THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT AT THE GRADE XI STUDENTS OF SMA NEGERI 1 SIPAGIMBAR

A THESIS

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

Written By:

NURMAYUNITA L.TOBING
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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN

2021

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To:
Dean Tarbiyah and Teacher Training
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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Nurmayunita L.Tobing** entitled **"The Correlation Between Learning Motivation and English Achievement at XI the Grade Students of SMA N 1 Sipagimbar"**. We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu a'laikum warahmatullah wabarakatuh

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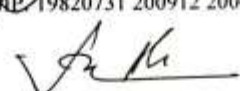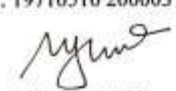NIP. 19820731 200912 2004

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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ABSTRACT

This research discussed about the correlation between learning motivation and English Achievement at grade XI students of SMA Negeri 1 Sipagimbar. Motivation has any important role in gaining the students success in English achievement, when students want to have English achievement they must study hard and diligently. Motivation can also be interpreted an impulse from within the people overcome all challenges and obstacles in an effort to achieve a goal.

Some problems of the students in this research are: 1) How is the learning motivation at the grade XI students of SMA Negeri 1 Sipagimbar. 2) How is English achievement at the grade XI students of SMA Negeri 1 Sipagimbar. 3) Is there any significant correlation between learning motivation and English achievement at the grade XI students of SMA Negeri 1 Sipagimbar.

This kind of this research is quantitative research where the method is descriptive method. The population of this research is all the grade XI SMA Negeri 1 Sipagimbar in 2019/2020 academic year. This school consisted in two classes which counted in total 72 students. The sample of this research is 42 students taken by using random sampling. Further the instrument of this research used for collecting the data is by using questionnaire for learning motivation consisted of 30 items and documentation of students' English achievement.

Based on the result of data analysis, there was a significant correlation between learning motivation and English achievement of the grade XI students SMA N 1 Sipagimbar in good category. It can be gotten by using the calculating of product moment formula where coefficient correlation level r_{count} was 86.87 and r_{table} on 5% significant level was 0.312. So, the significant correlation was 86.87 >0.312 (r_{count}>r_{table}). Then, on calculating the hypothesis testing has gotten $t_{count}$was 6405 with df = n-2 (42-2 = 40) and t_{table} on 5% significant level was 0.312. So, the significant variables were 6405>0.312 (t_{count}>t_{table}) and the hypothesis Ha was accepted.

Keywords: *Correlation, Learning Motivation, and English Achievement*

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The Title of the Thesis : **The Correlation Between Learning Motivation and English Achievement at XI the Grade Students of SMA Negeri 1 Sipagimbar**

ABSTRAK

Penelitian ini membahas tentang hubungan motivasi belajar dengan prestasi belajar bahasa inggris pada siswa kelas XI SMA N 1 Sipagimbar. Motivasi berperan penting dalam menunjang keberhasilan siswa dalam berprestasi bahasa Inggris, ketika siswa ingin memiliki prestasi bahasa Inggris ia harus rajin belajar. Motivasi juga dapat diartikan sebagai dorongan dari dalam diri seseorang mengatasi segala tantangan dan hambatan dalam upaya mencapai tujuan.

Adapun beberapa permasalahan yang dihadapi dalam penelitian ini adalah: 1) Bagaimana motivasi belajar siswa kelas XI SMA Negeri 1 Sipagimbar. 2) Bagaimana prestasi bahasa Inggris siswa kelas XI SMA Negeri 1 Sipagimbar. 3) Apakah ada hubungan yang signifikan antara motivasi belajar dengan prestasi belajar bahasa Inggris siswa kelas XI SMA Negeri 1 Sipagimbar.

Jenis penelitian ini adalah penelitian kuantitatif dimana metode yang digunakan adalah metode deskriptif. Populasi penelitian ini adalah seluruh siswa kelas XI SMA N 1 Sipagimbar tahun pelajaran 2019/2020. Sekolah ini terbagi dalam dua kelas dengan jumlah total 72 siswa. Sampel penelitian ini sebanyak 42 siswa yang diambil dengan menggunakan teknik random sampling. Sedangkan instrumen penelitian yang digunakan untuk mengumpulkan data adalah dengan menggunakan angket motivasi belajar yang terdiri dari 30 dan dokumentasi nilai bahasa Inggris untuk prestasi bahasa Inggris.

Berdasarkan hasil analisis data, terdapat hubungan yang signifikan antara motivasi belajar dengan prestasi belajar bahasa Inggris siswa kelas XI SMA N 1 Sipagimbar dalam kategori baik. Hal ini dapat diperoleh dengan menggunakan rumus perhitungan product moment dimana koefisien korelasi r_{hitung} sebesar 86,87 dan r_{tabel} pada taraf signifikan 5% sebesar 0,312. Jadi, korelasi signifikan adalah 86,87 > 0,312 ($r_{hitung} > r_{tabel}$). Kemudian pada perhitungan pengujian hipotesis didapatkan t_{hitung} sebesar 6405 dengan df = n-2 (42-2 = 40) dan t_{tabel} pada taraf signifikan 5% sebesar 0,312. Sehingga variabel yang signifikan adalah 6405 > 0,312 ($t_{hitung} > t_{tabel}$) dan hipotesis Ha diterima.

***Kata Kunci**: Korelasi, Motivasi Belajar, dan Prestasi Bahasa Inggris*

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Padangsidimpuan,   Januari 2021

Researcher

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TABLE OF CONTENT

CHAPTER III: RESEARCH METHODOLOGY

CHAPTER IV: THE RESULT OF RESEARCH

CHAPTER   V: CONCLUSION AND SUGGESTION

REFERENCESS
APPENDIX
CURRICULUM VITAE
LIST OF TABLES

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIXES

Appendix 1 : Daftar Angket

Appendix 2 : The Score of Learning Motivation and English

                Achievement

Appendix 3 : Questionnaire Result Learning Motivation

Appendix 4 : Variable X (Learning Motivation)

Appendix 5 : Variable Y (English Achievement)

Appendix 6 : Normality of Data X and Y

Appendix 7 : The Table of Product Moment Score

Appendix 8 : Table R Product Moment

Appendix 9 : Nilai-Nilai dalam Distribusi

CHAPTER I
INTRODUCTION

A. Background of The Problem

English is one of international language that is used by many people in the world and most practice in every aspect of human life, such as: education, society, technology, polities, economies, and culture. In Indonesia, English is a foreign language which begun to learn since the nether land colonialist period. Now the government decided that English is one of the foreign language that should be thought at schools in Indonesia. That is why English becomes compulsory subject from junior high school up to university.

In the school, there are many subjects that have to be learnt by students based on the curriculum. Students have to master all the lessons to achieve competency standard that have been explained by teacher in the beginning of learning process. English as one of compulsory subjects should be learnt in many schools in Indonesia begins from primary school, junior high school, senior high school, even in university. In the English Curriculum, there are the special objectives why English as compulsory subject, they are:

1. For the students become more familiar with their environment and also their socio-culture background.
2. For students to have knowledge, ability and skill about their region that are relevant with their and interests and also the community around.

3. Or students, demonstrative their attitude and behavior that exhibit their culture values, preserve and develop these value to support national development.[1]

From the above quotation that students have knowledge, abilities and skills. Students also have knew their social environment and understand their cultural values In English curriculum, there are four language skills that should be mastered by students English, they are listening, speaking, reading and writing. The first is listening which shows the ability to make sense of what the students heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. After that speaking is the ability to communicate orally and to express idea and feeling. The third is reading, it is reading, it is the ability to get messages or information that comes from the author that can be understood and comprehended by reader easily. The last is writing, which express the ideas to the printed material.

In mastering the fourth English skill, the students get the result as it called English achievement. English achievement is the result as the students what the student have learnt in English. There are some essential of English achievements. The first is to measure student mastery in learning English. The second, as the feedback for students of what they have learnt in English. The third, teacher can

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[1]Siti Jamilah, *English in Indonesia Primaary School Curriculum*, (http://re – searchegines.com/siti,html.), accessed at November 25, 2019 on 08.00 a.m

group the students based on their ability. The last, is to know about English learning strategy that is used suitable or not.

Many efforts has teacher to increase students English achievement, the classroom be comfortable so students can be focus in learning English, grouping the students to make them get more interaction with others, until use the various strategy in teaching English for fun English class.

Sometime English learning process cannot do successfully. Students' English achievement in SMA N 1 Sipagimbar is low. It is based on private interview and information from the teacher and one of students. Student said that score in English is low. He just gain 81, meanwhile the passing grade in senior high school is 80 for English subject.[2] From the interview with the English teacher researcher describes that student English achievement is low because of some problems below:

Firstly, English is strange language for student. They have to learn the language and the structure that they have not use in SMA. Secondly, students can't understand what the teacher said when using English. The students do not understand the meaning of what teacher said. Thirdly, students are afraid to speak in English class. Moreover, it is found the students are afraid of making mistake in speaking. There are still many students tend to keep silent when the teacher invites them to speak using English. Fourthly, students have lack vocabulary and grammar mastery.

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[2]Irwansyah, Student at eleventh grade SMA Negeri 1 Sipagimbar, *Interview*. March 18th 2019.

There are still many vocabularies that can not master by students even the vocabularies around them.[3]

Furthermore, the problems above occur because of some factors. There are some factors that influence student English achievement, such as motivation, intelligence, attitude, interest, dream, health, cognate ability, and school. One of the factors that have big effect to student English achievement is motivation. Among the internal factors on students, motivation is one of the factors that influence student success

Motivation is mental encouragement as an activator to do something, by having motivation students will get more enthusiasm in doing action.. If the students themselves have a desire to learn, then the student's learning outcomes will tend to be good.[4] This means that the motivation has an influence on the success of students in obtaining optimal result, otherwise low motivation of students in learning will result in low learning outcomes achieved.

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 an impulse from within the people overcome all challenges and obstacles in an effort to achieve goal.

[3]Kaddo Dongoran, A English Teacher of SMA Negeri 1 Sipagimbar, *Interview.* March 18th 2019.

[4]Sardiman, *Interaksidan Motivasi Belajar Mengajar* (Jakarta : Raja Grafindo Persada, 2012), p 40

Motivation involves to reaction that begin to be a need and target to be achieve.

Based on the statement above, the researcher is interested to conduct a correlation research which entitle **"The Correlation between Learning Motivation and English Achievement at the Grade IX Students o SMA Negeri 1 Sipagimbar"**.

B. The Identification of The Problem

English Achievement is the result of what students have learnt in English in the form of letter, number, or score and expresses reached result of certain someone within.

Based on background of the problem there are some factors that influence students English achievement. Those are motivation, intelligence, attitude, interest, dream, health, cognate, and school.

C. Limitation of The Problem

As mentioned above, there are some factors that influence students English achievement such as motivation, intelligence, attitude, interest, dream, health, cognate ability, and school.

