THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT
(A Study To The Grade VIII At SMP Negeri 3 Siabu)

A THESIS

Submitted to the English Department Tarbiyah and Teaching Faculity
Padang sidimpuan as a Partial Fulfillement of the Requirement
for Degree of Islamic Education Scholar
(S.Pd.I) In English

Written By:

NURLIANI
Reg. No. 09 340 0012

ENGLISH EDUCATION DEPARTMENT

FACULITY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSISIMPUAN
2014

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THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT
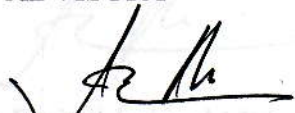## (A Study to The Grade VIII At SMP Negeri 3 Siabu)

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PADANGSIDIMPUAN
2014

Term : Thesis   Padangsidimpuan, 08 May 2013
    a.n. Nurliani   To : **Dean Faculty of Tarbiyah and pedagogy**
I Term : 7 (seven) Examplar   in Padangsidimpuan

Assalamu'alaikumWr. Wb.

    After reading, studying and giving advice for necessary revise on thesis belong to Nurliani entitle **"The Correlation Between Learning Motivation And English Achievement (A Study To The Grade VIII At SMP Negeri 3 Siabu)",** we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in IAIN Padangsidimpuan.

    Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

    Wassalamu'alaikum Wr. Wb.

    Advisor I   Advisor II

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DECLARATION OF SELF THESIS COMPLETION

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Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/ TBI- 1

The title of thesis   : The Correlation Between Learning Motivation And English Achievement (A Study To Grade VIII at SMP Negeri 3 Siabu)

       Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

       I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 07 March, 2014

Declaration Maker

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EXAMINERS

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Result/ Mark   : 70.97 / B
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Predicate   : Very Good

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LEGALIZATION

Thesis Title   : THE CORRELATION BETWEEN LEARNING MOTIVATION

AND ENGLISH ACHIEVEMENT (A Study To The Grade VIII

At SMP Negeri 3 Siabu)

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ACKNOWLEDMENT

بسم الله الرحمن الرحيم

All Praise to be Allah SWT, Lord of the World,because of only His blessing and His merciful I able to finish my Thesis. Pease be upon the Holy Prophet Muhammad SAW, the last messenger of Allah who brought complete teaching Islam and save the human life from destruction into safety that is right path of Allah.

To fulfill requirement to get undergraduation program's degree for Tarbiyah faculty in English Department. I wrote this Thesis under title THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT (A Study To The Grade VIII At SMP Negeri 3 Siabu)

Relating to the completion of this thesis, I would like to express my sincere gratitude to:

1. Drs Fitriadi Lubis, M.Pd, as my advisor I and Mrs. Hj. Zulhimma S. Ag. M.Pd, as my advisor II who had given researcher suggestions, ideas, criticism, and guidance in writing this Thesis.

2. Dr. H. Ibrahim Siregar, MCL, as a Rektor State Institute of Islamic Studies (IAIN) Padangsidimpuan.

3. Hj. Zulhimma, S.Ag, M.Pd, as a Dean Faculty of Tarbiyah and education (IAIN) Padangsidimpuan.

Esti Jamilah, Asrina, Lia, Yenti, Hafsah, Hayani, Borlian, Zahrona thank you so much for their helping supported and motivated me to finish this thesis.

11. Thanks to all my friends in TBI-1 (Pausiah, Olfa, Saidah, Asrina, Mila, Tri, Azwar, Muammar, Zulfan, Aisyah, warna, Rahmat, Chuya, Nisa, Fikky, Beny, and Ummi) who have supported and motivated me to finish this thesis.

12. Especially to My beloved parent Samhar Dalimunthe and Timaria Parinduri who have given me supporting, praying, motivating in moral and material during and after finishing Academic year in IAIN Padangsidimpuan, Thanks so much Dad and Mom, and Last but least, researcher just wants to say thank you very much for their helping, Allah bless them and IAIN Padangsidimpuan Amin, Amin, Amin ya Allah.

Padangsidimpuan,   Mei 2014
Researcher

NURLIANI

Reg. No : 09 340 0012

ABSTRACT

Name   : NURLIANI
Reg.Number   : 09 340 0012
Fakultas/ Jurusan   : Tarbiyah dan Ilmu Keguruan / TBI - 1
Title   : **THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMNET (A Study To Grade VIII at SMP Negeri 3 Siabu)**

This research was taken based on the fact of the students' problems learning motivation and English achievement . the researcher identifying many problems that there are many factors that can influence students English achievement such as interest, physical, and motivation. Finally the researcher is interested in searching the correlation learning motivation to English achievement at SMP Negeri 3 Siabu.

The research was conducted by quantitative method. In this research, the researcher wanted to find out about how significant the correlation between learning motivation and English achievement. The population of research is all students Grade VIII at SMP Negeri 3 Siabu, And sample of research is all of the population. They are 44 students. As the instrument for the collecting data the researcher used questionnaires . the data were analyzed statistically by applying product moment.

From the result of the data analysis, it was found that r_{xy} was 0.89 while r-table was 0.304. It means that $r_{count} > r_{table}$ (0.89>0.304) which means the hypothesis was accepted. . It was concluded that there was the correlation between learning motivation and English achievement at study to the grade VIII at SMP Negeri 3 Siabu. However, there was a significant correlation between learning motivation and English achievement (a study to grade VIII at SMP Negeri 3 Siabu)

CURRICULUM VITAE

Name   : NURLIANI

Registration Student Number : 09 340 0012

Place/Date of Birthday   : Huraba/ 25 January 1990

Sex   : Female

Religion   : Islam

Address   : Huraba Kec. Siabu Kab. Mandailing Natal

Father's Name   : Samhar Dalimunthe

Mother's Name   : Timaria Parinduri

Educational Background

Primary School   : SDN 142552 HURABA (2003)

Junior High School   : MTsS Darul Ikhlas   (2006)

Senior High School   : MAN SIABU   (2009)

Institute   : IAIN Padangsidimpuan   (2014)

Appendix 1

A. Pengantar

1. Angket ini di berikan kepada siswa hanya bertujuan untuk mendapatkan informasi dari siswa sesuai penelitian tentang (**The Correlation Between Learning Motivation And English Achievement (A Study to the Grade VIII at SMP Negeri 3 Siabu).**

2. Informasi yang di peroleh dari anda sangat berguna bagi sipeneliti untuk menganilisis tentang motivasi belajar siswa.

3. Partisipasi anda memberikan informasi sangat kami harapkan.

B. Petunjuk pengisian

1. Setiap pernyataan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda, lalau berikan tanda" Cek **" (√)** pada kolom yang tersedia.

C. Questionaires of learning motivation

1. Apakah adik selalu mengerjakan PR bahasa Inggris karena keinginan sendiri?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

2. Apabila adik mendapatkan kesulitan dalam belajar bahasa Inggris, dan apakah adik berkeinginan untuk belajar lebih giat?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

3. Apakah adik mengerjakan PR bahasa Inggris yang karena keinginan sendiri?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

4. Ketika guru tidak datang, apakah adik pernah memanfaatkan waktu untuk belajar Inggris karena keinginan sendiri?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

5. Apakah adik belajar bahasa Inggris karena keinginan sendiri?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak peranh

6. Apakah adik senang mengerjakan sendiri PR yang di berikan guru?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

7. Apakah adik berkeinginan meminta bantuan teman dalam mengerjakan PR yang tidak adik pahami atau berusaha mengerjakan sendiri?
   a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

8. Apakah adik pernah mempelajari terlebih dahulu pelajaran yang akan datang karena keinginan sendiri?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

9. Apakah adik rajin mengerjakan PR karena ingin memperoleh hasil yang lebih baik?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

10. Apakah adik belajar dengan sungguh-sungguh karena ingin menguasai pelajaran bahasa Inggris karena keinginan sendiri?

a. Selalu   b. Sering   c. Kadang – kadang   d. Tidak pernah

11. Apakah adik mengerjakan PR bahasa Inggris karena di suruh orangtua?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

12. Apakah adik mengerjakan PR bahasa Inggris karena takut di marahi orangtua?

a. Selalu   b. Sering   c. Kadang- kadang   d. Tidak pernah

13. Apakah adik mengerjakan PR karena takut pada guru?

a. Selalu   b. Sering   c. Kadang- kadang   d. Tidak pernah

14. Apakah adik mengerjakan PR karena terpaksa?

a. Selalu   b. Sering   c. Kadang – kadang   d. Tidak pernah

15. Apakah adik mengerjakan PR karena oranglain?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

16. Apakah adik mengerjakan PR karena takut malu di kelas?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

17. Apakah adik mengerjakan PR karena ancaman dari guru?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

18. Apakah adik mengerjakan PR karena ingin mendapatkan hadiah dari guru?

a. Selalu   b. Sering   c. Kadang – kadang   d. Tidak pernah

19. Apakah adik mengerjakan PR karena khawatir uang jajan adik akan di kurangi orangtua?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

20. Apakah adik mengerjakan PR supaya mendapatkan pujian dari orangtua?

a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

Appendix II

The score of learning motivation and english achievement

No.	Initial	Learning Motivation	Students Achievement
1	KA	87	85
2	LW	88	86
3	SSD	90	88
4	DS	83	81
5	ND	84	82
6	NZ	85	83
7	NS	86	84
8	HW	83	82
9	NA	79	82
10	HZ	80	81
11	HN	81	81
12	MH	82	81
13	YA	79	83
14	AW	79	83
15	NB	80	84
16	SR	80	77
17	KH	80	78
18	MI	80	79
19	SA	81	80
20	AL	81	77
21	SW	81	77
22	FA	79	77
23	MR	79	78
24	MH	75	78
25	BA	76	73
26	AP	77	74
27	CHM	78	75
28	GD	75	76
29	MF	75	75
30	ZH	75	75
31	PNN	76	73
32	DN	76	73
33	SH	76	74
34	LA	77	76
35	KHI	78	69
36	MKH	71	70

