

**THE RELATIONSHIP OF TIME MANAGEMENT AND LEARNING
MOTIVATION ON STUDENTS' ENGLISH ACHIEVEMENT TO THE
EIGHTH GRADE OF SMPN 2 SAWOO**

THESIS



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DEDICATION

With humility and gratitude to the presence of God Almighty, I dedicated this thesis for:

1. For both of my parents, who always sincerely provided moral and material support and an ever-ending praying for me. May Allah SWT always give grace, health, and forgiveness for them. Amien.
2. To all brothers and sisters who always give the inspiration and motivation for completion of this thesis.
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4. All lectures of IAIN Ponorogo who never bored to give me the science and moral knowledge.
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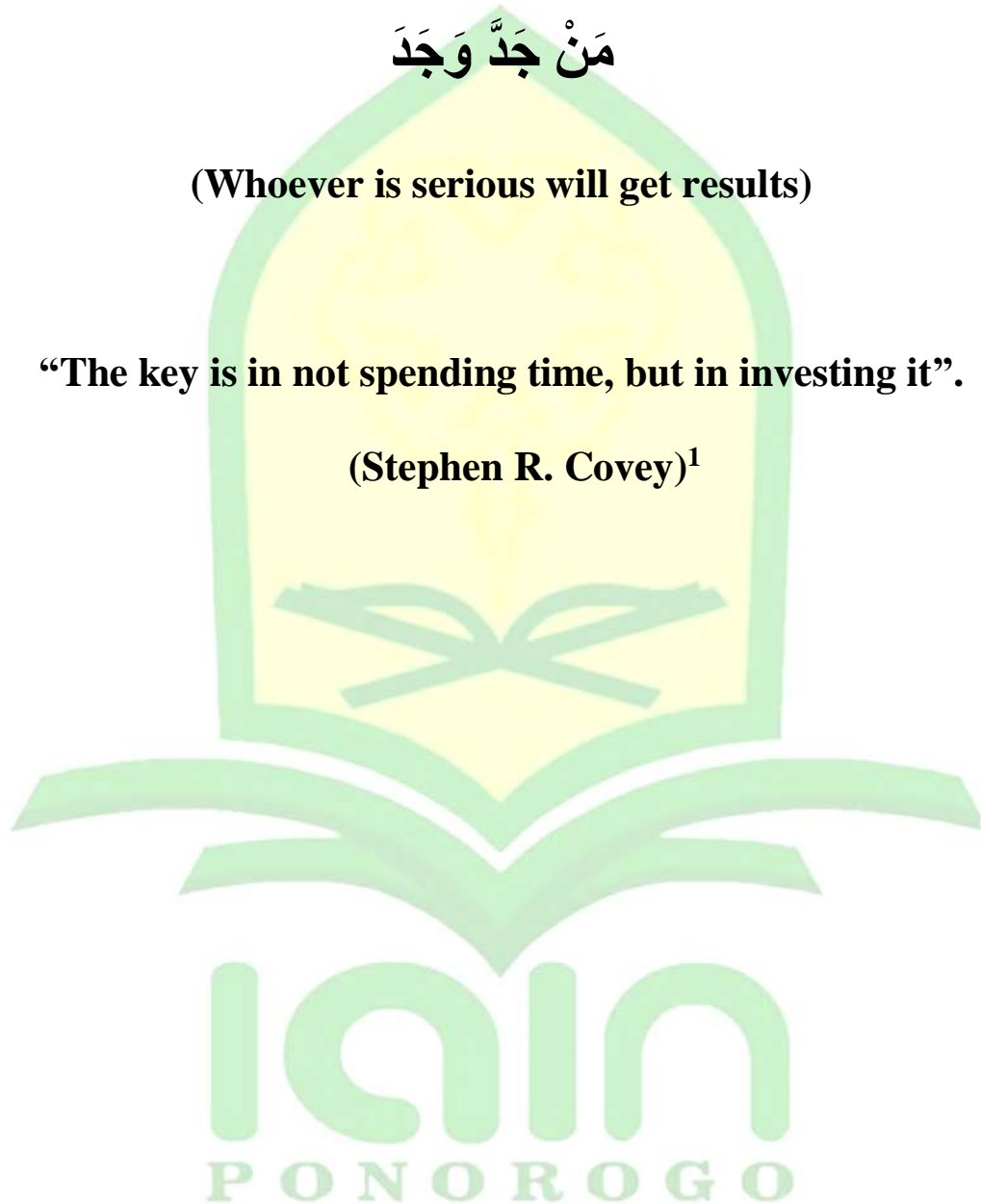
MOTTO

مَنْ جَدَّ وَجَدَ

(Whoever is serious will get results)

“The key is in not spending time, but in investing it”.

(Stephen R. Covey)¹



¹ <http://www.Ingrisindo.blogspot.com> accessed at April 24th at 2.30 am.

ABSTRACT

Witriana. 2020. *The Relationship of Time Management and Learning Motivation on Students' English Achievement to the Eight Grade of SMPN 2 Sawoo.* A Thesis for English Education Department, the State Institute of Islamic Studies Ponorogo. Advisor Dr. Harjali, M.Pd.

Key Words: Time Management, Learning Motivation, Achievement.

Learning achievement of SMPN 2 Sawoo which achieved was less optimal. In terms of the student learning management, many students were still low in managing learning time. The results of the pre-survey also showed that there were some students with low learning motivation.

The objective of the study is: (1) to know the relationship of time management on students English achievement to the eight grade of SMPN 2 Sawoo, (2) to know the relationship of learning motivation on students English achievement to the eight grade of SMPN 2 Sawoo, (3) to describe the relationship of time management and learning motivation on students English achievement to the eight grade of SMPN 2 Sawoo.

The research applied quantitative research, the data was collected using test and documentation. To validity test used product moment and reliability test used *Spearman Brown*. The technique of analyze data is Correlation Product Moment and Multiple Correlation.

The result of this research showed that: (1) there is a significant positive correlation between time management and English achievement to the eighth grade of SMPN 2 Sawoo. Based on the calculation of *Product Moment* correlation between the two variables obtained a value of 0.992, (2) there is a significant positive correlation between learning motivation and English achievement to the eighth grade of SMPN 2 Sawoo. Based on the calculation of *Product Moment* correlation between the two variables obtained a value of 0.994, (3) there is a significant correlation between time management and learning motivation on students' English achievement to the eighth grade of SMPN 2 Sawoo. Based on the results of calculation with the *summary* model obtained probability value (sig F.change) of 0,000, because the value of sig F.change of $0,000 < 0,05$, then the decision is H_0 rejected and H_a accepted.

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Praise to Allah SWT, who has given a glorious position to His knowledgeable servant and believer, for the outpouring of His grace and mercy so that the writer can finish this thesis in time. Sholawat and greetings may remain poured out to our lord the Prophet Muhammad SAW. Who is the revelator of liberation who has freed his people from oppression and ignorance.

Writing this thesis aims to qualify in obtaining a bachelor degree in English Education Department Faculty of Tarbiyah and Teacher Training at State Institute of Islamic Studies Ponorogo.

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The researcher realizes that this thesis is far from being perfect. Therefore,
constructive criticism and suggestion will be gladly accepted. Hopefully this thesis
can be useful for writers and readers in general. Amien.

Ponorogo, April 24th, 2020

Writer

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210913027



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CHAPTER I

INTRODUCTION

A. Background of the Study

Students are humans, so they cannot avoid themselves from the problem of time. Students must use the twenty-four-hour time span as well as possible. That way, time can be arranged according to your own will. Students have the authority and power to manage time, not to have the power to control time travel. Therefore, arrange the division of study time based on time travel in the day and night cycle.

This problem of time management becomes a problem for students. Many students complain about not being able to divide the time that should be used wasted so that the learning achievement you want to achieve does not match what is expected. Therefore, how important it is for students to learn time management.²

Before defining time management. It is necessary to define management. Generally, management is defined as a science or art which can be used for achieving the goals. Management has systematic method or doing the jobs

² Syaiful Bahri Djamarah, *Rahasia Sukses Belajar* (Jakarta:Rineka Cipta, 2002), 18.

and achieving the goals. Therefore, time management refers to having the control of time and other activities.³

Planning actions and processes in conducting conscious control over the amount of time spent in improving productivity, efficiency, and effectiveness can mention as time management. The time management has skills, techniques and tools to project, time manage when completing tasks and other appropriate target activities, time management can be assisted by a variety of skills, tools, and techniques used to manage the time when completing specific tasks, projects, and objectives that correspond to the due date.⁴

In other hand, time management has an important role to improve students ' achievements and academic performance. All students should be able to spend time to establish priorities and objectives in using time management mechanisms based on usage, therefore, the time management are skills of students who are not only in the know but applies. Time management is a skill that every student does not need to know but also applies.⁵ Learning the time management are needed in the learning process. The influence of the right time management makes students motivated in the

³ The Relationship Between Time Management and Student Achievement. *Journal of Education*, (online), Vol 5, No.5, 2015. (<http://www.researchgate.net>, accessed on February 14, 2020).

⁴ Engineering Minds. *Time Management*. Bangalore: Rai Technology University, 2007.

⁵ The Impact of Time Management on the Students' Academic Achievements. *Journal of Literature*, (online), Vol 11, 2015. . (<http://www.researchgate.net>, accessed on February 14, 2020).

learning process so that it will give good results and the quality of students will support the expected achievements. Time management for students is expected to have a positive impact on teaching and learning activities, so that learning achievement will increase. Management of student learning time can be improved by the high motivation of each student, the guidance of teachers and parents.

Based on observation that conducted on November 24, 2017 of SMPN 2 Sawoo showed that learning time management was low. This can be seen from the number of students who did not finish working on the questions while learning as many as 9 people including 4 men and 5 women. Some claimed that they still used their time to play after school and during school holidays they chose to play and not study.

Motivation is organized patterning which has a psychological function including directing, regulating activities directed at goals such as emotional stimulation processes, personal agency trust and personal goals.⁶ In addition, John Stone considers motivation as a stimulus in achieving a target. Similarly, according Ryan & Deci, motivation can be defined as processing and moving to do something.⁷ Student motivation is perhaps the most important learning element.

⁶ Jan Packer, BA. *Motivation Factors and the Experience of Learning in Educational Leisure Settings*, (Online), (<http://eprints.Qut.edu.au>, accessed on February, 13 2020).

⁷ Dr. Tengku Sepora and Tengku Mahadi, *Motivation, "Its Types, and Its Impacts in Language Learning*, " *Business and Social Science*, 3 (2012), 231.

Therefore, learning process of teaching English students need motivation from all parties, both from school environment and family environment, because students who have not motivation in learning then he feels be lazy to follow learning activity and learning outcomes is low. This is because something that will be done does not touch the needs of it. Everything that interests others does not necessarily interest a particular person as long as it does not come into contact with his needs. Motivation is driven by the desire to advance and repair failures. Therefore, for students who have a high motivation for learning will follow the process of teaching more diligently and seriously, so that will positively affect the outcome of the learning.

For students who have no motivation in him, then will cause students' achievement is low, like the lack of attention of students when teachers explain in class and talk to a friend's bench when the teacher explains the material. This is due to the lack of high motivation to learn. Despite the high motivation in learning related to learning achievements.

Based on observation that conducted on November 24, 2017 of SMPN 2 Sawoo showed. The high of learning motivation is owned by female students who are in the quiet and attentive during learning activities. Meanwhile, the of low learning motivation is owned by the male students who are often rowdy in class.

Basically, achievement is one's competence in the knowledge domain.⁸ Moreover, achievement is gain or reach of the effort. It means that achievement is the result that is gotten by someone when they did the assignments. Achievement also defines as a thing done successfully with effort and skill.⁹ Learning achievement can be used to determine a decision or steps to be taken next to overcome the existing problems concerning students, education, and institutions that manage educational programs. The learning achievement covers all the subjects, one of which is the achievement of English learning.

English achievement is the result of the process in learning activities conducted by a person in skills and knowledge in English subjects which one can be proven by the test or test results expressed in the form of numbers and letters that become criteria of success in the process of learning English.

Based on observation that conducted on November 24, 2017 at SMPN 2 Sawoo showed that learning outcomes in English achieved less than optimal. Out of 42 from eight grade a and b, there 11 unfinished students in the English achievement in accordance with minimum exhaustiveness criteria (KKM) applied for English language subjects reaching 75. Students have difficulty understanding English lesson due to the low of absorbency of English subjects. This can disrupt and hamper students in achieving the English achievement who expected.

⁸ Salvor Algarabel and Carmen Dasi, "Definition of Achievement and the Construction of Tests for its Measurement: A review of the main trends," *Psychologica*, 22 (2001), 46.

⁹ Oxford, *Oxford Learners Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2008), 4.

Based on explanation above, the researcher conducted a quantitative research with titles “**The Relationship of Time Management and Learning Motivation on Students’ English Achievement to the Eighth Grade of SMPN 2 Sawoo**”.

B. Limitation of the Problem

Based on the background of the study above, this study just focuses on "The Relationship of Time Management and Learning Motivation on Students’ English Achievement to the Eighth Grade of SMPN 2 Sawoo".

C. Statement of the Problem

1. Is there a relationship of time management on students’ English achievement to the eighth grade of SMPN 2 Sawoo?
2. Is there a relationship of learning motivation on students’ English achievement to the eighth grade of SMPN 2 Sawoo?
3. Is there any significant relationship of time management and learning motivation on students’ English achievement to the eighth grade of SMPN 2 Sawoo?

D. Objective of the Study

1. To know the relationship of time management on students’ English achievement to the eight grade of SMPN 2 Sawoo.
2. To know the relationship of learning motivation on students’ English achievement to the eight grade of SMPN 2 Sawoo.
3. To describe the relationship of time management and learning motivation on students’ English achievement to the eight grade of SMPN 2 Sawoo.

E. Significance of the Study

1. Theoretical significance

The result of this research is expected to add the reference in developing the science, especially about the time management and learning motivation on students' English achievement.

2. Empirical Significance

The result of this research is expected to be beneficial for:

a. Teacher

For the teacher, research as information to English teacher to time management time to be good and the learning process is efficiently.

b. Student

For the student, this research as student motivation to use the most time to improve the learning achievement.

c. Researcher

For the researcher, this research can add an insight or knowledge about the relationship time management and learning motivation on students' English achievement.

F. Organization of the Study

The researcher writes this thesis in five chapters. This related one another.

