CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR ACHIEVEMENT IN ENGLISH CLASS

(A Case of the Tenth Grade Students of SMA Islam Sultan Agung 1 SEMARANG in Academic Year of 2021/2022)

A Final Project

Presented as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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APPROVAL

A Sarjana Pendidikan Proposal Writing on

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VALIDATION

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STATEMENT OF WORKS ORIGINALITY

Horeby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the futur, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, 18 January 2022

The Writer

Nurul Hidayanti
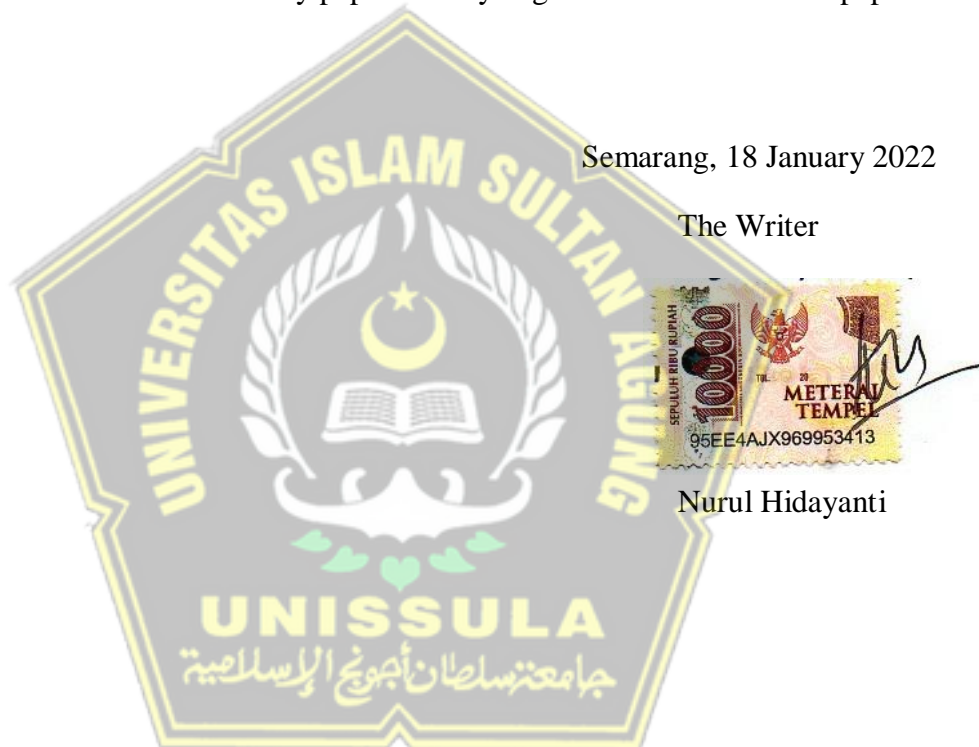
MOTTO

"Learning without thinking is useless, but thinking without learning is very dangerous!"

(Ir.Soekarno).

DEDICATION

This final project is dedicated to :

- ❖ My beloved parents, Muhammad Rokhim and Sulastri
- ❖ Someone who have given me support, Dody Susanto
- ❖ My beloved sister Nurul Hidayah
- ❖ All of lecturers at UNISSULA particularly at english department

ABSTRACT

Hidayanti, Nurul. 2022. "CORRELATION BETWEEN STUDENT'S MOTIVATION AND THEIR ACHIEVEMENT IN ENGLISH CLASS *(A Case of the Tenth Grade Students of SMA Islam Sultan Agung 1 SEMARANG in Academic Year of 2021/2022)"* A Final Project, English Education Program, College of Languages and Communication Science, Sultan Agung Islamic University.The Advisor: Choiril Anwar,S.Pd,M.Pd.

The objective of the project of study is to find out the empirical data whether or not there is a correlation between students motivation and their achievement in learning english of the tenth grade of SMA Islam Sultan Agung 1 Semarang.The population of this research was two classes of the tenth grades of SMA Islam Sultan Agung 1 Semarang who were registered in academic year 2021/2022. The design of this study was correlational research. By using quota sampling the researcher took 100% from two classes with the total sample was 60 respondents. The data were collected using questionnaire. The questionnaire was the lists of question consist of 10 items and each of them has five options. The questionnaire was arranged by the researcher based on the two kinds of motivation (intrinsic and extrinsic motivation). To know the students english learning achievement, the researcher used the student English score from their report books. The results of the analysis showed that there was a positive correlation between students motivation and their achievement in English of the tenth grade of SMA Islam Islam Sultan Agung 1 Semarang. The score of correlation analysis resulted 0,801 where in range criteria of strong correlation. It was concluded that the hyphotesis of this study which state that there is a positive correlation between students' motivation and their achievement in English class of the tenth grade on SMA Islam Sultan Agung 1 Semarang" is accepted.

Key words: Students' motivation, students' achievement, correlational study

INTISARI

Hidayanti, Nurul. 2022. " KORELASI ANTARA MOTIVASI SISWA DAN PRESTASI MEREKA DI KELAS BAHASA INGGRIS *(A Case of the Tenth Grade Students of SMA Islam Sultan Agung 1 SEMARANG in Academic Year of 2021/2022)"*. Skripsi Program Studi pendidikan bahasa inggris fakultas bahasa dan komunikasi, Universitas Islam Sultan Agung. Pembimbing: Choiril Anwar, S.Pd.,M.Pd.