37	RS	72	71
38	FL	73	72
39	ABR	74	65
40	MA	67	66
41	HA	70	67
42	MID	63	68
43	AF	65	61
44	MR	66	64
	Total	3422	3364

Appendix III

Learning Motivation (Variable X)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

87	88	90	83	84	85	86	83	79	80
81	82	79	79	80	80	80	80	81	81
81	79	79	75	76	77	78	75	75	75
76	76	76	77	78	71	72	73	74	67
70	63	65	66						

2. High score = 90
3. Low score = 63
4. Range (R) = 90 – 63 = 27

   Interval = 1 + 3.3 log N

   = 1 + 3.3 log 44

   = 1 + 3.3 (1. 643)

   = 1 + 5.421

   = 6. 421 ———→7

   Class = $\frac{27}{7}$ = 3.857 ———→ 4

5. Mean

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

Interval	F	X	F.X
87 – 90	3	88.5	256.5
83 – 86	5	84.5	422.5
79 – 82	15	80.5	1207.5
75 – 78	12	74.5	894
71 – 74	4	70.5	282
67 – 70	2	66.5	133
63 – 66	3	62.5	125

I = 4	44		3320.5

$$MX = \frac{\sum FX}{N} = \frac{3320.5}{44} = 75.46$$

6.Median

Interval	F	X	F.X	Fkb	Fka
87 – 90	3	88.5	256.5	44	3
83 – 86	5	84.5	422.5	41	8
79 – 82	15	80.5	1207.5	36	23
75 – 78	12	74.5	894	21	35
71 – 74	4	70.5	282	9	39
67 – 70	2	66.5	133	5	41
63 – 66	3	62.5	125	3	44
I = 4	44		3320.5		

Keterangan:

$$L = \frac{78 + 79}{2} = 78.5 \qquad\qquad U = \frac{82 + 83}{2} = 82.5$$

½ n = 22   ½ n = 22

Fkb = 21   Fka = 8

Fi = 15   Fi   = 9

i = 4   i = 4

$$\text{Median} = L + \left[\frac{\frac{1}{2}n = Fkb}{fi}\right]i \qquad\qquad \text{Median} = U - \left[\frac{\frac{1}{2}n - Fka}{fi}\right]i$$

$$= 78.5 + \left[\frac{22-21}{15}\right]4 \qquad\qquad =82.5 - \left[\frac{22-8}{15}\right]4$$

$$=78.5 + \left[\frac{4}{15}\right] \qquad\qquad = 82.5 - \left[\frac{56}{15}\right]$$

$$= 78.5 + 0.26 \qquad\qquad = 82.5 - 3.733$$

$$= 78.76 \qquad\qquad = 78.76$$

7. Modus

   3 x median – 2 x mean.

   Mo = (3 x 78.76) – (2 x 75.48)

   = 236.28 - 150 .96

   = 85.32

8. Standar Deviasi SD = $\sqrt{\dfrac{\sum FX^2}{N} = \dfrac{\left(\sum FX\right)^2}{N}}$

Interval	F	X	X2	FX	FX2
87 – 90	3	88.5	7832.25	265.5	23496.75
83 – 86	5	84.5	7146.25	422.5	35701.25
79 – 82	15	80.5	6480.25	1207.5	97203.75
75 – 78	12	74.5	5550.25	894	66603
71 – 74	4	70.5	4970.25	282	19881
67 – 70	2	66.5	4422.25	133	8844.5
63 – 66	3	62.5	3906.25	187	11718.75
I = 4	44			3392	263449

$$SD = \sqrt{\frac{\sum FX^2}{N} = \frac{\left(\sum FX\right)^2}{N}}$$

$$= \sqrt{\frac{263449}{44} - \left(\frac{3392}{44}\right)^2}$$

$$= \sqrt{5987.47 - 77.090}$$

$$= 5987.47 - 5942.86$$

$$= \sqrt{44.61}$$

$$= 6.67$$

Appendix IV

English Achievement (Variable Y)

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

85	86	88	81	82	83	84	82	82	81
81	81	83	83	84	77	78	79	80	77
77	77	78	78	73	74	75	76	75	75
73	73	74	76	69	70	71	72	65	66
67	68	61	64						

2. High score = 88

3. Low score = 61

4. Range (R) = 88 – 61 = 27
   Interval = 1 + 3.3 log N

   = 1 + 3.3 log 44

   = 1 + 3.3 (1. 643)

   = 1 + 5.421

   = 6. 421 $\longrightarrow$ 7

   Class = $\frac{27}{7}$ = 3.857 $\longrightarrow$ 4

5. Mean

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

Interval	F	X	FX
85 – 88	3	86,5	259,5
81 – 84	12	82,5	990
77 – 80	9	78,5	706,5
73 – 76	10	74,5	745
69 – 72	4	70,5	282
65 – 68	4	66,5	266

61 – 64	2	62,5	125
I : 4	44		3374

$$MX = \frac{\sum FX}{N} = \frac{3374}{44} = 76,68$$

6.Modus

Interval	F	X	FX	Fkb	Fka
85 – 88	3	86,5	259,5	44	3
81 – 84	12	82,5	990	41	15
77 – 80	9	78,5	706,5	29	24
73 – 76	10	74,5	745	20	34
69 – 72	4	70,5	282	10	38
65 – 68	4	66,5	266	6	42
61 – 64	2	62,5	125	2	44
I : 4	44		3374		

Keterangan:

$$L = \frac{76+77}{2} = 76,5 \qquad\qquad U = \frac{80+81}{2} = 80,5$$

½ n = 22   ½ n = 22

Fkb = 20   Fka = 15

Fi = 9   Fi   = 9

i = 4   i = 4

$$\text{Median} = L + \left[\frac{\frac{1}{2}n = Fkb}{fi} \right] i \qquad\qquad \text{Median} = U - \left[\frac{\frac{1}{2}n - Fka}{fi} \right] i$$

$$= 76,5 + \left[\frac{22-20}{9} \right] 4 \qquad\qquad = 80,5 - \left[\frac{22-15}{9} \right] 4$$

$$= 76,5 + \left[\frac{8}{9} \right] \qquad\qquad\qquad = 80,5 - \left[\frac{28}{9} \right]$$

$$= 78.5 + 0.888 \qquad\qquad\qquad = 82.5 - 3.111$$

$$= 77,38 \qquad\qquad\qquad\qquad = 77,39$$

8. Median

Median = 3 x median – 2 x mean.

Mo = (3 x 77.38) – (2 x 76.68)

= 232.4 – 153.36

=79.04

9 . Standar Deviasi SD = $\sqrt{\dfrac{\sum FX^2}{N} = \dfrac{\left(\sum FX \right)^2}{N}}$

Interval	F	X	X2	FX	FX2
85 – 88	3	86,5	7482,25	259.5	22446.75
81 – 84	12	82,5	6806,25	990	81675
77 – 80	9	78,5	6162,25	706.5	55460.25

73 – 76	10	74,5	5550,25	745	55502.5
69 – 72	4	70,5	4970,25	282	19881
65 – 68	4	66,5	3906,25	266	17689
61 – 64	2	62,5		125	7812.5
I : 4	44			3374	260467

$$SD = \sqrt{\frac{\sum FX^2}{N} = \frac{\left(\sum FX\right)^2}{N}}$$

$$= \sqrt{\frac{260467}{44} - \left(\frac{3374}{44}\right)^2}$$

$$= \sqrt{5919.704 - 76.681}$$

$$= 5919.704 - 5879.975$$

$$= \sqrt{39.729}$$

$$= 6.303.$$

APPENDIX V

THE TABLE OF PRODUCT MOMENT SCORE

No.	Initial	X	Y	XY	X2	Y2
1	KA	87	85	7395	7569	7225
2	LW	88	86	7568	7744	7396
3	SSD	90	88	7920	8100	7744
4	DS	83	81	6723	6889	6561
5	ND	84	82	6888	7056	6724
6	NZ	85	83	7055	7225	6889
7	NS	86	84	7224	7396	7056
8	HW	83	82	6806	6889	6724
9	NA	79	82	6478	6241	6724
10	HZ	80	81	6480	6400	6561
11	HN	81	81	6561	6561	6561
12	MH	82	81	6642	6724	6561
13	YA	79	83	6557	6241	6889
14	AW	79	83	6557	6241	6889
15	NB	80	84	6720	6400	7056
16	SR	80	77	6160	6400	5929
17	KH	80	78	6240	6400	6084

18	MI	80	79	6320	6400	62416
19	SA	81	80	6480	6561	6400
20	AL	81	77	6480	6561	5929
21	SW	81	77	6237	6561	5929
22	FA	79	77	6083	6241	5929
23	MR	79	78	6162	6241	6084
24	MH	75	78	5850	5625	6084
25	BA	76	73	5548	5776	5329
26	AP	77	74	5678	5929	5476
27	CHM	78	75	5850	6048	5625
28	GD	75	76	5700	5625	5776
29	MF	75	75	5625	5625	5625
30	ZH	75	75	5625	5625	5625
31	PNN	76	73	5548	5776	5329
32	DN	76	73	5548	5776	5329
33	SH	76	74	5624	5776	5476
34	LA	77	76	5852	5929	5776
35	KHI	78	69	5382	6084	4761
36	MKH	71	70	4970	5041	6900
37	RS	72	71	5112	5184	5041
38	FL	73	72	5256	5329	5184

39	ABR	74	65	4810	5476	4225
40	MA	67	66	4422	4489	4356
41	HA	70	67	4690	4900	4489
42	MID	63	68	4284	3969	4624
43	AF	65	61	3965	4225	3721
44	MR	66	64	4224	4356	4096
	Total	**3422**	**3364**	**263076**	**267640**	**258932**

From table above, it can be seen that :

$\sum X$: 3422

$\sum Y$: 3364

$\sum XY$: 263076

$\sum X^2$: 267640

$\sum Y^2$: 258932

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

$$= \frac{44(263076) - (3422)(3364)}{\sqrt{\{44(267640) - (3422)^2\}\{44(258932) - (3364^2)\}}}$$

$$= \frac{11575344 - 11511608}{\sqrt{(11776160 - 11710084)(11393008 - 11316496)}}$$

$$= \frac{63736}{\sqrt{(66076)(76512)}}$$

$$= \frac{63736}{\sqrt{5055606912}}$$

$$= \frac{63736}{71102,79117} = 0.89$$

Appendix VI

Table Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	96	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181

15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115
18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105
20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,433	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372			
23	0,413	0,526	48	0,284	0,368	900	0,065	0,086
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081

Appendix VII

B. Students Learning Motivation Questionnaire (variable Y)

Answer these questions well by crossing a, b, c, d and e.

