THE CORRELATION BETWEEN STUDENTS’ ACHIEVEMENTS IN MATHEMATICS AND STUDENTS’ ACHIEVEMENTS IN ENGLISH LANGUAGE
( A Case Study at Second Class of SLTP PB. Sudirman Jakarta )

A Proposal

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In the name of Allah the Beneficent the Merciful.

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Jakarta, October, 5th, 2006

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a tool to communicate among people in the world. As a tool of communication, the language has a very important role in the life to express feelings, ideas or opinion, between speakers and hearers, or writers and readers. To be good speakers, hearers, writers and readers, we have to learn the language formally and informally. Language can be formally studied in an institution such as in school, and we can learn it informally such as in houses, boarding rooms, in English Study Club, etc.

In Indonesian schools, there are some languages as compulsory subjects to be learned by the students such as Indonesian and English.

"Students' learning motivation is the main factor that decided the learning achievement."\(^1\)

All peoples’ activities that they regularly do in their daily life have an objective in learning English. They maybe some one who learns English for their mastery in English.

In teaching and learning English, Indonesia has an aim that English as an instrument to get a knowledge, technology, art and culture. To attain this aims, the

\(^1\) Kompetensi Dasar Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madarasah Tsanawiyah, (Jakarta: Pusat Kurikulum DEPDIKNAS, 2002), P.7.
students should read many kinds of books as well, not only Indonesian book, but also English textbooks as well.

By mastering English, the mastery of science and technology can be achieved easily and effectively. That’s why this language becomes the most popular in the world.

Motivation has a significant role in teaching and learning process. The students who have a high motivation will get a good opportunity to succeed in their learning activities than the poor one. And one of major objectives of education is to build a strong and persistent motivation to learn.

Jeremy Harmer said that “it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success.”

From the definition above, we know that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

The students with higher motivation to learn English will show effort to learn more than students with lower motivation. More than this, the student who is well motivated to learn English will be more successful than the one who is unmotivated to learn. It is clear that motivation has an important role in learning process.

The writer assumes that motivation is regarded as one of the factor that can affect the students’ learning achievement. By having high motivation, they can enhance their retention, and easier to process the lesson in their mind, and the students

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always try and force their ability to learn as well as possible to get better learning achievement.

The writer chooses the students of Madrasah Tsanawiyah Al – Khairiyah Mampang Prapatan South Jakarta as the object of research, one of the reasons is the students’ English achievement in some competitions, like Speech Competition and Reading Poet Competition, that competitions proved that school has a good enough quality. And also there is a special day called “English Day”, it means that all of students must speak English to their friends and their pertinent subject teacher in that day. And in the second semester, most of students get a good result in English subject.

B. The Limitation and the Statement of Problem

This research is limited to the discussion on the motivation of the seventh grade students at MTs. Al – Khairiyah Mampang Jakarta in learning English and its correlation to students’ English achievements. In this research, the investigation to the sample is also intended to generalize of the seventh grade at this school only.

Based on the statement above, the statement of problem is: “Is there any correlation between motivation and students’ English achievement at MTs. Al – Khairiyah Mampang Jakarta?”
C. Objective of Study

In this case, the writer wishes to get information about: The correlation between motivation and students’ English achievement at MTs. Al – Khairiyah Mampang Jakarta.

Because the writer wants to know how strong students’ motivation can affect their achievement in learning English.

D. The Method and Significance of Study

The method used in this study is a library research and field research. The library research used to get the theories and relevant information on the description of the topic from the book, text book, etc. The writer used some books from UIN Syarif Hidayatullah Library, AMINEF Library, and National Library as references.

The field research used to get the real situation and to collect the data. The writer will perform through giving students some questionnaires to measure students’ motivation about learning English. And to knowing about students’ English achievement, the writer does not give test to any students, but took their achievement in the second semester which has been written it in the report book. This research is descriptive analysis. The writer wanted to describe and analyzed the correlation between students’ motivation and their achievement in learning English.
E. Technique of Sample Taking and Data Collecting

In the technique of sample taking, the writer uses sampling, which means all respondents have a chance to be sample. The whole students of the first year of Madrasah Tsanawiyah Al - Khairiyah Mampang Prapatan South Jakarta as the population are 125 students and as for the research the sample are only 45 students.

In the data collecting, the writer uses questionnaires to get the students answer. The questions are taken from indicators of motivation both of intrinsic and extrinsic motivation. Mean while data for achievement is mostly taken from teachers record in “Report Book” of the students.

F. Organization of Study

This paper is systematically divided into four chapters

The first chapter, the writer gives the introduction, including the background of study, problem statement, objective of the study, the method and significance of study, technique of sample taking and data collecting, the organization of study.

The second chapter is theoretical framework. It is divided into three sub-chapters. The first is motivation, including intrinsic motivation and extrinsic motivation. The second is students’ learning achievement. And the third is language acquisition.