Tujuan dari penelitian skripsi ini untuk mengetahui data empiris mengenai hubungan antara motivasi siswa dan prestasi mereka dalam kelas bahasa inggris pada siswa kelas sepuluh SMA Islam Sultan Agung 1 Semarang. Populasi penelitian ini adalah dua kelas dari kelas sepuluh SMA Islam Sultan Agung 1 Semarang yang terdaftar pada tahun 2021/2022. Desain penelitian ini adalah penelitian korelasional. Dengan menggunakan kuota sampling penulis mengambil 100% dari dua kelas dengan total sampel adalah 60 responden. Data dikumpulkan dengan menggunakan kuesioner. Kuesioner adalah daftar pertanyaan yang terdiri dari 10 item dan masing-masing memiliki lima pilihan. Kuesioner disusun oleh penulis berdasarkan dua jenis motivasi (motivasi intrinsik dan ekstrinsik). Untuk mengetahui prestasi belajar bahasa inggris siswa. Penulis menggunakan nilai bahsa inggris dari buku rapot mereka. Hasil analisis menunjukan bahwa terdapat hubungan yang signifikan antara motivasi siswa dan prestasi mereka dalam kelas bahasa inggris. Nilai analisis korelasi menghasilkan 0,801 dimana nilai ini berada dalam kriteria korelasi yang kuat. Oleh karena itu dapat disimpulkan bahwa hipotesis penelitian ini yang menyatakan bahwa " terdapat hubungan yang signifikan antara motivasi belajar dan prestasi belajar dalam kelas bahasa inggris pada siswa kelas sepuluh SMA Islam Sultan Agung 1 Semarang" diterima.

Kata Kunci: Motivasi siswa, pencapaian belajar siswa, penelitian korelasional

ACKNOWLEDGWMENT

In the name of Allah SWT, I would like to convey my deepest gratitude to Allah. Shalawat and salam are always conveyed due to prophet Muhammad SAW. This final project has been completed due to valuable assistance, guadiance, and support that is given by many people. In this opportunity, I would like to express my greatest appreciation to :

1. Mr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd., as the dean, and Mubarok, S.Sos., M.Si as the secretary of College of Languages and communication Science.
2. Mrs. Elok Widiyati, S.Pd., M.Pd., as the head of English Education Department and Mrs. Mega Mulianing Maharani, S.Pd., as the secretary of English Education Department of College of Languages and Communication Science.
3. Mr. Choiril Anwar. S.Pd., M.Pd., as my advisor who had been patient and given me guidance to finish this final project.
4. All of lecturers and staff of the English Department.
5. My beloved parents and family.

Finally I realize that this final project is still far from being perfect. However, I strongly hope that it will be useful for the improvement of our knowledge.

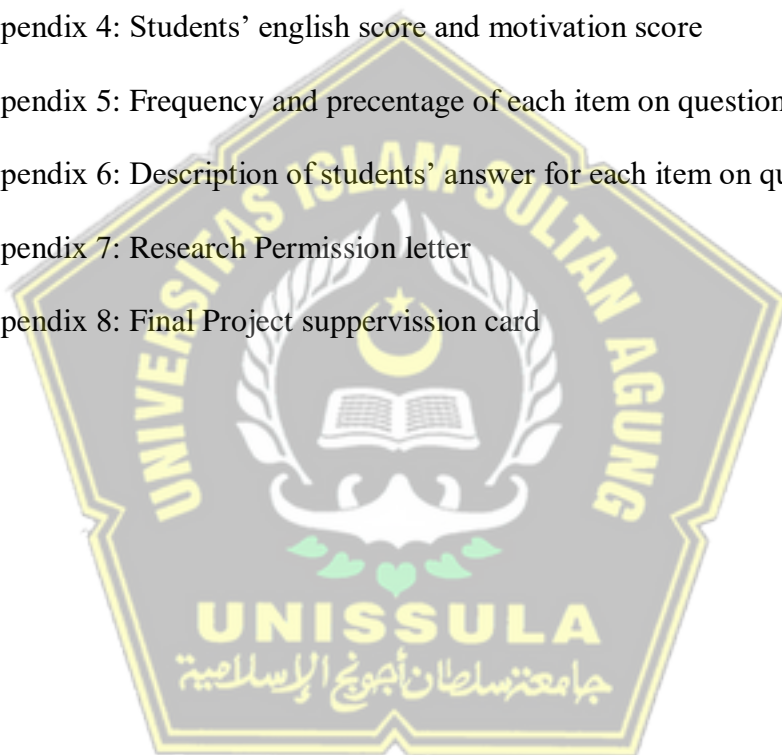Semarang, January 18th 2022

Nurul Hidayanti

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

CHAPTER 1

INTRODUCTION

This chapter consists of Background of Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypothesis, Limitation of Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

1.1   Background of the Study'

Usman (1994) states, teaching is guiding students in learning and teaching activitie or in other words that teaching is an attempt to organize the environment in relation to students where teaching materials that cause the learning process.