The organizations of the thesis are:

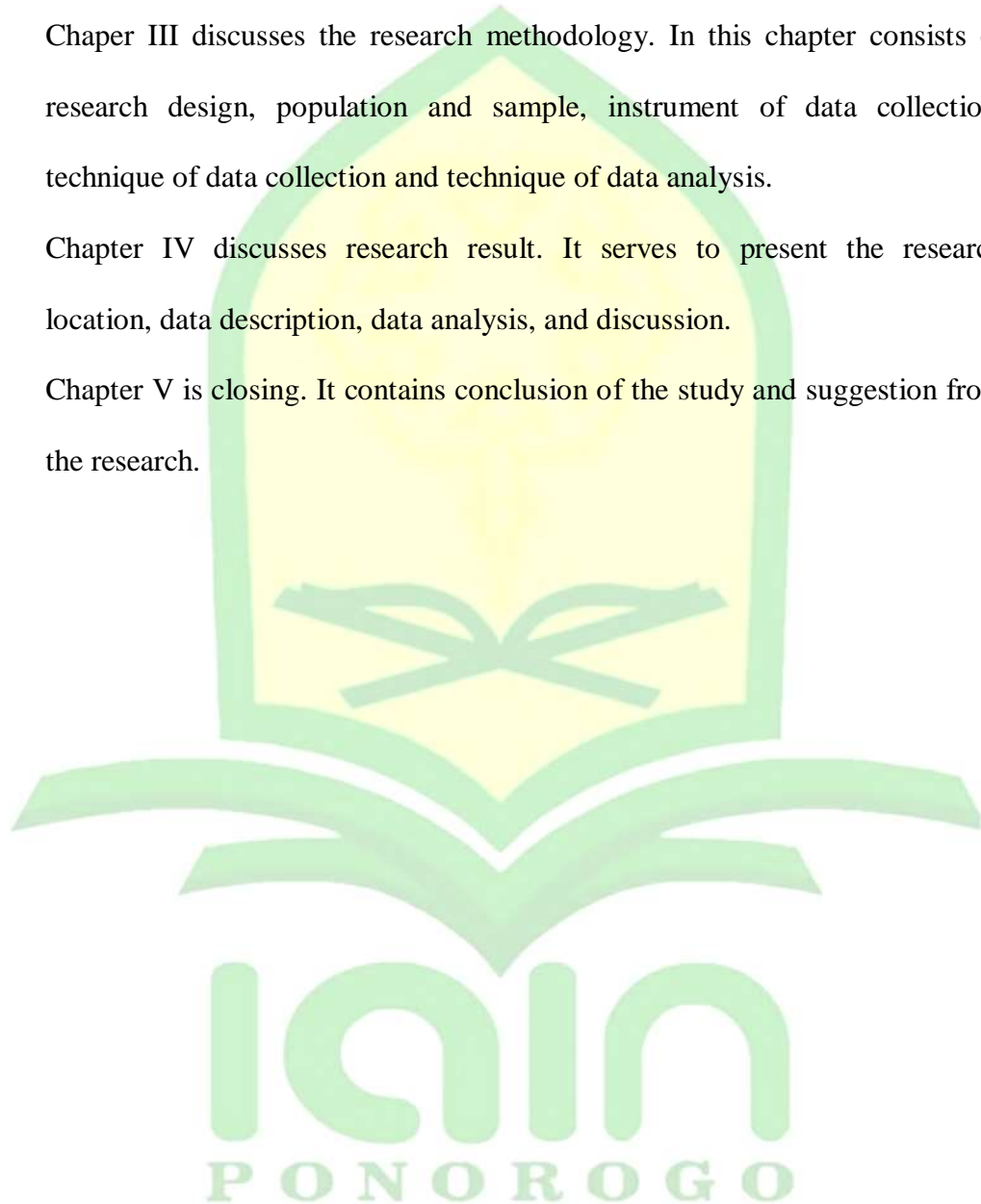
Chapter I is introduction. This chapter consists of background of the study, limitation of the problem, statement of the problems, objective of the study, significances of the study and the organization of the thesis.

Chapter II review of related literature. It covers the previous research findings, theoretical background about time management, learning motivation and achievement, theoretical framework and hypothesis.

Chapter III discusses the research methodology. In this chapter consists of research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

Chapter IV discusses research result. It serves to present the research location, data description, data analysis, and discussion.

Chapter V is closing. It contains conclusion of the study and suggestion from the research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Time Management

a. Definition of time management

Before defining time management. It is necessary to define management. Generally, management is defined as a science or art which can be used for achieving the goals. Management has systematic methods for doing the jobs and achieving the goals. Therefore, time management refers to having the control of time and other activities.¹⁰

Planning actions and processes in conducting conscious control over the amount of time spent in improving productivity, efficiency, and effectiveness can mention as time management. The time management has skills, techniques and tools to project, time manage when completing tasks and other appropriate target activities, time management can be assisted by a variety of skills, tools, and techniques used to manage the time when completing specific tasks, projects, and objectives that correspond to the due date.¹¹

¹⁰ The Relationship Between Time Management and Student Achievement. *Journal of Education*, (online), Vol 5, No.5, 2015. (<http://www.researchgate.net>, accessed on February 14, 2020).

¹¹ Engineering Minds. *Time Management*. Bangalore: Rai Technology University, 2007.

In other hand, time management has an important role to improve students' achievements and academic performance. All students should be able to spend time to establish priorities and objectives in using time management mechanisms based on usage. Therefore, the time management are skills of students who are not only in the know but applies. Time management is a skill that every student does not need to know but also applies.¹² This is because, there are fundamental problems related to time management, including the lack of a proper schedule, spending a long time on the site. Therefore, the important role of time management is to improve student academic performance.¹³

b. The key skills of time management

1) Goal setting

Before trying to manage or plan your time, you should think about what you really want to achieve/ accomplish within a give period of time.

2) Prioritizing

¹² The Impact of Time Management on the Students' Academic Achievements. *Journal of Literature*, (online), Vol 11, 2015. . (<http://www.researchgate.net>, accessed on February 14, 2020).

¹³ The Impact of Time Management on Academic Performance among Students of Jazan University, (online), Vol 69, 2017. (<http://ejhm.journals.ekb.eg>, accessed on February 11, 2020).

Generate a list of task you need to do in order to reach your goals, put your list of task in order of importance or logical progression, and do the most important tasks first.¹⁴Time management is needed so that each student can carry out their activities effectively and efficiently. Therefore, there are several techniques that can be used in time management, one of which is management techniques based on time awareness and implementation takes precedence based on priority scale. The priorities include:

a) Important and urgent

Urgent means it requires immediate attention. Important is contributes to your mission, values and high priority goals. So important and urgent usually call the activities crises or problems, example crisis managers, taking care of illness, problem-minded people and deadline-driven produce.

b) Important but not urgent

Important but not urgent is activities have that kind of impact. Our effectiveness takes the quantum leaps when we down. It deals with things like building relationship, studying, writing a personal mission statement, long-range planning, exercising, preventive maintained and preparation.

c) Not important but urgent

¹⁴ Learning and Teaching Centre. *Time Management Learning Skills Group*. Sydney: Macquarie University, 2015.

The activities that become from the people in out school environment. It deals with some phone calls, emails and texts messages, dealing with someone's problems.

d) Not important and not urgent

Time management is really a misnomer, the challenge is not to manage time but to manage ourselves. Satisfaction is a function of expectation as well as realization, example time wasters, playing computer games, face book, twitter.¹⁵

3) Planning and scheduling

All successful time managers are god planners. They make a lists and sub lists to accomplish each major and minor objective. Whenever a new project crosses their desk, they take the time to think through extract what they want to accomplish, and then write out an orderly list in sequence of every step necessary for the completion of the project. Once you are clear about your goal, you then make a list of everything that you can think of that you will have to do to achieve that goal. Keeping adding new items to the list as you think of them until your list is complete.¹⁶

In addition the strategy will use a planning and scheduling include know the key school dates, know your assignment due

¹⁵ Stephen R.Covery, *The Seven Habits of Highly People* (American: Success magazine) 76-78.

¹⁶ Brian Tracy, *Time Management* (America: United States of America, 2015), 32-33.

dates, treat an assignment as a process, break down the assignment, plan your week in detail.

c. The system of time management

The system of time management is as follows:

1) Setting clear objectives

Clear objects really are important and any lack of clarity can affect every aspect of a person's work not least time management, sometimes doing so surreptitiously.

2) SMART objectives

Objectives should be SMART that is:

a) Specific

To enable participants to make future presentations in a manner and style that will be seen as appropriate by their respective audiences, and which will enhance the message they put over.

b) Measurable

How will we know this has been achieved? Ultimately, by the result of future presentations, but we might also consider that the trainer or the group or both, will be able to judge that a degree at the end of the event by observing the standard during practice.

c) Achievable

Can this be done? The answer in this case will depend on the prevailing standard before the course. If the people are inexperienced and their standard of presentation is low, then the answer may be that it cannot. If as we assume for the sake of our developing example there are people who are area of presentation, then the objectives should be achievable given a suitable amount of time and a suitable programmed.

d) Realistic

Picking up the last point, if the time say is inadequate then the objectives may not be realistic. Potentially, these people can be improved we might say, but not in one short session.

e) Timed

This will reflect the timing of the course. It may be scheduled to take place in one month's time.

3) Thinking a head

This might appropriately be called the opposite of the if only school of invective time management. To often people find themselves in crisis, the resolution of which would be all to easy if we could wind the clocks back.

4) Don't panic

Panic implies an absence of all the usual management processes that are no less needed at such a time, perhaps they are needed in fuller measure than usual.

5) Spend time to save time

Whatever actions you might consider taking to keep yourself well organized. They tend to fall in two categories, one simple to implement that only take a moment. Those that inherently take some time to set up and perhaps some time there after to acquire as a retained working habit.

6) Taking time to think

Giving yourself more time to think creatively, both alone and within a team, may be one of the most important things effective time management can do for you. Go back to your analysis of your time or better still your time log if you did one and see how these activities show up.

7) Be prepared to say no

This is very much a first principle and it needs some resolve to carry it through, so it as well to have it in mind throughout your reading of the remainder of this book. Every one has to accept that they cannot do everything.

8) Work smarter not longer

Remember that the work capacity of the team you control is very much greater than yours, so it always makes sense to take a team view of things rather than just opting to do more yourself. Finally, excessively long hours worked can be misunderstood and

make it appear to others that you are inefficient, which is presumably the reserve of how you want to appear.

9) Reward yourself

This can motivate you towards better time management and to ensure you continue to think about it as you work. It thus makes sense to set specific time management goals and to link them to what that will do for you, to give yourself personal satisfaction.¹⁷

d. The significance of effective time management

The significance of effective time management is as follows:

1) Improves quality of life

Effective time management improves the quality of life. By managing the time, some of the most common problems such as stress and lack of time for personal interests, can be solved very effortlessly.

2) Reduce frustration

Time is the only tool that can make or break you. This is applicable especially when you have to create a balance between your professional and personal life in your hectic and tiresome routine. To serve the purpose, to find time to do everything that your heart desires.

3) Gives peace of mind

¹⁷ Patrick Forsyth, *Successful Time Management* (London: Kogan Page, 2007), 30-40.

A peace mind is required to lead a healthy and disease free life. Restless and stress are the root cause for the lack of peace.

Stress causes us to think and perform work undesirably.

4) Increase energy level

Effective time management increases the energy level of administration to a great extent. This is because proper time management gets a cluttered mind organized.

5) Gives more quality of time

Effective time management gives administrators make progress and enjoy life to the fullest.¹⁸

e. The importance of time management to students

Students in general have very busy and stressful lives because they are attending classes, completing assignments and studying for exams. In addition, they have their own daily routines and lifestyles that are necessary for creating balance between academic and extracurricular activities. Therefore, finding time to do everything at once can be challenging and overwhelming. This is very good time management skills come into practice and it's becoming skill to students that need to learn. Skill gives students the ability to plan ahead and prioritize upcoming assignments and events. However, this

¹⁸ Understanding the Importance of Time Management to Assistant Registrars Management to Assistant Registrar's in the Registrars Department of the University of Education. *Journal of Scientific and Engineering*, (online), Vol 3, 2012. (<http://pdfs.semanticscholar.org>, accessed on February 14, 2020).

is the important factor to keeping students organized and avoiding procrastination and ultimately leads to academic success.

Time management can be useful in a student's hectic schedule. It means that the student are well prepared organized and focused to manage their daily lives and complete academic assignments on time. It can lead to improved success, however, this is a skill that the student have to learn and practice. Students must be change their habits in order to have a good time management skills. This is can only happen if students take the first steps in identifying their problems. Good time management skills stems from the issue of prioritizing one's time effectively.¹⁹

2. Learning motivation

a. Definition of learning motivation

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related.²⁰ Motivation is one of the most important factors that influence the success in language learning.²¹ Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while

¹⁹ Time Management and Academic Achievement of Higher Secondary Students. *Journal on School Educational Technology*, (online), Vol 10, No 3, 2015. (<http://files.eric.ed.gov>, accessed on May 14, 2020).

²⁰ Emily R. Lai, *Motivation: A Literature Review* (Pearson, 2011), 5.

²¹ Nina Daskalovska, Liljana Koleva Gudeva and Biljana Ivanovska, *Learner Motivation and Interest* (Elsevier, 2002), 2.

unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn.

Motivation is basically an effort to increase the activity in reaching a certain goal, including learning activities. Motivation is defined as students' inclination, energy, and drive to learn, work effectively and achieve to potential. Motivation is relevant to students interest in study, enjoyment of study, participation in class and academic achievement.²²

b. Kinds of learning motivation

Kinds of motivation learners can be classified into two namely:

1) Intrinsic Motivation

Intrinsic motivation is characterized as that which comes from within the individual. It inspires action even when there is no perceived external stimulus or reward.²³ Intrinsic motivation is associated with high levels of effort and task performance as well as preference for challenge, which are desirable attributes to cultivate among students who will eventually be competing in the most educated work force in history. Children who have well- developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school. Students with high levels of intrinsic motivation are more likely to experience flow, a state of deep task

²² Andrew J.Martin, *Motivation to Learn* (London: University of Oxford, 2013), 1.

²³ Diana Strilling, *Motivation In Education* (English: Learning Development Institute), 2.

immersion and peak performance which is accompanied by the sense that time is flying by.²⁴

Intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself for example a student may study hard for a test because she enjoys the content of the course.²⁵ The types of intrinsic motivation is self-determination and personal choice, optimal experiences and flow, interest, and cognitive engagement and self- responsibility.

2) Extrinsic motivation

Extrinsic motivation is motivation to do a work or an activity as a means or way to achieve a target.²⁶ Extrinsic motivation in contrast, provides incentive to engage in action which may not be inherently pleasing or engaging, but which may offer benefits in terms of perceived potential outcomes.²⁷ This type of potential arises as a result of influence from outside the learner, whether because of an invitation, order or coercion from others, so that with such circumstances the learners want to do something, for example, learning. Extrinsic motivation involves doing something to obtain

²⁴ John Mark Froiland et.al, *Intrinsic Motivation to Learn: The Nexus between Psychological Health and Academic Success* (Greeley: University Northern Colorado, 2012), 92.

²⁵ John W.Santrock, *Educational Psychology Fifth Edition* (New York: Mc Graw-Hill, 2011), 441.

²⁶ Dr. Tengku Sepora and Tengku Mahadi, *Motivation, “ Its Types, and Its Impacts in Language Learning, “ Business and Social Science*, 3 (2012), 4.

²⁷ Diana Strilling, *Motivation In Education*, 2.

something else (a means to an end), for example a student may study hard for a test in order to obtain a good grade in the course.²⁸

Extrinsic motivation said to be evident when a person carries out an action because there will be tangible valuable payoff such as good grades, an increment of salary, or recognition. The action is performed to gain an external consequence or reward.²⁹

c. The perspective of motivation

The perspective of motivation is six major perspective about motives and their sources. There are

1) Motives as behavior

This is the perspective of behaviorism, which we discussed in behaviorism focuses almost completely on what can be directly seen or heard about a persons' behavior and has relatively few comments about what may lie behind. When it comes to motivation, this perspective means minimizing or even ignoring the distinction between the inner drive or energy of students and the outward behaviors that express the drive or energy.

2) Motives as goals

One way motives vary is by the kind of goal that students set for themselves and by how the goals support students' academic

²⁸ John W. Santrock, Educational Psychology Fifth Edition, 441.

²⁹ Time Management, External Motivation, and Students' Academic Performance. *Journal Science and Education*, (online), Vol 10. No 13, 2014. (<http://pdfs.semanticscholar.org>, accessed on May 14, 2020).

achievement. As you might suspect some goals encourage academic achievement more than others but even motives that do not concern academics explicitly tend to affect learning indirectly.

