CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, the purpose of the study, significance of the study, scope and limitation of the study, hyphothesis, definition of key terms, and organization of the study.

A. Background of the Research

Language is the principle means for human to communicate, to transmit information or to share idea (Smith, 1982:233). So, in this case language is important for human life to communication. Every country has different nation language includes English that constitutes England nation language. In Indonesia, English is the first foreign language that is important to develop the science, technology, and communication with other nation in the world. In Indonesia, English also has been taught to the students from the elementary school up to university. The students learning in English will be much useful and be meaningful if the learning source is relevant with the students need. Beside that, the teacher's motivation also influence the learning students. Slavin (1987:316) states as bellow: "Students who are academically un motivated to learn do not learn"

Motivation is the dynamic force that energized behaviour. It is motivation that compel the child to act. The motivation is persistent since they keep the child acting until he finds the satisfaction for him (Smith,

1958: 185). Motivation has function in studying suck as to motivate as motor each activity, to know direction the goal that want to be reach, selecting of action determine the goal want to be reached by throwing of useless activity. From these its hereby are really important ways to know about motivation to student. (Sardiman, 1992:130). Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

According to (Gardner & Lambert, 1972:110), motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals. Motivation is very important to make the students' interest in learning English. So, The researcher decides to investigate "The correlation between students' Motivation and their English Achievement". The researcher chooses the first year students of Junior High School at SMPN 1 Gondang. The researcher chooses the first year students because they hope it will build the students' motivation basicly.

The researcher, chooses the tittle because want to know the students motivation in English and the correlation between students' motivation and their English achievement, to know this correlation for create a reference for other people especially, teacher, and want to make clearly that motivation give effect for students achievement.

B. Research Problems

1. How is the motivation of the first grade students at SMPN 1 Gondang?

2. How is the English achievement of the first grade students at SMPN 1 Gondang?

3. Is there any correlation between students' motivation and their English achievement of the first grade at SMPN 1 Gondang?

C. Objectives of the Research

1. To know the motivation of the first grade students at SMPN 1 Gondang.

2. To know the English achievement of the first grade students at SMPN 1 Gondang.

3. To find out the correlation between students' motivation and their English achievement of the first grade students at SMPN 1 Gondang.

D. Research Hypothesis

a. Alternative Hypothesis (Ha)

There is significant correlation between students' motivation and their English achievement at first grade of SMPN 1 Gondang.

b. Null Hypothesis (Ho)

There is no significant correlation between students' motivation and their English achievement at first grade of SMPN 1 Gondang.

E. **Significances of the Research**

It is expected that the research finding on the study can give contribution for the teacher, and writer.

a. Teacher

As feedback and consideration to motivate the students to study English harder so they will get better achievement in Learning English.

b. Writer

As feedback to enrich understanding about English lesson especially motivation and achievement in English.

F. **Scope and Limitation of the Research**

Based on the formulation of the problem, so the scope in this research is students' motivation and its influences for their achievement. This research is focused on study of students' motivation and English achievement, if there is correlation between students' motivation and their achievement in English of first grade at SMPN 1 Gondang. And the limitation of this study is only to observe the first grade students about their motivation and their English achievement.

G. **Definition of Key Terms**

To avoid misunderstanding and misinterpretation, there are some key terms defined as follow:

a. Motivation

Motivation is Internal condition of an individual that encourage it to do something (Purwanto, 1992:103).

b. Achievement in English

Achievement is result of student activities that have been done in learning activities (Azwar, 1987:7).

Achievement in English is "student" score obtained in English course (Horby, 1999:10).

H. Organization of the Research

In making a good thesis, it is necessary to arrange it systematically and logically. This thesis with the title "*The Correlation between Students' Motivation and their English Achievement at SMPN 01 Gondang*", the readers will understand the main points of the thesis as well as what writer intended. This thesis is divided into five chapters:

1. Chapter 1 is introduction, it deals with the background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and organization of the Research.

2. Chapter II is review of related literature. It consists of underlying theories that include the motivation, types of motivation, function of motivation, ways to creating learning motivation, achievement consist of definition of achievement, purpose of assessment in achievement,

Influenced factors in Achievement, indicators of Achievement and review of previous studies.

3. Chapter III is research method. It consists of research design, object of the study, research instrument, data collecting method, and data analysis.

4. Chapter IV is research finding and discussion. It presents of description of data, data presentation and analysis of the data.

5. Chapter V consists of conclusion and suggestion based on the findings of the research.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the writer will review some important theories related to study. They are definition of learning motivation, types of motivation, the function of motivation, ways of creating learning motivation, achievement, the purpose of assessment achievement, influenced factors in achievement, indicators of achievement and previous study.

A. MOTIVATION

1. Definition of Learning Motivation

Purwanto (2007 :71) states that Motivation is a conscious effort to affect a person's behavior to reach something, so as to achieve a particular outcome or goal. Motivation is driven by the need arise if someone such as a student has a level requirement of high academic achievement so that students will strive to achieve its goals despite the challenges. Sardiman (2010:75) states that In teaching and learning activities, known as the learning motivation. Learning Motivation is that psychic driving force comes from within a person to be able to perform learning activities and increase the skills and experience. Learning Motivation is that efforts to encourage students to learn. Based on the explanation above, it is conclude that the learning motivation is an impulse that comes from inside and outside the

student able to provide a sense of fun and enthusiasm in learning so that students are able to achieve the maximum achievement.

Motive is a stimulus and encouragement to create behaviour. Beside that, there are some definitions of motive and motivation given by some experts. According to Woodworth (1982:17), "a motive is a set predisposes the individual of certain activities and for seeking certain goals". While according to Fransen (1982: 18), "motive is internal conditions that arouse sustain direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of goal". According to Harmer as cited from Longman (2007:98) motivation is defined as "some kinds of internal drive which pushes someone to do things in order to achieve something." Hilgard in Pasaribu (1982:18) defines motivation as a general term characterizing the needs, aspirations, purposes of the organism as these initiate or regulated need satisfying or goal seeking behavior". According to McDonald (1982:19), "Motivation is a energy change within the person characterized by affective arousal and anticipatory goal reactions". This formulation contains three elements which are interelated as follows:

1. motivation is started from the existence of the energy change in person

2. motivation is characterized by feeling

3.   motivation is characterized by the reactions to achive the goal.

