

**THE CORRELATION BETWEEN MOTIVATION AND  
ACHIEVEMENT IN LEARNING ENGLISH AT THE  
SEVENTH GRADES of SMP NEGERI 22 BENGKULU  
SELATAN**

**THESIS**

**Submitted as A Partial Requirement for the degree of Sarjana in  
English Education Study program**



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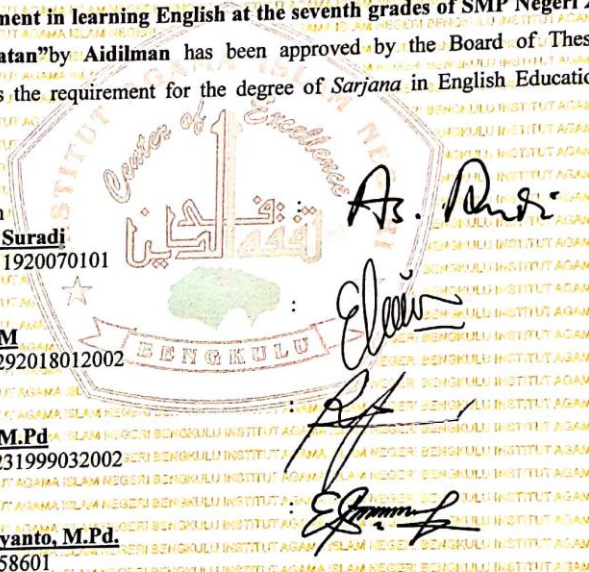
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I hereby sincerely state that the thesis title. "The correlation between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan" is real my masterpiece. The thing of out my masterpiece in this thesis are signed by citation and refered in the bibigiography. If letter proven that my thesis had discrepancies, I am writing to take the academy sanction in the form of referring my thesis and academic degree.

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**MOTTO**

The best pleasure in life is doing what people say you cannot do

"Allah made knowledge for the heart like rain water for the land. If there is no land that can be turned on except with rain water, then there is no life for the heart except with knowledge ".

(Imam Ibn Qayyim Rahimhullah)

## DEDICATION

In the name of Allah SWT, the most gracious and merciful, all praise and gratitude to him who has given strength, patience, perseverance to finish this thesis. Shalawat and salam to our prophet Muhammad SAW, his family and friends. This thesis was dedication to:

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## ABSTRACT

Aidilman, (1416232875). The correlation between Motivation and Achievement in Learning English at the seventh Grades of SMP Negeri 22 Bengkulu Selatan. Thesis, English education study program, Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

Advisors: 1. Dr. H. Ali Akbarjono, M.Pd, 2. Fera Zasrianita, M.Pd

The purpose of this study was to determine the correlation between student motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan. As for the background to this research because English is an international language that many countries use as a means of communication. In Indonesia The language of Indonesia is as a foreign language, unfortunately English language in Indonesia is generally bad. In fact, English is already in what is for students in elementary school. There is no need for mastery in English because of the low motivation of students in learning English language. The population of this study was all students of SMP Negeri 22 Bengkulu Selatan, which were divided into six classes: 7A, 7B, 8A, 8B , 9A, and 9B. The sample of this research is a class (seventh) 7. This research is a quantitative descriptive method. In collecting data, this study uses two types of instruments. First, the questionnaire as an instrument of motivation, the questionnaire consisted of 20 items. Second, researchers conducted tests to measure student achievement in learning English, which consisted of four skills, Reading, Writing, Listening, and Speaking. After calculating the results of student grades in student motivation and achievement, researchers found that on average students answered motivation instruction with Score 3, which means it was included in the medium category of motivation. While students 'achievement in learning English, students' reading skills got high enough scores and got low marks in listening skills. Where is on writing and speaking students got a score in the medium category. So, there is a correlation between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan with a significant Score P-value  $0,000 < 0,005$  and Pearson's correlation of two variables: 0.558, that is on category correlation moderate. Based on the above data, the researcher concludes that  $H_a$  was accepted and  $H_o$  was rejected.

**Keywords:** *Student Motivation, Learning Achievement in English*

## ABSTRAK



Aidilman, (1416232875). Hubungan antara motivasi dan prestasi siswa dalam belajar Bahasa Inggris di SMP Negeri 22 Bengkulu Selatan. Skripsi. Pendidikan Bahasa Inggris. Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.  
Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd, 2. Fera Zasrianita, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara motivasi dan prestasi siswa dalam belajar bahasa Inggris kelas (Tujuh) 7 di SMP Negeri 22 Bengkulu Selatan. Adapun yang menjadi latar belakang penelitian ini karena Bahasa Inggris merupakan bahasa internasional yang digunakan oleh banyak Negara sebagai sarana komunikasi. Di Indonesia Bahasa Inggris adalah sebagai Bahasa asing, sayangnya penguasaan bahasa Inggris di Indonesia umumnya buruk. Padahal Bahasa Inggris sudah diajarkan kepada siswa sejak di sekolah dasar. Kurangnya penguasaan dalam berbahasa Inggris ini disebabkan oleh rendahnya motivasi siswa dalam belajar bahasa Inggris. Populasi dalam penelitian ini adalah Seluruh siswa SMP Negeri 22 Bengkulu Selatan, yang dibagi menjadi enam kelas: 7A, 7B, 8A, 8B, 9A dan 9B. Sampel penelitian ini adalah kelas (tujuh) 7. Penelitian ini adalah metode deskriptif kuantitatif. Dalam mengumpulkan data, peneliti menggunakan dua jenis instrumen. Pertama, kuesioner sebagai instrumen data Motivasi, kuesioner terdiri dari 20 item. Kedua, peneliti melakukan tes untuk mengukur prestasi siswa dalam bahasa Inggris, yang terdiri dari empat skill, membaca, menulis, mendengar dan berbicara. Setelah menghitung hasil nilai siswa dalam motivasi dan prestasi belajar siswa, peneliti menemukan bahwa rata-rata siswa menjawab instrument motivasi dengan Skor 3, yang artinya termasuk kedalam kategori sedang. Prestasi siswa dalam belajar bahasa Inggris, dalam skill membaca siswa mendapat nilai cukup tinggi dan mendapat nilai rendah dalam bidang mendengar. Sedangkan pada menulis dan berbicara siswa mendapat nilai dalam kategori sedang. Jadi, ada hubungan antara motivasi dan prestasi dalam belajar bahasa Inggris di SMP Negeri 22 Bengkulu Selatan dengan nilai signifikansi  $p\text{-value } 0,000 < 0,005$  dan korelasi Pearson dua variabel: 0,558, artinya dalam kategori korelasi sedang. Berdasarkan data di atas, peneliti menyimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak.

***kata kunci: Motivasi , prestasi dalam Belajar Bahasa Inggris***

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*Alhamdulillah* All praises be to Allah SWT, who has given his mercy and bless for me until this thesis entitled “**THE CORRELATION BETWEEN MOTIVATION AND ACHIEVEMENT IN LEARNING ENGLISH AT THE SEVENTH GRADES OF SMP NEGERI 22 BENGKULU SELATAN**” can becompletely finished as requirement for the Degree of Bachelor of Education in English Language Education.

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7. Lecturers in English Education Department of Education and Teacher

## Training

The Last, I release that this thesis proposal need a lot of suggestion and constructive criticism to make it better.

Bengkulu, Juli 2020

The Researcher

**Aidilman**

**NIM. 1416232875**

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

Language are some things coming from the within of the speaking subject manifest within the meaningful intentional purpose of the individual speaker.<sup>1</sup>As we know language is a very important thing. because with language, allows us to interact or communicate with one another.

English is an international language that used in many countries as a means of communication and it is a very important subject in life to learn today; it's caused by the development of science. It may be true to say that English language now is the most important language in the world. English is one of the foreign languages that has been used widely in the world as a means of communication and as a tool in gathering information. There are about a billion people in the world today learning English as a foreign language. English is also commonly used in the writing of many books on science and technology.

And now English as a foreign language in Indonesia. Unfortunately, the English mastery of Indonesia people is generally bad. To solve this problem, we must improve our English, through formal education at school over Indonesia the teaching of English is aimed to prepare youngest Indonesia in facing the rapid progress of science and technology to be more confident to get involved in

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<sup>1</sup>Jesus M.D. Castillo, "The Speech Act as an Act of Knowing". International Journal of Language and Linguistics. (Vol. 3, No. 6-1, 2015), P:31.

international relations as part of the world society. In Indonesia, English has been taught to students from elementary schools to universities. Learning English is a very important thing for them, because many books needed to increase their knowledge are written in English. Good command of English can make it easier for them to understand these books. One of the important factors that can increase their knowledge is motivation in teaching English, the teacher should realize the student's motivation, the teacher should understand the student's needs.

According to Wade & Tavis, Motivation is a process inferred in a person, which can cause the organism to move towards a goal or away from an unpleasant situation.<sup>2</sup> Motivation is very important to make the students' interest in learning English. If we want to learn English we need a strong spirit. Because if we don't have that then what will happen is we have the low ability. Without enough motivation, even individuals with extraordinary abilities will not be able to reach their destination easily.

There is motivation to learn students will be more active if learn in class. So that the learning outcomes will be good. As Uno said, "A child who has been motivated to learn something, will try to learn it well and diligent, in the hope of

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<sup>2</sup>L. Saranraj, and Zafar Shahila. "motivation in second language learning-A retrospect", International Interdisciplinary Research Journal, (Vol.4 No.1, January 2016), p: 7

getting good results.<sup>3</sup> So we can conclude that factors in learning have connected with motivation because the motivation can influence the English Achievement of a student.

From the definition above, we know that motivation in the classroom affects both the learn and behavior of the student who is motivated to learning more. The student with higher motivation to learn English can be more successful than the one unmotivated to learn. that motivation has an important role in the learning process.

Based on observation at the seventh grade SMP Negeri 22 Bengkulu Selatan, the researcher got some problems in learning English, such as many students get low grades in learning English, less confidence and, lack of teacher creativity in conveying learning English.<sup>4</sup> they also have a low level of motivation in learning English because the teacher is not able to convey it well. such as conveying it only in Indonesian, so there is a lack of student motivation in learning English.

Base on the researcher's interview at SMP Negeri 22 Bengkulu Selatan, the researcher got some problems, first, they are not enjoying learning English, because the teacher was used monotone teaching-learning.<sup>5</sup> Second, many of

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<sup>3</sup> Oktaviani, P, and Wijaya I.B, "*Effect of Learning Motivation, Family Factor, School Factor, and Community Factor on Student Learning Outcomes on Productive Subjects*".(Volume 3, No.3.2017) P:193

<sup>4</sup> Observation of student's activity in learning English at SMPN 22 Bengkulu Selatann (25 November 2019)

<sup>5</sup> A. Marsela. Student of SMPN 22 Bengkulu Selatan. Interview at (25 November 2019)

them consider it a difficult subject to learn.<sup>6</sup>As a result, they skip class, and when they attend class, it's not because they want to learn English, but because they are afraid of failure. Third, in the school also have a minimum of facilities and infrastructure in learning, so that learning material is not well conveyed.

Base on the explanation above, what about motivation in learning and how the motivation can influences the English achievement of students, the researcher decides to investigate the correlation between student's motivation and achievement in learning English. The researcher chooses the Seventh-grade students at SMP Negeri 22 Bengkulu Selatan.

## **B. Identification Of The Problems**

According to the background of study that has been discussed above, the present study is directed to answer the following research question: (1) Students get low grades in learning English; (2) Students have less confidence; (3) Students have a low level of motivation in learning English; (4) Students do not enjoy learning English; (5) Students consider it a difficult subject to learn; (6) The teacher using monotonous learning methods; (7) School has Minimum of facilities and infrastructure in learning.

## **C. Limited Of Problem**

The limited Of the problem only focus on The Correlation between motivation and achievement in learning English at the seventh grade of SMP N 22 Bengkulu Selatan.

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<sup>6</sup> T.P Heru. Student of SMPN 22 Bengkulu Selatan. Interview at 25 November 2019

#### **D. Research Question**

Considering the background of the study, the research question is formula as follows: is there any correlation between motivation and achievement in learning English at the seventh grade of SMP Negeri 22 Bengkulu Selatan.

