



**THE CORRELATION OF STUDENTS' MOTIVATION  
AND STUDENTS' ENGLISH ACHIEVEMENT  
AT GRADE VIII SMP NEGERI 9  
PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a  
Partial Fulfillment of Requirement for Degree of  
Islamic Education Scholar (S.Pd.I) in English*

**Written by:**

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THE STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2015**

Term : Thesis  
a.n. Pike Khairani Nst

Padangsidimpuan, November, 2015  
To :



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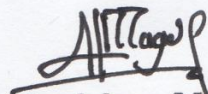
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After reading, studying and giving advice for necessary revision on thesis belongs to **PIKE KHAIRANI NASUTION**, entitled "*The Correlation of Students' motivation and Students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

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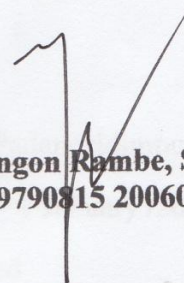
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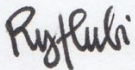
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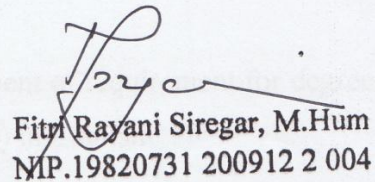
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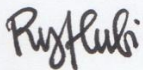


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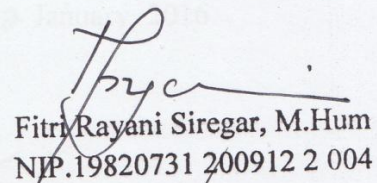


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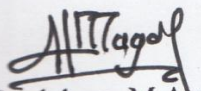
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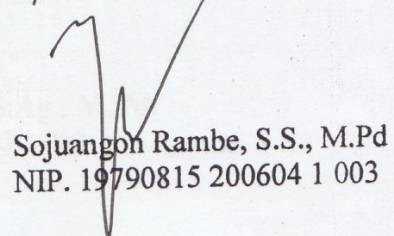
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## ABSTRACT

**NAMA : PIKE KHAIRANI NST**  
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**JUDUL SKRIPSI : THE CORRELATION OF STUDENTS' MOTIVATION AND STUDENTS' ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 9 PADANGSIDIMPUAN.**

This research is about students' motivation and students' English achievement. The formulation of the problem: Is there correlation of students' motivation and students' English achievement on grade VIII SMP Negeri 9 Padangsidimpuan? This research intended to know the students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The research was conducted by quantitative method. based on result of report and final semester on DKN some of is not enthusiastic in learning Language of English finally its value very ugly or get value low.

This study the purpose to show whether there are correlation of students' motivation and students' English achievement in learning English. The objective of this study is to find out the correlation and solve the problem. It is a fact from questionnaire to students; they told that study English is very difficult. There are many factors that indicate the students' English achievement such as: the speaking, reading, and writing low motivation, and unless interaction by using English with the teacher.

This research was done by using quantitative research. The sum of population from this research 240 students grade VIII SMP Negeri 9 Padangsidimpuan from Propotional Random Sampling . The used samples in this research were 50 students of grade VIII SMP Negeri 9 Padangsidimpuan. To get the data the researcher used questionnaires and test, to find out the Correlation of Students' Motivation and students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan.

Based on the result of the research, it was font the percentage of the Correlation of Students' Motivation and students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan was significant. Because the value of "r" calculated were **0.381**, while the value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant was 0.284. It showed "r" calculation was higher than  $r_{table}$  or **0.381 > 0.284**. It has high correlation and it means that the hypothesis was accepted.



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Padangsidempuan, 15 November 2015

Yours Truly



**Pike Khairani Nst**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

Motivation is effort to response provide certain conditions, so that someone will and wish to do something, and if doesn't like, hence will be out for negate or later feeling do like that. The base meaning of motivation is internal organism of human or animal that is supported to make something motivation very important for us or human not for animal always.<sup>1</sup>

According to Wasty Soemanto good planning in learning, instrument, method which is used, does not surely give satisfaction to the result if students and teachers does not have motivation. Without motivation it is very difficult to reach goal, because of that it needs to know or understand motivation theories in teaching learning process particularly: There are many theories about students motivation such as:<sup>2</sup>

First, intrinsic theory. Human has three points of desire, in this case it is called instinct too, namely: self-maintaining, self-developing, and individual maintaining. Human being activity is driven by those three instincts, so according to this theory, to motivate someone should be based on which instinct that will be directed and needed

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<sup>1</sup>Sardiman A. M. *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, pers 2011), p.73.

<sup>2</sup>Wasty Soemanto. *Psikology Pendidikan*, ( Jakarta: Rineka Cipta, 2003), p. 201.

development. For example; one student who is very diligent in learning even though his family life is poverty. Something that motivate him to study diligently may be he wants to be clever, it means there is self-developing, and maybe he wants to get a job after graduating, Another example, one student is motivated to quarrel because he often feels be despaired and scorned by his friends because they said he is stupid, it means there is self-maintaining.

Second, hedonism theory. Hedonism Greek it means, joy or pleasure, happiness, comfortable. According to hedonism theory human is an individual who thinks life is important, life which full of happiness and comfortable. So, if in individual faces one problem which need solving, he will choose the alternative solving which make happiness than to be solved difficulty, dangerous, and suffering.

The implication of this theory raises an opinion that everybody will go away from dangerous, suffering but prefer to do something which give happiness to them at school the students in class room will be happy and applaud when they hear an announcement from the head master that their mathematics teacher is absent because of unhealthy. According to this theory will not be lazy. If they think learning is important for them they will be motivated to do it, because they will be got successful later.

Third, theory reaction. Reaction theory said that action or human behavior is not based on instinct but based on human patterns which is studied from culture where the human live. According to this theory if one leader or teacher will motivate their students the teacher ought to know the background and culture of students who are conducted by him.

Fourth, needs theory, this theory has opinions that act which is done by human on truth is to full their needs, physic or mental needs, because of that if one teacher wants to give motivation to their students he/she must try to know what it the need of the students which will to motivate them.<sup>3</sup>

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<sup>3</sup>*Ibid.*, p. 17.



By looking above motivation theories, so in this case motivation hold important role in learning because, it is useful to connect motif, lead an individual to do something in learning situation. It reinforces or stimulates students' in learning.

First, motivation helps students in education to Learning English is one of the most important things to improve the students achievement. Students motivation is very fundamental for students to improve their thought or ideas to build a self-confidence looking at the above phenomenon or problems.

Second, motivation helps employers, educators, government access up-to-date information in science and technology. In this globalization era, science and technology experiencing quick developing of day to day. Therefore, study English is needed in science's developing and technology at this era that students not is behind in by epoch developing.<sup>4</sup>

Finally, helps use in students' motivation the teacher should do approaches such as improve their knowledge and skill in English, using good technique evaluation teaching method, to make the students understand the problems and difficulties in learning English. Therefore to give scientific contribution on about problem

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<sup>4</sup>Cornelius J. Konig, *Integrating Theories of Motivation* (New York: Office sneers, snipes,1982)p.45-72.

that therefore this research aims to explore motivation correlation with the students English achievement.

Based on the illustration above, it is undeniably that motivation is a very important part learning English. The ability to communicate in language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. The actual fact is revealed in the following illustration. Students' English achievement based on the result of report and final semester on DKN there is not enthusiastic in learning English finally its value very ugly or get value low.

The problems need to be solved in order to avoid flaws in students as product of education. Based on the writer's observation, it is found that one time some of students are not enthusiastically in teaching learning process. Not many between them who notice to process learning that be happen. Besides, some students that the writer interview, admitted that they do not tack on learning, partly again said study English very difficulties.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. There are some solutions that can use to change students' opinion about students achievement such as 1) give them comprehension about students' achievement with creating learned condition and using teaching technique more interest in teaching learning process and

give motivation to the students' that learning language English easy to depended effort, willingness and enthusiasm, 2) make approach and give them motivation in their teaching learning process, 3) doing didactic method in teaching learning process.

First, it found the students consider that study English is unimportant. With knowing Students' English achievement with creating learned condition and using teaching technique more interesting in teaching learning process , they will more interested to know the important of study English.<sup>5</sup>

So, teachers must give them more comprehension about students' achievement with creating learned condition and using teaching technique more interest in students' motivation process by achievement process in the class. As prospective teacher therefore one ought to comprehension about motivation with creating learned condition and using teaching technique more interesting in teaching learning process, its following they can develop and teach to their student.<sup>6</sup>

Second, students' achievement about motivation with creating learned condition, there are opening students' thought about the importance of study English, The majority of the students

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<sup>5</sup>Larose Boivin, *Intrinsic identified and controlled types of motivation*, (*American Educational Research Journal*, 2010), p. 711–735.

<sup>6</sup>Benjamin ball, *motivation theories*, (Pearson Education limited England: Longman, 2002), p. 269.

of SMP Padangsidimpuan in 2015 Academic Year are incapable in expressing their thoughts and ideas. Especially in students' English achievement, many students find it difficult to develop their skills in study English. Learning English is one of the most important things to improve the student achievement. Student motivation is very fundamental for students to improve their thoughts or ideas to build a self-confidence.

The last, compared with the other two alternative solution purpose comprehension about students' achievement with motivations' process is much deeper. Approach and motivation concern with building self confident of the students.<sup>7</sup>Based on the explanation above, the researcher wants The Correlation of motivation and students achievement grade VIII SMP Negeri 9 Padangsidimpuan. The topic of this research has been chosen due to the following reasons: Although, motivation is simple, but motivation is an important to student English.

Based on the explanation above, the researcher is motivation in conducting a research with title, **“The Correlation of students motivation and students Achievement Grade VIII SMP Negeri 9 Padangsidimpuan”**.

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<sup>7</sup>Jo McDonough., et. al, *Materials and Methods in ELT : A Teacher's Guide*, 2nd Ed (UK: Blackwell Publishing, 2003), p.135.

## **B. Identification of the Problems**

Based on the above background of the problem, the researcher identifies the problems is about students' motivation and students' English achievement. The factor that indicates students' English achievement was about speaking, reading, writing, low motivation and unless interaction by using English with the teacher. Therefore, the researcher tries to find out how is the correlation of students' motivation and students' English achievement.

## **C. Limitation of the Problem**

Based on the above identification, researcher limited the discussion into motivation in learning English. There are intrinsic and extrinsic motivations in learning English that indicate students' English achievement. The problems factor is to show correlation of students' motivation and students' English achievement.

## **D. Formulation of the Problems**

Based on the above identification of the problem above, the research must arrange the formulation of problem. The formulation of the problems "How is the students' motivation and students' English achievement at Grade VIII SMP Negeri 9 Padangsidempuan?"

## **E. The Purpose of the Problem**

From the limitation of the problem above the purpose of the research is to examine whether there is correlation students' motivation and students' English achievement of SMP N 9 Padangsidimpuan.

## **F. Defenition of Operational Variable**

To avoid ambiguity, the researcer clarified the term used in this research as follow:

### **1. Students' Motivation**

Motivation is supporting to someone to do something. Motivation is powers that makes someone want to do the activities. Then, students are the collected children that take a seat in the school. In this case, the students are whose sit at Grade VIII SMP Negeri 9 Padangsidimpuan. Therefore, Students' motivation is power or supporting that given to the students at Grade VIII SMP Negeri 9 Padangsidimpuan to do their activities in learning.

### **2. Students' English Achievement**

In Oxford dictionary stated that achievement is level of skill or intelligence. Achievement is the quality of being able to something especially the physical, mental and even financial responsibilities. May even the legal way of doing something.<sup>8</sup>

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<sup>8</sup>[Http://answer.ask.com/science/psychology/what\\_is\\_achievement](http://answer.ask.com/science/psychology/what_is_achievement).



Students' English Achievement is the skill get from the test and ability students' to answer the test about the topics on English learning. Learning process can sign with the change of all students' English achievement, such as aspect Assessment cover knowledge (cognitif), skill (phsycomotor), and attitude (affectif).

Attendance in KBM, and assessment educative participant attitude, the all the things joined to become one and yield value. objective assessment not look into and discriminate educative participant background, but see interest yielded by the educative participant not because of base of who is assessment x'self have to be executed objectively and not influence by assessor subyektivitas.

