

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND
THEIR ACHIEVEMENT IN STUDYING ENGLISH**

(A Correlational Study at SMAN 1 Woyla)

THESIS



Submitted by

NUR RAFASAH

Student of Faculty of Education and Teacher Training

Department of English Language Education

NIM. 140203089

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

BANDA ACEH

2019 M/ 1440 H

THESIS

Submitted to the Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Banda Aceh
In Partial Fulfillment of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

By:

Nur Rafasah

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 140203089

Approved by:

Main Supervisor,

Co. Supervisor,



Syarifah Dahliana, M.Ag., M.Ed., Ph.D



Mulia, M.Ed

It has been defended in Sidang Munaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

Monday, January 28th, 2019 M
Jumadil Awal 21th, 1440 H

Banda Aceh

Chairperson,



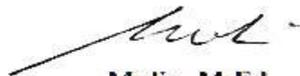
Syarifah Dahliana, M.Ag., M.Ed., Ph.D

Secretary,



Fera Busfina Zalha, MA

Member,



Mulia, M.Ed

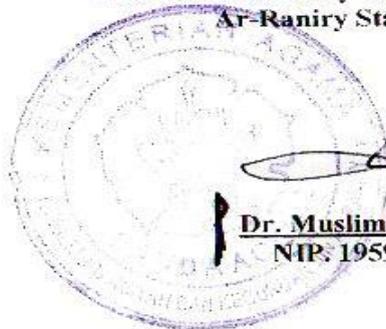
Member,



Alfiatunnur, M.Ed

Certified by:

**The Dean of Faculty Education and Teacher Training
Ar-Raniry State Islamic University**



Dr. Muslim Razali, S.H., M. Ag
NIP: 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email prodipbi.ar-raniry@gmail.com, Website <http://ar-raniry.ac.id>

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : NUR RAFASAH
NIM : 140203089
Tempat/Tgl. Lahir : Glee Siblah / 27 Juli 1995
Alamat : Jln Blang Bintang Lama, Desa Lampuuk, Kec. Darussalam, Kab. Aceh
Besar.
Judul Skripsi : The Correlation Between Students' Motivation and Their Achievement in
Studying English

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 12 Januari 2019,
Saya yang membuat surat pernyataan,



Nur Rafasah

ACKNOWLEDGEMENTS



Alhamdulillah, All praise to Allah SWT, the lord of the world who has blessed and given the strength to the writer in completing this “thesis” the undergraduate program in Department of English language education, Ar-Ranniry State Islamic University. My best regards and prayers are presented to our greatest Prophet Muhammad SAW, who has given the way of truth and guided us from the Jahiliyah era to Islamiyah era.

The writer would like to express her sincere gratitude and appreciation to her supervisor, Miss Syarifah Dahliana, M. Ag., M.Ed., Ph. D as first supervisor and second advisor, Mulia, M. Ed who have given the consultation, guidance, support, advice, correction and suggestion to the writer during completing the thesis. Without those, this thesis could never be completed. Then, her gratitude is also extended to T. Zulfikar as the head master of the English Study Program and all her lectures at Department of English Faculty of Education and Teacher Training that have transferred much knowledge and guided during her study in university.

Her deepest gratitude to the headmaster of SMAN 1 Woyla, Sunaryadi, S.Pd., for giving her permission to conduct her research. My warm gratitude to Mrs. Rusdiana, S.Pd and her students in XI IPA² of SMAN 1 Woyla, West Aceh who had helped her to conduct this research.

Her special gratitude is also devoted to her beloved mother, Hj. Mariana and father, H.Jauhari. Thank you so much for your kindness, affection, advices, guidance, instruction and help in all my life, your love is beyond any words. Then, thanks to her lovely brother and sister; Ahmad Zaky, Wirda, Asmaul Husna and her special grandfather, Hasan and grandmother, Bulen for extraordinary love, support, care, and prayer in every condition for her.

In addition, she would like to thank Fetra, for help, support, and motivation. To her best friends in *Darul Aman* dormitory is the great thankful for their supports in finishing her education. Her sincere thanks also for all friends of English Education Department in year 2014 especially to Srifika, Jasmaniar, Qurrata for the great togetherness, friendship, and love. She hopes their friendship is everlasting.

At last, the writer realizes that this thesis is still far from perfection. Therefore, criticism and suggestions from readers are highly appreciated.

Banda Aceh, January 14th, 2019

Nur Rafasah

ABSTRACT

Motivation is one of main important things for better achievement in studying English. The aims of this study are to find out students motivation in learning English, and to figure out the correlation between students' motivation and their achievement in studying English at SMAN 1 Woyla. The writer collected the data from questionnaire and documentation and analyzed the data through percentage of questionnaire, and using *pearson's product moment coefficient of correlation* SPSS 0.20. This study involved thirty one students of third grade senior high school of 1 Woyla. The writer took the sample by using random sampling. The findings in this research are; there are 11 (35,5%) students have high motivation, 20 (64,5%) students have very high motivation and no one students related to low and moderate category. The calculation result of students' motivation is 64,09 which means the third grade students at SMAN 1 Woyla have very high motivation in learning English. The result of correlation between two variable or r_{xy} is 0,719. So that $r_{xy} > r_{table}$; $0.719 > 0.355$ which showed that the null hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It means that there is a strong correlation between students' motivation and their achievement in studying English.

Keyword: *motivation, achievement, learning English*

TABLE OF CONTENTS

THESIS COVER

APPROVAL LETTER FROM SUPERVISOR

**SIDANG MUNAQASYAH-EXAMINER SIGNATURE DECLARATION
OF ORIGINALITY**

ACKNOWLEDGMENTS.....	v
ABSTRACT.....	vii
TABLES OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi

CHAPTER 1 : INTRODUCTION

A. Background of Study	1
B. Research Questions.....	4
C. The Aim of Study.....	4
D. Terminology	5
E. The Research Hypothesis.....	6
F. Significance of Study	7

CHAPTER II : LITERATURE REVIEW

A. The Understanding of Motivation.....	8
1. Definition of Motivation.....	8
2. Types of Motivation.....	9
3. The Influence Factors of Motivation.....	10
B. Achievement in studying English.....	15
1. The Understanding of Achievement.....	15
2. Factors in Learning Achievement.....	16
3. Achievement in Learning English.....	18
C. Previous Study.....	18

CHAPTER III : RESEARCH METHODOLOGY

A. Research design.....	22
B. The Population and the Sample.....	22
C. Instrument for Data Collection.....	24
D. The Technique of Data Analysis	25
1. Questionnaire	25
2. Correlation Measurement	26

CHAPTER IV : RESULT AND DISCUSSION	
A. The Result of Questionnaire	29
B. The result of students' English Score.....	43
C. The Correlation between Students' motivation and their English Learning achievement Score	44
D. Discussion	48
CHAPTER V : CONCLUSIONS AND SUGGESSTIONS	
A. Conclusions	50
B. Suggestion	50
REFERENCES.....	52
APPENDICES	
AUTOBIOGRAPHY	

LIST OF TABLES

Table 3.1	: The likert scale.....	24
Table 3.2	: The interpretation of motivation score.....	26
Table 3.3	: The interpretation of correlation.....	27
Table 4.1	: Knowing English isn't really an important goal in my life.....	30
Table 4.2	: Studying English is important because it will make me more educated.....	30
Table 4.3	: I would rather spend more time in my English class and less in other classes.....	31
Table 4.4	: I really enjoy learning English.....	31
Table 4.5	: I think my English class is boring.....	32
Table 4.6	: I keep up to date with English by studying it almost every day.....	32
Table 4.7	: I hate English.....	33
Table 4.8	: It embarasses me to volunteer answers in our English Class.....	33
Table 4.9	: I would rather spend my time on other subjects than English.....	34
Table 4.10	: I put off my English homework as much as possible.....	34
Table 4.11	: Studying English is important because it will enable me to better understand and appreciate the English way of life.....	35
Table 4.12	: When I have a problem understanding something in my English class, I always ask teacher for help.....	35
Table 4.13	: I'm losing any desire I ever had to know English.....	36
Table 4.14	: I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.....	37
Table 4.15	: To be honest, I don't like my English class.....	37
Table 4.16	: I really work hard to learn English.....	38
Table 4.17	: Studying English is important because other people will respect me more if I know English.....	38
Table 4.18	: I feel anxious if someone asks me something in English...	39
Table 4.19	: English is one of my favorite subjects.....	40
Table 4.20	: Studying English is important because it will allow me to meet and converse with more and varied people.....	40
Table 4.21	: The motivation score.....	41
Table 4.22	: The interpretation result of motivation score.....	42
Table 4.23	: The English learning score.....	43
Table 4.24	: The correlation score of motivation (X) and achievement (Y).....	45
Table 4.25	: The result of correlation calculation.....	47