3) Motives as interests

Learning is based more fully on interest, as the example implies when students learn from interest they tend to devote more attention to the topic than if they learn from effort.³⁰

4) Motivation as self-efficacy

The beliefs become a primary, explicit explanation for motivation. Self-efficacy is the belief that you are capable of carrying out a specific task of reaching a specific goal. Self-efficacy is a belief that you can write an acceptable term paper, for example repair an automobile, and make a friend with the new student in class.

5) Motives related to attributions

Attributions are perceptions about the causes of success and failure. Suppose that you get a low mark on a test and are wondering what caused the low mark. Therefore, an attribution is important to reflect personal beliefs about the sources or causes of success and failure.

6) Motives as self-determination

³⁰ Kelvin Seifer and Rosemary Sutton, *Educational Psychology Second Edition* (Canada: Global Text, 2009), 110-116.

Common sense suggests that human motivations originate from some sort of inner need. We all think of ourselves as having various needs, example a need food, a need companionship that influences our choices and activities. The proposed of motives as self-determination is autonomy (the need to feel free of external constraints on behavior), competence (the need to fell capable or skilled), and relatedness (the need to feel connected or involved with others).³¹

3. Achievement

a. Definition of achievement

Chaplin in Dictionary of Psychology limiting with two kinds of formulations. The first formula reads learning is acquisition of any relatively permanent change in behavior as a result of practice and experience. Learning is process of acquiring responses as a result of special practice. Arthur J. Gates also said learning is the modification of behavior through experience and training. Therefore, learning as a change in behavior as a result of experience. In addition, learning as changes in the behavior of an organism that result from regularities in the environment of the organism.³²

³¹ *Ibid*, 120-126.

³² Jan De Houwer, Dermot Barnes Holmes and Agnes Moors, *What is Learning? on the Nature and Merits of a Functional Definition of Learning*, 1.

Achievement is the competence of a person in relation to a domain of knowledge.³³ In addition, achievement is gain or reach of the effort. It means that achievement is the result that is gotten by someone when they did the assignments. Achievement also defines as a thing done successfully with effort and skill.³⁴ On other hand, achievement is the competence of a person in relation to a domain of knowledge.³⁵

b. Achievement factors

Nana Syaodih explains that the factors influence of achievement are internal factors, external factors and guidance factors. 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 (physical aspect and learning activity) and the society.

Moreover, M. Dalyono also explain 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.

³³ Salvor Algarabel and Carmen Dasi, "Definition of Achievement and the Construction of Tests for its Measurement: A review of the main trends," *Psycologica*, 22 (2001), 46.

³⁴ Oxford, *Oxford Learners Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2008), 4.

³⁵ Saldavor Algarabel, *The Definition of Achievement and the Construction of Tests for its Measurement: A Review of the Main Trends* (Valencia: University De Valencia, 2001), 47.

External factors consist of family, school, community, and environment.³⁶

c. 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 measurement. 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 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, such as:

1) 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 is test objective, short-answer test and test description.

2) Mechanical non-test

The collection of information or measurement in the evaluation of learning outcomes can also be done through observation,

³⁶ M. Dalyono, *Psikologi Pendidikan* (Jakarta: Remaja Rosdakarya, 2001), 55.

interviews and questionnaires. More non-test techniques used to reveal psycho motor abilities and effective learning outcomes.

d. The concept of achievement

Academic achievement is a combination of ability and effort, presumably ability being equal to those with higher motivation, more effort and will, who achieve higher grades. Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life.³⁷

B. Previous Research Finding

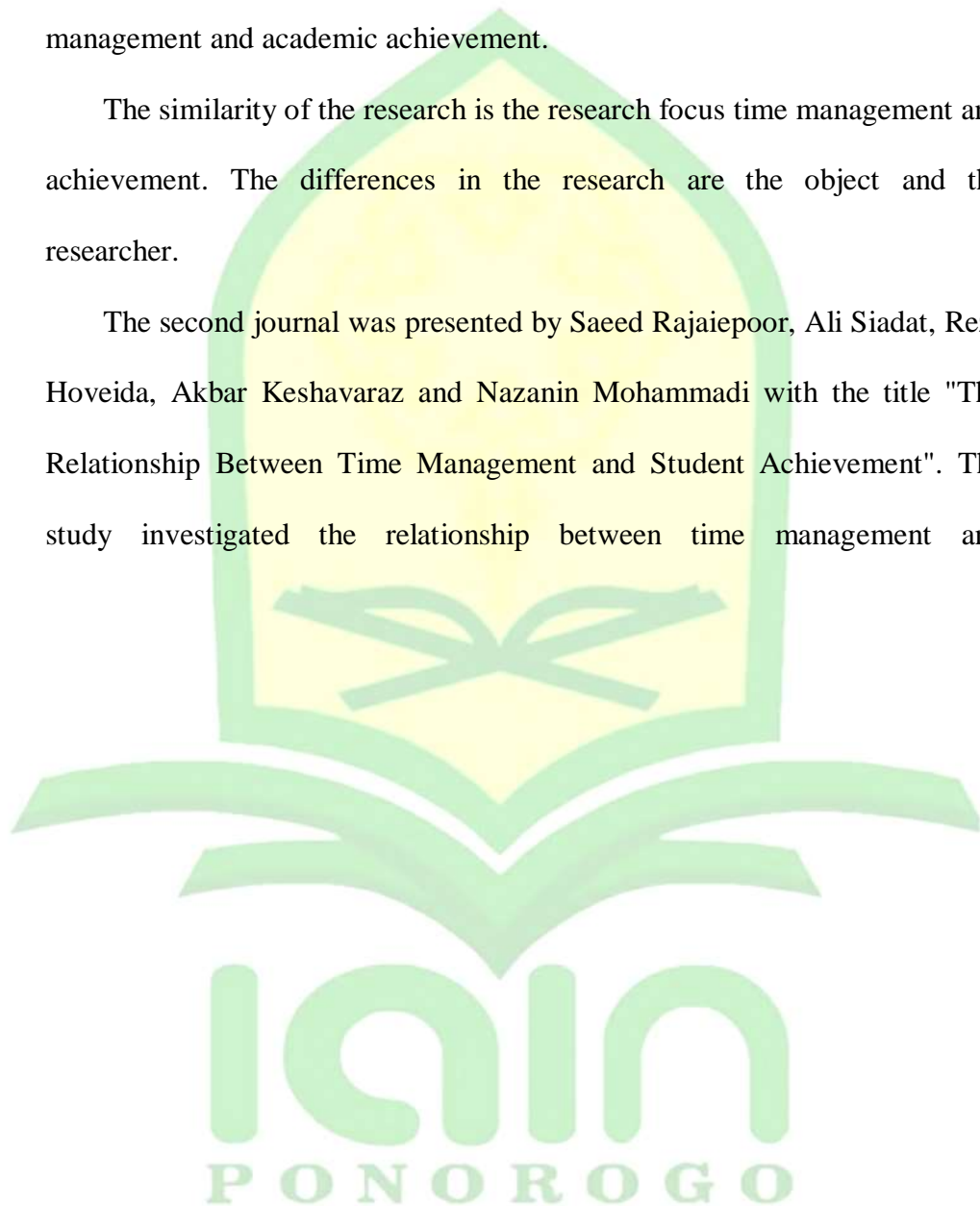
The researcher finds some researcher related the relationship time management and learning motivation on students' English achievement. The first journal was presented by Shazia Nasrullah and Muhammad Saqib Khan with the title "The Impact of Time Management on Students' Academic Achievements". The study was founded that time management is highly related to the academic performance of the university students. The research has shown that successful students are good time. The success of students was above average. There was a significant and positive relation between

³⁷ Time Managemnet and Academic Achievement of Higher Secondary Students. *Journal on School Educational Technology*, (online), Vol 10, No 3, 2015. (<http://files.eric.ed.gov>, accessed on May 14, 2020).

time planning, time management and academic performance of the students. There was a low and positive relation between time consumers and academic achievement, there was a meaningful and moderate relation between time management and academic achievement.

The similarity of the research is the research focus time management and achievement. The differences in the research are the object and the researcher.

The second journal was presented by Saeed Rajaiepoor, Ali Siadat, Reza Hoveida, Akbar Keshavaraz and Nazanin Mohammadi with the title "The Relationship Between Time Management and Student Achievement". The study investigated the relationship between time management and



achievement of students. The statistical of this study includes the students of educational sciences in the Payame Noor University of Abadan City in 2013.

The population consists of 256 members. A sample of 71 students was selected randomly. In order to collect the research data, a self-administrated questionnaire was used. The research data were analyzed through both descriptive and inferential in the SPSS. The results of this study revealed that there is a significant relationship between time management and achievement of students.

The similarity of the research is the research focus time management and students achievement. The differences in the research are the object of the research it the Payame Noor University of Abadan City, the researcher and time research.

The third research conducted by Eti Suryani (2017) with title "The Correlation Between Students' Motivation and Students' English Achievement Of Seventh Grade Students Of MTS Darul Huda Ponorogo In Academic 2016/2017". The results of research found that is significant correlation between students' motivation and English achievement of seventh grade students' of MTS Darul Huda in academic year 2016/2017. It can be seen from the results of calculation which showed that $r_{xy} \geq r_{table}$, so H_0 rejected and H_a accepted. The equation of research with research that researchers do is using quantitative methods and make learning motivation as independent variable and learning achievement as dependent variable. The difference is time and place of research.

C. Theoretical Framework

Time management is planning actions and processes in conducting conscious control over the amount of time spent in improving productivity, efficiency, and effectiveness. Each student will make the time according to their needs in carrying out their activities. Students who are able to manage time correctly can be said if he is able to manage himself well. Time management greatly affects the success and failure of students in doing assignments. Students who can not manage their time well assume that he is not able to direct and manage the impulses that are in him. Students who postpone doing their assignments generally have poor time management.

Motivation is relevant to students' interest in study, enjoyment of study, participation in class and academic achievement. Students will be more eager to follow the lesson if students have the drive and interest in following the lesson. This encouragement will make students more active in the lessons. Learning motivation in students' needs to be strengthened continuously with the aim that students have high learning motivation so that the learning outcomes achieved will be optimal

Achievement is gain or reach of the effort. It means that achievement is the result that is gotten by someone when they did the assignments. High or low student learning outcomes are caused by several factors that originate from within (internal) and from outside (external). The success of students in learning can be seen from the results of student learning.

Based on the description above it can be seen this research have two variables independent (X) and one variable dependent (Y) is time management (X1), learning motivation (X2) and achievement (Y). Accordingly, then theoretical framework as followings:

1. If the time management and learning motivation to the eighth grade students is better, so English achievement of SMPN 2 Sawoo is better
2. If the time management and learning motivation to the eighth grade student is bad, so English achievement of SMPN 2 Sawoo is bad.

D. Hypothesis

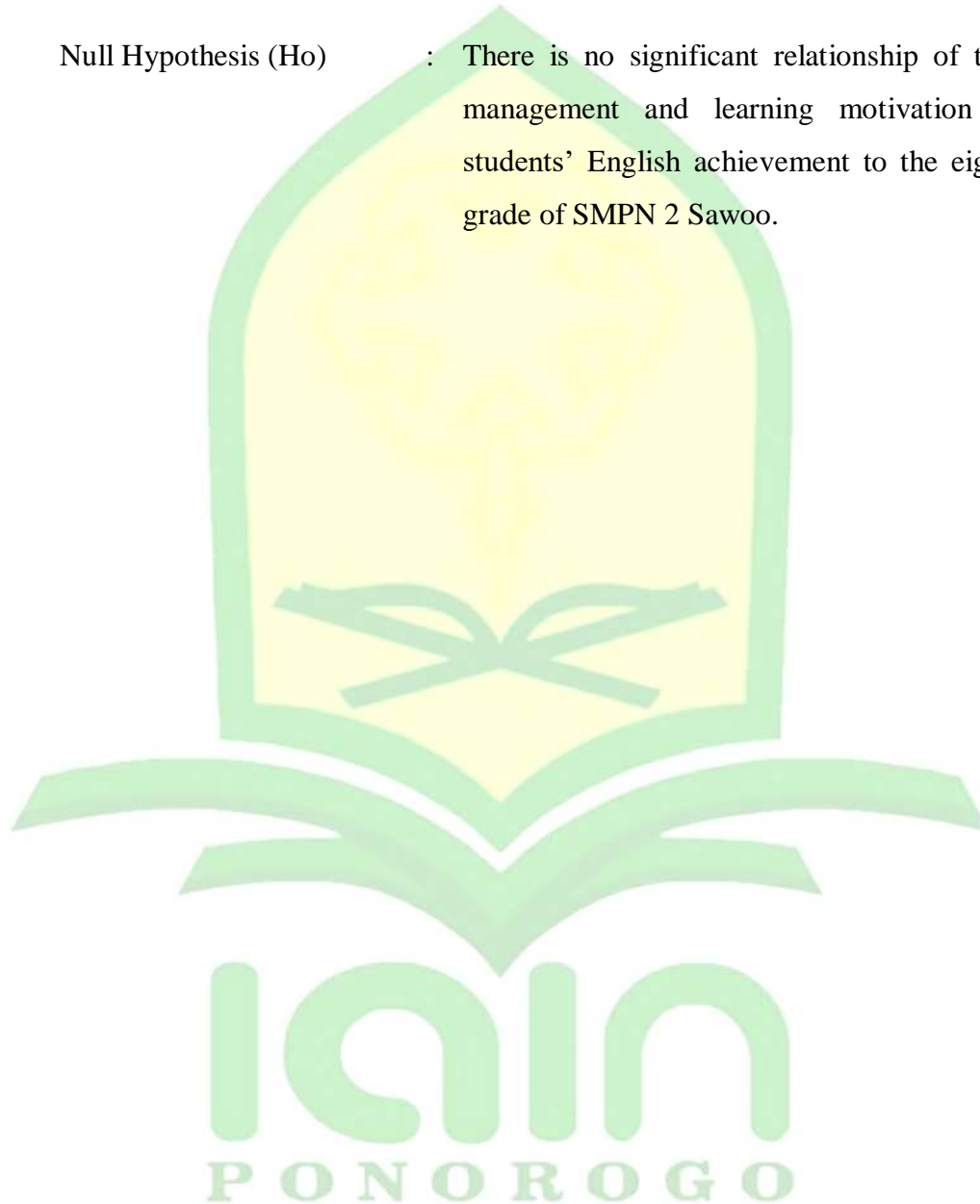
Hypothesis is a type of prediction found in many experimental studies. It is a statement about what we expect to happen in a study.³⁸ In addition hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts.³⁹ Hypothesis in this research can be stated based on the theoretical background and theoretical framework sated above, the hypothesis are as follows:

³⁸ Alison Mackey and Susan M. Gass, *Second Language Research: Methodology and Design* (London: Lawrenc Erlbaum Associates, 2005), 100.

³⁹ C.R.Kothari, *Research Methodology Methods (Second Revised Edition)* (New Delhi: New Age International Publisher, 2004), 184.

Alternative Hypothesis : There is a significant relationship of time management and learning motivation on students' English achievement to the eighth grade of SMPN 2 Sawoo

Null Hypothesis (Ho) : There is no significant relationship of time management and learning motivation on students' English achievement to the eighth grade of SMPN 2 Sawoo.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Actually, Research is used as a solution in a problem by using planned and systematic data collection, analysis and interpretation of data. Research is an important process in advancing knowledge and promoting human progress that is effectively related to its environment in order to solve problems and achieve goals.⁴⁰

Settings in collecting data analysis as relevance and research objectives are still in economic procedures, called research design. The research design is a preliminary planning method which is taken as relevant data collection so that the techniques applied to analyze still consider the objectives of the research by involving staff, money and time.⁴¹

This research applies quantitative approach and ex posit fact research. The quantitative research is a study based on the philosophy of positivism to evaluate the population or sample using random research instruments and analyze data with statistical analysis as proof of hypotheses.⁴²

⁴⁰Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International, 2006), 1.