The third chapter is research methodology and findings. Research methodology, including method of research, place and time of research, technique of sample taking,

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technique of data collecting, and technique of data analysis. Research findings are including data description and data interpretation.

The fourth chapter, as the last chapter, the writer tries to give conclusions and suggestions.
CHAPTER II

THEORETICAL FRAMEWORK

A. Motivation

Various definitions of motivation has been given by many psychologists because motivation is one of the personal factors. Because of its importance we have to comprehend about motivation. In order to know and understand what motivation of the behavior is done.

Lindsley said, “Motivation is a combination of force which initiate direct and sustain behavior toward a goal”.4

Silverstone said “Motivation is general term that refers to driven behavior that seeks to fulfill a need”.5

Sartain as quoted by Ngalim Purwanto said “Motivasi adalah suatu pernyataan yang kompleks di dalam suatu organisme yang mengarahkan tingkah laku terhadap suatu tujuan (goal) atau perangsangan (incentive)6. (Motivation is a complex statement in an organism that gives a direction to behavior about goal or incentive).

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Harmer states, “Motivation is some kind of internal drive which pushes someone to do thing in order to achieve something”.  

Mathis states, “Motivation is an inferred state which energizes and directs the individual’s activities.”

Raymond said that “Motivation deals with the “why” of behavior. It refers to internal state of the organism that leads to instigation, persistence, energy and direction of behavior.”

From the definition above, we can get a conclusion that motivation is general term that refers to drive behavior to a goal, a need or incentive which pushes someone to do thing in order to achieve something and which directs the individual’s activities.

Alving said that “Motivation in learning English can be divided into two kinds, namely Intrinsic Motivation and Extrinsic motivation.”

1. **Intrinsic Motivation**

“Intrinsic motivation comes from within the individual.”

Sardiman A.M stated “Motivasi intrinsik adalah motif-motif yang menjadi aktif atau berfungsiya tidak perlu dirangsang dari luar, karena dalam diri setiap
individu sudah ada dorongan untuk melakukan sesuatu. (Intrinsic motivation is the motives come from within and operate without external stimulus).”\textsuperscript{12}

M. Alisuf Sabri said, “Motivasi intrinsik adalah motif yang pendorongnya ada kaitannya langsung dalam objek/tujuan pekerjaan itu sendiri”.\textsuperscript{13} (Intrinsic motivation is a motif that their stimuli have a correlation in the object/goal of work itself)

“Intrinsic in which the learning itself is valuable enough to bring about pupil action-hand.”\textsuperscript{14} There are three aspects in intrinsic motivation, namely: Need, Interest and Goal.

\textbf{a. Need}

Everyone has needs either physical or spiritual needs, such as clothing, home, food, health, etc. for his or her life. And every person has a need to succeed and a need to develop a positive self-concept.

“Need commonly lead to acts that are motivated …. “\textsuperscript{15}

According to M. Ray Lee “The term need is used to denote some inferred common characteristics of the motivation basic for the behavior of individual”.\textsuperscript{16}

“A need was defined as an internal state of disequilibrium or deficiency which has the capacity to energize or trigger a behavioral response”.\textsuperscript{17}

\textsuperscript{14} Alving W. Howard, \textit{Teaching in Middle School}, (USA : International Book Company, 1968), p.25.
Murray said that there are three kinds of need, namely:

1. The need for achievement.
   The need for achievement as behavior directed toward competition with a standard of excellence.
2. The need for affiliation.
   The need for affiliation is defined as a desire to establish and maintain friendly and warm relations with other individuals.
3. The need for power.
   This need is defined as the need to control other, to influence their behavior and to be responsible for them.\(^{18}\)

From the definitions above, we can get a conclusion that need is a tendency which have stock in an individual generating motivation and generate deportment to reach target. This requirement arises by existence of change (internal drive) in organism generating energy constituting deportment toward target. Become need is requirement generate motivation at someone behavior.

b. Interest

Interests are sources of motivation which drive people to do what they want to do when they are free to choose.

Elizabeth B. Hurlock said that: “An interest is a learned motive which drives the person to occupy himself with an activity when he is free to choose what he will do.”\(^{19}\)


M. Alisuf Sabri said: “Minat adalah suatu kecenderungan untuk selalu memperhatikan dan mengingat sesuatu secara terus-menerus.” (Interest is a willingness to be always confuse and remembering about something continuously).20

In teaching learning process, a teacher should not only transfer knowledge to the students but they should also increase their interest in learning in order that they want to learn harder and have motivation to learn.