LIST OF APPENDICES

- Apendix 1 : Appointment Letter of Writing Thesis
- Apendix 2 : Recommendation Letter of Conducting Research from Faculty of tarbiyah and Teacher Training
- Apendix 3 : Licence letter from SMAN 1Woyla
- Apendix 4 : Questionnaire
- Apendix 5 : Score of r Product Moment

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of International languages that most used in the world. English has been used in many fields, including business, politics, science, technology, entertainment, world trade, culture, sporting events, internet, Education and so on. Learning English is a way to gain access to a wider range of information, connections and opportunities. Therefore nowadays almost everyone is required to be able to speak English, but in reality many people are less motivated to learn English.

Motivation is important to encourage the students to learn. Gardner (1985, cited in Ariel, 2010) states that motivation is one of the main factors affecting learning English and a student with high motivation will learn properly. For this reason, it is useful for students to choose the subject based on their interest in order to motivate them in learning.

Lack of learning motivation affects the achievement of students. Bank and Finlapson (1980, cited in Adedeji, 2007, p.151) found that “successful students were found to have significantly higher motivation for achievement than unsuccessful students that have lack of motivation”. It means that higher motivation can set of students achievement.

From the writer experiences, The writer has seen some teachers at school did not support or motivate their students to learn. Teachers only provide the learning

process without motivate the students to be interested in their learning. The writer also had interviewed some students in SMAN 1 Woyla about their motivation in learning English. Some students answered that they learn English because they were motivated of graduated teacher from abroad and even they learn English because they also want to go abroad like them. Students who have that motivation usually got high learning scores.

Other Students answered that they learn English because the encouragement of their parents; their motivation in learning English does not come from their passion. So they are not very motivated and eager to learn English and as a result it affects their score. They only got a standard score. This condition is similar as Dornyei states that “one of main determinants of second/foreign language learning achievement is motivation” (in Rosalina, 2014, p. 275). It can be concluded that motivation will affect learning achievement.

Results of research that was carried out by Wahyuni (2007, P. 668) shows that “the learning motivation influences positive effects to student’s achievement”. Low or high learning achievement is influenced by the low or high level of students' motivation. For instance, an intelligent student may fail due to lack of motivation. In other words, that with diligent effort and especially based on the exact motivation they get, they will be more successful in learning (Svinicki, 2005). Therefore, the success of a student is not always due to intelligence, but it must be supported by motivation.

In this case, Motivation is an important role in creating conditions or processes that lead students to learn activities. Waseem (2013, p.175) stated that

motivation can be called the desire, need or urge to learn, do, achieve or acquire something. Thus, motivation for students is very important to be success in the future.

In terms of learning English, motivation has been widely accepted as one of the key factors affecting the level and success of second or foreign language learning, including English. Locke (1996, cited in Humaida, 2012) states that “Motivation provides the primary impetus to initiate learning English language and later the driving forces to sustain the long and often tedious learning process”. A large set of theories includes many variables that influence students' motivation in learning a second language; the both theories are intrinsic and extrinsic motivations that motivate them in learning English as a second language.

Students’ motivation plays an essential role in learning English. Indeed, the role of learners' motivation in learning has been examined by many researchers who are interested in this field of study. Gardner (1985, quoted in Chunmei, 2013) seems to support this idea and show that "motivation in language learning is very important". He pointed out that the motivation of learning a foreign language contains four aspects: goals, business behavior, desire to achieve goals and attitudes. Students who have strong learning motivation take a right and positive attitude toward learning and strive to master English with clear goals and desires and consequently get better grades. It is true that motivation is a basic factor in language learning so that no student can avoid paying attention to motivation. Therefore, students should pay more attention to motivation, which can encourage students to learn English actively.

Based on the description above, the writer is curious to find out how the student's motivation in studying English among the students of Senior High School 1 Woyla and also the writer want to figure out the correlation between the students' motivation and their achievement in studying English.

B. Research Questions

Based on the background of the problems above, the identification of problems in this study are as follows:

1. How are motivations of the students at Senior High School 1 Woyla in learning English?
2. Is there any correlation between students' motivation and their achievement in studying English?

C. The Aim of the Study

Based on the problems of the study, the aims of the study are formulated as follows:

1. To find out the motivations of the students Senior High School 1 Woyla in learning English.
2. To figure out the correlation between the students' motivation and their achievement in studying English.

D. Terminology

1. Motivation

The word motivation derived from the word “motivated”. It means to make someone feel determined or eager to do something (Dictionary of American English). Then added by suffix “ion” and become a noun. Motivation is what stimulates students to acquire, transform and use knowledge. Kitjaroonchai (2013) said motivations as “the strong desire to learn and the satisfaction experienced in the learning process and the learning outcomes”. In this research motivation can be defined as students’ stimulus or reason in learning English.

2. Students’ achievement

Student achievement is a student who achieves well academically, earns life skills. It includes the quality and quantity of a student's work. Achievement is something that someone has successfully done, especially after many attempt (Dictionary of American English). Teaching and learning in the classroom is an activity of transforming knowledge, attitude, and skills (Suharti, 2012, p. 1). Students are expected to develop, and improve their learning capacity and skills based on what the teacher teaches. Students should be motivated in the learning process, and then students who follow the learning process will be able to achieve their achievement which usually the teacher shows it in the form of score.

3. Learning English

According to Hilgrad dan Bower (Baharuddin, 2010, p.13) Learning is “to gain knowledge, comprehension, or mastery of trough experience or study, to fix

in the mind or memory; memorize; to acquire through experience, to become in form of to find out. So learning is process gaining knowledge from experiences. It can be achieved through study. In this research, Learning is student's activities to receive knowledge or skill through reading, listening, speaking, and writing in English language

E. The Research Hypothesis

Most of students in SMA 1 Woyla are really like English. They learn English because they know how important the English itself and it also can give good contribution in the future. So the hypothesis of this research is formulated as follow:

H_0 = there is no correlation between students' motivation and students' English learning achievement.

H_a = there is correlation between students' motivation and students' English learning achievement.

In this study, the writer use the alternative hypothesis. It is necessary to prove the notion of correlation between students' learning motivation and English learning achievement.

F. Significance of the Study

The study is expected can give a good contribution for the students and the lecturers as mentioned in the following.

1. for student

This research is expected to increase students' knowledge about the influence of motivation and students' achievement in studying English. This research is expected to greatly assist the students in learning English.

2. for teacher

This research can be used by teachers to achieve the success of the teaching process and they can expand their knowledge about students' motivation and achievement in learning English. So this can be reference for teachers to know the types of students' motivation. Thus, the teachers know what to do, if they get the students with low motivation in learning.

3. for the writer

This study will be help to enrich writer's insight and knowledge about the problem being studied, and the writer can learn how to analyze the problem.

CHAPTER II

LITERATURE REVIEW

A. The Understanding of Motivation

1. Definition of motivation

There are some definitions of motivation given by some experts.