⁴¹ C.T.Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International, 1990), 22.

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D* (Bandung: Alfabeta, 2015), 14.

A quantitative research just focuses in generalizing and gathering numerical data to all peoples.⁴³ Ex posit fact research observe cause- effect relation which there is not manipulated or given treatment (it is planned and done) by the researcher.⁴⁴ Cause- effect relation research is done to program, activity or event in the present or past. The cause-effect relation is based on theoretic study, it is a variable caused or back grounded by other variables. The researcher's goal is to define whether there is the relationship of time management and learning motivation on students' English achievement.

In the design of this study, researchers used a type of correlation quantitative research, because it is able to connect between the three variables. The understanding of variables is anything that takes the form of any person or object that has certain variations determined by researchers to be studied and drawn conclusions.⁴⁵ The variables themselves are of two kinds namely:⁴⁶

1. The independent variable is the variable that influences or is the cause of the change or the appearance of the dependent or dependent variable. In this study there are two independent variables namely time management and learning motivation.

⁴³ Nokuthaba Sibanda, *Quantitative Research* (Wellington: Victoria University, 2009), 2.

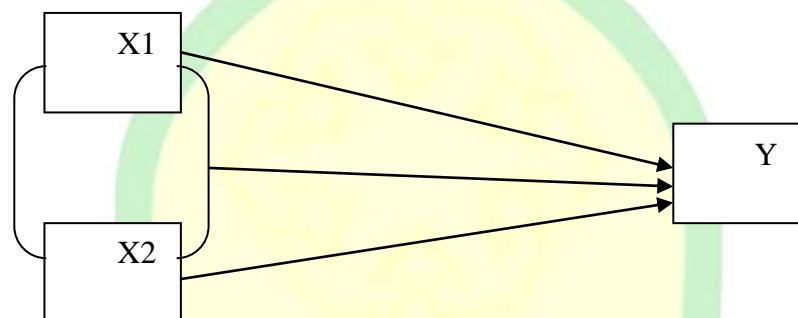
⁴⁴ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2013), 55.

⁴⁵ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 38.

⁴⁶ *Ibid.*, 39.

2. Dependent variable is the variable that is affected or which is the result due to the independent variable. In this study the dependent variable is student achievement.

In this study, the independent variables are time management and learning motivation, while the dependent is student achievement.



Note:⁴⁷

X1= time management variable

X2= learning motivation variable

Y= student achievement

The time management and learning motivation measured by using questionnaire and the students' English achievement are measured based on the student's English score. The questionnaire and score of English are used to examine whether there is a significant relationship of time management and learning motivation on students' English achievement to the eighth grade student of SMPN 2 Sawoo.

⁴⁷ *Ibid.*, 44.

B. Population and Sample

1. Population

Population is one of the research methodology. Population can be defined as all members of any well-defined class of people, events or objects. It also said that population is a set of all elements possessing on or more attributes of interest.⁴⁸

In this research, the population is the Eighth grade of SMPN 2 Sawoo are two classes at Eighth grade. The total number of the student or population is 44 students.

2. Sample

Sample is a portion of a population. Sample is the small group that is observed and the larger group about which the generalization is made is called a population.⁴⁹ A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵⁰ From the explanation, the researcher conclude that sample is a part of population which used to take the information and conducting the research. If the population is large and the researcher may not study all in the population, the example because limited funds, power and time, so the

⁴⁸ Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2015), 40.

⁴⁹ Donal Ari, *Introduction to Research in Education*, 8th Edition (Canada: Cengage Learning, 2010), 148.

⁵⁰ *Ibid.*,

researcher can take a sample from the population. Therefore, sample taken from population must be representative.⁵¹

In the research, the researcher determines that all eight grade students of SMPN 2 Sawoo as sample. Regarding sampling if the population is less than 100, it is better to take all the parts so that the research is population research. Therefore, the researcher used the population to be studied so that this research is population research.

C. Instrument of Data Collection

Instrument is one of the significant steps in conducting this research. Instrument is a tool for measuring, observing, or documenting quantitative data.⁵² There is the data that needed in this research:

1. The data of relationship time management to the eighth grade student of SMPN 2 Sawoo Ponorogo as an independent variable.
2. The data of relationship learning motivation to the eighth grade student of SMPN 2 Sawoo Ponorogo as an independent variable.
3. The data on English achievement to the eighth grade student of SMPN 2 Sawoo Ponorogo as the dependent variable.

Then, the instrument of data collection in this research can be seen on the table below:

Table 3.1

⁵¹ Margono, *Metode Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2009), 117-118.

⁵² John W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research the Fourth Edition* (Boston: Pearson, 2012), 151.

Instrument of Data Collection

Variable	Sub variable	Indicators	No. Questionnaire
Time Management (XI)	Study time discipline	Study period	1,6,20,37,42
		Learning your goals, plans, and priorities	3,7,23,38
	Time utilization	Determining conducive learning time	2,5,8,35,
		Pay attention to the arrangements for study and rest enough	9,30,41,46,47
		Making outlines and study time notes	18,22,29,45
		Determining the types of subjects and the random of subjects to be prioritized	31,32,33,34,48
Learning motivation (X2)	Feeling happy	Discipline	1,2
		Pay attention the lesson	3
		Repeats the lesson	4,5
	Feeling attracted	Happy to discuss in class	6,7
		Trying to answer questions from the teacher	8
		The desire to add reading sources	9
	Attentive	completing the notebook	10,11
		Always doing the exercise that was given	12
	Be positive	Optimistic in exams	15
	Fulfillment of needs	Getting knowledge	16,17
		Getting many benefits from the lesson	18,19,20
	Perseverance in learning	To follow teaching and learning activities in class	21,22,23
		Self study in home	24,25
	Interest and sharpness of attention in learning	Habit in following the lessons	32
		Spirit on learning	33
	Achievers in learning	Desiring to achieve	34
		Qualification of learning outcomes	35
	Independent learning	Task completion and homework	36,37
Using the opportunity outside of class hours		38	

Student achievement (Y)	Students' English score of eight grade students of SMPN 2 Sawoo
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D. Technique of Data Collection

1. Test

This research using test as the technique of data collection. Test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and effective characteristic.⁵³ According to Brown test is method of measuring a person ability, knowledge, or performance in a given domain. It means test is tool measuring.

a. Validity test

Validity is a separate but equally importance issue. According to James validity is especially important when it is involved in the decisions that teacher regularly make about their students.⁵⁴ Validity refers to the degree which that evidence supports the inferences that are made from the scores. The inferences regarding specific uses of a test are validated, not the test itself.⁵⁵ Validity must consider to the test's content and method, how test takers perform it means validity is

⁵³ Lorraine R.Gay, Geoffrey E.Mills & Peter Airasian, *Educational Research: Competencies for Analysis and Applications the Tenth Edition* (Boston: Pearson, 2012), 129.

⁵⁴ James Dean Brown, *Testing Language Programs: A Comprehensive Guide to English Language Assessment* (New York: Mc Graw Hill. 2005), 220.

⁵⁵ Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 237.

the most important characteristic a test or measure can have. Without validity the interpretations of program to measure the validity.

The formula used to measure the test instruments in this study using product moment correlation formula.

By formula:

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

Information:

R_{xy} : coefficient correlation between X variable and Y variable

N : sample of the population

X : the total scores of X variable

Y : the total score of Y variable

XY: the number of multiplications between X and Y

From the results of the calculation of the validity of instrument items can be concluded in the recapitulation table below:

Table 3.2

The Result Table Calculates the Validity of Time Management Variable

Variable	No. item	r"table"	r"calculated"	Information
	Problem			
Time	1	0,297	0.388058	Valid
Management	2	0,297	0.617636	Valid

	3	0,297	0.097779	Invalid
	4	0,297	0.469047	Valid
	5	0,297	-0.23748	Invalid
	6	0,297	0.040252	Invalid
	7	0,297	0.370381	Valid
	8	0,297	0.350422	Valid
	9	0,297	0.300501	Valid
	10	0,297	0.359157	Valid
	11	0,297	0.343526	Valid
	12	0,297	0.349115	Valid
	13	0,297	0.008305	Invalid
	14	0,297	0.376658	Valid
	15	0,297	0.270948	Invalid
	16	0,297	0.505597	Valid
	17	0,297	0.118531	Invalid
	18	0,297	0.621957	Valid
	19	0,297	0.366577	Valid
	20	0,297	0.436469	Valid
	21	0,297	0.418089	Valid
	22	0,297	0.492021	Valid
	23	0,297	-0.08881	Invalid
	24	0,297	0.391925	Valid

	25	0,297	0.48566	Valid
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To test the validity of the research instrument the researchers used data from 44 respondents and 25 question items. From the results of the calculation of the validity of the instrument items there are 18 valid questions and 7 invalid questions. In detail the calculation of the validity of time management variables can be seen in appendix 3.

Table 3.3

The Result Table Calculates the Validity of Learning Motivation Variables

Variable	No. item problem	r" table"	r "calculated"	Information
Learning Motivation	1	0,297	0.656292	Valid
	2	0,297	0.39657	Valid
	3	0,297	0.673752	Valid
	4	0,297	0.323452	Valid
	5	0,297	-0.55288	Invalid
	6	0,297	0.548887	Valid
	7	0,297	0.383515	Valid
	8	0,297	-0.04811	Invalid
	9	0,297	-0.10186	Invalid
	10	0,297	0.713302	Valid
	11	0,297	0.727138	Valid
	12	0,297	-0.08565	Invalid

	13	0,297	0.656187	Valid
	14	0,297	0.152434	Invalid
	15	0,297	0.07809	Invalid
	16	0,297	0.31483	Valid
	17	0,297	-0.27009	Invalid
	18	0,297	0.416643	Valid
	19	0,297	0.549574	Valid
	20	0,297	0.586068	Valid
	21	0,297	0.521357	Valid
	22	0,297	0.4513	Valid
	23	0,297	0.025361	Invalid
	24	0,297	0.359275	Valid
	25	0,297	0.389744	Valid
	26	0,297	0.420624	Valid
	27	0,297	0.471156	Valid
	28	0,297	0.567745	Valid
	29	0,297	0.480832	Valid
	30	0,297	0.080246	Invalid

To test the validity of the research instrument the researchers used data from 44 respondents and 30 question items. From the results of the calculation of the validity of the instrument items there are 21 valid questions and 9 invalid questions. In detail the calculation of the validity of the learning motivation variables can be seen in 4.

b. Reliability test

Reliability is important for judging the suitability of measuring instrument.

According to Geoffrey reliability is the degree to which a test consistently measures whatever it is measuring. It is score from instrument are stable and consistent. It is extending to which the result can be considered consistent and stable.⁵⁶

The formula used to measure the test instrument in this study using *Spearman Brown* formula, by splitting up odd items. The formula:

$$r_{11} = \frac{2r_{\frac{1}{2}/\frac{1}{2}}}{1 + r_{\frac{1}{2}/\frac{1}{2}}}$$

Note:

r_{11} : Internal reliability of all instrument

$r_{\frac{1}{2}/\frac{1}{2}}$: The correlation of product moment between the first hemisphere and the hemisphere.⁵⁷

The detailed results of the calculation of the instrument reliability of the time management variable and learning motivation can be explained with the following steps:

Step 1	:	Group the problem items into two parts, namely groups of odd items and even items. In detail see
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⁵⁶ James Dean Brown, *Testing Language Programs: A Comprehensive Guide to English Language Assessment* (New York: Mc Graw Hill, 2005), 169.

⁵⁷ Suharsimi Arikunto, *Prosedur Penilaian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2013), 173.

		appendix 4 and 5
Step 2	:	Look for the correlation coefficient with the formula between the first half (odd score) and the opposite half (even score)
Langkah 3	:	Enter the correlation coefficient value into the <i>Spearman Brown</i> formula

After the reliability coefficient number is obtained, the next step is to consult or compare with the critical rate or minimum reliability limits. The minimum reliability limit of an instrument according to *Linn and Kaplan* is 0.7.

From the results of the calculation of the reliability of the time management variable (see Appendix 5) of 0.850 and critical of 0.7. So $r > r_{critical}$ that is $0.850 > 0.7$ so that it can be concluded that the instrument is reliable.

From the results of the calculation of the reliability of learning motivation variables (see Appendix 6) of 0.853 and critical of 0.7. So $r > r_{critical}$ is $0.853 > 0.7$ so that it can be concluded that the instrument is reliable.

Tabel 3.4

Recapitulation of Reliability Test

Variable X^1 (time management) and X^2 (learning motivation)

Variable	"r" calculated	"r" table	Information
X^1	0,850	0,7	Reliable

X^2	0,853	0,7	Reliable
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2. Documentation

Documentation is the technique of collecting data which is taken from written such as books, newspaper, opinion, which related of the research.⁵⁸ In this research, documentation as supporting data include history of school, geographies location, vision, purpose of school, organizational structure, infrastructure, and student learning outcomes that have been documented by eighth grade teachers so that the data obtained by researchers will be more accurate.

E. Technique of Data Analysis

After collecting data, the next step to be done by researcher is analyzed the data. The purpose of this step is to arrange and interpret data, to know the correlation of study time and learning motivation to English students' achievement. In this case, researcher counts the data to answer statement of the problem and try to test the hypothesis.

1. Assumption test

a. Normality test

The purpose of normality test is to know the data distributed normally or not. Normality test is used to know whether the data from both group sample which examined comes from the

⁵⁸ Penny Ur, A, *Course in Language Teaching* (Cambridge University Press:1996), 158.

population of distribution or not.⁵⁹ It is used to analyze whether both groups have normal distribution or not. In this research, researcher used SPSS 16 program for windows to calculate the normality test. To calculate the normality test, there are some steps as follows:

- 1) Open the SPSS 16.00 program
- 2) Input the data into data view by first fill the variable X as independent variable and Y as dependent variable.
- 3) Click analyze – Descriptive statistics - Explore
- 4) Drag X into dependent list and Y as factor list
- 5) Click options – checklist normality plots with test – continue
- 6) Click ok

After the process. It determines by following criteria:

- 1) If t_{value} was lower than t_{table} ($t_{\text{value}} < t_{\text{table}}$) it means that H_0 is accepted and H_a is rejected.
- 2) If t_{value} was higher than t_{table} ($t_{\text{value}} > t_{\text{table}}$) it means that H_0 is rejected and H_a is accepted.

2. Testing Hypothesis

a. Correlation product moment

⁵⁹ James Dean Brown, *Testing Language Programs: A Comprehensive Guide to English Language Assessment* (New York: Mc Graw Hill, 2005), 27.

Correlation product moment is used to know the correlation between two variables.⁶⁰ This analysis technique is used to answer problem formulas number 1 and 2. The researcher analyzes the test uses SPSS 16.00 program for windows.

The steps of calculation explain below:

- 1) Open the SPSS program
- 2) Click variable view
- 3) Click data view then write each data x and data y
- 4) Click analyze – correlate – bivariable
- 5) Drag X and Y variable to column variable – Pearson, two-tailed and flag significant correlations.
- 6) Click option – mean and standard deviation – continue
- 7) Click ok.

b. Multiple correlation

The function of multiple correlation is to look for the magnitude of the relationship and contribution of two independent variables (X) or more together with the dependent variable (Y).⁶¹ This analysis technique is used to fight problem formula number 3. The researcher analyzes the test uses SPSS 16.00 program for windows.

⁶⁰ Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian* (Yogyakarta: Pustaka Felicha, 2016), 93.

⁶¹ Ridwan dan Sunarto, *Pengantar Statistika untuk Penelitian: Pendidikan, Sosial, Komunikasi, Ekonomi dan Bisnis* (Bandung: Alfabeta, 2011), 86.