According to Sardiman A.M, “The teacher can increase students’ interest by some ways as below:
1) Membangkitkan adanya suatu kebutuhan (arousing need)
2) Menghubungkan dengan persoalan yang lampau (connecting with last issue).
3) Memberikan kesempatan untuk mendapatkan hasil yang baik (giving a chance to get a good result).
4) Menggunakan berbagai macam bentuk mengajar (using various teaching methods).21

c. Goal

Starting toward a goal is important and individual knows what he wants, knows the effort that will be involved in overcoming obstacles along the way, and knows what satisfaction the end state will bring, he put his goals into words.22

M. Ngalim Purwanto said, “Tujuan (goal) adalah yang menentukan/ membatasi tingkah laku organisme itu.” (The goal is something which determines or limits the behavior of such organism.)23

"Goals are relatively fixed and unchangeable. If one is thirsty, for example, 
water is about only goal that will do, although there are many forms in which the 
water may be consumed. If one is hungry nothing but food will do."²⁴

In teaching-learning process, the dear goals that are accepted well by the 
student will be an important motivation to them. If they know the goals they want to 
avieve, they will prepare everything that can help them to get their goal.

2. Extrinsic Motivation

Jeremy Harmer said “Extrinsic motivation is caused by any number of outside 
factors.”²⁵

“Extrinsic motivation is that which derives from the influence of some kind of 
external incentive, as distinct from the wish to learn for its own sake or interest in 
tasks.”²⁶

According to Alving Howard “Extrinsic is in which the student really sees little 
value in learning itself but works at it for what it will get him.”²⁷

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²⁴ Cliffort T. Morgan and Richard, Introduction to Psychology, (USA: A King McGraw-Hill, 
1971), p. 188.
p. 51.
²⁶ Penny Ur, A. Course in Language Teaching Practice and Theory, (Cambridge: University Press, 
²⁷ Alvin W. Howard, Teaching in Middle School, (USA : International Book Company, 1968), 
p.25.
There are some factors, which can increases extrinsic motivation in teaching-learning process as follows:

a. Teacher

Teacher as a person who transfers knowledge to her or his student should be a motivator who can motivate or support his or her student in learning process.

“The teacher is directly and intimately involved in all guidance activities. He plays a key role in the total program, although there are definite responsibilities which are relegated to specialist. This hold true at all level of education from kindergarten through college.”

Most guidance work must be done in the classroom, by teacher who processes the guidance viewpoint and incorporate it in their teaching and other relationship with students.

Teacher should know that what they do has an influence in the students’ learning process and their behavior. In fact, teaching by definition is an attempt to influence the behavior and learning of students.

When teachers are supercritical and down grade children ability, they are not likely to be eager to learn. When teachers offer praise and encouragement, on the other hand the students are more likely to be motivated.

Teacher has a responsibility in order to make learning process go on successfully. Sardiman A.M stated “Peranan guru sebagai motivator ini adalah penting artinya dalam rangka meningkatkan kegairahan dan pengembangan kegiatan

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belajar siswa.” (The teachers’ role as a motivator is important to arouse students, desire an activities in learning.)

According to Crow and Crow, “The teacher must be able to:
1) Direct or guide learning
2) Motivate pupil to learn
3) Help pupils develop desirable attitudes
4) Improve teaching techniques
5) Recognize and achieve those personal qualities that are conductive to successful teaching.”

b. Environment

A student who has a high interest and is taught by a qualified teacher is not always guarantee to study or succeed well, but there is still other factor which can motivate him or her in order to study hard, that is environment.

Sartain as quoted by Ngalim Purwanto said “Lingkungan (environment) adalah meliputi semua kondisi-kondisi dalam dunia ini yang dalam cara-cara tertentu mempengaruhi tingkah laku kita, pertumbuhan, perkembangan atau life process kita.” (Environment is all of condition the world, which can influence behavior, growth of our life process.)

Tabrani Rusyam said “Lingkungan adalah segala sesuatu yang berada di sekitar kita, yang ada hubungannya dan berpengaruh terhadap diri kita.”

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Environment is everything, which exist around us, which has correlation and influence on our selves.

In education, environment has the affect toward students’ growth, therefore any educator give the attention toward the principles of environment as one of the important principles in educational world. The environment which can influence the student can be divided into:

1) **Home environment, especially parents.**

Home environment, especially parents have an important influence for the students’ motivation.

“The attitude of parents toward the child, toward one another, and toward other people, and objects exercise a potent influence upon the child’s developing personality. Parental attitude often is a determining factor.”

Arends said “on achievement motivations found strong relationships between the child-rearing practices of parent and child’s achievement motivations. Parents who encourage their children to try new things and who reward them for high perform; establish in their children a need to achieve and a willingness to take risks. On the other hand parent who overly protect their children and punish them for failure tend to raise children with low motivation.”

