ABSTRACT

Suryani, Eti. 2017. The correlation between Motivation and S*tudents'* English Achievement of Seven[th] v class of seven[th]Grade Students of MTs Darul Huda Ponorogo in Academic Year 2016/2017.**Thesis**. English Education Department, Tarbiyah Faculty, State Islamic Institute of Ponorogo (IAIN ponorogo) Advisor Mrs.Nurul Khasanah, M.Pd

Key words: Motivation and students' English achievement

In the process of teaching and learning, motivation is very necessary, because someone who does not have the motivation to learn will not likely perform learning activities. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. From the quotation above, it shows the students' motivation will drive students to do something. Student Motivation can influence what and how they learn. However, the truth of this argument needs to be proven through research activities in order to obtain an accurate answer.

This study aims to determine: (1) The students' motivation of seven[th] v class of seven[th] grade students of MTs Darul Huda Ponorogo (2) The students' English achievement of seven[th] v class of seven[th] grade student of MTs Darul Huda Ponorogo (3) The correlation between students' motivation and students' English achievement of seven[th] v class of seven[th] grade student of MTs Darul Huda Ponorogo .

In this study, writer chooses the place of MTs Darul Huda Ponorogo. The type research is correlation. The population in this study was 33 students' of seven v classes. This study was population study. The technique of data collection is questionnaire and documentation. To analyze data, the writer uses the formula product moment Pearson as technique of data analysis.

The result of this study showed that computation r is greater than "r" table, with the db of N-2= 33-2= 31. 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 writer conclude that there is any correlation between students' motivation and English achievement. It means the writer reject null hypothesis and accepted alternative hypothesis.

CHAPTER I
INTRODUCTION

A. Background of the study

For many years students around the world learn English. Since it is considered as international language, learning English has become necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple to do. English plays an important role as a global language, for instance in educational field many projects which aim to improve a better concept of education such as researcher, workshops, student's exchanges, and seminar have been using English as their media of communication.

Nowadays, the ability to comprehend English is necessary for millions of people. In educational field, English language learning is one of the subjects that should be taught in a creative and innovative way in order to achieve maximum learning outcomes. Actually, the goal of teaching and learning English for the students are able to mastery four language skills, they are: speaking, listening, reading and writing. Language generated by the students (in ether speech or writing) is considered productive, and language directed at the student (in reading or listening) is respective language.[1]

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[1] Kathleen Baily, practical English language teaching speaking (Singapore: McGraw Hill, 2005)

There are many factors that affect students' success in learning English, one of them is the motivation. Motivation is one of the important aspects needed by the students to achieve their learning objectives. In the learning domain, motivation is an important role in the learning activity, especially to get the goal of learning. It is a totality of power in the learners' self which causes learning activity, which guarantees the learning process is really occurred. So, the goal of student to study is reached.[2]

Individual behavior does not stand alone, there is always something that drives it and focused on a goal that you want to achieve it. Objectives and driving forces may be realized by the individual, but maybe not, something concrete or abstract. The force that became the driving of individual activities the call motivation, which indicates a condition within the individual that pushing or moving the individual activities to achieve something of interest.[3]

In an effort to improve the quality of learning various attempts at doing that with increased motivation to learn. In terms of students learning will be successful if in itself there is a willingness to learn and the desire or urge to learn, because with increased motivation to learn and students will be moved, directed attitudes and behavior of students in learning

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[2] Sardiman, interaksi dan motivasi belajar mengajar(jakarta: PT Raja Grafindo persada, 2006)

[3] Nana syaodih sukmadinata, landasan psikology proses pendidikan (bandung, PT Remaja Rosda Karya, 2011)

In the process of teaching and learning, motivation is very necessary, because someone who does not have the motivation to learn 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.[4] From the quotation above, it shows as the students' motivation will drive students to do something. Student Motivation can influence what and how they learn.[5]

Motivation in language learning plays a vital role. Motive can be said to be the driving force and the subject to perform certain activities to achieve a goal.[6] Motivation will cause energy changes in humans that will appear later feelings and emotion to act or do something. All are encourage for the purpose, need or desire. For example a person who likes drawing will draw more and more. Besides, he/she might be eager to learn how to draw.

If the motive or motivation to learn arise every time learning, the likelihood of increased learning outcomes. Many students' talents are not developed because they do not have a motive that suits their talents. If students have a motive in accordance with the talent they have, then release the extraordinary power to achieve previously unexpected learning results

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[4] Jeremy, Harmer, the practice of English language teaching third edition (london: longman group Itd 1986)

[5] Dale, H,Schunk, learning theories: an education perspective(America : pearson, 2012)

[6] Sadiramn, interaksi dan motivasi belajar mengajar (PT Raja Grafindo Persada, 1986)

Darul Huda Islamic Junior High School Ponorogo was established on November 29, 1990. Darul huda Islamic junior High school Ponorogo always strive to provide the best facilities and support for the learning process in the classroom running smoothly. Seven grade in MTs Darul Huda there are 11 classes each class numbered about 25-30 students. According to the observations, many students are still having difficulty in learning. It can be seen from there are students who are reluctant student learning and not spirit in receiving lessons in the classroom. So that the learning outcomes are less satisfactory because there are still some students whose values is below the standard of graduation. Whereas during this time there have been school facilities provided to support teaching and learning process to run well. From that problem the writer want to know more about the relationship between motivation and results achieved by students

Base on the statement above, the researcher interest to take the research by the title "**THE CORRELATION BETWEEN MOTIVATION AND STUDENTS ENGLISH ACHIEVEMENT at seven grade students of MTs Darul Huda Ponorogo in academic year 2015/2016**

B. Limitation of the thesis

This study just focuses on the correlation between motivation and students' English achievement at the seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017.

C. Statements of the problem

In this study, the writer formulates the problems of the study as follows:

1. How are the students motivation of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

2. How are the students achievement of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

3. Is there any significant correlation between motivation and students' English achievement of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

D. Objectives of the study

Depend on the problem statements; this study has objectives as bellow:

1. To know how the students motivation of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

2. To know How the students achievement of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

3. To investigate the correlation between motivation and students English achievement of the seven[th] Grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

E. Significances of the study

1. Theoretical significance

   The result of this research is expected to give benefit in educational practice. It could contribute as the reference in the effort of increasing the student's English learning

2. Empirical significance

   a. For the student

      The results of this study are expected to give a benefit for the student especially for seven grade of MTs darul huda to look for motivation either from themselves or from others in order to achieve good results in learning.

   b. for teachers

      This study is an input in expanding their knowledge and insights on learning model especially for English teacher in MTs Darul Huda ponorogo in order to improve students' motivation to achieve maximum learning

   c. for schools

      This study result is expected to be an evaluation tool in increasing motivation to improve learning achievement at the seventh grade students of MTs Darul Huda Ponorogo in academic year 2016/2017.

F. organization of the thesis

To facilitate this writing, the discussion in writing research reports are grouped into V (five) chapters, each chapter consists of sub-section dealing. Systematic discussions of these are:

The first chapter, an overview to give thought to the overall pattern of research reports covering the background of the problem, problem identification, problem definition, problem formulation, research objectives, the benefits of research and systematic discussion.

The second chapter is the theoretical basis of the motivation, the students' English achievement. This chapter is intended as a theoretical frame of reference that is used to conduct research, literature review, a framework of thinking, and the filing of the hypothesis.

The third chapter, unbiased research methods that include study design, population and sample, data collection instruments, data analysis techniques, as well as the validity and reliability of the instrument.

The fourth chapter, are the findings and results of research on motivation with the learning outcomes of students in the seventh grade MTs Darul Huda Ponorogo, which includes an overview or general data research location, description of the data, analysis, and discussion and interpretation.

The fifth chapter is the concluding part of this research report, which contains conclusions and suggestions of this research.