The steps of calculation explain below:

- 1) Open the SPSS program

- 2) Click variable view
- 3) Click data view then write each data x1, data x2 and data y
- 4) Click analyze – correlate – bivariable
- 5) Drag x1, x2 and y variable to column variable – Pearson, two-tailed and flag significant correlation
- 6) Click option – mean and standard deviation – continue
- 7) Click ok

Basic decision-making:

- a) If the value of sig F change $< 0,05$ then H_0 is rejected H_a is accepted so there is a correlation.
- b) If the value of sig F change $> 0,05$ then H_0 is accepted H_a is rejected so it does not correlation.

Guidelines for degree of relationship

- a) Pearson Correlation value 0,00-0,20 so there is no correlation
- b) Pearson Correlation value of 0.21 to 0.40 then the correlation is weak
- c) Pearson Correlation value is 0.41-0.60 then the correlation is moderate
- d) Pearson Correlation value of 0.61 to 0.80, the correlation is strong

e) Pearson Correlation value of 0.81-1.00 makes perfect correlation.⁶²



⁶² www.spssindonesia.com on Monday July 1 2019 at 23:15 WIB.

CHAPTER IV

FINDING AND DISCUSSION

A. General Overview of Research Location

1. The historical background of SMPN 2 Sawoo Ponorogo

SMPN 2 Sawoo is a Public Middle School located in East Java Province, Temon, Sawoo, Ponorogo at Sawoo Sriti street, which was established on May 5, 1992. In the beginning the establishment of the junior high school helped students from elementary school towards junior high school, so they can continue to a higher level. The location is quite easy to reach and not too many obstacles. The school is a favorite school in southern Ponorogo, as evidenced by the many junior high school graduates who are accepted at favorite high schools in Ponorogo and outside Ponorogo.

Schools that are near these homes and rural areas, have a very significant level of development from year to year. Evidenced by the significant changes of existing students and the level of willpower in changing behavior, academic and non-academic competencies, and so forth. Then from the educators, the staff and the existing facilities seemed to be good, able to support the change from its inception to the present day

2. The profile of SMPN 2 Sawoo

a. General location

The location of SMPN 2 Sawoo at Sawoo Sriti street, Temon village, Sawoo.

b. Vision, mission, and goal

1) Vision

Faithful and noble character, intelligent, skilled and cultured environment.

2) Mission

- a) Realizing the coaching, guidance of faith and devotion routinely.
- b) Realizing the practical religious guidance, reading and writing Al-Qur'an, the Friday guidance, the memorial of religious holidays.
- c) Realizing the exemplary behavior and noble character to parents, teachers, fellow friends and the environment.
- d) Realizing the character building through learning activities on all subjects.
- e) Realizing a complete curriculum set, adaptif, global technology minded and local wisdom.
- f) Realizing the academic and non-academic achievement.
- g) Realizing a mastery of skills and the useful science and technology.
- h) Realizing the healthy life habit and the clean and beautiful environment.
- i) Realizing the clean and healthy learning environment.
- j) Realizing the savings and management of energy resources.

3) Goal

- a) Implementation the coaching, guidance of faith and devotion routinely.
- b) Implementation the practical religious guidance, reading and writing Al-Qur'an, the Friday guidance, the memorial of religious holidays.
- c) Implementation the exemplary behavior and noble character to parents, teachers, fellow friends and the environment.
- d) Implementation the character building through learning activities on all subjects.
- e) Implementation a complete curriculum set, adaptif, global technology minded and local wisdom.
- f) Implementation the active learning. Innovative, creative, effective and fun (PAIKEM), CTL, and scientific learning.
- g) Implementation of standardized and holistic assessment (cognitive, effective and psycho motor).
- h) Implementation the academic guidance so that they can compete in OSN and increasing achievement of national and school exam scores.
- i) Implementation the non-academic guidance (self-development) so that the can compete in O2SN, FLS2SN and the other event.
- k) Implementation the healthy life habit and the clean and beautiful environment.

l) Implementation the savings and management of energy resources.

j) Implementation the waste water management and the management of ground water utilization in school environment.

c. The organization structure

The structure of organization in SMPN 2 Sawoo Ponorogo

- 1) Headmaster : Drs.Sumanto
- 2) Head of laboratories : Sukaca S.Pd
- 3) Deputy of curriculum : Arbai Sani S.Pd
- 4) Deputy of student : Djaka Santoso, S.Pd
- 5) Deputy of library : Kademin S.Pd

3. The teachers and students in SMPN 2 Sawoo

The total of the teachers in SMPN 2 Sawoo are 33 teachers in academic 2017/2018. They are consists of 27 PNS of teachers and 6 non-PNS teachers. The description of the teachers in SMPN 2 Sawoo is described as follows:

Table 4.1

The description of the teachers in SMPN 2 Sawoo

Status	Total
PNS	23
Non-PNS	6
Total	33

Students are the important component in education. The total number of students is about 237 students.

Table 4.2

The total number of students in SMPN 2 Sawoo

Year	Gender		Number of students
	Male	Female	
2017/2018	130	147	237

4. The infrastructure of SMPN 2 Sawoo

Infrastructure is facilitated that needed students and teacher to support the learning process. The list of infrastructure of SMPN 2 Sawoo.

Table 4.3

The list of infrastructure of SMPN 2 Sawoo

Number	Name of infrastructure	Total	Condition
1.	Warehouse	1	Good
2.	Headmaster's room	1	Good
3.	Teacher's room	2	Good
4.	Classroom	12	Good
5.	Bathroom	15	Good
6.	Yard	3	Good
7.	IPA laboratory	1	Good
8.	Multimedia laboratory	1	Good
9.	Mosque	1	Good

10.	Kitchen	1	Good
11.	Canteen	3	Good
12.	Counseling room	1	Good
13.	Student council room	1	Good
14.	Library	2	Good
15.	Administration's room	1	Good
16.	UKS room	1	Good
17.	Cooperation's room	1	Good

B. Data Description

1. The data about time management to the eighth grade students of SMPN 2 Sawoo Ponorogo. The following is the score data of the time management variable of SMPN 2 Sawoo Ponorogo.

Table 4.4

The score of the questionnaire answers of time management of SMPN 2 Sawoo Ponorogo

No	Value Questionnaire	Frequency (F)
1	69	1
2	68	1
3	67	1
4	66	1
5	65	1
6	64	1

7	63	2
8	62	3
9	58	3
10	57	3
11	55	4
12	53	3
13	52	3
14	50	3
15	49	3
16	48	4
17	47	4
18	46	2
19	45	1

Based on the table can be seen that the highest score on the time management variable is 69 owned by 1 student and the lowest score is 45 owned by 1 student. The assessment of the time management questionnaire can be seen in appendix 9.

2. The data about learning motivation to the eighth grade students of SMPN 2 Sawoo Ponorogo. The following is the score data of learning motivation variable of SMPN 2 Sawoo Ponorogo

Table 4.5

The score of learning motivation to answer questionnaire of SMPN 2

Sawoo Ponorogo

No	Value Questionnaire	Frequency (F)
1	69	1
2	65	2
3	64	1
4	63	3
5	62	1
6	60	4
7	59	4
8	58	5
9	57	2
10	54	3
11	53	3
12	52	2
13	51	4
14	49	2
15	48	1
16	46	1
17	44	2
18	43	2
19	40	1

Based on the table can be seen that the highest score on the learning motivation variable is 69 owned by 1 student and the lowest score is 40

owned by 1 student. The assessment of the learning motivation questionnaire can be seen in appendix 9.

3. The description of the data about learning achievement scores to the eighth grade students' of SMPN 2 Sawoo Ponorogo.

The description of the data about learning achievement to the eighth grade students' of SMPN 2 Sawoo Ponorogo is 44 students. As for the assessment score in the form of numbers that are interpreted, so that they are easily understood. Furthermore, the value of learning achievement to the eighth grade students of SMPN 2 Sawoo Ponorogo can be seen in the table as follows:

Table 4.6

The list of Learning Achievement of SMPN 2 Sawoo Ponorogo

No	Learning value	Frequency (F)
1	95	1
2	94	2
3	92	4
4	91	3
5	90	2
6	89	2
7	88	4
8	87	2
9	85	2
10	84	3

11	83	4
12	82	3
13	81	2
14	80	3
15	79	3
16	78	3
17	77	1

Based on the table, then it can be seen that the highest score on the learning achievement variable is 95 owned by 1 student and the lowest score is 77 owned by 1 student. The assessment of learning achievement can be seen in appendix 9.

C. Data Analysis

This part explain about assumption test and testing hypothesis. There are normality test and homogeneity test in assumption test.

1. Assumption test

a. Normality test

The normality tests the researcher used *Kolomogorov-Smirnov* in the SPSS 16.00 program for windows with 5% significance (α). The 5% significance in the *Kolmogorov-Smirnov* was 0.05. The data

distributed is normal The data is normal distributed if the result of Sig that is higher than α (value of $\text{Sig} > \alpha$).⁶³

Table 4.7

Time Management

Tests of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Time management	.147	19	.200*	.919	19	.108

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the calculation of SPPSS 16.00 for windows, it can be seen that the test used one-sample *Kolmogorov-Smirnov* test. The data of time management is normality distributed. It can be seen from value of $\text{Sig} > \alpha$ ($0,200 > 0,05$).

Table 4.8

Learning motivation

Tests of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	Df	Sig.	Statistic	Df	Sig.

⁶³ Andhita Dessy Wulansari, *Aplikasi Statistika Parametrik dalam Penelitian* (Yogyakarta: Pustaka Felicha, 2016),55.

Learning motivation	.089	19	.200*	.976	19	.889
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a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the calculation of SPPSS 16.00 for windows, it can be seen that the test used one-sample *Kolmogorov-Smirnov* test. The data of learning motivation is normality distributed. It can be seen from value of $\text{Sig} > \alpha$ ($0,200 > 0,05$).

Table 4.9
Achievement

Tests of Normality

	<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
	Statistic	Df	Sig.	Statistic	df	Sig.
Achievement	.089	17	.200*	.959	17	.604

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the calculation of SPPSS 16.00 for windows, it can be seen that the test used one-sample *Kolmogorov-Smirnov* test. The data of achievement is normality distributed. It can be seen from value of $\text{Sig} > \alpha$ ($0,200 > 0,05$).

2. Testing hypothesis

a. Correlation product moment

- 1) The analyzing data about correlation between time management and English achievement to the eight grade students of SMPN 2

Sawoo Ponorogo

Descriptive Statistics

	Mean	Std. Deviation	N
Time management	57.0526	8.24940	19
Learning motivation	85.5882	5.69055	17

Correlations

		Time management	Achievement
Time management	Pearson Correlation	1	.992**
	Sig. (2-tailed)		.000
	N	19	17
Achievement	Pearson Correlation	.992**	1
	Sig. (2-tailed)	.000	
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

The value of time management variable is explained that the

amount of data (N)=19 with mean=57.0526 and standard deviation= 8.24940, and the value of the learning achievement variable is explained that the amount of data (N) = 17 with mean = 85.5882 and standard deviation =5.69055. Product moment correlation coefficient results between the two variables obtained a value of 0.992, so it can be concluded that there is a significant positive correlation between time management and learning achievement.

- 2) The analyzing data about the correlation between learning motivation and English achievement to the eighth grade students of SMPN 2 Sawoo.

Descriptive Statistics

	Mean	Std. Deviation	N
Learning motivation	54.5789	8.25507	19
Achievement	85.5882	5.69055	17

Correlations

		Learning motivation	Achievement
learning motivation	Pearson Correlation	1	.994**

	Sig. (2-tailed)		.000
	N	19	17
Achievement	Pearson		1
	Correlation	.994**	
	Sig. (2-tailed)	.000	
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

The value of learning motivation variable is explained that the amount of data (N)= 19 with mean= 54.5789 and standard deviation= 8.25507, and the value of learning achievement variable is explained that the amount of data (N)= 17 with mean= 85.5882 and standard deviation = 5.69055. Product moment correlation coefficient results between the two variables obtained a value of 0.994, so it can be concluded that there is a significant positive correlation between learning motivation and learning achievement.

b. Multiple correlation

- 1) The analyzing data about correlation between time management and learning motivation on students' English achievement to the eighth grade student of SMPN 2 Sawoo Ponorogo.

Descriptive Statistics

	Mean	Std.Deviation	N

Time management	57.0526	8.24940	19
Learning motivation	54.5789	8.25507	19
Achievement	85.5882	5.69055	17

Correlations

		Time management	Learning motivation	Achievement
Time management	Pearson Correlation	1	.987**	.992**
	Sig. (2-tailed)		.000	.000
	N	19	19	17
Learning motivation	Pearson Correlation	.987**	1	.994**
	Sig. (2-tailed)	.000		.000
	N	19	19	17
Achievement	Pearson Correlation	.992**	.994**	1
	Sig. (2-tailed)	.000	.000	
	N	17	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Learning motivation, Time management ^a	.	Enter
a. All requested variables entered.			
b. Dependent Variable: achievement			

The first part of descriptive statistics presents the time management variable (X1), the learning motivation variable (X2), and the learning achievement variable (Y). Descriptive variable results, the value of time management (X1) in the descriptive statistics table explained that there is an amount of data (N) of 19 with a mean of 57.0526 and a standard deviation of 8.24940, a variable of learning motivation (X2) can be explained by the amount of data (N) of 19 with a mean of 54.5789 and the standard deviation of 8.25507, and the learning achievement variable (Y) can be explained by the amount of data (N) of 17 with a mean of 85.5882 and a standard deviation of 5.69055.

The second part of the summary model is obtained the probability value (Sig.F change of 0,000. Because the value of Sig.F change is 0,000 < 0.05, then the decision is H_0 is rejected H_a accepted, so it can be concluded that there is a very strong relationship.

D. Discussion

This research is conducted to find out the correlation time management and learning motivation on students' English achievement. The discussion of this research explains that the time management and learning motivation have correlation with English achievement.

The first, based on the results of the study there is a significant relationship between time management and English achievement. This shows the time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which include setting goals and priorities, using time management mechanism and being organized in using time. Therefore, time management is a skill that every student should not know but also apply.⁶⁴ Time management plays a vital role in improving student's academic performance. The basic problems or constraints related to time management are similar, spending hours on social networking sites, no proper schedule, organization or vision and social engagement.⁶⁵

The second, based on the results of the study there is a significant relationship between learning motivation and English achievement. This

⁶⁴ The Impact of Time Management on the Students' Academic Achievements. *Journal of Literature*, (online), Vol 11, 2015. (<http://www.researchgate.net>, accessed on February 14, 2020).

⁶⁵ The Impact of Time Management on Academic Performance among Students of Jazan University, (online), Vol 69, 2017. (<http://ejhm.journals.ekb.eg>, accessed on February 11, 2020).

shows that Motivation is one of the most important factors that influence the success in language learning.⁶⁶ Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating. Fortunately, research shows that there is a lot an instructor can do to motivate their students to learn.

Motivation is basically an effort to increase the activity in reaching a certain goal, including learning activities. Motivation is defined here as students' inclination, energy, and drive to learn, work effectively and achieve to potential. Motivation is relevant to students interest in study, enjoyment of study, participation in class and academic achievement.⁶⁷

The last, based on the results of the study there is a significant relationship between time management and learning motivation on English achievement. This is shows the achievement is influence by motivation and skill (time management). The better time management of students to learn and the higher the learning motivation students then the higher the English students' achievement.

⁶⁶ Nina Daskalovska, Liljana Koleva Gudeva and Biljana Ivanovska, *Learner Motivation and Interest* (Elsevier, 2002), 2.

⁶⁷ Andrew J.Martin, *Motivation to Learn* (London: University of Oxford, 2013), 1.