Based on the three elements above, it can be said that motivation will be cause to change the energy in human being, so it will cause for human to act or do something appropriate with the purpose to be achieved.

2. **Types of Motivation**

According to Burton (1952: 69), Sardiman (1988:88-89), and Longman (2007:98) states that "motivations are divided into two types; intrinsic and extrinsic motivation".

a) Intrinsic motivation is motives which have functions without any influence from outside because inside of each individual has motivation to do something. It means that the intrinsic motivation comes from within the individual without any influence from others. For example, the student has a hobby to read. He/she will look for the suitable book to read without any instruction from other people. According to Sardiman (1988:89) willingness and curiosity about something include intrinsic motivation.

b) Extrinsic motivation is motives which have functions because of stimulus from outside. The external sources of motivation of learning English are the goal which students perceive themselves to be learning for, the society they live in (classroom) and the people around them (teacher and classmates) (Harmer, 2007:99).

According to A. Tabrani (1992:72) there are four types of motivation, namely:

1. Competition

    It is divided into two, they are: achievement competition and competition to other people. In achievement competition, the students must know the result that is achieved and then attempt to increase the result. Meanwhile in competition to other people, the students learn and compare the result achieved with other students.

2. Clear goal

    Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve that goal.

3. Close to the goal

    If the students see that the goal is far, they will be lazy to achieve and increase the goal. On the contrary, the students will be motivated to reach the goal if it is close to the students.

4. Interest

    Interest influences a process of achievement to a motivation. If someone is not interested in something, she/he will not do any activity. But if someone has interest in learning she/he will learn enthusiastically. Someone' interest to learn something can be seen from her/his desire to study. The students

who have interest in learning English will feel enjoy and give full attention when they follow the lesson. By knowing this, the teacher needs to attempt to raise students' interest based on students' behaviour and achievement. The students have put interest to the lesson indicated by their behaviour. For example: if they give full attention, enjoy and feel happy in the class, and they will achieve good achievement.

According to Burton (1952:69) "to provide the motivation, the teacher must study and know his individual pupils and a group members. Ease of motivation by the teacher is directly related to his knowledge of the leraner's characteristics, and to his ingenuity in making connection between them and the desired learning experiences."

3. **The Function of Motivation**

Motivation has a lot of functions in learning. For example, All students study hard in facing examination. They are being motivated to get the best score in the examination. According to Sardiman (2010:85), there are three functions of motivation as follows:

1) Support people to do something. In another words, the motivation has a function as the activator in each activity.

2) Determine the line of action. It means that the motivation gives the line or suitable guidance to the goal.

3) Select the action. In this term, the motivation has a function to determine the appropriate action to reach the goal. For example: the student that facing examination and he / she hope can be pass, of course he / she will do study hard and will not spend time to play, because it is not appropriate with the objectives.

Beside that, motivation also has function as impeller effort and achieved the achievement. Someone will do effort because the motivation, and by good motivation in learning he / she will get the good result. So, it can be concluded that the motivation can determine a person's level of achievement.

According to Dimyati and Mudjiono (2002:85) the functions of learning Motivation are:

a. Remind the position at the beginning of learning, the process and the final outcome.

b. Inform about the power of effort to learn by comparing with friends.

c. Give instructions about learning activities.

d. Increase the spirit of learning.

The same thing also expressed by Purwanto (2011:70) about the function of learning motivation are:

a. Give support for students to do something. So, this motif as a motor that give energy / power for human to do task.

b. Determine the action of students direction, which is the goal to be achieved.

c. Select the student actions. Which is, the student be able to determine the actions must be achieve the desired goals.

From the function above, can be concluded that motivation has the function as to impeller for student, given instruction that appropriate with the purpose of learning and arousing spirit of students learning.

Sardiman (1988:101) states as follows:

> "The students are known to be motivated when they pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, they appear to be happy and eager to study, they want to solve the problems, and they do not depend on others constinually."

From statement above, it is clear that motivation important for students.

4. Ways of Creating Learning Motivation

According to Sardiman (1991:91) there are 10 ways to raise motivation in learning activity at school, namely:

a. Give score

Score is a symbol of value in learning activity. The scores are the strongest motivation for students.

b. Prize

Prize is a motivation arousal too, but it is not always like that. For a work, perhaps it is not interesting for someone who is not interested in it.

c. Competition

Competition is used as an instrument of motivation to encourage students' learning. The individual or group competition can increase students' achievement.

d. Ego-Involvement

Ego-Involvement is meant to raise consciousness to students. By applying it, the students will feel the importance of the task and receive it as challenge.

e. Give test

The students will be diligent to learn if they know that there will be a test. Therefore, giving a test is an instrument of motivation too.

f. To know the result

By knowing the result of task, if there is a progress, it can encourage students to study diligently.

g. Praise

If there is a student successful in finishing their task well in learning, the teacher needs to give praise. It is a kind of positive reinforcement and motivation.

h. Punishment

Punishment is a negative reinforcement. But if it is given exactly and prudently the punishment will be a tool of motivation.

i. Desire to learn

It means that there is an element of consciousness to study.

j. Interest

A motivation rises because there is a need. An interest is a tool of principal communication. The process of learning will run well if there is an interest.