The problem of this research can be a very large discussion. Based on the above identification, the researcher limits the discussion into one factor only that is motivation. Motivation is mental encouragement as an activator to do something, by having motivation students will get more enthusiasm in doing action. Among the internal factors on students, motivation is one of the factors that influence student success.

Researcher chooses this research because motivation important role in gain the students success in English achievement, when the students want to have English achievements he must study hard.

D. The Formulation of the Problem

The formulations of the problem are:

1. How is the learning motivation at the grade XI students of SMA Negeri 1 Sipagimbar.

2. How is the English achievement at the grade XI students of SMA Negeri 1 Sipagimbar.

3. Is there any significant correlation between learning motivation and English achievement at the grade XI students of SMA Negeri 1 Sipagimbar.

E. The Objective of the Study

The objectives of the study are:

1. To describe the learning motivation at the grade XI students of SMA Negeri 1 Sipagimbar.

2. To describe the English achievement at the grade XI students of SMA Negeri 1 Sipagimbar.

3. To examine the significant correlation between learning motivation and English achievement at the grade XI students of SMA Negeri 1 Sipagimbar.

F. Significance of the Researcher

The significant of the research are:

1. Headmaster of the school, to encourage English teachers to do the est in teaching process.

2. English teacher, the study can help and improve the quality of teaching and at moment learning process give learning motivation to the students.

3. Other Researcehers, to do further same topic of research.

G. Outline the Thesis

The sytematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of problem, identification of problem, limitation of problem, formulation of problem, porpuse of research, significances of research, definition of operational variable and outline the thesis.

In chapter two, it is consist of literature review, review of related fiding, conceptual framework, and hypothesis.

In chapter three, it is consist of research methodoloy. Research methodology consist of time and place of research , research design, population and sample, instrument, technique of collecting the data, and technique of data analysis.

In chapter four, it is consist of data analysis. It consist of description of data, hypothesis testing, discussion, and the treath of research.

The last chapter, it is chspter five. Consists of closing; it is sonsisting of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. English Achievement

a. Definition of English Achievement

Achievement is important thing to measure how far our effort and skill can be reach. It is as a result of our activity which research have done, especially in learning. Hornby said "achievement is thing done successfully, especially with an effort and skill"[5] achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully. Achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement.[6]

It means achievement is the result that students obtain after following a teaching learning process in certain period of time. As such, the concept from achievement is critical to affective teaching. For a teacher, students' motivation is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As, an objectives, motivation becomes one of the purposes of teaching. Teachers make assumption about what motives or facilitate achievement based on what students do in classroom their

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[5]As. Hornby, *Oxfort Learner Dictionnaire*, (Oxfort: University Press, 1995), P. 2

[6]Kecin Barry and Len King, *Beginning Teach and Beyond 3ʳᵈ Edition,* (Sydney: Thomson Social Science Press, 1998), p. 498

performance, their behavior, how they respond to the teacher ad classroom tasks, and so forth.[7]

The meaning of achievement is a result of learning, that indicate by a changing of students' behavior in their knowledge, skill and attitude. The conclusion English achievement is how much knowledge that the students obtained in learning English after they have followed teaching learning process in particular period of time.

McClelland stated in Thoha book,

"Achievement motivation is one's tendency in directing and maintaining behavior to achieve a standard of achievement". [8]

Achievement of achievement standards is used by students to assess the activities that have been carried out. Students who want good performance will judge whether the activities carried out in accordance with established criteria

Here are theories of English Achievement:

1) The self-efficacy theory of achievement emphasized students' judgments of how well or not so well they will perform a task given the skills they have and the circumstance they face. Students become highly motivated to achieve when they believe they can perform a task or an activity successfully.
2) The attribution theory of achievement emphasized students' interpretations of their success or failure. Students become highly motivated to achieve when they attribute successes mainly to ability and failures mainly to lack of effort.
3) The attributions theory of motivation suggests that the explanations people give for behavior, particularly their own success and failures, have strong influences on future plans and performance.[9]

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[7]Carl A. Grant and Christine E. Slecter, Doing Multicultural Education for Achievement and Equity, (New York: Routledge, 2007), p. 36
[8]Miftah Thoha, *Perilku Organisasi Konsep Dasardan Aplikasinya,* (Jakarta: PT. Raja Gravindo Perseda), p. 236

The students will be success in learning if they have achievements, so English achievement is important because it can determine students' success in learning with effort and skill.

b. The Purpose of English Achievement

There are some purposes of English achievement.

1) Stimulate interest and individual develop.
2) To measure advancement English achievement include in a report cards.
3). English achievement use as peed back to the teacher, as correction or teaching learning process appropriate with ability, attitude and interest.[10]

Based on the explanation purpose of English achievement above, the researcher can conclude that English achievement aims to measure the success of student learning outcomes. Usually this is summarized in the form of report cards and then given to the guardians of students.

c. Factors that Influence English Achievement

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

1) Internal factor
    In this factor 2 factors are discussed namely:
    a. Physical factors
        (1) Health factors
        (2) Defects in the body
    b. Psychological factors
        (1) Intelligence
        (2) Attitude
        (3) Interest

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[9]Anita E Woolfok, *Educational Psychology 4th edition* , (New Jersey: Prentice Hall, 1990), p. 323
[10]Sardiman, *Interaksi dan Motivasi Belajar Mengajar *p.26

           (4) Talent

           (5) Motivation

           (6) Maturity

           (7) Readiness

      c. Fatigue factor

2) External factor

      In this factor is divided into 3 factors, namely:

      a. Family factors include:

           (1) How parents educate

           (2) Relation with family members

           (3) Home atmosphere

           (4) Family economic situation

           (5) Understanding of parents

           (6) Cultural background

      b. School factors include teaching methods, curriculum, relationships teacher with students, students relationship with students, discipline school, learning tools, school tome, standard lessons on the size, the state of the building, the method of study, and homework

      c. Community factors include activities in the community, mass media, playmates, social life forms.[11]

Furthermore Sumadi Suryabrata classifies the factors that influence

learning as follows:

1) Factors that come from outside within
    a. Non-social factors in learning
    Covering the state of the air, air temperature, weather, time, place and tools used for learning (stationery, props)
    b. Social factors in learning

2) Factors originating from outside self
    a. Physiological factors in learning
    This factor consists of general physical state and the state of certain bodily functions
    b. Psychological factors in learning
    This factor can encourage one's learning activities because of this activities are stimulated from within, such as attention, interests, curiosity, fantasy, feelings, and memories.[12]

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[11]Muhibbin Syah, *Psikologi Belajar* (jakarta: Raja Grafindo Petsada, 2003).p. 63

[12]Sumadi Suryabrata, "Doc 11," in *Psikologi Pendidikan*, 2006, p. 233

Others opinions regarding the influencing factors learning success according to Abu Ahmadi and Munawar Soleh namely:

1) Internal factors
   a. Physical factors, physical factors, both innate and which is obtained. Which includes this factors for example vision, hearing, body structure, so on
   b. Psychological factors, both innate and acquired consists of:
      (1) Intellectual factors which include:
          a) Potential factors, namely intelligence and talent
          b) Real skill factors, namely achievement owned
      (2) Non-intellectual factors, namely personality elements certain attitudes, habits, interests, needs, motivation, emotion, adjustment.
   c. Physical and psychological maturity factors.
      2) External factors
         a) Social factors, which consist of:
            (1) Work environment
            (2) Social environment
            (3) Community environment
            (4) Group environment
         b) Cultural factors, such as customs, science, technology, art
         c) Physical environment factors, such as home facilities, facilities study, climate
         d) Factors of the spiritual or security environment.[13]

So, based on the above explanation, it can be concluded that the factors influence learning achievement are classified into two that is.

1) Internal factors

   This factor is related to everything related self, students themselves in the form of motivation, interests, talents, intelligence, health, attitude, feelings and other personal factors.

2) External factors

   This factor is related to external influences, individual self in the form of facilities and infrastructure, environment, society, teachers, learning methods, social conditions, economic, and others.

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[13] Abu Ahmadi and Munawar Soleh, *Psikologi Perkembangan*, (*Rineka Cipta*, 2005), p. 60

Situation factors process of learning on student related to students self, such as:

1) Student as unique individual, the situation student self is component the situation of learning. Meaning the situation of learning between students is difference. The implication to process of learning. Every students not some in the all thing. The differences related with want, necessary, like, trace, and ability.

2) Situation of students and learning, situation of student when studying is very influence to achievement. The situations of students are physical and mental. If the student is sick, the learning will not be nice and if mental in stress, fear, nervous, confuse and inhibition, so the learning is failure.

3) Process of learning, process of learning need method, technique, and time. Mean the different situation of someone also influence to material of learning.

4) Teacher is one component on situation of learning. Teacher is influence of learning. Cause that we need looking the situation of teacher related individual, so learning can gain be good until get the good achievement.

5) Friend, often the successful or failures of learning are influenced by friend. Causing that must be attention to choice friend to learning is not failure.

6) Program of learning, material of lesson in generally focus on education program. Cause that the material of learning should be motivate, interest based on trace of student self.[14]

From the quotation above the research concluded that there are many factor of students' achievement are generally factors, internal factors, and external factors. The internal are the factors that come from students' selves such as physical and psychological factors and external factors that come from outside of students such as social environment or human factors.

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[14]Sumiati dan Asra, *Metode Pembelajaran,* (Bandung: CV. Wacana Prima, 20111), p. 59-61

d. The Materials of Teaching English

As mentioned above there are four skills in learning English. They are listening, speaking, reading and writing. Each part of them has the own material based on the curriculum that has to be learnt by students in grade XI of senior high School.

1) Listening

Based on syllabus of English at grade Eleventh of senior high school, in listening the students have to comprehend simple transactional and interpersonal conversation for interaction with the environment. The topics are responding to and creating news item (from Newspaper/Radio/TV)

2) Speaking

Based on syllabus of English subject at grade eleventh senior high school, in speaking the students have to utterance the meaning of short oral transactional and interpersonal conversation for doing interaction with others. The topics are asking for and giving service, mentioned the utterances such as: May I Help You?

3) Reading

Based on syllabus of English subject at grade eleventh senior high school, in reading students are ordered to comprehend a text in descriptive and recount text that has relation with the environment. The topics are reading fluency of short text, identify of the information in the text and identify the function of the text such as invitation message.

4) Writing

Based on syllabus of English subject at grade eleventh senior high school, in writing the students have to utterance the meaning of short oral transaction and interpersonal conversation in descriptive and recount text. The topic is completing the text, arranging the words become functional text, writing the text such as invitation announcement, and short message. [15]

Based on explanation above researcher conclude that the students material of teaching English based on curriculum they are listening, speaking, reading and writing.