CHAPTER V

CLOSING

A. Conclusion

Based on the problems raised in introductory chapter in this thesis and supported by research results that have been processed and analyzed, this thesis has concluded that:

1. There is a significant positive correlation between time management and English achievement to the eighth grade students of SMPN 2 Sawoo. Based on the calculation of *Product Moment* correlation between the two variables obtained a value of 0.992.
2. There is a significant positive correlation between learning motivation and English achievement to the eighth grade students of SMPN 2 Sawoo. Based on the calculation of *Product Moment* correlation between the two variables obtained a value of 0.994.
3. There is a significant correlation between time management and learning motivation on students' English achievement to the eighth grade students of SMPN 2 Sawoo. Based on the results of calculation with the *summary* model obtained probability value (sig F.change) of 0,000, because the value of sig F.change of $0,000 < 0,05$, then the decision is H_0 rejected and H_a accepted.

B. SUGGESTION

1. For teacher

The teacher is expected be able to provide understanding to the students that time is something valuable, so students can use their time to be good.

2. For student

- a. The student are advised to time manage properly and appropriately by choosing an atmosphere according to their individual study habit, so this is make students to easy learn and finally to improving student learning achievement.
- b. The student are advised to improve learning motivation by growing learning motivation each student, so the student have awareness to learn and understand the lessons that have been delivered by the teacher so it can influence learning achievement student.

3. For the other researcher

Researchers hope to examine other factors that influence learning achievement besides time management and learning motivation

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Appendix 1

ANGKET INSTRUMEN PENELITIAN

NAMA :

NO.ABSEN :

KELAS :

PETUNJUK PENGISIAN ANGGKET:

1. Bacalah setiap pertanyaan dengan teliti dan seksama.
2. Jawablah dengan jujur sesuai dengan kenyataan pada diri saudara.
3. Berilah tanda check (√) pada alternatif jawaban yang anda anggap benar.
4. Seluruh pertanyaan harus dijawab dan tidak diperkenankan jawaban lebih dari satu.
5. Keterangan pilihan:
 - a. SS : Sangat Setuju
 - b. S : Setuju
 - c. TS : Tidak Setuju
 - d. STS : Sangat Tidak Setuju

ANGKET MANAGEMENT BELAJAR BAHASA INGGRIS

NO	PERNYATAAN	SS	S	TS	STS
		4	3	2	1
1.	Saya belajar 2x sehari selama 30 menit				
2.	Saya belajar dirumah saat kondisi sepi sehingga saya dapat berkonsentrasi dengan baik				
3.	Saya sering menunda-nunda waktu belajar				
4.	Saya tidak setiap hari belajar, sekalinya saya belajar waktu yang saya gunakan bisa mencapai 4 jam				
5.	Saya bermalas-malas saat belajar				
6.	Saya belajar jika kegiatan yang lain dirumah sudah selesai				
7.	Saya tidur larut malam				

	sehingga mengantuk di sekolah				
8.	Jika saya belajar, saya membaca seluruh materi tanpa meringkasnya				
9.	Jika akan ada ujian, saya belajar lama dan tanpa istirahat				
10.	Saya selalu membuat catatan waktu belajar pelajaran yang sudah saya pelajari				
11.	Saya mengerjakan kegiatan sehari-hari secara tepat waktu agar tersedia waktu untuk belajar				
12.	Saat belajar saya meringkas materi yang saya pelajari				
13.	Setiap hari saya mengatur kegiatan makan, tidur, sekolah, belajar, santai, dan kegiatan lainnya				
14.	Jika saya belajar, saya mendahulukan materi yang mudah saya pahami				
15.	Saya belajar lebih lama jika materi mudah saya pahami				
16.	Saya belajar lebih lama jika materi sulit saya pahami				
17.	Jika saya belajar, saya mendahulukan materi yang sulit				
18.	Saya selalu menentukan waktu belajar setiap hari				
19.	Setiap hari saya berusaha untuk membuat penjadwalan waktu yang seimbang dalam kegiatan sehari-hari				
20.	Saya selalu berhemat dengan waktu				
21.	Saya menyusun acara hari minggu berbeda dengan hari lainnya				
22.	Jika saya membaca buku, saya menggaris bawahi				

	kalimat-kalimat yang saya rasa penting				
23	Saya selalu berusaha menjaga kesehatan badan				
24	Saya menyediakan waktu istirahat yang cukup				
25	Saya membenci pelajaran Bahasa Inggris				



ANGKET INSTRUMEN PENELITIAN

NAMA :

NO.ABSEN :

KELAS :

PETUNJUK PENGISIAN ANGKET:

6. Bacalah setiap pertanyaan dengan teliti dan seksama.
7. Jawablah dengan jujur sesuai dengan kenyataan pada diri saudara.
8. Berilah tanda check (√) pada alternatif jawaban yang anda anggap benar.
9. Seluruh pertanyaan harus dijawab dan tidak diperkenankan jawaban lebih dari satu.
10. Keterangan pilihan:
 - a. SS : Sangat Setuju
 - b. S : Setuju
 - c. TS : Tidak Setuju
 - d. STS: Sangat Tidak Setuju

ANGKET MOTIVASI BELAJAR BAHASA INGGRIS

NO	PERNYATAAN	SS	S	TS	STS
		4	3	2	1
1.	Saya selalu hadir tepat waktu ketika pelajaran Bahasa Inggris dimulai				
2.	Saya merasa takut terlambat pergi ke sekolah dan ketinggalan pelajaran				
3.	Saya selalu menyimak pelajaran dengan baik				
4.	Saya selalu menggunakan waktu luang untuk mengulangi pelajaran				
5.	Saya tidak pernah mengulangi pelajaran di rumah				
6.	Saya sangat menyukai ketika guru membuka sesi tanya jawab				
7.	Sesi diskusi dalam pelajaran membuat saya bosan				
8.	Saya selalu berusaha menjawab pertanyaan dari guru karena materi				

	pelajaran ini menarik bagi saya				
9.	Saya suka berkunjung ke toko buku untuk mencari buku tambahan pelajaran				
10.	Saya memiliki buku catatan yang lengkap pada mata pelajaran ini				
11.	Saya tidak pernah memiliki buku catatan pelajaran Bahasa Inggris				
12.	Saya selalu mengerjakan tugas yang diberikan oleh guru				
13.	Saya selalu meninggalkan soal ujian yang menurut saya sulit				
14.	Pertama kali saya melihat pelajaran ini saya percaya pelajaran ini akan memberikan saya banyak pengetahuan				
15.	Banyak halaman yang mengandung informasi sehingga sukar bagi saya untuk mengambil ide-ide penting dan mengingatnya				
16.	Isi dan gaya tulis dalam pembelajaran ini memberi kesan bahwa isinya bermanfaat untuk diketahui				
17.	Saya merasa mendapat banyak manfaat dari pelajaran ini				
18.	Terdapat cerita, gambar, atau contoh yang menunjukkan manfaat materi pelajaran ini bagi saya				
19.	Saya aktif mengikuti pelajaran Bahasa Inggris sesuai jadwal				
20.	Saya sering bermain HP saat jam pelajaran				

	berlangsung				
21	Saya tidak pernah memperhatikan guru ketika pelajaran berlangsung				
22	Saya rajin membaca buku dirumah ketika akan ujian				
23	Saya tidak pernah belajar dirumah sebelum pelajaran berlangsung				
24	Saya sering tidur ketika pelajaran Bahasa Inggris karena pelajaran itu membosankan				
25	Saya selalu menyimak dengan baik ketika pelajaran berlangsung				
26	Saya berusaha agar mendapat nilai tertinggi terutama dalam pelajaran Bahasa Inggris				
27	Menyelesaikan pembelajaran ini dengan prestasi yang baik sangat penting bagi saya				
28	Setelah saya menyelesaikan tugas-tugas dalam pelajaran ini, saya merasa puas dengan apa yang telah saya kerjakan				
29	Saya sering mencontek teman ketika mengerjakan pekerjaan rumah				
30	Saya suka pergi ke perpustakaan untuk menambah sumber pengetahuan				

Appendix 2

ANGKET INSTRUMEN PENELITIAN

NAMA :

NO.ABSEN :

KELAS :

PETUNJUK PENGISIAN ANGKET:

11. Bacalah setiap pertanyaan dengan teliti dan seksama.
12. Jawablah dengan jujur sesuai dengan kenyataan pada diri saudara.
13. Berilah tanda check (√) pada alternatif jawaban yang anda anggap benar.
14. Seluruh pertanyaan harus dijawab dan tidak diperkenankan jawaban lebih dari satu.
15. Keterangan pilihan:
 - e. SS : Sangat Setuju
 - f. S : Setuju
 - g. TS : Tidak Setuju
 - h. STS : Sangat Tidak Setuju

ANGKET MANAGEMENT WAKTU BAHASA INGGRIS

NO	PERNYATAAN	SS	S	TS	STS
		4	3	2	1
1.	Saya belajar 2x sehari selama 30 menit				
2.	Saya belajar dirumah saat kondisi sepi sehingga saya dapat berkonsentrasi dengan baik				
3.	Saya tidak setiap hari belajar, sekalinya saya belajar waktu yang saya gunakan bisa mencapai 4 jam				
4.	Saya tidur larut malam sehingga mengantuk di sekolah				
5.	Jika saya belajar, saya membaca seluruh materi tanpa meringkasnya				
6.	Jika akan ada ujian, saya belajar lama dan tanpa				

	istirahat				
7.	Saya selalu membuat catatan waktu belajar pelajaran yang sudah saya pelajari				
8.	Saya mengerjakan kegiatan sehari-hari secara tepat waktu agar tersedia waktu untuk belajar				
9.	Saat belajar saya meringkas materi yang saya pelajari				
10.	Jika saya belajar, saya mendahulukan materi yang mudah saya pahami				
11.	Saya belajar lebih lama jika materi sulit saya pahami				
12.	Saya selalu menentukan waktu belajar setiap hari				
13.	Setiap hari saya berusaha untuk membuat penjadwalan waktu yang seimbang dalam kegiatan sehari-hari				
14.	Saya selalu berhemat dengan waktu				
15.	Saya menyusun acara hari minggu berbeda dengan hari lainnya				
16.	Jika saya membaca buku, saya menggaris bawahi kalimat-kalimat yang saya rasa penting				
17.	Saya menyediakan waktu istirahat yang cukup				
18.	Saya membenci pelajaran Bahasa Inggris				

PONOROGO

ANGKET INSTRUMEN PENELITIAN

NAMA :

NO.ABSEN :

KELAS :

PETUNJUK PENGISIAN ANGKET:

16. Bacalah setiap pertanyaan dengan teliti dan seksama.
17. Jawablah dengan jujur sesuai dengan kenyataan pada diri saudara.
18. Berilah tanda check (✓) pada alternatif jawaban yang anda anggap benar.
19. Seluruh pertanyaan harus dijawab dan tidak diperkenankan jawaban lebih dari satu.
20. Keterangan pilihan:
 - e. SS : Sangat Setuju
 - f. S : Setuju
 - g. TS : Tidak Setuju
 - h. STS : Sangat Tidak Setuju

ANGKET MOTIVASI BELAJAR BAHASA INGGRIS

NO	PERNYATAAN	SS	S	TS	STS
		4	3	2	1
1.	Saya selalu hadir tepat waktu ketika pelajaran Bahasa Inggris dimulai				
2.	Saya merasa takut terlambat pergi ke sekolah dan ketinggalan pelajaran				
3.	Saya selalu menyimak pelajaran dengan baik				
4.	Saya selalu menggunakan waktu luang untuk mengulangi pelajaran				
5.	Saya sangat menyukai ketika guru membuka sesi tanya jawab				
6.	Sesi diskusi dalam pelajaran membuat saya bosan				
7.	Saya memiliki buku catatan yang lengkap pada mata pelajaran ini				
8.	Saya tidak pernah memiliki				

	buku catatan pelajaran Bahasa Inggris				
9.	Saya selalu meninggalkan soal ujian yang menurut saya sulit				
10.	Isi dan gaya tulis dalam pembelajaran ini memberi kesan bahwa isinya bermanfaat untuk diketahui				
11.	Terdapat cerita, gambar, atau contoh yang menunjukkan manfaat materi pelajaran ini bagi saya				
12.	Saya aktif mengikuti pelajaran Bahasa Inggris sesuai jadwal				
13.	Saya sering bermain HP saat jam pelajaran berlangsung				
14.	Saya tidak pernah memperhatikan guru ketika pelajaran berlangsung				
15.	Saya rajin membaca buku dirumah ketika akan ujian				
16.	Saya sering tidur ketika pelajaran Bahasa Inggris karena pelajaran itu membosankan				
17.	Saya selalu menyimak dengan baik ketika pelajaran berlangsung				
18.	Saya berusaha agar mendapat nilai tertinggi terutama dalam pelajaran Bahasa Inggris				
19.	Menyelesaikan pembelajaran ini dengan prestasi yang baik sangat penting bagi saya				
20.	Setelah saya menyelesaikan tugas-tugas dalam pelajaran ini, saya				

	merasa puas dengan apa yang telah saya kerjakan				
21.	Saya sering mencontek teman ketika mengerjakan pekerjaan rumah				



Appendix 4

The validitas of learning motivation

The image shows a large, dense grid table, likely a data collection or analysis table. The table has many rows and columns, with text that is too small to read. The table appears to be a structured data table with multiple columns and rows of numerical or categorical data. The table is oriented vertically on the page.