According to Chhibber and Law (2019), learning by teaching can help students' comprehension, as well as improving efficacy, motivation and self-confidence. Effective teaching is able to bring and influence learning so that it can run effectively, especially towards how students learn.A teacher must realize that it is impossible for him to master and explore all the learning material so he must continue to increase his knowledge and improve teaching ability.

According to Sujdana (1989), teaching is guiding students how to learn, organize and create conditions that exist in the environment of students so they can carry out learning activities. In the process of teaching students, there are several problems that occur to students. One of them is the difficulty in understanding English. Children become unmotivated in learning English. Each student has a

different character and ability. The teacher has a challenge to motivate students to learn and understand English so that student's achievement will increase because students get motivation from the teacher.

When teaching, teachers must always provide actual knowledge and prepare it as well as possible. Teachers must dare to give praise. The teacher must be able to inspire individual learning.The positive relationship between students and teachers is also associated with increasing social competence in students. It also can encourage students in the learning process.

Students usually have difficulty in learning English due to lack of motivation from themselves and the environment. This causes students are not interested in learning English. According to Sardiman (2008),motivation is the driving force from within to carry out activities to achieve goals. Learning based on strong motivation will provide better learning outcomes. As known learning is the process of people acquiring various skills, skills and attitudes. Learning motivation is a factor that can influence and improve students' achievement. Soekamto states that motivation is a very big factor in the learning process. Students who have low motivation, the learning outcomes are not in accordance with what is expected. Motivation is realized, in the form of action, one factor that can be used to predict the progress of learning.

Based on the explanation above, the writer is interested in conducting research "The Correlation Between Students' Motivation and Their Achievement in English Class".

1.2   Reasons for Choosing the Topic

The title of this research is " Correlation between Student's Motivation and Their Achievement in English class (A Case of the Tenth Grade Student of SMA Islam Sultan Agung 1 Semarang in Academic Year of 2021/2022). Because of the following reasons:

a) Motivation is very big factor in the learning process.

b) Student's motivation in Senior high school is low and student's still have difficulties to understand english.

c) The result of study can support teachers to motivate the students in learning process.

d) Student's motivation will provide better learning outcomes for students.

1.3   Research Question

Is there any correlation between students' motivation and their achievement in English class of SMA SULTAN AGUNG 1 Semarang in acedemic 2021/2022?

1.4   Objective of the Study

Based on the statement above, the objective of the study is to find out whether or not there was a correlation between students' motivation and their achievement in English class.

1.5 Hypothesis

There are two hypothesis : null hypothesis and alternative hypothesis.

- The null hypothesis (Ho) : there is no correlation between students' motivation and their achievement.
- The alternative hypothesis (H1) : there is a positive correlation between students' motivation and their achievement.

1.6 Limitation of the Study

In this study, limitation is important to make the study more specific and eficient. In this research, it is limited on the correlation between students' motivation and their achievement the subject of the study is limited to students of SMA Islam Sultan Agung 1 Semarang, particularly grade X.

1.7 Significance of Study

The writer hope the result of this study can help the teachers to motivate and improve learning process that support students' Englishachievement.

Teachers can use praise and learning techniques that are appropriate and suitable for students. The result onStudent motivation in learning English makes and produces positive things in learning English.

1.8   Definition of the Key Terms

In this part the writer will provide the definition of the terms of the study to make it clear and to avoid missunderstanding.

a) Motivation

Motivation is a set of forces both from within and from outside a person that encourages them to start behaving in accordance with a certain format, direction, intensity and time period (Suwanto,2020). Students' motivation is the effort within oneself that gives rise to learning activities, and ensures the continuity of learning activities and gives direction to the learning activities so that the desired objectives are achieved.

b) Students' achievement

Students' achievement is assessment of the results of business learning activities in the form of symbols of numbers, letters and sentences that can reflect the results that have been achieved by each student in a certain period (Surtatinah, 2001). Students' achievement is an assessment of the results of learning activities and the interaction of various factors that influence it.

1.9 Outline of the Study

This study is developed into five chapters:

Chapter I is introduction which contains of background of the Study, Reason for Choosing the Topic, Research Question, Objectives of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of Key Terms and Outline of the Study.

Chapter II is Review of the Related Literature which contains of Motivation, the Aspects of Motivation, and Students' Achievement.

Chapter III is Research Method. It consists of Design of the Study, Population and Sample, Variable of the Study, Instrument of the Study, Validity, Reability and Procedure of Data Collection.

Chapter IV is Analysis of Result and Discussion.

Chapter V is Conclusiion and Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories underlie the topic of this study. They are Motivation, The Aspects of Motivation, and Students Achievement.

2.1 Review of the Previous Studies

There are several researches who have been conducted studies in the area of motivation. Some of researchers have presented in this section as follows:

Baranek, Lori Kay, "The Effect of Rewards and Motivation on Student Achievement" (1996). The result of the study is planning for motivation should be a part of every lesson and activity. The words choice, decision-making, individualized instruction, and setting goals should become permanent parts of a teacher's vocabulary and lesson planning. It means that motivation is an essential quality for students to possess in order to learn to their fullest potential.

Riswanto and Aryani (2017) conducted a study about Learning Motivation and Student Achievement. The results of the study is the motivation can built and developed in the school, the competence of teachers, student interest; learning environments also have a close

relationship in maximizing student achievement. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better.