Harmer (1991, p.3) stated that the meaning of motivation as an "internal drive" that drives someone to do something that is worthy of our goals and interesting, then we will try to achieve it; this is called "the action driven by motivation". "Motivation is something that energizes and direct behavior" (Nicolich, 1980). Paul (1994) said motivation is the process whereby goal-directed activity is instigated and sustained. In the same way sadirman (1992) said in his book "motivation is an inner moving spirit of an individual to do a certain activities to achive a goal and motivate to become active in finites circumstances, especially when someone is pushed by a real need to reach a goal". Then, Parsons, Hinson and Brown (2001, p. 28) state that motivation as a component or an important factor in the learning process, learn and motivate to achieve something. Learn to make us gain new knowledge and skills while motivation is our driving force in learning.

From the definitions above, it can be concluded that motivation is to push or to encourage somebody to achieve the goal. This is a driving factor and encouragement that can trigger a sense of enthusiasm and also be able to change the behavior of humans or individuals to lead to better things, including learning behavior.

2. Types of Motivation

Motivation can be classified into two types, they are:

a. Intrinsic Motivation

Intrinsic are motivation which appears from individual itself. For example: someone wants to get knowledge or skill, so this motivation appears by himself to gain the knowledge and improve the skill. "Intrinsic motivation is willingness to reach the goal within the action itself" (Nasution 1986, p. 80). Besides, intrinsic motivation is essential for the integration process of internal awareness and knowledge is assimilated or mixed with new knowledge.

b. Extrinsic Motivation

Extrinsic motivation is the motivation which stimulus from out of the individual. Based on Paul statement, extrinsic motivation is motivation to engage in an activity as a goal to an end. It is often influenced by external factors such as reward and punishment (Paul, 1983, cited in Rizkina, 2012). For example: a student is motivated to learn English because he will get a gift from his parents when they achieved a good score. It means, an individual who are extrinsically motivated work on task or learning English because they believe will get reward from others and avoidance punishment as well.

To sum up, intrinsic motivation is a motivation to do an activity as itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. On the other hand, extrinsic motivation is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform

and do affairs as they think that their contribution rewarded and prevention of punishment.

3. The Influence Factors of Motivation

Motivation is so decisive role in the success and failure in learning a second language. Spolsky (1990, p. 157) states that motivated students tend to learn more and learn faster than students who are not motivated. In certain learning situations, students are less motivated tend to lose their attention, behave and lead to discipline problems. Conversely, higher motivation that had by students who will participate actively and more attention to the specific learning task or activity.

There are two factors that affect students' motivation in learning English. Those are internal and external factors:

a. Internal Factor

1) Physiological Aspect

Physiological condition can influence students' spirit in learning process. Unhealthy body can decrease the cognitive competence. Thus, the students are unable to comprehend the material appropriately. In addition, students attitude also affect students motivation in learning process. Students with good behavior can easily interact with the teacher and other students while the opposite, bad behavior can make them difficult to build good relationship in teaching learning process and difficult in absorb the lesson.

2) Age

Students of different age have different needs, competence and cognitive skill and goal. Children learn foreign language through fun activities such as; playing and singing a song (Setiyadi, 2006 p. 181). The languages should be presented through the sounds and the children hear it naturally. It is easy for them to remember or recognize something new in their air. Sometimes, some people argue children learn the language faster than adult, so that, age is one internal factor that influence students „motivation.

3) Goal

Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve the goal, and the goal is also the big influence for someone to be motivated to make it come true. It means the students who have certain purpose also have motivation inside to reach it. It could be long term goals such as looking for better position in job or short term goal like passing the test or the examination.

4) Need

Student need to study the second language because they have to fulfill some requirement that obligated them to master the second language. For example: a student wants to continue his study abroad and the citizen around him use English to communicate each other. In this case, learning second language is need for him.

According to Lunandi (1993), the richest source for learning material comes from inside of the students. So the internal factor are factors within students, namely the physical or spiritual condition or condition of students, goal, need and others. These factors can affect students in learning. So it can be said that the internal factors are the basic capital needed for students in learning English.

b. External Factor

There are some external factors that affect students' motivation in learning English.

1) Family

Family support especially parent is essential for students, parents take the role as first educator of the students. It is very important because parents' education provide significant effect for their development. They show their support by respect students' achievement and interesting with the progressing of their learning process (Fitri, 2013). In Addition, parent always struggle to give the best for them by choosing better school to develop their ability. However, there is not only parent affect student's motivation externally. Brother and sister who have experienced about learning also give suggestion and motivation in learning second language.

2) Teacher

In teaching learning process, teacher has a great influence on students' motivation. Teacher needs to be creative and innovative in finding strategies and method in learning process to improve students' motivation in learning second language. There is no best method but there is a best teacher who can lead student in learning and always motivate them. In addition the teacher should motivate their students by sharing their wonderful story in learning English as well and always motivate them to learn English sincerely.

3) Peers

The peer group as the micro system in that it comprises relationship, roles, and activities. Peers are equal; they usually of the same gender and age. They also have similar social statuses interest. The students share everything with their peers. Furthermore, per group a peer to be homogenous and more than anything else tend to define a quality of students school life.

There are some ways how the peers influence each other (Rizkina, 2012):

a) Reinforcement

Reinforcement is giving attention. Approving others' behavior (smiling, laughing, praising) increases the likelihood of behavior recurring. The behavior could be sharing, or it could be active aggressive. On the other hand, reinforcement is approval and acceptance of others.

b) Modeling

Modeling is imitation. The students do something by imitate people around them. They usually tend to imitate their friend about what they have done and etc.

c) Competition

Competition affects students' motivations as well. It divided in two types; achievement competition and competition to other people. In achievement competition, the students must know the result that is achieved and then attempt to increase the result. Meanwhile in competition to other people, the students learn and compare the result achieved with other students. Thus, students are motivated to be the better one.

4) Society

Society influence student motivation. This factor indicates where they live and how the society around them. If the live in the city. Automatically, they are influenced by people around them who study and get education start from kindergarten till university. Thus, the students are motivated to study by their society. However, the students who live in rural area or hinterland which most of people work as farmer and sailor will not receive education well because they have to help their parents or look after their young sisters or brother. Nevertheless, some of them are interested and motivated to study English language.

5) Facility

The other factor influence students' motivation in learning is the facilities or media. According to Gagne media is various components in students;

environment that can influence stimulate them to learn (Rahardijo, 2008 p. 76). The facilities of study are needed by students and teacher to encourage the teaching programmed. The complete facilities such as: language laboratories, books that related to language in the library and etcetera. It makes students more interesting in learning second language. While incomplete learning facilities make the learning process cannot run well.

To sum up, the external factor is a factor or condition that comes from outside the individual student who also encourages students to do learning activities. External factors that include family, teacher, peers, community factors and others have an important role in encouraging the success of learning to students. For this reason it is very important for a student to have external motivation. Dornyei (1998) put stress on the influence of motivation, which is considered as a key to learning a second language and one of the biggest factors affecting language learners' success. Thus, the external motivation is very needed beside they have the internal motivation.

B. Achievement in studying English

1. The Understanding of Achievement

Supriyono and Ahmadi (2004, p.33) state that achievement is a thing concerning learning outcomes or results achieved by students which is measured through a series of tests at the end of learning activities. So achievement is a measuring tool to measure what students have learned or what skills have been mastered by students. Achievement is the result that someone has achieved in carrying out activities. It is a concrete skill or outcome that can be achieved at a

certain time or period. Achievements in this study are the results that have been achieved by students in the learning process.

To see how far students have learned in their learning, teachers can see through their achievement tests. The writer concludes that achievement tests are a way of measuring student progress in their learning. With achievement tests, teachers get evidence of students' advance.

2. Factors in Learning Achievement

Learning achievement is the result that has been achieved from the learning process after participating in a learning program which is stated with a score or value (in Mustamin, 2010, p. 154). The measurement of student learning achievement in formal education has been determined such as midterm exams (UTS) and semester final exams (UAS). To know the learning achievement of students is necessary to find out how far the learning and learning process takes place effectively. The effectiveness of the learning process will be seen in the ability of students to master the subject matter.