2) **Classroom**

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Classroom climate is the atmosphere of the classroom.” Classroom climate is defined as the type of environment that is created for students’ by the school, teachers and peers.”\(^{35}\)

The Schmucks define a positive climate in the classroom processes to support the students’ motivation in learning. The Schmuck said “classroom climate is an important concept. A positive climate is one in which the students’ expect one another to do their intellectual best and to support one another; where the students share high amounts of potential influence both with one another and with the teacher; where norm are supportive for getting academic work done, as well as for maximizing individual differences: where communication is open and featured by dialogue; and where the processes of working and developing together as a group are considered relevant in themselves for study.”\(^{36}\)

Classroom are social system, and such as they influence both student and teacher behavior. Students’ motivation and learning are influences by the types of process and structure created in particular classrooms.

John said that “The rules and facilities in the classroom as a balanced system of some kind to make a workable management environment. Once that is established, the same system properties can be used to create a balanced learning/teaching environment.”\(^{37}\)

B. The Students’ Learning Achievement

Hornby said “Achievement is a thing done successfully, especially with an effort and skill.”\(^{38}\)

\(^{35}\) www.yahoo/searching/definition.com.


According to Slameto “Belajar adalah suatu proses usaha yang dilakukan individu untuk memperoleh suatu perubahan tingkah laku secara keseluruhan sebagai hasil pengalaman individu itu sendiri dalam interaksi dengan lingkungannya. “ (Learning is a process, which is done by individuals to take a change of behavior as a result of experience in their interaction with the environment).  

From the opinion that they express a similar thing that learning is an experience as a change of behavior or someone as a result of her/his interaction with learning environment.

Success of learning besides from process side, it can be looked from achievement. Learning achievement is reached by student that can influences by outside factor, is their environment. Factors from inside comes from student itself by their ability.

In Nana Sudjana’s book Clark said “Bahwa hasil belajar siswa di sekolah 70% dipengaruhi oleh kemampuan siswa dan 30% dipengaruhi oleh lingkungan” (that learning achievement of student at school is 70% influenced by student ability and 30% influenced by environment.)

Yelon said “The need to achieve can become a motivating factor in learning, in any kind of classroom, if activities are provided in a sequence that makes success likely and if students are given a measure of control over their activities.

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Hence, it is obvious that the facts mentioned above indicated that motivation is somehow related to one and other. Motivation is very strongly related with achievement in language learning.

Classroom is a social system, such as it influences both student and teacher behavior. Students’ motivation and learning are influenced by the types of process and structure created in particular classroom.

C. Language Achievement

“Language is a system of speech sound and which human beings communicate with one and another.” 42

Fromkin said “language is therefore a system by which sounds and meaning are related.” 43

From definitions above, we know that language is a system of communication by sound through the organ of speech and hearing, among human beings of certain group of community.

“Achievement is a thing done successfully, especially with an effort and skill.” 44

From the definition about language and achievement above, we can get a conclusion that language achievement is a capability of person who studies the second language and he or she can apply it well.

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To develop competence in a second language by learning, motivation in second language learning is the one where attitude especially relevant.

Gardner and Lambert suggested that “an individual’s motivation to learn a second language is controlled by his attitudes towards the other group in particular and by his orientation to the learning tasks itself.” 45

“Burstall (1975) found an association between motivation toward learning the second language and achievement in that language.” 46

Motivation toward learning as a second language have been shown to be independent of intelligence and language aptitude. These findings suggest that the motivation measure relate to achievement because of important affective components and not simply because there is correlation between motivation and ability.

The types of motivation answer the question of why the individual is studying the second language. It refers to the goal. Many reasons could be listed: to be able to speak with members of that language community, to get a job, to improve one’s education, to gain social power, etc. 47

Besides the motivation has relationship with second language achievement, motivation also revolves around the educational aspects of second language acquisition.

“Attitude and motivation are influential in second language acquisition because they orientate the individual to seek out opportunities to learn the language.\textsuperscript{48}

Language acquisition includes implicit learning, informal learning, and natural learning.

Krashen said “Language acquisition is a subconscious process; language acquisition are not usually aware of the fact that they are acquiring language, but only aware of the fact that they are using the language for communication.”\textsuperscript{49}

Huda said “The first major variable affect the success at second language acquisition is language exposure in natural communication which requires active interaction on the part of teacher and learners.”\textsuperscript{50}

The process variable includes teacher and pupil behavior in the classroom. All of variables have relevance to the success of English as second language in Indonesia, especially teachers’ motivation, students’ motivation, and learning facilities in the family, classroom size and facilities.

There are some problems that can affect the success of second language acquisition. Hamied (1997) reported that “Student’s performance was overall very low and he found positive significant correlation between teaching-learning activities, student’s motivation to practice their language and their competence. Another issues


\textsuperscript{50} Nuril Huda, \textit{Language Learning and Teaching Issues and Trends}, (Malang : IKIP Malang Publisher, 1999), p.159.
affecting quality of teaching and learning activities in foreign language classes is class size. Under the present standard class size of 40 students in the primary and secondary school, English classes are not effective. Individual students have only minimal contacts with their classmates to practice their language. “51

D. Profile of Madrasah Tsanawiyah Al - Khairiyah

1. History of Mts. Al - Khairiyah

Al – Khairiyah educational institution is founded in the year of 1928. Madrasah Al - Khairiyah has three levels in the educational institutions, the levels are Ibtidaiyah (Elementary School), Tsanawiyah (Secondary School), and Aliyah (High School).