21. Apakah anda selalu mengerjakan tugas karena keinginan sendiri?
    b. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah
22. Apabila anda mendapatkan kesulitan dalam belajar, apakah anda berkeinginan untuk belajar lebih giat?
    a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

23. Apakah anda mengerjakan tugas-tugas yang sulit karena keinginan sendiri?
    a. Selalu   b. Sering   c. Kadang - kadang   d. Tidak pernah

24. Ketika dosen tidak datang, apakah anda pernah memanfaatkan waktu untuk belajar karena keinginan sendiri?
    b. Always   b. Often   c. Sometimes   d. Never
25. Apakah anda sering belajar karena keinginan sendiri?
    b. Always   b. Often   c. Sometimes   d. Never
26. Apakah anda senang mengerjakan sendiri tugas-tugas yang di berikan dosen?
    b. Always   b. Often   c. Sometimes   d. Never
27. Apakah anda berkeinginan meminta bantuan teman anda dalam mengerjakan tugas-tugas yang tidak anda pahami atau berusaha mengerjakan sendiri?
    b. Always   b. Often   c. Sometimes   d. Never
28. Apakah anda pernah mempelajari terlebih dahulu pelajaran yang akan datang karena keinginan sendiri?
    b. Always   b. Often   c. Sometimes   d. Never
29. Apakah anda rajin mengerjakan tugas karena ingin memperoleh hasil yang lebih baik?
    b. Always   b. Often   c. Sometimes   d. Never
30. Apakah anda belajar sungguh-sungguh karena ingin menguasai subjek tersebut karena keinginan sendiri?
    b. Always   b. Often   c. Sometimes   d. Never
31. Apakah anda mengerjakan tugas karena di suruh orangtua?

b. Always   b. Often   c. Sometimes   d. Never

32. Apakah anda mengerjakan tugas karena takut di marahi orangtua?

    b. Always   b. Often   c. Sometimes   d. Never

33. Apakah anda mengerjakan tugas karena takut pada guru?

    b. Always   b. Often   c. Sometimes   d. Never

34. Apakah anda mengerjakan tugas karena terpaksa?

    b. Always   b. Often   c. Sometimes   d. Never

35. Apakah anda mengerjakan tugas karena oranglain?

    b. Always   b. Often   c. Sometimes   d. Never

36. Apakah anda mengerjakan tugas karena takut malu di kelas?

    b. Always   b. Often   c. Sometimes   d. Never

37. Apakah anda mengerjakan tugas karena ancaman dari guru?

    b. Always   b. Often   c. Sometimes   d. Never

38. Apakah anda mengerjakan tugas karena takut di hukum oleh guru?

    b. Always   b. Often   c. Sometimes   d. Never

39. Apakah anda mengerjakan tugas karena khawatir uang jajan anda akan di kurangi orangtua?

    b. Always   b. Often   c. Sometimes   d. Never

40. Apakah anda mengerjakan tugas supaya mendapatkan pujian dari orangtua?

    b. Always   b. Often   c. Sometimes   d. Never

Appendix VII

NILAI – NILAI DALAM DISTRIBUSI t

∝ untuk uji dua pihak (two tail test)					
0.50	0.20	0.10	0.05	0.02	0.01
∝ untuk uji satu pihak (one tail test)					
dk	0.25	0.10	0.005	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.480	2.015	2.571	3.363	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.165
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.178	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.132	2.623	2.947
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.743	2.110	2.567	2.898
18	0.688	1.330	1.740	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.763
28	0.683	1.313	1.701	2.048	2.467	2.756
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

CHAPTER 1

INTRODUCTION

A. Background of the problem

English is an international language. it is an important language which is studied by students at schools, collages, and universities. so they can communicate by using English. It is used by many people in the world. They use is not only for trade association but also for scientific terminologies. English has mushroomed in every part of the world and become a universal language because it is used by almost all countries, even in some countries have become the primary language or has become the standard language used in everyday life whether in government, social, and other formal institution.

In Indonesia, English as a foreign language. Students in the school must know and understand English well. So, English become a compulsory subject in the school. In the English curriculum 2007, there are the special objectives why English as a compulsory subject, they are :

1. For the students become more familiar with their environment and also their a socio – culture background.
2. For students to have knowledge, ability and skill about their regions that are relevant their needs and interests and also he surrounding community.
3. For students demonstrate their attitude and behavior that exhibit their culture values, preserve, and develop these value to support national development. [1]

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[1] Siti Jamilah, 2007. English in Indonesia Primary School Bagian Kurikulum,(Online) (http : /// re – searching ines.com/Siti.htm1. Accesse on December. 15,2013).

The purpose of teaching English is to enable students to develop the four skill of English they are writing, speaking, listening and reading, and to use English in daily communication.

The effort to increase English achievement: (1) to develop the curriculum, it means that school need consider students current knowledge and development level learning difficulties, ages, learning resources and learning strategy. (2) teacher should be conducted many various efforts and endeavors to be able to upgrade the quality of the students ability in English. Such as workshop, applying various method and strategy in teaching, completing the facilities of study .

The condition of students English achievement in SMP Negeri 3 Siabu. English as language of course has many items in it that should be learned, but many of items sometimes can not be mastered that caused many of causes. Four skill of English that should be mastered by the students. It can be seeing by using the test and result of the raport, there are many factors that influences the successfulness of the learners it self. It means that the external and internal factors may affect to their English achievement. based on the fact and reality above the students got in that school is still low categories.

The factors of English achievement: Motivation, Intelligence, interest, aptitude, health, family, school. The factors of learning motivation: Appreciation in learning, desire want to success, learn milliou condisif, pressure and need in learning.

Learning motivation is internal and external factors that pressure to students just learn for to changed behaviour. motivation and learning is two affair that mutually to influence. Learning motivation can to emerge because external and internal factors, and motivation can be stimulated by factors from outside but the motivation is growing inside a person.

Further, motivation important role in gain the students success in English achievement. when the students want to have English achievement he must study hard and diligently, with the wise to get result the good. Motivation can also be interpreted as an impulse from within the people overcome all challenges and abstactes in an effort to achieve goal. motivation involves reaction that begin to be a need and target to be achieve.

Because learning motivation important for the students to have English achievement. So, the researcher wanted to see THE CORRELATION BETWEEN LERANING MOTIVATION AND ENGLISH ACHIEVEMENT (A Study to the Grade VIII at SMP Negeri 3 Siabu).

B. Identification of the Problem

Achievement is gain or reach something by effort and get something done. Achievement is activity result and assessment / effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.

There are many factors of English achievement such as : Motivation Intelligence, aptitude, interest, dream, family, cognate ability. Society, and school.

C. Limitation of the Problem

As mentioned above there are many factors that can influence the students English achievement such as : Motivation, Intelligence, aptitude, interest, dream, family, cognate ability, Society, and school. Here, the researcher does not discuss all factors. The researcher discusses one factors only that is English achievement.

Learning motivation important role in gain the students success in English achievement, and learning motivation very need of students for to get English achievement, for to get English achievement the students needed intrinsic and extrinsic motivation for to develop the quality of the students ability in English make extra curricular (English course) and etc. So. That is why the writer limits the problem about, The Correlation Between Learning

Motivation and English Achievement (A Study to Grade VIII SMP Negeri 3 Siabu.

D. Formulation of the Problem

Based on the background of the problem above, the researcher will formulated is as follow:

1. To what extent is learning motivation to grade VIII students of SMP Negeri 3 siabu ?

2. To what extent is English achievement to grade VIII students of SMP Negeri 3 siabu?

3. Is there any significant correlation between learning motivation and English achievement to grade VIII students of SMP Negeri 3 siabu ?

E. The Aims of the Research

Based on the formulation of the problem above, the aims of the research are expected:

1. To find out the extend of the students learning motivation of SMP Negeri Siabu.

2. To find out the extend English achievement of SMP Negeri 3 Siabu.

3. To know how the correlation between learning motivation and English achievement of SMP Negeri 3 Siabu.

F. The Significances of the Research

Here, the researcher hopefully states that the researcher would be significant for:

1. For the headmaster of SMP Negeri 3 Siabu to give direction to the English teacher about the teaching English Method that suitable to the students situation and materials of the study that can improve the students motivation to study hard English.

2. For the English teacher of SMP Negeri 3 Siabu the study can help and improve the quality of teaching .and at moment learning process give learning motivation to the students.

3. For the researchers wants to research the some problem for to increasing their knowledge.

G. Definition of the Operational Variable

Avoiding vagueness and misunderstandings in assuming the title of the research, then it was clarified the definition of the focuses as the key terms as follows:

1. Learning motivation is a push or effort that conscious to influence the human behavior in order he want to act or to do something for to achieve certain goal. Learning motivation to be desire to learn from individual, students can learn more efficiently if students want to learning achievement.

2. English Achievement is activity result and effort which have been by which is express in the from of letter or number and can express reached result of certain someone within. So the writer make conclusion that achievement is a result which have been reached.

G. The Thesis Outline

The systematic of this thesis were divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

The first chapter introduction consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, significances of the research. All reasons why writer really interest in finding phenomena or realities of students' learning motivation and English achievement. And the last is thesis out line; explain all elements in each chapter.

