri Anisa	66
40	Defi Elia Nur Astuti	65

41	Salsa Oktaviana Nuratiqoh	88
42	Aditiya Pratama	82
43	Fahrul Aji Nur Alim	76
44	Andri Manan	77
45	Ramadani Agung Prayogo	84
46	Bagas Bayu Pratama	81
47	Alexanda Handika Yunas	73
48	Andika Budi Pratama	73
49	Muhammad Haviz Wahyu Nugroho	76
50	Fahtur Bagus Prasetyo	72
51	Bayu Setiawan	71
52	Mohamad Habib Abdullah	75
53	Ahmad Ali Fadwa	68
54	Alfin Nur Fauzi	71
55	Aziz Fikrotul Umman	75
56	Bagus Aziz Amrulloh	78
57	Bayu Setiawan	62
58	Braja Wisnu Bayu Aji	69
59	Dandi Seva Prasetya	64
60	Fahtur Bagus Prasetyo	70
61	Feri Kurniawan	71
62	Mochamad Ryfki Aminudin	64
63	Adi Saputra	79
64	Afandi Nur Wijaya	75
65	Andi Ardiansyah	75
66	Difa Wahyu Prasetyo	76
67	Gayuh Aji Khoiruddin	70
68	Hilmi Dhiyaul Haq	83
69	Jodi Kusuma Saputra	82
70	Mohammad Taufiq Hidayat	59

Based on the table above, the highest score of the students' motivation in learning English was 97 and the lowest score was 53.

C. Data Analysis

In this chapter, the researcher has been describing the mean and deviation standard of ability grouping and students' motivation in learning English. The researcher used product moment to analyze the data. So, the

researcher needed to know the normality of the data. Furthermore, this research described the correlation between ability grouping and students' motivation in learning English of seventh grades at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

1. Analysis Ability Grouping of Seventh Grade Students at SMP Ma'arif 1 Ponorogo in Academic Year 2015/2016

These are steps to know the mean and the standard deviation of ability grouping, as follow:

- a. Determine M_x
- b. Determine SD_x
- c. Determine top up ability grouping
- d. Determine button of ability grouping
- e. Make analysis about ability grouping

Table 4.3

The Analysis Data about Ability Grouping of Seventh Grade at SMP Ma'arif 1 Ponorogo in Academy Year 2015/2016

X	F	Fx	$x' = (x - mx)$	x'^2	fx'^2
82	2	164	25	625	1250
76	2	152	19	361	722
74	2	148	17	289	578
72	5	360	15	225	1125
70	4	280	13	169	676
68	6	408	11	121	726
66	4	264	9	81	324
64	5	320	7	49	245
62	6	372	5	25	150
60	4	240	3	9	36
58	4	232	1	1	4
56	3	168	-1	1	3
44	4	176	-13	169	676

42	3	126	-15	225	675
40	5	200	-17	289	1445
38	4	152	-19	361	1444
36	3	108	-21	441	1323
34	4	136	-23	529	2116
	70	4006	16	3970	13518

Note:

X = The score of result ability grouping

f = The frequency of ability grouping

X' = The result of score X minus Mx

$$M_x = \frac{\sum fX}{N}$$

$$= \frac{4006}{70}$$

$$= 57,22857$$

After calculating score of Mx, the researcher calculates the score of SDx. It was conducted to know how much the device standard of ability grouping. The formula could be explained clearly bellow:

$$SD_x = \frac{\sqrt{\sum f x'^2}}{N}$$

$$= \frac{\sqrt{13518}}{70}$$

$$= \frac{116,2669343}{70}$$

$$= 1,660956204$$

After determining Mx and SDx, then the researcher determined top up and button up of ability grouping. This was conducted to know the limitation standard category of student's ability grouping.