Initially, educational institution of Al – Khairiyah has only one education level, that is the level of Ibtidaiyah, but because at that time there were no Madrasah amount Tsanawiyah in Mampang Prapatan South Jakarta, so that the institution of Al – Khairiyah was established in October, 1st, 1968. The Institution was led directly by KH. Abdullah Musa, by using Curriculum of Department of Religion affairs.

The targets of Madrasah Tsanawiyah Al – Khairiyah, are:

1. Participate and assist governmental program in education of nation as written in prologue of the constitution of Republic of Indonesia in 1945.

2. Accommodating the need of educational participants to learn in Tsanawiyah which is near by their residence.

3. Educating the rising generation in order to become the rising of best Islamic generation.

There are 40 teachers, 10 employees, and 600 students in Madrasah Al-Khairiyah.

2. Facilities of Madrasah Tsanawiyah Al-Khairiyah

Madrasah Tsanawiyah Al-Khairiyah has some facilities, as follows: Mosque, 1 Building with two floors with 13 (thirteen) class rooms, Headmaster Room, Vice of Headmaster in curriculum and in students’ affair room, Teachers’ Room, OSIS Room, Language Laboratory, Computer and Internet Laboratory, UKS Room, Canteen, Field and Parking area.

English lesson is presented twice a week, each time has two period, and each period has 2 x 45 minute. The instruction of English lesson is conducted in classroom and in language laboratory. In one week there is special one day called "English Day". It is meant to become obligated day for students to communicate English language in class, especially with friends and English teacher. In the growth of Madrasah Tsanawiyah Al Khairiyah, it also makes a cooperation with English courses institute "LM Patra". It is shown for student to have a good achievement and enthusiasm in English lesson, in order to force the students follow a courses of English in “LM Patra” freely. This Cooperation also aims to give motivation for students to learn English to reach good achievement.

3. Some Problems of Motivation in Madrasah Tsanawiyah Al-Khairiyah in Learning English
When the writers do research in this Madrasah, writer finds some problems in learning English. The first problem is from the subject teacher itself. Though teachers have used various methods, however, the intensity usage of active English still relative seldom be used. Besides, though program of English Day have been run well in this Madrasah, but the result is less effective. Because, except only in that day, a regular teaching-learning process is still use Indonesian.

The second problem is from the parents. Although they have bought English subject book for their children, but they have felt enough for making their children motivated to learn English. In fact, there are still many other factors that they must motivate their children to learn English. For example, they also can buy for their children another things to use English, like English book supplement, English novel, cassettes, CD, etc. Or they get their children enter the English courses institute. Actually, there is the easiest way to be done by the parents for their children to develop their English skill, and build their feeling to love English language, or giving the information that English is very important for this era.

And the third problem is from environmental factor. A lot of negative factors are generated by the environment. For example, many friends give a very less support to motivate student to use English and they become down. This factor also can form characteristic of the students who wants to go forward is often bothered by environment. Because of that, the motivation of students to practice their English become lower.

These are some factors that can effect student's motivation in learning English.
CHAPTER III

RESEARCH METHODOLOGY AND RESEARCH FINDING

A. Research Methodology

1. Method of Research

The research is descriptive analysis. The writer wanted to describe and analyze the correlation between students' motivation and their achievement in learning English. As it was mentioned above, in this process of this "skripsi" the writer did both library and field research. In the library research, the writer read and analyzed some suitable reference book. In the field research, the writer used research instrument that were a questionnaire aiming to measure students' motivation.

2. Place and Time of Research

The research took place at Madrasah Tsanawiyah Al – Khairiyah located at Jl. Mampang Prapatan IV No. 74 Jakarta Selatan. The research was held on November 26th and 27th, 2006.

The writer has chosen Madrasah Tsanawiyah Al – Kahiriyah as the research object. One of the reasons is the school's achievement and reputation. The students' achievement in some competitions like Speech Competition and Reading Poet in English, proved that the school has a good enough quality. The other reason is the distance from the writer place to Madrasah Tsanawiyah Al – Khairiyah which is fairly near. It only takes approximately 10
minutes on foot. So that, the research can be done more effectively and efficiently.

3. Technique of Sample Taking

In Madrasah Tsanawiah Al - Khairiyah Mampang Prapatan there are four classes of first year, they are class A, B, and C. From those classes, the writer took one class of class A as an experiment class and also as sample of this study. The total number of students or population is 125 students, and total sample of students is 45 students.