## CHAPTER II

### THEORETICAL DESCRIPTION AND HYPOTHESIS

#### A. Theoretical Description

##### 1. Students' Motivation

###### a. Definition of students' motivation

Motivation theory attempts to answer three questions. First, what initiates behavior? In other words, what accounts for the fact that behavior ever begins? Second, what direct behavior? That is, given that behavior does begin, what accounts for the fact that it is this particular behavior rather than another? And third, what makes behavior stop? In short, motivation theory account for the initiation of behavior, for its direction or control and for its cessations.<sup>9</sup> Motivation is one of the key factors that help students persist when these challenges arise.<sup>10</sup> In continuation, according to Sardiman, motivation derives from 'motif' which means energy or effort that encourage someone to do something. So, motivation can be interpreted as an active activator.

The base meaning of motivation is internal organism of human or animal that is supported to make something.

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<sup>9</sup>Guy R. Lefrancois, *Psychology for Teaching*, (Six Edition), p.265.

<sup>10</sup>Jhon T. Ghutrie, Allan Wigfield and Kathleen C. Perencevich, *Motivating Reading Comprehension CORI*, Mahwah, New Jersey London, p.260.

Motivation is very important for us or human not for animal always.<sup>11</sup> While, according to Hilgard and Russel in Wasty Soemanto, stated that motivation is “the evidence seems rather clear, too, that motivation is not something applied apart from the learning situation but is an intrinsic part of it.”<sup>12</sup> So, motivation is the change of energy in individual itself. It is signed by effective supporting and reacts to achieve the goal, and it is a part of learning. Lack of motivation, it is caused of miss or lose of understanding the important of reading, then, they think that reading is an activity that make them bored, in fact, motivation becomes the supporter their concentration and help to produce the complete understanding whether in reason or emotional.

At other times, motivation refers to external stimuli, either positive or aversive, that can be applied to individuals to cause them to perform certain actions. Recently the concept has become part of science of behavior and thus has lost many of its occult qualities. Motivation is defined simply in terms of the observable conditions that can be shown to control attending and responding.<sup>13</sup>

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<sup>11</sup>Muhibbin Syah. *Psikologi Belajar*, (Jakarta: Raja Grafindo Persada, 2004), p. 152.

<sup>12</sup>Wasty Soemanto. *Psikology Pendidikan*, ( Jakarta: Rineka Cipta, 2003), p. 201.

<sup>13</sup>Charles Galloway, *Psychology Learning and Teaching*, (United States of America, 1976), p.254.

## **b. Functions of Students' Motivation in Learning**

Motivation is very important for students. Motivation is an essential condition of learning. Learning achievement become optimal if there are motivation. So motivation has three functions. There are the functions of motivation as follow:

- 1) The people conductive to do, as activator or motor that detached energy.
- 2) Establish the purpose of deed, that is to purpose that be going to bird in hand.
- 3) Select of deed, that is establish the deeds what must worked that serration for achieve our purpose, with reject the deeds that not benefit mentioned of purpose.<sup>14</sup>

## **c. Kinds of Motivation**

In Hamzahs' book<sup>15</sup>, motivation characteristics can be divided into, such as:

One of the most widely mentioned Characteristic of motivation is the hierarchy of needs characteristic forth by Hamzah. Hamzah saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he

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<sup>14</sup>Sardiman A. M. *Op., Cit*, p.85.

<sup>15</sup>Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2009), p. 40-45.

concluded that when one set of needs is satisfied, this kind of motivation. Hamzah proposes five kinds motivation levels, those are:

1) Fear

The fear, specially their posture indicates negative attitudes, and they fear often respond to questions in the class Fear motivation involves consequences. This kinds of motivation is often one that is utilized when incentive motivation fails. In a style of motivation often referred to as the, “carrot and stick,” incentive is the carrot and fear is the stick. Punishment or negative consequences are a form of fear motivation. This kinds of motivation is commonly used to motivate students in the education system and also frequently in a professional setting to motivate employees.

2) Incentive

Incentives that are used for motivation because we can improve to student with give reward until student study hard A form of motivation that involves rewards, both monetary and nonmonetary is often called incentive motivation. Many people are

driven by the knowledge that they will be rewarded in some manner for achieving a certain target or goal. Bonuses and promotions are good examples of the kinds of incentives that are used for motivation

### 3) Achievement

They found that achievement should try to increase students' English Achievement in the classroom in order to increase their achievement. motivation is also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves Generally, this feeling of accomplishment and achievement is intrinsic in nature. However, in certain circumstances be motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done.

### 4) Growth

Reviewed some of these studies and found that all of them believed that A burning desire to



increase our knowledge the need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. We seek to learn and grow as individuals. Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. We view stagnation to be both negative and undesirable.

#### 5) Power

Can help students to facilitate their learning. Between so many features that can affect learning, it seems that power can have an important role the motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases,

the craving for power induces people to harmful, immoral, or illegal behavior.

In other situations, the longing for power is merely a desire to affect the behavior of others. We simply want people to do what we want, according to our timetable, and the way we want it done.

One of the most widely mentioned kinds of motivation is fear, incentive, achievement, growth and power by Hamzah B.Uno. Hamzah saw human needs in the form, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator. So, kinds of motivation can be seen as picture follow:



Source: Hamzah B. Uno *Jenis Motivasi & Pengukurannya*.<sup>16</sup>

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<sup>16</sup>*Ibid.*, p. 46.

## 2. Students' English Achievement

### a. Definition of Students' English achievement

Students' achievement comes from two words; students and achievement. Students, according to Oxford Dictionaries is person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject.<sup>17</sup> A student is a learner, or someone who attends and educational institution.

In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other language), although in the United States a person enrolled in grades K – 12 is often called a student. In its widest use, student is used for anyone who is learning.<sup>18</sup>

Students' English Achievement is a students' doing well academically, obtaining life skills and giving back to their community Achievement goal theorists commonly identify two distinct ideas toward competence: a performance goal focused on

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<sup>17</sup> H. Douglas Brown, *Teaching by Principles and Interactive Approach to Language Pedagogy* (New Jersey: Engle Wood Cliffs, 2001) p. 236.238.

<sup>18</sup> <http://en.wikipedia.org/wiki/Students>

demonstrating ability when compared to others, and a mastery goal focused on the development of competence and task mastery students' English achievement.

Component of students English achievement there are speaking, reading and writing, and as for subdividing of problem

a. speaking

Speaking is an integrated personality that bases the background of the speaker. Another aspect like the way of dressing is an external factor influences the speakers. Henri Guntur said, "Bicara adalah kemampuan mengucapkan bunyi-bunyi artikulasi atau kata-kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan."<sup>19</sup>

The writer translates in English that speaking is the ability of someone to pronounce the sounds of the articulation or words express, to say and deliver the ideas, feeling, etc. Based on definition above, it can be concluded that articulation is the expressing of an idea or a feeling in word.

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<sup>19</sup> Henry Guntur Tarigan, *Menulis Sebagai suatu Keterampilan*, (Bandung: Angkasa, 1986), p. 15.

b. Reading

Reading is highest process from reading activity. According to H. Douglas Brown reading is primarily matter of developing appropriate, efficient comprehension strategies.<sup>20</sup> Next, Kasihani said the goal of reading is to get information from the text or content of reading. Because of that, the students' really to be train to read with the aim get information about content of reading text.

c. Writing

According to Mc. Whorter writing is an excellent means of monitoring and improving your comprehension an relation. It also an effective learning strategy. In fact, many successful almost always read with a pen in hand ready to underline ,mark, annotate, or paraphrase ideas. Then, after reading some students use writing to study and review the material. The theory outline to organize information. Write

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<sup>20</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Paedagog* (New Jersey: Prentice Hall, Inc Englewoods Cliffs, 1994), p. 291.

summarize to condense ideas or draw to show relationship.<sup>21</sup>

## **B. The Review of Related Findings**

This research was not as beginner in this title, but some researchers had been searched before which relevant with this title, they were some findings of related to this research:

Debi Pane in thesis about " A correlation of students' motivation and Speaking Ability at Grade X MAN Hutagodang Langga Payung, Labuhan Batu Selatan", The result of this research show that students' motivation and speaking ability. conclusion of her research are: The students' score in the questionnaire of students' motivation at grade VII MTs N 2 Padangsidimpuan was 72.96% it was categorized into high category, it was meant that they had high motivation in learning speaking English from ideal score. The students' score in speaking ability at grade VII MTs N 2 Padangsidimpuan was 57.86% it was categorized into enough category from ideal score .<sup>22</sup>

Next is Yusri. The correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriyah Marancar in 2010-2011 academic years. After looking the result of on 5% significant is 0.403. So,  $r_{xy}$  higher than  $r_{table}$

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<sup>21</sup>Kathieen T. McWhorter, *Efficient and flexible reading*, (Niagara Country Community College, 1992 ), p. 289.

<sup>22</sup>Debi pane, " A correlation of students' motivation and Speaking Ability at Grade X MAN Hutagodang Langga Payung, Labuhan Batu Selatan", ( A Thesis, Padangsidimpuan : 2012), p. 38



or =  $0.922 > 0.403$ . It means that there was any significantly correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriah Marancar in 2010-2011 academic years. So it can be stated that the hypothesis was accepted.<sup>23</sup>

The last, While The researcher's name Mannah khoiriah,<sup>24</sup> The Correlation between Students' Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan. There are some difficulties that faced by students when they process teaching learning English, they think study english very difficult It can be seen from the students' score. Almost all of student got low score. In addition, based on questionnaire with students', the writer has found the same answer. The students faced difficulties in student they are motivation.

### C. Paradigms of the research

Correlation is a statistical relation between two or more variables such that systematic changes in the value of one variable are accompanied by systematic changes in the other. The picture the both of variable X and Y, and the purpose of two variable that are correlation between students' motivation and students' English achievement in learning English.

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<sup>23</sup>Yusri, " The correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriyah Marancar in ",( A Thesis, Padangsidimpuan : 2011), p. 40

<sup>24</sup>Mannah khoiriah, The Correlation between Students' Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan ( A Thesis, Padangsidimpuan : 2013), p. 44

Based on explanation above correlation is a reciprocal relation between two or more things. Based on the researchers is The Correlation of students motivation and students Achievement Grade VIII SMP Negeri 9 Padangsidempuan.

#### **D. Conceptual Framework**

Based on theoretical description before, it has been explained that Motivation Very fundamental for students to improve their thoughts or ideas to build a self-confidence. In writer's opinion English motivation is utterly important. The writer concludes that practicing is very important to learning English . Practicing to speak English will reduce students' problem and difficulties in study English. It takes courage and will to practice English. Therefore researcher that to exploration will farther about the correlation of students' motivation and students' English achievement grade VIII smp negeri 9 padangsidempuan.

Further, motivation means having desire and willingness to do something which is needed by everyone to make his/her goals become succeeded in the future. A motivated person can be reached for-term goal such as a professional writer or a more short term goal like learning how particular word. So, the researcher wants to correlate motivation with students' Students' English achievement.

Achievement is actual ability and can be measured by straight use of the Instrument or devised test. The majority of the students of

SMP Padangsidempuan in 2015 Academic Year are incapable in expressing their thoughts and ideas. Especially in student achievement, many students find it difficult to develop their skills in study English. Learning English is one of the most important things to improve the student achievement.

Student motivation is very fundamental for students to improve their thoughts or ideas to build a self-confidence. The purpose of teaching English of a foreign language to Indonesian people is that can students' achievement, grasp the idea and understand in study English. Based on the explanation above have a correlation between students' motivation and students English achievement.

#### **E. Hypothesis**

Based on the limitation of problems above, so the hypothesis of this research is: "There is correlation of students motivation in learning English at SMP Negeri 9 Padangsidempuan".

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

##### 1. Place and Time

For collecting the data and information need in this research, the writer choose SMP Negeri 9 Padangsidimpuan as the location of this research. It locate on Jl. Merdeka Km.4,5, Padangsidimpuan with some considerations, namely; this school has a large number of students, so the writer thinks that she can take the valid data.