Top up of students' ability grouping:

$$= M_x + 1. SD_x$$

$$= 57 + 1. 2$$

$$= 57 + 2 = 59$$

Top bottom of students' ability grouping:

$$= M_x - 1. SD_x$$

$$= 57 - 1. 2$$

$$= 57 - 2$$

$$= 55$$

Ability grouping of the seventh grade at SMP Ma'arif 1 Ponorogo can determined by accumulating the data above. The analysis could be seen clearly as the table below:

Table 4.4

The Analysis about Ability Grouping of the Seventh Grade Students at SMP Ma'arif 1 Ponorogo in Academy Year 2015/2016

Interval	F	Category	Percents
59-82	40	Good	57,14%
56-58	7	Enough	10%
55-34	23	Less	32,86%

From the calculation above, the researcher concluded that ability grouping of theseventhgrade students at SMP Ma'arif 1 Ponorogo was very varieties. There were 57,14 % or 40 students got good categories by scoring between 59-82. Then 10% or 7 students got enough categories by scoring between 56-58, and 32,86% or 23 students were less categories by scoring between 55-34. It can be concluded that ability grouping of theseventhgrade students at SMP Ma'arif 1 Ponorogoin academy year 2015/2016 was good.

2. Analysis Students' Motivation in Learning English of Seventh Grades at SMP Ma'arif 1 Ponorogo in Academic Year 2015/2016.

There are some steps to calculate the mean and the standard deviation of the students' motivation in learning English, as follow:

- a. Determine My
- b. Determine SDy
- c. Determine top up of students' motivation in learning English
- d. Determine bottom of students' motivation in learning English
- e. Make analysis about the students' motivation in learning English

Table 4.5

The Analysis Data about the Students' Motivation in Learning English of
Seventh Grade at SMP Ma'arif 1 Ponorogo in Academy Year
2015/2016

Y	F	Fy	$y' = (X - M_x)$	y'^2	Fy'^2
97	1	97	22	484	484
95	1	95	20	400	400
89	1	89	14	196	196
88	1	88	13	169	169
85	2	170	10	100	200
84	4	336	9	81	324
83	4	332	8	64	256
82	3	246	7	49	147
81	5	405	6	36	180
80	2	160	5	25	50
79	1	79	4	16	16
78	2	156	3	9	18
77	1	77	2	4	4
76	5	380	1	1	5
75	5	375	0	0	0
74	2	148	-1	1	2
73	5	365	-2	4	20
72	4	288	-3	9	36
71	3	213	-4	16	48
70	2	140	-5	25	50
69	1	69	-6	36	36
68	2	136	-7	49	98
66	3	198	-9	81	243
65	2	130	-10	100	200
64	3	192	-11	121	363
62	2	124	-13	169	338
61	1	61	-14	196	196
59	1	59	-16	256	256
53	1	53	-22	484	484
	70	5261	1	3181	4819

Note:

Y = the score of students' motivation in learning English

f = the frequency of students' motivation in learning English

X' = the result of score Y minus M_y

$$\begin{aligned}
 M_x &= \frac{\sum fx}{N} \\
 &= \frac{5261}{70} \\
 &= 75,15714
 \end{aligned}$$

After calculating score of M_x , the researcher calculated the score of SD_x . It was conducted to know how much the device standard of student's motivation in learning English. The formula could be explained clearly as the formula bellow:

$$\begin{aligned}
 SD_y &= \frac{\sqrt{\sum fy'^2}}{N} \\
 &= \frac{\sqrt{4819}}{70} \\
 &= \frac{69,4190176}{70} = 0,991700251
 \end{aligned}$$

After determining M_x and SD_x , then the researcher determined top up and bottom of student's motivation in learning English. This was conducted to know the limitation of standard category of student's motivation in learning English .