2. Learning motivation

a. Definition of Learning Motivation

Motivation to learn is something that exists in an individual where there is an urge to do something to achieve goals. Motivation is drive that arise in a person consciously or unconsciously to carry out an action with a specific purpose. It can say that motivation is an energy that drives, direct and strengthens behavior.

Harold Spears, in Suprijono book, says that learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.[16]Cronbach, says that learning is shown by a change in behavior as result of experiences.[17]

[15]Syllabus at grade eleventh senior high school in curriculum 13
[16]Suprijono, *Psikologi Pendidikan: Educational Psichology*(Bandung: Salemba Humanika, 2009). 2
[17]Suprijono. 3

From above definition, the researcher conclude that Learning is an effort made consciously to get from the material learned and the changes in a person knowledge, skills, and attitudes and behavior.

Hintzman in Muhibin Syah's book, says that learning is a change in organism due to experience which can affect the organism's behavior.[18]According to Muhibbin Syah,

> "learning is the change all of individual in behavior while relative as a result experience and interaction with environment within in cognitive process."[19]

From above definition, it can be concluded that learning is change step entire or all individual behavior which relative remain to as result of interaction and experience with environment entangling cognate process.

Motivation is one of the most important factors in the success of English learning, when someone wants to be a success in life, he/she goals need motivation. Motivation is needed everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make his/her planning become true. Motivation is having desire and willingness to do something which is needed by everyone to make his/her goals becomes success in the future.

In Sumanto book, Mc. Donald said that motivation is the energy change within a person. That is characterized by the encouragement and the reactions to reach the goal.[20]

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[18]Muhibbinn Syah, *Psikologi Belajar* (Jakarta: Raja Grafindo Petsada, 2003).65
[19]Muhibbinn Syah.68
[20]Wasty Sumanto, *Psikologi Pendidikan* (Jakarta: PT. Asdi Mahasya, 2006). 203

Hoy and Miskel said that motivation is a complex force, impulses, needs, statement, tension or the mechanics that initiate and maintain the desired activities towards the achievement of personal goals.[21] Therefore motivation is the fuel to drive the vehicle of daily routine actions necessary to persistent endeavor towards accomplishing the goal.

Sadirman said that motivation stems from the word "motive" which can mean driving force that lies within a person to perform certain activities in order to achieve goal.[22]Alex Sobur stated that shows the entire process of movement, including situation that encourage, urge that arise within the individual, the resulting behavior and the purpose or end of movement or action.[23] It means that motivation is the process of movement and impulse arises in person to do activities that ask for desired result.

In their book also, some psychologists have a term that distinguishes motives and motivation, this will be presented under some definition as follows:

Henry E. Gerret says that motive is need, aspiration, ambition or purpose. Motivate initiates behavior. Motivation is a term which referred "set" or drives within or organism which impel to action. And Dennis Coon said the motive is drive or forces within the organism that activities behavior or direct it toward a goal to be more specific. Motivation refers to dynamics or behavior, the prose of initiating, sustaining and directing

[21]Abdul Rhaman Shaleh & Muhbib Abdul Whab, *Psikologi Suatu Pengantar Dalam Perspektif Islam* (Jakarta: Pranada Media, 2004). 132
[22]Sardiman, "Doc 16," in *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: Raja Graindo Perseda, 2007). 76
[23]Alex Sobur, *Psikologi Umum* ((Bandung: Pustaka Setia, 2003). 268

activities of the organism. Then Silverstone said that motive see drive, drive is stimuli that arise from a need and direct the organism toward a goal, the first state of the motivation process: also called motive. Motivation is general term that referees to driven behavior that seeks to fulfill a need.[24]

Motivation is a word which drives from the latin verb "meaning" to move. Thus, simply defined motivation what moves a person to make certain chose, to engage in action, and to persist in action.[25]

The need for personal motivation is message that resonates across many stories of major and minor human endeavor, whether in the single minded dedication of an athlete pursuing a dynamic dream. The drive ladder, or the will power and self discipline of someone determined to lose weight or to give up smoking without motivation, success will be hard to come by and the case of learning a second or foreign language is little different.

Zolta define motivation as convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex. Motivation is needed by everyone, especially to reach his/her goals in the future. It means that someone needs motivation to make her/his planning became true.

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[24] James W. Vander Zanden, Ann J. Pace, *Educational Psychology in Theory and Practice*, (New York: Random House, 1984), p. 344.
[25] Zolta and Doernyei, Motivation Strategies in the Language Classroom, (Cambridge: Cambrige University Press, 2001), p. 6

According to Sutrisno,

"Motivation is anything that encourages someone to act to do something.*"[26]*

It means motivation is everything that encourages a person to act to do something. Soemanto says "Motivation as a change within a personality which is marked y affective encouragement and reactions in a effort to achieve goals.[27] It means motivation as a force of change in the self or personal mark by a person who on the effective encouragement and reactions to accomplish goals.

Ushioda defines motivation as interest effort and dynamic state that should not be caused personality or emotion, and is having the desire and willingness to do something.[28] It means that is really necessary and important for the students to gain their goals. Sardiman" Motivation is a changed in energy in a person that is elt and is preceded by responses and goals".[29] It means motivation is the energy changed in a person who marked by the emergence of sense and is preceded by a response to the goal.

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

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[26] Ahmad Sutrisno, et, al., *PsikologiPendidikan*, (Ponorogo Darussalam Press, 2003) 52.

[27]Wasty Sumanto, 208.

[28] Hornby, *Oxport Advanced Learners Dictionary* (New York: Oxport University Press, 1995) 1179.

[29]Sardiman, 73"

b. **Purpose of Learning Motivation**

Everybody knows that motivation as the main factor of success in every field, especially in learning. Higher motivation will produce a better result of anything, because it is done by an interest and hard willing. Learning motivation has a purpose as bellow:

1. Pushing the learner to do or act. Motivation as the motor or pusher in every learning activity.
2. Determining the direction of learning activity, it is the way to the goal or aim that has to reach. Learning motivation gives the direction and activity which has to be done that suitable with the formulation a learning goal.
3. Selecting the activity of learning, it is determine what are the activities that suppose to do which appropriate to reach the goal of learning by selecting the activities which un-supporting for the achievement.[30]

Based on the explanation above, learning motivation has a great role or function in the learning. From those statements it can be conclude that the purpose of learning motivation not only the motor in learning but also will determine the direction of learning to get the goal. The last it also useful in activities selection, so that the students or learner never wasting time in a useful activity.

c. **Factors of Learning Motivation**

High or low students' learning motivation can be influenced by some factors. There are two categories of factors learning motivation. They are external factor which is factors that comes from outside of individual and internal factor which is factors from individual inside. The

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[30]AgusSuprijono, *Cooperative Learning Theory &Alokasi PAIKEM* (Yogyakarta: PustakaBelajar, 2009), p. 163-164.

factors of learning motivation: 1) Students aspiration, 2) Students ability, 3) Students condition, 4) Environment condition. [31]

1) Students aspiration

The student aspiration can be seen on child's wish before. Like want to walk, eat, read, and sing. To reach success they will grow up their willing in the future that become aspiration for them.

2) Students ability

Students try to get success from their action by using their ability that carries out that satisfaction and pleasant successfully in heart. The willing will strengthen motivation.

3) Students condition

Student conditions are: physical and mental conditions that influence motivation in learning.

4) Environment condition

Student environment condition is nature condition. Conditions of the place, association of community live. As a human community students can be influence by the surrounding.

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[31]Slameto, *BelajardanFaktor-FaktorMempengaruhinya*, (Jakarta: PT. RinekaCipta, 1995), p. 45

From all those influence factors, some can be tried to increase motivation in learning. Exactly, learning will success if the students realize that learning is the important and it is useful for the future.

d. Kinds of Learning Motivation

Dimiyati and Mudjionosays that motivation is divided in to two parts, namely extrinsic motivation and intrinsic motivation.[32]

1) Extrinsic motivation

Extrinsic motivation is motivation that comes from outside or stimuli obtained by someone from outside. This motivation arises because someone wants to get something because of someone else's order. For example, a student must study harder to get good grades because he will take the exam. They are motivated to learn not because they want to get knowledge but because they want to get good grades.

The desire to get good grades, the desire to get praise from others or the desire to get a gift is an extrinsic motivation. This external impulse will motivate someone to achieve their desire even though they are not so enthusiastic about what they are doing.

Jerremy Hammer said:

> "Extrinsic motivation caused by any, number of outside factors, for example the need to pass an exam the hope financial reward, or the possibility of future travel".[33]

Extrinsic motivation is that which derives from the influence some of kind of external incentive, as distich from the wish to learn for its own

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[32]Dr. Dimiayti and Drs. Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: PT. Rineka Cipta, 2013). 90

[33]Jerremy Hammer , *How to Teach English*, (Oxford: Pearson Education Limited, 2007), p, 51

sake or interest in tasks. Extrinsic motivation is motivate active function if there is simulation from outside. An example: a person studying, because he/she knows that tomorrow morning there will have a test, by hoping that he/she could get good value.

Some or anybody can find many source of motivation, but actually motivation only has two big sources, the find source comes from within the individual their self or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outside and give someone influence to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teacher, parents and environment.

2) Intrinsic motivation

Intrinsic motivation is the desire of someone to do something, which is caused by a factor of motivation that comes from within oneself without being influenced by others because of the desire to achieve certain goals. Intrinsic motivation refers to motivation concerned in activities for its own sake. Internal motivation involves motivation to do something for its own desire.

This motivation is appeared from ourselves. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards.[34]

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[34]Dr, Dimayati and Drs. Mudjono, 91

Intrinsic motivation it is the character of students without came from environmental but it is came from our body and it is name instinct.[35]

Based on explanation above, the researchers conclude that intrinsic motivation is the desire to act due to the driving factor from within (internal) individuals.

e. **Characteristic of Student who has Motivation**

Learning is the act, process or experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study.

There are many definitions of learning:

1. Learning is shown by a change in behavior as a result of experience.
2. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
3. Learning is a change in performance as a result of practice.

From those definitions above, the writer can conclude that learning is a change of behavior or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities.

One of factor of learning is motivation. Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefits to get the desire changes. The learners success if they have motivation, motivation to know what will be learnt and to understand why they learn, so the learners can have or gain information and get knowledge from what they learn.

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[35] Dr. Hamzah B. Uno, TeoriMotvasi&Pengukurannya, (Jakarta: PT. Bum Aksara, 2015), p. 33

Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change o behavior as a result of experience and to get knowledge. Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one.

Interested and motivated can be as the first vision of learning progress, because by the learner or students are interested and motivated those will make the students ready and ready to receive the learning as well as possible and also give a good feedback. When it happened it means that the goals of the learning have reached had successful. Then how to know that the students are who motivated in learning?