CHAPTER II

THEORETICAL BACKGROUND, TEORETICAL FRAMEWORK, AND HYPOTHESIS

A. Theoretical background

1. Learning

a. Definition of learning

Learning is a conscious process where separate Items from the language are studied and practiced in turn.[7]According to Djamarah, learning is largely a series of activities and soul to obtain a change in behavior as a result of individual experience in interaction with the environment regarding the cognitive, affective, and psychomotor.

According to Croanbach, learning is shown by a change in behavior as a result of experience.[8]Harold spears give limitation" learning is to observe, to read, to try something themselves, to listen, to follow direction. Geoch defines learning is change in performance as a result of practice.[9]

Those definition explain that learning is an attitude and behavior and performance change with a series of activities, such as listening, monitoring, reading, observe, cheating, and so on. And that

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[7] Jeremy Harmer, how to teach english (England, Pearson Education Limited 2007)
[8]Zakiyahdaradjat, metodekhususpendidikan agama islam(jakarta: bumiakasara, 1995) 20
[9]ibid

would be better if the subject does not only understand it, but also practice it.

b. **Principle of learning**

There are some principles of learning, as follow:

1. Attention and motivation

Attention has important rule in the learning activity. Attention to lesson will be appeared if the material is appropriate with their necessity. If that material felt as something that is needed, student would learn anymore and will build their motivation to learn. If there is no attention, so motivation would be increased.[10]

Beside attention, motivation also has important rule in the learning activity. Motivation is a power which creates and directs activity of people. Motivation is aim tool in the learning. As an aim, motivation is one of factors which determine the successfulness of student in the science, moral value, and competence.

2. Activities

There is an idea of psychology that suggests students will be active in their learning. Learning is occurred naturally through their willingness without any compulsions. It is like theory come

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[10]Dimyati,mujiono, belajardanpembelajaran(Jakarta, PT RinekaCipta, 2009)

from john dewy. He said" bahawabelajaradalahmenyangkutapa yang harus di kerjakansiswauntukdirinyasendiri, makainisiatifakandatangdarisiswasendiri. Guru sekedarpembimbingdanpengarah.

According to theory of cognitive, students who have gotten knowledge will always find and do something based on their knowledge. They will be active and aggressive in planning something. Moreover, in the learning activity they will be able to identification, abbreviate problem, look for and discover reality, analyze, assume, and conclude.[11]

3. Experience

Edgar dale in the classification of learning experience describes that the best learning is learning through direct experience. In that learning, students not only participate physically, but also emotionally. Students will be receiving many values and skills when they were being learning in observation. The important of direct participation students in learning is told by john dewy with learning by doing. According to him learning is should be done directly.

4. Repeating

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[11]ibid

Repeating is important in the learning activity. Theory of repeating is said by psychology daya. According to this theory, learning is an exercise of power, such as observe, response, remind, imagine, feel, think, and so forth. When people repeat something they will be high in what they have. Other theory from Thomdike in psychology asosiasi or coneksionisme theory suggest that shaping of relationship of relationship between stimulation and response, and repeating to those experiences can growth the opportunity of right response. Although theory of repeating sometimes is impossible to explain all of learning form, repeating principles is still relevant as pillar of learning

5. Challenge

Field theory form Kurt Lewin defines that there is a field of psychology in the situation of learning. Of course, every student have goal in their learning. Sometimes to reach that goal, there is obstacle in the material. So it will be appeared motif to solve that obstacle. When students have reached their goal, they will entrance in the new field and goal. It will be continue, and go on. From that description, it was needed puzzle material in order to students are enthusiasm to solve that challenge

6. Individual differ

A student is unique individual. They are difference from others; they have their own self characteristic, attitude and emotion. Those differences influence in their students in learning process. Classical learning system which is careless in the individual differs. It could be fixed through many ways, such as through use variety of method and strategies.[12]

c. Factors influencing learning

Slameto suggests factors that affect learning are as follows:

1. Internal factors

    Factors that exist within the individual that is being studied. Internal factors consist of:

    a. Physical factors (health and disability).

    b. Psychological factors (intelligence, attention, interests, talents, motives, maturity and readiness).

    c. The fatigue factor.

    d. External factors

    Factors that are outside the individual. External factors consist of:

    a. Family factors (how parents educate, relations between members family, the house, the family's economic situation, understanding parents, and cultural background

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[12]Ibid, 49

b. Factors school (teaching methods, curriculum, teacher relations with students, student relationships with students, school discipline, teaching tools, school time, lessons above standard size, the state of the building, learning methods, and homework).

c. Community factors (the students' activities in society, mass media, friends hang out, and shape public life).

2. **Motivation**

a. **Definition of motivation**

Basically motivation is an effort in realizing to drive, steer and maintain a person's behavior that he was compelled to act to do something so as to achieve a particular result or goal. So the motivation to learn is a psychological condition that encourages students to learn with fun and learn energetically, which in turn will form a systematic way of student learning, concentration and can select activities.

There are many different definitions of motivation, especially in language learning. Harmer explains the meaning of motivation as the "internal drive" that pushes somebody to do something. If we

think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called "the action driven by motivation".[13]

Motivation is the internal state or condition that activates and gives direction to our thoughts, feelings and action.[14]

In addition, Parsons, Hinson and Brown define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes we gain new knowledge and skills and motivations push us or encourage us to go through the learning process.[15]

From the definition explain above, we can get a point motivation can be defined as force or energy that moves a person's to activities and goal in teaching-learning process. It makes student easier to involve in the subject because they will pay attention fully on that subject in English lesson. Motivation does not only from one's behavior but also support him or herself to the activity in class and as a result, one pays attention and makes him or herself to be a part in the activities.

b. **Kind of motivation**

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[13]Ratanawaleewimolmas, A survey study of motivation in English language learning,(Thammasat University, Thailand)

[14] Benjamin b. lahey, psykilogy: an introduction,(new York, McGraw-Hill companiens) 2007

[15]ibid

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

There are two kind of motivation:

a. Intrinsic motivation

According Edward Deci defined intrinsic motivation is intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.[16] The intrinsic motivation is motives that have been an active without stimulus from the outside, because everyone has a motivation to do something. If someone has an intrinsic motivation in their self, they can do activities without need motivation from the outside.

b. Extrinsic motivation

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as district from

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[16]H Douglas Brown, teaching by principle: an interactive approach to language pedagogy,(san Francisco state university: prentice hall regents Englewood cliffs, 2000), 76

the wish to learn from its own sake or interest in tasks.[17] Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond itself.[18]

c. **Elements in the motivation to learn**

According Dimyati and Mudjiono, there are several factors that influence the motivation to learn are:

1. Future goals or aspirations of students

Future goals can take place in a very long time, even a lifetime. Future goals will strengthen the intrinsic and extrinsic motivation to learn because the achievement of a future goal will realize self actualization.

2. ability to learn

In learning takes various abilities. Its capabilities include several psychological aspects contained in the students themselves. For example observation, attention, memory, power of thought and fantasy. Students who have a high learning ability, usually more motivated to learn, because students like that more often get a success because success strengthens motivation.

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[17] Penny, Ur, a course in language teaching(united kingdom: Cambridge university pers)

[18] H Douglas Brown, teaching by principle: an interactive approach to language pedagogy,(san Francisco state university: prentice hall regents Englewood cliffs, 2000),

3. Physical and spiritual conditions of students

   Students are beings consisting of psychophysical unity. So the conditions that affect student learning motivation here pertains to physical and psychological conditions, but usually the teacher to quickly see the physical condition due to more clearly show the symptoms rather than the psychological condition. For example, students who looked lethargic, sleepy perhaps also because the evening staying up late or too sick.

4. conditions of class environment

   Environmental conditions are elements of elements that come from outside the student. Environmental individual students as well as the environment in general, there are three, namely the family, school and community.

5. elements of dynamic learning

   Elements of dynamic learning are element of its existence in the learning process are not stable, sometimes weak and even disappear altogether.