##### 2. Research Design

The kinds of this research is quantitative method. According to L.R Gay and Peter Airasian described, quantitative approach are based on the collection and analysis of numeral data, usually obtained from questionnaires, test, checklist, and other formal paper and pencil instrument.<sup>25</sup>

According to Sheila Keegan that quantitative research focuses on precise numerical measurements of consumer attitudes and behaviour – how many or how much – it is relatively easy to understand conceptually. The practicalities of conducting and analysing such research, however, are a good deal more complex.<sup>26</sup>

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<sup>25</sup>L. R Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application*(U.S.A: Prentice-hall, 2000), p.8.

<sup>26</sup>Sheilaa Keegan, *Qualitative Research, Good Decision Making through Understanding People, Cultures, and Markets* (Londona: Kogen Page Ldt, 2009), p. 11.

According to Suharsimi Arikunto<sup>27</sup>, descriptive method is purposed to examine hypothesis certainly, but just to describe 'real situation' about a variable, indication or situation. Sukardi stated<sup>28</sup> descriptive methods is a research that describe the object with real condition.

Descriptive method is a deep method to analyze man, an object, a set condition of, a thinking system, or even an incident class on present term. The objective of the descriptive method is to be make description, systematic picture or painting, factual and accurate about reality, characters and relationship among phenomenon and investigation.

It can be conclude that descriptive reseach is to analyze or make a sense percepttion (description) about situation or events. It was used to describe how the students' motivation and students' English Achievement Padangsidimpuan.

### **3. Population and Sample**

#### **a. Population**

Population is the total number of the subject in conducting the research. Population is all the field that the researcher takes in conducting the research of course needs the population, as

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<sup>27</sup>Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009), p. 234-235.

<sup>28</sup>Sukardi, *Metode Penelitian Pendidikan: Kompetensi dan Prakteknya*(Jakarta: Bumi Aksara, 2014), p. 157.

Suharsimi Arikunto states that population is all of researching objects.<sup>29</sup> According to Sugiono that population is the generalization area that consist of object/subject which have learned quantity and then is taken the summary.<sup>30</sup>

Based on the quotation previously, the population is take from all students in English department at grade VIII In order to be clear and brief, the population can be seen on the table below :

**Table I**  
**The population of the Research**

<b>NO</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	VIII – 1	10	13	23
2	VIII – 2	10	12	22
3	VIII – 3	12	13	25
4	VIII– 4	10	13	23
5	VIII– 5	9	13	22
6	VIII– 6	7	15	22
7	VIII– 7	12	13	25
8	VIII– 8	10	12	22
9	VIII –9	15	17	31
10	VIII –10	13	12	25
<b>TOTAL</b>				<b>240</b>

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<sup>29</sup>Suharsimi Arikunt, *Ibid.*, p. 130.

<sup>30</sup>Sugiono, *Statistika untuk Penelitian*, (Bandung: CV. Alfabeta, 2002), p. 55

b. Sample

Sample is sub group take from a population. As Suharsimi says sample is part or presented of the population. Because of the population more than 240 students.<sup>31</sup> So, based on the quotation previously, the writer chooses stratified random sampling to take the data. But which enlist sample is four class that is VIII-1, VIII-4, VIII-8, VIII-9.

Because of is incomplete strata value from that sample only this four classes with amount of student ninety. In this research, research use stratified random sampling and For this technique, the using a lottery technique Based on the opinion above, so group of population is class parallel, they are 10 class. The class which is choose sample is class VIII-1, VIII-4, VIII-8, VIII-9 that consist of 50 students.

a. Normality

In Normality, the data can be tested with Chi-quadrade:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)$$

Where:

$x^2$ =Chi-Quadrate

$f_o$ =Frequency is gotten from the sample/result of questioner.

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<sup>31</sup>Suharsimi Arikunto, *Prosedur Suatu Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka cipta, 2002).

$f_h$ =Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate uses significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ( $dk= k-7$ ). If result  $x_{count}^2 < x_{table}^2$ . So, it was could be concluded that the data was distributed by normal.

After do the research, the researcher concluded that the data of research was normal can be seen from result that  $x_{count}^2 = 2.281$  while  $x_{table}^2=4.822$  cause  $x_{count}^2 < x_{table}^2$  ((2.281<4.822) with degree of freedom  $dk = 7 - 3 = 2$  and significant level  $\alpha = 5\%$ . So that  $H_0$  was accepted . So, it can can be concluded that data wa distributed by normal. Next, the calculation how to get in can be seen in appendix 16.

#### **b. Homogeneity**

Homogeneity was used to know whether value of analysis research have the same variant or not. If the both of population are same, it is can be called homogeneous. To test it, researcher used formula as follow:<sup>32</sup>

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

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<sup>32</sup> *Ibid.* p. 250.



Where:

$n_1$  = Total of the data that bigger variant

$n_2$  = Total of the data that smaller variant

Hypothesis is rejected if  $F \leq F_{\frac{1}{2}\alpha, n_1-1, n_2-1}$  While if

$F_{count} > F_{table}$  hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is  $n_1 - 1$  while dk denominator is  $n_2 - 1$ .

**Table II**  
**Sample of the Research**

Class	Gender			English Achievement			Sample	
	M	F	Total	Result	M	F	M	F
VIII-1	10	13	23	76-85	9	13	5	7
				66-75	-	-		
				56-65	1	-	0	
VIII-4	10	13	23	76-85	10	13	5	7
				66-75	-	-		
				56-66	-	-		
VIII-8	10	12	22	76-85	10	12	5	6
				66-75	-	-		
				76-85	-	-		
VIII-9	15	16	31	76-85	17	14	8	7
				66-75	-	-		
				76-85	-	-		
<b>Total</b>							<b>23</b>	<b>27</b>

#### 4. Instruments of the Collecting Data

A researcher must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Questionnaire is data collector for the sake of research.<sup>33</sup> To get the data in this research, the research use two instruments, they were questionnaire and test.

##### a. Questionnaire

The instruments are questionnaire for students' motivation and test for speaking, reading and writing. A questionnaire is a set of systematically structured questions used by the researcher to get needed information from respondents. To get the data from the students, the researcher gives the questionnaire sheets for students' motivation. For x variables (students' motivation) use questionnaire. The score given 5 for strong agree, 4 for agree, 3 for doubtles, 2 don't agree, 1 strong disagree.

**Table III**  
**The Indicator of questionnaire**

Variable	Indicator	Sub Indicator	Item
Students' Motivation	1. Achievement	We desire to improve skills and prove our competency	1,2,3,4,5,6,7,8,9
	2. Incentive	Incentive motivation involves rewards	10,11,12,13,14,15
	3. Power	Can help students to facilitate their learning	16,17,18,19,20,21,22,23,24,25,26,27

<sup>33</sup>Suharsimi Arikunto, *Op, Cit.*, p. 151.

			,28,29,30, 31,32,33,
	4. Fear	Fear specially their posture indicates negative attitudes, and they fear often respond to questions in the class	42,43,44,4 5,46,47,48 ,49,50
	5. Growth	Motivation for growth can also be seen in our yearning for change	34,35,36,3 7,38,39,40 ,41
Total			50

The researcher uses questionnaires to collecting the data. The researcher would be given the questionnaires to students, then analyze the result of the questionnaire has fill of students.

#### **b. Test**

In this research, test was used as an instrument. Test can be defined as a sample of behavior.<sup>34</sup> The students were given a test to know and to get the data about students' English achievement about speaking that consists of 30 questions, reading that consists of 32 questions, writing consists of 4 questions, The test for speaking and reading was multiple choice test and writing was essay .

If the students can answer all the questions correctly, the score was 100. It means that the correct answer would be given score 2 while the wrong answer would be given 0. Then, essay test for writing, the score of the essay test was content, organization, language use, vocabulary, mechanics.

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<sup>34</sup>Sandra J.Savignon, *Communicative Competence Theory and Classroom Practice* (Massachusetts: Addison- Wesley Publishing Company, 1983), p.232.

**Table IV**  
**The writing rubric**

Features	Scores	Rubrics
Content	30-27	One idea expressed; Supporting, relevant, carefully selected details and creative; an easily identifiable purpose.
	26-22	A loosely expressed idea, some specific development, mostly relevant to topic; content and selected details those are relevant, but perhaps not consistently well-chosen for audience and purpose.
	21-17	Non-specific statement and incomplete development, insufficient details; little relevance, minimal development of main idea.
	16-13	No clear development, too short to demonstrate the development of an idea, not related details, and lack of focus.
Organization	20-18	Effective lead; effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow, a strong, inviting beginning that draws the reader in, A strong, satisfying sense of resolution or closure. Smooth, effective transitions among all elements =(sentences, paragraphs, ideas). logical order (time-space-importance) effective connecting/transitional words, conclusion
	17-14	Adequate lead; a satisfying sense of resolution or closure, some connecting/transitional words; logical, but incomplete order
	13-10	Weak lead; weak sense of resolution and conclusion, some connecting/ transitional words; not all placed appropriately.
	9-7	Weak or no lead; a lack of transitions, or when present, ineffective or overused transitions.

Language Use	20- 22	Sentence variety; extensive variation in sentence structure, length and beginnings that add interest to the text. sentence structure; that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas, complete sentences; strong control over sentence structure; fragments, if used at all, work well. Correct verb tenses, correct word order, and agreement.
	21-18	Sentence variety; variation in sentence structure, length and beginnings that add interest to the text. Sentence structure; Most of the sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. Mostly complete sentences; control over sentence structure; fragments, if used at all, work well. Several errors in verb tense, Few mistakes in word order.
	17-11	Sentence variety; some variety in sentence structure, length, and beginnings. Sentence structure; strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. Some incomplete sentences, Some inconsistent verb tense, some mistake in word order, agreement, articles, negatives, run-ons.
	10-5	Sentence variety; some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. Sentence structures; good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. Incomplete sentences; largely phrases. Random verb tense, word order, agreement, articles, negatives.
Vocabulary	25-18	Specific and effective wording; idiomatic and no spelling error dull and repeated wording; occasional errors of word/idiom

	17-14	Form, choice, usage but meaning not obscured
	13-10	Inappropriate wording; frequent spelling errors; meaning confused or obscured
	9-7	Some relevant words found, but meaning incomprehensible
Mechanics	5	Mastery of spelling, capitalization, and punctuation, strong control of conventions
	4	Occasional errors in spelling, capitalization, and use of commas, periods, and apostrophes
	3	Frequent errors in spelling, capitalization, and use of commas, periods, and apostrophes
	2	Dominated by errors in spelling, capitalization, and punctuation, end-of-sentence punctuation

**Table V**  
**The try-out of test validity (Y)**

No .	English skill	Indicator	Number of Item	Total
1.	Speaking	1. Greeting	1,2,3,6,7,8,	6
		2. Prohibition	9,10,12,13	4
		3. Instruction	4,11,14,15,16,17	6
		4. Asking and giving information and opinion	5,18,19,20,21,30,34	7
		5. Thank you, forgive and respectful	22,23,24,25,31	5
		6. Clarification	26,27,28,29,32,33	6
		7. Expressing like and dislike	29,32,33	3
		8. Congratulation	35,36,37	3
		9. Announcement	38,39,40	3
		10. Shopping list	41,42,43	3
2.	Reading	1. Prohibition	44,45,46	3
		2. Instruction	47,48,49,50,51	5
		3. Congratulation	52,53,54,75	4
		4. Announcement	55,56,57,58,59,60	6
		5. Shopping list	61,62,63,64,65,66	6
		6. Procedure text	67,68,69,70	4
		7. Descriptive text	71,72,73,74	4
3.	Writing	1. Descriptive text	1	1
		2. Mention thing vocabulary	2	1
		3. Arrange the word about	3	1

		instruction		
		4. Greeting card and congratulation	4	1
<b>Total</b>				<b>75</b>

## 5. The Result of Validity and Realibility

### a. Validity and Reliability

#### 1. Validity

Iqbal Hasan stated validity is characteristic of the good test. An instruments can be used two days :

- 1) Totally of the test validity
- 2) Item validity

In this research, the research uses item validity to get the validity instruments item validity is a part of the test as a totally to measure the questionnaires by item. <sup>35</sup>With list of  $r$ , in 5 % significant 0, 284. So, if  $r_{\text{count}} > r_{\text{table}}$  the test is classified validity  $t_{\text{count}} < t_{\text{table}}$ , so the items are not valid.

#### 2. Reliability

An instrument of the research must be reliable. A reliable test is consistent and dependable. To get the reliability of the instrument the researcher analyze the data. The researcher get reliability after analyze validity of instruments.