According to Sadirman that the characteristic of the motivation whose has by someone as below:

1) Diligently in facing the assignment (able to keep working in a long time, never stop before done).
2) Great through in facing a difficulties (never surrounding).
3) Showing as interest to some various of problem (interesting to be success).
4) Have an orientation to the future (visioner)
5) Prefer to work alone without any helping.
6) Get boring to a routine assignment (something mechanically, a habitual, so it's less creative).
7) Able to defend her or his argument (if he/she have believed).
8) Never easily letting go something trusted.
9) Glad to looking for and solving the problem of questions.[36]

As the additional, Hamzah B. uno said that in AgusSuprijono the characteristic of the students who motivated in learning as follow:

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[36]Sadirman, 83

1) There is willing and wanting of success.
2) There is drive and need in learning.
3) There is hope and ambition in the future.
4) There is appreciated in the learning.
5) There is conducive learning environment that makes the students can learn well.[37]

Based on the explanation characteristics above, the researcher it can be conclude that there are five characteristics of students they are: active, optimist, never give up, diligent, lead the time. Students who has high motivated they are active in speaking to try fluency with their friends. The students' active to reading book to add knowledge and reading as a hobby for them. Then in classroom they are active to giving opinion and asking if they did know about subject. The students has high optimist so that they has high self confidence, ambition high spirit. They are study hard for success in future. The last they are diligent for everything and lead the time.

McClelland in MarwisniHasan states that people who have high achievement motivation, have the following characteristics:

a. Have personal responsibility.
   Students who have achievement motivation will do schoolwork or take responsibility for their work. Students who are responsible for the work will be satisfied with the work because it is the result of their own efforts.
b. Determine the value to be achieved or set superior standards.
   Students determine the value to be achieved. That value is higher than the value itself (internal) or higher with the value achieved by others (external). To achieve grades that are in line with excellence standards, students must thoroughly master the subject matter.
c. Trying to work creatively.
   Students who are highly motivated, persistent and actively seeking creative ways to complete their schoolwork. Students use several

[37]AgusSujono, Cooperative Learning: TearidanAplikasiPaikem,(Yogyakarta: PustakaPelajar, 2012), p.163.

ways of learning that they created themselves, so students better master the subject matter and ultimately obtain high achievements.

d. Trying to achieve goals

Students who have ideals will try their best to learn or have high motivation in learning. Students will be diligent in doing assignments, study hard, be diligent and resilient and not retreat into study time. Students will work on assignments to completion and if they have difficulty he will reread the reading material that has been explained by the teacher, repeating doing the assignment that has not been completed. Success in every school activity and obtaining good results will enable students to achieve their goals.

e. Have moderate duties.

Having a moderate task is to have a task that is not too difficult and not too easy. Students with high motivation to pretend, who have to do very difficult tasks, but do the task by dividing the task into several parts, which each part is easier to complete.

f. Do the best activities

Students who have high achievement motivation will do all learning activities as well as possible and no forget activities are done. Students create learning activities by following the schedule. Students always take part in learning activities and do the practice questions even if they are not instructed by the teacher and correct wrong assignments. Students will also do learning activities if they have textbooks and learning equipment needed and conduct learning activities alone or together in groups.

g. Hold anticipation.

Anticipating the intention to carry out activities to avoid failure or difficulties that might occur. Anticipation can be done by students by preparing all the needs or equipment before going to school. Students come to school faster than the study schedule or exam schedule, looking for questions or answers for practice. Students support the necessary learning preparation and read the subject matter that will be given by the teacher the next day.[38]

Based on the explanation above it can be concluded that, someone who has high achievement motivation will try to do the best, have personal responsibility, set the value to be achieved or set superior standards, try to work creatively, try to achieve goals, have tasks that moderate, do the best activities, and hold anticipation.

B. Review of Related Findings

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[38]HasanMarwisni," KorelasiMotivasiBerprestasidanKeterampilanBelajarterhadap Hail BelajarSiswaSekolahMenengahAtasNegeri Padang".*JurnalPsikodimensia.*Vol.1.No.2

Research is the study about certain object to find out facts about it. There have been many researchers done regard to thus research problem. They are shown the present related elements with the researcher topic in order that researcher here needs to conduct another research to complete an empty side of the researcher focus the related findings.

The result of the researcher from the title the analysis of Grade X student motivation in learning English at Madrasah Aliyah Negeri (MAN) 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.[39]

The result of the researcher from the title the correlation between extrinsic motivation and English achievement at the eighth grade students of SMP N 2 Padangsidimpuan. The researcher found that mean score of variable X was 96.57 and mean score of variable Ywas 87.2, besides, the score of $r_{xy}$was higher than r_{table} (0.357 > 0.200). The result showed that there was correlation between two variables but in low category. It means the hypothesis (H_a) was accepted. It was concluded that there was a correlation between extrinsic motivation and English achievement at the eighth grade students of SMP N 2 Padangsidimpuan in low category.[40]

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[39]Siti Hajar, *The Analysis of Grade X Students Motivation in Learning English at Madrasah Aliyah Negeri (MAN) Langga Payung Labuhan Batu Selatan* (*Unpublished Thesis)* (STAIN Padangsidimpuan : STAIN ,2012), p 34.

[40] Ade Yanti, *The Correlation Between Extrinsic Motivation and English Achievement at the Eight Grade Students of SMP N 2Padangsidimpuan* (IAIN, Padangsidimpuan, 2017), p. 42

The result of the researcher from the title the influence of students' motivation toward students' achievement at SMP N 1 Halogonan paluta. It is based on the data that showed r_{xy} was 0.672 while r_{table} was 0.279. It means that $r_{count} > r_{table}(0.672 > 0.279)$ which means the hypothesis was accepted.[41]

The result of the researcher from the title the correlation of students' motivation and attitude to student English Achievement at the grade VIII SMP Negeri Padangsidimpuan. The statistic calculation of testing hypothesis in this research by using partial correlation. Based on its conclusion, the result of r_{xy} was 0.34. the significant 5%, df = N-2 =50-2=48, so r_{table} was 0.055. it showed r_{count} was higher than r_{table} on $0.234 > 0.055$[42]. It means the result o hypothesis is accepted. So it means was correlation o students' attitude and motivation to students English achievement at grade VIII SMP Negeri Padangsidimpuan.

Based on the related findings above, the researchers concluded that there is a correlation between motivation and students English achievement. The researcher hope that research also same with the research before.

C. Framework of Thinking

English achievement is students result or what students get after studying English subject. Many factors can influence English achievement weather from inside or outside of student of student itself.

Motivation is a general terms characterizing the need drives, aspiration. Purpose of organism as these: initiate or regulated need satisfying or goal

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[41]MelyGusnijar, *The Influence of Students' Motivation Toward Students Achievement at SMP N 1 HalogonanPaluta*, (Padangsidimpuan : IAIN Padangsidimpuan,2014)

[42]Magdalena.M.Ag, Journal of English Education, The Correlation of Students' Motivation and Attitude to Student English Achievement at he Grade VIII SMP NegeriPadangsidimpuan, IAIN Padangsidimpuan. Volume 4 ND.2, Juli 2016

seeking behavior. It means a motivation is a set predisposes of the individual on certain activities and for seeking certain goal. English achievement is ability of actual having the character of measured in consequence of process learn to teach language subject of English.

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 in an important role in success of students to get English achievement.

Based on the explanation above it can be assumed that theses a correlation between learning Motivation and English achievement. Illustration of variable may be seen on figure below:

Variable x		**Variable Y**
L Learning	⟹	E English
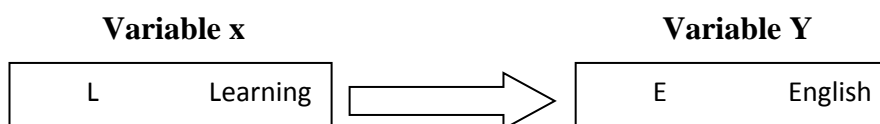
Figure 1. Simple paradigm
Information:
X= independent variable (learning motivation)
Y= dependent variable (English achievement)
➝ = relationship / influence

D. The Hypothesis

Ha: There is significant correlation learning motivation and English achievement to grade XI at SMA Negeri 1 Sipagimabar.

Ho: There is no significant correlation between learning motivation and English achievement to grade XI at SMA Negeri 1 S ipagimabar.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research will be conducted at XI grade of SMA Negeri1 Sipagimbar in academic year 2019/2020. It is located in Sipagimbar, Street Sipirok, Tapanuli Selatan, North Sumatra, it s 44 km from the area's educational Tapanuli Selatan.

B. Method of the Research

This kind of this research is quantitative research where the method is descriptive method. Descriptive method is carried out to obtain information about the references, attitudes, practices or interest some group of people.[43]Descriptive method is a method which describe condition of the present time naturally. In this research, the researcher conducted descriptive method to know the correlation between learning motivation and English achievement.

From the above explanation, this research was aimed to find out the relationship between learning motivation and English achievement.

C. Population and Sample

a. Population

Population is an individual comparison sample. Population is the whole subject of the study, while the sample is part or

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[43]L. R. Gay and Peter Airaisan, *Educational Research: Competencies for Analysis and Applications* (Prentice Hall Inc: New Jersey, 2000), p. 279.

representative of the population studied.[44] L.R Gay and Peter Airisian said that the population is a sample consisting of individuals, goods or even selected from large groups.[45]

The population is the whole of the students at grade eleventh SMA Negeri1 Sipagimbar. Based on the quotation above, the research will be done for at grade eleventh SMA Negeri1 Sipagimbar. The population of research consists of 2 classes with 72 students. It can be seen from the table follow:

Table 1.
The condition grade XI at grade eleventh SMA Negeri 1 Sipagimbar

No	Class	Amount
1	XI_1	36
2	XI_2	36
Total Number		72

Source of absence at grade eleventh SMA Negeri 1 Sipagimbar.

b. Sample

Sample is selected from a larger group which consists of the individuals, items or events and referred to as a population. It means that sample is a part of the population that used as the respondent of a researcher.

In this research using Slovin formula to take the sample:

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[44]Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: Raja Grafindo Perseda, 1998), p. 121

[45]L.R Gay Airasian, *Educational Research,* (New Jersey: Prentice Hall, 2000), p. 121

$$n=\frac{N}{n+Ne^2}$$

n = sample size

N = population

e = significant error (5% and 10%)

Based on above formula researcher use significant error 10% and the sample can be decided as follows:

$n =\dfrac{72}{1+72.(10\%)^2}$

$n =\dfrac{72}{1.73}$

n =41.61

n =42

From the calculation above researcher use 42 students as sample and it has fulfill the criteria o sample in correlation research.

In this research, researcher use simple random sampling in taking the sample. Random sampling is the process of selecting a sample in such a way that all individuals in define population have an equal and independent chance of being selected for the sample.[46]

So, the researcher's reason uses simple random sampling technique is because of all the sample has the same chance to be chosen and it is the best single way to obtain a representative sample.

Next, the researcher using a lottery technique to take the sample. All the members of population are written in a small paper based on members of each classroom. After the researcher select the

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[46]Saifuddin Azwar, Metode Penelitian…, p. 123

members randomly from each class. The last researcher finds the sample 23 from XI-1, and 19 students from XI-2,

Table 2.