#### **E. Research Objective**

Based on the background and problem above, the objective of this study is to find out the correlation between motivation and achievement in learning English at the Seventh grades of SMP Negeri 22 Bengkulu Selatan.

#### **F. Significance Of Research**

##### 1. Theoretically

Theoretically, the result of this study can answer the question at the formulation of the problem of whether the student's motivation in learning English is a really important factor in English achievement.

##### 2. Practically

It is expected that the result of the study can be useful for:

###### a. Headmaster

As feedback to the institution to improve for improving the system of education and facilitating what the teacher needs.

###### b. Teacher

As feedback and considerate to motivate the student to study English harder so they get good achievement in learning English.

c. Student

As feedback to motivate themselves to get a good result in improving their ability in learning English.

d. Researcher

Have good motivation in the learning of English and to get knowledge about good techniques in teaching English which may be able to be applied in the future.

## G. Definition Of Key Terms

To prohibit misunderstanding and get a better understanding, the following terms used in the study need to be defined, as follow:

1. Motivation

The Internal condition of an individual that encourages it to do something.

2. English Achievement

Halimah (2000) stated that achievement is an indication of how far is the progress made by students toward the educational objectives set for them, in other words, it is an indication of success or failure.<sup>7</sup>English achievement is the success of students in learning English as indicated by grades.

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<sup>7</sup>Yogi Agustin. "The correlation between student motivation and their achievement score in English learning at SMP Negeri 1Mande-Cianjur". Professional journal of English education,(Volume 1, No.2. 2018) p: 51

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The review of related literature has the purpose to give a brief of what is related to and discussed in this study. This chapter discusses the theories of motivation and its relationship with learning English

#### A. Motivation

Before the researcher explains more about motivation and its relations with learning English, the researcher intends to explain some theories of motivation, which consists of the definition of motivation, types of motivation, ways of arousing motivation for the student in learning English, and measurement of motivation.

##### 1. Definition of motivation

Motivation, based on Hornby's dictionary is defined as something that causes someone to act. Motivated behavior, therefore, will lead to various actions in reaching a goal. Someone is 'integratively motivated' if they are learning English through a desire to learn more about a culture, its language and, people to 'integrate' more within the target-language society. Instrumental motivation involves learning to achieve some other goal, such as being able to speak English to get a better job.<sup>8</sup>

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<sup>8</sup>Anna R.S. Tambunan & Tiarnita M. S Siregar, *The Journal of English Language Studies* "students motivation in learning English language"(Vol. 01, No. 02, September 2016), p: 64



Motivation according to Brown as the extent to which someone makes choices about goals to pursue and the effort he/she will devote to that pursuit.<sup>9</sup>

Harmer defined motivation as some internal drive which that pushes someone to do things to achieve something.

Meanwhile, John W. Santrock explains that motivation is the processes that energize, direct, and sustain behavior.<sup>10</sup>

Differently, Mc. Donald as acquitted by Mr. Oemar Hamalik about the definition of motivation can be explained further as follow:

- a. Motivation is marked by responses toward a certain goal. Those responses function to reduce the psychological strain caused by the energy change within himself. Each response is a step toward the goal.
- b. Motivation is started by an energy change within the person. The change is a result of certain changes in the neuropsychological system of the person. For example, after we do an exercise for an hour and then we dehydrate. This physical change can be then responded by our nervous system and its results in a certain condition we call “thirst”.

The process cannot be seen directly, but we can investigate it by observing the behavior performed by the person, we cannot see how the dehydration happens in our body or how our nervous system work to

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<sup>9</sup>Lalu, Thohir, “*Motivation in a Foreign Language Teaching and Learning*”.English Education Program UniversitasMataram, (Vol.6, No.12017), p: 22

<sup>10</sup> John W. Santrock, *Educational Psychology*, 5<sup>th</sup> ed, (New York, the Mcgraw, Hill Companies, 2004), p:414

respond to it so we can feel thirsty. But we can observe that when someone feels thirsty. He or she tries to find water.

So we can know about motivation itself besides that we know about transfer how about the motivation, how about characterized the motivation and how about the marked by responses achieve the goal, so we how about the motivation themselves to our selves.

## 2. Types of motivation

Jeremy harmer said, motivation an accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which came from outside and from inside. Extrinsic motivation is caused by any number of out of doors factors, for instance, the necessity to past an exam, the hope of monetary reward, or the likelihood of future travel. Intrinsic Motivation, by contrast, came from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself to make themselves feel better.<sup>11</sup>

### 2.1 Extrinsic motivation

Hayikaleng, Nair & Krishnasamy define that extrinsic motivation refers to a performance which a private performs to realize rewards like good grades or to extend salary, or to avoid punishment. Here the pupils in

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<sup>11</sup>Jeremy Harmer, *The Practice of English Language Teaching*, 3th ed,(England: Longman, 2001), p:51

learning English are encouraged by their external eagerness, such as looking for a job, doing an examination, and so on.<sup>12</sup>

Extrinsic motivation: There are times when the learner's intrinsic motivation is insufficient. In such cases, resources should be motivated as an extrinsic type. It is the desire to perform and succeed for the sake of accomplishing a specific result; it's that which derives from the influences of some quite external outcomes behind self-wishes like; grades, rewards, and teachers' support. Learners see that success should be rewarded so, they draw expectations and do their best efforts to realize them. Some studies, however, suggest that learners may be motivated by both kinds of motivation and that one influences the other.<sup>13</sup>

a. Physical condition

In the educational system nowadays, the most important organs of learning are eyes and ears. So that we have to take care of the organs of the children, Jeremy Harmer said: "It is clear that physical conditions have a major influence on learning and can change student motivation".

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<sup>12</sup>Neng A.P, Neng S.R, Rasi yugafiati. *Students motivation in learning English. the professional journal of English education.* (Volume 2, No. 4, July 2019), p:540

<sup>13</sup>Nazanin Mirhadizadeh. *Internal and External Factors in Language Learning.* International Journal of Modern Language Teaching and Learning.(Vol. 1, Issue 5, 2016), p:189

b. Method

The method used by the teacher must have some effect on their motivation and must be suitable for students. So that they can learn happily and they are not bored. In the world of education, there are many methods that teachers practice to their students, but the teachers must find one of them or combine them to be more suitable and accepted by students.

c. Success

Success or lack of the plays a vital part in the motivational drive of students, Both complete failure and complete success maybe demotivating. It can be the teacher's job to set goals and tasks at which most of his or her students can be successful, or rather tasks which she could realistically expect the students to be able to achieve.

d. The teacher

UU no.14 Tahun 2005, Guru adalah Seorang pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah.<sup>14</sup>

In other words, Teachers are professional educators with the main task of educating, teaching, guiding, training, assessing, early

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<sup>14</sup><https://jdih.kemenkeu.go.id/fulltext/2005/14TAHUN2005UU.htm>

childhood education students through formal education, basic education, and secondary education.

Jeremy Harmer suggests to the teacher “teachers need to be able to show that they know their subject or in the words of an experienced EFL Teacher, if you don’t know what you are talking about they soon see through you! They should be able to give clear instructions and examples and as far as possible have an answer to the student’s question”. Thus the teacher must prepare himself or herself to be professional. A professional teacher not only has as the duty then given but also “how to teach my student”.

## 2.2 Intrinsic motivation

According to Muhibbin Syah, “Motivasi intrinsik adalah hal dan keadaan yang berasal dari dalam diri siswa sendiri yang dapat mendorongnya melakukan tindakan belajar”.<sup>15</sup> in other words, intrinsic motivation is things and circumstances that come from within the student himself that can encourage him to take learning actions. which included in students' intrinsic motivation is the feeling of enjoying the lesson, and their need for the lesson, for example for the future life of the student concerned.

Hayikaleng, Nair & Krishnasamy state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because

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<sup>15</sup>Muhibbin Syah, *Psikologi pendidikan dengan pendekatan baru*, (Bandung: PT Remaja Rosdakarya, 2016), p: 134.

the activity is enjoyable and interesting to take part. The Person might be motivated by the enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are excited by their intrinsic motivation, they study English because of their internal urge.<sup>16</sup>

According to Harmer Intrinsic motivation is a something comes from inside of the individual.<sup>17</sup> It means motivation is a desire which comes from inside to do something. Intrinsic motivation involves the inside motivation to undertake to something for its own sake (an end in itself).Extrinsic motivation: There are moments when the learner's intrinsic motivation is insufficient. For example, another student may study hard for a test because he or she enjoys the content of the course.<sup>18</sup>So, intrinsic motivation is a natural challenge to find a compilation challenge we are looking for personal interests and the ability to carry out, the debate above will encourage or activate no need to be stimulated from the outside because everyone who supports to do something

Everything, that happens in the classroom affects students who are already in some way extrinsically motivated. We can consider factors affecting intrinsic motivation under the things of physical condition,

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<sup>16</sup> Neng A.P, Neng S.R, Rasi yugafiati. *Students motivation in learning English*, profesional journal of English education. (Volume 2, No. 4, July 2019), p:540.

<sup>17</sup>Jeremy Harmer, *The Practice of English Language Teaching*, 3th ed,(England: Longman, 2001), p:66

<sup>18</sup> John w. santorck. *Educatioanal psychology*. 5th ed. (New York. McGraw-Hill, 2011) p:441.

method, teacher and, success. In intrinsic motivation, there are two main motivations, they are integrative motivation and instrument motivations.

a. Integrative motivation

Gardner & Lambert, Norris-Holt Integrative motivation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate in the target community. Gardner, Integrative motivation was defined as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language.<sup>19</sup>

In other words, Integrative motivation is used when learner wishes to integrate themselves within the culture of the second language group, to spot themselves with and become a neighborhood of that society. For this kind of student's motivation need to be attracted by the culture of the target language community, and in the strong form of integrative motivation, they wish to integrate themselves into that culture.

b. Instrumental motivation

Instrumental motivation refers to a learner's desire to accumulate a replacement language for utilitarian reasons and to reflect the sensible value and advantages of learning a target language. According to Gardner & Lambert, Gardner defines instrumental motivation as "learning

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<sup>19</sup> Anna Riana Suryanti Tambunan & Tiarnita M. S Siregar, *The Journal of English Language Studies* "students motivation in learning English language" (Vol. 01, No. 02, September 2016), p: 64.

a language because of someone or less clearly perceived utility it might have for the learner".<sup>20</sup> In other words, Instrumental motivation is a situation in which students believed that mastery of the target language will be instrumental in getting a job, position, or status.

### 3. Indicator of motivation

#### a. Energy

According to Campbell, Reece, and Mitchell energy is a form of an ability to rearrange matter. In summary, energy is the ability or capacity to do a job. In other words, Energy is the foundation of all activity – both mental and physical. It is therefore of great importance that we can to identify and work to eliminate the things that drain our energy – those obstacles which we often, unconsciously, let steer our daily performance and long term careers.

#### b. Commitment

Meyer & Herscovitch, Commitment is a force that binds an individual to a course of action that is of relevance to a particular target. Commitment is actually a very important thing in life, With commitment, we will have clear goals for us to achieve, and that can add to our motivation or enthusiasm to achieve that goal.

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<sup>20</sup> Anna Riana Suryanti Tambunan & Tiarnita M. S Siregar, "*students motivation in learning English language*, 2017, p: 64



c. Staying power

Staying power is something needed by someone in dealing with various problems that save it, whether it is difficulties or setbacks. if we have good endurance in dealing with problems or difficulties we will not be easily destroyed and that means we have a great motivation.

d. Skill

Hans Renold in 1928 defined skill as ' anything combination, useful for industry, the mental and physical qualities that require sufficient training to obtain.'<sup>21</sup> According to Gordon Skill is one's ability to operate work more easily and precisely. Opinions about skills according to Gordon are more directed at activities that have psychomotor properties

With the skills, then someone will have a clear goal and ambition to achieve that goal alone. in other words, skills are aimed at one's goals and ambitions.

e. Single-Mindedness

As we know the motivation indicator is energy. in this case, what is maximized by single-mindedness is how we apply the energy in one direction. so the direction and purpose of the energy are clear in its direction.