6. Efforts of teachers to improve students learning

Efforts intention here is how teachers prepare themselves in teaching students ranging from mastery of the material, how to present it, and attract the attention of students.

d. **The function of motivation**

Motivation is essential condition of learning. There are many function of motivation such as:

a. The function of motivation is activator that gives energy to someone to do something.[19]

b. Motivation can be determine direction of behavior

c. Motivation can select our behavior, it means that it can determine what we do, and appropriate to reach the goal.[20]

d. The function of motivation is encouraging the human to do something, so as driver for release energy.

e. The function of motivation is determining a course of action toward the goal to be achieved

f. The function of motivation is choosing an action; determine action should be take n to achieve appropriate goals, by setting aside a deed which is not useful for that purpose.[21]

e. **The Goal of Motivation**

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[19]NgalimPurwanto, psychology pendidikan (bandung, PT remaja rosdakarya,2007)
[20]Ibid
[21]sadirman,interaksidanmotivasibelajarmengajar(PT raja grafindo persada,2009)

In generally, the goal of motivation is moving or inspiring someone to have desire to do something to get the result. For the teacher, the goal of motivation is to move or support the students having desire to improve their achievement to reach the goal of education and appropriate with curriculum.[22]

f. **Principles of motivation in learning**

The motivation have very important role in teaching-learning process. No one learned without any motivation from both outside and inside. There are some principles of motivation in learning, including:

1. Motivation as the driving force that encourages learning activities
2. The mainmotivationis moreintrinsicappealwiththe motivation from outside
3. Motivationin the form ofa bettercomplimentpenalty appeals
4. Motivationis closely linked tothelearningneeds
5. Motivation can cultivate optimism in learning[23]

3. **Achievement**

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[22]NgalimPurwanto, psychology pendidikan (bandung, PT remaja rosdakarya,2007), 70-71
[23]Sukmadinata,landasanpsikologi proses pendidikan, 62

1. Definition of achievement

Achievement is ability of the students after they receive their learning experience.[24]Achievement is result that got by someone when do the assignment or certain activity.

Achievement is the ability of a child after acquired through learning activities.[25] Achievement is the result of learning that has been achieved according to the capabilities not found and marked with the developments and changes to a person's behavior is required of learning with a certain time. This achievement can be expressed in terms of value and results of test or exams.

Student English achievement is how children accept the English language as the foreign language. But in foreign language learning, students have difference achievement. They must compatible in four skill, they are listening, speaking, reading and writing.

2. Factors influencing achievement

Nana Syaodih explains that the factors influence of achievement are internal factors, external factors and guidance

[24] Nana sudjana, penilaianhasil proses belajarmengajar (bandung: PT. RemajaRosdakarya , 2009), 22
[25]Asep jihad, abdulharis,evaluasipembelajaran (Yogyakarta : multi pressindo, 2008), 14

factors.[26] Internal factors consist of physical aspect, psychological and spiritual aspect, intellectual and social condition; involves the interpersonal relation. However, external factors consist of family, school; includes the physical aspect and all learning activities, and the society.

Moreover, M. Dalyono also explains the factors influence achievement. He mentions two factors as internal factors and external factors. Internal factors consist of health physical and spiritual health, intelligence and talent, interest and motivation, and how to learn. External factors consist of family, school, community, and environment.[27]

3. Measurement and evaluation of achievement

Measurement has a very close relationship with the evaluation. The evaluation was done after measurement, meaning that decisions must be present in every evaluation based on data obtained from measurements. To find out how much a learning experience that has been owned by the students, made the measurement of student achievement. From the results of these measurements provide teacher

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[26] Nana syaodih,landasanpsikology proses pendidikan (bandung: remajarosdakarya, 2005) , 162-165

[27] M. Dalyono,psikologipendidikan (Jakarta: RinekaCipta, 2001), 55

evaluations of the success of teaching and then do the steps for the improvement of teaching and learning process next.

According to Darsono information gathering learning outcomes can be done in two ways:

a. Mechanical Test

Mechanical test are usually done in schools to end the school year or semester. At the end of the school year held the year-end test. According to answer test patterns can be classified into three, namely, test objective, short-answer test, and test description.

b. Mechanical non test

The collection of information or measurement in the evaluation of learning outcomes can also be done through observation, interviews and questionnaires. More non-test techniques used to reveal psychomotor abilities and effective learning outcomes.

B. Previous study

Here, the writer found a previous study that relevant with this study. It was researched by Dian Wulandarifrom English education department of IAIN Ponorogo. The title of her research was" The Correlation between students' motivation and reading skill for the second grade students' of SMAN 1Dolopo in academic year 2010/2011. The research focus on the

correlation between students' motivation and reading skill for the second grade students' of SMAN 1Dolopo in academic year 2010/2011

According to her research, she conclude that was significant correlation between students' motivation and reading skill for the second grade students' of SMAN 1Dolopo in academic year 2010/2011. The conclusion was based on the result of data analysis. In this research $r_{xy}$is 0,821, while the significant standart of 1% = 0,456 and 5% = 0,355. It means that$r_{xy} \geq r_{table}$ .So, Ho was refused and Ha was accepted.

From the previous study above, the writer in this study assumed that the students' motivation can influence reading abilityfor the second grade students' of SMAN 1Dolopo in academic year 2010/2011

C. Theoretical framework

In terms of student learning will be successful in her study if there is a willingness to learn, the desire or impulse is what is called the motivation. Motivation is the mental boost that moves, directing attitudes and behavior of individuals in the study. In the motivation contained their future goals or aspirations of students. With future goals or aspirations is expected that students can learn and understand what the objectives of the study and can realize self-actualization. Student ability, competency and skill in mastering subjects can expect students applying and developing creativity in learning.

Conditions of the students, in which students are in a state fit will cause the student eager to learn and able to complete the task well. Contrary to

the students who are sick or many problems, then these students will not have the passion to learn. In addition, students of environmental conditions in the form of natural circumstances, neighborhood, peer relationships, social life also supports their enthusiasm in learning. Suppose that the environment is safe, peaceful, orderly and beautiful, the spirit and motivation to learn easily amplified.

Based on the above references can be formulated that motivation to learn have a crucial role and encourage students to learn with full attention and concentration in a lesson, in order to reach the expected goals by the students that study results demonstrated academic achievement will increase. So in this case the high and low motivation to learn is crucial to student learning outcomes.

D. Hypothesis

In one study, hypothesis formulation is very important. The hypothesis is a tentative conclusion that still need to be tested were correct. As for the proposed hypothesis is

"There are the significant correlation between motivation and students English achievement at MTs Darul Huda Ponorogo in academic year 2016/2017

CHAPTER III

RESEARC METHODOLOGY

A. Research design

In this study the writer used quantitative method. This research applies a correlative research. This research aims to know the correlation students motivation and the students' English achievement at seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017. A correlation is the measurement of the co-relationship between two or more variables used correlation statistics.[28] It means, correlation was a kind of method in research to know the relationship between variables.

Correlation study aims to find whether there is a relationship, and if so, how close relationship and whether or not a relationship.[29]

B. Population and sample

1. Population

Population in educational research usually was defined as all the members of a real or hypothetical set of people, events, or objects to which educational research wish to generalize the result of the research. [30]

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[28] Muhammad adnan lathif, research method on language learning(malang: UM press, 2012) 112

[29] Suharsimi arikunto, prosedur penelitian dalam praktek edisi revisi IV (Jakarta : rineka cipta , 1998) 251

[30] Ibid, 181

Population was the group of interested to writer, the group to whom the writer would like to generalize of the result of the study. It means, population is cluster choose by writer to do the research.

From definition above the writer conclude that population is all the subjecting which the writer can get to be used as the data. Population provides for the writer with information or data that will be analyze by the researcher.