2.2   Motivation

According to Sadirman (2006) Motivation is a change in energy in a person which is marked by the appearance of felling and preceded by a response to the existence of goals. Morgan et al (2002) states motivation is the power that controls and moves a person to take actions or behaviors that are directed at a particular goal. American Encyclopedia also mentioned motivation as a tendency that is in a person who raises support and direct his actions.

Winardi (2007) states motivation is the result of a number of processes that are internal or external to an individual, which causes an attitude of entutiasm and persistence in carrying out certain activities.

According to Elliot et al (2000) A person's motivation can be generated and grow through himself-intrinsically and from the extrinsic environment. In learning activities, motivation is a driving force that ensures the continuity of learning activities and provides direction for learning activities so that the desired objectives can be met. Thus motivation is very influential on one's learning outcomes. If someone does not have the motivation to learn, then that person will not achieve optimal learning results. To be able to learn well in need of a good process and motivation, providing

motivation to learners, means moving someone so that he wants or wants to do something.

For a student, the motivation is very important in the learning process. Because motivation provides the insight needed for students to keep moving to achievd maximum results and not give up easily.

From the understanding and definition of motivation of the experts above, it can be concluded that motivation is a condition that encourage, stimulates or moves a person to do something or activities that he does so that he can achieve his goals. In addition to being a motivator to do a goal, motivation also influences the learning process that is good between teacher and student. Increase creativity, loyalty and student participation in the learning process. Learning motivation is encouragement of the learning process and the goals of learning is getting the benefits of the learning process. Some students having problems in learning that results in inappropriate learning achievement with what is expected. Puspitasari (2012) states to overcome the problems experienced are necessary explored factors that influence learning outcomes include motivation student learning, where learning motivation is an absolute requirement for learning, and very influential in providing passion or enthusiasm in learning.

2.3   Aspects of Motivation

Motivation has aspects that must be understood. People are always internally motivated which is something that can't be hindered or changed. There are three aspects to be able to motivate someone. The motivation aspects are :

2.3.1 Accomplishment or Achievement

The ability to act in achieving a maximum result. They strive to take on personal accountability and responbility to achieve that task. According to Travers (1970) achievement is the result of what an individual has learned from some educational experience. Achievement is usually assessed through frequent progress and comprehension checks and examination.

2.3.2 Recognition

Certain people want to be appreciated for what they actually do in an organization and derive personal satifaction from that direct involvement. They aspect special benefits and privileges as a result of their participation and thrive on recognition from others, especially positive recognition.

2.3.3 Power

Some people also have the opportunity and power to compete for responsibility and authority within an organization. It

will give a person new skills and make them develop even more. One can have power but not impose it. The most important aspect of power is that it is a function of dependency.

2.4 Students Achievement

Student achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and inteligence.

According to Smith and Hudgins (1964) achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. Students will feel proud of what they do.

Garrison, et al (1955-1964) affirm the definition of achievement as the progress students make toward the goals and objectives of the curriculum. They then assert further about the definition that achievement maybe the one's ability or the extent of his/her knowledge in a specific content area.

In learning english, the students can get achievement if they do something to do maximum effort. With the efforts and abilities they have to achieve learning goals. As well as support from teachers and their surroundings, students will get achievement.

CHAPTER III

RESEARCH METHOD

This chapter consists of Research method. It consists of the Design of the Study, the Subject of the Study, the Variables of the Study, the Instrument of the Study, the Procedure of Data Collection, and the Procedure of Data Analyzing.

3.1 Design of the Study

The design of the study is quantitative research. According to Ary (2006) correlation research gathers data from individuals on two or more variables and then seeks to determine if the variables are related. The relationship was expressed by correlation coefficient, which was a number between .00 and 1.00 (gay,1987). In this study the researcher wanted to know about the correlation between students' motivation and their achievement in English class of the ten grade of SMA Islam Sultan Agung 1 Semarang.

3.2 Subject of the Study

The subject of this study is the Tenth Grade Student of SMA Islam Sultan Agung 1 Semarang in Academic Year of 2021/2022.

3.2.1 Population of the study

Population and sample are very important in conducting a research. According to Sugiono (2010) the population is groups of subject that is determined by the researchers to be studied and drawn the conclusion.the population of the research is the Tenth Grade Student of SMA Islam Sultan Agung 1 Semarang in Academic Year of 2021/2022.

3.2.2 Sample of the study

According to Ary (2002) sample is the purpose of sampling is to obtain information concerning the population. The researcher used purposive sampling to take sample from population and it represented the entire population.

The sample of this research is the tenth grade students of the senior high school in SMA Islam Sultan Agung 1 Semarang. The researcher will use two classes as sample.

3.3 Variables of the Study

Sudjarwo (2009) says that variable is a concept that can be measured and also has various values.

The writer tried to find out the extend of the correlation between the two variables above. In this study, the writer used two variables. They are independent variable and dependent variable. Therefore, the independent variable is motivation as the cause and the dependent is achievement as the effect.

3.4 Instrument of the Study

In collecting data the writer need an instrument to get the data. Questionnaire is a data collection technique by which researchers provide a list of questions or written statements to be answered by respondents (Sugiyono,2014). An instrument is really necessary to collect data. The writer will use questionnaire as the instrument to collect the data. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents.