The second chapter consists of theoretical description which explain about learning motivation (definition of learning motivation, purpose of learning motivation, principles of learning motivation, classification of learning motivation, forms of learning motivation, characteristic of learning motivation), And English achievement (definition of English achievement, purpose of English achievement, factors to influence of English achievement, skill of English achievement) and also review of related finding, framework of thinking, hypothesis .

The third chapter is research methodology, and it consists of place and time of the research, method of research, population and sample, instrument of the research, technique of collecting data, and the last technique of data analysis.

The fourth chapter consists of the result of the research. The result of the research consist of the description of the data. The result of the research talking about the analysis of data. This chapter consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, five chapter consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW AND HYPHOTESIS

A. Theoretical Description

1. Learning Motivation

a. Definition of Learning Motivation

All of need drive in the from of motivation. According to Levine in James W. Vander Zandes' book, most of us assume that behavior is functional, that people do certain things because the consequences somehow meet their needs. This premise underlies the concept of motivation.[1]

From the above it can be said that learning have changed. To call up, and need attention. All of need drive in the from of motivation. Motivation according to Masnur is'' sesuatu yang menggerakkan seseorang individu untuk melakukan suatutindakan atau tingkahlaku.''(Something that move and individu to do an act or bahaviour.)

Futhermore I.L Pasaribu and B. Simanjuntak stated : Motivation merupakan suatu dorongan atau tenaga, alasan kemauaan dari dalam yang menyebabkan kita berbuat atau bertindak yang mana tindakan itu di arahkan kepada tujuan tertentu yang hendak dicapai.[1] (Motivation if a push

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[1].James W. Vander Zanden, Ann J. *Pace, Educational Psychology in Theory and Practice,* (New York : Random House, 1984), p. 344.

[2] I . L Pasaribu and B. Simanjuntak*, Proses BelajarMengajar* , (Bandung : Tarsito, 1983), p. 50.

energy, the reason of willing from inside that cause us to do or act which act moved for seeking creation goal). While Webster said : '' Motivation lead to action. It means a motivation is a set of predisposes of the individual on certain activities and for seeking certain goal. One motive is a reason.

Learning motivation to be a desire to learn from an individual. Students can learn more efficiently if students try to do maximal learning. It means students motivate themselves, learn to get achievement.

In addition, Fredick J. Mc. Donald stated : Motivation is an energy change within the person characterized by effective arousal and anticipatory goal reaction.[2] Based on the statement above learning motivation is an energy from human self that drive, one direct process in personal self that is what we are doing whether it is important or not, dangerous or not have motivation. M. Ngalim Purwanto added motivation is: Suatu pendorong atau usaha yang di sadari untuk mempengaruhi tingkah laku seseorang agar ia tergerakkan hatinya untuk bertindak sesuatu sehingga mencapai hasil atau tujuan tertentu.[3] (Motivation is a push or effort that conscious to influence the human behavior in order he want to act or do something for seeking certain goal). According to Dimayanti Mudjiono motivation is ''Kekutan mental yang berorientasi pada

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[3]Fredick J. Mc. Donald, *Education Psychology*, (Tokyo : Overseas Publication Ltd, 1959), p. 77.

[4]M. Ngalim Purwanto, *Psikology Pendidikan,* (Jakarta : Rineka Cipta, 1994) , p. 71.

pemenuhan harapan atau pencapaian tujuan.''[4] (Thementaly energy that orientation to full of expect or get the goal). So motivation as a mental lead that drives attitude may be sourced from individual and outside individual.

Based on the explanation above, the researcher conclude that motivation is reason to act for seeking certain goals, Motivation as internal condition arouses direct and determined the intensity in learning effort. So, if students want to learn efficiently, they must be in stand up, and pay attention to their surrounding .in the case possibly, if students have learning motivation they will success.

B. Purpose of Learning Motivation

Purpose of learning motivation is for to movement someone in order that to appear wanted to do something, so that can to get English achievement. and purpose of learning motivation is medium for to achieve purpose definite to be a teacher, purpose in learning motivation is movement students so that can to emerge wanted for to increase English achievement. Everyone that will give motivation must know and understood life background, needed, personality people that will give motivation. And purpose of learning motivation is :

1. Motivation as a push, movement, and director for to do something. Without motivation can't will emerge to do something such as learn.

2. To change behaviour , from bad become good.

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[5]Dimayanti Mudjiono, *Belajar dan pembelajaran*, (Jakarta : Rineka Cipta, 1994), p. 81.

3. To add knowledge.

4. Change Organize in a self.[5]

Learning motivation is an essential condition of learning. Learning achievement will be come good, if there is motivation. So, motivation will always to determine intensity learn attempt for students.

C. Principles of Learning Motivation

Principles of learning motivation is a important for to know and can to do. So, we can to achieve learning achievement. According to M. Dalyono in book, *Psikologi Pendidikan* says that there is five principles of learning motivation for to give encourage or desire hard from students. Principles of learning motivation namely:

1. To ripe physic and physical

First of learning motivation is must to reach ripe physic and physical accordance level that learn. Rip is effect attempt learn to depend in level rip that have to reach, this principle contain means there is not use be persistent to do something that.[6] Ripe physic is has arrive in minimal age limit with physic condition has can to do activity learn, and ripe physical it means has have ability with psychologies to do activity learn.

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[6]M . Dalyono, *Psikologi Pendidikan*, (Jakarta : RinekaCipta, 2009), p. 50.
[7]Mustakim and Abdul Wahab, *Psikologi Pendidika*n, (Jakarta : PT. RinekaCipta, 2003), p. 91.

2. Have to ready

Every one that to do activity learn must have ready. it means whit ability enough good physic, rebound and although learn equipment. Prepare physic it means have to energy enough and health. During to be ready rebound, have interest and motivation that enough for to do activity learn. Learn without prepare physic, rebound and equipment will be have some difficult , causes can't have English achievement.

3. To understand purpose

Everyone learn must understand what is the purpose and what is the advantage for self. This is principles very important to have students. So that process to do can to achieve, And learn without purpose understand can't have achieve and useless.

4. To own seriously

The students must learn have seriously for to do, Learn without seriously will get less achieve. Beside that will much time lost with useless. The other way, learn with seriously will get achieve . principles seriously very important it means. Nevertheless students have to ripe, to ready and purpose in to do activity learn. But if the students not seriously , and lazy as a consequence can't get achieve.[7]

8*Ibid*, p.51.

D. Classification of Learning Motivation

According to Jhon W. Santrock:[8] Motivation consist of two classify they are intrinsic and extrinsic motivation.

1. Intrinsic Motivation

Motivation in learning that sources from inside of the students is called intrinsic motivation. Students learn because it is pushed by mental energy. Mental energy in the form of willing, study hard, desire want to success, attention, aim, makes the students think that it (the subject) is importance, useful for them so they try to get it as well as possible. The students can learn efficiently if they try to learn maximally, it means, students motivate themselves to learn. The students will learn efficiently if they have motivation in themselves. Intrinsic motivation wish to activate, to motion, to drive and to go in the direction of attitude.

According to Dalyono, ''Motivasi berasal dari dalam diri (Intrinsik) yaitu dorongan yang datang dari hati sanubari, umumya karena kesadaran akan pentingnya sesuatu, atau dapat juga karena dorongan bakat apabila dada kesesuaian dengan bidang yang dipelajari''. It means that motivation come from whitin (Intrinsic) is a both that comes from the heart, usually due to awareness of the important of something, alternatively

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[8]Jhon W Santrock, *Psikologi Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2004), p. 514.

due to a both of talent if there is compliance white the field being studied.[9]

Such as : desire want to success, dream, interest, cognate ability, aptitude,

Sardiman also say intrinsic motivation are the motives that become activated or function does not need to be stimulated from outside, because inside every individual has urge to do something.such as desire want to sucsess, pressure and need in learning.[10] as we know that students have motivation will have purpose become educated people, study hard, knowledge and etc. without learn does not possible can to knowledge, encouragement that to move source at something need, and need that comprise necessity become educated students and the knowledge. So, motivation to appear from realization self with purpose essential, does not by symbol.

2. Extrinsic Motivation

Extrinsic Motivation is pressure come from outside person such as: parent, teacher, friends, family, milliou, appreciation, school and sociaty[11], and motivation emerge because there is appreciation, learn milliou that conducif, teacher attitude, personality, promises, teacher management, friends, parents and economy. It can influence students motivation highly, teacher who has pleasant personality, open attitude in teaching, give

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[9]Dalyono, *Psikologi Pendidikan* (Jakarta : PT. Rineka Cipta, 2002), p. 25.
[10]Sardiman , A.M. *Interaksi dan Motivasi Belajar Mengajajar*, (Jakarta : PT Grafindo Persada, 2011), p. 89.
[11]M.Dalyono ,*Op.Cit*, P.57.

attention will make students believe, comfortable to him/her so they will be interested in studying well, the use of teaching method which are various like: demonstrative, discussion, discovery, drill and practice methods are in dynamism which enable communication between teacher and student. In reality both of motivation are difficult because they have a strong correlation, can influence between one another and extrinsic motivation can change to be intrinsic motivation.

Maslow in Sumadi Suryabrata said that There are five levels of human needs namely; psychological needs, safety and security, social needs, esteem need, and self actualization[12].

1. Psychological needs

Need is basic means it is primary and vital quality which has biological functions from human such as primary needs include eat, drink, cloth, health. Secondary needs, entertain, learning needs[13]. That's why human or students need motivation to get psychological needs. Example the students cannot study well to fill his cognition or to make his prestige higher before his physical needs is complete like : eat, drink, clothes, the students who is ill, hungry, tried will not concentrate to their study. Whereas physical needs which they hope from learning is a mark.

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[12]Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta : PT. Raja Grafindo Persada,1998), p. 69.

[13]Djaali, *Psikologi Pendidikan*, (Jakarta : Bumi Aksara, 2007), p. 102.