In the study, the populations are seventh v class of seventh grade students of MTs Harul Huda in academic year 2016/2017. The total student of seven v class was 33 people. So, this study was population study

2. **Variable**

   a. Independent variable (x)

   Independent variable of this research is the students' motivation.

   b. Dependent variable (y)

   Dependent variable of this research is students English achievement of seven grade student' of MTs darul huda in academic year 2016/2017

C. **Instrument of data collection**

The instrument in this research is questionnaire that will be used to know the student' motivation based on indicators of X and Y variable based on student English achievement

In quantitative research, instrument of data collection or the research instrument is agreed with the instrument validity and reliability. There was used to measure the data from questionnaire. The complete explanations are following:

1. **Validity**

   Validity was an important key to effective research. According to Karl person, validity is the correlation product moment technique.[31] Te step to calculate validity are:

   a. Make the table of item analysis off all question

   b. Make the table of item analysis of each question

   c. Apply the data to the formula of product moment correlation

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

   a. Make interpretation of correlation result r_{xy} of each question. When the coefficient correlation $r_{xy} \geq 0{,}514$, so the item question is valid, and when the coefficient correlation was under $r_{xy} \leq 0{,}514$ so te item question is invalid. Finally the result of questionnaire is:

   The result of motivation questionnaire

Variable	No. instrument	Calculated	"r" table	Explanation

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[31] Retno widyaningrum, statistik

X : variable students motivation	1	4,080	0,514	Valid
	2	4,080	0,514	Valid
	3	0,001	0,514	Invalid
	4	3,165	0,514	Valid
	5	0,183	0,514	Invalid
	6	0,347	0,514	Invalid
	7	0,542	0,514	Valid
	8	1,440	0,514	Valid
	9	0,181	0,514	Invalid
	10	0,141	0,514	Invalid
	11	0,147	0,514	Invalid
	12	0,231	0,514	Invalid
	13	2,307	0,514	Valid
	14	0,095	0,514	Invalid
	15	0,671	0,514	Valid
	16	0,449	0,514	Invalid
	17	0,590	0,514	Valid
	18	0,245	0,514	Invalid
	19	0,394	0,514	Invalid
	20	0,914	0,514	Valid

To test then validity and reliability of the instrument, the researcher took a sample of 15 respondent uses 20 item of students' motivation. Validity of calculate item instrument to 20 items students motivation, there are 9 items about which are te number 1,2,4,7,8,13,15,17,20

2. **Reliability**

Reliability was used to measure instruments of data collection and to identity the reliable of data collection especially questionnaire. To determine reliability of student motivation in this research used spearman brown formula.

In this technique, the researcher has to through the steps. The steps to measure the reliability are:

a. Make a table of item analysis of all items

b. Make the table of odd even split

c. Applying the data to the formula of product moment correlation

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

d. Apply the result to the speraman-brown formula

$$r_{II} = \frac{2\,r\,\frac{1.1}{2.2}}{1+r\,\frac{1.1}{2.2}}$$

$r_{II} =$ coefficient reliability

$$\frac{2\,r\,\frac{1.1}{2.2}}{1+r\,\frac{1.1}{2.2}} = r_{xy} \quad \text{as the index of correlation} \quad \text{between}$$

split-half

e. Consult the correlation result (r_i) to the "r" table of product moment after find out the degrees of freedom (df). the formula is

df= N-nr

df=degrees of freedom

N= number of case

Nr= number of variable

If the correlation is positive when $r_{xy} \geq rt$ so the instrument is reliable. And if $r_{xy} \leq r_t$ so the instrument is not reliable. From the each instrument in this research, the number of item is N=15, so df=(15-2)= 13. In the significant standard 5% is gotten $r_t = 0,514$. The result of students' motivation r_{xy} is 0,514 it can be concluding that $r_{xy} \geq r$ table .so it meaning that this questionnaire is reliable.
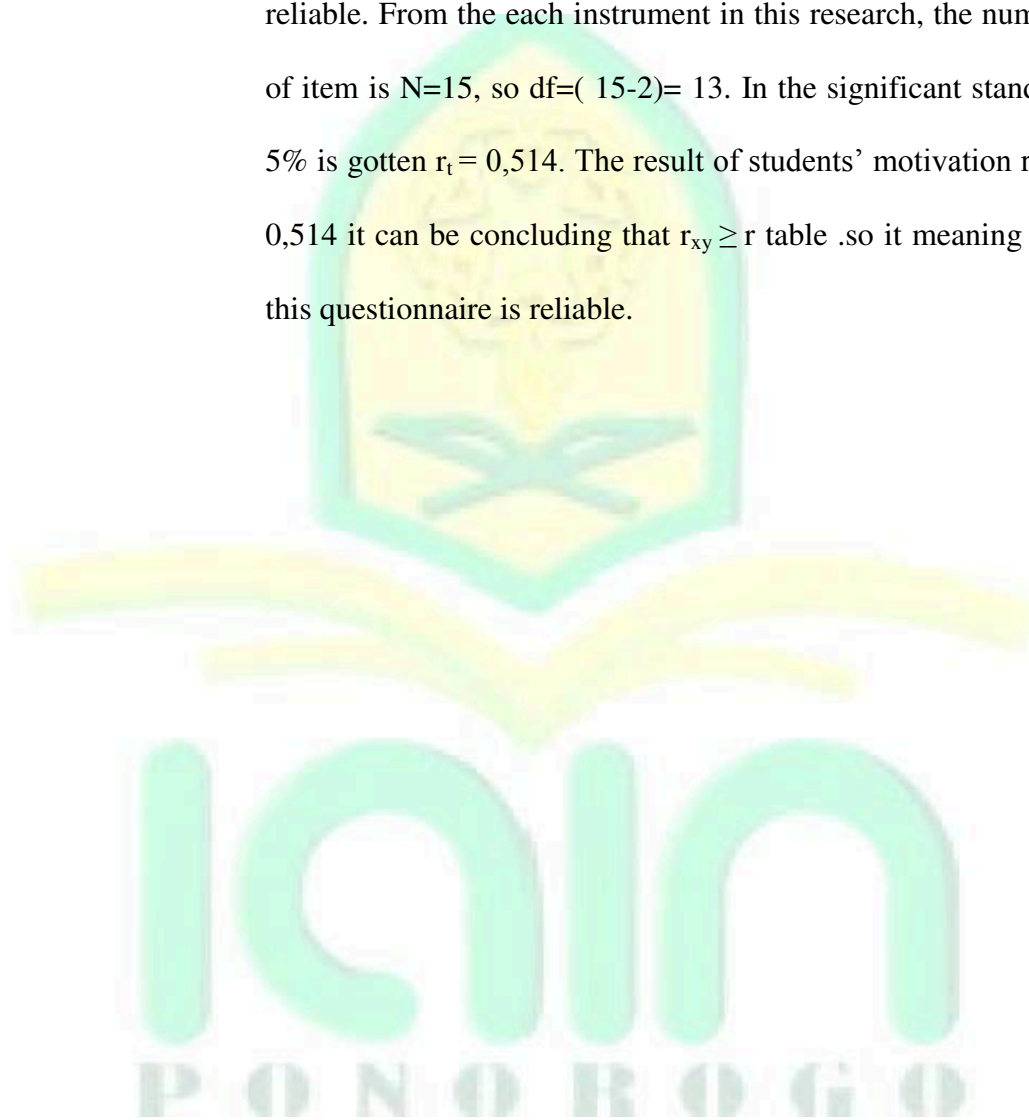
Table 3.1

Instrument of data collection

Title of research	Variable	Indicator	No item of instrument	technique
A correlation between students motivation and students English achievement at seven grade students of MTs darul huda ponorogo	Independent variable: students motivation	- Future goals or aspirations of students -ability to learn - Physical and spiritual conditions of students - conditions of class environment -elements of dynamic learning	1,2,4,7,8,13,15,17,20	questionnaire
	Dependent variable : English achievement	English value		Documentation

d. **Technique of data collection**

In this research, to collect data the writer used questionnaire and documentation.