Top up of student's motivation in learning English:

$$\begin{aligned}
 &= M_x + 1. SD_x \\
 &= 75 + 1. 1 \\
 &= 75 + 1 \\
 &= 76
 \end{aligned}$$

Top bottom of student's motivation in learning English:

$$\begin{aligned}
 &= M_x - 1. SD_x \\
 &= 75 - 1. 1 \\
 &= 75 - 1 \\
 &= 74
 \end{aligned}$$

The students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo can be determined by accumulating the data above. The analysis could be seen clearly as the table below:

Table 4.6

The analysis about the students' Motivation in Learning English of the Seventh Grade at SMP Ma'arif 1 Ponorogo in Academy Year 2015/2016.

Interval	F	Category	Percents
76-97	33	Good	47, 14%
75	5	Enough	7,14%
74-53	32	Less	45,72%

Based on the calculation, the researcher concluded that the students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo in academy year 2015/2016 was varies. There were 47,14% or 33students got good categories by scoring between 76-97. Furthermore 7,14% or 5 students got enough categories by scoring 75, and 45,72% or 32 students were less categories by scoring between74-53. It can be concluded that the students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo in academy year 2015/2016was good.

3. Normality Test

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution.⁵⁷ Table to analyzed normality was bellow:

Table 4.7

The Table of Normality Test on Ability Grouping

X	F	F _x	x ²	fx ²	F _{kb}	f/n	f _{kb} /n	z	P<Z	a ₂	a ₁
82	2	164	6724	13448	70	0,03	1	1,783	0,9625	0,038	-0,009
76	2	152	5776	11552	68	0,03	0,971	1,351	0,9115	0,06	-0,031
74	2	148	5476	10952	66	0,03	0,943	1,207	0,8849	0,058	-0,029
72	5	360	5184	25920	64	0,07	0,914	1,063	0,8554	0,059	0,0125
70	4	280	4900	19600	59	0,06	0,843	0,919	0,8186	0,024	0,0329
68	6	408	4624	27744	55	0,09	0,786	0,775	0,7794	0,006	0,0794
66	4	264	4356	17424	49	0,06	0,7	0,631	0,7357	-0,04	0,0928
64	5	320	4096	20480	45	0,07	0,643	0,487	0,6844	-0,04	0,113
62	6	372	3844	23064	40	0,09	0,571	0,343	0,6331	-0,06	0,1474
60	4	240	3600	14400	34	0,06	0,486	0,199	0,5753	-0,09	0,1467
58	4	232	3364	13456	30	0,06	0,429	0,056	0,5199	-0,09	0,1485
56	3	168	3136	9408	26	0,04	0,371	-0,088	0,4681	-0,1	0,1395
44	4	176	1936	7744	23	0,06	0,329	-0,952	0,1711	0,157	-0,1
42	3	126	1764	5292	19	0,04	0,271	-1,096	0,1379	0,134	-0,091

⁵⁷ Imam. Ghozali,. Aplikasi Analisis Multivariate dengan Program SPSS (Semarang : BP-UNDIP, 2009), 147

40	5	200	1600	8000	16	0,07	0,229	-1,24	0,1093	0,119	-0,048
38	4	152	1444	5776	11	0,06	0,157	-1,384	0,0839	0,073	-0,016
36	3	108	1296	3888	7	0,04	0,1	-1,528	0,0643	0,036	0,0072
34	4	136	1156	4624	4	0,06	0,057	-1,672	0,0475	0,01	0,0475
	70	4006	64276	242772							

To determine some contents on the table above, the researcher used some formulas, such as:

a. Determine Mean

$$M1 = \left[\frac{\sum fx}{n} \right] = \frac{4006}{70} = 57,22857$$

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fx^2}{Nx} - \left[\frac{\sum fx}{Nx} \right]^2} \\ &= \sqrt{\frac{242772}{70} - \left[\frac{4006}{70} \right]^2} \\ &= \sqrt{3468,171 - 3275,109} \\ &= \sqrt{193,062} = 13,8946752 \end{aligned}$$

b. Determine Z

$$Z = \frac{x - Mx}{SD_x} = \frac{X - 57,22857}{13,8946752}$$

c. Determine $P \leq Z$ (find it at table Z)

d. Determine a_2 (a_2 is quarrel between fkb/N and $P \leq Z$)

e. Determine a_1 (a_1 is quarrel between f/N and a_2)