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<sup>35</sup>Iqbal Hasan, *Analysis Data Penelitian dengan Statistik*, (Jakarta: PT. Bumi Aksara, 2004), p. 96.

## 6. The Result Try-out of Validity and Reliability

### a. The Result of the Try-out Questionnaire

The researcher would be given the questionnaire to students' in the same grade with the sample but different the sample use the questionnaires validity from SMP Negeri 5 Padangsidempuan. For x variables (students' motivation) use questionnaire. The score given 5 for strong agree, 4 for agree, 3 for doubtles, 2 don't' agree, 1 strong disagree .

#### 1) Validity of the questionnaire

Based on the table above, result of validity of questionnaire

**Table VI**  
**The Result of questionnaire Validity**

No	Interpretation	Total
1	Valid	27
	Invalid	23
<b>Total</b>		<b>50</b>

Result of calculation by the using correlation product moment formula is determined if  $r^{\text{count}} > r^{\text{table}}$  with significant level 5% (0.284) with  $r^{\text{table}}$  product moment, so that the items that tested is valid. From the result of calculation was gotten 27 valid items from 23 items are given to the students, for invalid items which are; 8, 9, 13, 14, 18, 20, 21, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 37, 39, 41, 42, 43, 49, while for valid items,



which are: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 15, 16, 17, 19, 22, 23, 27, 34, 35, 36, 38, 40, 44, 45, 46, 47, 48,

## 2) Reliability of the questionnaire

Questionnaire of reliability with the internal consistency, done in a way try-out the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument. Criteria of questionnaire reliability is as follows:

**Table VII**  
**The Result of questionnaire reliability**

No	Interpretation	
1	$r_{11} = 0,70$ High Correlation	reliable
2	$r_{11} > 0,70$ High Correlation	Reliable
	$r_{11} < 0,70$ Low Correlation	Un- reliable

### b. The Result of the Try-out Test

The research would be given the test for students' English it is designed to provide in for about learner have been taught in class. The researcher makes the test in from 70 multiple choice and 4 essay.

**a) Validity of the Try-out Test**

Based on the table above, result of validity of test

**Table VIII**  
**Result of Validity test**

<b>No</b>	<b>Indicators</b>	<b>Total</b>
1	Valid	51
2	Invalid	24
<b>Total</b>		<b>75</b>

From the table can conclude the result of test validity that 70 multiple choice and 4 essay. The students were given a test to know and to get the data about students' English achievement about speaking, reading, writing for the test speaking and reading was multiple choice test and writing was essay.

**b) Reliability of the Try-out Test**

Test of reliability with the internal consistency, done in a way try-out the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument. Criteria of questionnaire reliability is as follows :

**Table IX**  
**The Result of The Try-out Test Reliability**

No	Interpretation	
1	$r_{11} = 0,74$ High Correlation	reliable
2	$r_{11} > 0,74$ High Correlation	Reliable
	$r_{11} < 0,74$ Low Correlation	Un- reliable

## 7. Techniques of Data Analysis

In correlation research, the most suitable analysis by using the statistical process. It means that all the data are collected and analyzed by using “r” Product Moment formulation. The researcher uses this research to find the correlation between two variables. The correlation technique stated by Pearson, it is used to know there is or there isn't correlation between two variables. Analysis of the data, the researcher gets the mean score of the students' motivation and students' English achievement to test the hypothesis by using formula:<sup>36</sup>

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

Where:

- $r_{xy}$  : the coefficient of correlation.
- $\sum X$  : The total of scores of X.
- $\sum Y$  : The total of scores of Y.
- $\sum XY$  : The total of the score of both variables X and Y scores.

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<sup>36</sup>B. Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Prenada Media Group), p. 172.

$\Sigma X^2$  : The total of squared of X.

$\Sigma Y^2$  : The total of squared of Y.

N : The total of sample.

Next the calculation of product moment include to table of interpretation of product moment as below:

**Table X**  
**The Criteria score interpretation**

Score	Interpretation of the Product Moment
0 - 20	Very low
21 - 40	Low
41 - 60	Enough
61 - 80	High
81 - 100	Very high <sup>37</sup>

To know the contribute of variable X an Y, it can be definite with the formula determinan correlation

$$KP = r^2 \times 100$$

Where =

KP = definite correlation (determine)

R = coeficient correlation

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<sup>37</sup>Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. The Description of Data

The research was class of the eight students at SMP Negeri 9 Padangsidempuan. In collecting the data, the writer gave the test and Questionnaires to the students to get the data about motivation and students English Achievement in order to know the data of this research. So, the researcher wanted to describe the data, the score of students' motivation are calculated by applying statistical analysis can be illustrated into description data. By seeing to the research, it's find clearly that this research to find out the mean score of the students to both variables namely students' motivation as X variable and students' English achievement as Y variable.

##### 1. Students' Motivation

Based on the result of the research that forward X variable namely students' motivation which proposed was 25 items questionnaires for the students. So that, the students score drawn as table below:

**Table X**  
**The Resume of Score Students' Motivation**

High score	93
Lowest score	50
Range	39
Many class	7
Interval	6
Mean	59,34
Median	249.5
Modus	77.16
Standard deviation	3.192

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 1 and 5. Based on the table above the result of questionnaire of 50 samples students, the calculation of how to get it can be seen in the appendix. The highest score was 93 and lowest score was 50, range was 39, many class was 7, interval was 6, mean was 59,34 median was 249.5 modus was 77.16 and standard deviation was 3.192.

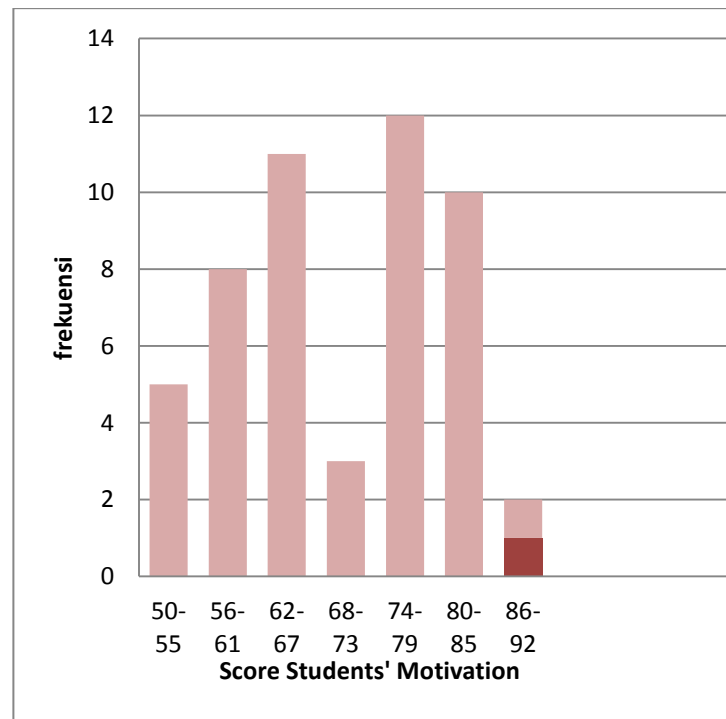
Then, Based on the computed of the frequency distribution of the in students' motivation, it had been applied into table frequency distribution follows:

**Table XI**  
**The Frequency Distribution of Motivation**

No	Interval	Frequency	Cumulative Frequency
1	50-55	16	48
2	56-61	17	60

3	62-67	13	66
4	68-73	1	72
5	74-79	1	77
6	80-85	1	83
7	86-92	1	89
Total		50	495

Based on the table above, the score in students' motivation had been drawn at histogram below;



**Figure 1 : The Histogram of Students' Motivation at SMP Negeri 9 Padangsidempuan**

From the histogram, Know the mode of motivation scores. Furthermore, to know of getting the lowest and the highest of score and the previous distribution of frequency, students who gets score 90 is 1 student, the students who get

score 80 are 1 student, the students who get score 75 are 1 students, the students who gets score 70 are 1 students, the students who get score 65 are 13 student, the students who get score 60 are 17 students, the students who gets score 50 are 16 students, So, the mode score is 65.

## 2. Students' English Achievement

After the data collected from the research of Y variable namely Students' English achievement that used test speaking, reading, writing to get the result of students' English achievement. So that, the students' score has in the table below:

**Table XII**  
**The Resume of Score Students' English Achievement**

High score	86
Lowest score	26
Range	60
Many class	7
Interval	9
Mean	72
Median	76.62
Modus	75.297
Standard deviation	73.296

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 2 and 6. From the data appendix, it had been known that the high score was 86, low score was 26, range was 60, many class was 7, mean score 72, median score was 76.62,

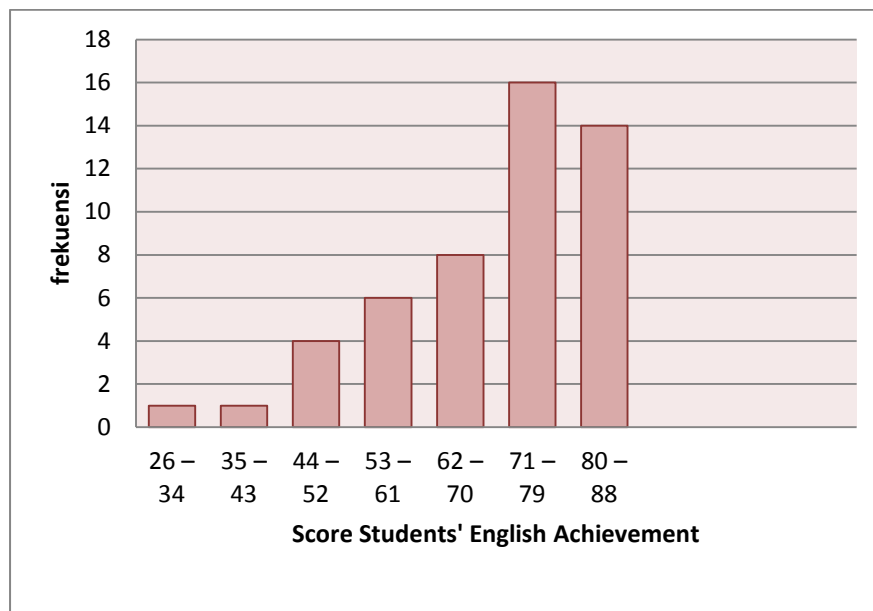


modus score was 75.297, and standard deviation was 73.296. Total of all score was 476.213. Then, Based on the computed of the frequency distribution of the in students' motivation, it had been applied into table frequency distribution follows:

**Table XIII**  
**The Score Variable Distribution of Students' English Achievement**

No	Interval	Frequency	Cumulative Frequency
1	26 – 34	1	30
2	35 – 43	1	39
3	44 – 52	4	48
4	53 – 61	6	57
5	62 – 70	8	66
6	71 – 79	16	75
7	80 – 88	14	84
	Total	50	399

Based on the table above, the score in students' English achievement had been drawn at histogram below:



**Figure 2 : The histogram of Y variable (students' English achievement)**

From the above table and histogram, it had been known that variable revelation of students' English Achievement indicate that respondent there were interval 26 – 35 for 1 students, interval 36 – 45 for 1 students, interval 46 – 55 for 4 students, interval 56 – 65 for 7 students, interval 66 – 75 for 11 students, interval 76 – 85 for 15 students, Interval 86 – 95 for 10 students, interval 96 – 105 for 1 students.

## **B. Testing Hypothesis**

The hypothesis of this research want to describe the correlation of two variables or X variable (students' motivation) and Y variable (Students' English Achievement).

The researcher used the significant in 5% level with 50 samples. The researcher found that the score of 5% significant level is 0.284. So, the score of  $r_{xy}$  is higher than  $r_{table}$  ( $r_{xy} > r_{table}$ ),  $0.381 > 0.284$  the hypothesis is accepted. It means that there is correlation between students' motivation and students' English Achievement at grade VIII SMP Negeri 9 Padangsidimpuan.

Based on the calculation of product moment formula, it had been known that the value of  $r_{xy}$  was 0.381. Then, the researcher has to test the hypothesis "there is a correlation of students' motivation and students' English Achievement at grade VIII SMP Negeri 9 Padangsidimpuan". After that the researcher known that the correlation of students' motivation and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan can be categorized in to low categories.