1. **Questionnaire**

    Questionnaire was technique of data collection done by giving a question to the respondent to be answered. In this the writer used questionnaire to know the student motivation score of seventh v class of seventh grade students of MTs Darul Huda in academic year 2016/2017

    Using questionnaire which consist of 20 number of multiple choice items that prepare 4 answer chosen in each question that count as follow:

    A (Always)   = 4 point

    B (Often)   = 3 point

    C (Sometimes)   = 2 point

    D (Never)   = 1 point

2. **Documentation**

    Documention method was used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.[32]

    In this research, documentation was used to get some data about students' English achievement of seventh v class of seventh grade students

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[32] Suharsimi arikunto, prosedur penelitian suatu pendekatan praktik, (Yogyakarta: rineka cipta, 2002) 158

of MTs darul huda ponorogo.The writer got the data from English teacher

of MTs darul huda ponorogo.

e. Technique of analysis data

Researcher do two steps to analyze data as follow:

1. The technique use to classify the students into three criteria, they are

   up rank (high), middle rank (sufficient), and bottom rank (low) the

   formula are:

   a. $Mx + 1.SDx$

      $Mx-1.SDx$

      Notes:

      Mx = mean of interpersonal intelligence (x)

      SDx = standard deviation of interpersonal intelligence (x)

      This technique was used to analyze students motivation of the

      seven grade of MTs darul huda ponorogo in academic year

      2016/2017

   b. $My+ 1.SDx$

      $My- 1.SDy$

      Notes:

      My = Means of students English achievement (y)

      SDy = standard deviation of students English achievement (y)

This technique was used to analyze students' English achievement of seven grade students of MTs darul huda in academic year 2016/2017, these technique classify the students into three criteria. They are up rank (high), middle rank (sufficient) and bottom rank (low)

2. The technique of data analysis in this research is the product moment formula for the data 30 or more than 30.[33] Thus, to identity whether there is significant correlation between students motivation and students English achievement of the seven grade students of MTs darul huda ponorogo.

The step of correlation product moment:

a. Please determine 9 interval) of each variable

b. Making map correlation

c. Determine Cx' Cy'

Cx' = the correlation value of X variable, $Cx' = \dfrac{\sum f'}{N}$

Cy = the correlation value of Y variable, $Cy = \dfrac{\sum y'}{N}$

d. Determining standard of deviation

$$SDx' = \sqrt{\dfrac{\sum fx^2}{n} - \left(\dfrac{\sum fx}{n}\right)^2}$$

[33] Retno widyaningrum, statistic,(STAIN PO, press: ponorogo, 2011)110

$$SDy' = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

e. Determining r_{xy}

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - CX'CY'}{SDx'SDy'}$$

r_{xy} = the correlation coefficient

N = number of case

f. Giving interpretation by:

1. Determining the correlation criteria by apply the index of correlation. It as follow: suggest by Arikunto follow:

The index of correlation

No	Scale	Interpretation
	0,800-1,000	High correlation
	0,600-0,800	Sufficient correlation
	0,400-0,600	Fair correlation
	0,200-0,400	Low correlation
	0,00-0,200	Very low corelation[34]

34 Arikunto, procedur penelitian, 155

2. Determining the significant standart 5% and 1%

CHAPTER IV

RESEARCH RESULT

A. General Data

1. History of School Establishment

Darul Huda Islamic Junior High School Ponorogo Mayak was established on November 29, 1990 with the establishment license number WM 06/03/004/B/ket/1990. This educational institution is under the shelter of Darul Huda Islamic boarding school foundations in Ponorogo district.

MTs Darul Huda has a vision.[35] By knowledge and charity can achieve a perfect human being and have ahlakul karimah missions. This is provided by islamic religious knowledge and mastery of science, according to level of capabilities and needs in preparation for continuation of education to pursue higher degrees in Islamic society.

MTs Darul huda Mayak has target:[36]

a. Creating the planned activities in school and directed by reference to the good management

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[35]Look at documentation transcript number : 01/D/15-IX/2016 in appendix 6

[36] Look at documentation transcript number : 02/D/15-IX/2016 in appendix 6

b. Increasing of the management of the ranks of teachers and other school, enabling the creation of a conductive teaching-learning process and create a reliable output.

c. Functioning of educational units related to the activities of students, teachers and principals as well as all levels of manager and the public, both organization and functional units. Allowing good cooperation and awakening sense of shared responsibility between school, students, parents and teachers

2. Profile of MTs Darul Huda

a. Meaning of Symbol

1. Star (golden yellow): lofty objective, knowledge, charitable, pious, glorious deeds

2. World sky (blue sky): shows insight

3. Triangle (yellow gold): stealing is good if flying up and falling down still stuck, do not waver aqidah

4. Left wing (white labeled islam) : islam is pure

5. The right wing (white cloud) writing" berilmu, bertaqwa" as motto of Darul Huda Islamic Boarding school

6. Posts Mayak Tonatan Ponorogo curved upwards: indicates location of Darul Huda Islamic Boarding School

7. Arabic writing : it is the name of the board

b. **Geographical Location**

MTs Darul Huda Mayak is located within urban areas, easily access via public transportation or private vehicle. It is located two km east of downtown of ponorogo and still part of the district of ponorogo. It is precisely located at Jl. Ir. H. Juanda Gg. VI No.38 Mayak Tonatan Ponorogo. The borders of MTs Darul Huda areas are:

North: Ronowijayan village

East: Ronowijayan village

South: Tonatan village

West: Bangunsari

c. **Organization Structure of MTs Darul Huda**

In an organization, it is necessary to make the structure so that the organization can run well. It is needed to make the authority of individual

units work together and help to achieve the objectives that have been divined.

Organization structure of MTs Darul Huda Mayak Tonatan Ponorogo is as follows:

1. Head master : Muhammad Syamsi
   Hasan, SE
2. Head of administration : Ali Muttaqin
3. Assistance of managing students : Umijan
4. Assistance of managing curriculum : Choirul Anam, S.H.I
5. Assistance of managing school facilities : Anwar, S.H.I
6. Assistance of school public relation : Yasin Budyoko
7. Coordinator of students counselor : Umijan

d. Condition of Teachers and students of MTs Darul Huda Mayak

The number of teacher and staff in MTs Darul Huda Mayak Tonatan Ponorogo in academic year 2015/2016 are about 110 people. The teachers at MTs Darul Huda are mostly graduated from collage or university in various fields and majority graduated from Darul Huda Senior high school. The table of number of teachers, staff and students in MTs Darul Huda are as follow:

Table 4.1 The Number of the teachers and Staffs in MTs

Darul Huda

No	Type of teachers	Year					
		2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015 / 2016
1	Civil servants	5	4	4	2	2	2
2	Permanent teachers foundation	2	2	2	2	2	2
3	Teacher not fixed	42	60	70	73	74	95
4	Center for teacher contract	-	-	-	-	-	-
5	Local teacher contract	1	-	-	-	-	-
6	Employees	9	9	9	-	-	11
	Total	59	75	85	88	89	110

From the table above it can be seen that the civil servants of MTs Darul Huda from 2010 until 2016 has declined. In 2010 amounted to 5 people and in 2016 only two people. The amount of Permanent teacher foundation from 2010 until 2016 is same. The opposite of civil servants, the teacher not fixed from 2010 until 2016 the number is increasing. Starting from 2010 amounted to 42 and in 2016 amounted to 95 people. Center for teacher contact and local teachers contact is the same amount that only one in 2010 .while the number of employees in 2010 until 2013

amounted to 9 people and in 2016 increased to be 11 people. Total teacher

from 2010 to 2016 can be seen as it is attached above.