The Sample of Grade XI Students of SMA Negeri 1 Sipagimbar

No	Class	Amount
1	XI_1	23
2	XI_2	19
Total		42

D. Definition of Operational Variables

Avoiding misunderstanding used of the research rowords terms, there they are terms explanations:

1. Learning motivation (X)

Learning motivation is push or effort that conscious to influence the human behavior in order he/she want to act or to do something for to achieve certain goal, students can learn more efficiently want to learn achievement.

2. English achievement (Y)

English achievement is activity result and effort which have been by which is express in the letter or number and can express reached result of certain someone within.

E. Instrument of Collecting Data

The researcher would prepare the available instrument.

1) Questionnaire

The questionnaires is a list of questions given to other people with the intention that those given the questionnaire are illing to respond according to the user's request. The questionnaire was consisted of a number o questions which should be answered by the respondents to find out about their actions and belies. It consists of written question with 30 items

The type of questionnaires that used in this research as scale, it is Likert Scale, in which the scoring of them on divided into based on direction. The positive direction is called favorable, while negative direction is called unfavorable. For given each items, if positive (+) criteria is: always 5, very often 4, often 3, seldom 2 and never 1 score. But for negative statement (-) criteria, is: never 1, seldom 2, often 3, very often 4, and always 5. As for scoring or each the answer is:

Table 3
The Likert Scale Rating

Optimal	Score	
	Favorable	Unfavorable
Always	5	1
Very Often	4	2
Often	3	3
Seldom	2	4
Never	1	5

The question of questionnaire are taken from indicator of

motivation both intrinsic and extrinsic motivation.

As describe on the next table:

Table 4.
The Indicators of the questionnaires

Variable	Indicator	Number of Items	Total Items
Learning Motivation	1. Have personal responsibility	10,15,16	3
	2. Trying to work creatively	2,3,5,8,9	5
	3. Trying to achieve goals	1,6,7,11,12,13, 17,19,28,29,30	11
	4. Have moderate duties	4,18,27	3
	5. Do the best activities	14,20,21,22	4
	6. Hold anticipations	23,24,25,26	4
	Total		30

2) Documentation Study

The researcher took the score about English in final test at the

first semester from the teacher of English to know of students'

achievement in English and those score to be analyzed. The result of

English achievement the researcher asked to the teacher to copy the

students' report cards.

F. Validity and Reliability Instrument

a. Validity

In this research, the researcher uses construct validity to

English validity of the instrument. Construct validity concerns the

qualities that the task measures, how far it actually represent speaking abilities.

So, in this research, the questionnaire was validated by checking the test to the expert person. The expert person is the psychology teacher of IAIN Padangsidimpuan. Validator will check and recheck whether the item of questionnaire topic has suitable or not.

b. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collect data because the instrument is good.

G. The Technique of Data Collection

Collected data is this researcher is trough a report cards to measure advancement English achievement and questionnaire learning motivation to get the degree or not. The process explained as follows:

1. The researcher entered to the each of classroom for doing research.

2. The researcher introduce herself, explained her aim, and asked permission to the sample.

3. The researcher gives the questionnaire to the students.

4. The researcher gives 60 minute for answering questionnaire.

5. The researcher controlled the class while students were answering the questionnaire.

6. The researcher collected all of the instrument.

7. The researcher brought it to home and analyze the data.

H. The Technique of Data Analysis

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.

To know correlation between learning motivation and English achievement to grade XI SMA Negeri 1 Sipagimbar 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 has been collected will be analysis by using statistic, the writer used the formula of "product moment" and the formulation is:

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

The explanations:

rxy= Pearson –r Product Moment

N = Number of Sample

$\sum X$ = The score of variable of X

$\sum Y$ = The score of variable Y

$\sum XY$ = Number of approximate score distribution of X and Y

$\sum X_2$ = Sum of squared score distribution of X

$\sum Y_2$ = Total squared score distribution of Y[47]

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

Table 5
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

Source: Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula,* (Bandung: Alfabeta, 2005:89

a) If the value o means score 0-20, it can be categorized into very low category.

b) If the value o means score 21-40, it can be categorized into low category.

c) If the value o means score 41-60, it can be categorized into enough category.

d) If the value o means score 61-80, it can be categorized into good category.

e) If the value o means score 81-100, it can be categorized into very good category.

To examine the significances variable X and Y was calculated by:

$$T = \frac{r_{xy}\ \sqrt{n-1}}{\sqrt{1-(r_{xy})2}}$$

Where:

T = result of t- test
N= total of sample
r_{xy} = Coefficient correlation between X and Y[48]

To know the contribution of coefficient correlation between variables X and Y. it can be define The Formula Determinant Correlation:

$$CD = r^2 \text{ x } 100\%$$

Where:

CD= contribution of coefficient determination

r   = coefficient correlation[49]

[48]Riduan, Belajar mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemuda, p. 98.
[49]Suparni, et. al., *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada press Jakarta, 2009), p. 97

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the researcher discussed the result of testing, in order to evaluate the correlation between learning motivation and English achievement (at the eleventh grade students of SMA N 1 Sipagimbar). The researcher has concluded the data by using descriptive method. Applying the quantitative analysis, the researcher used the formulation "r" Product Moment. Then, the researcher described the data as follow:

A. The Describe of Data

To facilitate understanding of the result of this study, then the data described by sequence of variables. Description of research result started from variable (X) was learning motivation and variable (Y) was English achievement.

1. Learning Motivation

In this part, the researcher shows the result of the researcher that has been done to the dependent variable that is learning motivation. In this research, the researcher present 30 items of questionnaires. For each number, the researcher gives 5 as maximal score for each statement.

After calculating then scores, it was found that the highest score was 93 and the lowest score was 67 (see Appendix III: Variable X Learning Motivation). To complete this researcher, it was needed

for the researcher to calculate the mean score was 81.54, the median score was 81.42, the mode was 81. Where was the score which represents the general value that was achieved by the students'.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into to equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below:

Table 6
The resume of variable score of learning motivation

No	Statistic	Variable x
1	High Score	93
2	Low Score	67
3	Range	26
4	Number of Class	7
5	Interval (i)	4
6	Mean Score	81.54
7	Median Score	81.42
8	Modus Score	81

Based on the above table, it shows that means that the students' in learning motivation was in good predicate. To know revelation of data was done to grouped the variable score of learning motivation which the total classes 7 and interval 4.

Then, the computed of the frequency distribution of the students' scores of group can be applied in to table frequency distribution as follows:

Table 7
The Frequency Distribution of Learning Motivation

Interval	Mid Point	Frequency	Percentage
67-70	68.5	2	4.76%
71-74	72.5	3	7.14%
75-78	76.5	5	11.90%
79-82	80.5	15	35.71%
83-86	84.5	9	21.42%
87-90	88.5	5	11.90%
91-94	92.5	3	7.14%
Total		**42**	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure

Based on above the chart, it was known that the variable revolution of learning motivation shown that the respondent an interval 67-70 were 2 students (4.76%) interval 71-74 were 3 students (7.14%), interval 75-78 were 8 students (11.90%), interval 79-72 were 15 students (35.71%), interval 83-86 were 9 students (21.42%), interval 87-90 were 5 students (11.90%), and interval 91-94 were 3 students (7.14%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure 1: **The Histogram Data of Learning Motivation at**

Grade XI of SMA Negeri Sipagimbar

From the above table can be seen the mean of learning

motivation is 80.5. It indicate of learning motivation categorized is

good these values has been computing by using formulas which is

shown in appendix 3.

2. English Achievement

The research took the score about English in final test at the

second semester from the teacher of English to know of students'

achievement the researcher asked to the teacher to copy the students

report cards

From the above tale, it was known that the high score as 95,

low score as 70, range 25, interval (i) was 4, mean score was 83.69,

median score was 83.5 and modus score was 83.38. Next, the calculation of how to get it can be seen in the appendix 4.

Meanwhile, median was the score in the middle or the score which divides a distribution of data into to equal part and mode is a score which has the most frequency. So, the specification calculation was described in the table below:

Table 8
The resume of variable score of learning motivation

No	Statistic	Variable Y
1	High Score	95
2	Low Score	70
3	Range	25
4	Number of Class	7
5	Interval (i)	4
6	Mean Score	83.69
7	Median Score	83.5
8	Modus Score	83.38

Based on the above table, it shows that means that the students' in English Achievement was in good predicate. To know revelation of data was done to grouped the variable score of English Achievement which the total classes 7 and interval 4.

Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:
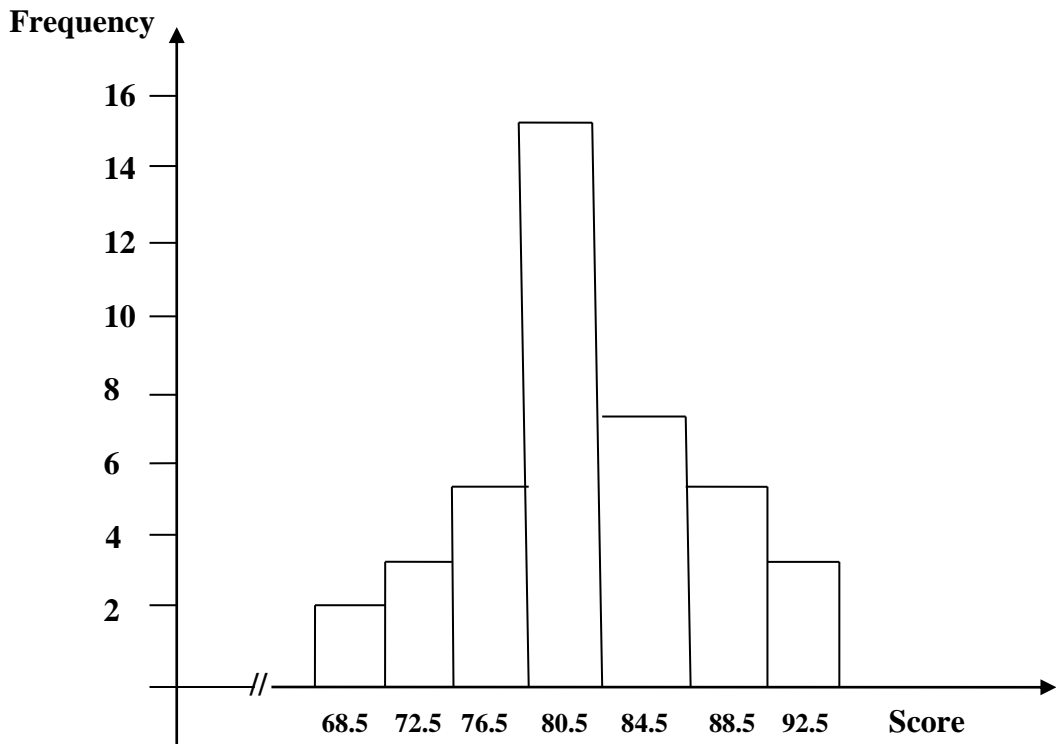
Table 9
The Frequency Distribution of English Achievement