Similar to Sardiman, Djapri Basri (1989:12) proposes 12 ways to give students motivation to learn, they are:

a. Create learning situation that is enjoyable

The situation of learning must be enjoyable. The enjoyable situation can arouse students' learning motivation.

b. Give prize

Giving prize to clever students can be motivation for students themselves and other students. It will encourage students to get good score.

c. Give praise

If there is a student who is successful in doing task well, it needs to be given praise. Because it is a positive reinforcement and can raise desire of student to study.

d. Competition

Competition is needed too, because it can raise achievement for individual or group competition.

e. Cooperation

In learning activity, cooperation can raise the students' interest in learning group. The cooperation can give encouragement to learn and help the students who is less clever. Inform students there will be a test. The student will be more diligent to study if they know that there will be a test. This is useful to increase their achievement.

g. Ego-Involvement

The students' behaviour can appear in tasks that they have done if the students feel the importance of tasks and receive it as challenge. So, they will do that task diligently.

h. To arrange the students' seat variously

The arrangement of students' seat will create the harmony of learning situation. The teacher and students do not feel bored to use and occupy that class.

i. Use various methods in teaching to fit the material

By using various methods in teaching to fit the material, the role of students in learning can be increased.

j. To give comment to students' work

Beside giving score, comment about mistake that have been made by students in learning is also important to encourage students to learn, such as "very good work", "next time will be better", "actually you are able to do the task, but it is still less accurate.

k. warning

For the students who make mistake, lazy and bad behaviour in learning activity, the warning can be a tool to correct behaviour. Example: The student who makes noise in the class.

l. Punishment as tool of education

Punishment can be used if the other way is not effective. It may be done if it can change the students' behaviour.

Based on the opinions above, it can be concluded that the teacher in raising learning motivation need to encourage students' spirit and release burden. Therefore, the goal of teaching and learning activity can be achieved optimally.

5. **Criteria of Motivation**

According to Sardiman (2009: 83) the characteristics of motivation are:

a) Earnest facing the task

b) Never despairing in facing the difficulty

c) Show an interest to the kind of problems

d) More like independently work

e) Bored with the routine tasks

f) Can defend with his/her opinion

g) Not easy to abdicate something that belief

h) Like to solve the problems

From the explanation of the characteristics of motivation above, so can be concluded that the good motivation in learning will showed good results. In other word, hard effort, show interest, interested with the lesson, always pay attention to the lesson, have the spirit to following the lesson, asking questions, trying to defend the opinion, like to solve the problems, so the learning process will be succeed and someone who learned it can achieve the good achievement.

B. ACHIEVEMENT

1.   **Definition of Achievement**

In *Kamus Besar Bahasa Indonesia* the definition of achievement is the mastery of knowledge or skill develop by course, and usually indicated by score of test or score from the teacher DEPDIKBUD (2007:895). The achievement can give satisfaction for the concerned people especially for who are studying in school. Achievement is student's learning outcomes that include cognitive, affective and psychomotor aspect within a certain period (Sudjana, 2004:3). Beside that, achievement is the level of success achieved by the students after participating in learning activity, which is the success marked by score in the form of letter, word or symbol (Dimyati and Drs. Mudjiono: 2002: 200).

From the statement above, so can be concluded that achievement is the result of measurement for learners includes cognitive, affective and psychomotor after following teaching and learning process that measure used relevant instrument. Achievement can be assess by Formative assessment and Summative assessment.

a)   Formative assessment is the assessment as a purpose to get feedback, and furthermore the result of assessment can be used to improve the teaching and learning process (Purwanto, 2001:26). Formative assessment is an assessment conducted in

the end of the learning program to see the level of success of the learning process it self. "(Sudjana: 2004:5). So, the formative assessment oriented to the process of teaching learning.

This assessment in the form of daily examination that do at the end of each basic competence in a subject. By using formative assessment, the teacher can know the cause of learning difficult, so the teacher can doing evaluate remedial and tutoring for students who get problems in the teaching and learning process.

b) Summative assessment

Summative assessment is an assessment conducted to get the data or information how far the attainment students learning towards the learning material that completed learn during certain period (Purwanto, 2001:26). Summative assessment is an assessment done in the end of unit program like final examination (Sudjana, 2004:5). So, summative assessment oriented to the product rather than the process. This assessment in the form of general test that do in the last period implementation of teaching programs such as in the last semester or in the last year of school. By this assessment, so the teacher can provide reports about student's achievement in the school to the parents so that the parents can know the level of capabilities their child.

2. The Purpose of Assessment Achievement

According to Muhibbinsyah (2009:198) the purpose of assessment learning achievement are:

a) To know the progress of student in a certain period of learning process.

b) To know the position of student in the class.

c) To know the effort of students in learning.

d) To know the students employing their cognitive capacity.

Beside that, according to Sudjana (2004:5) There are some purposes of assessment learning achievement:

a) Describe the learning skill of the students, so as to know the advantages and disadvantages in different subject taken.

b) To know the success of teaching and learning process in the school.

c) Doing follow-up about the result of assessment to improve education and teaching program with implementation strategies.

Meanwhile, according to Abd. Rachman Abror states that the purpose of assessment in learning achievement are: (Abror, 1993:155)

a) Arousing student's motivation (encourage the learning process).

b) To know the student's achievement.

c) To know the weaknesses and difficulties and how to overcome them.

d)   Conducting selection that include: graduation, grouping of the majors and to know the talent of students.

e)   Provide the report about the progress of students to the parents in the form of raport, diploma, STTB (Learning Graduate Certificate) or charter.

Based on from the some purposes of assessment in learning achievement above, so the writer conclude that the purpose of assessment in learning achievement include:

a)   As material report to the parents about the progress that achieved their children in the school.

b)   Improving student's motivation (encourage the learning process).

c)   Teachers can find out the weaknesses and difficulties of students in learning and know how to overcome it.

d)   The teacher can know how far students understand about the material they have been taught.

3.   **Influenced factors of Achievement**

Student's achievement is influenced by various factors, there are internal factor and external factor. Learning achievement that achieved by students is essence the result of interaction between two factors.