2. Safety and security

In life human need safety and such as : protection from danger, and thread from disease, war, poverty, starved, injustice[14]. To avoid some danger human endeavor do something the students feel his physic threaten because he is often disturbed by his friends. Punishment from the teacher because his stationeries are not enough will be a trouble in learning concentration, even the student is unsafe to follow the lesson at school or study at home. If safety and security needs is completed in learning, so the students' motivation learning will grow up.

3. Social needs

Human are called as homological, it is difficult for them to live in isolation. They should intract with other person. In interaction they need social needs which overload love and belonging from another. Between two people who love each other will occurs a good communication. Social need include need will to love, attention, race faithful friends and work together.[15] At schools teachers who educated the students need to love his students, should educate whit love and feeling or belonging, honesty. So students fells comfortable and think that their teacher is not a stranger who should be avoided. Education with love and feeling of belonging will grow up and develop students' motivation in learning.

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[14]Abdul Rahman Saleh ,*Suatu Pengantar Dalam Perspektif Islam*, (Jakarta : PT. Kencana Group, 2009), p. 191.
        [15]*Ibid*, p. 192.

4. Esteem needs

Everybody has ago, always wants to prize, appreciate, maybe because of achievement, ability, status, successful. These aspect enable to influence all the people's activities in their environment. There is two categories about esteem needs in human namely : (a) need will self esteem such as : self confidence, freedom, achievement, sufficiency, understanding. (b) need will esteem from another people such as: attention, acknowledgement, position, and good name.[16] Esteem needs means is know by other people, useful, have influence and is admitted the success in the society. One student is smiling because he is given prize by his teacher when do something well, he will fell that he is esteemed.

5. Self actualization

One individual needs something is beautiful, self actualization and grow up his ability. Based on this theory in teaching learning process, the students' who are clever and finish the tasks given before the time is over, the teacher needs to give esteem or present to them. These needs can become basic in effort to drive learning motivation and act motivation of the students. If the student have something special in themselves they will be

[16]Muhammad Ali and Muhammad Asroni, *Psikologi Remaja,* (Jakarta : PT Bumi Aksara, 2004), p. 156.

inclined to grade up their potency, creativities and self expression, so to grade up actualize themselves they need motivation.[17]

By looking motivation theories above, 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. Some efforts that are used in reinforcement are: a) give question, b) give reward, c) give present, d) give punishment.[18] but in reinforcement motivation the teacher must be carefully chooses words or action suitable with students' because there are some factors that influences the students; motivation.

Motivation is important role in gain the students success a stimulus toward students' to get learning achievement. To measure the students' motivation level in learning is by looking from some indicator based on intrinsic and extrinsic motivation namely :   desire want to success, dream, interest, aptitude, family, parent, society, school, miliou[19] Suitable with the indicator, we know the aim of motivation in learning is to move, to awake, to lead someone. So that willing and wish can be grow up. Surely to get result or certain goal in learning and each motivation act has goal or aim.

[17]*Op,Cit*. p.65.
[18]*Op. Cit*. p. 15.
[19]Syaiful Bahri Djamarah and Aswan Zain*, Strategi Belajar Meng*ajar, (Jakarta : PT RinekaCipta, 2006), p. 148.

Successful in learning are in students' hands, because the motivation in learning keeps an important role to create effectiveness in teaching learning process. There are some factors to influence learning motivation namely; willing, attention, wishes, class management, evaluation .[20]

The influence factors are as follows (1) students' aspiration, students' aspiration can be seen on child's wish before, like wants to walk, eat, read, sing etc. To reach success they will grow up their willing in the future that become an aspiration for them. (2) Students' ability, students' try to get success from their action by using their ability that carries out satisfaction and pleasant successfully in heart. The willing will strengthen motivation. (3) Students' condition, students conditions are physical and mental conditions that influence motivation in learning. If one students' is ill, hungry or angry will disturb his learning attention, on the contrary, if a student is healthy, happy, full, he will be easily focused his attention on learning. (4) Environment conditions, student environment is nature condition, condition of the place, association and community live. As a human community students' can be influenced by their surroundings. Thereat from naughty adolescent, quarrel between students' will disturb their

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[20]Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT, Rineka Cipta, 1995), p. 45.

seriousness in learning, on the contrary, great school, harmony, will strengthen motivation.[21]

From all those influence factors, some can be tried to increase motivation in learning. Exactly, learning will success if students' realize that learning is the most important and it is useful for the future. Students' motivation can be low or high, the motivation is low can be increased by optimal the principles of learning is mastering all of materials and give the material that is suitable to level of intelligence so that the students' can get knowledge which will be transferred by teacher.

E. The Forms of Learning Motivation.

In activity teaching learning role motivation very need well intrinsic motivation or extrinsic motivation. with motivation the students can to develop activity and inisiative, can to encourage in do activity learn. Beside that forms of learning motivation. Giving motivation for students in activity learn students, and still much form and manner that use to increase learning motivation students. In the give forms learning motivation can to encourage students for study hard , discipline and can to increase learning achievement. According to Slameto Forms of learning motivation is : a) give a score, b) prize, c) competition, d) ego – invoivement, e) give that is done again, f) to know the result, g) prise, h) punishment, i) desire for to learn, j)interest.[22]

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[21]*Ibid*, p.54.
[22]*Ibid*, P. 92.

According to Winkel W.S Forms of learning motivation can two classify namely : forms extrinsic motivation and intrinsic motivation . [23]

That included forms extrinsic learning motivation is : 1) Learn for to fill obligation, 2) Learn for to get pize, 3) Learn for to avoid punishment and 4) Learn to get appreciation, 5) Learn for to increase social prestige, Then included forms intrinsic   learning motivation is : 1) Learn because want to know details whatever problem whit complete and 2) Learn because want to be a success.[24]

Forms of learning motivation still much forms of learning motivation and manner can be use for to increase learning motivation students. That important for to a teachers is how to develop various forms of learning motivation that have. So that can to increase English achievement. with give form of learning motivation to students. it means we a push students for to do something, and always for can learning achievement the students has learning motivation, and with given forms of learning motivation can to grow learning motivation.

[23] Winkel W. S, Psikologi Pengajaran, (Jakarta : Gramedia, 1991) p. 32.
[24]*Ibid,* p.25.

F. The characteristic of Learning Motivation

The characteristic of learning motivation for each people is different. Some people have high learning motivation, also some people not have learning motivation, the difference characteristic of learning motivation cause the different individual person. the Characteristic students have learning motivation is : background knowledge level, style to learn, ripe level, interest, intelligence. attitude, learn achievement, [25]

According to David McClelland characteristic of learning motivation is : a) have high level responsibility person, b) brave to take risk, c) have purpose that realistic.[26] And also The characteristic of learning motivation namely :

a. Taking a fancy o duty or situation claiming personal responsibility to the it shim and not because of change base or coincidence.

b. Choosing the target of realistic but challenging from target of too keep handy or too big its risk.

c. Searching work or situation where he obtain get feedback immediately and real to determine goodness or its his do not result of its work.

d. Like to work by self and compete to excel others.

e. Can delay satisfying of its desire for the shake of better future.[27]

From explained above the researcher make concluded characteristic of learning motivation changing in person, changed attitude, style learn ,level

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[25]Sardiman *Op. Cit.* p. 119.

[26]David C. McClelland, *The Achieve Motive,*(New York : Irvington , 1976) p. 28.

[27]Djaali*, Op. Cit.* p.27.

intelligence, this changing is conscious and also characteristic students is difference between one people to another people, characteristic of learning motivation students have relation positive with learning achievement . if students have characteristic of learning motivation she will have learning achievement.

2. English Achievement

a. Definition of English Achievement

Achievement is gain or reach something by effort and get something done.[28] According to Nana Sudjana achievement is activity result and assessment/ effort which have been by which is expressed in the from of letter or number and can express reached result of certain someone whitin.[29] So, the writer take a conclusion that achievement is result which have been reached or result of which have been and done.

According to W. S. Winkel [30] English Achievement is ability of someone to activity learn, that ability is obtained because in the beginning that ability there is no. According to M. Atia [31] English achievement is reached of someone to something that studying. English achievement language of

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[28] A. S. Hornby, *Oxford Advanced Learners Dictionary,* (New York : Oxford University Press, 2000), p. 1344.

[29]Nana Sudjana, *Pembinaan Dan Pengembangan Kurikulum Disekolah*, (Bandung : Sinar Alge sindo, 1996), p. 48.

[30]W. S. Winkel, *Op. Cit*, p. 50.

[31]M. Atia, *Bimbingan Pendidikan dan Pembelaj*aran, (Jakarta : Bulan Bintang, 1978), p. 53.

English is ability of actual having the character of measured in consequence of process learn to teach language subject English.

b. Purpose of English Achievement

English achievement is ability that find by someone , well knowledge, attitude   and skilful after she or he to accompany teaching learning process. In attempt to reach purpose English achievement necessary learn milliou conducip, knowledge, attitude, and skillful. They are purpose of English achievement :

1. Stimulate interest and individual develop

2. To measure advancement English achievement embrace in a rapor

3. English achievement use as peed back to the teacher, later will to correct teaching learning process appropriate with ability, aptitude, and interest.[32]

So, purpose English achievement is want to get knowledge, skilful. To reach purpose learn it means, will to achieve learning

c. The Factors to Influence English Achievement

According to Muhibbin Syah : Success or failure of someone in learning to be caused by some factors influence attainment of result learn. Under this will be told factors influence achievement learn the following students.

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[32]Sardiman A. M. *Op. Cit.* p. 26.

1) Internal Factors
    a) Physical
      - The five senses
      - Condition of common/ public or physical
    b) Psychological
      Variable of is non cognate
        - Interests
        - Motivation
        - Personality

   Cognate Abilty
    - Special Ability(Talent)
    - Ability of Public (Intelligence)
2. Exsternal Factors
   a) Physical : condition of place learn, suply and medium learn, lesson item, condition of environment learn.
   b) Social : social support, cultural influence.[33] From factors to influence

English achievement the students get knowledge, skillful, good personality, have

high motivation and interest to learn especially to learn English. So, the students have

English achievement

d. The skill of English Achievement

      English achievement reached of someone to something that studying.