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<sup>21</sup>Jonathan Winterton, Françoise Delamare - Le Deist, Emma Stringfellow, *Typology of knowledge, skills and, competences: clarification of the concept and prototype*, (2006. Luxembourg. he European Communities, 2006), P: 30

#### f. Enjoyment

Enjoyment is how we enjoy all the processes that pass well and carefree because with that it will be easier through it and absorb or manipulate the meaning of what we receive.

There are three key factors of motivation. They are positive attitude towards the Language learning community, the enjoyment of the learning, and external pressures. These factors are explained in the following section. One of them is enjoyment, if students want to be motivated, they must enjoy the language learning process. Intrinsically motivated learners are more likely to do so continue their studies than students who are extrinsically motivated and only participate in an activity for pleasure learn the language.<sup>22</sup>

#### g. Responsibility

Personal responsibility relates to people taking individual responsibility for their decisions and actions, along with the results they create and the impact on others. It is about feeling that a person is the creator of his own life, responsible for the life that is created and the impact it causes through one's decisions and actions, both on oneself and on others.<sup>23</sup>

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<sup>22</sup>Mitra Alizadeh, *The Impact of Motivation on English Language Learning*, *international journal of research in English education*, (Vol. 1, No. 1, 2016), p: 13-14

<sup>23</sup> Yogi Agustin. *The correlation between student motivation and their achievement score in English learning at SMP Negeri 1Mande-Cianjur*. *Professional journal of English education*. (Volume 1, No.2.2018), p: 51

According to Burhanudin, the definition of responsibility is the ability to determine the attitude towards an act carried out and the ability to bear the risk of the actions carried out. So, in other words the responsibility is how we are willing to seek and accept everything from the actions we take.

#### 4. Ways of arousing motivation for students in learning English

##### a. Reward

Giving prizes to students for what they have done successfully is one of the best ways to increase student motivation because giving gifts to students can make a significant influence on their learning motivation. Gifts make fun and satisfaction for each individual.

##### b. Competition

According to Robert, Competence is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and, development of individual students (. A research by Harb and El-Sharawi) finds that the most important factor with a positive influence on students' performance is students' competence in the English language. If the student has a strong grip on English, it will heighten their communication skills and enhance their academic output. This will lead to encourages them to take turns in presentations.<sup>24</sup>

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<sup>24</sup>Ihsan A.J Al-muslimawi, azhar adhiem hamid. *External and internal factors affecting student academic performance article on* (24 June 2020), P: 6

Competition is indeed one way to motivate students, but individual competition tends to cause negative effects, such as breaking up friendships, battles, conflicts, or intrigue among groups. In this case, the teacher's job is how to create positive competition. Because competition in class is not always a bad thing, in some cases competition can motivate students to try harder.

c. Scoring

It has become a responsibility for a teacher to give grades on assignments performed by students, because in general, every student wants to know the results of the work of his book in the form of the value given by a teacher. Sometimes, good grades, threats of failure and, praise move the student from the inactive state to the active state. In this case, students who get good grades feel happy and motivated to study harder, temporarily; students who get lower grades may feel frustrated or even it can be a motivation to improve themselves to get better grades.

d. Work in pairs of student work together in learning.

Each member of the group becomes responsible for the prestige of the group. It can be strong motivation in learning.

5. Measurement of motivation

After we know some definitions or ideas about motivation, we now go to the concepts of how to measure motivation. First, we have to know about the nature of measurement. Parnell differentiates measurement and evaluation,

cited in Mehrens and Lehmann, “measurement is the handmaiden of instruction. Without measurement, there cannot be evaluated. Without evaluation, there cannot feedback. Without feedback, three cannot be good knowledge of the result. Without knowledge of the result, there cannot be a systematic improvement in learning”. Furthermore, James w Bradfield defined measurement as the process of assigning symbols to the dimension of the phenomenon to characterize the status of a phenomenon as precisely as possible.”<sup>25</sup>

Measurement is important in providing information to guide theoretically all the questions that science asks, not only in physical science but also in the biological and social science.

Thorndike and Hagen explain the techniques for measuring the aspects of people, as bellow:

Measurement in any field always involves three common steps:

- a. Identifying and defining quality or attribute that is to be measured,
- b. Determining a set operation by which the attribute may be made manifest and perceivable
- c. Establishing a set of procedures or definitions for translating observations into quantitative estatements of degree or amount.<sup>26</sup>

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<sup>25</sup> Aradhana Mani, *Measurement and, Evaluation in Educational*. (New Delhi, Hause Pvt. Ltd, 2016), P:7

<sup>26</sup> Aradhana mani, *Measurement and, Evaluation in Educational*. . . P:4-5

There are two ways in measuring and identifying student's motivation, they are: by the formal method and informal method. The instrument commonly used in the formal method is motivation inventories. Concerning the measurement of motivation, Noll explains that: "motivation inventories is used full tolls for counselors and school psychologist in helping the individual to make appropriate educational and, occupational choices. Based on this statement, we can say that motivation inventory is a formal way to find out about what student's motivation, what he likes, and dislike. As Nolls in the book "measurement and evaluation in educational" says "the motivation inventory is based on the theory that a dependent picture of a person's motivation pattern can be obtained by asking him to express likes and dislike of a large number of disserving activity and things".

On the other hand, some instruments used in the informal method are questionnaires, interviews, or observation. The teacher may want the students to write down there like or dislike in a somewhat systematic manner by answering a questionnaire. The responses to these questions may be categorized into attraction and aversions concerning material things, recreational, social and, musical inclination. It means that the simple way to determine the student's motivation is by asking the student himself, either in discussion or trough the questionnaire set. The content of the questionnaire, moreover, will depend on the kinds of information the teacher wants. Thorndike and Hagen point out that "the self- report questionnaire or

inventory is essentially this: a standard set a question about some aspect or aspects of an individual's history, feeling, preference, or actions, presented in a standard way and second with a standard scoring key".

In conclusion, a questionnaire is a simple way to measure a student's motivation. Because it deals with student's motivation and their preferences among activities, subject of study or, other aspects of school life.

## **B. Learning**

Muhibbin Syah said learning is an activity that has a process and is a very fundamental element in the implementation of every type and level of education. This means that the success or failure of achieving learning objectives is very dependent on the learning process experienced by students, whether they are at school or in their own home or family environment.<sup>27</sup>

Learning is the human activity that least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of the unhampered participants in a meaningful setting.

To be easier to describe student's motivation in the learning perfectly, writer a definition of learning according to some experts:

- a. Skinner said in Barlow (1985) stated learning is a process of progressive behavior adoption.<sup>28</sup>

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<sup>27</sup>Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, revisi edisi, (Bandung: PT Remaja Rosdakarya, 2016), p: 87

<sup>28</sup> Skinner in Barlow, in Muhibbin, *Psikologi Belajar*, (2016), p: 88

- b. Hintzman (1978) in the psychology of learning and memory stated that “learning is a change in the organism due to experience which can affect the organism behavior”.<sup>29</sup>
- c. Wittig defines learning is any relatively permanent change in an organism’s behavioral repertoire that occurs as a result of experience.

From some definition above, the writer concludes that learning is a process of cognitive behavior changes that influenced by education or other social interaction. From the explanation above that tell us the definition of motivation and also learning, we may take a conclusion that motivation in learning is the energy that came from desire or wanting or feeling of the spirit of behavior changes that caused by experiences or other social interaction and in this case is motivation in learning English.

### **C. Motivation In Language Learning**

Such as general learning, language learning must be some factors. That supports or influences the success of language learning. Stein stated (suggested some factors influencing student’s success in learning).

Stern (1986) suggested that successful language learners have among other characteristics personally relevant learning styles positive learning, strategies, an active approach to learning an inclination to self-monitor a willingness to practice and experiment.

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<sup>29</sup>Muhibbin Syah, *Psikologi pendidikan dengan pendekatan baru*, (2016), p:88



All characteristics that have been mentioned above can be more effective by the support and active participation of the teacher of learning. The teacher has to be able to give motivation and support to students and help them to learn better. Teachers have to know their students perfectly.

The teacher has to try to answer the question “why are some students successful, while others not?” Although don’t of course, Jeremy Harmer explains many the factors that seem to have a strong effect on student’s success or failure.

He said a factor that seems to have a strong effect on student success or failure is motivation. About motivation, Muhibbin Syah defines motivation as the internal condition of human beings or animals that support him to do something.<sup>30</sup>

Generally, language learners, who are motivated would study harder, of course, they got more than the students who are not motivated. Because giving motivation to students, it means that we move the student to do something or willingness to do something. So the teacher has to be able to give their students support and motivation to learning.

Motivation has a close relation with interest in motivation and interest. Interest is a condition that occurs when someone looks of identities or meaning of situation that related to the willingness or their own needs. Thus whatever someone looks of course inspire their interest as long as what they see correlates with their own business. Interest is not suddenly come, but it is the effect of participation, experiences, and habits when they are learning or working. Thus

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<sup>30</sup>Muhibbin Syah, *Psikologi Pendidikan dengan pendekatan baru*, (2016), p:134

interest is always related to needs and willingness. Motivation comes because of the existence of the need and such interest. So interest is part of the motivation that very important to inspire it.

#### **D. Motivation and Relationship With Learning**

Motivation plays an important role in the learning process and the goal of learning. Muhibbin Syah in learning psychology clarifies some factors that influence learning and stated that are three factors that influence learning, namely internal factors, external factors, and approach to learning.

factors above in many ways often mutually and influence one another. So because of the influence of the factors above, there are students who have high achievement and low achievement or fail at all. In this case, a competent and professional teacher is expected to anticipate failing students and try to find out and overcome the factors that hinder their learning process.<sup>31</sup>

Motivation is included in internal factors, in a cognitive perspective, the more significant motivation for students is intrinsic motivation because it is more pure and flexible and does not depend on encouragement or influence from others. As we know, the drive to achieve achievement and skills for the future is more influential than the encouragement of gifts or encouragement from parents.<sup>32</sup>

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<sup>31</sup>MuhibbinSyah, *Psikologi pendidikan dengan pendekatan baru*, 2016, p:129

<sup>32</sup> *IBID*, p:134

At this point, we can say that our purpose of thinking is influenced by our motivation which also has to do with the circumstances in which we are. Changes in our thoughts are influenced by our sense experiences. Children have a little motivation from their nature, then they get various motivations as a result of their experience with the social environment in which they live and as a part of it.

Working can not be perfect without the participation of effort. More difficult working needs bigger energy to do it. Learning is also like this. The motivation is improved for a lessons, it may give possibilities for the improvement of the way of thinking of our students at the lesson. So our students can acquire it maximally.

#### **E. Student's Achievement**

##### 1) Promoting students achievement

To promote student's achievement many teacher's use strategies of teaching. Many teachers intuitively use strategies that promote the achievement and cognitive growth of the student.

Three strategies that have a positive influence on student achievement, They: direct teaching, mastery learning, and cooperative learning. But he also said that there is not a single teaching strategy that is the best approach as he said "there is not one single strategy that is the best approach but certain strategies, used in certain contexts have been documented by the writer as improving achievement.

Based on points of view, we know that the main print in teaching is appropriate strategies and instruction to help the learner understand the lesson. In choosing strategies the teacher must consider the students, their development level, cultural background, academic abilities, and social economic background.

## 2) The factors influencing students achievement

Muhibbin Syah globally has divided some factors influencing student achievement to be: internal factors, external factors, and approach to learning.

### 2.1 Internal factors

Internal factors are “factors from the inside of students themselves”. It is included two factors: physiological and psychological factors.<sup>33</sup>

#### a. Physical factors

The general condition of the body and tone (muscle tension), which indicates the level of fitness of the organs and joints, can affect the enthusiasm and intensity of students in participating in learning. Weak body conditions can reduce the quality of the cognitive shutter so that the material being studied is lacking or not lasting.