The purpose of the study is to find out the correlation between student's motivation and their achievement of ten grade student of senior high school.

3.4.1 Validity of the Study

According to Middleton (2019), validity is concept to used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Validity refers to how accurately a method measures what it is intended to measure.

3.5 Procedure of Data Collection

Method of collecting data of the research involved users of information that has been collected about a variable in the study. The writer will use questionnaire to collect data.

The questionnaire used in this study is a structured questionnaire, a list of questions that have the answers provided. Students simply choose alternative answers that have been provided according to their circumstances.

To measure the student's response, a score of 5 will be given for a positive statement if the student strongly agrees. On contrary, if the statement is negative, a score of 1 will be given if the student states strongly agree with the statement.

Tabel 3 1 Lists of question score

Positive Statenent	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Score	5	4	3	2	1
Negative Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Score	1	2	3	4	5

3.6 Procedure of Data Analyzing

After collecting the data, the writer will analyze it by using statistic calculation. Using correlation coefficient.

The formula is shown as follows

$$R = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Explanation;

R : The Correlation Coefficient

$\sum xy$: Multiplication between X and Y

$\sum x^2$: The sum of standard deviation from "X" variable

$\sum y^2$: The sum of standard deviation from "Y" variable

(Arikunto,2006:273)

After getting the result, the researcher can know the answer of hypothesis about correlation bertween student's motivation and their achievement. Beside that, can writer can analyze how strong the relationship is by using interpretation of correlation coefficient.

CHAPTER IV

ANALYSIS OF RESULT AND DISCUSSION

4.1   Analysis of Result

The result of the data analysis from 60 respondents of the tenth grades of SMA Islam Sultan Agung 1 Semarang concerning with the motivation English class and their english scores were described and tabulated at the following section. First, the researcher measured and described validity and reliability of the questionnaire. Second, the researcher described the frequency and percentage of each statement from questionnaire about students motivation in English class. Third, the researcher compared analysis of the students total score in questionnaire with their english score.

4.1.1 Measuring Validity and Reliability

After getting students' responds from questionnaire that had been distributed before, the researcher then analyzed the validity and reliability of each items in questionnaire to make sure that this instument could be used to measure students' motivation in english class.

a.   Measuring Validity

To know the validity of the test, the researcher used *Point Biserial Correlation* formula that suggested by Arikunto (2006). The formula was as follow :

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

Where:

r_{xy} = Coeffecent Correlation

$\sum$ = Sum

X = Score of each item test will be validated

Y = Total of score of the students

To interpret the validity value, thr writer used r table of product moment with criteria as follows: (1) if r $_{count} \geq$ than r $_{table}$ the item of the test was valid, (2) if r $_{count} \leq$ than r $_{table}$ the item of the test was invalid. Respondents in this resaerch were 60 students and significant degree was 5% (N = 60, a = 5%)than r-table was 0,254. By using Microsoft Office Excel the result of validity can beseen as foillows:

Tabel 4. 1 Result of validity test of each statement in questionnaire

Items	r-xy	r-critic	Interoretation
X1.1	0.606	0.254	Valid
X1.2	0,459	0.254	Valid
X1.3	0,654	0.254	Valid
X1.4	0,526	0.254	Valid
X1.5	0,705	0.254	Valid
X1.6	0,543	0.254	Valid
X1.7	0,261	0.254	Valid
X1.8	0,571	0.254	Valid
X1.9	0,538	0.254	Valid
X1.10	0,378	0.254	Valid

From the result of validity test in the table 1 above we can see that all items in questionnaire were valid. The value of r-count $\geq$ r-table (0,254). It indicated that all items can be used to measure students' motivation in english class.

b.   Measuring Reliability

To measure the reliability of the instrument, the researcher used formula suggested by Arikunto (006) as follows:

$$KR.21 = \left[\frac{K}{(K-1)} \right] \left[\frac{M (K-M)}{K (SD^2)} \right]$$

Where: K = Number item in the test

M = the average of students' score

SD^2 = Variance Score

To determine the reliability of the instrument the researcher used the criteria of estimating reliability as follows:

0,08 – 1   is categorized very high (reliable)

0,60 – 0,79 is categorized high (reliable)

0,40 - 0,59   is categorized moderate (reliable)

0,20 - 0,39   is categorized low (unreliable)

0,00 - 0,19   is categorized very low (unreliable), (Grondlund, 1985:112)

By using Microsoft Office Excel the researcher analyzed the reliability of instrument as follows:

1. Every items were separated into two categories odd number (X1.1, X1.3, X1.5, X1.7, X1.9) and even number (X1.2, X1.4, X1.6, X1.8, X1.10).

2. After that the researcher calculated the total score of these two categories abd anlyzed them using correlation formula and the result were as follow:

Tabel 4.2 The Result of reliability

	odd number scores	Even number score
odd number scores	1	
Even number score	0,671392275	1

3. The analysis result then compared with the criteria of estimating reliability. From the reliability result in the table 2 above (0,671) and compared with the criteria of estimating reliability suggested by Grondlund. The questionnaire cuold be categorized as high reliability because the score of the result was in range score of 0,60 – 0,79.

After measuring validity and reliability as explained above the result showed that the instrument of this study (questionnaire) was either valid and reliable. It indicated that this instrument could be used to measure students' motivation in english class.