The amount of students MTs Darul Huda Mayak is increased years

to years. The number of students in MTs Darul Huda from year to year

can be seen as on the attachment below

Table 4.2 The Number of Students in MTs Darul Huda

No	Year	Class			Total
		I	II	III	
1	2010/2011	544	322	273	1.139
2	2011/2012	591	482	287	1.360
3	2012/2013	553	505	413	1.419
4	2013/2014	593	452	459	1.504
5	2014/2015	762	529	459	1.625
6	2016/2017	1194	918	755	2867

From the table above can be seen that the number of students in

MTs Darul Huda from year to year is increasing. It can be seen from the

total number of students of the whole class. Total student in 2010

amounted to 1.139 and then in 2016 increased to be 1,625 students

e. Curriculum of MTs Darul Huda Mayak

MTs Darul Huda Mayak uses the curriculum established by the ministry of religious affairs and also added with the local curriculum. The compositions of curriculum structure are as follow

Table 4.3 Compositions of curriculum structure

No	Subject Matter
1	Religious education
	a. Al-Quran Hadits
	b. Aqidah ahlak
	c. Fiqih
	d. SKI(sejarah kebudayaan islam)
2	Civil education
3	Discussion and literature of Indonesia
4	Arabic
5	English
6	Math
7	Science (biology, physics)
8	Social science (geography, history, economy
9	Art education
10	Physical education
11	Skills/information and communication technology (ICT)
	Local content

12	a. Javanese language
13	b. Refraction (pembiasaan)

e. **Infrastructures of MTs Darul Huda Mayak**

Facilities and infrastructures of MTs Darul Huda Mayak include: classrooms, staff rooms, and the room of BP / BK, administrative room, UKS space, computer labs, co-operative and canteen, students' council room, bathroom/ WC for teachers, bathroom/ WC for students, halls and place for worship/ mosque. Here is the detail and the condition of facilities and infrastructures in MTs Darul Huda Mayak Tonatan Ponorogo
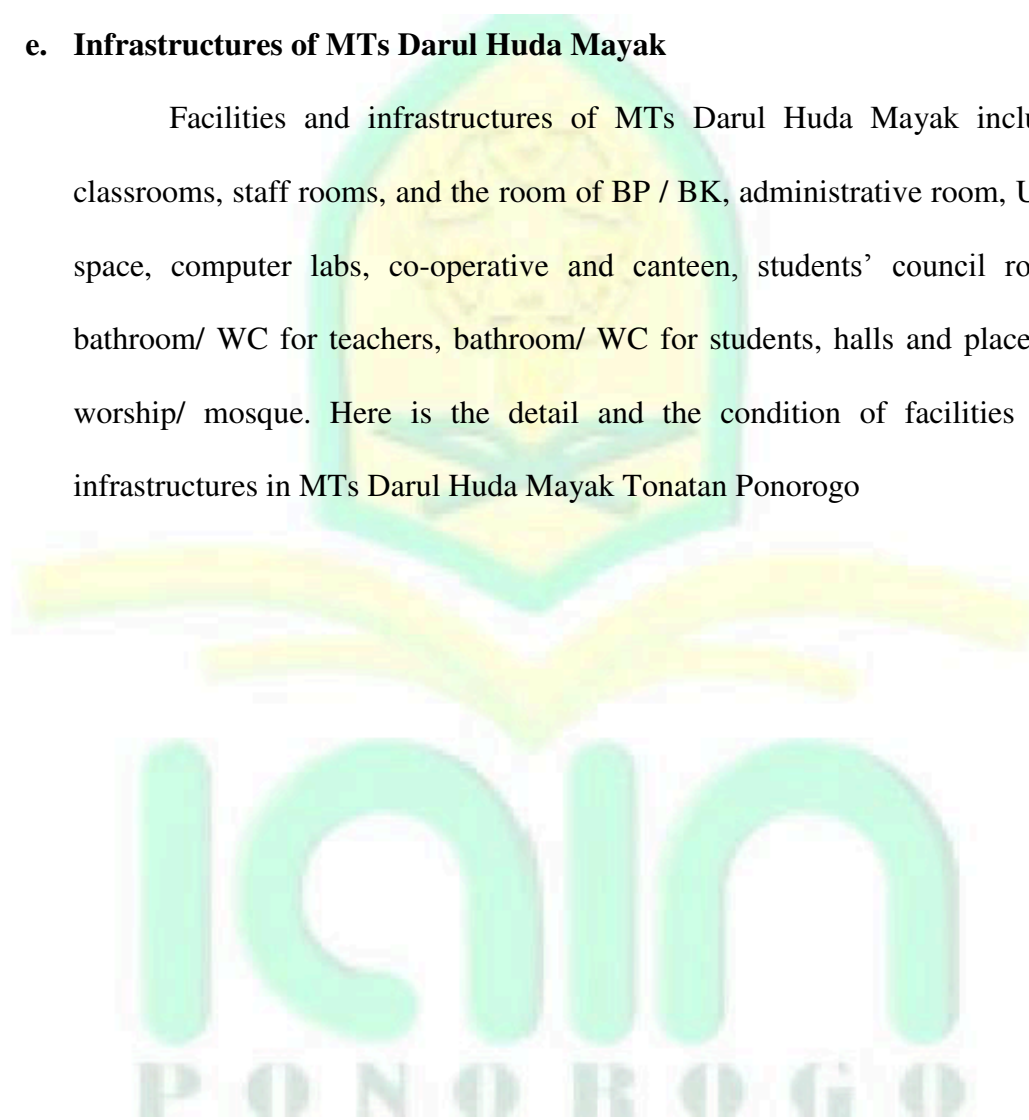
Table 4.4 The facilities of MTs Darul Huda

No	Name of room	Number of	Explanation

		room	
1	Classrooms	55	Good/ ~~damage~~
2	Guest room	1	Good/ ~~damage~~
3	Library	2	Good/ ~~damage~~
4	Headmaster's room	1	Good/ ~~damage~~
5	Teachers' room	2	Good/ ~~damage~~
6	The room of BP/ BK	1	Good/ ~~damage~~
7	The room of administration	1	Good/ ~~damage~~
8	UKS space	1	Good/ ~~damage~~
9	Computer labs	2	Good/ ~~damage~~
10	Co-operative	1	Good/ ~~damage~~
11	Canteen	3	Good/ ~~damage~~
12	OSIS room	2	Good/ ~~damage~~
13	Bathroom/ WC for teachers	4	Good/ ~~damage~~
14	Bathroom/ WC for students	31	Good/ ~~damage~~
15	Hall	1	Good/ ~~damage~~
16	Place for worship/ mosque	1	Good/ ~~damage~~

B. Specific Data

1. **The Description of Students Motivation of of Seven**[th] **v Class of Seven**[th] **Grade students' of MTs Darul Huda Ponorogo**

This research aims to determine how the correlation between students' motivation and students' English achievement of seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017. To get the data, the writer use questionnaire and documentation. The questionnaire used to measure the motivation of the students. And the documentation used to measure the students English achievement of seven grade students of MTs Darul Huda Ponorogo. The questionnaires distributed by the researchers on the day of the distribution of report cards.