According to Muhibbin Syah, kondisi organ organ khusus siswa seperti telinga dan mata sangat mempengaruhi kemampuan siswa dalam menyerap informasi dan pengetahuan.<sup>34</sup> Giving vitamins to our students

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<sup>33</sup> Muhibbin Syah, *Psikologi pendidikan dengan pendekatan baru*, revisi edisi, (Bandung, PT Remaja Rosdakarya, 2016), p:130

<sup>34</sup> Muhibbin Syah, *Psikologi pendidikan*, (2016), p:130

preventively can help them protect their physical condition in this case; the teacher can cooperate with student's parents.

b. Psychological factors

Generally among psychological factors of the student that seem essential is the intelligence of student, attitude, aptitude, interest, and motivation.

1. Intelligent

According to Brown and Spade, Intelligence is an issue that has been dealt with by many psychologists over many years until now. The term intelligence has traditionally been used to perform on certain kinds of tests. These tests are other associated with success in school. Nearly the same definition is provided by William and Burden, if asked to define what was meant by intelligence most people would probably refer to some form of the inborn, general ability which enables some of us to better or faster than others.<sup>35</sup>

The quality of student intelligence cannot be doubted. It is influenced by student success in learning. It means that higher student's intelligent bigger opportunities. They can be a success in contrast to the lower student's intelligent smaller opportunities they

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<sup>35</sup> Nazanin Mirhadizadeh. *Internal and External Factors in Language Learning*. International Journal of Modern Language Teaching and Learning. (Vol. 1, Issue 5, 2016), p:189

All teachers must realize that student's intelligent superior or borderline generally make our students get difficulty in learning. The smart students can be boring if the lesson is easy for them whilst the lower students can be very tired if the lesson too hard for them.

## 2. Attitude

Baker defines attitudes as “a hypothetical construct used to explain the direction and persistence of human behavior. However, Wenden proposed a broader definition of the concept of “attitudes”. He states that the term attitudes includes three components namely, cognitive, affective, and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The effective one refers to the feeling and emotions that one has towards an object, likes or dislikes, with or against. Finally, the behavioral component refers to one's consisting actions or behavioral intentions towards the object<sup>36</sup>

The teachers have to able to manage the students, a lesson, and also themselves to make a positive attitude of the students and avoid the negative attitude of students. To avoid negative the attitude of our students and our profession as a teacher. The teacher not only masters

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<sup>36</sup>Atef Al-Tamimi, and Munir Shuib. *Motivation and attitudes toward learning English: a study of petroleum engineering undergraduates at hadhramout university of sciences and technology*, GEMA Online Journal of Language Studies, (Volume 9 No.2 2009), P: 33

the lesson but also able to make the students sure that the lesson can be useful for them.

### 3. Aptitude

"Chaplin, Reber, in educational psychology books, talent is a potential ability that a person has to achieve success in the future. thus, Actually, everyone must have talent in the sense of having the potential to achieve achievements up to a certain level according to their respective capacities. So in general talent is similar to intelligence.<sup>37</sup>

Based on this definition, we may state aptitude influenced high and low of our student's achievement, in a specific lesson. So that it is not a brief treatment if we and parents force our students to go to a specific skill school without knowing our children's aptitude. Foreign our student can give a bad influence on the achievement of our students.

### 4. Interest

Interest and motivation have been discussed that interest and motivation have correlated with each other. Motivation and interest caused by the same thing. "Motivation comes because of the need for human and interest is also like it".

If a person focuses on a thing for a long time under a certain orientation, it means that this person becomes interested in such a thing. When a preponderant focus of excitation is formed in one area of cerebral cortex, and for

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<sup>37</sup>MuhibbinSyah, *Psikologi pendidikan dengan pendekatan baru*, 2016, p:135

the mutual induction of excitement and inhibition, other areas of the cerebral cortex will be restrained. It is manifested as a learning interest in learning. The students are only passionate about the interest they are interested in, and they will be more willing to learn and not give up easily for frustration.<sup>38</sup>

Interest is the basic motivational elements. With an interest, the people will be active to seek satisfactory knowledge and to understand the required approaches and methods. That makes the process of learning can be run well if the students have a good interest in the lesson because they have motivation from their self.

## 5. Motivation

Gleitman, Reber, said The basic understanding of motivation is the internal state of the organism, whether human or animal, that drives it to do something. in this case, motivation means a power supplier (energizer) to behave in a directed manner.

According to Muhibbin Syah, motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is things and circumstances that come from within students themselves that can encourage them to take learning actions. as for extrinsic motivation are things and circumstances that come from outside the student who also encourage him to carry out learning activities.

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<sup>38</sup>Yu Zhao, *On How to Arouse the Students' Learning Interest in Foreign Language Teaching*, International Conference on Education, Management and Computing Technology. (China, 2014) p: 308



### 2.3 External factors

Muhibbin Syah gives external factors influencing student's achievement to be a social environment, national environment, learning approach factor.<sup>39</sup>

#### a. Social environment

The Social environment such as school, teacher, staff administration, and friends can influence the spirit of learning of the students. Teachers who always show sympathetic attitudes and behavior can be a positive force for students, but the social environment that most influences learning activities is the parents and the students' families. Parental traits, family processing practices, family tensions, and family demographics (the location of the house) can all have a good or bad impact on learning activities and student outcomes.

#### b. National environment

Factors included in the national environment are school building and the place, houses of the students, learning tools, season, and the time of learning. This factor considered has a great influence on our students.

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<sup>39</sup>MuhibbinSyah, *Psikologi pendidikan dengan pendekatan baru*, (2016), p:135

c. Approach to learning

The approach of learning can be considered as all methods or strategies. Used by our students in improving the effectiveness and efficiency of the learning process. In this case learning approach means a set of operational theories to solve the problems to get the goal of special learning.<sup>40</sup>

Besides internal and external factors, approaches to learning also considered having a great influence on the success of our students in learning. According to Lawson in the book *Psikologi Pendidikan*. Learning approaches are all methods or strategies that students use to support the effectiveness and efficiency of the learning process of certain materials. strategy in this case means a set of operational steps that are engineered in such a way as to solve a problem or achieve a specific goal.

It is explained that these three factors are interrelated and influence one another. A student who uses a deep approach maybe has a greater opportunity to get better achievement than those whose surface approach or reproductive approach.<sup>41</sup>

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<sup>40</sup>Lawson in Muhibbin Syah, *Psikologi pendidikan*, (2016). p: 136

## F. Hypothesis

A hypothesis is a powerful tool in scientific inquiry. It enables the researcher to relate theory to observation to theory. The use of the hypothesis has united experience and reason to produce a powerful tool for seeking the truth.

According sugiyono hypothesis "merupakan jawaban sementara terhadap rumusan masalah penelitian, di mana rumusan masalah penelitian telah dinyatakan dalam bentuk kalimat pernyataan".<sup>42</sup>

From the statement above we can know hypothesis is a temporary answer to the research problem statement, where the research problem statement has been stated in the form of a statement " so, the hypothesis can also be requested as a theoretical answer to the formulation of the research problem, and not yet an empiric answer or definite answer.

Hypothesis as following:

1. Ha (Alternative Hypothesis) states that there is a correlation between motivation and achievement in learning English at the Seventh grade students of SMP Negeri 22 Bengkulu Selatan.
2. Ho (Null Hypothesis) states that there is no correlation between motivation and achievement in learning English at the Seventh grade students of SMP Negeri 22 Bengkulu Selatan.

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<sup>42</sup> Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung. Alfabeta, Desember 2012), P:64

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research is an important way to get the fact of a problem. Research methodology, moreover, is the most significant aspect of conducting research. In this chapter, the researcher discusses the Research Design, Population, Sample and Sampling, Variable, Data and Data Source, Method of collecting Data and instrument, and Technique of Data Analysis.

#### **A. Research Design**

This study is intended for a hypothesis about the correlation between the student's motivation and achievement in learning English. In this research, the writer tried to collect the data for describing the answer to the problems as mentioned in chapter 1 that were collected in this research.

In this way, we were getting some information which useful for and can be justified. The purpose is to find the answer to the problem which is observed through scientific procedures. Research design is used to arrange the setting of research in order to get valid data. The data related to the two variables firstly observed is the score of student's motivation in learning English and the second is the student's achievement in English.

The researcher used to Correlation research analysis with the uses of quantitative approach. Sugiyono Said "Descriptive Quantitative is metode

penelitian yang data penelitian berupa angka angka dan analisis menggunakan statistic.research".<sup>43</sup> This method is also called the scientific method because it meets scientific principles, namely concrete, objective, measurable, rational, and systematic. Through sample or population files without doing analysis, and a general conclusion.

The researcher used correlational Research because the researcher wanted to describe the significant correlation between motivation and achievement in learning English at the Seventh grade students of SMP Negeri 22 Bengkulu Selatan.

## **B. Variable**

Thompson said variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. This variance means that scores in a given situation fall into at least two mutually exclusive categories.<sup>44</sup>

Sutrisno Hadi defines variables as symptoms that vary, for example in the type of sex, because sex has variations: male and female; Symptoms are the object of research, so variables are varied objects of research.<sup>45</sup>

This study, there were two variables used, they are independent variable (X) indicates the Motivation and the dependent variable (Y) indicates

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<sup>43</sup>Sugiyono, *Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung, Alfabeta, 2012), P: 7

<sup>44</sup> John W. Creswell. *Research design, Qualitative, Quantitative, and mixed methods approaches*. 4<sup>th</sup> Ed, (United States, SAGE, 2014) , p:84

<sup>45</sup>Sutrisno Hadi on Suharsini Arikunto, *Prosedur Penelitian suatu pendekatan praktik, revisi edisi*, (Jakarta pt Rineka Cipta 2013), p:159

achievement, and this research was intended to see “How is the motivation in learning English and how English achievement at the Seventh Grade students of SMP Negeri 22 Bengkulu Selatan.

### C. Population And Sample

Suharsimi Arikunto stated that population is “all object of research”<sup>46</sup>. In this research, the researcher take all of the students from SMP Negeri 22 Bengkulu Selatan.

Arikunto said that “sample is part population that researched.”<sup>47</sup> Based on this statement the writer took of the population to be the sample. The researcher takes 39 students as a sample with 17 females and 22 males from 111 population, They are seventh year students. The sample is taken using random sampling techniques. In my opinion, this technique is the best in sampling. Arikunto said that random sampling is the best known of the probability sampling procedures that have basic characteristic is that all members of the population have an equal and independent chance of being included in the sample.<sup>48</sup>

Wherein taking the sample, the researcher mixes the subjects in the population so that all subjects are considered the same. Thus the researcher gives the same rights to each subject to get the same opportunity to be selected as a sample.

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<sup>46</sup>Suharsini Arikunto, *Prosedur Penelitian suatu Pendekatan praktik*, (Jakarta pt rineka cipta 2013), p:173

<sup>47</sup>suharsini arikunto, *Prosedur Penelitian*, (2013), p:174

<sup>48</sup>suharsini arikunto, *Prosedur Penelitian*, (2013), p:175

As for the sampling procedure, the research uses the drawing method.

1. The author makes the class name of the population unit on a special sheet.
2. The author makes the name of the population unit class level in small sheets and then rolls them one by one.
3. Enter the roll into a place then shake it.
4. Finally, the authors take one of the unit sample sheets which will be used as research samples.<sup>49</sup>

Table 3.1 : Population and Sample

<b>Criteria</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Population	57	54	111
Sample	22	17	39

Reference: SMPN 22 Bengkulu Selatan

#### **D. Data and Data Source**

##### **1. Data**

According to burhan bungin his book“ metodologi penelitian kuantitatif” he states that “Data adalah bahan keterangan tentang suatu objek penelitian yang di peroleh di lokasi penelitian”.

The data is conceptualized as a fact and these facts are met by the researcher at the research location it means that data is all information needed

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<sup>49</sup> Burhan bungin, *metodologi penelitian kuantitatif, komunikasi, ekonomi dan kebijak public serta ilmu ilmu social lainnya*, edsi kedua, (Jakarta, kencana prenadamedia group,2011), p:116

by the researcher to find the answers to the research problems. There were two kinds of data needed, they are ordinal data that came from the result of the questionnaire and ordinal data that came from the English test.

## 2. Data Source

The data source is the subject of research from where data can be obtained. The data source can be classified into three sources that a person, Place, and Paper. In this research, the quantitative data were taken from the questionnaire and the result of the test. It means that the data source of this research was the person.