4. Technique of Data Collecting

To obtain data in this research, the writer applied:

a. Documentary Research

This research is supposed that the writer does not test any students, but applied their scores in the second semester which have been written in the report book in Madrasah Tsanawiyah Al – Khairiyah in the academic years 2006/2007.

b. Distribution of Questionnaires

In this research, the writer distributed the questionnaire to the first year students of Madrasah Tsanawiyah Al – Khairiyah, to measure the students’ motivation in learning English. The questionnaire is "closed", in the sense that respondents are only making a checklist on the given answers. The questionnaires consist of 22 items are divided into the positives and negatives. The beginning numbers (1 up to 17) are the
positive statements, and the last numbers (18 up to 22) are the negative statements. The writer gave the students choices that are Sangat Setuju (Strongly Agree), Setuju (Agree), Tidak Tahu (Neutral), Tidak Setuju (Disagree), Sangat Tidak Setuju (Strongly Disagree). This questionnaire given to the students was made by following the “Likert Scale”, and each item has a point, they are:

**TABLE I**

The Likert Scale Rating

<table>
<thead>
<tr>
<th>Optional</th>
<th>Score</th>
<th>Favorable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sangat Setuju</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Setuju</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tidak Tahu</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tidak Setuju</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Sangat Tidak Setuju</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The questions of questionnaire are taken from indicator of motivation both intrinsic and extrinsic motivation.\(^{52}\)

Indicator of intrinsic motivation, namely: need, interest, and goal. Need has sub indicator such as: need for achievement, need for affiliation, and need for power.\(^{53}\)

---


Indicator of extrinsic motivation, namely: teacher and environment.

Environment has sub-indicator such as: home (parents), and classroom.

As describe on the next table:

**TABLE II**

The Indicators of Questions

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimension</th>
<th>Indicators</th>
<th>Items Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intrinsic Motivation</td>
<td>I. Need</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Need for achievement</td>
<td>5, 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Need for affiliation</td>
<td>10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Need for power</td>
<td>8, 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>III. Goal</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Extrinsic Motivation</td>
<td>I. Teacher</td>
<td>12, 13, 14, 22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Classroom</td>
<td>15, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Home (Parents)</td>
<td>17, 20, 21</td>
</tr>
</tbody>
</table>

1.) Validity

According to Burhan Nurgiyantoro, research instrument validity questions whether an instrument that will be used has a capability to measure something to be measured.\(^{54}\) Moreover, the writer used Pearson Product Moment theory to measured research instrument validity.

The formula to be used to find out validity: \(^{55}\)

\[
r = \frac{N \Sigma X_1 X_2 - (\Sigma X_1)(\Sigma X_2)}{\sqrt{N\Sigma X_1^2 - (\Sigma X_1)^2} \sqrt{N\Sigma X_2^2 - (\Sigma X_2)^2}}
\]


After the correlation coefficient was taken, the writer compared it with a directive table given as follow:

**Table III**

The Validity and Reliability Rating of Research Instrument

<table>
<thead>
<tr>
<th>‘r’ Score of Product Moment</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.20</td>
<td>Considered as no correlation</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>Medium correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>Strong correlation</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>Very strong/perfect correlation</td>
</tr>
</tbody>
</table>

From the calculation about the validity of the instrument, the validity that the writer gets consist of 2 factors, they are: Intrinsic Motivation, including: Need (Need for Achievement, Need for Affiliation, and Need for Power), Interest and Goal. And Extrinsic Motivation, including: Teacher and Environment (Home especially parents and classroom) see appendix 4.

I. Intrinsic Motivation

a. Need

- Need for Achievement, the validity score that the writer gets is 0.720
- Need for Affiliation, the validity score that the writer gets is 0.719
- Need for Power, the validity score that the writer gets is 0.850

b. Interest, the validity score that the writer gets is 0.710

c. Goal, the validity score that the writer gets is 0.876

II. Extrinsic Motivation

a. Teacher, the validity score that the writer gets is 0.675
b. Environment

- Classroom, the validity score that the writer gets is 0.758
- Home especially parents, the validity score that the writer gets is 0.720

The result of calculation above is obtained the validity score. The degree of freedom (df) is 45. In the table of significance of 1% is obtained 0.389 and of 5% is 0.401. The writer eventually made the conclusion that “r” is bigger than \(t\). Therefore, the instrument can be stated valid.

2.) Reliability

Reliability defines whether an instrument can measure something to be measured constantly. Burhan Nurgiyantoro said that “............... reliabilitas menunjuk pada pengertian apakah sebuah instrument dapat mengukur sesuatu yang diukur secara konsisten dari waktu ke waktu. Jadi, kata kunci untuk syarat kualifikasi suatu instrument pengukur adalah konsisten, keajegan, atau tidak berubah-ubah. (Reliability questions whether an instrument can measure something to be measured constantly from time to time. Thus, the key words for qualifying requirements are consistency or unchanged).\(^{56}\)

The formula to be used to find out reliability;

\[ r = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma^2}{\hat{\sigma}^2} \right) \]


\( r \) = Coefficient reliability

\( k \) = The total numbers of question

\( \sigma^2 \) = The variants of question

\( \sigma^2 \) = The variants of score

From the calculation of the instrument, the reliability score that the writer gets is 0.864. From the calculation above, we can see that “\( r \)” is bigger than \( t \), or \( 0.389 < 0.864 > 0.401 \). Therefore, the instrument can be stated reliable. See appendix 4.