Learning achievement is essentially as a reflection of learning efforts. In general, the better the learning effort, the better the achievement will be. This is inseparable from the factors that influence it, among others, interest, motivation, parents' level of education, income level of parents, and so on. The learning interest which is also an internal factor in determining learning achievement is a strong foundation in learning. Because with the interest in learning, students will be motivated to learn and will be able to achieve maximum performance.

Another factor that influences learning achievement is motivation. Motivation arises because of an interest. Hurlock (1986), defines interest as a source of motivation that will direct someone to what they will do if given the freedom to choose it. If they see something that has meaning to them, then they will be attracted to something that will eventually lead to satisfaction for them. Motivation is an important factor that is non-intellectual, which can encourage students to express their ability to do something learning activities so that behavior changes occur to achieve a goal of high learning achievement.

In addition to interest and motivation, the level of education of parents is also considered the most influential factor on a person's learning achievement, because the higher the level of education of parents, the more positive the attitude towards the role of the school. This means that the level of education of parents is correlated with a positive attitude towards education. In addition, the level of education of parents also influences employment and correlates with income levels. The higher the level of education of a person, the greater the income that will be obtained. Those with high education can be absorbed in modern (formal) sectors that have greater income than the traditional (informal) sectors.

This was also stated by Djamarah (2002, p. 48) who said that the factors that influence students' achievement are learning goals, teaching materials used, teaching and learning activities, methods, tools, sources and evaluation of teaching and learning process. Therefore, every student needs to pay attention to the factors in improving learning achievement.

5) Achievement in Learning English.

Learning achievement is expected change of students' behavior after experiencing the teaching learning process (Hamalik, 2004, p. 48). While according to Dimiyati and Moedjiono (2002, p. 36), learning achievement is an achievement which is shown from an action learning interaction and is usually shown with the score of the test given by the teacher. Furthermore, according to Djamarah (2008, p. 54), learning achievement in essence is the end result of a learning process. To find out students' achievement, a teacher need to do evaluation of learning material that has been given; how far are students able to provide feed back from each evaluation given by the teacher.

English learning achievement is the result achieved from the progress of student in the class. This level of achievement can be proven by the score obtained after learning. Rosalina (2014, p.15) said that "English learning achievement can be described as the result of English learning process that students get from the teachers in form of score." So achievement in learning English is a learning result obtained after learning English. In this study, achievement scores can help the writer to find out the students' ability in English.

C. Previous Study

This Research has been conducted by many researchers. Closely Thesis was done by Chan Chie Yuet, "The Relationship between Motivation and Achievement in Foreign Language Learning" in a Sixth Form College in Hong Kong (2008). This study that examined about motivation and achievement. This study attempts to unveil relationship between motivation and achievement in

learning English in a sixth form college in Hong Kong. The data collected by using questionnaire and interview. The findings indicated that there was a positive relationship between motivation and achievement among this sample of Hong Kong Advanced-level students in this sixth form college.

Another study by Chalernporn Choosri and Usa Intharaksa in the study titled *Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students* also helps the writer to know deep about the study of motivation and achievement. This research conducted in order to (a) find out the levels of motivation in students with high and low achievement, (b) investigate the differences and similarities in motivation of students with high and low achievement, (c) to investigate the relationship between motivation and students' achievement. The subjects were 140 second-year students in electronics technology program and building construction program, Hatyai Technical College in the first semester of the Academic Year 2010. The instruments used for data collection were a questionnaire were statistically analyzed by using the SPSS program for percentage, frequency, mean, standard deviation, t-test and correlation coefficient and interview. The participants mentioned that they have studied English in order to be successful in their future education and career and instrumental motivation was found to have more impact on students than integrative one. In conclusion, motivation has positive relationship with students' English learning achievement.

Another topic related to this study is “The Correlation between English Learning Motivation and Achievement” in Three Chinese Junior Middle Schools by Yang, Y. and Mukherjee, D. find out that there is positive correlation between students’ English learning motivation and students’ achievement. The sample is taken from three classes of students selected from first grade junior middle school. Data are collected from the motivation questionnaires administered to students and also interviews with their English teacher to collect their average English grade, which indicates their English achievement.

Furthermore, a Research by Viona Rosalina with the title : The Relationship between Students’ Motivation and Their English Learning Achievement :A Correlational Study at the Second Grade of SMAN 3 TANGSEL. This study is purposed to find out the correlation between students’ motivation and their English learning achievement. The sample of this study is the 31 students in the XI Science 4 class. The English learning achievement is got from the students’ English learning score, while the students’ motivation score was got from questionnaire about it. The questionnaire consists of 33 items. This questionnaire was formulated based on Ur’s description about motivated learner. The result showed that there is no correlation between students’ motivation and their English learning achievement.

The similarity of this study with the previous one is to examine the correlation between motivation and the level of achievement in learning English. While the differences come from the research sample, which include number of sample, place, sampling technique. These differences will provide different result. Thus, this research is difference from previous finding above.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer will use a Correlational research in a quantitative design. In correlational method, the writer uses the correlation statistical test to describe and measure between two variable. A correlation study (Minium, 1993, p. 143) is to define a relationship between two variables. In this research, the writer would like to see the possibility of correlation between the students' motivation as independent variable (X variable) and their achievement in studying English as dependent variable (Y variable).

B. The Population and the Sampel

1. Research Population

According to Sugiyono (2014, p. 119), the population is a region of generalization that consists of objects or subjects that have qualities and characteristics certain set by the writer to be studied and then drawn the conclusions. Based on that opinion, the population of this study is the whole students of third grade of SMAN 1 Woyla. Total students of third grade of SMAN 1 Woyla are 123 students. This third grade is distributed in 4 classes, 2 classes for science class and the 2 class for social class. In each science class, the class consists around 31 – 34 students. For social classes, the class has 28-30 students.

2. Research sample

Minium (1993, p. 15) say that, “ Sample is a part or representative of the population that will be observed.”The writer used simple random sampling (SRS) to specify and determine the sample of this research. Systematic random sampling is a random sampling technique which is frequently chosen by writer for its simplicity and its periodic quality.

According to Gay and Diehl (1992), the sample should be in the large group. They assumed that the more sample taken the more representative the result would be and it also could be generalized to other similar cases. Yet the size of sample always depends on the Research types;

1. Descriptive research took the minimum sample about 10% of the population.
2. 30 subjects were the minimum size for correlational Research.
3. Causal comparative Research took minimum 30 subjects for each group.
4. Experimental research took 15 subjects for each group.

Because this Research was included to correlational Research, the writer took the size of sample based on Gay’s theory, namely 31 students.

C. Instrument for Data Collection

In collecting the data, the writer will use the instruments with the following below:

1. Questionnaire

To get the data for the variable X, the writer use the questionnaire. The questionnaires were adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner. Actually, there are many statements relating to attitude or motivation but the writer only took 20 items of statements which are appropriate with this study. So the writer only took the motivation statement from AMTB and then translated it into Indonesian Language to avoid misunderstanding toward the items provided. Through questionnaire, the writer could get students' motivation score.

In this research, the writer used questionnaire to know the students' motivation of SMAN 1 Woyla. The instrument has some alternative options based on Likert Scale; Strongly Agree (*sangat setuju*), Agree (*setuju*), Disagree (*tidak setuju*), and Strongly Disagree (*sangat tidak setuju*). As see below:

Table 3.1
The Likert Scale

Alternative options	Score	
	Favorable	Unfavorable
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

The questions of questionnaire are about the students motivation in studying English. From the description, the writer formulated it into some statements in the questionnaire.

2. The Documentation

To know the students' English learning achievement, the writer use their daily and midterm scores as the documentation. The data will be collected from the English teacher.