4.1.2 Description of Students Motivation

After measuring the validity and reliability of the questionnaire, the researcher analyzed students' motivation average scores of each indicators by determining the class interval into three categories namely high category, medium category, and low category. The technique of determining the clasa interval was done by searching a wide interval which obtained by calculating hihgest score (5) minus the lowest score (1) and then divided into 3 categorie, so te wide interval obtained was 1.33 (Ghozali, 2006). Based on wideinterval obtained the researcher then categories the average score class interval as follows:

1,00 -2,33   = Low

2,34 – 3,67   = Medium

3,68 – 5,00   = High

After determining the average score of class interval into three categories above the researcher then described and figured of the data of each statements are as follows:

1. The statement of *students like to learn english*

   From this statement the researcher found that 24 respondents (40%) stated strongly agree, 27 respondents (45%) stated agree, 9 respondents (15%) stated neutral, and no one respondent stated disagree and strongly disagree

   The figure og the data can be seen at the table 4.3

Tabel 4.3 Students' statement thay they like learning English

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	24	40	120
2.	Agree	4	27	45	108
3.	Neutral	3	9	15	27
4.	Disagree	2	0	0	0
5.	Strongly Disagree	1	0	0	0
Total			60	199	255
Average Score (Total Score / Frequency)					**4,25**

Based on table 4.3 it can be seen that the average score students' responds on first statement *(they like learing english)* was 4,25 and categorized as high. It indicated that most of students like to learn English.

2. The statement of students that they *learn English to make their teacher likes them*

From this statement the researcher found that 5 respondents (8%) stated strongly agree, 13 respondents (22%) stated agree, 11 respondents (18%) stated neutral, 19 respondents (32%) stated disagree and 12 respondents (20%) stated strongly disagree. The figure of the data can be seen at the table 4.4

Tabel 4.4 Students' statement that they learn English to make their teacher likes them

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	5	8	25
2.	Agree	4	13	22	52
3.	Neutral	3	11	18	33
4.	Disagree	2	19	32	38
5.	Strongly Disagree	1	12	20	12
Total			60	100	160
Average Score (Total Score / Frequency)					**2,67**

The table 4.4 showed that the average score gained from second statement in questionnaire (they learn english to make their teacher likes them) was 2,67 and categorized as medium. From this average score result we could see that only few students agreed that they learn English to get attention from their teacher. It meant that there were many students thought that thier involvement in learning English was not because they wanted to get attention from the teacher but because of something else.

3. The statement of students that they *learn do their homework from their teacher.*

From this statement the researcher found that 21 respondents (35%) stated strongly agree, 19 respondents (32%) stated agree, 18 respondents (30%) stated neutral, 2 respondents (3%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.5

Tabel 4.5 Students' statement that they do their homework from their teacher

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	21	35	105
2.	Agree	4	19	32	76
3.	Neutral	3	18	30	54
4.	Disagree	2	2	3	4
5.	Strongly Disagree	1	0	0	0
Total			60	100	239
Average Score (Total Score / Frequency)					**3,98**

The table 4.5 showed that students' responds for the third statement (they do their homework from their English teacher) resulted average score 3,98 and categorized as high. This result indicated that most of students agreed that homework is importamt and they were motivated to do it.

4. The statement of students that *they are excited when they can accomplish difficult task*

From this statement the researcher found that 17 respondents (28%) stated strongly agree, 17 respondents (28%) stated agree, 21 respondents (35%) stated neutral, 5 respondents (8%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.6

Tabel 4.6 Students' statement that they are excited when they can accomplish difficult task

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	17	28	85
2.	Agree	4	17	28	68
3.	Neutral	3	21	35	63
4.	Disagree	2	5	8	10
5.	Strongly Disagree	1	0	0	0
Total			60	100	226
Average Score (Total Score / Frequency)					**3,77**

The table 4.6 showed that students' average score on fourth statement (they are excited when they can accomplish difficult task) was 3,77 and categorized as high. It indicated that students' had high motivation in doing something challenging

from their teacher. Most of students agreed that difficult task made them study hard and they feel satisfied when they can solve it.

5. The statement of students that *they always completed their English task*

From this statement the researcher found that 20 respondents (33%) stated strongly agree, 19 respondents (32%) stated agree, 21 respondents (35%) stated neutral, 0 respondents (0%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.7

Tabel 4.7 Students' statement that they always completed their English task

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	20	33	100
2.	Agree	4	19	32	76
3.	Neutral	3	21	35	63
4.	Disagree	2	5	0	0
5.	Strongly Disagree	1	0	0	0
Total			60	100	239
Average Score (Total Score / Frequency)					**3,98**

The table 4.7 showed that students' average score on fifth statement (they always completed their English task) was 3,98 and categorized as high. From the table it can be seen that most of students' agreed with this statement. It indicated that students' were highly motivated to do their homework.