**Table XIV**  
**The Criteria score interpretation**

No	Score	Interpretation of the Product Moment
1	0.00-0,20	Lowest
2	0.20-0.40	Low
3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

Based on X variable (students' motivation) and Y variable (Students' English Achievement) the result of contribution was 0.381. It means the contribution variable X has  $K_p:14.5\%$ . So,  $100\% - 14.5: 85.5$  and the influenced contribution other variable.

### C. Discussion

After analyzing the collecting data, it was gotten that the students' Motivation and students' English Achievement at grade VIII SMP N 9 Padangsidempuan can be categorized in to enough categories.

According to research done by Debi Pane in thesis about " A correlation of students' motivation and Speaking Ability at Grade X MAN Hutagodang Langga Payung, Labuhan Batu Selatan", that the result of calculated were 0.475, while the value of the  $r_{table}$  in Pearson product moment formulated of degree of freedom 5% significant was 0.3888, it showed "r" calculation was higher than  $r_{table}$  or  $0.475 > 0.3888$ .<sup>38</sup>

According to research done Yusri , The correlation between teaching materials and the students' ability in speaking English of the grade VII students at grade at MTs Asy Syukriah Marancar".<sup>39</sup> that the result of her research can be categorized in to able. That the result that

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<sup>38</sup>Debbi Pane about A brief study of students' interest and motivation in choosing English education study program at STAIN Padangsidempuan (the second semester of 2010/2011 academic year), p. 45

<sup>39</sup>Yusri , The correlation between teaching materials and the students' ability in speaking English of the grade VII students at grade at MTs Asy Syukriah Marancar 2010-2011 academic years"( A Thesis , Padangsidempuan : 2012), p.50

the result of calculated were 0.195, while the value of the  $r_{table}$  in Pearson product moment formulated of degree of freedom 5% significant was 0.361, it showed “r” calculation was higher than  $r_{table}$  or  $(0.361 > 0.615)$ .

The last, While The researcher’s name Mannah khoiriah,<sup>40</sup> The Correlation between Students’ Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan. Because the value of  $df$  is 56 degree of the freedom. After looking the result  $df$  on 5 % significant is 0.266. So,  $r_{xy}$  high higher than  $r_{table}$  or  $0.648 > 0.266$ . So, it can be stated that the hypothesis was accepted.

Based on explanation above it is prove that this research about the students' motivation and students' English achievement was rather same with the other although it was in this different location. It can be stated that the students motivation and students' English achievement is enough.

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<sup>40</sup>Mannah khoiriah, The Correlation between Students’ Motivation and Speaking Ability At Grade VIIMTs N 2 Padangsidimpuan ( A Thesis, Padangsidimpuan : 2013), p. 44

#### **D. The Threats of the Research**

In doing the research the writer found the threats in this research. The data in this research are not objective because it needed to describe the mark on the motivation to the students. It also supported by the students, Not many of them who notice to process learning that be happen. In doing the questionnaire and test some students don't enthusiastically because it was not important for them. So, some students asked the answer to their friend or only guest the answer. Besides, some students that the admitted that they do not tack on learning, partly again said study English very difficulties. motivation very important inside the learning process more effective and efficient.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, the writer has some conclusions namely:

Based on the result of the research, the researcher made conclusion, there was correlation of students motivation and students' English achievement at grade VIII SMP N 9 Padangsidempuan. The value of  $r_{count}$  calculated are 0.381, while the value of the  $r_{table}$  in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.284. It shows "r" calculation is higher than  $r_{table}$  or  $0.381 > 0.284$ . It has high correlation and it means that the hypothesis was accepted.

The correlation of students' motivation and student's English Achievement is significant. The value of "r" calculated is 0.381. The value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.284. It shows "r" calculation is bigger than r table or  $0.381 > 0.284$ .

#### B. Suggestion

Based on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows:

1. English teacher should improve their English teaching and learning process especially in students' motivation and student's English Achievement
2. The headmaster should give motivation to the teachers so that teaching and learning process can be improved.
3. For the reader who wants to make the similar topic in future, the writer suggest to make another variable that influence students' motivation



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Appendix 9

Validity Of Test

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	Y	Y <sup>2</sup>		
AA	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	0	2	2	2	0	0	0	2	0	0	0	0	0	60	3600					
AJ	2	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	0	2	2	2	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	0	2	2	0	2	0	2	2	62	3844					
AM	2	2	0	2	0	0	0	0	0	0	2	2	0	0	0	0	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	68	4624					
AS	2	2	2	0	2	2	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	80	6400					
AR	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	0	0	2	0	0	2	2	2	2	0	2	2	82	6724	
AU	2	2	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	0	2	2	2	2	0	0	2	80	6400	
CM	2	0	2	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	2	2	2	2	0	0	0	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2	0	26	676
DC	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	0	2	0	2	0	2	2	0	0	0	0	2	0	2	0	0	2	0	0	2	0	0	0	0	0	2	0	0	0	2	2	0	2	0	2	54	2916		
DH	2	2	2	2	0	0	0	2	2	2	2	2	2	0	0	0	0	2	0	0	2	0	2	2	0	0	2	0	2	0	2	2	2	2	0	0	0	2	2	0	0	0	0	0	2	0	0	2	2	0	48	2304			
DM	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	0	2	0	0	0	0	0	0	0	0	0	0	2	2	2	0	0	2	2	2	0	0	2	2	68	4624		
DS	2	2	2	2	2	0	0	0	2	0	0	0	0	0	0	0	0	2	0	2	0	0	2	0	0	0	2	2	2	0	0	0	2	2	0	0	2	2	2	2	0	2	2	0	0	2	0	0	0	2	2	44	1936		
HP	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	2	2	0	0	0	2	2	2	2	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0	2	2	0	0	2	2	2	0	0	2	64	4096
IF	2	2	2	2	0	2	0	2	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	0	0	0	0	2	2	2	2	0	0	0	0	2	2	2	2	0	0	68	4624	
IH	0	0	2	2	2	2	0	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	0	2	0	2	2	2	0	0	2	2	2	0	0	0	0	0	2	2	0	0	0	2	2	0	2	0	0	2	60	3600		
IP	2	2	2	2	2	2	2	2	2	2	0	2	0	0	0	0	2	2	2	2	2	2	2	2	2	0	2	0	2	2	0	0	2	0	0	0	0	0	0	2	2	2	2	2	2	2	2	0	2	2	0	0	2	62	3844
IS	2	2	2	2	2	2	0	2	0	0	2	0	2	0	2	2	2	2	2	2	2	0	2	2	2	0	2	0	2	2	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	76	5776	
JF	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	54	2916		



PS	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	0	0	0	0	2	2	0	0	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	78	6084
RA	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	0	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	86	7396	
RAS	2	2	2	2	2	2	2	2	0	2	2	0	2	2	2	2	0	2	2	2	0	2	0	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	0	84	7056		
RD	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	84	7056		
RAM	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	86	7396		
RS	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	2	2	2	0	2	0	2	0	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	86	7396	
RSH	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	2	2	0	84	7056		
RT	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	2	0	2	2	0	0	2	2	2	0	0	2	2	0	0	2	0	2	2	2	0	2	2	74	5476	
SD	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	84	7056	
SH	2	2	0	2	2	0	2	2	2	2	2	0	2	2	0	2	0	2	2	2	0	2	0	2	0	2	2	2	2	2	2	2	2	0	2	2	2	2	0	2	2	2	0	2	0	2	2	2	2	2	2	78	6084		
SS	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	2	2	2	2	2	2	0	0	0	2	2	0	2	2	2	2	2	2	2	2	2	2	0	2	2	0	78	6084		
UY	2	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	2	2	2	2	2	0	2	2	2	0	0	2	0	2	2	0	2	2	0	2	2	2	78	6084		
WS	2	2	2	0	0	2	2	2	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	0	0	0	2	2	2	2	0	2	2	0	2	2	2	2	2	78	6084			
YA	2	2	2	0	2	2	2	2	2	0	2	0	2	2	2	2	0	2	2	2	2	2	2	0	2	2	2	0	0	0	0	2	0	2	0	2	2	2	2	2	2	0	2	0	0	2	2	2	0	72	5184				

Appendix 5

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	X	X <sup>2</sup>
AA	5	5	3	4	5	2	4	2	5	4	5	4	2	3	3	2	3	4	3	4	5	2	3	4	4	89	7921
AJ	3	3	3	1	1	2	2	2	1	3	2	2	2	3	3	3	4	2	3	3	3	3	1	4	4	62	3844
AM	1	3	2	3	1	3	2	3	4	3	4	3	3	3	2	3	2	3	4	3	2	3	2	4	4	71	5041
AS	3	3	3	1	1	2	2	2	1	4	2	2	2	4	2	4	3	2	3	3	3	3	1	2	4	64	4096
AR	3	3	1	3	1	3	5	2	2	2	1	3	1	2	3	2	4	3	2	3	2	1	4	4	4	61	3721
AU	4	2	2	3	4	5	5	5	2	3	3	2	5	3	2	5	2	3	3	3	3	3	3	5	4	86	7396
CM	1	2	3	1	2	2	2	2	1	1	3	2	2	2	2	3	4	2	4	3	1	1	2	4	4	54	2916
DC	1	3	1	1	1	3	3	2	1	1	3	1	2	3	2	3	4	2	3	3	3	3	1	3	1	53	2809
DH	2	2	2	3	1	2	3	5	4	4	3	4	5	4	5	3	4	2	4	4	3	5	2	4	4	83	6889
DM	4	3	3	2	3	2	3	2	3	2	2	1	3	2	3	3	2	2	2	3	2	3	2	4	4	64	4096
DS	1	2	2	1	1	4	3	4	2	5	2	2	4	5	2	4	2	3	3	5	3	4	3	5	5	76	5776
HP	4	2	2	3	2	2	3	2	4	2	4	4	2	4	2	3	3	3	3	3	1	2	1	3	2	67	4489
IF	2	3	2	3	2	3	3	5	2	2	1	1	2	5	3	3	4	3	3	1	3	1	4	2	4	68	4624
IH	2	3	1	3	1	3	3	2	2	2	2	2	1	2	3	3	4	2	4	2	3	3	2	3	3	63	3969
IP	2	3	2	3	4	5	5	3	2	5	5	3	3	3	4	4	2	3	2	2	4	5	3	3	4	85	7225
IS	2	3	1	1	2	3	2	3	3	4	1	3	4	2	3	4	3	2	2	5	2	4	2	3	4	65	4225
JF	2	2	1	1	1	2	2	2	2	1	2	2	1	3	5	3	2	3	3	2	2	4	3	4	4	57	3249
JK	4	2	2	4	2	2	2	3	3	1	2	4	2	3	4	3	3	2	3	4	1	4	3	1	4	66	4356
KD	2	2	2	1	1	3	2	1	1	1	1	3	2	2	1	2	4	2	2	3	1	1	4	3	4	50	2500
LY	2	5	2	1	1	2	3	1	1	1	2	3	4	3	4	4	5	5	5	3	5	5	3	5	5	78	6084
LM	3	3	1	1	4	2	2	4	4	4	2	3	3	3	5	3	4	3	4	4	4	5	5	5	2	83	6889
MA	2	3	2	1	2	2	2	2	1	2	3	5	2	2	3	4	2	3	3	3	3	3	1	3	1	61	3721
MAP	3	3	2	1	1	2	2	2	2	1	2	4	2	2	5	5	4	4	4	4	5	2	5	3	5	76	5776
MAS	3	3	2	3	1	2	3	5	4	4	3	3	5	4	4	3	3	2	4	5	4	5	5	1	4	86	7396
MF	3	4	3	3	3	2	3	4	4	4	3	2	5	3	5	3	2	2	2	1	3	4	1	3	3	77	5929
MH	3	2	3	4	4	4	4	5	5	5	4	3	5	2	4	1	2	3	2	1	2	3	5	1	4	81	6561
MJ	3	4	3	4	3	4	3	2	4	3	2	3	4	2	1	5	2	1	2	4	2	2	5	3	4	74	5476
MR	3	2	3	5	3	5	2	2	4	4	2	4	4	2	3	2	2	5	3	4	2	2	2	3	4	78	6084