In general, the factors that give influence student's achievement can be divided into two kinds, namely: (Purwanto, 2001:106)

a) Internal factors, the condition of physical and spiritual students. The internal factors include two aspects, are:

1) Physiological aspects

Physiological aspect is a factor of the physical condition and the condition of the student senses. It can be affect the spirit of the students in the teaching and learning process.

2) psychological aspects

The factors included in psychology aspects are: interest, level of intelligence, aptitude, motivation, and cognitive abilities.

b) External factors, consist of two factors there are: environmental factors and instrumental factors.

1) environmental factors

The student environmental factors can be divided into two parts are the natural environmental factors / non-social and social environmental factors.

Natural environmental factors / non-social like the ambient temperature, humidity, time, location of the place of school buildings and so on. Social environmental factors such

human and its representation including the culture, will affect to the student's outcome in learning.

2) instrumental factors

The instrumental factors consist of buildings, facilities / teaching tools, teaching media, teachers and curriculum / instructional materials and teaching learning strategies that are used influence the process of learning and the student's outcome.

Beside that, according to Ahmadi and Supriyono (2004:138) there are some factors that influence for the student's achievement:

a) Internal factors:

1) Physiology factors include the innate and acquired such as sight, structure of body and so on.

2) Physical maturity and psychological factors.

b) External factors:

1) Social factors such as cultural environment, school environment, community and environmental groups.

2) Cultural factors such as customs, science, technology and art.

3) Physical environmental factors such as the facilities of home and facilities of learning.

4) spiritual of environmental factors.

Based on the explanation of the factors above, so can be concluded that the factors can give affect to the student's achievement are:

1) Physical factors such as the condition of the student senses and physical condition of students.

    The physical condition of students influence for the level of student's achievement, if the student health is being impaired for example the student is often ill, so the enthusiasm of student for learn will be less. If the physical of students in a healthy condition, so the student have the spirit learning to achieved the high achievement.

2) Spiritual factors such as student's interest, intelligence, aptitude, motivation and cognitive abilities.

    The level of intelligence every student is different, its mean that the students who have a high level of intelligence and students who have a low level of intelligence, so difficult to understand the subject and requires the guidance. And the level of intelligence can also give affect for the student achievement.

3) Student's environmental factors (social and nature environment).

    The social environment include the family, communities and schools. For example of the family is the relationship between child with their parents, parents who provide support

and always give guidance for their children in learning. So their child will be motivated to study hard, so as to achieve the good achievement. The example in the school environment is if the number of students in the class too much, so can effect uncontrolled the students in learning so that the learning activities will be less effective. The example of Communities is, if the student stay in the environments unknown educational, so the student get the low motivation, this is will be affect for the students' achievement.

4) Instrumental factors such as learning infrastructure, curriculum, teachers, teaching media, etc.

    The lack of infrastructure and the ability of teacher to teach will hamper the learning process and the achievement of student will be lower.

4. Indicators of Achievement

In principle, the ideal learning outcomes include of all the realm of psychology has changed as a result of the experience and student learning. In determining student achievement indicators must be appropriate with the aspect / type of student achievement so apropriate in giving evaluations in achieving the indicators of learning achievement.

According to Benjamin S. Bloom was quoted by Dr. Nana Sudjana divided the aspect of achievement into three domains, namely cognitive, affective and psychomotor. (Sudjana: 2004:23).

a) Cognitive aspect

Cognitive aspect included intellectual activity (brain), so that all activities conducted regarding student activities are included in the cognitive brain (Sudjiono, 2007:49). In cognitive aspect the teacher can used the matching test, essay because this test can reach six levels that exist in the cognitive aspect. The six levels of the cognitive aspects are:

1) Knowledge is the ability of people to memorize the formula, definition, name and so on without expecting to implement it. This level is the lowest level.

2) Comprehension is the ability to understand or comprehend after know the something. In other words, in this level the student can be able to explain something in detail by using his own words. Comprehension are divided into three levels, namely the understanding of translation, interpretation and extrapolation. This level is higher than the level of knowledge.

3) Application is the ability to apply or use the formula, theories, and so on in a new and concrete situations. In other words, in this level students are required have the ability to choose or

select a concept, the arguments, rules, ideas, and precisely how to apply. This level is higher than the level of understanding.

4) Analysis is the ability of people to analyze more detail in the smallest parts of a situation and able to understand the relationship between part and other parts. This level is higher than the level of the application.

5) Synthesis is the ability to unify the elements or parts into whole form. In this level students are asked to combine or rearrange specific things in order to develop a new structure. Synthesis skills divided into three types are: the ability to find the unique relationships, the ability to arrange the program.

6) Evaluation is a person's ability to make judgments on a idea. In this case the student is able to assess the good and bad of an idea. This level is the highest level.

b) Affective aspect

Affective aspects are related to attitudes and values. (Sudjiono, 2007:54) The characteristics of the affective learning achievement can be seen from the behavior of students as attention to the lessons, discipline, learning motivation, respect for teachers and classmates, customs learning and social relationships.

In this aspect divided into five levels are:

1) Receiving or attending is the sensitivity of a person to receive a stimulus from outside in the form of issues, situations, symptoms and so on.

2) Responding is the ability to express the reaction of stimulus from the outside.

3) Assessment is giving the score for the object

4) Organization is develop of a value into the system of an organization such asc connected one score with the other score and give priority to something.

5) Characterization by a value or value complex is the integration of all systems values that affect a person's personality and behavior of a person.

c) Psychomotor aspect

Psychomotor aspect are related with the skills or the ability of a person to act after receiving specific learning experience (Sudjiono,2007:57). psychomotor aspect divided into four levels, are:

1) Reflex;

2) Skills in basic movements;

3) Physical ability;

4) Skill start from simple level to complex levels.

Based on the explanation above, not only the ability of memorize it must students know but also the student should know the whole of

aspect that includes the skills aspect and value aspect, so that students get the good achievement. The teacher must provide the good learning so that students can achieve the three aspects . and the results of study can not stand alone but related to the other. For example, if a student who has increased cognitive knowledge, so the attitude of student also change.