## E. Method of Collecting Data and Instruments

In this research, the researcher uses a questionnaire, test and documentation to get the needed data.

### 1. Questionnaire

Sugiyono says, “The questionnaire is a data collection technique that is done by giving a set of questions or statements to respondents to answer. The questionnaire is an efficient data collection technique if the researcher knows exactly which variable will be measured”.<sup>50</sup>

In addition, Margono says, “Questionnaire that” Alat pengumpul informasi dengan cara menyampaikan sejumlah pertanyaan tertulis untuk menjawab secara tertulis pula oleh responden.

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<sup>50</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung, ALFABETA, 2012). P:142



In this research, the Questions in the Questionnaire were written in Indonesian. It was done in order to make easier the respondents answer the questions. The questionnaire consisted of twenty (20) questions in the form of multiple choices. In this section the researcher asks students to choose an option that they agree with, and the answer must be appropriate or reflect their personalities, their experiences in real life. The questions would be asked to the students was about their attitude, motivation, the intensity in learning English. Each question consisted of four (4) options of the answers: A, B, C, and D, which indicated the degree of the respondent. To make it easy in determining the interval of the score of the questionnaire set, all answers to the questionnaire would be changed to become score by using the Likert scale. Based on the Likert scale, each student's score are going to be rated as follows:

- A. Score 4, for item A (strongly agree)
- b. Score 3, for item B (agree)
- c. Score 2, for item C (disagree)
- d. Score 1, for item D (Strongly disagree)

Finally, the total scores of the student's answer in the questionnaire would represent their motivation in learning English. Based on the quality score above, the very best score of the questionnaire is 100 and therefore the lowest score is 25.

## 2. Documentation

SuharsimiArikunto states that documentation comes from the word document that has meaning written things in doing documentation method writers investigate written things such as books, magazines, documents, and laws, diary notes, and so on.<sup>51</sup> This method used to get the data of SMP Negeri 22 Bengkulu Selatan.

## 3. Administering the English test

Suharsimi arikunto stated, “a test is a group of several questions used to measure skill, knowledge, and intelligence of a person or a group of people”.In this research, the writer used an achievement test as Arikunto said “achievement test is a test used to measure someone achievement after studying something”.

Based on the statement above, the researcher, therefore, applied the achievement test that measured their achievement in learning English. Achievement tests are widely used in educational research.

To investigate student’s achievement, the writer used the English tests that contained as items, which were 20items multiple choice.

## **F. Validity And Reliability**

According to Sugiyono the criterion of the valid test is the coefficient correlation (rxy) is higher or the same with the r table idest 0,005. there are 20

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<sup>51</sup>suharsini arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: pt rineka cipta 2013), p:274

questionnaire items from the motivation test, that will be tested for validity or invalid to students in the same place. that invalid data will be discarded and valid data will be retrieved and tested.

### 1. Validity

Validity is a measure that indicates level the validity of an instrument. The instrument validity test was carried out to find out how far research instruments are able to reflect content according to things and nature as measured. According to Oluwatayo, validity refers to the researcher's subjective assessment of the presentation and relevance of the measuring tool, whether the things within the instrument appear relevant, reasonable, unambiguous, and clear.<sup>52</sup>

Lewis, Boudreau. Said it is highly recommended to apply content validity when new instruments are developed. In general, content validity involves evaluating a new survey instrument to ensure that it includes all important items and eliminating unwanted items to a particular construction domain. In this research to measure the validity of items, the researcher used correlation Pearson Product Moment by Arikunto

$$R_{xy} = \frac{n(\sum xy) - (\sum x) \cdot (\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} \cdot \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

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<sup>52</sup>Hamed Taherdoost, *How to Test the Validation of a Questionnaire/Survey in a Research*, International Journal of Academic Research in Management, (Vol. 5, No. 3, 2016), p: 30

<sup>53</sup>Arikunto. 2013. *Prosedur Penelitian suatu pendekatan praktik*, (Jakarta pt Rineka Cipta), p:213

Note:

$R_b$  : Coefficient correlation

$\sum x$  : Total score item

$\sum y$  : Total scores (all items)

$N$  : Total respondent

Then concluded by using t-test. The formulation is below:

$$T = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Note:

$T$  : calculation point

$R$  : coefficient correlation of  $r$  result

$N$  : the number of respondents

Rules of decision

If  $t\text{-calculated} > t\text{-table} = \text{valid}$

$t\text{-calculated} < t\text{-table} = \text{invalid}$

## 2. Reliability

Hucksaid Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument. According to Huck, and Robinson A scale is said to have high internal consistency reliability if the items of a scale “hang together” and measure the same construct

Reliability tested were Carried out by using the Cronbach Alpha Formula technique. According to Arikunto, the Alpha formula is used to find

the reliability of instruments whose scores are not 1 or 0, for example, questionnaires. to measure the validity of items, the researcher used Cronbach Alpha.

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

Note :

$r_{11}$  : Coefficient of reability alpha

$n$  : The total number of tested subject

$\sum \sigma_t^2$  :The total variant score all items

$\sigma_t^2$  : The total variant

Rules of decision :

$t\text{-calculated} > t\text{-table} = \text{reliable}$

$t\text{-calculated} < t\text{-table} = \text{Unreliable}$

## G. Technique of Data Analysis

### 1. The analysis technique of qualitative data

The writer used the inductive and deductive method it means that the writer presented the problems specifically then make a general conclusion or versa versus these concluded from some general theories.

### 2. The analysis technique of quantitative data

Arikunto said that “to count the correlation we used statistics”. The statistical technique can be used to count among two or more variables.

Based on the statement above the writer used the statistics method count the correlation between motivation and achievement in learning English at the Seventh Grade of SMP Negeri 22 Bengkulu Selatan.

The data obtained from the respondent were analyzed using means formula to describe the motivation and achievement in learning English at the Seventh Grade of SMP Negeri 22 Bengkulu Selatan.

Mean formula

$$MX = \frac{\sum x^2}{N}$$

Where

MX = The mean of the score on X or Y

$\sum x^2$  = The total scores multiplied by suck frequency

N = The total number of testes (subject

To find out the Correlation between two variables, the writer used correlation Pearson product moment with signification  $p < 0,005$ .

$$r_{xy} = \frac{n \sum xy - \sum x \sum y}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

$r^{xy}$  = the coefficient correlation between two variable

$\sum x$  = the total number of student's motivation in learning English score

$\sum y$  = the total number of English achievement

$\sum x^2$  = the total number of square of student's motivation in learning English score

$\sum y^2$  = the total number of square of English achievement scores

$\sum xy$  = the total number of multiplication between two scores of student's motivation in learning English and their English achievement

$N$  = the number of respondents

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description Of The Location Of Research**

This research was conducted at SMPNegeri 22 Bengkulu Selatan, SMPNegeri 22 Bengkulu Selatan located in Suka Maju village and Air Nipis Subdistrict, Bengkulu Selatan Regency, Bengkulu Province. SMPNegeri 22 was building on 2007 with the name SMPNegeri 4 Satu atap. On this time in 2020 the head master of SMP Negeri 22 Bengkulu Selatan is Mr. Marman, S.pd.

Vision; realize students who excel in academics and academics in accordance with the nation's character in the era of globalization.

Mission; (1) implementing active, creative, effective, and fun learning, (2) carrying out extra-curricular activities according to students' talents and interests, (3) increase the competence and professionalism of educators and education personnel, (4) cultivate greetings, greetings, smiles among fellow school members, (5) instill high kinship among school members, (6) instill students' polite behavior towards fellow friends, teachers and administration.

English subjects are taught starting from seventh grade, each class meeting twice a week with a length of meeting 90 minutes. At SMP Negeri 22 Bengkulu Selatan there is no English language lab facility. The teaching and learning process is carried out in each classroom. Learning material using English manuals and LKS books.



The total number of students on the 2019/2020 year was 111 students which consist, 57 males, 54 females with 6 classrooms for each class consisting of room A and B. This research was conducted on class VII with a total of 39 samples which consist 22 male students and 17 female students.

Table 4.1 The data sample of students class VII  
SMP Negeri 22 Bengkulu Selatan on 2020

No	Name	Gender (Male/Female)
1	Adon Saputra	Male
2	Ahyuna Ningsi	Female
3	Aldi Mardiansah	Male
4	Ance Para Mudita	Female
5	Azizy Repthy S	Female
6	Cika Kaila N	Female
7	Ega Marlesa	Female
8	Evi Hengki K	Male
9	Erika Lili	Female
10	Erwin	Male
11	Fransiska Totovol D T	Female
12	Maman Suhendra	Male
13	Mayang Sari	Female
14	Nafalia Jelita	Female
15	Ramadania Putri	Female
16	Ruben Jaya Kusuma	Male
17	Robet Haikal S	Male
18	Sahrul Gunawan	Male
19	Try Yonda P	Male
20	Yoga Mandala P	Male
21	Andre Fransisco	Male
22	Angga Eldi S	Male
23	Anggun Hepi M	Female
24	Azebro	Male
25	Erine Valentina	Female
26	Heru Teguh Pratama	Male
27	Jerryan Perdinsyah	Male
28	Juniman Eka P	Male
29	Kezia Trifena	Female

30	Marsela Agnesia	Female
31	Nuvrianti	Female
32	Olivia	Female
33	Perdi Pratama	Male
34	Rafli Pebriansyah	Male
35	Yeta Puspitasari	Female
36	Yogi Fadillah	Male
37	Bambang Herlen	Male
38	Jhonni Cahyo W	Male
39	Dindi Saputra	Male

(The source of data: Documentation of SMPNegeri 22 Bengkulu Selatan 2020)

## B. Result

### 1. Data description

The data of this study were obtained based on the results of a questionnaire filled out by junior high school learning at the seventh grades of SMP Negeri 22 Bengkulu Selatan. The data in this study consisted of motivation data and student achievement data. To determine the level of student motivation there are 20 questions and achievement levels consist of reading, listening, writing, and speaking achievements.

#### a. The data of Validity

Validity test carried out to find out whether 20 questions given to learning at the seventh grades of SMP Negeri 22 Bengkulu Selatan are able to reflect the existing learning motivation of these students. The validity test was performed by using the Pearson Product moment correlation test with a significance value of 5% ( $p > 0.05$ ), with the following results:

Table 4.2 Result validity test of motivation

Question	r-count	score p	Information
1	0,618	0	Valid
2	0,68	0	Valid
3	0,16	0,33	Invalid
4	0,445	0,005	Valid
5	0,647	0	Valid
6	0,519	0,001	Valid
7	0,162	0,325	Invalid
8	0,593	0	Valid
9	0,046	0,779	Invalid
10	0,54	0	Valid
11	0,447	0,004	Valid
12	0,027	0,87	Invalid
13	0,577	0	Valid
14	0,579	0	Valid
15	0,57	0	Valid
16	0,523	0,001	Valid
17	0,736	0	Valid
18	0,631	0	Valid
19	0,766	0	Valid
20	0,543	0	Valid

From the table of validation test results above, it can be seen from the 20 questions raised, there are 16 valid questions and 4 invalid questions. Thus, only 16 questions were used in the next statistical test stage.

b. The data of reliability

The reliability test was conducted on 16 items of motivation questionnaires, to determine the level of questionnaire reliability used by using the Cronbach Alpha test with a p value > 0.05. The reliability test results can be seen in the table below:

Table 4.3. Result Reliability test

Cronbach's Alpha	N of Items
.881	16

\*Cronbachs alpha test

Based on the table above it can be seen that the coefficient of student motivation is 0.881 so that it can be concluded that the research questionnaire used is reliable with strong interpretation.

## 2. Motivation test

Motivation is measured by using questionnaire research which consists of 16 questions. Each question consists of motivation internal and external. In this research assessment system using four categories, they are strongly agree (4), agree (3), fair (2), poor (1). The result from the 16 questions can be seen on the table below:

Table 4.4 Frequency of distribution Motivation

Question	Frequency interval				Average
	4	3	2	1	
1	11	26	2	0	3
2	12	25	2	0	3
3	7	16	14	2	3
4	5	18	16	0	3
5	4	11	17	7	2
6	6	18	14	1	3
7	4	19	15	1	3
8	13	24	2	0	3
9	14	17	6	2	3
10	2	15	15	7	2
11	9	23	7	0	3
12	14	22	3	0	3

13	6	9	23	1	3
14	9	15	14	1	3
15	4	10	15	10	2
16	14	19	6	0	3

Based on the table above can be seen the average of students answer the question with score 3, it means agree on category.