Based on explanation above the researcher determined the hypothesis follow:

Ho: the data normal

Ha: the data do not have normal distribution

Look at the Kolmogorov – Smirnov' table with the standard significant:

0,1625

Criteria:

Decline H_0 if $a_1(\max) > D(\text{table})$

Accept H_0 if $a_1(\max) \leq D(\text{table})$

$a_1(\max) = 0,1485$

$D(\text{table}) = 0,1625$

So, the H_0 was accepted. It meant the data had normal distribution.

Table 4.8

The Table of Normality Test on Students' Motivation in Learning English

x	F	F _x	x ²	f _x ²	F _{kb}	f/n	f _{kb} /n	z	P<Z	a ₂	a ₁
97	1	97	9409	9409	70	0,01	1	2,633	0,9957	0,004	0,01
95	1	95	9025	9025	69	0,01	0,99	2,392	0,9916	-0,006	0,0202
89	1	89	7921	7921	68	0,01	0,97	1,669	0,9515	0,02	-0,006
88	1	88	7744	7744	67	0,01	0,96	1,548	0,9382	0,019	-0,005
85	2	170	7225	14450	65	0,03	0,93	1,187	0,883	0,046	-0,017
84	4	336	7056	28224	61	0,06	0,87	1,066	0,8554	0,016	0,0411
83	4	332	6889	27556	57	0,06	0,81	0,945	0,8264	-0,012	0,0693
82	3	246	6724	20172	54	0,04	0,77	0,825	0,7939	-0,022	0,0653
81	5	405	6561	32805	49	0,07	0,7	0,704	0,758	-0,058	0,1294
80	2	160	6400	12800	47	0,03	0,67	0,584	0,719	-0,048	0,0761
79	1	79	6241	6241	46	0,01	0,66	0,463	0,6772	-0,02	0,0343
78	2	156	6084	12168	44	0,03	0,63	0,343	0,6331	-0,005	0,0331
77	1	77	5929	5929	43	0,01	0,61	0,222	0,5871	0,027	-0,013
76	5	380	5776	28880	38	0,07	0,54	0,102	0,5398	0,003	0,0684
75	5	375	5625	28125	33	0,07	0,47	-0,02	0,496	-0,025	0,096
74	2	148	5476	10952	31	0,03	0,44	-0,14	0,4483	-0,005	0,034
73	5	365	5329	26645	26	0,07	0,37	-0,26	0,3974	-0,026	0,0974
72	4	288	5184	20736	22	0,06	0,31	-0,38	0,352	-0,038	0,0949
71	3	213	5041	15123	19	0,04	0,27	-0,5	0,3085	-0,037	0,0799
70	2	140	4900	9800	17	0,03	0,24	-0,62	0,2676	-0,025	0,0533
69	1	69	4761	4761	16	0,01	0,23	-0,74	0,2296	-0,001	0,0153
68	2	136	4624	9248	14	0,03	0,2	-0,86	0,1949	0,005	0,0235
66	3	198	4356	13068	11	0,04	0,16	-1,1	0,1357	0,021	0,0214
65	2	130	4225	8450	9	0,03	0,13	-1,22	0,1112	0,017	0,0112
64	3	192	4096	12288	6	0,04	0,09	-1,34	0,0901	-0,004	0,0472
62	2	124	3844	7688	4	0,03	0,06	-1,59	0,0571	4,00E-05	0,0285
61	1	61	3721	3721	3	0,01	0,04	-1,71	0,0446	-0,002	0,016
59	1	59	3481	3481	2	0,01	0,03	-1,95	0,0262	0,002	0,0119
53	1	53	2809	2809	1	0,01	0,01	-2,67	0,0038	0,01	0,0038
	70	5261	166456	400219							