The results of questionnaires are as follow:

Table 4.5

Motivation Score of Seven[th] **v Class of Seven**[th] **Grade Students of MTs Darul Huda Ponorogo in Academic Year 2016/2017**

No	Respondent	Score
1	Amanda Yunita Sari	27
2	Anindya Putri Wulandari	28
3	Arzelia Wahyudavinna Putrid	26
4	Asaffaratamananda Jannatus Salsabila	29
5	Devi Ulyasari	24
6	Dhea Marry Rulliani	25
7	Fadila Eka Gustina	28
8	Fatimah Azahro' Asma	26
9	Himmatul Aliyah	30

10	Isma Fadilatul Azizah	27
11	Istia'na Alfauziya	26
12	Istiqomah Fitria Nur Hasanah	26
13	Iswatun Mei Suciati	23
14	Khoirunisak	24
15	Lailyana Mardiatin Nurrochmah	24
16	Mar'atus Syafi'ah	31
17	Maylani Puteri	28
18	Mentari Ayu Fitrianingtys	28
19	Natasya Lailatul Syahidah	28
20	Oktaviani Hidayah	25
21	Pramita Maharani Solehah	88
22	Rahma Awingtiana	28
23	Rahma Tri Kusumaningsih	25
24	Rahma Yugik Noviana	26
25	Rif'at Zakiyah Salsabila	26
26	Rifki Charisma Dwi Fatmawati	27
27	Saboqotul Izzah	28
28	Silvia Puteri Pratama	31
29	Sinta Azzahro'	26
30	Siti Khotijah	28
31	Trisura Aulya Lanuduya	27
32	Vita Dwi Aprilani	27
33	Winda Meliana ulystiani	27

1. **The Description about Students' English Achievement of Seven[th] v Class of Seven[th] Grade Student of MTs Darul Huda Ponorogo**

Students' English achievement can be determined from the documentation of the score of final test. The English achievement score is:

Table 4.6

Students' English Achievement Score of Seven[th] v Class of Seven[th] Grade

Student of MTs Darul Huda Ponorogo in Academic Year 2016/1017

No	Respondent	Score
1	Amanda Yunita Sari	**53**
2	Anindya Putri Wulandari	**65**
3	Arzelia Wahyudavinna Putrid	68
4	Asaffaratamananda Jannatus Salsabila	90
5	Devi Ulyasari	85
6	Dhea Marry Rulliani	83
7	Fadila Eka Gustina	73
8	Fatimah Azahro' Asma	65
9	Himmatul Aliyah	85
10	Isma Fadilatul Azizah	68
11	Istia'na Alfauziya	70
12	Istiqomah Fitria Nur Hasanah	90
13	Iswatun Mei Suciati	93
14	Khoirunisak	85
15	Lailyana Mardiatin Nurrochmah	70
16	Mar'atus Syafi'ah	75
17	Maylani Puteri	93
18	Mentari Ayu Fitrianingtys	63
19	Natasya Lailatul Syahidah	65
20	Oktaviani Hidayah	88

21	Pramita Maharani Solehah	88
22	Rahma Awingtiana	50
23	Rahma Tri Kusumaningsih	90
24	Rahma Yugik Noviana	73
25	Rif'at Zakiyah Salsabila	70
26	Rifki Charisma Dwi Fatmawati	75
27	Saboqotul Izzah	80
28	Silvia Puteri Pratama	88
29	Sinta Azzahro'	80
30	Siti Khotijah	83
31	Trisura Aulya Lanuduya	90
32	Vita Dwi Aprilani	60
33	Winda Meliana ulystiani	65

C. **Data Analysis**

In this research the writer used 33 students as sample. Those samples are VII v of students of MTs Darul Huda Ponorogo in academic year 2016/2017.

In this chapter, the writer has been describing the mean and deviation standard of students' motivation and students' English achievement and the correlation between motivation and students English achievement of the seven grade student at MTs Darul Huda Ponorogo in academic year 2016/2017

1. **The Analysis about Students' Motivation to the Seven Grade Students of MTs Darul Huda Ponorogo in Academic Year 2016/2017**

   The analysis was conducted to determine the motivation at seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017.

The motivation could be determine from the score of motivation, which made into score interval

The steps are:

a. To determine Mx

b. To determine SDx

c. To determine top up of students motivation score

d. To determine bottom up of students motivation score

e. To make an analysis of students motivation score

Table 4.7

The Analysis Data of Motivation to the of Seven[th] v Class of Seven[th] Grade Student of MTs Darul Huda Ponorogo in Academic Year 2016/1017

No	X	F	f.x	X^2	$f.x^2$
	31	2	62	961	1922
	30	1	30	900	900
	29	1	29	841	841
	28	8	224	784	6272
	27	5	135	729	3645
	26	7	182	676	4732
	25	4	100	625	2500
	24	3	72	576	1728
	23	2	46	529	1058
		33	880	6621	23598

$$M_x = \frac{\sum fx}{n}$$

$$= \frac{880}{33}$$

$$= 26.666$$

$$= 27$$

After determining Mx, and then the researcher determining SDx. It was conducted to know how much the devise standard of motivation score. The formula could be explained clearly as the formula bellow:

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{23598}{33} - \left(\frac{880}{33}\right)^2}$$

$$= \sqrt{715.090 \, (26.666)^2}$$

$$= \sqrt{715.090 - 711.075}$$

$$= \sqrt{4.015}$$

$$= 2.003746491$$

$$= 2$$

After determining MX and SDx, then the writer determine top up and bottom up of the motivation score. This was conducted to know the limitation of standard category from the motivation scores.

Top up of motivation score   = Mx + 1.SDx

$$= 27 + 1.2$$

$$= 29$$

Bottom of motivation $\quad = Mx - 1.SDx$

$$= 27 - 1.2$$

$$= 25$$

The motivation to the seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017 could be determine by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.8

The Analysis of Motivation of Seven[th] v Class of Seven[th] Grade Student of MTs Darul Huda Ponorogo in Academic Year 2016/1017

Interval	Frequency	Category	Percents
29-31	4	Good	12, 121 %
26-28	20	Enough	60,606%
23-25	9	Less	27,272 %

From the counting above, it could be seen the motivation to the seven grades of MTs Darul Huda in academic year 2016/2017 was very vary. There are 12.121 % or 4 students got good categorization by scoring between 29-31, 60.606%, 20 students got enough categorization by scoring between 26-28 and 27.272%, 9 students got less categorization by scoring between 23-25%. So that, it could be conclude that the motivation to the seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017 was enough.

2. **The Analysis about Students English Achievement at Seven Grade Students of MTs Darul Huda ponorogo in Academic Year 2016/2017**

The analysis was conducted to determine the students' English achievement at seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017. The English achievement could be determined from the English achievement score that made into score interval

The steps are:

f. To determine My

g. To determine SDy

h. To determine top up of students English achievement score

i. To determine bottom up of students English achievement score

j. To make an analysis of students English achievement score

Table 4.9

The Analysis Data of Seven[th] v Class of Seven[th] Grade Student of

MTs Darul Huda Ponorogo in Academic Year 2016/1017

No	Y	F	f.y	Y^2	$f.y^2$
1	93	2	186	8649	17298
2	90	4	360	8100	32400
3	88	3	264	7744	23233
4	85	4	340	7225	28900
5	83	2	166	6889	13778
6	80	2	160	6400	12800
7	75	2	150	5625	11250
8	73	2	146	5329	10658
9	70	3	210	4900	14700
10	68	2	136	4624	9248
11	65	3	195	4225	12675
12	63	1	63	3969	3969
13	60	1	60	3600	3600
14	53	1	53	2809	2809
15	50	1	50	2500	2500
		33	2539		199817

$$M_y = \frac{\sum fy}{n}$$

$$= \frac{2539}{33}$$

= 76.939

=77

After determining My and then the writer determining SDy. It was conducted to know how much the devise standard of students English achievement score.

The formula could be explained clearly as the formula bellow:

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

$$= \sqrt{\frac{199817}{33} - \left(\frac{2539}{33}\right)^2}$$

$$= \sqrt{6055.060 \ (78.575)^2}$$

$$= \sqrt{6055.060 - 6174.030}$$

$$= \sqrt{-118.97}$$

$$= 10.90733698$$

$$= 11$$

After determining My and SDy, then the writer determine top up and bottom up of the students English achievement score. This was conducted to know the limitation of standard category from the students' English achievement scores.