Achievement is result which have been reached or result of which have been

and done. According to curriculum of English junior high school, there are

many subject or materials are taught during in this level. The material such as :

vocabulary, grammar, reading, writing , speaking and listening.

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[33]Johson, David W, *The Social Psychology of Education,* (New York: Holt Rinehart and Winston Inc, 1970), p. 106.

In addition, the purpose of learning English in junior high school itself is order to be enable to communicate in that language both orally and writing. Therefore, English is taught in junior high school or SMP Negeri 3 Siabu, in which the purpose of teaching learning is to enable students to develop the four skill English they are writing , speaking, listening, and reading, and to use English in daily communication. English as language of course has many items in it that should be learned.

For to achieve English achievement the students must mastery four skill., And according to Wikipedia, there are four skills of English : they are reading, writing, speaking and listening.

1. Reading

   Reading is understanding what has been read, it is an active or process that depent not only on comprehension but also the students experience and prior knowledge.[34] Reading is one of the important element in English because English is the component lesson of English language, with reading we know information, add knowledge. In learn material reading students SMP Negeri 3 siabu grade VIII can be categories enough, because the students able when the students to command for read the students can to understood meaning in the text.

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[34]David Nunan, *Practical English Language Teaching*, (New York : Mc. Grow Hill, 2003), p. 63.

concordant with standard competence have done to constant curriculum and for to standard competence in reading is must to comprehend meaning in text functional and short essay form recount and narrative for interaction with around area.

Learning material in reading the student must understood such as : spelling, stress, intonation. It is clear that reading help growing knowledge on this world like the from explanation above the researcher conclude reading is important skill for academic purpose or in life, beside that reading in educational setting for daily activities.

2. Writing

Writing is derived from the word write (verb) + (ing) it means tulisan and writing is one of the elements of skill in language.[35] Writing is one of the most important skills in learning English language besides reading, speaking and listening.

The main goal in writing activity are able to expression meaning in write functional text and short essay from descriptive and recount , write idea, expressing their thought clearly, and improve that they have in mind. So the reader is easier to know what the read. Every students who is learning how to write a composition should be ware his main goal, that is good writing.

[35]Jhon M. Echol and Hasan Sadily, *an English Language Dictionary*, (Jakarta : PT. Gramedia), p. 656.

The value of writers can be seen when the students able to expression meaning in write functional text and short essay from descriptive and recount. In writing the students must understood learn have give teacher based on curriculum / syllabus , for to writing ability students can be seen the test. In SMP Negeri 3 Siabu the students have able to understand to learn material in writing based on curriculum / syllabus, in writing the students to expected able to expression meaning in write text functional and short essay form descriptive and recount for interaction with around area.

Based on interview English teacher SMP Negeri 3 Siabu the students more superior in writing compare with reading, speaking and listening. So, Based statement above the researcher conclude that writing is to expression meaning feeling, ideas, opinion based in write text.

3. Speaking

Speaking is the kinds of communication tools by use of sound, tone, volume, and speed.[36] Verbal communication is one of the ways to survive in real life communication. Speaking is one way to communicate that is often used and more understandable by people, It also can be defined as an activity in giving and asking information as if dialoguing by two or more

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[36]Bobbi De Porter, *Quantum Teaching: Orchestrating Students Success*, (Boston : Ally and Bacon ,1999). p. 125.

people. In speaking, there is a process of communication between speaker and listener.

Based on interview the English teacher of SMP Negeri 3 Siabu she said that almost all of the students unwilling to use in communication. It can from the students themselves, they were feeling ashamed and were afraid express their idea. In standard competence speaking at SMP Negeri 3 Siabu the students must can able to expression meaning in oral text functional and monologue that form descriptive and recount for to interaction with around area, and learning material in speaking short conversation, grammar, saying basic, vocabulary Concordant with curriculum / syllabus .

From above researcher conclude speaking is a tool of communication, and expression opinion, knowledge, feeling, with oral, process of building and sharing meaning thorough the use of verbal non verbal symbols, in a variety of contexts.

4. Listening

In learning material listening the students SMP Negeri 3 Siabu still less categories it can be seen by using the test. Beside that SMP Negeri 3 Siabu in facilities and media still less. Concordant with curriculum / syllabus learning material in listening is text functional short, short massage, vocabulary, grammar, saying basic, and standard competence in

listening is students able comprehend meaning in conversation transactional and interpersonal simple for to interaction with around area.

And also For to support the students get English achievement in listening or four skill to develop the quality of the students in English make extracurricular (English course).Further, the teacher applying various method and strategy in teaching, completing the facilities of studying.

B. Review of Related Findings

There are some review of related finding towards thesis as follows:

1. Debi Pane did research in this thesis : A Brief Study of Students Interest and Motivation In choosing English Education Study Program at STAIN Padangsidimpuan (The second semester of 2010|2011 academic year).based on the result of this thesis, she concluded that students motivation in choosing English education study program at STAIN Padangsidimpuan because intrinsic motivation and extrinsic motivation from 30 person of informant 28 person have intrinsic motivation .it can saw from their statement that their motivation in choosing motivation.[37]

2. Siti Hajar did research in this thesis : The Analysis of Grade X Students Motivation in Learning English at Madrasah Aliyah Negeri (MAN)

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[37] Debi Pane ,A brief study of students interest and motivation in choosing English education study program at STAIN Padangsidimpuan the second semester of 2010|2011 academic year(*Unpublished Thesis)* (STAIN Padangsidimpuan: Padangsidimpuan,2010), p.30.

Hutagodang Muda Langga Payung Labuhan Batu Selatan. the finding that gathered from the result of interview and observation know that the students motivation to learn English in madrasah aliyah negeri (MAN) huta godang langga payung labuhan batu selatan was good with the students understood that they needed English for their life in the future.[38]

Based on the data, the students it can be concluded that the students English achievement is good because the students have learning motivation.

Based on the explanation above, the researcher concludes that result of both data the students very need well extrinsic and intrinsic motivation for to achieve learning especially to learn English.

C. Framework of Thinking

English achievement is ability of actual having the character of measured in consequence of process learn to teach language subject of English.

Motivation is a general term characterizing the need drives, aspiration. Purpose of the organism as these initiate or regulated need satisfying or goal goal seeking behavior. It means a motivation is a set of predisposes of the individual on certain activities and for seeking certain goal.

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[38]Siti Hajar ,The Analysis of Grade X Students Motivation In Learning English at Madrasah Aliyah Negeri (MAN) Hutagodang Langg aPayung Labuhan Batu Selatan (*Unpublished Thesis*) (STAIN Padangsidimpuan : STAIN, 2012), p. 34.

Learning motivation has an important role in successfulness of students to get knowledge, information and good quality, especially in achievement. If students want to have English achievement , the students must have learning motivation. because learning motivation has an important role in success of students to get English achievement.

Based on the explanation above the researcher can make one assume that motivation concludes with English achievement .

D. The Hypothesis

Ha: There is significant correlation between learning motivation and EnglishAchievement to grade VIII at SMP Negeri 3 Siabu.

Ho: There is no significant correlation between learning motivation and English Achievement to grade VIII at SMP Negeri 3 Siabu.

CHAPTER III

RESEARCH METODOLOGY

1 . **The place and time of the research**

  A. Place of the research

   This research would be done or conducted in SMP Negeri 3 Siabu, it is located at Jl. Merdeka Km. 5, Kab. Mandailing Natal.

  B. Time of the research

   the process of this research has done from 17 June to 09 October 2013 . So that, this research had been done for about 5 month.

  C. Method of the research

   This research used correlation research L. R. Gay said that correlation research attempted to determine whether, and to what degree, the correlation exist between two or more variable. The correlation was quantitative measure of the degree of correspondence between two or more variables.[1] From the above quotation, researcher concluded that the correlation quantitative was a kind of descriptive method. Sumadi Suryabrata stated that " Descriptive research is the research has a sense that perception descriptive about situations or events".[1] Descriptive method is a survey that determines and allocates it will technical interview, observation or technical test. in this research which had the aim to know the correlation of two variable. the correlation research required

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[1]Sumadi Suryabrata, *Metode Penelitia*n, (Jakarta: Raja Grafindo Persada, 1983), p. 76.

information about at least two variable obtained from a single group people. the researcher wanted to know the correlation between learning motivation towards English achievement a study to grade VIII at SMP Negeri 3 Siabu.

2. Population and Sample

a. Population

The population of this research is taken grade VIII SMP Negeri 3 Siabu. The grade VIII at SMP Negeri 3 Siabu are two clasess and they are 23 students in VIII 1 , 21 students in VIII 2, at 2013 academic year   the population of them are 44.

Table 1

The condition grade VIII at SMP Negeri 3 Siabu in 2013-2014, they are VIII 1, VIII 2.

No	Class	Total students
1	VIII1	23
2	VIII 2	21
	Total	**44 students**

Source from absence grade VIII at SMP Negeri 3 Siabu.

b. Sample

According to Gay and Airasian "Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected." Sample is presentative whole of population. According to

Suharsimi : ''Maka apabila subjeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15 % atau 20-25 % atau lebih tergantung kemampuan peneliti dari berbagai macam segi''.[2] It means when subject less than 100, it is better to take all of the subject, and if the subject is more than 100, the sample can be for about 10% - 15% or 20% - 25% or more appropriate with the researchers ability. Because population grade VIII SMP Negeri 3 Siabu just 44 students. So, the reseacher took all of students for make sample So, sample is :

Table II

No.	Classroom	Amount
1.	VIII 1	23
2.	VIII 2	21
	Total Number	**44**

1. **Instrument of the Research**

A research might have a good instrument in this research because a good instrument could go guarantee the valid data. According to Suharsimi Arikunto: ''pengumpulan data adalah alat bantu yang dipilih dan digunakan

[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2002), p. 72.

oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya''. It means that the data collected is the chosen instrument and used by the researcher in his/her activity to collect the data in order the activity becomes systematically and easier. [3] In this case, in order to get the data of this research, the researcher would prepare the available instrument. There were two instruments, they were questionnaire and documentation. The instrument that was used by researcher in learning motivation is questionnaires, the questionnaires forms statement that consist of four chosen they are a, b, c, d, and instrument in English achievement is documentation take from BKN (result of the raport) grade VIII at SMP Negeri 3 Siabu, Below is instrumentation for questionnaires :

Table III

The indicators of the Questionaires

No.	Indicators	Number	Items
1.	Intrinsic motivation	1,2,3,4,5,6,7,8,9 ,10	20
	Extrinsic motivation	11,12,13,14,15,16,17,18,19, 20	
	Total	**20**	**20**

[4]Suharsimi Arikunto,*Manajemen Penelitian,* (Jakarta: RinekaCipta, 2009), p. 134.