MS	3	3	1	3	3	2	2	2	4	2	4	2	3	2	1	2	2	1	3	1	1	3	3	3	59	3481	
NHA	1	2	2	4	3	2	2	1	3	3	1	3	4	4	4	2	5	5	3	1	5	5	5	2	77	5929	
NHS	5	2	2	1	1	2	2	3	3	5	5	3	3	2	4	3	2	3	5	3	4	5	5	5	82	6724	
NL	5	2	2	2	3	5	2	1	3	3	2	3	3	3	2	3	3	3	3	3	1	2	1	1	64	4096	
PA	3	3	2	5	3	3	1	3	2	3	2	3	3	3	2	3	3	3	3	3	1	3	3	2	69	4761	
PC	2	2	2	2	1	2	3	2	3	3	2	3	1	3	3	3	3	3	3	1	2	4	1	3	2	60	3600
PE S	1	2	3	2	1	3	3	2	4	4	5	2	5	2	4	4	3	3	3	2	5	5	4	5	80	6400	
PR	3	2	1	2	3	3	2	2	4	2	5	2	2	2	4	1	2	2	3	2	2	4	2	3	62	3844	
PS	3	2	3	3	3	5	4	2	3	2	2	3	4	4	4	4	2	1	5	5	5	2	5	3	83	6889	
RA	3	2	4	2	3	4	3	5	3	3	3	3	3	3	2	4	2	3	3	1	4	4	5	5	82	6724	
RAS	4	5	4	4	3	4	5	3	3	3	3	3	2	3	2	3	4	3	2	5	2	4	3	3	85	7225	
RD	4	1	3	1	3	3	2	1	2	3	1	3	2	2	2	1	1	3	2	1	2	1	3	3	53	2809	
RAM	2	2	4	2	1	2	1	1	2	3	2	5	4	5	5	2	5	3	3	3	4	4	5	5	80	6400	
RS	2	1	5	3	3	3	4	4	2	2	5	2	2	3	4	3	3	3	3	3	2	4	3	3	77	5929	
RS H	3	1	2	5	1	3	2	3	3	2	4	4	4	3	2	5	5	4	3	3	3	4	4	3	81	6561	
RT	5	1	3	1	1	2	2	2	4	4	4	2	5	3	5	2	5	4	4	3	3	2	5	5	82	6724	
SD	2	2	4	1	1	5	1	2	3	2	2	3	4	3	4	5	2	4	4	4	3	3	3	5	77	5929	
SH	3	2	2	1	3	2	2	2	3	2	4	2	4	4	2	4	2	3	2	2	2	4	5	5	70	4900	
SS	5	1	2	1	3	1	5	4	4	2	2	3	3	5	2	4	2	3	2	2	5	3	3	2	74	5476	
UY	1	3	3	2	2	1	2	2	3	3	3	2	4	2	2	5	2	4	4	4	5	5	4	5	78	6084	



## Appendix 4

### The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality Score of X variable (Students' Motivation)

1. The minimum and maximal score found with arrange score of variable from lower and higher.

2.	50	52	52	53	54	57	59	60	60	61
	61	62	62	63	63	64	64	65	65	65
	66	66	67	68	71	74	74	76	76	76
	77	77	77	77	78	78	78	80	80	81
	81	82	82	82	83	83	85	86	86	89

3. From data above, higher score = 71, and lower score = 50

4. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 89 - 50 \\ &= 39 \end{aligned}$$

5. Many class (K)

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 50 \\ &= 1 + (3,3) 1,698 \\ &= 1 + 5,6034 \\ &= 6,6034 \\ &= 7 \end{aligned}$$

$$6. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}}$$

$$= \frac{39}{7} = 5,57$$

$$= 6$$

7. Mean

Interval	X	F	FX
50-55	5	48	768
56-61	8	60	1020
62-67	11	66	858
68-73	3	72	72
74-79	12	77	77
80-85	10	83	83
86-92	1	89	89
	50	495	2967

$$\frac{\sum fixi}{fi}$$

$$= \frac{2967}{50}$$

$$= 59,34$$

8. Median

No.	Interval	Frequency (F)
1	50-55	5
2	56-61	9
3	62-67	11
4	68-73	3
5	74-79	11
6	80-85	10
7	86-92	1
Total		$n = \sum f = 50$

$$\begin{aligned}
& \left( \frac{\frac{1}{2}n - F}{f} \right) \\
& = 67.50 + 7 \left( \frac{\frac{1}{2}50 - 24}{1} \right) \\
& = 67.50 + 7 \left( \frac{50 - 24}{1} \right) \\
& = 67.50 + 7 \left( \frac{26}{1} \right) \\
& = 67.50 + 7 \cdot 26 \\
& = 67.50 + 182 \\
& = 249.5
\end{aligned}$$

### 9. Modus

No.	Interval	Frequency (F)
1	50-55	5
2	56-61	9
3	62-67	11
4	68-73	3
5	74-79	<b>11</b>
6	80-85	10
7	86-92	1
Total		$n = \sum f = 50$

$$\begin{aligned}
\text{Modus} & = Bb + p \left( \frac{F1}{F1 + F2} \right) \\
& = 73.50 + 7 \left( \frac{11}{11 + 10} \right) \\
& = 73.50 + 7 \left( \frac{11}{21} \right) \\
& = 73.50 + 7 \cdot 0.523 \\
& = 73.50 + 3.661
\end{aligned}$$

$$= 77.16$$

#### 10. Standard derivation

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$	$x_i^2$	$f x_i^2$
50-55	5	48	240	2304	11520
56-61	9	60	540	3600	32400
62-67	11	66	726	4356	47916
68-73	3	72	216	5184	15552
74-79	11	77	847	5929	65219
80-85	10	83	830	6889	68890
86-92	1	89	89	7921	7921
Total	50	495	212226.5	36183	249418

$$S = \frac{\overline{f x_1^2}}{f}$$

$$= \frac{\overline{249418}}{50 - 1}$$

$$= \frac{\overline{249418}}{49}$$

$$= \overline{10.192}$$

$$= 3.192$$



## Appendix 5

### Writing Rubric

Features	Scores	Rubrics
Content	30-27	One idea expressed; Supporting, relevant, carefully selected details and creative; an easily identifiable purpose.
	26-22	A loosely expressed idea, some specific development, mostly relevant to topic; content and selected details those are relevant, but perhaps not consistently well-chosen for audience and purpose.
	21-17	Non-specific statement and incomplete development, insufficient details; little relevance, minimal development of main idea.
	16-13	No clear development, too short to demonstrate the development of an idea, not related details, and lack of focus.
Organization	20-18	Effective lead; effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow, a strong, inviting beginning that draws the reader in, A strong, satisfying sense of resolution or closure. Smooth, effective transitions among all elements =(sentences, paragraphs, ideas). logical order (time-space-importance) effective connecting/transitional words, conclusion
	17-14	Adequate lead; a satisfying sense of resolution or closure, some connecting/ transitional words; logical, but incomplete order
	13-10	Weak lead; weak sense of resolution and conclusion, some connecting/ transitional words; not all placed appropriately.
	9-7	Weak or no lead; a lack of transitions, or when present, ineffective or overused transitions.
Language Use	20- 22	Sentence variety; extensive variation in sentence structure, length and beginnings that add interest to the text. sentence structure; that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas, complete sentences; strong control over sentence structure; fragments, if used at all, work well. Correct verb tenses, correct word order, and agreement.

	21-18	Sentence variety; variation in sentence structure, length and beginnings that add interest to the text. Sentence structure; Most of the sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. Mostly complete sentences; control over sentence structure; fragments, if used at all, work well. Several errors in verb tense, Few mistakes in word order.
	17-11	Sentence variety; some variety in sentence structure, length, and beginnings. Sentence structure; strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. Some incomplete sentences, Some inconsistent verb tense, some mistake in word order, agreement, articles, negatives, run-ons.
	10-5	Sentence variety; some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. Sentence structures; good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. Incomplete sentences; largely phrases. Random verb tense, word order, agreement, articles, negatives.
Vocabulary	25-18	Specific and effective wording; idiomatic and no spelling error dull and repeated wording; occasional errors of word/idiom
	17-14	Form, choice, usage but meaning not obscured
	13-10	Inappropriate wording; frequent spelling errors; meaning confused or obscured
	9-7	Some relevant words found, but meaning incomprehensible
Mechanics	5	Mastery of spelling, capitalization, and punctuation, strong control of conventions
	4	Occasional errors in spelling, capitalization, and use of commas, periods, and apostrophes
	3	Frequent errors in spelling, capitalization, and use of commas, periods, and apostrophes
	2	Dominated by errors in spelling, capitalization, and punctuation, end-of-sentence punctuation

## Appendix 6

**Table V**  
**The Score of Students' motivation about questionnaire**

No.	Name	Score	No.	Name	Score
1.	AA	89	26.	MH	81
2.	AJ	62	27.	MJ	74
3.	AM	71	28.	MR	78
4.	AS	64	29.	MS	59
5.	AR	61	30.	MHA	77
6.	AU	86	31.	MHS	82
7.	CM	54	32.	NL	64
8.	DC	53	33.	PA	69
9.	DH	83	34.	PC	60
10.	DM	64	35.	PES	80
11.	DS	76	36.	PR	62
12.	HP	67	37.	PS	83
13.	IF	68	38.	RA	82
14.	IH	63	39.	RAS	85
15.	IP	85	40.	RD	53
16.	IS	65	41.	RAM	80
17.	JF	57	42.	RS	77
18.	JK	66	43.	RSH	81
19.	KD	50	44.	RT	82
20.	LY	78	45.	SD	77
21.	LM	83	46.	SH	53
22.	MA	61	47.	SS	74
23.	MAP	76	48.	UY	78
24.	MAS	86	49.	WS	63
25.	MF	77	50.	YA	57
Total					3135



**Table V**  
**The Score of Students' English Achievement about Test**

No.	Name	Score	No.	Name	Score
1.	AA	60	26.	MH	50
2.	AJ	62	27.	MJ	82
3.	AM	68	28.	MR	70
4.	AS	80	29.	MS	54
5.	AR	82	30.	MHA	72
6.	AU	80	31.	MHS	74
7.	CM	26	32.	NL	74
8.	DC	54	33.	PA	42
9.	DH	48	34.	PC	76
10.	DM	68	35.	PES	<b>78</b>
11.	DS	44	36.	PR	82
12.	HP	64	37.	PS	78
13.	IF	68	38.	RA	86
14.	IH	60	39.	RAS	84
15.	IP	62	40.	RD	84
16.	IS	76	41.	RAM	86
17.	JF	54	42.	RS	86
18.	JK	74	43.	RSH	84
19.	KD	62	44.	RT	74
20.	LY	60	45.	SD	84
21.	LM	84	46.	SH	78
22.	MA	74	47.	SS	78
23.	MAP	86	48.	UY	78
24.	MAS	50	49.	WS	78
25.	MF	82	50.	YA	72
Total					3512

## Appendix 7

**Table XII**  
**The Correlation between Students' Motivation**  
**and Students' English Achievement**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	89	60	3600	3600	5340
2	62	62	3844	3844	3844
3	71	68	5041	4624	4828
4	64	80	4096	6400	5120
5	61	82	3721	6724	5002
6	86	80	3249	6400	6880
7	54	26	2916	676	1404
4	53	54	2809	2916	2862
9	83	48	3364	2304	3984
10	64	68	2401	4624	4352
11	76	44	2704	1936	3344
12	67	64	4489	4096	4288
13	68	68	4624	4624	4624
14	63	60	3969	3600	3780
15	85	62	3364	3844	5270
16	65	76	2116	5776	4940
17	57	54	2025	2916	3078
18	66	74	2401	5476	4884
19	50	62	2500	3844	3100
20	78	60	2916	3600	4680
21	83	84	3844	7056	6972
22	61	74	3721	5476	4514
23	76	86	2916	7396	6536
24	86	50	3844	2500	4300
25	77	82	3364	6724	6314
26	81	50	3025	2500	4050
27	74	82	3364	6724	6068
28	78	70	3481	4900	5460
29	59	54	3481	2916	3186
30	77	72	2704	5184	5544
31	82	74	3481	5476	6068
32	64	74	4096	5476	4736
33	69	42	4096	1764	2898
34	60	76	2025	5776	4560
35	80	78	2209	6084	6240
36	62	82	2025	6724	5084
37	83	78	2916	6084	6474