5. Previous Study

Research about motivation and English achievement have been conducted by some researchers. Laili Sakdiyah (2013) on his research entitle "The correlation between learning motivation and English achievement of the second year students of SMAN 1 Blitar" showed that students' motivation has effect in students' achievement. From the result, the researcher concluded that there is correlation between students' motivation and English achievement.

Hajah Maratus Sholikah (2012) on his research entitle "The correlation between motivation and Grammar achievement of the first year students of MTSN Tunggangsari" showed that students' motivation has effect in students' achievement of grammar. From the result, the researcher concluded that there is correlation between students' motivation and Grammar achievement.

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research variables, population, sample and sampling, research instrument, data collecting method, and data analysis method.

A.   Research design

Research design is a strategy to arrange the setting of the reserch in order to get valid data. First of all, it is better to know what research is before discussing more about its topic. Jack C. Richards, (1992 : 315) states in this book entitled Logman dictionary of language Teaching and applied linguistics that " Reserach is the study of an event, problem or phenomenon using systematic and objective methods, in order about it". Creswell (2008: 3) states that "research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue." From definition above, it is clear that research method is the way to conduct a research. So, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

In addition, curiosity is of the characteristics of the human beings. This characteristics that supported of human being always try harder to find out obout something what they do know yet. Ronny Kountur, (2014 : 3)

states that " Related to and effort to know about something or several problems. " there are two ways that had known by experts in a effort. To find out about knew knowledge, they are rational (internal wisdom) and empiric (external wisdom). From both of this difinitions, research can be understood as a systematic effort to provide answer from question proposed.

The design of this research was correlational research because this research to know the relationship between student's motivation and student's English achievement. According to Ary (2002:354) correlational research relates two (or more) variable measures from the same group of subjects. Ary (2002:354) states that the size of the correlation coefficient indicates the strength of the relationship between the variables. Arikunto, (2010: 213) said there is significant correlation if the value of Rxy greater than r table product moment with degree 5% of significant and degree 1% of significant.

In the book of introduction to research in education that; statistical techniques for determine relationship between pairs of scores are known as correlation procedures, Typically measurements an two variable for each member of a group and one determine if there is a relationship is concisely described by statistical indices known as correlation coefficients. These coefficients show the extent to which change in one variable is associated with change in another variable, Ary (1979 : 113).

The design of this research is quantitative research, which is concerned with hypothesis, formulation, and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed. Ary (2002: 22) states that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena.

B.   Population and Sample

1.   Population

In this study, the write many find kinds of object in the field it. It may only a human being that will be found but also the others thing such as animals, plants, the events occurred as the data, and soon. Actually, the population is the whole object research mentioned above that have characteristic in research. Jack C Richard, (1992 : 282) states in this book entitled Longman Dictionary of Language Teaching and Applied linguistic that "(in statistic) any set of items, individuals, etc. which share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students''.

Furthermore, Suharsimi Arikunto, (2010 : 130) says "population is a whole the subject research''. She assumes that population definition is in opposition to Jack C Richard. The difference definition above of them are population placed as subject and object of ten result

of measurement. Although there is difference definition, but the main point of this definition has mentioned as in Encyclopedia of educational evaluation. Population is a set (or collection) of all elements processing one or more attributes of interest''.

Based on the definition of population above, population are group of people or students in certain place or school that will be researched. The population of this study is the first year students of SMP Negeri 1 Gondang in academic year 2013/2014. There are 336 students and the writer decides to include all of them in the population.

2. Sampling

Based on the research problem before, how to select a sample may be as the question proposed before getting a research.

Donald Ary, (1979 : 130) explains;

" if one can observe all instances of a population, one can with confidence base conclusion about the population on these observations (perfect induction). On the other hand, it one observe only one some instances of a population then one can do no more than infer that these observations will be true of the population as a whole (imperfect Inductive).

This is a concept of sampling, which involves taking a portion of the population, making observations on this smaller group, then generalizing the findings to the large population''.

According to Arikunto, (2010 : 125), " There are seven sampling technique, they are; Random sampling, Purposive Sampling, quota sampling, cluster sampling, and double sampling''.

The total of human population is more than a hundred students. Because of limited time, finance and power. The writer uses simple random sampling technique to obtain the sample. It has some advantages such effective, efficient and objective because members of the population have an equal and independent chance of being included in the sample.

According to Arikunto, (2000: 125) " by using simple random sampling, the writer takes about 10-15 or 20-25 persent samples of the total population. The choice of this technique based on the effectiveness''. In this thesis, the total of population more than a hundred students (consist of 336 students of first year 2013/2014), so the writer takes sample about 10-15 persent. The generally understood meaning of the random is " without purpose or by accidents''. However, random sampling is purposeful and methodical, it is apparent that a sample selected randomly, Ary (1985 : Vii).

According to Jack C Richard, (1992 : 312) " A simple in which every member of the population has an equal and independent chance of being selected in known as a random sample''.

It means that all member of population have an equal and independent chance of being included in sample, because using random sampling is very effective, objective and each elements of population has the same chance to be selective as a sample (Ary, 2002 : 165).

The step in random sampling are:

1. Define the population

2. List all member of the population

3. Select the sample by employing a procedure chance determiner which members on the list are drawn for the sample.

3. Sample

Sample is a part of certain sample to represent the whole population. According to Suharsimi Arikunto, (2002 : 109) " sample is a part of population of representative of it''.

There are fourteen classes on the first year students of SMP Negeri 1 Gondang. These classes are VII-A, VII-B, VII-C, VII-D, VII-E, VII-F, VII-G, VII-H, VII-I, VII-J, VII-K,VII-L,VII-M, VII-N. Researcher chooses VII-M class and VII-N class as sample of Research. VII-M included 24 students and VII-N included 24 students too. All students at these classes are 48 individuals as members of the sample.