In this research the researcher gave the questionnaires to the students. for learning motivation that consist of 20 items. Questionnaires number 1- 20 to what extent is learning motivation.

For to give score each item, If positive statement (+) criteria is: always 4. Often 3. Sometime 2. Never 1 Score. But for to negative statement (-) criteria is : always 1, often 2, sometime 3, never 4 scores. Then, for English achievement (Y variable), result of English achievement the researcher asked to the teacher to copy the students raport.

5 . Technique of Analysis Data

For to know score questionnaires in learning motivation use interpretation, and interpretation is: very high scores 4, high 3, enough 2, and low score 1, and then English achievement can see result of raport students, and categories for to know English achievement is :

Table IV

The score of English achievement

No	Score category	Criteria
1	80-100%	Very good
2	70-79%	Good
3	60-69%	Enough
4	50 - 59%	Bad
5	40 - 49%	Fail[4]

[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*,(Jakarta : Rineka Cipta,1993),p.208.

After collecting the data, it needed to be clarified the data by using a technique, the technique of data analysis was done by statistic process because this research was a kind of quantitative research. In quantitative research, all the data would be computed by statistic.

Then to know correlation between learning motivation and English achievement to grade VIII at SMP Negeri 3 Siabu hence got choir of responder answer to questionnaire by altering become variable of X and variable of Y by using correlation formula of product moment:

In correlation research the most suitable analysis is by using the statistic process. it means that all the data that has been collected will be analyzed by using statistic. the writer used the formula of " Product Moment" and the formulation is:

$$r_{xy} = \frac{(N.\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(N.\sum X^2) - (\sum X)^2\}\{(N.\sum Y^2)\} - \{(\sum Y)^2\}}}\ 5$$

Where:

R x y : Coefficient Correlation

N   : Number of Sample

$\sum X$: The total Scores of X

$\sum Y$: The total Scores Y

[6]Suharsimi Arikunto,*Op.Cit* .p. 146.

$\sum XY$: The Score in X, time the Score in Y, for to significant test used the

formula : $t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$

Keterangan :

t = Score t_{count}

r = Coefficient score correlation t_{count}

n = Number of sampel, and function significant researcher want to know correlation between learning motivation and English achievement.

CHAPTER IV
RESULT OF RESEARCH

As has been mentioned in earlier chapter, in order to evaluate the correlation between learning motivation and English achievement (a study to grade VIII at SMP Negeri 3 siabu), the writer has calculated the data by using descriptive method. Applying the quantitative analysis, the writer used the formulation of "r" Product Moment. Then, the writer described the data as follow:

A. Description of Data

1. Learning motivation

In this part, the writer shows the result of the research that has been done to the dependent variable that islearning motivation. In this research, the writer presents 20 items of questionnaires. For each number, the writer gives 4 score for each statement. After calculating the scores, it was found that the highest score was 90 and the lowest score was 61(See appendix III). To complete this research, it was needed for the researcher to calculate the mean score is 75.46, the median is 78.76 and the is mode 85.38 and standard Deviation is 6. 678 of the research result. Where mean was the score which represents the general value that was achieved by all the students of the class. Meanwhile, median was the score in the middle or the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the below table:

Table IV

The Score of Mean, Median and Mode and standart deviation of learning
motivation at grade VIII SMP Negeri 3 Siabu

No	Category	Score
1	Mean	75,5
2	Median	78.76
3	Mode	85.38
4	Standard deviation	6.78

Based on the above table, it shows that mean is 75.5, so it was interpreted as good category, the median is78.76, and the mode is 85.38 and standard deviation is 6.678 . Then, the calculation of how to get them, it can be seen in appendix III. To make it clearer, the writer computed of the frequency distribution of the students' score in learning motivation which can be applied as follows:

Table V
The Frequency distribution of learning motivation

No.	Interval	Mid point	Frequency	Presentages
1	63 – 66	64.5	3	6.81 %
2	67 – 70	70.5	4	9.09%
3	71 – 74	72.5	9	20.45%
4	75 – 78	76.5	13	29.54%
5	79 – 82	80.5	8	18.18%
6	83 – 86	84.5	3	6.81%
7	87 - 90	88.5	4	9.09 %
Total			N = 44	

Based on table of frequency distribution above, it can be drawn at histogram as below:
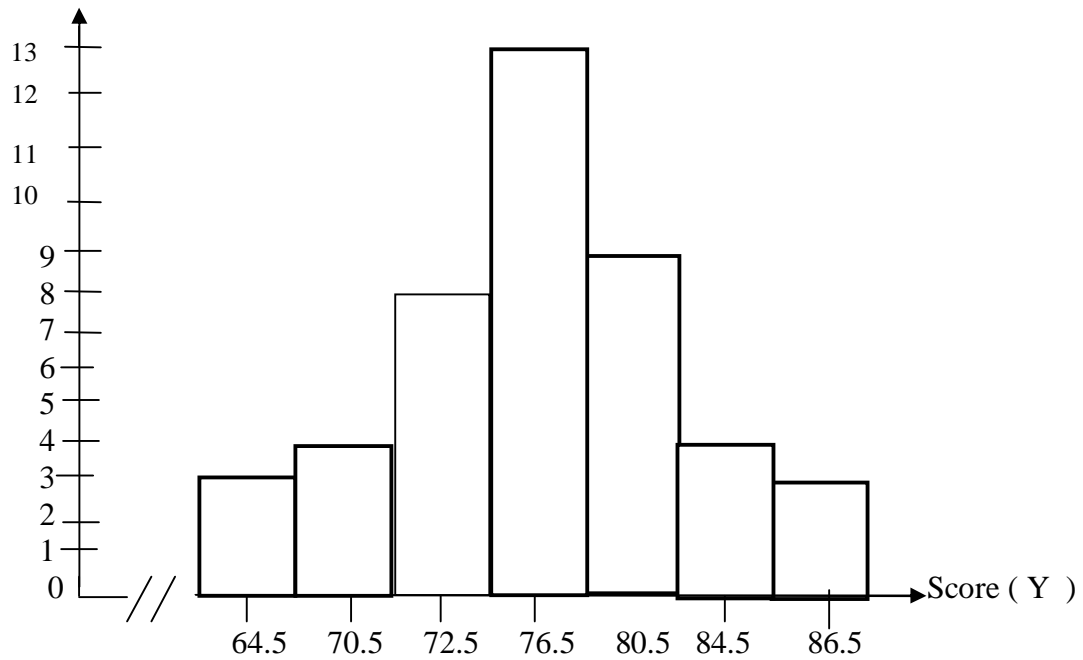
Figure 1: The Histogram of learning motivation grade VIII at SMP
Negeri 3 Siabu.

From the above table can be seen the mean of learning motivation is 75. 5. It
indicate of learning motivation categorized is good these values has been
computing by using formulas which is shown in appendix III.

2. **English Achievement**

In this part, students English achievement of SMP Negeri 3
Siabu , the writer calculated the getting data of this research the writer
analysed the dependent variable (English Achievement). The result of
English achievement is shown as mean score is 76.68, the median
is77.38, the mode is 79.04, and standard deviation is 6.308. (the complete

table on the appendix IV) from the above data the writer found the students English achievement especially for achievement (nilai raport), the high score that was 88 and the low score 61 . so, the specification calculation was described in the below table :

Table VI
The Score of Mean, Median and Mode Standard deviation of English achievement grade VIII at SMP Negeri 3 Siabu.

No	Category	Score
1	Mean	76.68
2	Median	77.38
3	Modus	79.04
4	Standard deviation	6.308

Based on the above table, it shows that mean is 76.68, and it was interpreted as good category, the median is 77.38, and the modusis 79.04 and standard deviation is 6.308. Then, the calculation of how to get them, it can be seen in appendix IV. To make it clearer, the writer computed of the frequency distribution of the students' score in English achievement can be applied as follows:

Table VII
The Frequency distribution of English achievement grade VIII at SMP Negeri 3 Siabu.