PONOROGO

Appendix 5

RELIABILITY TEST TABLE OF TIME MANAGEMENT

Respondent	X	Y	X ²	Y ²	XY
Yana N.H	29	18	841	324	522
Wahyu I.R	25	14	625	196	350
Choirul H	26	18	676	324	468
Anggun W	29	18	841	324	522
Arif W.S	24	20	576	400	480
Dela A.C	35	19	1225	361	665
Heri W	30	22	900	484	660
Imroh A.K	19	14	361	196	266
Muhimmatul	29	18	841	324	522
Adit S.P	29	20	841	400	580
Aditya E.C	24	14	576	196	336
Andini S	24	14	576	196	336
Arini N.H	21	17	441	289	357
Erlina W.P	20	17	400	289	340
Moh. Ali M	21	16	441	256	336
Puput N	25	17	625	289	425
Renansa E.P	31	22	961	484	682
Fika S.W	24	20	576	400	480
Giat S.W	29	18	841	324	522
Ratna K.W	26	21	676	441	546
Ria D.P	29	19	841	361	551
Yusuf A	19	12	361	144	228
Dewi A	30	19	900	361	570
Erik M	28	18	784	324	504
Felisia A.W	37	25	1369	625	925
Linda V.A	28	18	784	324	504

Ivada R	25	20	625	400	500
Rendi A	23	17	529	289	391
Yoga P.A	22	14	484	196	308
Anisa M.A	24	16	576	256	384
Devi N	29	16	841	256	464
Kharisma D	24	16	576	256	384
Rama Adi	25	17	625	289	425
Reja A	22	14	484	196	308
Dwi Ari J	18	13	324	169	234
Fendi Eka S	27	16	729	256	432
Feri F.F	39	23	1521	529	897
Jenino P	23	19	529	361	437
Putri Lia S	27	17	729	289	459
Susi A	31	22	961	484	682
Delia A	28	18	784	324	504
Fitri E	24	14	576	196	336
Sahrul M	28	18	784	324	504
Rahmat A.S	37	20	1369	400	740
Total	1167	778	31925	14106	21066

For the calculation as follows:

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

$$R_{xy} = \frac{44(21066) - (1167)(778)}{\sqrt{(44(31925) - (1167)^2)(44(14106) - (778)^2)}}$$

$$R_{xy} = \frac{926904 - 907926}{\sqrt{(1404700 - 1361889)(620664 - 605284)}}$$

$$R_{xy} = \frac{18978}{\sqrt{(42811)(15380)}}$$

$$R_{xy} = \frac{18978}{\sqrt{658433180}}$$

$$R_{xy} = \frac{18978}{25659,9528}$$

$$R_{xy} = 0,73959606$$

Then the correlation coefficient is entered into the Spearman Brown formula as follows:

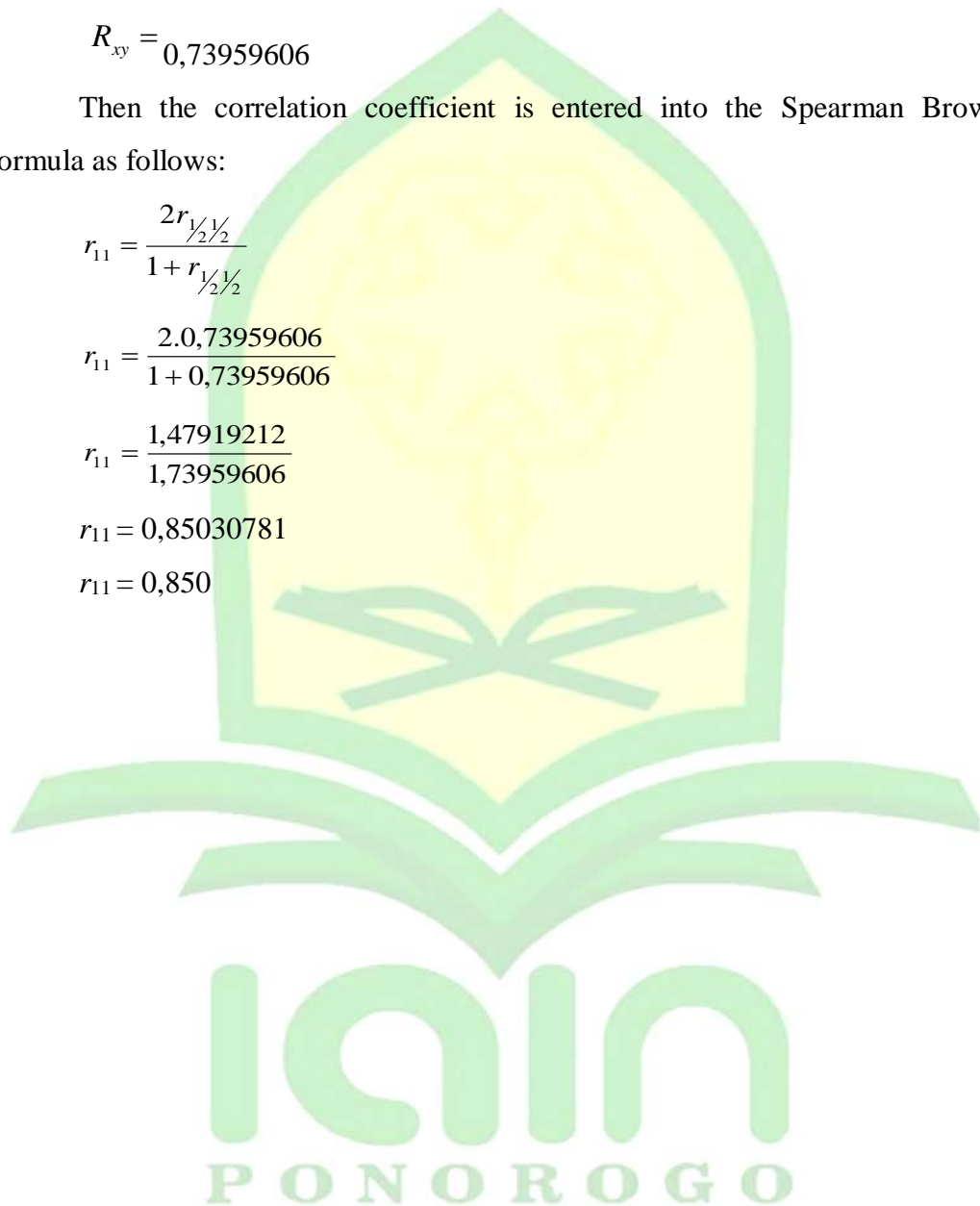
$$r_{11} = \frac{2r_{\frac{1}{2}/\frac{1}{2}}}{1 + r_{\frac{1}{2}/\frac{1}{2}}}$$

$$r_{11} = \frac{2 \cdot 0,73959606}{1 + 0,73959606}$$

$$r_{11} = \frac{1,47919212}{1,73959606}$$

$$r_{11} = 0,85030781$$

$$r_{11} = 0,850$$



Appendix 6

RELIABILITY TEST TABLE OF LEARNING MOTIVATION

Respondent	X	Y	X ²	Y ²	XY
Yana N.H	37	31	1369	961	1147
Wahyu I.R	27	20	729	729	540
Choirul H	35	29	1369	961	1147
Anggun W	33	31	729	729	540
Arif W.S	28	20	1369	961	1147
Dela A.C	35	29	729	729	540
Heri W	38	26	1369	961	1147
Imroh A.K	25	21	729	729	540
Muhimmatul	33	26	1369	961	1147
Adit S.P	32	29	729	729	540
Aditya E.C	27	22	1369	961	1147
Andini S	24	30	729	729	540
Arini N.H	25	25	1369	961	1147
Erlina W.P	23	20	729	729	540
Moh. Ali M	23	20	1369	961	1147
Puput N	33	19	729	729	540
Renansa E.P	33	18	1369	961	1147
Fika S.W	29	19	729	729	540
Giat S.W	33	25	1369	961	1147
Ratna K.W	30	28	729	729	540
Ria D.P	32	29	1369	961	1147
Yusuf A	25	19	729	729	540
Dewi A	37	28	1369	961	1147
Erik M	37	30	729	729	540
Felisia A.W	30	28	1369	961	1147
Linda V.A	37	30	729	729	540
Ivada R	32	22	1369	961	1147
Rendi A	26	20	729	400	540
Yoga P.A	26	19	1369	361	1147
Anisa M.A	31	22	729	484	540
Devi N	27	22	1369	484	1147
Kharisma D	27	20	729	400	540

Rama Adi	27	20	1369	400	1147
Reja A	24	23	729	529	540
Dwi Ari J	27	24	1369	576	1147
Fendi Eka S	27	22	729	529	540
Feri F.F	40	32	1369	576	1147
Jenino P	32	22	729	529	540
Putri Lia S	37	30	1369	576	1147
Susi A	32	23	729	529	540
Delia A	37	30	1369	576	1147
Fitri E	25	18	729	529	540
Sahrul M	29	25	1369	576	1147
Rahmat A.S	41	35	1681	529	540
Total	1348	1081	47108	31514	37114

For the calculation as follows:

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

$$R_{xy} = \frac{44(37114) - (1348)(1081)}{\sqrt{(44(47108) - (1348)^2)(44(31514) - (1081)^2)}}$$

$$R_{xy} = \frac{1633016 - 1457188}{\sqrt{(2072752 - 1817104)(1386616 - 1168561)}}$$

$$R_{xy} = \frac{175828}{\sqrt{(255648)(218055)}}$$

$$R_{xy} = \frac{175828}{\sqrt{55745324640}}$$

$$R_{xy} = \frac{175828}{236104,478}$$

$$R_{xy} = 0,74470421$$

Then the correlation coefficient is entered into the Spearman Brown formula as follows:

$$r_{11} = \frac{2r_{\frac{1}{2}/\frac{1}{2}}}{1 + r_{\frac{1}{2}/\frac{1}{2}}}$$

$$r_{11} = \frac{2.0,74470421}{1 + 0,74470421}$$

$$r_{11} = \frac{1,48940842}{1,74470421}$$

$$r_{11} = 0,85367388$$

$$r_{11} = 0,853$$



Appendix 7

Normality test of time management

Table of calculation of mean and standard deviation

x	f	f.x	x ²	f.x ²
69	1	69	4761	4761
68	1	68	4692	4692
67	1	67	4489	4489
66	1	66	4422	4422
65	1	65	4225	4225
64	1	64	4160	4160
63	2	126	3969	7938
62	3	186	3906	11718
58	3	174	3364	10092
57	3	171	3306	9918
55	4	220	3025	12100
53	3	159	2915	8745
52	3	156	2704	8112
50	3	150	2600	7800
49	3	147	2401	7203
48	4	192	2352	9408
47	4	188	2209	8836
46	2	92	2162	4324
45	1	45	2025	2025
TOTAL	44	2405	63687	134968

$$\begin{aligned}
 Mx &= \frac{\sum FX}{N} \\
 &= \frac{2405}{44} \\
 &= 54,7
 \end{aligned}
 \qquad
 \begin{aligned}
 SDx &= \sqrt{\frac{FY^2}{n} - \left(\frac{FY}{n}\right)^2} \\
 &= \sqrt{\frac{134968}{44} - \left(\frac{\sum 2405}{44}\right)^2} \\
 &= \sqrt{3067.4 - (54,6)^2} \\
 &= \sqrt{3067.4 - 2981,16} = \\
 &= \sqrt{86,24} = 9,2865494
 \end{aligned}$$

X	F	fb	f/n	fb/n	Z	p < z	L
6	1	44	0,022	1	1,539	0,93	0,06
			72		86	7	3
			7		1	0	

6			0,022 72 7	0,9772 72	1,432 17 8	0,92 3 6	0,05 3 6
	1	43					
			0,022 72 7		1,324	0,90	0,04
6			72 7	0,9545 45	49 6	6 6	7 9
	1	42					
			0,022 72 7	0,9318 18	1,216 81 3	0,88 6 9	0,04 4 9
6			72 7	0,9090 90	1,109 13 1	0,86 4 3	0,04 4 7
	1	40					
			0,022 72 7	0,8863 63	1,001 44 8	0,84 1 3	0,04 5 0
6			72 7	0,8636 36	0,893 76 5	0,81 3 3	0,05 0 3
	2	38					
			0,068 18 1	0,8181 81	0,786 08 3	0,78 2 3	0,03 5 8
6			72 7	0,8181 81	0,786 08 3	0,78 2 3	0,03 5 8
	3	36					
			0,068 18 1	0,75	0,355 35 2	0,63 6 8	0,11 3 2
5			72 7	0,75	0,355 35 2	0,63 6 8	0,11 3 2
	3	33					
			0,068 18 1	0,6818 18	0,247 67 0	0,59 4 8	0,08 7 0
5			72 7	0,6818 18	0,247 67 0	0,59 4 8	0,08 7 0
	3	30					
			0,090 90 9	0,6136 36	0,032 30 4	0,51 2 0	0,10 1 6
5			72 7	0,6136 36	0,032 30 4	0,51 2 0	0,10 1 6
	4	27					
			0,068 18 1	0,5227 27	- 0, 18 30 60	0,42 8 6	0,09 4 1
5			72 7	0,5227 27	- 0, 18 30 60	0,42 8 6	0,09 4 1
	3	23					
			0,068 18 1	0,4545 45	- 0, 29 07 43	0,38 9	0,06 5 5
5			72 7	0,4545 45	- 0, 29 07 43	0,38 9	0,06 5 5
	3	20					
			0,068 18 1	0,3863 63	- 0, 50 61 08	0,30 8 5	0,07 7 8
5			72 7	0,3863 63	- 0, 50 61 08	0,30 8 5	0,07 7 8
	3	17					
			0,068	0,3181	-	0,27	0,04
4			0,068	0,3181	-	0,27	0,04
	3	14					

			18 1	81	0, 61 37 90	0 9	7 2
4	4	11	0,090 90 9	0,25	- 0, 72 14 73	0,23 5 8	0,01 4 2
4	4	7	0,090 90 9	0,1590 90	- 0, 82 91 56	0,20 6 1	- 0 , 0 4 7 0
4	2	3	0,045 45 4	0,0681 81	- 0, 93 68 38	0,17 6 2	- 0 , 1 0 8 0
4	1	1	0,022 72 7	0,0227 27	- 1, 04 45 21	0,14 9 2	- 0 1 2 6 4

Hypothesis Ho : the data distribution is normal

Ha : the data distribution is not normal

From the table $n=44$ and significant level 5%, then the numbers in the lilifors table are obtained then $\frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{44}} = \frac{0,886}{6,633} = 0,1335$ so that the rejection limit i Ho is **0,1132**.

Testing criteria Reject Ho if $L_{\text{maximum}} > L_{\text{table}}$

criteria

Accept Ho if $L_{\text{maximum}} < L_{\text{table}}$

By looking at the results from the table of values L_{maximum} is **0,1132**, then the value is smaller than L_{table} so that accepted Ho, so that the data distribution is normal.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
aktu belajar	.149	18	.200*	.919	18	.124

Lilliefors Significance Correction

This is a lower bound of the true significance.

terangan output:

$\alpha = 0,200$



Normality test of learning motivation

Table of calculation of mean and standard deviation

X	F	F.X	X ²	F.X ²
69	1	69	4761	4761
65	2	130	4225	8450
64	1	64	4096	4096
63	3	189	3969	11907
62	1	62	3844	3844
60	4	240	3600	14400
59	4	236	3481	13924
58	5	290	3364	16820
57	2	114	3249	6498
54	3	162	2916	8748
53	3	159	2809	8427
52	2	104	2704	5408
51	4	204	2601	10404
49	2	98	2401	4802
48	1	48	2304	2304
46	1	46	2116	2116
44	2	88	1936	3872
43	2	86	1849	3698
40	1	40	1600	1600
Total	44	2429	57825	136079

$$Mx = \frac{\sum FX}{N}$$

$$= \frac{2429}{44}$$

$$= 55,2$$

$$SDx = \sqrt{\frac{FX^2}{n} - \left(\frac{FX}{n}\right)^2}$$

$$= \sqrt{\frac{136079}{44} - \left(\frac{\sum 2429}{44}\right)^2}$$

$$= \sqrt{3092,7 - (55,2)^2}$$

$$= \sqrt{3092,7 - 3047,04} = \sqrt{45,66} = 6,75721836$$

Y	F	fk _b	f/n	fk _b /n	Z	P<Z	L
69	1	44	0,022727	1	2,042,260	0,9793	0,0207
65	2	43	0,045454	0,977272	1,450,300	0,9265	0,0507
64	1	41	0,022727	0,931818	1,302,310	0,9032	0,0286
63	3	40	0,068181	0,909090	1,154,321	0,8749	0,0341
62	1	37	0,022727	0,840909	1,006,331	0,8413	- 0,0 00 3
60	4	36	0,090909	0,818181	0,710351	0,7611	0,0570
59	4	32	0,090909	0,727272	0,562361	0,7123	0,0149
58	5	28	0,113636	0,636363	0,414371	0,6591	- 0,0 22 7
57	2	23	0,045454	0,522727	0,266381	0,6026	- 0,0 79 8
54	3	21	0,068181	0,477272	- 0,177 587	0,4325	0,0447
53	3	18	0,068181	0,409090	- 0,325 577	0,3745	0,0345
52	2	15	0,045454	0,340909	- 0,473 567	0,3192	0,0217
51	4	13	0,090909	0,295454	- 0,621 557	0,2676	0,0278
49	2	9	0,045454	0,204545	- 0,917 537	0,1814	0,0231
48	1	7	0,022727	0,159090	- 1,065 527	0,1446	0,0144
46	1	6	0,022727	0,136363	- 1,361 506	0,0869	0,0494
44	2	5	0,045454	0,113636	- 1,657 486	0,0495	0,0641
43	2	3	0,045454	0,068181	- 1,805	0,0359	0,0322

					476		
40	1				-		
		1	0,022727	0,022727	2,249	0,0125	0,0102
					446		

Hypothesis Ho : the data distribution is normal

Ha : the data distribution is not normal

From the table $n=44$ and significant level 5%, then the numbers in the lilifors table are obtained then $\frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{44}} = \frac{0,886}{6,633} = 0,1335$ so that the rejection limit Ho is **0,0641**.