### 3. The data of achievement in learning English

#### a. The data reading skill

The result of researcher achievement in reading skill was carried out by using 10 questions multiple choice in English. The high score on this research is 100. Result data achievement in the reading test can be seen on the table below:

Table 4.5 frequency distribution in reading skill

Interval	Frequency	Percent
30	2	5,1%
40	3	7,7%
50	8	20,5%
60	9	23,1%
70	15	38,5%
80	2	5,1%
Total	39	100%

Based on the data above the researcher got a high score in reading test 80, the low score is 30, so the range in this test is 50. The mean(average) and standard deviation scores are 59,7 and 12,6.

#### b. The data listening skill

The result of researcher achievement in reading skill was carried out by using 10 questionnaire multiple choices in English. The high score

on this research is 100. Result data achievement in the reading test can be seen on the table below:

Table 4.6 frequency distribution in listening skill

<b>Interval</b>	<b>frequency</b>	<b>Percent</b>
0	2	5,1%
10	17	43,6%
20	12	30,8%
30	6	15,4%
40	1	2,6%
60	1	2,6%
Total	39	100%

Based on data above the researcher got high score in listening test 60, the low score is 0, so the range in this test is 50. The mean(average) and standard deviation score are 17,6 and 11,3.

c. The data writing skill

In this test, the researcher give a task to student write something on the paper. The topic was determined by researcher is about My family, Artist, and my holiday. Assessment in this test which consists of four system wich consist of content, organization, vocabulary, and grammar. The high score of each system is 25.

Table 4.7 frequency distribution in writing skill

<b>Interval</b>	<b>Frequency</b>	<b>Percent</b>
29 – 38	2	5,1%
39 – 48	6	15,3%
49 – 58	18	46,2%
59 – 68	13	33,4%
Total	39	100%

Based on the data above the researcher got the final score. The high scores is 65 and the lower score is 29. So the range in this test is 36, based on the test by using SPSS the researcher got means on this test is 53,0 and the standard deviation is 7,8.

d. The data speaking skill

In this test, the researcher give two kinds of conversation in English for read by student. Assessment on this research is four assessment system, The are pronountiation, intonation, fluency, and expretion. The high score of each system is 25.

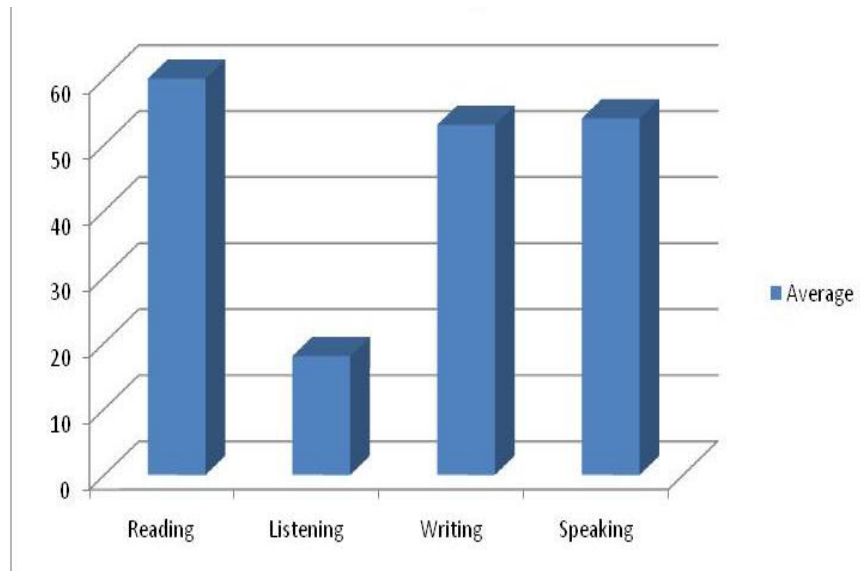
Table 4.8 frequency distribution in speaking skill

<b>Interval</b>	<b>Frequency</b>	<b>Percent</b>
47 – 56	32	82%
57–66	7	18%
Total	39	100%

Based on the data above the researcher got the final score. The high score in this research is 62 and the lower is 42. Base on above range on this research is 15 and then means and the standard deviation in this research are 53,7 and 3,3.

From four skill of assessment, the means score of student as below reading skill 60, listening skill 18, writing skill 53 and speaking skill is 54. The high score there is on reading skill and the lower score is listening skill. Average of total scores achievement student can be seen on garafic below:

Grafic 1.1 Historgam average achievement in learning english



#### 4. The correlation between motivation and achievement in learning English learning at the seventh grades of SMP Negeri 22 Bengkulu Selatan

Based on the result of the research, the researcher got the high score of motivation is 61 and the lower score is 35. Mean or average score is 45,4 and standard deviation is 7,1. The high score on achievement in learning English is 62 and the lower score is 34. Means score 46 and the standard deviation is 5,8. The total table score of motivation and achievement in learning at the seventh grades of SMP Negeri 22 Bengkulu Selatan.

Table4.9 Student score of Motivation and achievement

Student	Motivation	Achivement
1	40	44
2	55	46
3	53	50
4	40	48
5	58	51



<b>6</b>	53	50
<b>7</b>	42	48
<b>8</b>	46	43
<b>9</b>	40	37
<b>10</b>	43	46
<b>11</b>	58	56
<b>12</b>	36	38
<b>13</b>	44	41
<b>14</b>	42	55
<b>15</b>	37	40
<b>16</b>	58	52
<b>17</b>	40	39
<b>18</b>	44	46
<b>19</b>	44	44
<b>20</b>	40	47
<b>21</b>	53	35
<b>22</b>	43	47
<b>23</b>	40	44
<b>24</b>	50	51
<b>25</b>	43	45
<b>26</b>	49	47
<b>27</b>	38	45
<b>28</b>	39	45
<b>29</b>	43	45
<b>30</b>	61	62
<b>31</b>	46	45
<b>32</b>	41	40
<b>33</b>	41	49
<b>34</b>	55	55
<b>35</b>	41	34
<b>36</b>	35	44
<b>37</b>	42	45
<b>38</b>	41	54
<b>39</b>	57	48
Total	1771	1797

The correlation between motivation and achievement in learning English by using correlation Pearson Product moment test, can be seen in the table below:

Table 4.10 Motivation and achievement correlation test results

		Motivation	Achievement
Motivation	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.000
	N	39	39
Achievement	Pearson Correlation	.558**	1
	Sig. (2-tailed)	.000	
	N	39	39

\*\*Correlation pearson product moment test

Based on table 4.4 it can be seen that the results of the Pearson Product moment (r) correlation test of 0.558 with a p value of 0,000. Because the value of  $p < 0.05$ , it was concluded that there is a correlation between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan .

### C. Discussion

Based on the results of the study it can be seen that in the motivation test the average student answers with the agreed category (3). With the highest number of scores of 61 and the lowest of 35. While in the achievement in the learning English there are four skills consisting of reading test, in reading test the highest value obtained by students is 80 (5.1%), low value of 30 (5.1 %) and in general students get a score of 70 (38.5%) as many as 15 students out of 39 students. Then listening skill

test, in this test the high score of students was got is 60(2,6%), the lower score is 0(5,1%) and generally student was got score on interval 10-20(74,4%). And then is writing test, in this test little different from listening test. The student was got the high score on interval 59-68 is 13(33,4%) and the lower score on interval 29-38 is 2(5,1%). The last test achievement is speaking skill, in this test, the student was got score on interval 47-56 is 32(82%) studentd and on interval 47-66 is 7(18%) student. The high score in this test is 62 and the ower score is 42, with mean 53,7. We can concluded the achievement in learning english is high score on achievement in the learning English is 62 and the lower score is 34, means score 46 and the standard deviation is 5,8.

From four skill assesment of achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan, as genenarly the student was got high score on reading skill and the lower score is listening skill. As generally students was got highs score on reading skill and got lower score on listening skill. Because the material that is usually often taught to students is reading skills, while listening skills are very rare due to the lack of facilities and infrastructure in SMP Negeri 22 Bengkulu Selatan, such as the absence of a language lab, speakers, or headsets to listen to audio in listening test. For speaking skills and writing skills, students generally get a medium grade. In the process of teaching, and learning they also have written stories in English, learn independently by using an English dictionary and have a conversation with friends. During semester tests, questions that are tested on students are multiple choice questions and essays.

To compute the correlation, the researcher prepared the computation of two variables by Pearson's Product Moment formula. There were two kinds of variables, motivation as variable X and achievement as variable Y. From the results of the test used Pearson Product moment formula (r) correlation test 0,558 and p value 0,000. Because  $p < 0,005$ , it was concluded that there is a correlation between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan. With the Pearson correlation of 0.558, including the levels of moderate correlation.

This research is in line with research Dwi Gita with the title the relationship between student's learning motivation and their achievement in English. From this study it was found that the relationship between the two variables 0,271 (it is between 0,20-0,40). According to simple interpretation above, we can interpret that there is positive correlation between learning motivation as (X variable) and achievement in English as (Y variable).

This research also fits with the research Tuter with the title "The Correlation between Students Motivation and Speaking Skill at The Eleventh Grade of SMK Batik Sakti 2 Kebumen" with The result of r obtained value (0.796) is higher than table value with significant value 0.05 and 0.01. So, there is positive correlation between students motivation in learning speaking and their speaking skill at Eleventh Grade of SMK Batik Sakti 2 Kebumen.

Based on all the descriptions above, we can know that motivation is something that is very important to us. Given the importance of the role of motivation

for students in learning, the teacher is expected to be able to arouse and increase the learning motivation of their students. With motivation, students will become more active and diligent in learning, because this motivation will motivate students to learn. both motivation from within himself, and from outside the student, but not everyone has inner motivation, in this case, the efforts of a teacher are needed in motivating a student. So, the success or failure of a student is largely determined by the high or low motivation of the student.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The finding of the study lead to the conclusion and suggestion concern the correlation between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan.

#### A. Conclusion

1. Motivation at the seventh grades of SMP Negeri 22 Bengkulu Selatan in the medium category with an average category index agree (3)
2. The high scores of motivation at the seventh grades of SMP Negeri 22 Bengkulu Selatan is 61 and the lower scores is 35, the means or average score is 45.4 and the standard deviation is 7.1.
3. The high score on achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan is 62 and the lower score is 34, Means score 46 and standard deviation is 5.8.
4. There is a relationship between motivation and achievement in learning English at the seventh grades of SMP Negeri 22 Bengkulu Selatan with a significance p-value  $0,000 < 0.005$  and a Pearson correlation p-value of 0.558 included in the moderate level of relationship.

## **B. Suggestion**

The research outcome shows that there is a positive correlation between students motivation and achievement in learning English.

### 1. For teacher

The teachers should be give more encouragement to the students beside giving or transferring knowledge. Teacher should be more creative in giving a lesson like using various teaching method in giving in providing subject matter, in order word the students can be more comfortable and more interested in learning English. TheTeacher also should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

### 2. For Student

The students should practice English and make it as a habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder like english language courses to their chilld and give an understanding that English language is one of important language in this global era. It mean they need motivation from within themselves and also encouragement from their parents.

### 3. For Reseacher

It is hoped that other researchers will conduct the same study in a wider area. So that it will be more beneficial and beneficial for the development of English education of indonesia.