Interval	Mid Point	Frequency	Percentage
70-73	71.5	2	4.76%
74-77	75.5	4	9.52%
78-81	79.5	7	16.66%
82-85	83.5	16	38.09%
86-89	87.5	6	14.28%
90-93	91.5	4	9.52%
94-97	95.5	3	7.14%
Total		**42**	100%

Based on above the chart, it as known that the variable revolution of learning motivation shown that the respondent an interval 70-73 were 2 students (74.76%) interval 74.77 were 4 students (9.52%), interval 78-81 were 7 students (16.66%), interval 82-85 were 16 students (38.09%), interval 86.89 were 6 students (14.28%), and interval 90-93 were 4 students (9.52%) and interval 94-97 were 3 students (7.14%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:
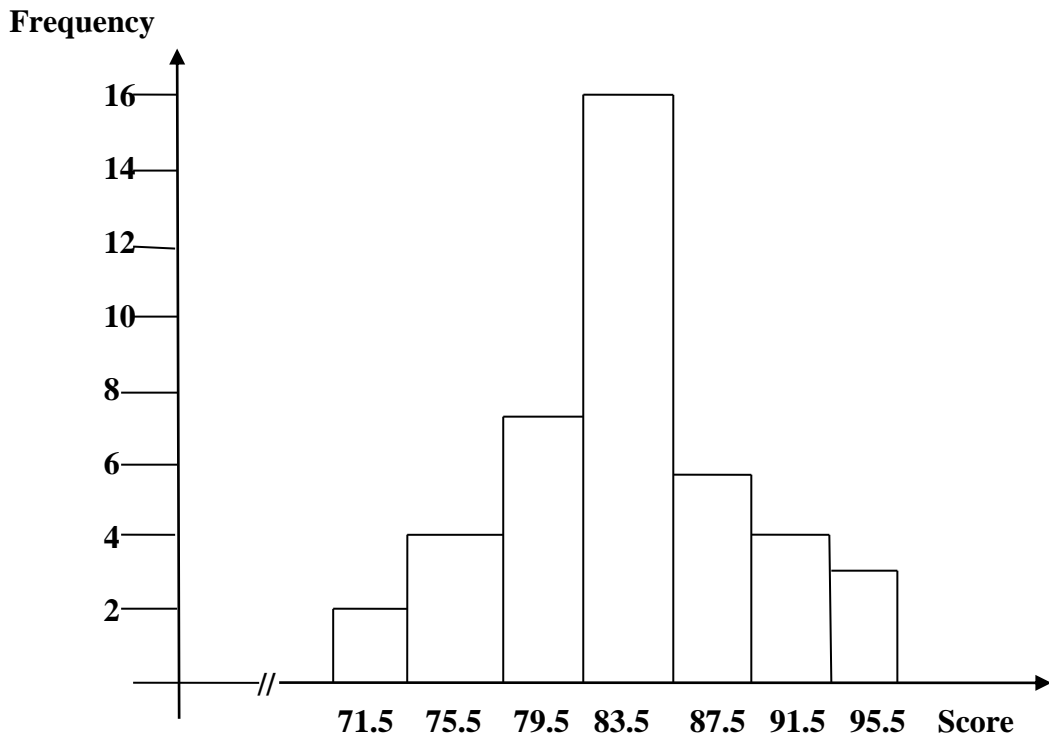
Figure 2: **The Histogram Data of English Achievement at**

Grade XI of SMA Negeri Sipagimbar

From the above table can be seen the mean of English achievement is 83.5. It indicate of English achievement of SMA N1 Sipagimbar categorized is good these values has been computing by using formulas which is shown in appendix 4.

B. **Testing of Hypothesis**

Requirement

Hypothesis testing aims to determine the correlation between Learning Motivation and English Achievement at the XI students of SMA Negeri 1 Sipagimbar by using the product moment formula. Before testing the hypothesis, first performed the calculation of the scores obtained by the respondents as below:

From table above, it can be seen that:

$$N = 42$$

$$\sum X = 3428$$

$$\sum Y = 3514$$

$$\sum XY = 286598$$

$$\sum X2 = 281378$$

$$\sum Y2 = 295344$$

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

$$= \frac{42.286598 - (3428)(3514)}{\sqrt{\{42(281378) - (3428)^2\}\{42(295344) - (3514)^2\}}}$$

$$= \frac{112037116 - 112045992}{\sqrt{\{11817876 - 111751184\}\{112404448 - 12348196\}}}$$

$$= \frac{8876}{\sqrt{(66692)(56252)}}$$

$$= \frac{8876}{\sqrt{10440}}$$

$$= \frac{8876}{102.1763}$$

$$= 86.87$$

H$_a$: There is a significant correlation between learning motivation

and English achievement at the grade XI of SMA N 1

Sipagimbar.

H$_0$: There is no significant correlation between learning motivation

and English achievement at the grade XI of SMA N 1

Sipagimbar.

So, based on the above calculation between variable X and Y

r_{xy}, the researcher got 0.144. The calculating product moment by

getting correlation coefficients r_{xy}= 86.87 was higher than r_t= 0.312 on

5% and 10%= 0.403. The result showed that there was significant

correlation between learning motivation and English achievement at

the grade XI of SMA N 1 Sipagimbar in good category. It meant that

H_a is accepted H_o is rejected, it had been written in the table of

coefficient correlation interpretation.

Table 11

Categories Value Correlation Coefficient and Degree Correlation

Value or High r	Interpretation
0-20	Very Low
21-40	Low
41-60	Enough
61-80	Good
81-100	Very good

Testing the truth of significant correlation used the formulate

t_{count}.

$$T_{count} = \frac{r\sqrt{n-1}}{\sqrt{1-r^2}} = \frac{86.87\sqrt{42-1}}{\sqrt{1-86.87^2}}$$

$$= \frac{86.87\sqrt{41}}{\sqrt{1-7546}}$$

$$= \frac{0.299\,(6.403)}{\sqrt{7542}}$$

$$= \frac{156228.61}{86.84}$$

$$= 6405$$

Based on the calculation above, the researcher found that $t_{count =}$ 6405, df = n-2 (42-2 = 40) and t_{table} on 5% significant level = 0.312. So, $t_{count} > t_{table}$ (6405>0.312). It meant that there was a significant correlation between two variables that it was said that the validity of the contribution of variable X to variable Y was "accepted".

To look for the contribution of variable X to variable Y as follows:

CD = The score of coefficient determination

r = The score of the coefficient correlation

$CD = r^2$ x 100 %

   $= (6405)^2$ x 100%

   = 7546.3969 x 100%

   = 75.46%

Based on calculating above, the contribution variable X (Learning Motivation) toward variable Y (English Achievement) there was 75.46 % and 32.01% influenced by other variable.

C. The Discussion of the Result

After did the research, the researcher discussed the result and compared it with result in research related findings.

The result of the researcher from the title "the correlation between extrinsic motivation and English achievement at the eighth grade students' of SMP N 2 Padangsidimpuan. The research found

that mean score of variable X was 96.57 and mean score of variable of variable Y was 87.2, beside, the score of r_{xy} was higher than r_{table} (0.357 > 0.200). The result showed that there was correlation between two variables but in low category. It means the hypothesis (H_a) was accepted. It was concluded that there was correlation between extrinsic motivation and English achievement at the eighth grade students of SMP N 1 Padangsidimpuan in low category.[50]

The result of the researcher from the title the influence of students' motivation toward students' achievement at SMP N 1 Halongonan Paluta. It is based on the data that showed r_{xy} was 0.672 while r_{table} was 0.279. it means that $r_{count} > r_{table}$ (0.672 > 0.279) which means the hypothesis was accepted.[51]

The result o the researcher from the title the correlation of students' motivation and attitude to student English achievement at the grade VIII SMP Negeri Padangsidimpuan. The statistic of testing hypothesis in this research by using partial correlation. Based on it is conclusion, the result of r_{xy} was 0.34. the significant 5%, d = N-2 = 50-2 = 48, so r_{table} was 0.055. it showed r_{count} was higher than r_{table} on 0.234 > 0.053[52]. it means the result of hypothesis is accepted. So it

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[50] Ade Yanti, *The Correlation Between Extrinsic Motivation and English Achievement at the Eighth Grade Students of SMP N 2 Padangsidimpuan* (Iain, Padangsidimpuan,2017*)*, p.42
[51] Mely Gusnijar*, The Influence of Students' Motivation Toword Students Achievement at SMP N 1 Halongonan Paluta,* (Padangsidimpuan : Iain Padangsidimpuan, 2014)
[52] Magdalena.M.Ag, Journal of English Education, The Correlation of Student' Motivation and Attitude to Students English Achievement at the Grade VIII SMP Negeri 1 Padangsidimpuan, IAIN Padangsidimpuan Volume 4 ND. 2, Juli 2016

means was correlation of students' attitude and motivation to students English achievement at grade VIII SMP N 1 Padangsidimpuan.

This research discussed about the correlation between learning motivation and English Achievement. The problems of this research were students English is strange language for student. They have to learn the language and the structure that they have not used yet, students can't understand what the teacher said when using English. Students do not understand the meaning of what teacher said, and students are afraid to speak in English class. In this research, want to find out about how significant the correlation between learning motivation and English Achievement.

Based on the result of data analysis, there was a significant correlation between learning motivation and English achievement of the grade XI students SMA N 1 Spagimbar in good category. It can be gotten by using the calculating of product moment formula where coefficient correlation level r_{count} was 86.87 and r_{table} on 5% significant level was 0.312. So, the significant correlation was 0.312>86.87 (r_{count}>r_{table}). Then, on calculating the hypothesis testing has gotten t_{count} was 6405 with df = n-2 (42-2 = 40) and t_{table} on 5% significant level was 0.312. So, the significant variables were 6405>0.312 (t_{count}>t_{table}) and the hypothesis Ha was accepted.

D. Threats of the Research

The researcher gave students questionnaire and explained what are the questionnaire for learning motivation, the researcher was in capable of measuring honest aspect of the students answering the questionnaire that given, until possibility the students cheat. The researcher did not know whether students concentrated or not in answering the questionnaire, and time was limited.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research data, the research came to describe the data as follows:

1. The students' learning motivation of the grade XI students SMA N 1 Sipagimbar was "Very Good" by getting mean score was 81.54 (see chapter III for the criteria score interpretation).

2. The students' English achievement of the grade XI students SMA students SMA N 1 Spagimbar was "Very Good" by getting mean score was 83.69 (see chapter III for the criteria score interpretation).