C. Variable

Variable is everything to which the writer expects to find the answer. It can be some factors that may become object of the study. In addition,

Variable is divided into two groups, they are independent variable (X) and Dependent variable (Y). the explanation above of them as the experts have presented.

In quantitative research Ary (2002: 34) said that "a variable is a construct or characteristics that can take on different values or scores". The variables of the study are stated below:

1. Independent Variable

    Independent variable is antecedent to other variables, Ary (2002: 37). It means that variable is something that can be identified as an independent variable when it can influence another variable. The independent variable in this research is students motivation.

2. Dependent Variable

    Dependent variable is consequence of another variable (Ary, 2002: 37). In other word, a variable can be identified as a dependent variable when it can be influenced or changed by the independent variable. The dependent variable in this research is students achievement.

D. **Data collection method**

Data is important thing in the research because the data contains some information needed. Based on the data collection methods the general conclusion of the problem research can be gotten.

Data Collection Method is the way used by writer to collect the data. There is the method to collect data in order to complete the writer design, namely: distributing questionnaire. The purpose of questionnaire is to know the students' motivation. And the student's Achievement in English, take from data of students' score from the English teacher.

E. Research Instruments

Instrument of data collection has important role. According to Suharsimi Arikunto (2002 : 160), that; " instrument of the research is a tool or fasilities that is used by research in the data collection in order to their job easier and have a good result, it means that the result is more accurate, complete, and systematic so that the data research easier in analyzing.

Instrument that used in this research was questionnaire. The questionnaire that used was close test or directly which is respondent just choose the options. And the are the indicators of questionnaire:

Learning Motivation	Indicators	Number of items	Total
Intrinsic	a. Responsibility	1, 2	2
	b. Never bored	3, 4	2
	c. Desire to learn again	5, 6	2
	d. Never despairing	7, 8	2
	e. Dissatisfied with the achievement achieve	9, 10	2
	f. High enthusiasm to learn	11, 12	2
	g. persevering facing the difficulty	13, 14	2
Extrinsic	a. Dicipline	15, 16	2
	b. Parents encouragemen	17	1
	c. Friends encouragemen	18	1
	d. Infrastructure to learn	19	1
	e. Teacher's method	20	1

In questionnaire, the subjects respond to the questions by choosing the options. The questionnaires consist of 20 items in the form of multiple choice (to measure students'motivation). The researcher chooses items of multiple choice because more efective and eficient. All answers of the questionnaire would be changed become score by using Likert scale. Option A has 4 weights, option B has 3 weights, option C has 2 weights, option D has 1 weight. Since the number of items of questionnaire are 20, so the maximum score is 20x4=80 and the minimum score is 20x1=20. It means that when students get score in interval 20 – 40, they have low motivation. Then, students get score in interval 41- 60, they

have middle motivation. And, students get score in interval 61- 80, they have high motivation.

In this research, the researcher just took score from the English's teacher. The researcher took the student's score from second semester test.

F.   Technique of Data analysis

The data that have been collected by using research instrument must be analyzed. Based on the objective of the research which deals with the correlational research, so it correlates between two variables and the data which will be obtained is interval. Thus, to know whether or not there is the correlation between students' motivation and students' achievement of the first year students of SMP Negeri 1 Gondang in the academic year 2013/2014, the researcher uses SPSS 16.

SPSS statistics is a software package used for statistical analysis. It is a widely used program for statistical analysis in sosial sciences. It is also used by market researchers, health researchers, survey companies, government, education researchers and others .

The researcher chooses using SPSS to make the computing effective and it will accurate.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data obtained and interprets the research findings. This study is conducted at SMPN 1 Gondang Tulungagung. And the writer takes the sample that consists of 48 students of the tenth year students in the academic year 2013/2014.

The objective of this study is to find out whether there is significance correlation between students' motivation and students' achievement. The writer computed statistic using SPSS 16.

4.1 Data Presentation

To measure students' motivation, the researcher using quistionnaire. The result of questionnaire writing in score. The scores of the students' motivation and students' achievement have been explored by this research. The following activity is to tabulate the data in such a way to meet the needs of research design. The table presents data obtained from the questionnaire of students' motivation and English test done by the 48 subjects as sample.

4.1.1 The Result questionnaire of students' motivation

Table 1

No.	Name	Score motivation
	CLASS- N	
1.	AD	55
2.	AM	57
3.	BTD	57
4.	CDL	47
5.	CAL	47
6.	DNS	47
7.	GRA	47
8.	MA	30
9.	MR	32
10.	MNK	32
11.	MRA	72
12.	MAN	73
13.	MKS	77
14.	NNU	76
15.	NUH	32
16.	NSM	50
17.	NIL	50
18.	ORN	57
19.	RKN	38
20.	RDA	68
21.	SB	70
22.	SMP	54
23.	SP	54
24.	YS	79
	CLASS – M	
1.	AN	50
2.	ASW	50
3.	ATM	75
4.	DBR	73
5.	DBS	75
6.	GNK	63
7.	IEW	65
8.	LS	70
9.	LAR	71
10.	MR	61
11.	MS	76
12.	MNH	76

13.	MH	77
14.	MA	80
15.	MIA	71
16.	MR	67
17.	MSA	73
18.	NR	70
19.	PPP	56
20.	RSK	46
21.	RTH	60
22.	SM	61
23.	WN	61
24	YEP	80

Table 2

4.1.2. The percentage the Score of students' motivation of two class

(48 students)

Score	F	%
80 – 89	2	4.16
70 – 79	17	35.41
60 – 69	8	16.67
50 – 59	11	22.92
40 – 49	5	10.42
30 – 39	5	10.42
Total	**48**	**100**