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## **Appendix 1**

### **ANGKET PENELITIAN**

Petunjuk Pengisian:

1. Jawablah pertanyaan-pertanyaan di bawah ini dengan jujur dan sesuai dengan keadaan kalian yang sebenarnya dengan melingkari / memberi tanda silang (x) pada salah satu jawaban (a, b, c, atau d)
2. Hasil angket ini bersifat rahasia dan tidak mempengaruhi nilai prestasi belajar kalian
3. Selamat mengerjakan

**NAMA :**

**KELAS :**

1. Saya sangat senang mengikuti pelajaran bahasa Inggris
  - a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
2. Ketika guru saya meminta saya untuk menirukan percakapan bahasa Inggris, saya tertarik menirukannya

- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
3. Pelajaran bahasa Inggris merupakan salah satu pelajaran yang sulit
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
4. Saya belajar bahasa Inggris atas kemauan sendiri
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
5. Saya suka untuk berbicara bahasa Inggris dengan guru atau teman saya
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
6. Materi bahasa Inggris sangat membosankan
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
7. Saya tidak merasa sedih jika hasil ulangan bahasa Inggris buruk
- a. Sangat Setuju
  - b. Setuju

- c. Tidak Setuju
  - d. Sangat Tidak Setuju
8. Saya gemar untuk berbicara dalam bahasa inggris
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
9. Saya tidak gemar membeli buku buku berbahasa inggris
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
10. Saya gemar menonton film berbahasa inggris
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
11. Saya gemar mengerjakan PR (pekerjaan rumah) bahasa inggris di rumah
- a. Sangat Setuju
  - b. Setuju
  - c. Tidak Setuju
  - d. Sangat Tidak Setuju
12. Saya tidak gemar mengulang kembali pelajaran bahasa inggris
- a. Sangat Setuju
  - b. Setuju

- c. Tidak Setuju
- d. Sangat Tidak Setuju

13. Dapat berbicara bahasa inggris merupakan tujuan saya

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

14. Materi pelajaran bahasa inggris sekarang kurang memadai

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

15. Guru saya sering memberikan penghargaan ketika mengajar bahasa inggris

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

16. Orang tua saya membelikan buku bahasa inggris untuk saya

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

17. Orang tua saya memintah saya mengikuti kursus bahasa inggris

- a. Sangat Setuju
- b. Setuju
- c. Tidak Setuju
- d. Sangat Tidak Setuju

18. Ketika saya bertanya dalam bahasa Inggris, orang-orang di sekitar saya merespon pertanyaan saya
- Sangat Setuju
  - Setuju
  - Tidak Setuju
  - Sangat Tidak Setuju
19. Orang-orang di lingkungan saya menggunakan bahasa Inggris
- Sangat Setuju
  - Setuju
  - Tidak Setuju
  - Sangat Tidak Setuju
20. Saya juga mengharapkan penghargaan (nilai atau pujian) ketika guru meminta saya mempraktikkan apa yang guru ajarkan
- Sangat Setuju
  - Setuju
  - Tidak Setuju
  - Sangat Tidak Setuju

**Choose the right answer by crossing a, b, c or d!**

**Name** :

**Class** :

**Reading Test** :

1. Dany and Mary..... to the office together now
- Is going
  - Are going

- b. Am going                      d. Was going

2. Yani : Tin, may I borrow your motorcycle? I have to pick my brother up but unfortunately mine has flat tire.

Tina : ....., there is a bit trouble with my motorcycle.

- a. I'm sorry                      c. that's great

- b. You're right                  d. I'm sure

3. Deon : ".....", Novan

Novan : Good Morning, Deon

- a. Good night      c. Good afternoon

- b. Good morning    d. Good evening

4. It's march. What month is it the next month?

- a. April                      c. June

- b. May                        d. July

The Following Text is for Questions Number 10 to 12

### My Day

I had terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I go to dresses so quickly that I forget to wear a socks.

Next, I run out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope never have day as the one I had yesterday.

5. What happened to the writer yesterday ?



- a. He has a terrible day                      b. He gets a terrible day  
 c. He had a terrible day                      d. He got a terrible day
6. Why did he wake up an hour late ?
- a. Because he didn't set alarm clock                      b. Because his alarm clock didn't go off  
 c. Because he didn't see alarm clock                      d. Because his alarm clock didn't work
7. How did the writer know that it was Sunday ?
- a. After he walked for three miles to school                      b. Before he arrived at school  
 c. After he came back from school                      d. After he walked for a miles Read the

following text and answer questions 13 to 15

Adam's Diary , May 2015

23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.

24 Monday. The doctor come at 11 O'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!

25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

8. Who called the doctor?
- a. Father                      c. Mother  
 b. Adam                      d. Doctor
9. What did the doctor write at 24th?
- a. Instructions                      c. Address of drugstore

- b. Model aeroplane      d. Prescription

10. Adam could not make the aeroplane, why? Because...

- a. He felt ill              c. The doctor was ill too  
b. The dog ate the glue    d. Mum bought medicine

**Listening Test :**

My family  (1) in Melbourne. There  (2) six people in my family. My mother and father live in a  (3) house. The house has four  (4) and a big backyard. There are  (5) in the front yard. My older brother, Alan, is  (6) with two children. My younger brother, Bill, and my sister, Sue, live  (7) home. My father  (8) in an office in Belmore. He is a  (9). My mother works at home and  (10) after the house. I am very lucky to have a wonderful family.

**Writing test :**

describe about these topic below :

My Family ,artist, holiday

Content	Organization	Vocabulary	Grammar

### Speaking Test :

Teks I

Student 1 : Hi... good morning

Student 2 : Hi...good morning too

Student 1 : By the way, How are you today?

Student 2 : I am fine, thank you and you?

Student 1 : I am fine thank you. By the way, what did you do last night?

Student 2 : I'm sleep last night, and you?

Student 1 : I studied with my friend last night.

Student 2 : Ok, thank you. Student 21 : thank you.

Teks II

Bima: Hai Gus, how are you?

Agus : I am fine Bim, how about you?

Bima : I am fine too. Where will you go?

Agus : I will go fishing. This is my hobby that I do every week.

Bima : It sounds good.  
Agus : And you? Where will you go?  
Bima : I will go camping near the Air Nipis river.  
Agus : Let's go together because I fish at that river too.  
Bima : Ok, let's go.

<b>Pronountiation</b>	<b>Intonation</b>	<b>fluency</b>	<b>Expretion</b>

Afendix 2

### **Recapitalization data motivation test**

Student	Quesioner																				Total
	Internal													eksternal							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	3	3	4	2	3	2	1	3	2	3	3	2	3	1	3	3	2	2	1	3	49
2	3	4	3	3	4	3	1	3	2	3	2	2	4	3	4	4	4	4	3	4	63
3	3	3	3	4	3	4	2	3	2	3	3	3	4	3	3	4	3	3	3	4	63
4	3	3	4	2	3	1	1	3	2	3	3	2	3	1	3	3	2	3	1	3	49
5	4	4	4	3	3	4	1	3	2	3	4	2	4	4	3	4	4	3	4	4	67
6	4	3	4	2	3	1	1	3	2	3	4	1	1	2	3	3	2	3	1	3	49
7	3	3	3	4	2	3	2	2	3	2	3	3	3	2	3	3	2	3	2	2	53
8	3	4	3	2	3	1	3	4	1	3	4	1	3	2	3	3	2	2	3	4	54
9	3	3	3	3	2	2	3	2	2	2	3	3	2	2	3	3	2	3	2	3	51
10	4	4	4	2	3	1	1	3	2	4	3	2	4	1	3	3	2	2	1	3	52
11	4	4	4	3	4	4	1	3	1	3	3	1	4	3	4	4	4	4	4	3	65
12	4	4	4	4	3	3	3	4	3	3	4	3	4	3	3	3	4	4	4	3	71
13	3	3	3	3	3	2	2	3	1	3	3	2	3	2	3	3	3	1	3	3	52
14	3	3	3	3	2	2	1	3	3	2	3	2	4	2	4	2	3	2	1	3	51
15	4	4	3	1	4	1	4	4	3	4	4	2	4	2	4	4	4	4	4	4	67
16	4	3	4	2	3	2	1	3	2	3	3	2	4	1	3	3	2	2	2	3	52
17	3	3	3	3	2	3	3	2	2	2	3	2	3	2	3	3	2	2	2	2	50
18	3	3	3	3	2	2	2	2	3	2	4	3	3	2	3	4	2	3	2	4	55
19	3	3	4	4	2	3	3	2	3	2	4	4	4	3	2	4	1	2	2	3	58
20	3	3	4	1	3	2	1	3	2	3	3	1	3	1	3	4	2	2	1	3	48
21	4	4	4	4	3	2	2	4	2	4	4	2	3	3	4	2	2	4	2	4	63
22	4	3	4	2	3	2	3	4	2	3	4	2	3	3	4	4	3	2	3	3	61
23	3	4	4	2	2	1	2	2	2	2	3	2	2	3	3	3	2	3	2	3	50
24	2	2	3	2	2	2	2	2	2	2	3	4	3	2	2	4	2	2	1	3	47
25	3	3	3	2	2	2	3	3	2	3	3	3	2	3	3	3	2	4	1	4	54
26	3	4	4	3	3	3	1	3	3	3	3	3	3	2	4	3	2	4	2	4	60
27	3	3	4	2	2	2	3	2	2	2	3	2	1	3	3	3	2	2	3	2	49
28	3	3	4	2	3	1	1	3	2	3	3	2	4	1	2	3	2	3	1	2	48
29	3	3	3	3	3	2	3	2	3	2	3	2	3	2	3	3	3	3	2	3	54
30	4	4	4	3	4	3	3	4	3	4	4	3	4	4	4	4	4	4	4	3	74
31	3	3	4	3	3	3	1	3	2	3	3	2	3	2	3	3	3	3	3	2	55
32	4	3	4	4	3	4	3	3	1	3	3	2	4	2	3	3	3	4	3	4	63
33	3	3	3	3	2	2	2	2	3	2	3	3	3	3	2	3	2	2	2	4	52
34	3	3	4	2	2	2	4	1	3	1	3	3	3	1	3	3	3	3	1	3	51
35	3	3	3	3	2	2	3	2	2	2	4	2	2	2	3	3	2	3	2	3	51
36	2	2	3	3	2	3	2	2	3	2	2	3	2	3	2	2	2	2	2	2	46
37	3	3	3	3	2	2	2	2	3	2	4	4	2	3	2	4	2	3	2	3	54
38	3	3	3	2	2	3	2	2	3	2	3	3	3	3	2	3	2	2	2	4	52
39	3	4	3	4	4	3	1	3	2	3	4	2	4	3	4	4	3	4	3	4	65
Average	3	3	4	3	3	2	2	3	2	3	3	2	3	2	3	3	3	3	2	3	56

## Appendix 3

## Recapitalization data achievement in learning english test

Student	Reading	Listening	Writing (4,3,2,1)					Speaking(4,3,2,1)					Total average
			Content	Organization	Vocabulary	Grammar	Average	Pronounititation	Intonation	Fluency	Expretien	Average	
1	50	10	75	75	50	50	62,5	50	50	50	50	50,0	43,
2	60	20	50	50	50	50	50,0	50	50	75	75	62,5	48,
3	70	20	50	75	50	50	56,3	50	50	50	50	50,0	49,
4	70	20	75	50	50	50	56,3	50	50	50	50	50,0	49,
5	70	30	50	50	50	50	50,0	50	50	75	50	56,3	51,
6	70	20	50	75	50	50	56,3	75	50	50	50	56,3	50,
7	70	10	75	75	50	50	62,5	50	50	50	50	50,0	48,
8	40	30	50	25	50	50	43,8	50	75	50	50	56,3	42,
9	30	10	50	50	50	50	50,0	75	50	50	50	56,3	36,
10	60	10	75	75	50	50	62,5	75	50	50	50	56,3	47,
11	70	30	75	75	50	50	62,5	75	50	50	75	62,5	56,
12	50	10	50	50	25	25	37,5	50	50	50	50	50,0	36,
13	40	20	50	50	50	50	50,0	75	50	50	50	56,3	41,
14	80	30	75	75	50	50	62,5	50	75	50	50	56,3	57,
15	50	10	50	50	50	50	50,0	50	50	75	50	56,3	41,
16	80	10	75	75	50	50	62,5	75	75	50	50	62,5	53,
17	40	0	75	75	50	50	62,5	75	50	50	50	56,3	39,
18	50	20	75	50	50	50	56,3	75	75	50	50	62,5	47,
19	70	10	75	75	50	50	62,5	50	50	50	75	56,3	49,
20	60	20	75	50	75	50	62,5	50	50	50	50	50,0	48,
21	50	10	25	25	25	25	25,0	50	50	50	50	50,0	33,
22	50	30	50	50	50	50	50,0	75	50	50	75	62,5	48,
23	70	10	25	25	50	50	37,5	75	50	50	50	56,3	43,
24	70	20	75	50	75	50	62,5	50	50	50	50	50,0	50,
25	60	10	50	50	50	50	50,0	75	50	50	75	62,5	45,
26	50	20	50	75	75	50	62,5	50	75	50	50	56,3	47,
27	60	10	50	75	50	50	56,3	50	50	50	50	50,0	44,
28	60	20	50	50	50	50	50,0	50	50	50	75	56,3	46,
29	70	10	25	50	50	50	43,8	75	50	50	50	56,3	45,
30	70	60	75	75	50	50	62,5	75	75	50	75	68,8	65,
31	60	10	50	50	50	50	50,0	75	50	75	50	62,5	45,
32	50	10	25	25	25	25	25,0	75	75	50	50	62,5	36,
33	70	20	75	50	50	50	56,3	50	50	50	50	50,0	49,
34	70	30	75	75	50	50	62,5	50	75	75	50	62,5	56,
35	30	10	25	25	50	50	37,5	50	50	75	50	56,3	33,
36	70	0	50	50	50	50	50,0	50	50	75	50	56,3	44,
37	60	10	50	75	50	50	56,3	75	50	50	50	56,3	45,
38	70	40	50	75	50	50	56,3	75	50	50	50	56,3	55,
39	60	20	75	50	75	50	62,5	75	50	50	50	56,3	49,
<b>Average</b>	<b>60</b>	<b>18</b>	<b>57</b>	<b>57</b>	<b>51</b>	<b>48</b>	<b>53</b>	<b>62</b>	<b>55</b>	<b>54</b>	<b>54</b>	<b>56</b>	<b>47</b>