3. Based on the result of data analysis, there was a significant correlation between learning motivation and English achievement of the grade XI students SMA N 1 Sipagimbar in good category. It can be gotten by using the calculating of product moment formula where coefficient correlation level r_{count} was 86.87 and r_{table} on 5% significant level was 0.312. So, the significant correlation was 86.87 > 0.312 ($r_{count}>r_{table}$). Then, on calculating the hypothesis testing has gotten t_{count} was 6450 with df = n-2 (42-2 = 40) and t_{table} on 5% significant level was 0.312. So, the significant variables were 6450>0.312 ($t_{count}>t_{table}$) and the hypothesis Ha was accepted.

B. Suggestion

The researcher has some suggestions as follows:

1. The headmaster of SMA N 1 Sipagimbar was hoped to support the English teachers to teach well and provide facilities involves with learning English.

2. The English teachers should give a positive stimulus such as reminding the students about the important of learning motivation to increase students' learning motivation

3. The researcher hopes that the others researchers who want to conduct a research related to this research to find the other factors that influence of learning motivation. Because, still there are many factors that affect students' learning motivation.

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CURRICULUM VITAE

A. Identity

Name   : Nurmayunita L.Tobing

Reg. Num   : 14 203 00095

Place/Birth   : Sipagimar, Februari 22^h 1995

Sex   : Female

Religion   : Islam

Address   : Sipagimbar, Kec. Saipar Dolok Hole, Kab.

                     Tapanuli Selatan

B. Parents

Father's Name   : Parlindungan L. Tobing

Mather's Name   : Siti Aminah Marpaung

C. Educational Background

1. Graduated from Elementary School SD N 101001 Sipagimbar Kec. Saipar Dolok Hole 2008

2. Graduated from Junior High School MTSN 2 Tapanuli Selatan Pasar Sipagimbar Kec. Saipar Dolok Hole 2011

3. Graduated from Senior High School SMAN 1 Saipar Dolok Hole 2014

4. Be University Student IAIN Padangsidimpuan 2014

Appendix 1

Sekolah   : SMA Negeri1Sipagimbar

Nama   :

Kelas   :

Petunjuk   :

1. Mulailah dengan berdoa.
2. Bacalah dengan teliti setiap pertanyaan yang ada, kemudian jawablah dengan jujur sesuai dengan keadaan yang sebenarnya.
3. Angket ini hanya untuk kepentingan ilmiah, ini tidak mempengaruhi nilai atau pun kedudukan saudara di sekolah ini.
4. Berilah tandaceck list (√) atau pun tanda silang (X) berdasarkan jawaban menurut pendapat anda sendiri.
5. Pilihlah jawaban antara lain:
   Selalu   : Sl   Sering   : Sr
   Sering Sering : SS   Kadang-kadang   : Kd
   Tidak Pernah : Tp
6. Terimakasih atas kesidaan anda untuk mengisi angket ini.

No	Pertanyaan	Sl	SS	Sr	Kd	Tp
1	Saya belajar Bahasa Inggris atas keinginan sendiri.					
2	Saya mempelajari materi Bahasa Inggris sebelum diberikan guru di sekolah					
3	Saya yakin dapat menguasai pelajaran Bahasa Inggris meskipun pelajaran Bahasa Inggris dianggap sulit.					
4	Saya berinisiatif mengerjakan latihan tanpa disuruh guru.					
5	Saya mencatat semua contoh penyelesaian soal, dan ilustrasi lainnya yang dibuat guru Bahasa Inggris di papan tulis.					
6	Saya rajin belajar karena ingin mendapat kanhasil belajar yang memuaskan					
7	Apabila saya merasa ragu-ragu dalam menyelesaikan soal atau mengerjakan tugas Bahasa Inggris, maka saya akan mencari contoh yang benar sebagai pola yang akan saya ikuti.					
8	Saya mengerjakan tugas Bahasa Inggris dengan mencontek pekerjaan teman.					
9	Saya mempelajari Bahasa Inggris tanpa target apapun.					
10	Saya yakin Bahasa Inggris sangat bermanfaat untuk masa depan saya.					
11	Saya mempelajari lagi materi Bahasa Inggris yang telah					

	dijelaskan guru di sekolah agar saya lebih memahami materi tersebut.					
12	Saya yakin bisa mendapat nilai yang tinggi dalam mata pelajaran Bahasa Inggris jika saya rajin belajar.					
14	Saya menjadi lebih bersemangat dalam belajar Bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal.					
15	Saya senang jika guru memberikan kesempatan pada saya untuk menjelaskan materi yang sudah sayapahami kepada teman-teman yang lain didepan kelas.					
16	Saya senang jika guru mengumumkan siswa yang mendapat nilai tertinggi dalam ulangan harian.					
17	Sayasenangjika guru menilaihasilpekerjaanrumah (PR).					
18	Saya merasa tertantang untuk mengerjakan soal Bahasa Inggris yang sulit.					
19	Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.					
20	Saya akan membuat kegiatan belajar dengan mengikuti jadwal.					
21	Saya akan mengerjakan soal-soal latihan meskipun belum diajarkan oleh guru.					
22	Saya akan melakukan kegiatan belajar sendiri sebelum guru saya msuk kedalam kelas					
23	Saya selalu menyiapkan semua kebutuhan atau peralatan sekolah sebelum pergi kesekolah					
24	Saya datang kesekolah lebih awal dari jadwal belajar.					
25	Saya selalu mencari pertanyaan atau jawaban untuk latihan yang ada dalam buku pelajaran.					
26	Saya membaca materi pelajaran yang akan diberikan oleh guru pada hari berikutnya.					
27	Saya selalu lebih dulu mengerjakan tugas yang mudah kemudian yang sulit					
28	Saya selalu rajin dalam mengerjakan tugas yang diberikan guru.					
29	Saya akan belajar dengan giat, rajin dan ulet.					
30	Saya mengerjakant ugas sampai selesai dan jika megalami kesulitan saya akan membaca ulang bahan bacaan yang telah dijelaskan oleh guru.					

APPENDIX 2

The score of learning motivation and English achievement

No	Initial	Learning Motivation	Student Achievement
1	AS	87	88
2	AAR	88	80
3	AA	90	87
4	AAM	83	83
5	ARIR	84	82
6	AR	85	77
7	ALR	86	83
8	ALT	83	84
9	AR	79	85
10	BAR	80	78
11	BPH	82	86
12	BD	82	87
13	CAS	79	87
14	DS	79	74
15	ES	75	80
16	ERR	76	88
17	EN	77	79
18	EMP	78	90
19	FRA	75	90
20	HA	73	93
21	HSR	71	72
22	IP	74	86
23	IPP	80	94
24	IZS	79	94
25	IS	79	85
26	JP	80	80
27	LA	82	81
28	MM	83	95
29	MR	86	78
30	MP	82	75
31	NS	82	84
32	NNB	84	75
33	NA	84	84
34	RR	87	84
35	RAT	78	85
36	RAG	88	85
37	RS	92	84
38	RAR	91	72
39	REM	88	84
40	SS	93	84
41	VGR	67	82
42	VS	70	90

QUESTIONNAIRE RESULT LEARNING MOTIVATION

No	Initial	__ Number of Questionnaire __																														Score
		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	
1	AS	3	5	2	3	4	1	4	1	5	4	2	3	1	1	1	5	4	3	3	2	1	5	3	5	2	5	1	3	2	3	87
2	AAR	2	1	2	1	3	2	3	1	3	1	4	5	5	5	2	3	3	2	3	4	1	3	4	2	3	3	5	4	3	5	88
3	AA	2	2	3	2	2	5	3	3	5	3	1	4	1	4	2	5	4	4	1	5	5	2	5	1	5	1	4	2	1	3	90
4	AAM	2	1	3	3	2	3	5	2	3	4	5	3	3	2	2	2	2	2	1	5	2	3	4	1	3	4	2	3	2	4	83
5	ARIR	4	3	3	2	3	5	4	3	4	5	3	1	2	2	3	3	1	3	1	5	2	2	4	1	4	3	3	4	3	3	89
6	AR	3	1	2	2	3	2	5	4	3	4	4	5	4	3	3	2	2	2	1	4	2	1	4	1	5	2	5	2	2	2	85
7	ALR	5	3	2	2	4	4	3	5	4	3	5	4	2	4	3	3	2	1	1	3	2	1	2	2	2	1	3	3	2	5	86
8	ALT	3	3	1	3	3	3	2	3	2	5	3	3	5	3	3	4	2	3	2	3	3	2	1	2	3	3	4	2	2	2	83
9	AR	1	2	3	5	4	4	3	1	5	2	4	4	2	2	1	2	2	5	2	3	2	2	3	2	1	2	3	2	3	2	79
10	BAR	5	3	1	3	5	2	4	4	1	1	4	3	4	1	1	5	4	5	2	1	3	3	1	3	3	3	2	1	1	1	80
11	BPH	1	4	3	5	3	5	1	3	3	4	2	5	2	3	3	1	4	1	2	1	3	3	1	3	2	3	2	3	4	2	82
12	BD	2	5	2	5	5	2	5	2	4	3	1	3	1	2	2	3	1	3	3	1	2	4	1	3	3	1	3	3	2	5	82
13	CAS	2	4	2	3	3	5	3	1	5	2	1	5	2	3	1	2	1	2	3	2	3	2	3	1	5	1	2	2	4	4	79
14	DS	3	2	1	1	2	4	2	5	2	5	2	4	1	2	3	2	3	1	3	2	3	1	3	4	2	5	2	4	2	3	79
15	ES	4	2	1	1	4	1	4	4	3	4	3	2	3	2	2	3	3	3	5	3	1	1	3	1	1	1	3	1	3	3	75
16	ERR	5	3	5	2	3	5	2	3	4	3	5	5	1	1	2	1	2	2	1	3	1	1	2	2	3	1	2	2	3	1	76
17	EN	1	2	5	2	2	3	5	4	3	5	3	2	2	2	3	2	2	2	1	2	1	1	4	3	2	2	3	2	3	3	77
18	EMP	3	3	4	2	2	5	3	2	5	1	4	4	4	1	2	1	1	2	4	3	1	2	4	1	1	1	4	2	4	2	78