No.	Interval	Mid point	Frequency	Presentages
1	61 – 64	62.5	2	4.54%
2	65 – 68	66.5	4	9.09%
3	69 – 72	70.5	10	22.72%
4	73 – 76	74.5	12	27.27%
5	77 – 80	78.5	9	20. 45%
6	81 – 84	82.5	4	9.09%
7	85 – 88	86.5	3	6.8%

Total			N = 44	

Based on table of frequency distribution above, it can be drawn at histogram as below:

X
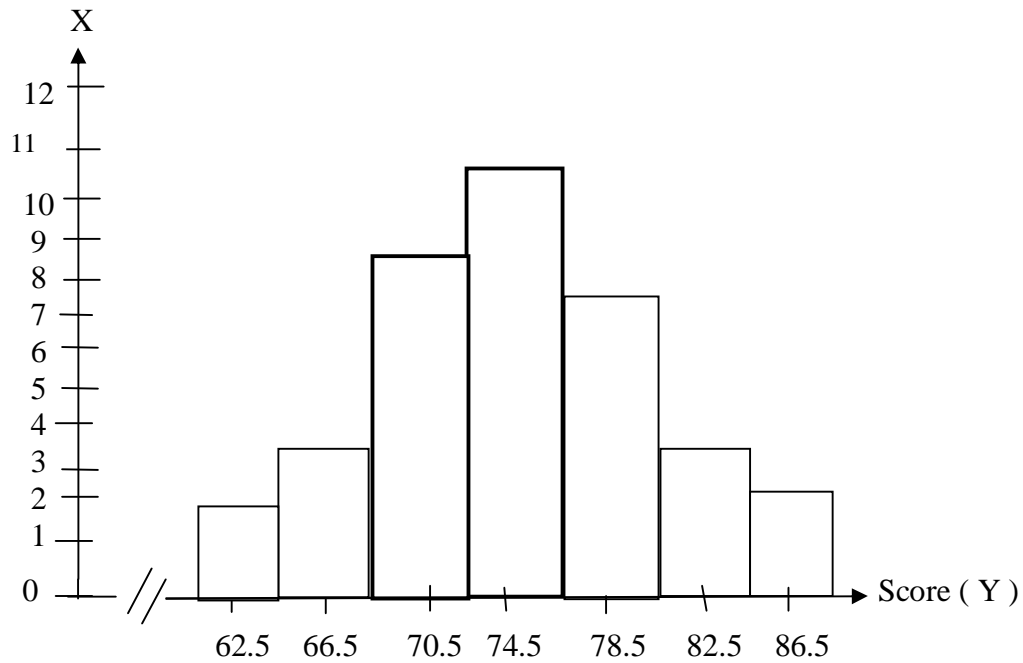
Figure 2: The Histogram of English achievement grade VIII at SMP Negeri 3 Siabu

From the above table can be seen that the most of the students got scores between 76- 84 and mean of English achievement is 76.68. it indicated that the English achievement of SMP Negeri 3 Siabu categorized is good. These values has been computing by using formulas which is shown in the appendix IV .

B. Hypothesis Testing

After collecting the data to prove there is a significant correlation learning motivation and English achievement grade VIII at SMP Negeri 3 Siabu. It was tested by using product moment correlation. ,

THE TABLE OF PRODUCT MOMENT SCORE

No.	Initial	X	Y	XY	X2	Y2
1	KA	87	85	7395	7569	7225
2	LW	88	86	7568	7744	7396
3	SSD	90	88	7920	8100	7744
4	DS	83	81	6723	6889	6561
5	ND	84	82	6888	7056	6724
6	NZ	85	83	7055	7225	6889
7	NS	86	84	7224	7396	7056
8	HW	83	82	6806	6889	6724
9	NA	79	82	6478	6241	6724
10	HZ	80	81	6480	6400	6561
11	HN	81	81	6561	6561	6561
12	MH	82	81	6642	6724	6561
13	YA	79	83	6557	6241	6889
14	AW	79	83	6557	6241	6889

15	NB	80	84	6720	6400	7056
16	SR	80	77	6160	6400	5929
17	KH	80	78	6240	6400	6084
18	MI	80	79	6320	6400	62416
19	SA	81	80	6480	6561	6400
20	AL	81	77	6480	6561	5929
21	SW	81	77	6237	6561	5929
22	FA	79	77	6083	6241	5929
23	MR	79	78	6162	6241	6084
24	MH	75	78	5850	5625	6084
25	BA	76	73	5548	5776	5329
26	AP	77	74	5678	5929	5476
27	CHM	78	75	5850	6048	5625
28	GD	75	76	5700	5625	5776
29	MF	75	75	5625	5625	5625
30	ZH	75	75	5625	5625	5625
31	PNN	76	73	5548	5776	5329
32	DN	76	73	5548	5776	5329
33	SH	76	74	5624	5776	5476
34	LA	77	76	5852	5929	5776
35	KHI	78	69	5382	6084	4761

36	MKH	71	70	4970	5041	6900
37	RS	72	71	5112	5184	5041
38	FL	73	72	5256	5329	5184
39	ABR	74	65	4810	5476	4225
40	MA	67	66	4422	4489	4356
41	HA	70	67	4690	4900	4489
42	MID	63	68	4284	3969	4624
43	AF	65	61	3965	4225	3721
44	MR	66	64	4224	4356	4096
	Total	**3422**	**3364**	**263076**	**267640**	**258932**

From table above, it can be seen that :

$\sum X$: 3422

$\sum Y$: 3364

$\sum XY$: 263076

$\sum X^2$: 267640

$\sum Y^2$: 258932

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

$$= \frac{44(263076) - (3422)(3364)}{\sqrt{\{44(267640) - (3422)^2\}\{44(258932) - (3364^2)\}}}$$

$$= \frac{11575344 - 11511608}{\sqrt{(11776160 - 11710084)(11393008 - 11316496)}}$$

$$= \frac{63736}{\sqrt{(66076)(76512)}}$$

$$= \frac{63736}{\sqrt{5055606912}}$$

$$= \frac{63736}{7110279117} = 0.89$$

From the calculation above, it can be seen that the value of r_{xy} was 0.89. Where the sample of this research was 44 and the total of variable are 2, so df (N-2) = (44 -2) = 42. And the score of $_{table}$ at 5% significant level was 0.304, the score t_{table} at 1 % significant level was 0. 393 Because the value of r_{xy} was greater than t_{table} so the hypothesis of the research was accepted $t_{count} > t_{table}$ (0.304>0.89), and than to know there is significant correlation between learning motivation and English achievement used the formula : t_{count} $\frac{r\sqrt{n-2}}{\sqrt{1-r2}}$ = 0.89

$\frac{r\sqrt{44-2}}{\sqrt{1-0.89\ 2}}$ = $\frac{4.43}{0.11}$ = 40.27

Jika $t_{count} \geq t_{table}$ So, dividend it means there is significant.

$t_{count} \leq t_{table}$ So, accepted it means there is not significant. From count $\propto$ = 0.05 and n = 44 - 2 = 42 so can find t $_{table =}$ 1.684, actually t_{count} more big in t $_{table}$ or 40.27 ≥ 1.684, So. Ho define, it means there is significant between learning motivation to English achievement.

Then, to know the categorize how far the correlation between learning motivation and English achievement (a study to grade VIII at SMP Negeri 3 Siabu, it would be interpretated from the table below:

Table V
TheCriteria Score of Coefficient Correlation of Interpretation Product Moment[1]

N	Product moment	Interpretation
1	0.00 – 0.200	very low
2	0. 200 – 0.400	Low
3	0. 400 – 0.700	Enough
4	0. 700 – 0. 900	High
5	0. 900 – 1.000	Very high

So, interpretation coefficient correlation to $r_{xy} = 0,89$. 0.89 located between 0.700 – 0.900 it means high correlation. So that hypothesis (H_a) accepted, and there is correlation between learning motivation and English achievement .

C. Discussion

Based on the principles of the content based instruction in the chapter II. Learning motivation is internal and external factors that pressure to students just learn for to changed behaviour. motivation and learning is two affair that mutually to influence. Learning motivation can to emerge because external and internal factors, and motivation can be stimulated by factors from outside but the motivation is growing inside a person.

Further, motivation important role in gain the students success in English achievement. when the students want to have English achievement he

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[1]Hartono, S*tatistik*,(Yogyakarta : Pustaka Pelajar,2004), P. 78.

must study hard and diligently, with the wise to get result the good. So, with motivation would make the students better to arrange a good learning . while the students achievement would make the students know they skill.

So, from the calculation above, the writer appropriated that the result of research has related with the above theory, there is significant correlation between learning motivation and English achievement. $r_{count} > t_{table}$ (0.304>0.89) Because the value of r_{xy} was greater than t_{table} so the hypothesis of the research was accepted $r_{count} > t_{table}$ (0.304>0.89) Finally, the researcher concluded learning motivation very needed of students for get English achievement

D. Threats of the Research

The researcher found the threat of this research, as follows:

1. On done the questionnaires answer, there were the threats of time, because the students had activities. Besides, the time which was given to the students wasn't enough and also the students didn't done the questionnaires answer seriously.

2. The writer was lack of experience in processing data or lack of knowledge about it .

3. The limited of English books (especially learning motivation and English achievement)

4. The limited of the instrument of research.

CHAPTER V

CONCLUSIONS & SUGGESTIONS

A. Conclusions

Based on the result of the research and calculation of the data, the writer got the conclusion that the hypothesis testing is accepted, there was the different between score of learning motivation by using questionnaires and result of the rapor at VIII Grade SMP Negeri3 Siabu.

1. The score category in learning motivation to grade VIII at SMP Negeri 3 Siabu is good it can be seen from mean score of students was 75.46 .

2. The score category of students' in English achievement to grade VIII at SMP Negeri 3 Siabu is "good". It is shown that the mean or average score of the students calculately 76.68.

3. There are was any significantly correlation between learning motivation and english achievement (a study to grade VIII at SMP Negeri 3 siabu). Because value r_{xy} calculation is 0.89 if the index correlation compare with the value the "r" table, and for to know there is significant X variable toward Y variable used the formula of significant, and formulation significant test is : $t_{count} \dfrac{r\sqrt{n-2}}{\sqrt{1-r2}}$

$= {}_{0.89} \dfrac{r\sqrt{44-2}}{\sqrt{1-0.89\,2}} = \dfrac{4.43}{0.11} = 40.27$

if $t_{count} \geq t_{table}$ So, dividend it means there is significant (Ha)

$t_{count} \leq t_{table}$ So, accepted it means there is not significant (Ho)

From count,$\alpha = 0.05$ and n = 44 - 2 = 42 so can find t $_{table = 1.684.}$ actually t$_{count}$ more big in t $_{table}$ or $40.27 \geq 1.684$, So. Ho defined it means there is significant between learning motivation to English achievement.

B. Suggestions

Having narrated her conclusions the researcher made her suggestions as follows:

1. To the head master of SMP Negeri3 Siabu must be given the motivation to all English teachers and prepare the facilities which is needed, especially for English subject.

2. The English teachers should be given a wide authority in the selection of teaching methodologies, teaching resources and materials.

3. The reader can improve their knowledge and improving achievement in learning English.

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