Appendix 4

**Validity test**

		ot_p
1	Pearson Correlation	618(*)
	Sig. (2-tailed)	000
	N	9
2	Pearson Correlation	680(*)
	Sig. (2-tailed)	000
	N	9
3	Pearson Correlation	160
	Sig. (2-tailed)	330
	N	9
4	Pearson Correlation	445(*)
	Sig. (2-tailed)	005
	N	9
5	Pearson Correlation	647(*)
	Sig. (2-tailed)	000
	N	9
6	Pearson Correlation	519(*)
	Sig. (2-tailed)	001
	N	9
7	Pearson Correlation	162
	Sig. (2-tailed)	325

1	Pearson Correlation	570(*)
5		
	Sig. (2-tailed)	000
	N	9
1	Pearson Correlation	523(*)
6		
	Sig. (2-tailed)	001
	N	9
1	Pearson Correlation	736(*)
7		

**Reliability test**

**Case Processing Summary**

	N	%
Cases Valid	39	100.0
Excluded	0	.0
Total	39	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.881	16

		N	9
8		Pearson Correlation	593(*)
		Sig. (2-tailed)	000
		N	9
9		Pearson Correlation	046
		Sig. (2-tailed)	779
		N	9
10		Pearson Correlation	540(*)
		Sig. (2-tailed)	000
		N	9
11		Pearson Correlation	447(*)
		Sig. (2-tailed)	004
		N	9
12		Pearson Correlation	027
		Sig. (2-tailed)	870
		N	9
13		Pearson Correlation	577(*)
		Sig. (2-tailed)	000
		N	9
14		Pearson Correlation	579(*)
		Sig. (2-tailed)	000
		N	9



### Appendix 5

#### Data statistics variable

					Motivation		Achievement	
N	Valid	39	39	39	39	39	39	39
	Missing	0	0	0	0	0	0	0
Mean		59.74	17.69	53.03	53.79	45.41	46.18	46.18
Std. Error of Mean		2.028	1.817	1.256	.535	1.140	.940	.940
Median		60.00	20.00	54.00	53.00	43.00	46.00	46.00
Mode		70	10	59	51*	40	45	45
Std. Deviation		12.667	11.347	7.842	3.342	7.118	5.871	5.871
Variance		160.459	128.745	61.499	11.167	50.669	34.467	34.467
Range		50	60	36	15	26	28	28
Minimum		30	0	29	47	35	34	34
Maximum		80	60	65	62	61	62	62
Sum		2330	690	2068	2098	1771	1801	1801

Reading

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	5.1	5.1
	40	3	7.7	12.8
	50	8	20.5	33.3
	60	9	23.1	56.4
	70	15	38.5	94.9
	80	2	5.1	100.0
Total	39	100.0	100.0	

Listening

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	5.1	5.1
	10	17	43.6	48.7
	20	12	30.8	79.5
	30	6	15.4	94.9
	40	1	2.6	97.4
	60	1	2.6	100.0
Total	39	100.0	100.0	

Writing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29	1	2.6	2.6
	38	1	2.6	5.1
	39	1	2.6	7.7
	43	2	5.1	12.8
	44	2	5.1	17.9
	46	1	2.6	20.5
	49	1	2.6	23.1
	50	4	10.3	33.3
	51	3	7.7	41.0
	52	1	2.6	43.6
	54	3	7.7	51.3
	55	1	2.6	53.8
	56	3	7.7	61.5
	58	2	5.1	66.7
	59	5	12.8	79.5
	60	3	7.7	87.2
	61	2	5.1	92.3
	62	1	2.6	94.9
	63	1	2.6	97.4
	65	1	2.6	100.0
Total	39	100.0	100.0	

Speaking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	2	5.1	5.1
	49	1	2.6	7.7
	51	7	17.9	25.6
	52	4	10.3	35.9
	53	7	17.9	53.8
	54	3	7.7	61.5
	55	5	12.8	74.4
	56	3	7.7	82.1
	57	1	2.6	84.6
	58	1	2.6	87.2
	59	3	7.7	94.9
	60	1	2.6	97.4
	62	1	2.6	100.0
Total	39	100.0	100.0	

		Motivation	Achievement
Motivation	Pearson Correlation	1	.558**
	Sig. (2-tailed)		.000
	N	39	39
Achievement	Pearson Correlation	.558**	1
	Sig. (2-tailed)	.000	
	N	39	39



PEMERINTAH KABUPATEN BENGKULU SELATAN  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 22 BENGKULU SELATAN  
Alamat: Jln. Desa Suka Maju – Kec. Air Nipis – Bengkulu Selatan Kode Pos 38552

**SURAT KETERANGAN**

Nomor :420/ /SMPN 22/BS /2020

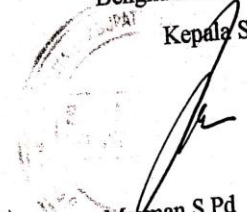
Yang bertanda tangan dibawah ini kepala sekolah SMP Negeri 22 Bengkulu Selatan, dengan ini menerangkan bahwa saudara :

Nama : Aidilman  
NIM : 1416232875  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris  
Universitas : Institut Agama Islam Negeri (IAIN) Bengkulu  
Judul penelitian : The correlation between motivation and achievement in learning english at the seventh grades of SMP Negeri 22 Bengkulu Selatan

Adalah benar telah melaksanakan penelitian di SMP Negeri 22 Bengkulu Selatan dari tanggal 15-16 guna menyelesaikan penulisan skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Bengkulu Selatan, Juli 2020  
Kepala Sekolah

  
Marman S.Pd  
NIP:196911122003121002



**KEMENTERIAN AGAMA  
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Website: www.iainbengkulu.ac.id

Nomor : 2052/ In.11/F.II/TL.00/07/2020

9 Juli 2020

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Kepala SMPN 22 Bengkulu Selatan  
Di -  
Kabupaten Bengkulu Selatan

*Assalamu 'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Correlation Between Motivation And Achievement in Learning English at The Seventh Grades of SMP Negeri 22 Bengkulu Selatan*"

Nama : Aidilman  
NIM : 1416232875  
Prodi : Tadris Bahasa Inggris  
Tempat Penelitian : SMPN 22 Bengkulu Selatan  
Waktu Penelitian : 13 Juli s/d 24 Agustus 2020

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum Warahmatullah Wabarakatuh.*

Dekan,

\*Zubaedi

f



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Jurusan : Tadris  
Program Studi : Bahasa Inggris

Pembimbing I/II : Dr. Ali Akbar Jono, M. Pd  
Judul Skripsi : The correlation between  
motivation and achievement in learning  
English at the seventh of SMPN 22  
Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	16 September 2019	BAB I	Tambahan referensi Background of the Study	Ur
2.	17 Desember 2019	BAB I	Perbaiki susunan isi BAB I	Or
3.	17 Desember 2019		Perbaiki cover dan Judul	
4.	7 Januari 2020	BAB II	Tambahan referensi BAB II	Ar
5.	13 Januari 2020	BAB I	Tambahan Rumusan masalah.	
6.	24 Januari 2020		Perbaiki format penulisan preposisi	Ar
7.	28 Januari 2020	BAB I	Perbaiki penulisan Rumusan masalah	
8.	5 Februari 2020		ACC	

Bengkulu, ..... 2020

Pembimbing I/II  
Dr. Ali Akbar Jono, M. Pd  
NIP. 19750925200011210004

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Nama Mahasiswa : Aidilman Pembimbing I/II : Dr. Ali Akbar Jono M.Pd  
 NIM : 110222025 Judul Skripsi : The Correlation Between  
 Jurusan : Tarbiyah Bahasa Inggris Motivation and achievement in learning English  
 Program Studi : Bahasa Inggris at the Seventh Grades of SMP N 22 B.S.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	22 Juli 2020	Perbaiki Sistem Penulisan, Susunan kata, Elocution, dll.	---	✓
2.	29 Juli 2020	Perbaikan sistem penulisan footnote. Bab 1 - 5.	Selamatkan dg paragraph penulisan	✓
3.	27 Juli 2020	Perbaiki sistem penulisan abstract dan lampiran dg benar.	---	✓
4.	28 Juli 2020	Buat list of table, gambar dan diagram.		
5.				

Bengkulu, ..... Juli 2020

Pembimbing I/II

Dr. Ali Akbar Jono

NIP. 19970925200011210069

Mengetahui,  
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 Program Studi : Bahasa Inggris  
 Pembimbing I/II : Fera Zafrianita  
 Judul Skripsi : the Correlation between  
Motivation in learning English and their  
achievement at the seventh of  
smp N 22 Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	13-03-2019	bab I	Perbaiki BAB I secara keseluruhan.	
2	20-03-2019		---	
3	25-03-2019		Perbaiki tenses dari future tense ke present tense.	
4	22-04-2019	Bab II	Tambah lagi Pendapat para ahli	
5	29-04-2019		Ubah tenses dari future ke present tense.	
6	29-04-2019	Bab III	Perbaiki hypotesis	
7	6-05-2019		Acc.	

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 Dekan,  
  
Dr. Zubaidi, M.Ag., M.Pd.  
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Nama Mahasiswa : AIDILMAN  
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Jurusan : Tadris Bahasa Inggris  
Program Studi : Bahasa Inggris  
Pembimbing I/II : Fera Zaskrianta M.Pd.  
Judul Skripsi : the correlation Between  
motivation and achievement in learning  
English at the Seventh Grade of SMPN 27  
Bengkulu Selatan

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	6 Juli 2020	Perbaiki susunan dalam Penulisan BAB I - BAB 5.	Perbaiki Penulisan, space, dan lain-lain	
2	8 Juli 2020	Perbaiki Penulisan Abstract dan ubah chapter III kedalam past tense.	Perbaiki penulisan Abstract, Lihat contoh yang benar.	
3	16 Juli 2020	Lengkapi lampiran, questionnaire yang telah di jawab oleh sample.	---	
4	13 Juli 2020	Lengkapi data data kuantitatif, Sr, Dedication, motto, etc.	---	
5	19 Juli 2020	Tambah lagi sumber atau REFERENCE.	---	
6	16 Juli 2020	Tambahkan Grafik dalam bab VI atau hasil.	---	
7	20 Juli 2020	Cover Granthor, + Acc.	---	

Bengkulu, ..... Juli 2020

Pembimbing I/II  
  
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NIP. 196003081991031005



### DOCUMENTATION