Graphic 1

Histogram of the Scores of the students' motivation

of the Seventh Year Students at SMPN 1 Gondang Tulungagung
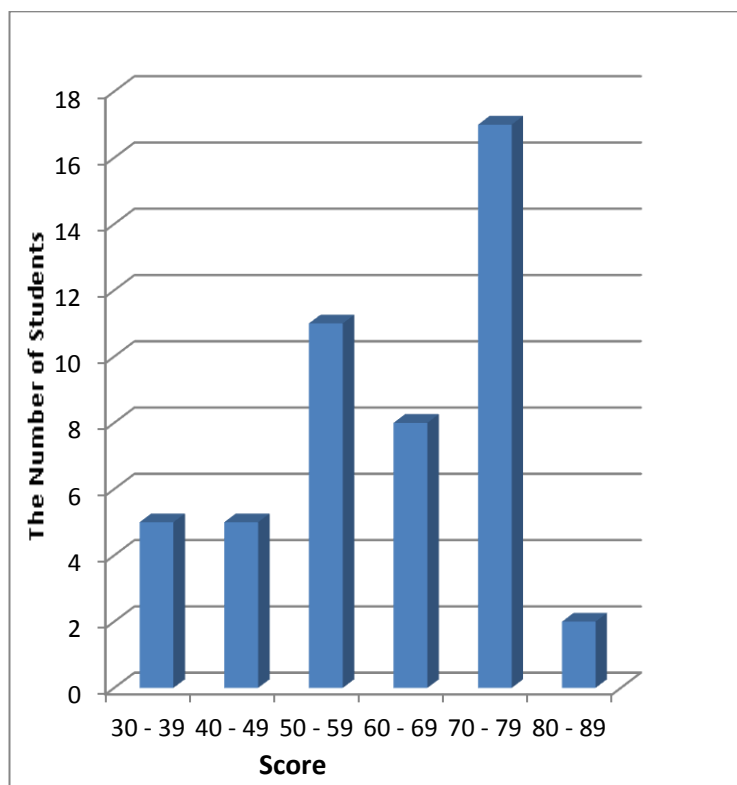
4.1.3. The Achievement in English

Table 3

No.	Name	Score
	CLASS- N	
1.	AD	70
2.	AM	63
3.	BTD	70
4.	CDL	55
5.	CAL	55
6.	DNS	53

7.	GRA	53
8.	MA	43
9.	MR	43
10.	MNK	43
11.	MRA	80
12.	MAN	80
13.	MKS	88
14.	NNU	88
15.	NUH	43
16.	NSM	55
17.	NIL	55
18.	ORN	63
19.	RKN	48
20.	RDA	75
21.	SB	75
22.	SMP	70
23.	SP	70
24	YS	98
	CLASS – M	
1.	AN	63
2	ASW	63
3	ATM	88
4	DBR	88
5	DBS	75
6	GNK	75
7	IEW	75
8	LS	75
9	LAR	75
10	MR	73
11	MS	88
12	MNH	88
13	MH	88
14	MA	98
15	MIA	75
16	MR	75
17	MSA	80
18	NR	75
19	PPP	70
20	RSK	50
21	RTH	70
22	SM	73
23	WN	73
24	YEP	98

Table 4

4.1.4 The Percentage the English Achievement of two class

(48 students)

| Score y	F	f (%)
90 – 100	3	6.25
80 – 89	10	20.83
70 - 79	19	39.58
60 – 69	4	8.33
50 – 59	7	14.58
40 – 49	5	10.42
30 – 39	0	0
	$\sum$f=48	$\sum$f (%)=100%

Graphic 2

Histogram of the Score of English test

of the Seventh Year Students of SMPN 1 Gondang Tulungagung.
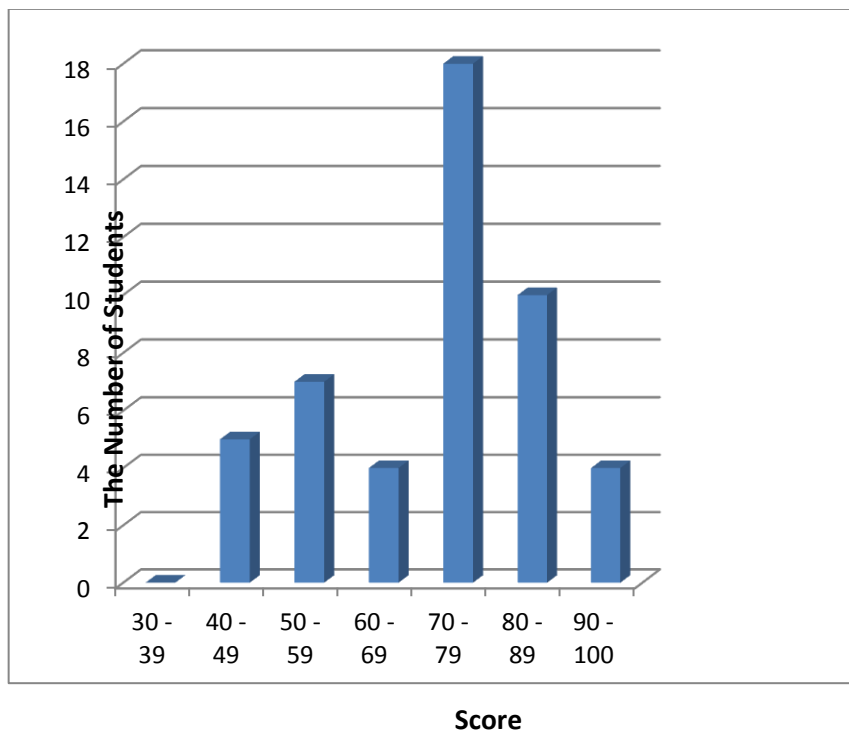
Based on the distribution of frequency of students' motivation and English achievement, it shows in the polygon below.