Top up of motivation score = My + 1.SDy

= 77 + 1.11

= 88

Bottom of motivation = Mx – 1.SDx

= 77- 1.11

= 66

The motivation to the seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017 could be determine by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.10

The Analysis of Seven[th] v Class of Seven[th] Grade Student of

MTs Darul Huda Ponorogo in Academic Year 2016/1017

Interval	Frequency	Category	Percents
85-93	13	Good	39,393%
69-80	11	Enough	33,333%
50-68	9	Less	27,272%

From the counting above, it could be seen the English achievement to the seven grade students of MTs Darul Huda in academic year 2016/2017 was very varieties. There are 39,393 % or 13 students got good categorization by scoring between 85-93, 33,333%, 11 students got enough categorization by scoring between 69-80and 27,272%, 9 students got less categorization by scoring between 50-68%. So that, it could be conclude that the motivation to the seven grade students of MTs darul huda ponorogo in academic year 2016/2017 was enough.

3. **The Correlation Between Students Motivation and Students'English Achievement of Seven[th] v Class of Seven[th] Grade Student of MTs Darul Huda Ponorogo in Academic Year 2016/1017**

The steps of the data analysis applied in this research:

a. Ha and Ho determined on page 23

b. Making correlation map with variable X and Y.

Y \ X	23	24	25	26	27	28	29	30	31	F(y)	Y'	Fy'	Y'2	Fy'2	Fx'y'
93	+28 1				0 1					2	+7	14	49	98	28
90		+18 1		+6 1		+12 2				4	+6	24	36	144	36
88		+15 1		+5 1			+10 1			3	+5	15	25	75	30
85	+16 1		+8 1		0 1	+4 1				4	+4	16	16	64	28
83		+9 1		+3 1						2	+3	6	9	18	12
80	+8 1			+2 1						2	+2	4	4	8	10
75					0 2					2	+1	2	1	2	0
73				0 2						2	0	0	0	0	0
70					0 1			+3 1	+4 1	3	-1	-3	1	3	7
68			+4 1			+2 1				2	-2	-4	4	8	6
65				+3 1	0 1	+3 1				3	-3	-9	9	27	6
63						+4 1				1	-4	-4	16	16	4
60									+20 1	1	-5	-5	25	25	20
53						+6 1				1	-6	-6	36	36	6
50			+12 1							1	-7	-7	49	49	12
F(x)	3	3	3	7	6	7	1	1	2	33		43		573	205
X'	-4	-3	-2	-1	0	+1	+2	+3	+4						

Fx'	-12	-9	-6	-7	0	7	2	3	8	-14					
X'^{2}	16	9	4	1	0	1	4	9	16						
Fx'^{2}	48	27	12	7	0	7	4	9	32	146					
Fx'y'	52	42	24	19	0	31	10	3	24	205	⟶			Cross	Cek

c. Determine C_X' and C_y'

$$Cx' = \frac{\sum fx'}{N}$$

$$= \frac{-14}{33}$$

$$= -0,424242424$$

$$Cy' = \frac{\sum fy'}{N}$$

$$= \frac{43}{33}$$

$$= 1,303030303$$

d. Determining SDx' and SDy'

$$SD_y = \sqrt{\frac{\sum x'}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= \sqrt{\frac{146}{33} - \left(\frac{-14}{33}\right)^2}$$

$$= \sqrt{4,424242424 - 0,179981634}$$

$$= \sqrt{4,24426079}$$

$$= 2,06016038$$

$$SD_y = \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

$$= \sqrt{\frac{573}{33} - \left(\frac{43}{33}\right)^2}$$

$$= \sqrt{17,36363636 - 1,697887971}$$

$$= \sqrt{15,66574839}$$

$$= 3,957998028$$

e. Computing by applying the formula of product moment correlation

$$r_{xy} = \frac{\frac{\sum x' y'}{N} - CX' CY'}{SDx' SDy'}$$

$$= \frac{\frac{205}{33} - (0,424242424 \; x \; 1,303030303\,)}{2,06016038 \; x \; 3,957998028}$$

$$= \frac{6,212121212 - 0,552800734}{8,154110721}$$

$$= \frac{5,659320478}{8,154110721}$$

$$= 0,694045086$$

$$= 0,694$$

f. Giving interpretation

The interpretation was explained in next discussion section

D. Discussion

The research found that r_{xy} = 0,694. After that making an interpretation based on the calculation whether any correlation between the motivation and students English achievement of seven grade student of MTs Darul Huda Ponorogo in academic year 2016/2017

E. Interpretation

There were two ways to interpret the correlation between the motivation and students English achievement of seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017 by using product moment

1. Interpretation about correlation coefficient crude digit.

    After finding out the result of research, the correlation coefficient was 0,694. It was a positive value. From this, it could be founded that the correlation was direction correlation. The significant correlation here means the correlation in run a way. It means that the motivation of the seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017 become good or better causes, the students English achievement become good or better too.

2. The interpretation is connected with the table of product moment

    Ha: there was any correlation between motivation and students English achievement of the seven grade student of MTs Darul Huda Ponorogo in academic year 2016/2017. So, Ha is accepted

Ho: there was no any correlation between motivation and students English achievement of the seven grade student of MTs Darul Huda Ponorogo in academic year 2016/2017. So, Ho is rejected

Then, the writer analyzes from two hypotheses above by comparing value of r_{xy} or r empiric with the table of product moment, but first we have to find df.

df= N-nr

   = 33-2

   =31

Notes:

- If $r_{xy} \geq$ r table so Ho rejected or Ha is accepted

- If $r_{xy} \leq$ r table so Ho is accepted or Ha is rejected

- From table :

   The significant standard of 5% = 0,325

   The significant standard of 1%= 0,418

   Because of r_{xy} =0,694

   So that $r_{xy} \geq$ r table

   The significant standard of 5%=0,325= 0,694$\geq$ 0,325 and

   The significant standard of 1%= 0, 418= 0,694 $\geq$0,418

From the accumulation data above, it could be concluded that there was significant correlation between motivation and students English achievement of seven grade students of MTs Darul Huda Ponorogo in academic year 2016/2017

From the calculation above , we conclude that the result of r_{xy} was average: it was not high and not too low. It was caused both of motivation and students' English achievement of seven grade students of MTs Darul Huda in academic year 2016/2017 was enough position.

from the results above it can be concluded that in the learning process, success and failure are not can be viewed from a single factor but it should be looked at from various aspects or factors affecting. One factor that comes from within students is motivated to learn.

Motivation to learn is the condition psychological encourage students to learn. Many children do not develop talent for not obtaining the proper motivation High motivation to learn that is not reflected in the persistence easily broken to achieve success despite confronted by various difficulty. Motivation is high it can encourage student learning activities.

Students who have high motivation will carry out activities learning with confidence and responsibility when compared with students who have low learning motivation, so that it will reach optimal learning results. It can be concluded that students who has a high motivation to learn to have a better chance to obtain better learning achievement than students has a low learning motivation.

CHAPTER V

A. Conclusion

Base on the research result, the writer conclude that,

1. The students' motivation for seven grade students of MTs Darul Huda in academic year 2016/2017 is enough. it can be seen from the results of calculations which show that $r_{xy} \geq r$ "table" so Ho rejected or Ha is accepted

2. The students' English achievement for seven grade students of MTs Darul Huda in academic year 2016/2017 is enough. it can be seen from the results of calculations which show that $r_{xy} \geq r$ "table" so Ho rejected or Ha is accepted

3. There is significant correlation between students motivation and students English achievement for seven grade students of MTs Darul Huda in academic year 2016/2017

B. Suggestion

Some suggestion was made by the writer based on the result of the research. They are:

1. The students must have be good motivation to reach good result in academic, because based on the research, the a motivation will determine whether or not the student learning outcomes

2. The teacher and environment of the students must be a good motivator to the students to reach a good achievement in English language

3. The schools must have adequate facilities in terms of both equipment fairly, a pleasant place and the teacher who truly have the ability to channel the knowledge that the learning process run well

4. The Other researchers are expected to examine more sources and references related to motivation and learning outcomes so that research results can be better and more complete. Other researchers are also expected to be better prepared in the research process in order to capture and collect everything can be carried by either.