<b>38</b>	82	86	2916	7396	7052
<b>39</b>	85	84	2704	7056	7140
<b>40</b>	53	84	2809	7056	4452
<b>41</b>	80	86	2916	7396	6880
<b>42</b>	77	86	2916	7396	6622
<b>43</b>	81	84	3600	7056	6804
<b>44</b>	82	74	3249	5476	6068
<b>45</b>	77	84	2601	7056	6468
<b>46</b>	70	78	2809	6084	5460
<b>47</b>	74	78	2809	6084	5772
<b>48</b>	78	78	3364	6084	6084
<b>49</b>	63	78	3969	6084	4914
<b>50</b>	57	72	2401	5184	4104
<b>Total score</b>	3573	3512	159804	255992	252428





## Appendix 12

It had been written in the table of coefficient correlation interpretation value  $r$  to found the contribution of variable  $x$  to variable  $y$  as follows:

KP = the score of determine coefficient

$r$  = the score of the coefficients correlation

$$\begin{aligned} \text{KP} &= r^2 \times 100\% \\ &= 0.381^2 \times 100\% \\ &= 0.145 \times 100\% \\ &= 14.5\% \end{aligned}$$

## APPENDIX 13

### Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, Standard Deviation and Result of the Normality

#### 1. Score

22	32	33	39	39	39	39	40	40	41
41	41	41	42	43	44	44	45	46	47
47	47	47	48	48	50	50	52	53	54
55	56	56	56	57	59	60	60	60	60
61	61	61	62	62	64	64	65	65	66

2. Highest score : 62

Lowest score : 22

3. Range = High Score – Low Score

$$= 62 - 22$$

$$= 40$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{40}{7}$$

$$= 5.71 (6)$$

### 6. Mean

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$
22-27	1	24.5	24.5
28-33	2	30.5	61
34-39	3	36.5	109.5
40-45	11	42.5	467.5
46-51	10	48.5	485
52-57	10	54.5	545
58-63	9	60.5	545.5
64-69	4	66.5	266
Total	50	364	2503

$$\begin{aligned} \bar{x} &= \sum \frac{f_i x_i}{f_i} \\ &= \frac{2503}{50} \\ &= 50.06 \end{aligned}$$

### 7. Median

<i>Interval</i>	$f_i$	$Fk_b$	$Fk_a$
22-27	1	50 = N	1
28-33	2	49	3
34-39	3	47	6
40-45	11	44	17
46-51	10	33	27
52-57	10	23	37
58-63	9	13	46
64-69	4	4	50 = N
Total 50			



$$\begin{aligned}
Me &= b + p \left( \frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 45.50 + 6 \left( \frac{\frac{1}{2}50 - 23}{10} \right) \\
&= 45.50 + 6 \left( \frac{25 - 23}{10} \right) \\
&= 45.50 + 6 \left( \frac{2}{10} \right) \\
&= 45.50 + 6 \cdot 0.2 \\
&= 45.50 + 1.2 \\
&= 46.7
\end{aligned}$$

## 8. Modus

<i>Interval</i>	<i>f<sub>i</sub></i>
22-27	1
28-33	2
34-39	3
40-45	11
46-51	10
52-57	10
58-63	9
64-69	4
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left( \frac{F1}{F1 + F2} \right) \\
&= 45.50 + 6 \left( \frac{10}{10 + 9} \right)
\end{aligned}$$

$$\begin{aligned}
&= 45.50 + 6\left(\frac{10}{19}\right) \\
&= 45.50 + 6(0.526) \\
&= 45.50 + 3.156 \\
&= 48.656
\end{aligned}$$

### 9. Standard Deviation

Interval	$f_i$	$x_i$	$(f_i x_i)$	$x_i^2$	$f x_i^2$
22-27	1	24.5	24.5	600.25	600.25
28-33	2	30.5	61	3721	7442
34-39	3	36.5	109.5	11.990	35970
40-45	11	42.5	467.5	218556	2404116
46-51	10	48.5	485	235.225	2352250
52-57	10	54.5	545	297025	2970250
58-63	9	60.5	545.5	296480	2668320
64-69	4	66.5	266	70756	283024
Total	50	364	2503	1122375	10721972

$$\begin{aligned}
s &= \frac{\overline{f x_i^2}}{f - 1} \\
&= \frac{10721972}{50 - 1} \\
&= \frac{3274.442}{49} \\
&= 57.2227 \\
&= 1.1678
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
64- 69	69.5	-19.198	0.7797	0.1358	1	0.679
58 – 63	63.5	-14.06	0.6439	0.3783	2	0.1891
52 – 57	57.5	-8.92	0.2656	0.26549	3	0.1327
46 – 51	51.5	-3.72	0.00011	-0.09329	11	-0.046
40 – 45	45.5	1.35	0.0934	-0.3089	10	-0.154
34 – 39	39.5	6.49	0.4023	-0.1277	9	-0.063
28 – 33	33.5	11.6	0.53	0.1206	4	0.603
22 – 27	27.5	16.7	0.4094	0.1883		0.941
						2.281

Based on table above, reseracher found that  $x^2_{count} = 2.281$  while  $x^2_{table}=4.822$  cause  $x^2_{count} < x^2_{table}$  ( $2.281 < 4.822$ ) with degree of freedom  $dk = 7 - 3 = 4$  and significat level  $\alpha = 5\%$ . So distribution sample was normal.



## Appendix

### The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality Score of X variable (Students' Motivation), and Result of the Normality Test

1. The minimum and maximal score found with arrange score of variable from lower and higher.

2.	50	52	52	53	54	57	59	60	60	61
	61	62	62	63	63	64	64	65	65	65
	66	66	67	68	71	74	74	76	76	76
	77	77	77	77	78	78	78	80	80	81
	81	82	82	82	83	83	85	86	86	89

3. From data above, higher score = 71, and lower score = 50

4. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 89 - 50 \\ &= 39 \end{aligned}$$

5. Many class (K)

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 50 \\ &= 1 + (3,3) 1, 698 \\ &= 1 + 5, 6034 \\ &= 6, 6034 \\ &= 7 \end{aligned}$$

$$6. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}}$$

$$= \frac{39}{7} = 5,57$$

$$= 6$$

7. Mean

Interval	X	F	FX
50-55	5	48	768
56-61	8	60	1020
62-67	11	66	858
68-73	3	72	72
74-79	12	77	77
80-85	10	83	83
86-92	1	89	89
	50	495	2967

$$\frac{\sum fixi}{fi}$$

$$= \frac{2967}{50}$$

$$= 59,34$$

8. Median

No.	Interval	Frequency (F)
1	50-55	5
2	56-61	9
3	62-67	11
4	68-73	3
5	74-79	11
6	80-85	10
7	86-92	1
Total		$n = \sum f = 50$

$$\begin{aligned}
& \left( \frac{\frac{1}{2}n - F}{f} \right) \\
& = 67.50 + 7 \left( \frac{\frac{1}{2}50 - 24}{1} \right) \\
& = 67.50 + 7 \left( \frac{50 - 24}{1} \right) \\
& = 67.50 + 7 \left( \frac{26}{1} \right) \\
& = 67.50 + 7 \cdot 26 \\
& = 67.50 + 182 \\
& = 249.5
\end{aligned}$$

### 9. Modus

No.	Interval	Frequency (F)
1	50-55	5
2	56-61	9
3	62-67	11
4	68-73	3
5	74-79	<b>11</b>
6	80-85	10
7	86-92	1
Total		$n = \sum f = 50$

$$\begin{aligned}
\text{Modus} & = Bb + p \left( \frac{F1}{F1 + F2} \right) \\
& = 73.50 + 7 \left( \frac{11}{11 + 10} \right) \\
& = 73.50 + 7 \left( \frac{11}{21} \right) \\
& = 73.50 + 7 \cdot 0.523 \\
& = 73.50 + 3.661
\end{aligned}$$

$$= 77.16 - 70.58$$

#### 10. Standard derivation

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$	$x_i^2$	$f x_i^2$
50-55	5	48	240	2304	11520
56-61	9	60	540	3600	32400
62-67	11	66	726	4356	47916
68-73	3	72	216	5184	15552
74-79	11	77	847	5929	65219
80-85	10	83	830	6889	68890
86-92	1	89	89	7921	7921
Total	50	495	212226.5	36183	249418

$$S = \frac{\overline{f x_1^2}}{f}$$

$$= \frac{\overline{249418}}{50 - 1}$$

$$= \frac{\overline{249418}}{49}$$

$$= \overline{10.192}$$

$$= 3.192$$



Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
86 – 92		5.50		0.6875	1	0.343
	92.5		1.1875			
80 – 85		3.93		0.0071	10	0.497
	85.5		0.5000			
74 – 79		2.4		0.1906		0.935
	79.5		0.4929		11	
63 – 68		0.8				0
	68.5		0.3023	0		
62 – 67		-0.8			3	0.941
	67.5		-0.3023	0.1883		
56 – 61		-2.3				0.45
	61.5		0.4906		11	
50 – 55		-3.9		0.0094		0.118
	55.5		0.5000		9	
		-2.97		1.118	5	
						3.571

Based on table above, researcher found that  $x^2_{count} = 3.284$  while  $x^2_{table} = 4.987$  cause  $x^2_{count} < x^2_{table}$  ( $3.284 < 4.987$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution sample was normal.



APPENDIX 20

The result of Test Validity

Number of Item	$M_p$	$M_t$	$SD_t$	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \cdot \frac{p}{q}$	$r_t$ on 5% significant	Interpretation
1.	32.22	32.22	7.04	0.8	0.2	0.00	0.279	Invalid
2.	32.81	32.22	7.04	0.6	0.4	0.166	0.279	Invalid
3.	32.85	32.22	7.04	0.5	0.5	0.26	0.279	Valid
4.	32.77	32.22	7.04	0.6	0.4	0.156	0.279	Invalid
5.	29.36	32.22	7.04	0.2	0.8	1.216	0.279	Valid
6.	27.31	32.22	7.04	0.5	0.5	-1.045	0.279	Invalid
7.	36.58	32.22	7.04	0.5	0.5	0.742	0.279	Valid
8.	34.64	32.22	7.04	0.7	0.3	0.411	0.279	Valid
9.	33.47	32.22	7.04	0.7	0.3	0.269	0.279	Valid
10.	32.68	32.22	7.04	0.7	0.3	0.097	0.279	Invalid
11.	34.41	32.22	7.04	0.7	0.3	0.466	0.279	Valid
12.	33.19	32.22	7.04	0.7	0.3	0.086	0.279	Invalid
13.	33.71	32.22	7.04	0.6	0.4	0.201	0.279	invalid
14.	32.57	32.22	7.04	0.3	0.7	0.073	0.279	Invalid
15.	34.12	32.22	7.04	0.6	0.4	0.322	0.279	Valid
16.	34.06	32.22	7.04	0.6	0.4	0.261	0.279	invalid
17.	33.33	32.22	7.04	0.5	0.5	0.157	0.279	invalid
18.	29.95	32.22	7.04	0.4	0.6	- 0.261	0.279	Invalid
19.	32.19	32.22	7.04	0.7	0.3	- 0.004	0.279	invalid
20.	31.64	32.22	7.04	0.7	0.3	0.630	0.279	Valid
21.	33.24	32.22	7.04	0.4	0.6	0.548	0.279	Valid
22.	36.42	32.22	7.04	0.6	0.4	0.618	0.279	Valid
23.	33.40	32.22	7.04	0.2	0.8	0.148	0.279	Invalid
24.	34.16	32.22	7.04	0.5	0.5	0.485	0.279	Valid
25.	56.36	32.22	7.04	0.5	0.5	0.677	0.279	Valid
26.	34.38	32.22	7.04	0.6	0.4	0.580	0.279	Valid
27.	20.81	32.22	7.04	0.6	0.4	0.541	0.279	Valid
28.	33.62	32.22	7.04	0.1	0.9	0.007	0.279	Invalid
29.	36.44	32.22	7.04	0.4	0.6	0.412	0.279	Valid
30.	32.00	32.22	7.04	0.5	0.5	0.437	0.279	Valid
31.	35.60	32.22	7.04	0.5	0.5	0.502	0.279	Valid
32.	34.42	32.22	7.04	0.5	0.5	0.538	0.279	Valid
33.	34.56	32.22	7.04	0.7	0.3	0.490	0.279	Valid
34.	35.61	32.22	7.04	0.2	0.8	- 0.021	0.279	Invalid
35.	30.77	32.22	7.04	0.7	0.3	0.526	0.279	Valid
36.	34.99	32.22	7.04	0.6	0.4	0.527	0.279	Valid
37.	32.75	32.22	7.04	0.7	0.3	0.678	0.279	Valid
38.	31.61	32.22	7.04	0.6	0.4	0.468	0.279	Valid
39.	31.89	32.22	7.04	0.7	0.3	0.447	0.279	Valid
40.	31.47	32.22	7.04	0.8	0.2	0.284	0.279	Invalid
41.	33.87	32.22	7.04	0.6	0.3	0.564	0.279	Valid