D. The Technique of Data Analysis

1. Questionnaire

To calculate the data of questionnaire, the writer used the simple statistic formula. The data would be presented in percentage by using the following pattern:

$$P = \frac{F}{N} \times 100\%$$

Which :

P: Percentage

F: Frequency of Respondents

N: Number of Students

100% : Constant Value

Then, the level of score is adopted from percentages scales by Suharsimi (2002). It can be seen from the table below:

Table 3.2

The Interpretation of Motivation Score

Score X (%)	Interpretation
0-20	Low
21-40	Moderate
41-60	High
61-80	Very High

The table above indicates the level of students' motivation based on the result of their response of the questionnaire.

2. Correlation Measurement

In order to answer research question, the writer uses the Correlation Product Moment to measure the students' score and to find out the correlation between students' motivation and their achievement in studying English. The writer did description analysis to describe the data statistically.

The technique on data analysis used correlation technique from Pearson Product Moment, that is (Sudijono, 2006, p.209 in Rosalina, p.24):

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

Explanation:

R_{xy} = Coefficient of correlation between X variable and Y variable

$\sum X$ = The total score of the distribution of variable X (Students' Motivation)

$\sum Y$ = The total score of the distribution of variable Y (Students' Achievement)

$\sum XY$ = Sum of multiplication of X and Y

N = Number of Sample

X^2 = Sum of X quadrate

Y^2 = Sum of Y quadrate

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below (Hasan, 2009, p.44 in Rosalina, p. 25):

Table 3.3

The Interpretation of Correlation

Interpretation	
0.00 – 0.20	The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables.
0.20 – 0.40	There is weak correlation between X variable and Y variables.
0.40 – 0.70	There is enough correlation between X variable and Y variables.

0.70 – 0.90 There is strong correlation between X variable and Y variables.

0.90 – 1.00 There is very strong correlation between X variable and Y
variables.

To make easy in calculating the data, this interpretation table of product moment scale is important to know whether there are very high correlation, high correlation, moderate correlation, low correlation, or no correlation.

CHAPTER IV

RESULT AND DISCUSSION

The results of this study are obtained from questionnaire and documentation. The questionnaire method was used to get the motivation results. The documentation method was used to obtain English scores of students.

This research was conducted in December 2018. This study focused on the third grade of SMAN 1 Woyla which is located in Tingkeum Panyang Kecamatan Woyla Kabupaten Aceh Barat. This school has 34 teachers and 364 students. The writer delivered the questionnaire in class IPA-2 for getting motivation score. This class consists of 31 students. For the students' English score, the writer obtained it from the English teacher, Ms Rusdiana.

Finally, the writer analyzed each data. First, the students' motivation was assessed by using percentages. Then, to know the correlation between students' motivation and their English learning achievement, the writer analyzed the data by applying the formula of Pearson Product Moment in SPSS 0.20 Program.

A. The result of Questionnaire

The data of students' motivation score obtained from questionnaires given to students. This questionnaire consists of 20 statements, which consists of 10 positive statements and 10 negative statements, each of the statements has 4 alternative answers.

The result of the questionnaire is the following table :

4.1. Knowing English isn't really an important goal in my life.

Options	F	(%)
a. Strongly Agree	2	6, 46
b. Agree	2	6, 46
c. Disagree	5	16, 12
d. Strongly Disagree	22	70, 96
Total	31	100 %

Table 4.1 shows that the majority of students (70, 96 %) chose Strongly Disagree. This indicates that the students consider knowing English is really an important goal in their life.

4.2. Studying English is important because it will make me more educated.

Options	F	(%)
a. Strongly Agree	27	87, 1
b. Agree	4	12, 9
c. Disagree	0	0
d. Strongly Disagree	0	0
Total	31	100 %

The table indicates that 27 (87,1 %) of the students chose Strongly Agree. It means that the students believe English is important because it will make them more educated.

4.3. I would rather spend more time in my English class and less in other classes.

Options	F	(%)
a. Strongly Agree	19	61, 3
b. Agree	6	19, 35
c. Disagree	6	19, 35
d. Strongly Disagree	0	0
Total	31	100 %

As shown in table 4.3 most of the students chose Strongly Agree (61,3 %). It means they rather spend more time in English class and less in other classes. This shows that they are very interested to learn English.

4.4. I really enjoy learning English.

Options	F	(%)
a. Strongly Agree	22	70, 97
b. Agree	9	29, 03
c. Disagree	0	0
d. Strongly Disagree	0	0
Total	31	100 %

The table describes 22 (70, 97 %) of the students chose the first option to respond to the statement. Then, there were 9 (29, 03 %) students chose agree. It means that the students really enjoy learning English.

4.5. I think my English class is boring.

Options	F	(%)
a. Strongly Agree	0	0
b. Agree	6	19, 35
c. Disagree	10	32, 26
d. Strongly Disagree	15	48, 39
Total	31	100 %

Based on the table mention that 6 (19, 35 %) of the students chose Agree, that means their English class is boring. While 10 (32, 26 %) of the students chose Disagree and 15 (48, 39 %) of the students chose Strongly Disagree. Thus, it can be concluded that most of students think that their English class is not boring.

4.6. I keep up to date with English by studying it almost every day.

Options	F	(%)
a. Strongly Agree	9	29, 03
b. Agree	7	22, 58
c. Disagree	13	41, 93
d. Strongly Disagree	2	6, 46
Total	31	100 %

The table describes that 13 (41, 93 %) of the students chose Disagree and 2 (6,46 %) chose Strongly Disagree. From the result shows that They do not keep up to date with English by studying it almost every day. It means they are not

studying English every day.

4.7. I hate English.

Options	F	(%)
a. Strongly Agree	0	0
b. Agree	1	3, 23
c. Disagree	12	38, 71
d. Strongly Disagree	18	58, 06
Total	31	100 %

The table explains that the majority of student chose Strongly Disagree (58,06 %). Then, only one student (3,23 %) chose Agree. It means They like to learn English.

4.8. It embarrasses me to volunteer answers in our English class.

Options	F	(%)
a. Strongly Agree	3	9, 68
b. Agree	7	22, 58
c. Disagree	18	58, 06
d. Strongly Disagree	3	9, 68
Total	31	100 %

The table 4.8. shows that most of the students chose Disagree (58, 06 %). It means the students do not embarrassed to be volunteer answer in their English class.

4.9. I would rather spend my time on other subjects than English.

Options	F	(%)
a. Strongly Agree	3	9, 68
b. Agree	9	29, 03
c. Disagree	14	45, 17
d. Strongly Disagree	5	16, 12
Total	31	100 %

The students' responses to the statement above shows that the majority of students chose the third alternative(45,17%) with the option of Disagree. It indicates that the students would rather spend their time on English than other subjects.

4.10. I put off my English homework as much as possible.

Options	F	(%)
a. Strongly Agree	0	0
b. Agree	5	16, 12
c. Disagree	16	51, 62
d. Strongly Disagree	10	32, 26
Total	31	100 %

The table describes that most of the students chose Disagree (51, 62 %) and 10 (32, 26 %) of them chose Strongly Disagree. It means the students finish their English homework as much as possible.

4.11. Studying English is important because it will enable me to better understand and appreciate the English way of life.

Options	F	(%)
a. Strongly Agree	17	54, 83
b. Agree	14	45, 17
c. Disagree	0	0
d. Strongly Disagree	0	0
Total	31	100 %

The table above shows that there were 17 students or 54, 83 % chose the first option to respond to the question and 14 students or 45, 17 % Agree that Studying English is important because it will enable them to better understand and appreciate the English way of life. It means that more than half of students strongly agree that English is very important.

4.12. When I have a problem understanding something in my English class, I always ask the teacher for help.

Options	F	(%)
a. Strongly Agree	14	45, 16
b. Agree	15	48, 38
c. Disagree	2	6, 46
d. Strongly Disagree	0	0
Total	31	100 %

The table presented that there were 14 students or 45, 16 % Strongly Agree that when they have a problem understanding something in their English class, they always ask the teacher for help; and 15 of respondents chose Agree. Then, only 2 students or 6,46 % chose Disagree. It can be concluded that the students always ask the teacher when they have a problem understanding something in English.