5. **Technique of Data Analysis**

To obtain data is analyzed to find out the positive relation between students’ motivation and their achievement in learning English. To this aim the writer used product moment correlation, in SPSS (Statistical Product for Service Solution) is used.\(^{58}\)

\[
\rho_{xy} = \frac{N \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N \Sigma x^2 - (\Sigma x)^2][N \Sigma y^2 - (\Sigma y)^2]}}
\]

Where:

\( r_{xy} \) = correlation index score

\( N \) = number of cross

\( \Sigma xy \) = total number of X multiplied by y

\( \Sigma x \) = total score of x

\( \Sigma y \) = total score of y

As stated in the earlier chapter, the writer takes 45 students as the sample. After presenting the questionnaires, the writer counted and analyzed the result of the questionnaires that have been answered by the students as the data description. The frequency and percentage of each question can be seen in table appendix 6. The questionnaire itself can be seen in table appendix I.

From those questionnaires, the writer interpreted the answer from each question and calculated the frequency and percentage of motivation factor in learning English for the first grade of Madrasah Tsanawiyah Al-Khairiyah South Jakarta.

The formula is:

\[
P = \frac{F}{N} \times 100\%
\]

\(P\) = the percentage degree

\(F\) = the score of the answer

\(N\) = the number of sample\(^{59}\)

B. Research Finding

1. Data Description

Having field research about student’s motivation and their achievement in learning English of 125 students of Madrasah Tsanawiyah Al-Khairiyah Jakarta on Jl. Mampang Prapatan IV South Jakarta.

The writer took the score of 45 students as a sample and analyzed those score in order to find out whether there is any correlation between students’ motivation and their achievement in learning English by using the Pearson “r” formula.

In this chapter the writer gives the report concerning the data description. The data of students’ score of questionnaire and report book can be seen in table appendix 5 and table IV.
TABLE IV

Score of Students’ Motivations and Their Achievement in Learning English

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>X²</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Score of Motivation</td>
<td>The Score of Report Book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>86</td>
<td>8</td>
<td>688</td>
<td>7396</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>87</td>
<td>9</td>
<td>783</td>
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<td>85</td>
<td>8</td>
<td>680</td>
<td>7225</td>
<td>64</td>
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<td>70</td>
<td>7</td>
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<td>4900</td>
<td>49</td>
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<tr>
<td>5</td>
<td>86</td>
<td>8</td>
<td>688</td>
<td>7396</td>
<td>64</td>
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<tr>
<td>6</td>
<td>79</td>
<td>8</td>
<td>632</td>
<td>6241</td>
<td>64</td>
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<tr>
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<td>497</td>
<td>5041</td>
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</tr>
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<td>75</td>
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<td>5625</td>
<td>49</td>
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<td>7</td>
<td>539</td>
<td>5929</td>
<td>49</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
<td>9</td>
<td>720</td>
<td>6400</td>
<td>81</td>
</tr>
<tr>
<td>12</td>
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<td>640</td>
<td>6400</td>
<td>64</td>
</tr>
<tr>
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<td>80</td>
<td>8</td>
<td>640</td>
<td>6400</td>
<td>64</td>
</tr>
<tr>
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<td>81</td>
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<td>81</td>
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<td>7058</td>
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<td>6241</td>
<td>64</td>
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<td>85</td>
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<td>79</td>
<td>8</td>
<td>632</td>
<td>6241</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>85</td>
<td>9</td>
<td>765</td>
<td>7225</td>
<td>81</td>
</tr>
<tr>
<td>23</td>
<td>78</td>
<td>7</td>
<td>518</td>
<td>5476</td>
<td>49</td>
</tr>
<tr>
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<td>80</td>
<td>7</td>
<td>560</td>
<td>6400</td>
<td>49</td>
</tr>
<tr>
<td>25</td>
<td>85</td>
<td>9</td>
<td>765</td>
<td>7225</td>
<td>81</td>
</tr>
<tr>
<td>26</td>
<td>74</td>
<td>8</td>
<td>624</td>
<td>5476</td>
<td>64</td>
</tr>
<tr>
<td>27</td>
<td>80</td>
<td>8</td>
<td>608</td>
<td>5776</td>
<td>64</td>
</tr>
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<td>28</td>
<td>85</td>
<td>8</td>
<td>616</td>
<td>5929</td>
<td>64</td>
</tr>
<tr>
<td>29</td>
<td>78</td>
<td>7</td>
<td>511</td>
<td>5329</td>
<td>49</td>
</tr>
<tr>
<td>30</td>
<td>76</td>
<td>8</td>
<td>640</td>
<td>6400</td>
<td>64</td>
</tr>
<tr>
<td>31</td>
<td>77</td>
<td>7</td>
<td>483</td>
<td>4761</td>
<td>49</td>
</tr>
<tr>
<td>32</td>
<td>73</td>
<td>8</td>
<td>560</td>
<td>4900</td>
<td>64</td>
</tr>
</tbody>
</table>
As the stated that she used the formula of product moment to correlate these two variables (variable x and variable y)