To determine some contents on the table above, the researcher used some formulas, such as:

a. Determine Mean

$$M1 = \left[\frac{\sum fx}{n} \right] = \frac{5261}{70} = 75,15714$$

$$SD_x = \sqrt{\frac{\sum fx^2}{Nx} - \left[\frac{\sum fx}{Nx} \right]^2}$$

$$= \sqrt{\frac{400219}{70} - \left[\frac{5261}{70} \right]^2}$$

$$= \sqrt{5717,414 - 5648,596}$$

$$= \sqrt{68,81816} = 8,29567116$$

b. Determine Z

$$Z = \frac{x - Mx}{SDx} = \frac{X - 75,15714}{8,29567116}$$

c. Determine $P \leq Z$ (find it at table Z)

d. Determine a_2 (a_2 is quarrel between fk/N and $P \leq Z$)

e. Determine a_1 (a_1 is quarrel between f/N and a_2)

Based on explanation above the researcher determined the hypothesis follow:

Ho: the data normal

Ha: the data do not have normal distribution

Look at the Kolmogorov – Smirnov' table with the standard significant: 0,1625

Criteria:

Decline Ho if $a_1 (\max) > D$ (table)

Accept Ho if $a_1 (\max) \leq D$ (table)

$$a_1 (\max) = 0,1294$$

$$D (\max) = 0,1625$$

So, the Ho was accepted. It meant the data was normal distribution.

4. Analysis Correlation between Ability Grouping and Students' Motivation in Learning English of the Seventh Grade at SMP Ma'arif 1 Ponorogo in Academic Year 2015/2016

The steps of the data analysis applied in this research:

- a. Determining H_a and H_o

H_a and H_o determined in the Making correlation map with variable X and Y. The correlation map was shown clearly in the table below:

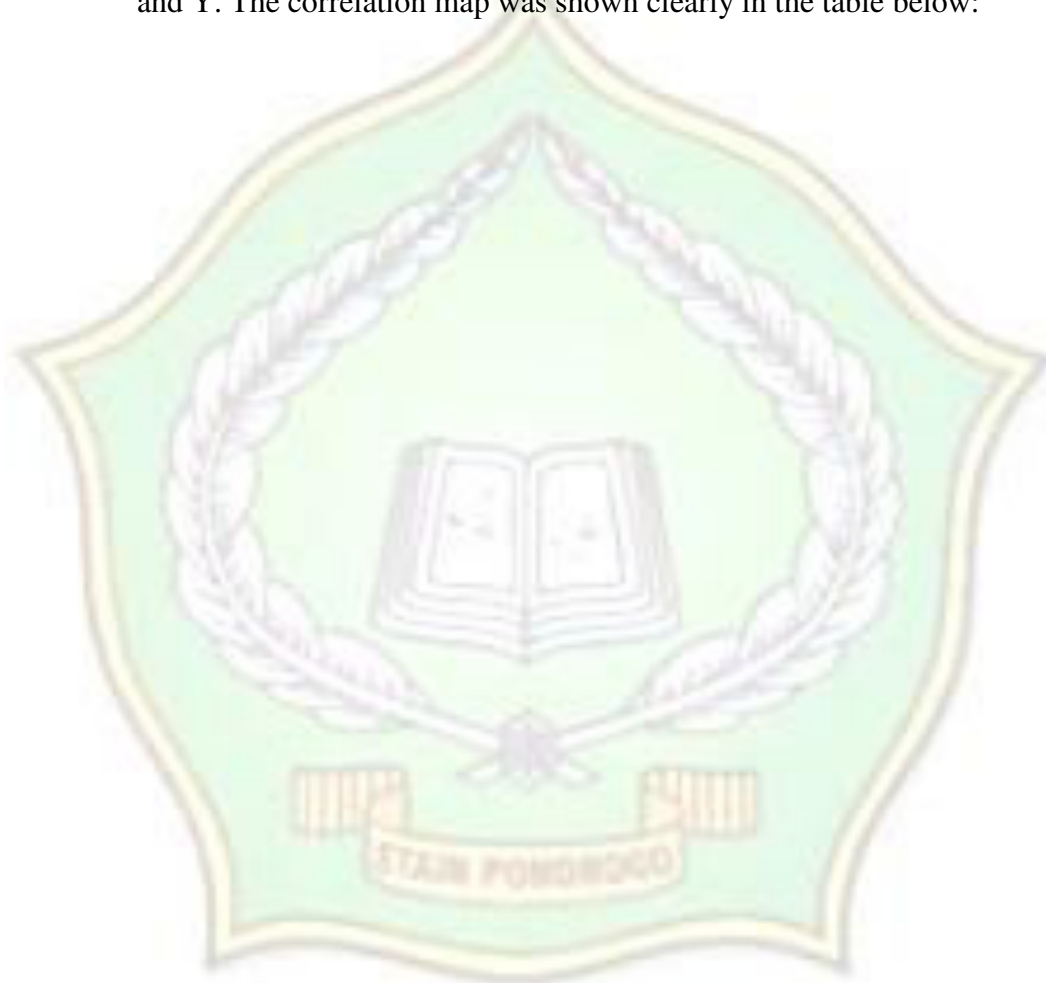


Table 4.9
The Coefficient Correlation Map

y/x	34-40	41-47	48-54	54-60	61-66	67-73	74-80	81-87	FY	Y'	FY'	Y'2	FY'2	X'Y'
97-103						1 +4			1	4	4	16	16	4
90-96						1 +3			1	3	3	9	9	3
88-89				1 -2	1 0				2	2	4	4	8	-2
81-87	2 +8			3 -3	6 0	5 +5	1 +2	1 +3	18	1	18	1	18	15
74-80	6 0	2 0		2 0	4 0	3 0	1 0		18	0	0	0	0	0
67-73	4 +16	5 +15		1 +1	4 0	1 -1	2 -4		17	-1	-17	1	17	27
60-66	3 +24			4 -2		3 -6		1 -6	11	-2	-22	4	44	14
53-59	1 +12					1 -3			2	-3	-6	9	18	9
FX	16	7	0	11	15	15	4	2	70	0	-16	0	130	70
X'	-4	-3	-2	-1	0	1	2	3	0					
FX'	-64	-21	0	-11	0	15	8	6	-67					
X'2	16	9	4	1	0	1	4	9	0					
FX'2	256	63	0	11	0	15	16	18	379					
X'Y'	60	15	0	-2	0	2	-2	-3	70	→	→	→	→	SAME

b. Determining Cx' and Cy'

$$Cx' = \frac{\sum fx'}{n} = \frac{-67}{70} = -0,95714286$$

$$Cy' = \frac{\sum fy'}{n} = \frac{-16}{70} = -0,22857143$$

c. Determining SDx' and SDy'

$$\begin{aligned} SDx &= i \sqrt{\frac{\sum fx'^2}{n} - \left[\frac{\sum fx'}{n} \right]^2} \\ &= 1 \sqrt{\frac{379}{70} - \left[\frac{-67}{70} \right]^2} \\ &= 1 \sqrt{5,414285714 - (-0,957142857)^2} \\ &= 1 \sqrt{5,414285714 - 0,916122448} \\ &= 1 \sqrt{4,498163266} = 2,120887377 \end{aligned}$$

$$\begin{aligned} SDy &= i \sqrt{\frac{\sum fy'^2}{n} - \left[\frac{\sum fy'}{n} \right]^2} \\ &= 1 \sqrt{\frac{130}{70} - \left[\frac{-16}{70} \right]^2} \\ &= 1 \sqrt{1,85714286 - (-0,228571429)^2} \\ &= 1 \sqrt{1,85714286 - 0,0522449} \\ &= 1 \sqrt{1,80489796} = 1,34346491 \end{aligned}$$

d. Computing by applying the formula of product moment correlation

$$\begin{aligned} r_{xy} &= \frac{\frac{\sum fx'y'}{n} - (Cx')(Cy')}{SDx' SDy'} \\ &= \frac{\frac{70}{70} (-0,95714286)(-0,22857143)}{2,120887377 \times 1,34346491} \\ &= \frac{1-0,21877551}{2,84933777} \\ &= \frac{0,78122449}{2,84933777} = 0,27417756 \end{aligned}$$