4.13. I'm losing any desire I ever had to know English.

Options	F	(%)
a. Strongly Agree	2	6, 46
b. Agree	7	22, 58
c. Disagree	15	48, 38
d. Strongly Disagree	7	22, 58
Total	31	100 %

Based on the table above, there were 2 respondents said that they're losing any desire they ever had to know English. Then, most of them or 15 respondents (48, 38 %) chose Disagree. It means they still have any desire they ever had to know and learn English.

4.14. I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.

Options	F	(%)
a. Strongly Agree	0	0
b. Agree	10	32, 26
c. Disagree	12	38, 71
d. Strongly Disagree	9	29, 03
Total	31	100 %

The table shows many students do not tend to give up and pay attention when they don't understand their English teacher's explanation of something. It is proven by 12 respondents or 38, 71 % chose Disagree and 9 respondents or 29, 03 % chose Strongly Disagree. From the data, we can conclude that the students do not give up and still pay attention although they don't understand the English teacher's explanation.

4.15. To be honest, I don't like my English class.

Options	F	(%)
a. Strongly Agree	0	0
b. Agree	5	16, 13
c. Disagree	20	64, 52
d. Strongly Disagree	6	19, 35
Total	31	100 %

The result for this item shows that 20 students (64, 52 %) chose disagree with the statement above. It means the student like their English class.

4.16. I really work hard to learn English.

Options	F	(%)
a. Strongly Agree	4	12, 9
b. Agree	19	61, 29
c. Disagree	6	19, 35
d. Strongly Disagree	2	6, 46
Total	31	100 %

The table 4.16 shows that majority (61, 29 %) of the students chose the second alternative as their response to the statement. This indicates that the students really work hard to learn English.

4.17. Studying English is important because other people will respect me more if I know English.

Options	F	(%)
a. Strongly Agree	15	48, 39
b. Agree	12	38, 71
c. Disagree	4	12, 9
d. Strongly Disagree	0	0
Total	31	100 %

The table explains that 15 (48, 39 %) of students chose the first option,

12 (38, 7 %) students chose to agree, and only 4 (12, 9 %) students chose to disagree. This indication states that they strongly agree with studying English is important because other people will respect them more if they know English.

4.18. I feel anxious if someone asks me something in English.

Options	F	(%)
a. Strongly Agree	2	6, 46
b. Agree	15	48, 38
c. Disagree	11	35, 48
d. Strongly Disagree	3	9, 68
Total	31	100 %

Based on the table, it shows that the respondents who feel anxious if someone asks them something in English were 2 respondents with a percentage of 6, 46 %. Then, 15 respondents or 48, 38 % agreed with the statement above. In brief, there were half of the students feel anxious if someone asks them something in English.

4.19. English is one of my favorite subjects.

Options	F	(%)
a. Strongly Agree	5	16, 13
b. Agree	8	25, 80
c. Disagree	14	45, 17
d. Strongly Disagree	4	12, 9
Total	31	100 %

The table above informs that 14 (45, 17 %) respondents disagree English is one of their favorite subjects and 4 (12, 9 %) respondents chose strongly agree. It means that more than half of students said that English is not one of their favorite subjects.

4.20. Studying English is important because it will allow me to meet and converse with more and varied people.

Options	F	(%)
a. Strongly Agree	27	87, 1
b. Agree	4	12, 9
c. Disagree	0	0
d. Strongly Disagree	0	0
Total	31	100 %

The table shows that 27 or 87,1 % chose strongly agree and only 4 or 12, 9 % of students chose agree with the statement above. It can be concluded that the students strongly agree that studying English is important because it will allow them to meet and converse with more and varied people.

The table below shows the result of students' motivation in learning English especially at third grade IPA-2 of SMAN 1 Woyla.

Table 4.21

The Motivation Score (X)

N	Initial Name	Score X
1	Ag	63
2	AM	65
3	CRD	58
4	FR	58
5	FA	57
6	FB	56
7	Ha	71
8	HW	68
9	IS	75
10	IF	63
11	IT	65
12	Ja	62
13	Li	61
14	MR	60
15	Ma	75
16	Mas	55
17	Mu	55
18	MY	60
19	MI	70
20	Na	75
21	NH	75
22	Pu	68
23	RT	52
24	RY	77
25	RM	56
26	Ri	60
27	Sa	70
28	San	68
29	SY	65

30	TL	63
31	UW	61
Total		Σ 1987

Based on the table above, it can be concluded that each students has different score of motivation which is clearly explained in the table above. The level of score is adopted from percentages scales by Suharsimi (2002). It can be seen from the table below:

The Interpretation of Motivation Score

Score X (%)	Interpretation
0-20	Low
21-40	Moderate
41-60	High
61-80	Very High

The table above shows that level of students' motivation based on the result of their answer of the questionnaire.

Table 4.22

The Interpretation Result of Motivation Score

No	Criteria	N	%
1	Low	-	-
2	Moderate	-	-
3	High	11	35,5%
4	Very High	20	64,5%

The table above shows that there were 0 % students have low motivation, 0 % students moderate motivation, 35,5% students high motivation and 64,5% students very high motivation. The total of average score of motivation is 64,09

which means the students of SMAN 1 Woyla especially at third grade IPA-2 related to very high motivation.

B. The result of students' English Score

As a dependent variable, students' English learning score took from the daily test and their midterm test. The writer got the data from the English teacher, Ms. Rusdiana. The description of data as below:

Table 4.23

The English Learning Score (Y)

N	Initial Name	Score Y
1	Ag	80
2	AM	80
3	CRD	80
4	FR	79
5	FA	75
6	FB	80
7	Ha	80
8	HW	85
9	IS	90
10	IF	80
11	IT	79
12	Ja	80
13	Li	85
14	MR	85
15	Ma	85
16	Mas	85
17	Mu	79
18	MY	80
19	MI	90
20	Na	90
21	NH	90
22	Pu	85
23	RT	79

24	RY	90
25	RM	79
26	Ri	85
27	Sa	85
28	San	85
29	SY	80
30	TL	80
31	UW	80
Total		Σ 2565

In brief, based on the description above, related to KKM (Minimum Criteria of Mastery Learning) english subject in that school; there are 71-100 related to high, 41-70 related to moderate and 0-40 means that low. If students got the score below 70, it means they are not pass KKM. The result of writer found that all students have high English score in english major at SMAN 1 Woyla.

C. The Correlation between Students' Motivation and their English Learning Achievement Score

To see the correlation between students' motivation and their achievement in studying English, it is calculated through the Pearson Product Moment.

Table 4.24**The Correlation Score of Motivation (X) and Achievement (Y)**

No	Initial Name	X	Y	XY	X²	Y²
1	Ag	63	80	5040	3969	6400
2	AM	65	80	5200	4225	6400
3	CRD	58	80	4640	3364	6400
4	FR	58	79	4582	3364	6241
5	FA	57	75	4275	3249	5625
6	FB	56	80	4480	3136	6400
7	Ha	71	80	5680	5041	6400
8	HW	68	85	5780	4624	7225
9	IS	75	90	6750	5625	8100
10	IF	63	80	5040	3969	6400
11	IT	65	79	5135	4225	6241
12	Ja	62	80	4960	3844	6400
13	Li	61	85	5185	3721	7225
14	MR	60	85	5100	3600	7225
15	Ma	75	85	6375	5625	7225
16	Mas	55	85	4675	3025	7225
17	Mu	55	79	4345	3025	6241
18	MY	60	80	4800	3600	6400
19	MI	70	90	6300	4900	8100
20	Na	75	90	6750	5625	8100
21	NH	75	90	6750	5625	8100
22	Pu	68	85	5780	4624	7225
23	RT	52	79	4108	2704	6241
24	RY	77	90	6930	5929	8100
25	RM	56	79	4424	3136	6241
26	Ri	60	85	5100	3600	7225