The formula is:

\[
\hat{r}_{xy} = \frac{N\sum{xy} - (\sum{x})(\sum{y})}{\sqrt{(N\sum{x^2} - (\sum{x})^2)[N\sum{y^2} - (\sum{y})^2]}}
\]

\[
\hat{r}_{xy} = \frac{45\cdot 27449 - (3445)(356)}{\sqrt{[45\cdot 266183 - (3445)^2][45\cdot 2834 - (356)^2]}}
\]

\[
\hat{r}_{xy} = \frac{1235205 - 1226420}{\sqrt{[11978235 - 11868025][127530 - 126736]}}
\]

\[
\hat{r}_{xy} = \frac{8785}{\sqrt{[110210][794]}}
\]

\[
\hat{r}_{xy} = \frac{8785}{\sqrt{87506740}}
\]

\[
\hat{r}_{xy} = \frac{8785}{9354.50}
\]
\[ r_{xy} = 0.839 \]

**B. Data Interpretation**

After writer counting the formula and has been found out the result of the correlation, the next level is to give the interpretation of the “r” score (\(r_{xy}\)).

From the correlation above appeared that the correlation index between x variable and y variable is positive. It means that between both variable, there is positive correlation. To give simple interpretation toward the correlation index “r” product moment (\(r_{xy}\)) can be done by noting the following table.

<table>
<thead>
<tr>
<th>‘r’ Score of Product Moment</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.20</td>
<td>Considered as no correlation</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>Medium correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>Strong correlation</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>Very strong/perfect correlation</td>
</tr>
</tbody>
</table>

By noting to the result of the formula of \(r\) (0.839), it is found out that the index is in the interval of 0.70 – 0.90 which means that between variable x and variable y there is a strong correlation. The result of calculation, it is obtained the value of the \(r_{xy}\) is 0.839. The degree of freedom (df) is 45. In the table of significance of 1% it is obtained 0.389 and of 5% is 0.401. After comparing the value of \(r_{xy} = 0.839\) and \(t\) 0.372 and 0.288, the writer eventually made the conclusion that \(r_{xy}\) is bigger than \(t\), or
0.389 < 0.839 > 0.401. It means that there is a significance correlation between motivation and achievement in learning English.\textsuperscript{60}

As stated in the earlier chapter, the writer took 45 students as the sample. After presenting the questionnaires, the writer counted and analyzed the result of the questionnaires that have been answered by the students as the data descriptions. The frequency and percentage of each question can be seen from table Appendix 6. The questionnaire itself can be seen in appendix 1.

From the questionnaires, the writer interpreted the answer from each question and calculated the frequency and percentage of motivation factor in learning English for the first grade of MTs. Al-Khairiyah South Jakarta.

The interpretation of data is done according to each item from table appendix 6. The total of calculating the score of all motivation item shows that 35 students (77.78 \%) have high level of motivation, and there are 10 students (22.22 \%) have medium level one. It indicate that almost all of students give a good response to learning English as show in table appendix 2. And for their English Achievement’s rapport as show in table appendix 3.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data that has been described in the previous chapters, the writer’s conclusion can be drawn that there is significance correlation between students’ motivation and their English learning achievement.

Using the formula of Product Moment show the level of correlation in the interval of 0.70 – 0.90 which means that between variable x (students’ motivation) and variable y (students’ English achievement) there is a strong correlation. The result of calculation, it is obtained the value of the $r_{xy}$ is 0.839. The degree of freedom (df) is 45. In the table of significance of 1% it is obtained 0.389 and of 5% is 0.401. The writer eventually made the conclusion that $r_{xy}$ is bigger than $t_0$, or $0.389 < 0.839 > 0.401$. It means the values of $r_{xy} = 0.839$ in level strong correlation. So, it can be concluded “if the students have higher motivation, so the achievement will be higher too”.

B. Suggestion

The teacher should give more encouragement to the students beside giving or transferring knowledge. Teacher should be more creative in giving a lesson and using various teaching method, in order the students can be more comfortable and more interested in learning English.
Teacher should stimulate interest in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

The students should practice English and make it as a habit. The most important one is they must have a big desire to learn English, because from the big desire there can be a better motivation. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era. So, they can awake their motivation for their learning process to get better achievement.
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Jakarta, 1999