Note:

$\sum fx'y'$ = the number of cross-product results (product moment) between the frequency f of cells with x' and y'

Cx' = A correction value in the variable x

Cy' = A correction value of the variable y

SDx' = Standard deviation value of x in the meaning of each value of 1 unit (where $i = 1$)

SDy' = standard deviation value of y in the sense that every value of 1 unit (where $i = 1$)

n = number of cases

e. Giving Interpretation

The interpretation was explained in the next discussion.

f. Calculating degrees of freedom (df)

$$\begin{aligned} df &= N - nr \\ &= 70 - 2 = 68 \end{aligned}$$

g. Determining the significant standard in the table of product moment (r_t)

(see appendix 6)

From the significant standard 5% r table is 0,232 it mean that $r_{xy} > r_t$, thus H_a is accept.

h. Making conclusion by classifying based on the index of correlation and connecting to the table of product moment.

From the calculation above the researcher found that r_{xy} was 0,274. It was higher than r table. It can be concluded that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Table 4.10

The Index of Correlation⁵⁸

No	Scale	Interpretation
1	0.800-1000	High correlation

⁵⁸Suharsimi Arikunto. Procedure Penelitian: Suatu Pendekatan Praktik, 245.

2	0. 600-0.800	Sufficient
3	0.400-0.600	Fair
4	0.200-0.400	Low
5	0.000-0.200	Very low

The value of r_{xy} was 0,274. Based on the table of interpretation above, it was low correlation. It was being stated that there was a significant correlation between ability grouping and students' motivation in learning english of the seventh grade at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

D. Discussion and Interpretation

The research gave interpretation about the correlation between ability grouping by the documentation of academic test result and questionnaire of students' motivation in learning English.

From the calculation in the data analysis above, it was known that the value of r_{xy} was 0,27417756, and the value of r table (r_t) with degree of freedom (df) was 70 and the standard from 5% was 0,232. As the result was $r_{xy} > r_t$.

Value of table 5%, $0,274 > 0,232$

It can be concluded that there was any correlation between ability grouping and students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

The result explained that ability grouping has positive influence on students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo.

Grouping students by ability is one of the many ways used to tackle the differences that have significance for the learning process. Learners who have similar abilities be able to share each other, so will make them faster in their improvement and increasing their ability.⁵⁹ Ability grouping influences the student's achievements and also increase student's motivation to study hard in the learning process.



⁵⁹ Ali Imron, Manajemen Peserta Didik Berbasis Sekolah (Jakarta: PT Bumi Aksara, 2011), 111

CHAPTER V

CLOSING

A. Conclusion

Based on the research result and discussion on the previous chapter, the researcher draws up that the coefficient correlation is 0,274. It is higher than the coefficient of table 0,232 at the level of significant 5%. It means that $r_{xy} > r_t$. In line, null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is unrejected. Hence, it can be underlined that there is significant correlation between ability grouping and students' motivation in learning English of the seventh grade at SMP Ma'arif 1 Ponorogo in academic year 2015/2016.

B. Suggestion

From the conclusion above, the researcher attempts to give some suggestions:

1. Teachers

This study recommends teacher to create classroom comfortable and enjoyable, the teacher must be able to make the students more interested and focus to the lesson. English teacher must be able to take part in building good relation of classroom learning environment.

2. Students

Based on the result of the research, students must create the relationship or interaction between teacher-students or peer between them that students can learn effectively and learning process can achieve goal.