Testing criteria Reject Ho if $L_{\text{maximum}} > L_{\text{table}}$

criteria

Accept Ho if $L_{\text{maximum}} < L_{\text{table}}$

By looking at the results from the table of values L_{maximum} is **0,0641**, then the value is smaller than L_{table} so that accepted Ho, so that the data distribution is normal.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning motivation	.089	19	.200*	.976	19	.889

Lilliefors Significance Correction

This is a lower bound of the true significance.



Normality test of achievement

Table of calculation of mean and standard deviation

Y	F	FY	Y ²	FY ²
95	1	95	9025	9025
94	2	188	8836	17672
92	4	368	8464	33856
91	3	273	8281	24843
90	2	180	8100	16200
89	2	178	7921	15842
88	4	352	7744	30976
87	2	174	7569	15138
85	2	170	7225	14450
84	3	252	7056	21168
83	4	332	6889	27556
82	3	246	6724	20172
81	2	162	6561	13122
80	3	240	6400	19200
79	3	237	6241	18723
78	3	234	6084	18252
77	1	77	5929	5929
TOTAL	44	3758	125049	322124

$$Mx = \frac{\sum FY}{N}$$

$$= \frac{3758}{44}$$

=85,4

$$SDx = \sqrt{\frac{FY^2}{n} - \left(\frac{FY}{n}\right)^2}$$

$$= \sqrt{\frac{322124}{44} - \left(\frac{\sum 3758}{44}\right)^2}$$

$$= \sqrt{7321 - (85,4)^2}$$

$$= \sqrt{7321 - 7293,16}$$

$$= \sqrt{27,84} = 5,27636238$$



Y	f	fk	f/n	fk/n	Z	P<Z	L
					1, 81		
95	1	44	0,0227 27	1	94 35	0,96 4 9	0,03 5 1
94	2	43	0,0454 54	0,9772 73	1,6299 10	0,94 7 4	0,02 9 8
92	4	41	0,0909 09	0,9318 18	1,2508 61	0,89 4 4	0,03 7 4
91	3	37	0,0681 81	0,8409 09	1,0613 37	0,85 5 4	- 0 , 0 1 4 4
90	2						- 0 , 0 3 5 0
89	2	34	0,0454 54	0,7727 27	0,8718 12	0,80 7 8	
89	2						- 0 , 0 2 4 4
88	4	32	0,0454 54	0,7272 73	0,6822 88	0,75 1 7	
88	4						- 0 , 0 0 5 5
87	2	30	0,0909 09	0,6818 18	0,4927 63	0,68 7 4	
87	2						- 0 , 0 2 6
		26	0,0454 54	0,5909 09	0,3032 39	0,61 7 9	

							1
--	--	--	--	--	--	--	---

Hypothesis Ho : the data distribution is normal

Ha : the data distribution is not normal

From the table n=44 and significant level 5%, then the numbers in the Liliefors table are obtained then $\frac{0,886}{\sqrt{n}} = \frac{0,886}{\sqrt{44}} = \frac{0,886}{6,633} = 0,1335$ so that the rejection limit Ho is 0,1054.

Testing criteria Reject Ho if $L_{\text{maximum}} > L_{\text{table}}$

Accept Ho if $L_{\text{maximum}} < L_{\text{table}}$

By looking at the results from the table of values L_{maximum} is **0,1054**, then the value is smaller than L_{table} so that accepted Ho, so that the data distribution is normal.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Development	.089	17	.200*	.959	17	.604

Liliefors Significance Correction

This is a lower bound of the true significance.

PONOROGO

Appendix 8

CORRELATIONS
 /VARIABLES=x y
 /PRINT=TWOTAIL NOSIG
 /STATISTICS DESCRIPTIVES
 /MISSING=PAIRWISE.

Correlations

[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
Time management	57.0526	8.24940	19
Achievement	85.5882	5.69055	17

Correlations

		Time management	Achievement
Time management	Pearson Correlation	1	.992**
	Sig. (2-tailed)		.000
	N	19	17

Achievement	Pearson Correlation	.992**	1
	Sig. (2- tailed)	.000	
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

```

CORRELATIONS
/VARIABLES=x y
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Correlations
[DataSet0]

Descriptive Statistics

	Mean	Std. Devia tion	N
Learning motivation	54.5789	8.25507	19
Achievement	85.5882	5.69055	17

Correlations

	Learning motivation	Achievement
--	------------------------	-------------

Learning motivation	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	19	17
Achievement	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

```

/VARIABLES=x y
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

```

Correlations

[DataSet0]

Descriptive Statistics

	Mean	Std. Deviation	N
Time managemet	57.0526	8.24940	19
Learning motivation	54.5789	8.25507	19
Achievement	85.5882	5.69055	17

Correlations

		Time management	Learning motivation	Achievement
Time management	Pearson Correlation	1	.997**	.992**
	Sig. (2-tailed)		.000	.000
	N	19	19	17
Learning motivation	Pearson Correlation	.997**	1	.994**
	Sig. (2-tailed)	.000		.000
	N	19	19	17
Achievement	Pearson Correlation	.992**	.994**	1
	Sig. (2-tailed)	.000	.000	
	N	17	17	17

** . Correlation is significant at the 0.01 level (2-tailed).



Variables Entered/Removed

M	Variables Entered	Variables Requested	Method
1	Learning motivation, Time management ^a	.	Enter
<p>a. All requested variables entered.</p> <p>b. Dependent Variable : achievement</p>			

Appendix 10

DAFTAR PENDIDIK DAN TENAGA KEPENDIDIKAN SMPN 2 SAWOO

No	Nama	NUPTK	JK	Tempat Lahir	Tanggal Lahir	NIP	
1	Agus Widodo	2561738640200012	L	Ponorogo	1960-02-29	196002291989031005	PNS
2	Agus Yudisiswoyo	9144745647300083	L	Madiun	1967-08-12	196708121994121003	PNS
3	Arbai Sani	0643752653200032	L	Ponorogo	1974-03-11	197403112002121003	PNS
4	Aris Hermanto	7335760663200003	L	Ponorogo	1982-10-03	198210032003121002	PNS
5	B. Wiyadi	2140742650200003	L	Ponorogo	1964-08-08	196408082012121002	PNS
6	Djaka Santoso	9161742644200013	L	Ponorogo	1964-08-29	196408291997021001	PNS
7	Djemani	9636744648200022	L	Ponorogo	1966-03-04	196603041996011001	PNS
8	Eni Ernawati	-	P	Ponorogo	1991-12-05		Guru Honor
9	Fachrudin Bayu Firdaus	-	L	Ponorogo	1990-10-27		Guru Honor
10	Hanif Ikhwan Sumadi	2651754655200012	L	Ponorogo	1976-03-19	197603192003121003	PNS
11	Irawati Tristiana	7341748651300043	P	Surabaya	1970-10-09	197010091997032005	PNS
12	Isnugroho	9460747650200012	L	Ponorogo	1969-01-28	196901281999031004	PNS
13	Jumono	1944741645200012	L	Magetan	1963-06-12	196306121994031012	PNS
14	Kademin	8137738640200063	L	Ponorogo	1960-08-05	196008051989031014	PNS
15	Kristanto	7746748650200052	L	Ponorogo	1970-04-14	197004141996021001	PNS

16	Miseri		L	Ponorogo	1976-03-12			Tenaga Hono
17	Mukani	1838759662200022	L	Ponorogo	1981-05-06			Guru Hono
18	Ninik Sripeni	1534747648300042	P	Blitar	1969-02-02	196902021999032003		PNS
19	Nurjanah	6242747650300063	P	Madiun	1969-09-10	196909101994012004		PNS
20	Nurul Hidayati Ratih Khusnul	6937759661300052	P	Ponorogo	1981-06-05	198106052010012002		PNS
21	Fatimah		P	Ponorogo	1988-01-10			Guru Hono
22	Siti Rukayah	1152746648300023	P	Ponorogo	1968-08-20	196808202007012024		PNS
23	Sugiyanto	1662759662200002	L	Ponorogo	1981-03-30	198103302008011006		PNS
24	Sukaca	8539741644200012	L	Ponorogo	1963-02-07	196302072006041003		PNS
25	Sumanto	3437738639200032	L	Ponorogo	1960-01-05	196001051988031010		PNS
26	Sumaryanto	3460738641200013	L	Ponorogo	1960-11-28	196011281989031008		PNS
27	Sunarji	1847763666200002	L	Ponorogo	1985-05-15	198505152008011005		PNS
28	Suparti	9751748650300012	P	Ponorogo	1970-04-19	197004192008012011		PNS
29	Supriyono		L	Ponorogo	1985-01-23			Guru Hono
30	Sutarti Rina Yusiati	6140749652300023	P	Ponorogo	1971-08-08	197108082007012011		PNS
31	Wahyudiono	4755741643200022	L	Ponorogo	1963-04-23	196304231995121003		PNS
32	Wurjaningsih	9561743645300003	P	Ponorogo	1965-12-	196512291989032013		PNS

Dwi
Resturina

29

33 Yuliani 8035758660300093 P Ponorogo 03 1980-07-198007032009032004 PNS



PESERTA DIDIK SMPN 2 SAWOO

1. JUMLAH PESERTA DIDIK BERDASARKAN JENIS KELAMIN

Laki-laki	Perempuan	Total
130	143	273

2. JUMLAH PESERTA DIDIK BERDASARKAN USIA

Usia	L	P	Total
< 6 tahun	0	0	0
6 - 12 tahun	20	15	35
13 - 15 tahun	99	120	219
16 - 20 tahun	11	8	19
> 20 tahun	0	0	0
Total	130	143	273

3. JUMLAH SISWA BERDASARKAN AGAMA

Agama	L	P	Total
Islam	130	142	272
Kristen	0	1	1
Katholik	0	0	0
Hindu	0	0	0
Budha	0	0	0
Konghucu	0	0	0
Lainnya	0	0	0
Total	130	143	273

PRASARANA SMPN 2 SAWOO

No	Nama Prasarana	Keterangan
1	Gudang	Baik
2	Kamar Mandi Guru laki	Baik
3	Kamar mandi Siswa Laki	Baik
4	Kamar Mandi Siswa Perempuan	Baik
5	Kamar Mandi Guru Perempuan	Baik
6	Laboratorium IPA	Baik
7	Laboratorium multimedia	Baik
8	Lapangan	Baik
9	Mushola	Baik
10	Ruang Kelas 7A	Baik
11	Ruang BP/BK	Baik
12	Ruang Guru	Baik
13	Ruang Kegiatan Siswa	Baik
14	Ruang Kelas 7B	Baik
15	Ruang Kelas 7C	Baik
16	Ruang Kelas 7D	Baik
17	Ruang Kelas 8A	Baik
18	Ruang Kelas 8B	Baik
19	Ruang Kelas 8	Baik
20	Ruang Kelas 8	Baik
21	Ruang Kelas 9A	Baik
22	Ruang Kelas 9B	Baik
23	Ruang Kelas 9C	Baik
24	Ruang Kelas 9D	Baik
25	Ruang Kepala Sekolah	Baik
26	Ruang Koperasi Sekolah	Baik
27	Ruang Perpustakaan	Baik
28	Ruang Perpustakaan	Baik
29	Ruang TU	Baik
30	Ruang UKS	Baik

VISI, MISI DAN TUJUAN SMPN 2 SAWOO

A. VISI

Beriman dan berakhlak mulia cerdas terampil dan berbudaya lingkungan

B. MISI

1. Mewujudkan pembinaan dan bimbingan keimanan dan ketakwaannya secara rutin
2. Mewujudkan bimbingan ibadah praktis, BTA, bimbingan Jum'at, peringatan hari besar keagamaan
3. Mewujudkan sifat keteladanan dan akhlak mulia baik kepada orang tua, guru, sesama teman dan lingkungan sekitar
4. Mewujudkan pendidikan karakter melalui kegiatan pembelajaran pada semua mata pelajaran
5. Mewujudkan perangkat kurikulum yang lengkap, adaptif, berwawasan teknologi global dan kearifan lokal
6. Mewujudkan tercapainya prestasi akademik dan non-akademik
7. Mewujudkan penguasaan ketrampilan, ilmu pengetahuan dan teknologi yang bermanfaat
8. Mewujudkan kebiasaan hidup sehat dan lingkungan yang bersih serta indah
9. Mewujudkan lingkungan belajar yang bersih dan sehat
10. Mewujudkan penghematan dan pengelolaan sumber daya energi

C. TUJUAN

1. Melaksanakan pembinaan dan bimbingan keimanan dan ketwakwaan secara rutin
2. Melaksanakan bimbingan ibadah praktis, BTA, bimbingan Jum'at, peringatan hari besar keagamaan
3. Melaksanakan sifat keteladanan dan akhlak mulia baik kepada orang tua, guru, sesama teman dan lingkungan sekitar
4. Melaksanakan pendidikan karakter melalui kegiatan pembelajaran pada semua mata pelajaran
5. Melaksanakan kurikulum yang lengkap, adaptif, berwawasan teknologi global dan kearifan lokal
6. Melaksanakan pembelajaran aktif, inovatif, kreatif, efektif dan menyenangkan (PAIKEM), CTL, dan pembelajaran saintifik
7. Melaksanakan penilaian yang berstandar dan holistic (kognitif, afektif dan psikomotor)
8. Melaksanakan bimbingan akademik sehingga mampu berkompetisi di OSN serta meningkatnya capaian nilai ujian nasional dan ujian sekolah
9. Melaksanakan bimbingan non-akademik (pengembangan diri) sehingga mampu berkompetisi di O2SN, FLS2SN, dan event yang lain
10. Melaksanakan kebiasaan hidup, sehat, bersih dan indah
11. Melaksanakan penghematan dan pengelolaan sumber daya energi
12. Melaksanakan pengelolaan air limbah dan pengelolaan pemanfaatan air tanah dilingkungan sekolah.

Appendix 11

CURRICULUM VITAE



Witriana was born on November 4th, 1994 at Ponorogo Regency East Province. She was thankful for living on earth as a daughter of Mr. Damin and Mrs. Boini. She has six lovely brothers and seven beautiful sisters.

In 2017, she was graduated from SDN 4 Temon and carried on SMPN 2 Sawoo. She was graduated from SMPN 2 Sawoo in 2010. After that, she carried on MA. PUTRI MA'ARIF Ponorogo. In addition, she also went to the Muslim Boarding School at HIDAYATUL MUBTADI'IN "SOBO GUNO" Ponorogo. Moreover furthermore, she entered a college by taking an English Departement Faculty of Tarbiyah and Teachers' Training State Institute of Islamic Studies Ponorogo in 2013.

During college, she also joined UKM MAPALA PASCA and ever climbed the SEMERU mountain which the highest top mountain on the Java island. In 2016, she was delegated in MKM IX of STAIN WATAMPONE BONE, South Sulawesi.

Because the writer interest in time management on students' achievement, the writer took "THE RELATIONSHIP OF TIME MANAGEMENT AND LEARNING MOTIVATION ON STUDENTS' ENGLISH ACHIEVEMENT TO THE EIGHT GRADE OF SMPN 2 SAWOO" as the title of her thesis.

Appendix 12

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

NAMA : Witriana

NIM : 210913027

FAKULTAS : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

JURUSAN : Pendidikan Bahasa Inggris

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atau perbuatan tersebut.

Ponorogo, 22 April 2020

Yang Membuat Pernyataan

iaia
P O N O R O G O

Witriana

210913027