42.	34.77	32.22	7.04	0.5	0.5	0.543	0.279	Valid
43.	33.97	32.22	7.04	0.5	0.5	0.468	0.279	Valid
44.	33.90	32.22	7.04	0.7	0.3	0.651	0.279	Valid
45.	32.84	32.22	7.04	0.7	0.3	0.621	0.279	Valid
46.	35.41	32.22	7.04	0.8	0.2	0.706	0.279	Valid
47.	33.54	32.22	7.04	0.8	0.2	0.774	0.279	Valid
48.	34.13	32.22	7.04	0.2	0.8	0.148	0.279	Invalid
49.	34.83	32.22	7.04	0.1	0.9	0.222	0.279	Invalid
50.	33.04	32.22	7.04	0.6	0.4	0.473	0.279	Valid
51.	35.03	32.22	7.04	0.5	0.5	0.478	0.279	Valid
52.	34.87	32.22	7.04	0.4	0.6	0.300	0.279	Valid
53.	37.37	32.22	7.04	0.8	0.2	1.462	0.279	Valid
54.	32.02	32.22	7.04	0.8	0.2	- 0.056	0.279	Invalid
55.	32.11	32.22	7.04	0.7	0.3	- 0.022	0.279	Invalid

## Appendix 11

The result was used to calculate the value of correlation between variable X and

Y. This is the calculation of  $r_{xy}$ :

$$N : 50$$

$$\sum X : 3573$$

$$\sum Y : 3512$$

$$\sum X^2 : 159804$$

$$\sum Y^2 : 255992$$

$$\sum XY : 252428$$

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}} \\
 &= \frac{50 \cdot 252428 - (3573)(3512)}{\sqrt{50 \cdot 159804 - (3573)^2 \cdot 50 \cdot 255992 - (3512)^2}} \\
 &= \frac{12621400 - 12548376}{\sqrt{7990200 - 127663 \cdot 799600 - 12334144}} \\
 &= \frac{73024}{\sqrt{(7862537)(465456)}} \\
 &= \frac{73024}{\sqrt{3.660983276}} \\
 &= \frac{73024}{191336} \\
 &= 0.381
 \end{aligned}$$

## APPENDIX 11

### Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, and Standard Deviation of Students' English Achievement

#### 1. Score

26	42	44	48	50	50	54	54	54	60
60	60	62	62	62	64	68	68	68	70
72	72	74	74	74	74	74	76	76	78
78	78	78	78	78	78	80	82	82	82
82	84	84	84	84	84	86	86	86	86

2. Highest score : 86

Lowest score : 26

3. Range = High Score – Low Score

$$= 86 - 26$$

$$= 60$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{60}{7}$$

$$= 8.57 (9)$$

### 6. Mean

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$
26 – 34	1	30	30
35 – 43	1	39	39
44 – 52	4	48	192
53 – 61	6	57	342
62 – 70	8	66	528
71 – 79	16	75	1125
80 – 88	14	84	1344
Total	50	399	3600

$$\begin{aligned} (\bar{x}) &= \sum \frac{f_i x_i}{f_i} \\ &= \frac{3600}{50} \\ &= 72 \end{aligned}$$

### 7. Median

<i>Interval</i>	$f_i$	$Fk_b$	$Fk_a$
26 – 34	1	50 = N	1
35 – 43	1	49	2
44 – 52	4	48	6
53 – 61	6	44	12
62 – 70	8	38	20
71 – 79	16	30	36
80 – 88	14	14	50 = N
Total 50			

$$\begin{aligned}
Me &= b + p \left( \frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 70.50 + 9 \left( \frac{\frac{1}{2}50 - 14}{16} \right) \\
&= 70.50 + 9 \left( \frac{25 - 14}{16} \right) \\
&= 70.50 + 9 \left( \frac{11}{16} \right) \\
&= 70.50 + 9 \cdot 0.6875 \\
&= 70.50 + 6.12 \\
&= 76.62
\end{aligned}$$

## 8. Modus

<i>Interval</i>	<i>f<sub>i</sub></i>
26 – 34	1
35 – 43	1
44 – 52	4
53 – 61	6
62 – 70	8
71 – 79	16
80 – 88	14
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left( \frac{F1}{F1 + F2} \right) \\
&= 70.50 + 9 \left( \frac{16}{16 + 14} \right)
\end{aligned}$$



$$\begin{aligned}
&= 70.50 + 9 \left( \frac{16}{30} \right) \\
&= 70.50 + 9 (0.533) \\
&= 70.50 + 4.797 \\
&= 75.297
\end{aligned}$$

### 9. Standard Deviation

Interval	$f_i$	$x_i$	$(f_i x_i)$	$x_i^2$	$f x_i^2$
26 – 34	1	30	30	900	900
35 – 43	1	39	39	1521	1521
44 – 52	4	48	192	2304	9216
53 – 61	6	57	342	3249	19494
62 – 70	8	66	528	4356	34848
71 – 79	16	75	1125	5625	84375
80 – 88	14	84	1344	7056	112896
Total	50	399	3600	25011	263250

$$\begin{aligned}
s &= \frac{\overline{f x_i^2}}{f - 1} \\
&= \frac{\overline{263250}}{50 - 1} \\
&= \frac{\overline{263250}}{49} \\
&= \overline{5372.448} \\
&= 73.296
\end{aligned}$$

## APPENDIX 19

### Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, and Standard Deviation of Students' English Achievement

#### 1. Score

26	42	44	48	50	50	54	54	54	60
60	60	62	62	62	64	68	68	68	70
72	72	74	74	74	74	74	76	76	78
78	78	78	78	78	78	80	82	82	82
82	84	84	84	84	84	86	86	86	86

2. Highest score : 86

Lowest score : 26

3. Range = High Score – Low Score

$$= 86 - 26$$

$$= 60$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{60}{7}$$

$$= 8.57 (9)$$

## 6. Mean

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$
26 – 34	1	30	30
35 – 43	1	39	39
44 – 52	4	48	192
53 – 61	6	57	342
62 – 70	8	66	528
71 – 79	16	75	1125
80 – 88	14	84	1344
Total	50	399	3600

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{3600}{50}$$

$$= 72$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$	
80-88	88,5	0,25	0,2988					
				0,0701	1,9628	2	0,018	
71-79	79,5	0,128	0,2910					
				0,1285	3,3598	5	0,488	
62-70	70,5	0,041	0,0160					
				0,2326	6,5128	7	0,074	
53-61	61,5	-0, 11	0,0040					
				-0,2577	-7,2156	5	-1,692	
44-52	52,5	- 0,24	0,2324					
				0,1805	5,0454	5	-0,008	
35-43	43,5	-0.36	0,010260					
				0,0858	2,4024	3	0,247	
26-34	34,5	-0,48	0,002966					
				0,0282	0,7896	1	0,266	
								-0,607

Based on table above, researcher found that  $\chi^2_{\text{count}} = -0607$  while  $\chi^2_{\text{table}} = 9,488$ , cause  $\chi^2_{\text{cause}} < \chi^2_{\text{table}}$  ( $-607 < 7,815$ ) with degree of freedom  $dk = 7 - 3 = 4$  and significant level  $\alpha = 5\%$ . So distribution of control class by using conventional method in (Pre-test) was normal.

## 7. Median

Interval	$f_i$	$Fk_b$	$Fk_a$
26 – 34	1	50 = N	1
35 – 43	1	49	2
44 – 52	4	48	6
53 – 61	6	44	12
62 – 70	8	38	20
71 – 79	16	30	36
80 – 88	14	14	50= N
Total 50			

$$\begin{aligned}
\text{Me} &= b + p \left( \frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 70.50 + 9 \left( \frac{\frac{1}{2}50 - 14}{16} \right) \\
&= 70.50 + 9 \left( \frac{25 - 14}{16} \right) \\
&= 70.50 + 9 \left( \frac{11}{16} \right) \\
&= 70.50 + 9 \cdot 0.6875 \\
&= 70.50 + 6.12 \\
&= 76.62
\end{aligned}$$

#### 8. Modus

<i>Interval</i>	<i>f<sub>i</sub></i>
26 – 34	1
35 – 43	1
44 – 52	4
53 – 61	6
62 – 70	8
71 – 79	16
80 – 88	14
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left( \frac{F1}{F1 + F2} \right) \\
&= 70.50 + 9 \left( \frac{16}{16 + 14} \right) \\
&= 70.50 + 9 \left( \frac{16}{30} \right)
\end{aligned}$$

$$= 70.50 + 9 \cdot 0.533$$

$$= 70.50 + 4.797$$

$$= 75.297$$

### 9. Standard Deviation

<i>Interval</i>	$f_i$	$x_i$	$(f_i x_i)$	$x_i^2$	$f x_i^2$
26 – 34	1	30	30	900	900
35 – 43	1	39	39	1521	1521
44 – 52	4	48	192	2304	9216
53 – 61	6	57	342	3249	19494
62 – 70	8	66	528	4356	34848
71 – 79	16	75	1125	5625	84375
80 – 88	14	84	1344	7056	112896
Total	50	399	3600	25011	263250

$$S = \frac{\overline{f x_i^2}}{f - 1}$$

$$= \frac{\overline{263250}}{50 - 1}$$

$$= \frac{\overline{263250}}{49}$$

$$= \overline{5372.448}$$

$$= 73.296$$

**R-TABLE OF PRODUCT MOMENT**

N	Taraf	Signif	N	Taraf	Signif	N	Taraf	Signif
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086

24	0,404	0,515	48	<b>0,284</b>	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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Telephone (0634) 22080 Faximile (0634) 24022

Nomor : In.19/E1.5/PP.00.9/Skripsi/2014 Padangsidempuan, 05 Desember 2014

Lamp : -

Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth;

1. Magdalena, M.Ag

2. Sojuangon Rambe, S.S., M.Pd

Di-

Tempat

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : **Pike Khairani Nasution**  
Nim : 11 340 0125  
Sem/Thn Akademik : VIII (Delapan)  
Fak/Jur : Tadris Bahasa Inggris  
Judul Skripsi : **The Correlation Of Students' Motivation and Students' English Achievement Grade VIII SMP Negeri 9 Padangsidempuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

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**PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING**

BERSEDIA/~~TIDAK BERSEDIA~~  
PEMBIMBING I

BERSEDIA/TIDAKBERSEDIA  
PEMBIMBING II /



**PEMERINTAH KOTA PADANGSIDIMPUAN**  
**DINAS PENDIDIKAN DAERAH**  
**SMP NEGERI 9 PADANGSIDIMPUAN**  
*Jalan Sudirman Km 4,5 Padangsidimpuan Kode Pos 22736*  
**PADANGSIDIMPUAN**

**SURAT KETERANGAN**  
**Nomor : 422/208/SMP.09/2015**

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Padangsidimpuan dengan ini menerangkan bahwa :

Nama : **PIKE KHAIRANI**  
N I M : 113400125  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Tahun Akademik : 2015-2016

Adalah benar telah melaksanakan riset di SMP Negeri 9 tertanggal 20 s/d 22 Oktober 2015 Padangsidimpuan sebagai syarat untuk melengkapi data-data penelitian yang bersangkutan sesuai dengan judul skripsi :

**“THE CORRELATION OF STUDENTS’ MOTIVATION AND STUDENTS’ ENGLISH ACHIEVEMENT AT GRADE VIII AT SMP NEGERI 9 PADANGSIDIMPUAN ”**

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 22 Oktober 2015  
Kepala Sekolah,  
  
  
**Dr. M. L. LATUA**  
NIP. 19610512 198403 1 004