Graphic 3

Graphic Polygon between students' motivation and students' achievement
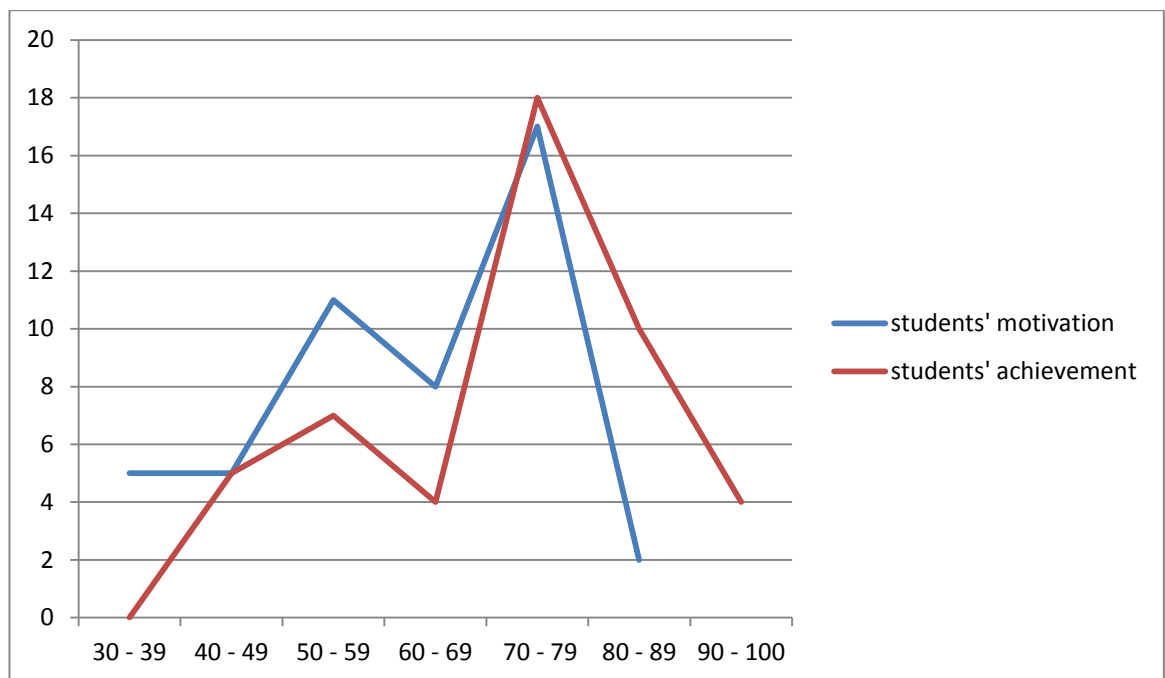
From the drawing of grafict showed that when students had low motivation their achievement in English also low. Then when students had high motivation their achievement in English is high. It was clear that students motivation give effect on English achievement. It means there is correlation between students motivation and their English achievement.

4.2 Analysis of the Data

To find out the correlation the researcher computes statistic technique using the SPSS 16. SPSS 16 can be used to compare the measurement result of two different variables in order to determine whether

there is correlation of these variables or not. Below is the result of computing SPSS 16.

Correlations

		motivation	Achievement
motivation	Pearson Correlation	1	.963[**]
	Sig. (2-tailed)		.000
	N	48	47
achievement	Pearson Correlation	.963[**]	1
	Sig. (2-tailed)	.000	
	N	47	47

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

The computation based on SPSS 16 goes to 0.963. Mean while according to the table of product moment value with N = 48 at the degree 5% of significance of correlation goes to 0.284 and the degree 1% of significance of correlation goes to 0.368. So it can be said that the value of statistical analysis 0.963 is greater than 0.284 and 0.963 is greater than 0.368. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between students' motivation and students' achievement of the seventh year students at SMPN 1 Gondang in academic year 2013/2014.

4.3 Discussion

Based on SPSS 16 goes to 0.963. Mean while according to the table of product moment value with N = 48 at the degree 5% of significance of correlation goes to 0.284 and the degree 1% of significance of correlation goes to 0.368. So it can be said that the value of statistical analysis 0.963 is greater than 0.284 and 0.963 is greater than 0.368. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between students' motivation and students' achievement in English of the first year students at SMPN 1 Gondang Tulungagung in academic year 2013/2014.

Based on the result, it can be conclude that students' motivation gave effect in students' achievement in English especially at first grade students of SMPN 1 Gondang Tulungagung. Motivation as second language in teaching and learning is very important to built. Motivation as motor to achieve students goal in learning. So, teachers should be able to built student motivation if they want students success in their learning.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of findings presented the previous chapter, a conclusion and suggestion are presented in this chapter. The conclusion substantively related to the research finding as the answer of research problems and also summarizes all discussion of the research finding. Meanwhile, the suggestion is a reflecting the research finding, discussion and conclusion.

A. Conclusion

Based on the research findings, the conclusion of the research as follow:

The data analysis using Product Moment formula result of rXY based on SPSS 16 is 0.963. Mean while according to the table of product moment value with N = 48 at the degree 5% of significance of correlation goes to 0.284 and the degree 1% of significance of correlation goes to 0.368. So, the value of statistical analysis 0.963 > 0.284 and 0.963 > 0.368. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, it can be said that there is positive correlation between students' motivation and students' achievement of the first year students at SMPN 1 Gondang. And it can be conclude that students' motivation gave effect for the students' achievement in English especially

at first grade students of SMPN 1 Gondang Tulungagung in academic year 2013/2014.

B. **Suggestion**

The correlation of the result in this research appears that the score of the first year students at SMPN 1 Gondang is good enough. Even though the result is good enough, here the writer gives some suggestions to improve their English. The writer wants to offer suggestions as follow :

1. For the English Teacher

The teachers should plan the material, the method, and the technique perfectly before starting the lesson. They should be able to select the interesting method in order that the students can accept the materials. And as the motivator, the teachers should motivate their students to develop their English.

2. For the Students

The students must improve their motivation in English to increase English achievement at the school.