27	Sa	70	85	5950	4900	7225
28	San	68	85	5780	4624	7225
29	SY	65	80	5200	4225	6400
30	TL	63	80	5040	3969	6400
31	UW	61	80	4880	3721	6400
		Σ	Σ	Σ	$\Sigma^2 =$	$\Sigma^2 =$
		1987	2565	165034	128813	212755

$$r_{xy} = \frac{\Sigma (X - \bar{X})(Y - \bar{Y})}{\sqrt{[\Sigma (X - \bar{X})^2][\Sigma (Y - \bar{Y})^2]}}$$

$$r_{xy} = \frac{(\quad)(\quad)}{\sqrt{[\quad][\quad]}}$$

$$r_{xy} = \frac{\quad}{\sqrt{[\quad][\quad]}}$$

$$r_{xy} = \frac{\quad}{\sqrt{[\quad][\quad]}}$$

$$r_{xy} = \frac{\quad}{\sqrt{\quad}}$$

$$r_{xy} = \frac{\quad}{\quad}$$

$$r_{xy} = \quad$$

Then, the table below automatically shown the used of *correlation product moment* of SPSS 0.20 Program.

Table 4.25
The Result of Correlation Calculation
Correlations

		Motivation Score	English Learning Score
Motivation Score	Pearson Correlation	1	,719**
	Sig. (2-tailed)		,000
	N	31	31
English Learning Score	Pearson Correlation	,719**	1
	Sig. (2-tailed)	,000	
	N	31	31

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

From this table, the sig value. (2-tailed) is 0,000 less than 0.05. It means there is a positive correlation and significant between student motivation and their achievement in studying English at SMAN 1 Woyla. The results of the calculation of data analysis both using SPSS 20.0 and with manual calculations obtained the same correlation coefficient, namely 0.719.

To see the interpretation of the index number of the *Correlation Product Moment*, the writer looked at the interpretation of r table as mentioned in table 3.1. From the table, the result included in the fourth category (0.70 – 0.90) that describes there is a strong correlation between X variable and Y variable, or it can be stated that there is a high correlation between students' motivation and their achievement in studying English. Based on r_{table} , $r_{table} < r_{result}$; $0,355 < 0,719$.

This hypothesis described, if $r_{xy} > r_{table}$ means there is has correlation between X variable and Y variable, H_a is accepted and H_o is rejected. The $r_{xy} < r_{table}$ means there is no correlation between X variable and Y variable, H_o is accepted and H_a is rejected. From the result above, the writer got that $r_{xy} > r_{table}$; $0.719 > 0.355$, it means H_a is accepted and H_o is rejected. In another word, there is has correlation between students' motivation and their achievement in studying English.

D. Discussion

The purpose of this study was to find out the motivations of the students SMAN 1 Woyla in learning English and to figure out the correlation between the students' motivation dan their achievement in studying English. In conducting the research, the writer applied two kinds of instrument to get the data for this research; there are questionnaire and documentation. The writer also conducted two research questions. To answer the first research question, the writer used questionnaire, and to the second research question, the writer used correlation formula of *Pearson's product moment*. The questionnaire was given at the first meeting and the documentation took from the teacher at the second.

For the first research question about the motivations of the students at Senior High School 1 Woyla in learning English, the writer used questionnaire. The total of sample are 31 participants. The result from the questionnaire shows that there were 0 % students have low motivation, 0 % students moderate motivation, 35,5% students high motivation and 64,5% students very high motivation. The total of average score of motivation is 64,09 which indicated

most of the students of SMAN 1 Woyla especially at the third grade IPA-2 related to very high motivation.

For the second research question about the correlation between students' motivation and their achievement in studying English, the writer used the result of questionnaire and documentation of students' English score to calculate the data. The correlation result of students' motivation and students' achievement is 0,719 which is included in the fourth category (0.70 – 0.90) that describes a strong correlation between X variable and Y variable, or it can be stated that there is a high correlation between students' motivation and their achievement in studying English. Based on r_{table} , $r_{table} < r_{result}$; $0,355 < 0,719$, the score indicates that there is a positive correlation between two variables (X and Y).

From the data above, the writer can conclude that motivation has a connection in learning English. This is similar with the result of the research conducted by Wahyuni (2007) who said that "the learning motivation influences positive effects on students' achievement". Thus, motivation is one of the factors that has a close relationship with the students' achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and data analysis in the previous chapter, it can be concluded that there is positive significant correlation between students' motivation and students' achievement of student third grade in the English class at SMAN 1 Woyla. The result shows that there are 11 (35,5%) students have high motivation, 20 (64,5%) students very high motivation and no one students related to low and very moderate category. It means that most of students in the third grade of IPA 2 have very high motivation (64,5%) which are indicated from the questionnaire responded.

The calculation of data also shows that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be seen that r_{xy} is 0.719 and the result from r_{table} in 5% significance level is 0.355. So r_{xy} is bigger than r_{table} or it can be stated that $r_{xy} > r_{table}$; $0.719 > 0.355$. It means that there is a strong correlation between students' motivation and their achievement in studying English at SMAN 1 Woyla for 2018/2019 academic year.

B. Suggestions

In order to improve the students' motivation and their achievement in studying English, the writer proposed some suggestions that could be applied in the teaching-learning process as follows:

1. For teachers and schools are expected to provide more learning motivation. Giving motivation is very important because without the motivation in learning from the teacher and the school, the students will be less interest in learning and it will affect their learning achievement.
2. For students are expected to motivate themselves and give more attention to improve their learning achievement, not only on English subjects but also on other subjects.
3. For the next researchers who will conduct research in this field, it is expected that this research can be an illustration, information, and input about the correlation between students' motivation and their achievement in studying English.

REFERENCES

- Ariel, F.K. (2010). Motivation Strategies In English Language Learning. *Languages and Social Sciences Department Cebu Technological University*,5, 1-9
- Baharuddin, (2010). *Teori Belajar dan Pembelajaran*. Jogjakarta: Arruz Media.
- Chalerporn, C., & Usa, I. (2011). *Relationship between Motivation and Students' English Learning Achievement. A study of the Second – year vocational certificate level Hatyai Technical College Students*. Thailand: Prince of Songkla University.
- Chunmei, Z.L. (2013). The Study of Student Motivation on English Learning in Junior Middle School -- A Case Study of No.5 Middle School in Gejiu. *Canadian Center of Science and Education*, 6(9), 136-145
- Creswell. J.W (2009). Third Edition: *Research Design (qualitative, Quantitative and Mixed Method Approach*. California: SAGE Publication.
- Dimiyati & Moedjiono. (2002). *Belajar dan Pembelajaran Rineka*, Cipta: Jakarta.
- Djamarah, dkk, (2002). *Strategi Belajar Mengajar*, Rineka Cipta. Jakarta.
- Djamarah.(2008). *Prestasi Belajar dan Pembelajaran*. Cipta Karya: Jakarta.
- Fitri. S. (2013), *The Influence of Digital Games Based Learning on Students' Learning Outcomes and Motivation*. (Unpublished thesis). Banda Aceh: UIN Ar-Raniry University.
- Gardner, R. C., and Lambert, W.E. (1972). *Attitude and Motivation in Second Language Learning* . Rowley, MA: Newbury House.
- Gay, L. R, & Diehl, P. L. (1992). *Research methods for Business and Management*. New York: MacMillan Publishing Company.
- Hamalik & Oemar. (2004). *Proses Belajar Mengajar*. Bumi Aksara: Jakarta.
- Hasan, Iqbal. (2009). *Analisis Data Penelitian dengan Statistik*, Jakarta: PT Bumi Aksara.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: United Kingdom : Oxford University Press.