6. The statement of students that *they will try hard when they find difficulties in learning English*

From this statement the researcher found that 26 respondents (43%) stated strongly agree, 22 respondents (37%) stated agree, 11 respondents (18%) stated neutral, 1 respondents (2%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.8

Tabel 4.8 Students' statement that they will try hard when they find difficulties in learning English

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	26	43	130
2.	Agree	4	22	37	88
3.	Neutral	3	11	18	33
4.	Disagree	2	1	2	2
5.	Strongly Disagree	1	0	0	0
Total			60	100	253
Average Score (Total Score / Frequency)					**4,22**

Based on the table 4.8 it can be seen that the average score of students' respondent on sixth statement (they will try hard when they find difficulties in learning English) was 4,22 and categorized as high. It indicated the students' were highly motivated to learn English even they have the difficulties on it. This result also revealed that students were excited to accomplish the challenging English task from their teacher.

7. The statement of students that *they like watching English movie because it can motivate them to learn English*

From this statement the researcher found that 16 respondents (27%) stated strongly agree, 16 respondents (27%) stated agree, 21 respondents (35%) stated neutral, 7 respondents (12%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.9

Tabel 4.9 Students' statement that they like watching English movie because it can motivate them to learn English

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	16	27	80
2.	Agree	4	16	27	64
3.	Neutral	3	21	35	63
4.	Disagree	2	7	12	14
5.	Strongly Disagree	1	0	0	0
Total			60	100	221
Average Score (Total Score / Frequency)					**3,68**

The table 4.9 above showed that the students' average score on seventh statement (they like watching English movie because it can motivate them to learn English) was 3,68 and categorized as high. It indicated that most of students' were interested in watching English movie.

8. The statement of students that *the teacher always give motivation in learning English*

From this statement the researcher found that 16 respondents (27%) stated strongly agree, 16 respondents (27%) stated agree, 21 respondents (35%) stated

neutral, 7 respondents (12%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.10

Tabel 10 Students' statement that the teacher always give motivation in learning English

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	33	55	165
2.	Agree	4	24	40	96
3.	Neutral	3	2	3	6
4.	Disagree	2	1	2	2
5.	Strongly Disagree	1	0	0	0
Total			60	100	269
Average Score (Total Score / Frequency)					**4,48**

The table 4.10 showed that the average score of students' responds for eight statement (the teacher always give motivation in learning English) was 4,48 and categorized as high. It meant that most of students' need motivation to motivate their self in learning English.

9. The statement of students that *they are interested in English Lesson because it is interesting*

From this statement the researcher found that 3 respondents (5%) stated strongly agree, 17 respondents (28%) stated agree, 32 respondents (53%) stated neutral, 8 respondents (13%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.11

Tabel 4.11 Students' statement that they are interested in English Lesson because it is interesting

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	3	5	15
2.	Agree	4	17	28	68
3.	Neutral	3	32	53	96
4.	Disagree	2	8	13	16
5.	Strongly Disagree	1	0	0	0
Total			60	100	195
Average Score (Total Score / Frequency)					**3,25**

The table 4.11 above showed that the students' average score on ninth statement (they are interested in English Lesson because it is interesting) was 3,25 and categorized as medium. This result indicated that only few students' were thinking if English lesson is interested because English is interesting. Most of students chose neutral for this statement. Students thought that English Lesson was not really interesting.

10. The statement of students that *they will study hard if they get not good score*

From this statement the researcher found that 5 respondents (8%) stated strongly agree, 22 respondents (37%) stated agree, 29 respondents (48%) stated neutral, 4 respondents (7%) stated disagree and 0 respondents (0%) stated strongly disagree. The figure of the data can be seen at the table 4.10

Tabel 4.12 Students' statement that they will study hard if they get not good

score

No.	Statement	Category	Frequency	Percentage (%)	Score
1.	Strongly Agree	5	5	8	25
2.	Agree	4	22	37	88
3.	Neutral	3	29	48	87
4.	Disagree	2	4	7	8
5.	Strongly Disagree	1	0	0	0
Total			60	100	208
Average Score (Total Score / Frequency)					**3,47**

The table 4.10 showed that the average score gained from tenth statement in questionnaire (they will study hard if they get not good score) was 3,47 and categorized as medium.It indicated that students were studied hard if they get low score.

4.1.3 Comparing Analysis Result of Questionnaire and Students Achievement

The last step was matching or calculating the correlation between two variables. To know the correlation between the students' motivation and their achievement in English class, the researcher used following formula:

$$r= \frac{N (\sum XY) - (\sum X) (\sum Y)}{(N\sum X^2) (\sum X)^2 - (N\sum Y^2) (\sum Y)^2}$$

Where:

r = Number coeffcient of correlation   X = Score of questionnaire

N = Number of the rspondent   Y = The Students mark from
report book

In this study, the writer used the significance grades 5%. Therefore, in order to prove the hypothesis of this study whether acceptable or unacceptable, ythe researcher used interpretation criteria as follows:

Tabel 4.13 Criteria Level of student Learning

No.	Level	Criteria
1	0.00 – 0.20	Not any correlation
2	0.21 – 0.40	Low correlation
3	0.41 – 0.60	Fair correlation
4	0.61 – 0.80	Strong correlation
5	0.81 – 1.00	Compete correlation

(Sudjono, 1987:35)

The data of students' motivation and their English score can be seen in the following table.