19	FRA	1	2	3	4	3	1	4	4	3	3	2	1	1	2	2	3	1	4	4	3	1	2	4	2	4	2	3	2	1	3		75
20	HA	1	2	4	3	2	4	2	3	1	1	1	3	4	1	2	3	2	2	2	3	1	2	4	2	3	3	4	2	4	2		73
21	HSR	2	1	2	1	2	2	1	2	2	3	3	2	1	2	3	3	1	3	5	4	5	1	5	1	2	2	3	1	2	4		71
22	IP	2	1	1	2	2	5	4	5	4	3	4	1	1	1	2	1	3	2	1	4	5	1	2	2	2	4	1	3	4	1		74
23	IPP	2	4	4	4	3	1	3	1	2	4	5	2	1	1	2	3	3	2	5	4	2	1	4	1	2	4	1	3	4	2		80
24	IZS	4	1	3	3	4	4	2	4	3	3	4	1	1	3	1	4	2	1	3	4	2	1	4	2	2	5	4	1	2	1		79
25	IS	3	4	2	2	1	2	4	3	4	1	4	4	2	1	2	3	2	4	5	3	2	2	1	2	1	5	3	3	2	2		79
26	JP	2	1	1	1	5	3	3	2	5	2	1	3	1	5	4	2	2	2	5	3	2	2	3	2	3	5	2	3	2	3		80
27	LA	2	3	1	4	5	1	2	4	1	5	5	2	3	2	2	3	3	1	5	3	2	2	3	2	1	3	5	1	2	4		82
28	MM	3	2	3	2	1	3	4	3	2	4	4	5	5	1	2	4	2	3	3	3	1	2	3	3	1	3	3	3	3	2		83
29	MR	4	3	1	3	3	5	3	5	3	3	5	4	1	2	4	3	3	2	3	1	2	2	1	2	1	4	2	3	3	5		86
30	MP	5	4	2	5	1	3	1	2	4	2	3	3	2	3	1	2	4	3	3	3	4	2	2	3	2	3	3	1	3	3		82
31	NS	3	3	1	5	4	4	4	2	5	1	4	3	2	1	1	2	2	1	3	2	4	2	2	4	4	2	4	1	5	1		82
32	NNB	2	4	3	5	1	5	2	4	2	5	2	3	4	2	3	1	3	4	4	2	5	5	2	4	2	4	4	4	1	2		94
33	NA	3	1	1	4	2	4	4	2	3	4	1	2	4	2	3	2	1	2	5	3	5	5	2	4	4	4	3	2	1	1		84
34	RR	3	1	4	2	4	2	3	4	1	5	3	1	5	2	2	2	4	3	1	2	4	4	1	5	4	5	2	3	1	4		87
43	RAT	2	1	1	2	1	3	2	4	2	4	4	3	3	3	2	2	1	2	1	2	3	4	2	5	4	2	5	4	3	1		78
36	RAG	1	3	2	3	2	2	4	5	1	3	5	5	4	4	3	3	2	2	1	2	3	4	1	5	4	3	1	4	3	3		88
37	RS	4	2	1	2	3	3	2	5	2	5	5	4	2	5	4	3	4	1	3	1	3	4	1	3	3	5	1	5	3	3		92
38	RAR	1	2	4	2	2	1	4	2	2	4	4	5	5	5	3	5	3	1	3	2	2	2	3	1	3	5	5	3	3	4		91
39	REM	2	3	3	1	2	2	1	3	3	5	3	4	2	4	3	5	4	5	4	4	2	2	3	4	2	4	4	3	4	3		88
40	SS	3	2	5	1	2	3	4	2	1	3	4	2	3	3	2	4	3	5	3	5	2	2	5	2	4	4	2	4	5	4		94
41	VGR	2	2	3	1	2	1	5	1	3	4	2	3	1	2	1	4	2	1	2	1	2	2	2	2	2	3	3	2	4			67
42	VS	2	3	3	1	1	4	2	2	2	2	4	2	3	1	3	3	2	2	4	1	2	2	2	3	2	1	2	4	2	3		70

APPENDIX 4

Variable X

(Learning Motivation)

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

67	70	71	73	74	75	75	76	77	78
79	79	79	79	79	80	80	80	80	82
82	82	82	82	82	83	83	83	84	84
84	85	86	86	87	87	88	88	90	91
92	93								

2. High score = 93

3. Low score = 67

4. Range (R) = 93-67 = 26

5. The total of classes (BK) = 1+3.3 log N

$$= 1 + 3.3 \log 42$$

$$= 1 + 3.3 \ (1{,}623)$$

$$= 1 + 5{,}355$$

$$= 6{,}355$$

$$= 7$$

6. Interval (i) = $I = \dfrac{R}{BK}$

$$= \frac{26}{7}$$

$$= 3.71$$

$$= 4$$

7. Mean (X) = $\left(\frac{\sum FX}{F}\right)$

No	Interval class	F	X	FX	Fkb	Fka	Percentages
1	67-70	2	68.5	137	N= 42	2	4.76%
2	71-74	3	72.5	21.75	40	5	7.14%
3	75-78	5	76.5	382.5	37	10	11.90%
4	79-82	15	80.5	1207.5	32	25	35.71%
5	83-86	9	84.5	760.5	17	34	21.42%
6	87-90	5	88.5	442.5	6	39	11.90%
7	91-94	3	92.5	277.5	1	42=N	7.14%
Total		N= 42		$\sum FX$ = 3425	-	-	100%

Mean (X) $= \left(\frac{\sum FX}{F}\right)$

$$= \left(\frac{3425}{42}\right)$$

$$= 81.54$$

8. Median

$$Me = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$= 78.5 + 4\left(\frac{\frac{1}{2}42 - 10}{15}\right)$$

$$= 78.5 + 4\left(\frac{21 - 10}{15}\right)$$

$$= 78.5 + 4\left(\frac{11}{15}\right)$$

$$= 78.5 + 4\,(0.73)$$

$$= 78.5 + 2.92$$

$$= 81.42$$

9. Modus

$$\text{Mo} = b + p \left(\frac{b1}{b1+b2} \right)$$

$$= 78.5 + 4 \left(\frac{10}{10+6} \right)$$

$$= 78.5 + 4 \, (0.625)$$

$$= 78.5 + 2.5$$

$$= 81$$

APPENDIX 6

Normality of Data X and Y

a. **Normality of Data X (Learning Motivation)**

1. Standart Deviasi (SD) $= \sqrt{\frac{\sum fx^2}{n} - \frac{(fx)}{n}}$

Interval	F	Xi	X^1	FX	x^2	fx^2
67-70	2	68.5	+3	6	9	18
71-74	3	72.5	+2	6	4	12
75-78	5	76.5	+1	5	1	5
79-82	15	80.5	0	0	0	0
83-86	9	84.5	-1	-9	1	9
87-90	5	88.5	-2	-10	4	20
91-94	3	92.5	-3	-9	9	27
Total	N= 42			-11		91

$SD = 4 \sqrt{\frac{\sum fx^2}{n} - \frac{(fx)}{n}}$

$= 4 \sqrt{\frac{91}{42} - \frac{(-11)}{42}}$

$= 4 \sqrt{2.16 - (-0.26)}$

$= 4 \sqrt{2.42}$

$= 4 .1.55$

$= 6.2$

2. Normality of Data X

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		42
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,65514465
Most Extreme Differences	Absolute	,122
	Positive	,055
	Negative	-,122
Kolmogorov-Smirnov Z		,793
Asymp. Sig. (2-tailed)		,556

a. Test distribution is Normal.

b. Calculated from data.

b. Normality of Data Y (English Achievement)

1. StandartDeviasi (SD) $= \sqrt{\dfrac{\sum fx^2}{n} - \dfrac{(fx)}{n}}$

Interval	F	Xi	X^1	FX	x^2	fx^2
70-73	2	71.5	+3	6	9	18
74-77	4	75.5	+2	8	4	16
78-81	7	79.5	+1	7	1	7
82-85	16	83.5	0	0	0	0
86-89	6	87.5	-1	-6	1	6
90-93	4	91.5	-2	-8	4	16
94-97	3	95.5	-3	-9	9	27
Total	N= 42			-2		135

$$SD = 4 \sqrt{\frac{\Sigma fx^2}{n} - \frac{(fx)}{n}}$$

$$=4 \sqrt{\frac{135}{42} - \frac{(-2)}{42}}$$

$$=4 \sqrt{3.21 - (-0.04)}$$

$$=4 \sqrt{3.25}$$

$$=4 . 1.80$$

$$=4.32$$

2. Normality of Data Y

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		42
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	6,15760186
Most Extreme Differences	Absolute	,073
	Positive	,061
	Negative	-,073
Kolmogorov-Smirnov Z		,475
Asymp. Sig. (2-tailed)		,978

a. Test distribution is Normal.

b. Calculated from data.

Nomor : 66 /In.14/E.6a/PP.00.9/12/2017   Padangsidimpuan, Desember 2017
Sifat : Biasa
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth: Bapak/Ibu:

1. Dr. Fitriadi Lubis, M. Pd   (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum   (Pembimbing II)
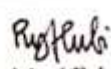
Di_
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut :
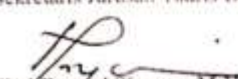
Nama   : Nurmayunita Lumban Tobing
Nim   : 14 203 00095
Jurusan   : Tadris Bahasa Inggris
Judul Skripsi : THE CORRELATION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT AT THE GRADE XI STUDENTS OF SMA NEGERI 1 SIPAGIMBAR

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris
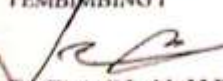
Rayendriani Fahmei Lubis, M.Ag.   **Fitri Rayani Siregar, M.Hum.**
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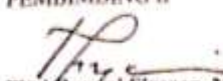
Mengetahui
a.n Dekan
Wakil Dekan Bidang Akademik

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Pernyataan Kesediaan Sebagai Pembimbing

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PEMBIMBING I   PEMBIMBING II

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Nomor : B - 472   /In.14/E.1/TL.00/07/2020   3 Juli 2020
Hal   : Izin Pra Riset Skripsi.

Yth. Kepala SMA Negeri 1 Sipangimbar
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Learning Motivation and English Achievement at the Grade XI Students of SMA Negeri 1 Sipangimbar"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bidang Akademik

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Nomor : 422/ 118 /2020
Lamp : -
Hal : **Pelaksanaan Pra Riset Skripsi**

Sipagimbar, 25 Juli 2020

Kepada :
Yth. Dekan Bidang Akademik
IAIN Padangsidimpuan
di-
    Padangsidimpuan

Dengan hormat,

Menindak lanjuti Surat Dekan bidang akademik IAIN Padangsidimpuan No. B-472/In. 14/E.1/TL.00/07/2020 perihal Izin Pra Riset Skripsi, bersama ini kami sampaikan bahwa :

Nama : **NURMAYUNITA L. TOBING**
NIM : 1420300095
Program Studi : Tadris / Pendidikan Bahasa Inggris
Fakultas : Tarbiah dan Ilmu Keguruan

Telah selesai melaksanakan Penelitian yang dilaksanakan tanggal 22 s/d 25 Juli 2020 di SMA Negeri 1 Sipagimbar yang berjudul
"THE CORRELETION BETWEEN LEARNING MOTIVATION AND ENGLISH ACHIEVEMENT AT THE GRADE XI STUDENTS OF SMAN 1 SIPAGIMBAR"

Demikian disampaikan, atas perhatiannya diucapkan terima kasih

Kepala Sekolah
SMAN 1 Saipar Dolok Hole

MUHAMMAD IQBAL, S.Pd
NIP. 196211211986011001