- Humaida. (2007). The Impact of Motivation on Student's Academic Achievement and Learning Outcomes in Mathematics among Secondary School, Students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(2), 149-156.
- Kitjaroonchai, N. (2013). Motivation Toward English Language Learning of Students in Secondary and High Schools in Education Service Area. *International Journal of Language and Linguistics*. 1(1), 22-33.
- Lightbown, P.M., & Spada, N. (1999). *How languages are learned*. Oxford: Oxford University.
- Lunandi. (1993). *Pendidikan Orang Dewasa*. Jakarta: PT. Gramedia Pustaka Utama
- Margono S. (2000). *Metodology Penelitian Pendidikan*. Jakarta: Rineka Cipta.
- Minium, Edward.W. (1993). *Statistical Reasoning in Psychology and Education*. Emertus: San Jose State
- Mustamin, H. (2010). *Faktor-Faktor yang Mempengaruhi Prestasi Belajar*. (Publish thesis). Makassar: State Islamic Univesity Alauddin.
- Nasution, S. (1986). *Didaktik Azas-Azas Mengajar*. Bandung: Jemmars
- Nicolich, A. E. (1980). *Educational Psychology for Teacher*. USA.
- Parsons, R., Hinson, S., Brown, D. (2001). *Educational psychology : practitioner – researcher models of teaching*. University of Virginia: Wadsworth Thomson Learning.
- Paul, R. (1994). *Motivation in Education*. Prentice Hall.
- Rahardijo . et. Al. (2008). *Media Pendidikan. Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT. Raja Grafindo Persada.
- Rizkina, R. C. (2012). *Students' Motivation in Learning English in Remote Area*. (Unpublished thesis). Banda Aceh: UIN Ar-Raniry University.
- Rosalina, Zoltan D. (2014), Motivation and Motivating in the Foreign Language Classroom, *The Modern Language Journal*, 78(3), 273-284.

- Rosalina, V. (2014), *The Relationship between Students' Motivation And Their English Learning Achievement*.(Thesis). Jakarta: The Syarif Hidayatullah State Islamic University.
- Sadirman. (1992). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: CV Rajawali
- Setiyadi, B. A. G. (2006). *Teaching English as Foreign Language*. Jogjakarta: PT. Graha Ilmu.
- Sudijono, Anas. (2006). *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada.
- Suharsimi Arikunto. (2002). *Manajemen penelitian*. Yogyakarta: PT. Rineka Cipta.
- Supriyono & Ahmadi. (2004). *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Spolsky, B. (1990). *Conditions for second language learning*. Hong Kong: Oxford University Press.
- Stuckey, H. (2015). The second step in data analysis: Coding qualitative research data. *Journal of Social Health and Diabetes*, 3(1), 1-7.
- Sugiyono. (2014). *Metode Penelitian Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Alfabeta: Bandung
- Svinicki, (2005). *Student goal orientation, motivation, and learning*. Idea Paper 41. Idea Center. Manhattan, KS.
- Wahyuni, A. (2007). *Pengaruh Motivasi Belajar dan Metode Pembelajaran terhadap Prestasi Belajar Akuntansi Siswa Kelas I. Jurusan Akuntansi SMK Pelita Nusantara I Semarang*.
- Waseem, F. (2013). Anxiety amongst Learners of English as a Second Language: An Examination of Motivational Patterns in the Pakistani Context. *International Journal of Humanities and Social Science*.3(16), 174-184.
- Wilson, R.A., & Keil, F.C. (2001). *The MIT encyclopedia of the cognitive sciences*. MIT press.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 13230 /Un.08/TU-FTK/ TL.00/11/2018

28 November 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Nur Rafasah
N I M : 140 203 089
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Blang Bintnag-Tungkop, Lampuuk, Dayah Darul Aman, Aceh Besar

Untuk mengumpulkan data pada:

SMAN 1 Woyla

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Correlation Between Students' Motivation and Achievement in Studying English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 9221



**PEMERINTAH ACEH
DINAS PENDIDIKAN**

SEKOLAH MENENGAH ATAS NEGERI 1 WOYLA KABUPATEN ACEH BARAT
Jln. Tgk. Disarah Kuala Bhee Kec. Woyla Kab. Aceh Barat (23654)
Email : sman1woylaacehbarat93@gmail.com

Surat Keterangan Penelitian

Nomor: 421.3 / 372 / 2018

Berdasarkan Surat dari Universitas Islam Negeri Ar-Raniry Banda Aceh No. B- 13230 /Un.08/TU-FTK/TL.00/11/2018 tanggal, 28 November 2018 tentang **Izin Pengumpulan Data**, Maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Woyla Kabupaten Aceh Barat menerangkan :

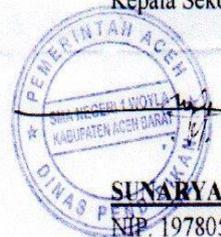
Nama : Nur Rafasah
NIM : 140 203 089
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Ar-raniry Banda Aceh
Alamat : Jl. Blang Bintang Tungkop,Lampuuk,Dayah Darul Aman,Aceh
Besar

Yang bersangkutan telah selesai melakukan penelitian di SMA Negeri 1 Woyla Kabupaten Aceh Barat, terhitung tanggal 04 s.d 07 Desember 2018 guna penulisan skripsi dengan judul **“ The Correlation Between Students’ Motivation and Achievement in Studying English”**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kuala Bhee, 08 Desember 2018

Kepala Sekolah



SUNARYADI, S.Pd

NIP. 19780510 200212 1 005

QUESTIONNAIRE

RESEARCH ON THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR ACHIEVEMENT IN STUDYING ENGLISH CLASS XII SMAN 1 WOYLA

Name:

Class:

Directions:

1. Write your name and class in the upper left corner
2. Your answer will not affect your scores
3. Answer this question honestly
4. Put a checklist (√) on your answer

Information :

- a) SA: Strongly Agree
- b) A: Agree
- c) D: Disagree
- d) SD: Strongly Disagree

** Adopted from The Attitude / Motivation Test Battery by R. C. Gardner*

No	Statement	SA	A	D	SD
1.	Knowing English isn't really an important goal in my life.				
2.	Studying English is important because it will make me more educated.				
3.	I would rather spend more time in my English class and less in other classes.				
4.	I really enjoy learning English.				

5.	I think my English class is boring.				
6.	I keep up to date with English by studying it almost every day.				
7.	I hate English.				
8.	It embarasses me to volunteer answers in our English class.				
9.	I would rather spend my time on other subjects than English.				
10.	I put off my English homework as much as possible.				
11.	Studying English is important because it will enable me to better understand and appreciate the English way of life.				
12.	When I have a problem understanding something in my English class, I always ask teacher for help.				
13.	I'm losing any desire I ever had to know English.				
14.	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.				
15.	To be honest, I don't like my English class.				
16.	I really work hard to learn English.				
17.	Studying English is important because other people will respect me more if I know English.				
18.	I feel anxious if someone asks me something in English.				
19.	English is one of my favorite subjects.				
20.	Studying English is important because it will allow me to meet and converse with more and varied people.				

@Thanks for Your Participation@

Distribusi nilai r_{tabel} Signifikansi 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

AUTOBIOGRAPHY

Name : Nur Rafasah
Place/date of Birth : Glee Siblah, Juli 27th, 1995
Sex : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Single
Occupation : Student
Address : Jln. Meulaboh-Kuala Bhee, Desa Glee Siblah, Kec.
Woyla, Kab. Aceh Barat

Educational Background

2002-2008 : SDN 1 Cot Lagan
2009-2011 : SMPN 1 Bubon
2012-2014 : SMAN 1 Bubon
2014-2019 : UIN Ar-Raniry Darussalam, Banda Aceh
Faculty : Tarbiyah of English department
Student's Number : 140203089
Father's Name : Jauhari
Father's Occupation : Farmer
Mother's Name : Mariana
Mother's Occupation : House Wife
Address : Jln. Meulaboh-Kuala Bhee, Desa Glee Siblah, Ke.
Woyla, Kab. Aceh Barat

Banda Aceh, January 12th, 2019
Writer,

Nur Rafasah