Tabel 4.14 Data of the questionnaire and students' English value

No.	X	Y	No.	X	Y	No.	X	Y
1.	35	79	21.	30	73	41.	44	90
2.	35	74	22.	30	73	42.	42	92
3.	41	75	23.	38	80	.43.	36	81
4.	44	81	24.	31	73	44.	42	90
5.	43	80	25.	33	73	45.	37	77
6.	48	89	26	34	76	46.	37	79
7.	37	78	27.	38	80	47.	35	74
8.	37	79	28.	41	87	48.	37	80
9.	34	77	29.	37	85	49.	39	84
10.	42	88	30.	39	90	50.	41	89
11.	36	75	31.	44	91	51.	40	88
12.	32	75	32.	40	85	52.	35	75
13.	38	80	33.	49	93	53.	35	78

14.	40	85	34.	42	90	54.	41	88
15.	37	83	35.	32	73	55.	38	90
16.	37	85	36.	36	83	56.	43	82
17.	33	74	37.	37	90	57.	44	93
18.	32	74	38.	30	73	58.	42	82
19.	37	82	39	34	74	59.	34	81
20.	30	74	40.	37	80	60.	43	85

X : Students' motivation score, Y : student English score

After tabulating the students' motivation score and English score, researcher then converted the students' motivation from ordinal to interval data using *Method of Successive Internal* (MSI) (Hays, 1976). In this case researcher using ORDI program to convert students' motivation score into interval score. According to knapp (1990) the type of data must be similar in order to result the accurate analysis. After converting the data using ORDI program, the results were as follow:

Tabel 4.15 The Converting Result using ORDI program

No.	X	Y	No.	X	Y	No.	X	Y
1.	25,5	79	21.	20,2	73	41.	34,4	90
2.	25,0	74	22.	19,7	73	42.	33,0	92
3.	32,0	75	23.	27,3	80	.43.	25,9	81
4.	35,5	81	24.	21,5	73	44.	32,1	90
5.	33,6	80	25.	23,6	73	45.	26,7	77
6.	39,4	89	26	24,9	76	46.	26,7	79
7.	28,1	78	27.	28,8	80	47.	24,4	74
8.	26,6	79	28.	31,6	87	48.	27,9	80
9.	24,5	77	29.	28,3	85	49.	28,0	84
10.	33,5	88	30.	29,9	90	50.	32,1	89
11.	26,6	75	31.	34,2	91	51.	31,3	88
12.	21,5	75	32.	29,5	85	52.	25,7	75
13.	28,1	80	33.	40,2	93	53.	25,5	78
14.	30,4	85	34.	33,2	90	54.	32,4	88
15.	28,0	83	35.	22,2	73	55.	29,3	90

16.	28,0	85	36.	27,2	83	56.	34,2	82
17.	23,0	74	37.	27,4	90	57.	34,9	93
18.	22,6	74	38.	19,9	73	58.	32,9	82
19.	27,5	82	39	24,1	74	59.	24,2	81
20.	20,1	74	40.	27,7	80	60.	34,2	85

After getting the converting result of students motivation the researher then analysed the data by using correlation product moment formula in Microsoft Excel (data Acched). The result score is **0,801.**

4.2 Discussion

In connection with the result of the data analysis, it could be seen that the correlation score resulted 0,801 and categorized as high correlation according to the criteria proposed by Sudjono (1987) as follow:

Tabel 4.16 Criteria Level of student Learning

No.	Level	Criteria
1	0.00 – 0.20	Not any correlation
2	0.21 – 0.40	Low correlation
3	0.41 – 0.60	Fair correlation
4	0.61 – 0.80	Strong correlation
5	0.81 – 1.00	Compete correlation

(Sudjono, 1987)

From the analysis which showed that the correlation score was 0,801 in range between 0,61 – 0,80 the result indicated that the correlation between students' motivation and their achievement in English class was strong. Li & Pan (2009) state that motivation is a very important factor which determines the success or failure in second language learning because motivation can directly influence the frequency

of using learning strategies, would power of learning, goal setting, and the achievement in learning.

Because in this study the researcher used two kinds of motivation that was intrinsic and extrinsic motivation, the result proved that students' motivation in terms of internal and external factor influence their English achievement. Internal factor is a factor which appears from internal of someone such as a health,ability, interest and feeling of safe. These factors involve attention, interest and intelligence. External factor is a factor which come from outside of the learners. These factors involve society factors, school and family.

From the correlation result and supporting theory as proposed above, the hypothesis (Hi) of this study which state that " there is significant relationship between students' motivation and their achievement in English class of the tenth grades of SMA Islam Sultan Agung 1 Semarang" is accepted while the Ho which state that " there is no significant relationship between students' motivation and their achievement in English class of the tenth grades of SMA Islam Sultan Agung 1 Semarang " is rejected.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

Based on the result of this study, the writer concluded that there was compete correlation between students' motivation and their achievement in English class at tenth grades of SMA Islam Sultan Agung 1 Semarang. There was high motivation of student in English class.

The score of correlation analysis resulted 0,801. It indicated that there was significant correlation between the students' motivation and their achievement in English class at tenth grades of SMA Islam Sultan Agung 1 Semarang. It means that the students' high motivation effected their high score in English achievement.

5.2   Suggestion

The result of this study showed that there was significant correlation between students' motivation and their achievement in English class at tenth grades of SMA Islam Sultan Agung 1 Semarang in academic year 2021/2022. This result indicated motivation as important part in students' learning process particularly in English subject. The English teacher should always motivate their students in learning process in order to enchance their performance in leaaning and achievement.

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