

**“THE CORRELATION BETWEEN STUDENTS’ EXTRINSIC
AND INTRINSIC MOTIVATION WITH ENGLISH
ACHIEVEMENT” (A Study at 8th Grade Sekolah Kreatif SMP
‘Aisyiyah Curup)**

THESIS

**This thesis is submitted to fulfill
the requirement for ‘Sarjana’ degree
in English Language Education**



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Curup, October 2020

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MOTTO AND DEDICATION

Motto

“ You Are A Light

You Are The Light

Never Let Anyone, Any Person, or Any Force Dampen, Dim, or Diminish your
Light”

Dedication

This thesis is dedicated to:

1. My Wonder Mother Almh. Sri Aryani and My Twin Brother Alm. Meiza Adhiguna & Alm. Meizi Adhiguna
2. My Proud Parents Helpian and Belia Novita Sari, Thank you for the best support, love, and prayers for me.
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ABSTRACT

Ade Gusrianti Utami, 2020 : The Correlation between Students' Extrinsic and Intrinsic Motivation with English Achievement (A study at 8th grade Sekolah Kreatif SMP 'Aisyiah in Academic Year 2019-2020)

Advisor : Leffy Noviyenty, M.Pd

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The aims of this study was To find whether students' extrinsic and intrinsic motivation give a significance correlation in students' achievement or not. The researcher employed the quantitative method research which the reseacher used the questionnaire was refer to quantitative method. Subject of the research were Students at eighth grade in Sekolah Kreatif SMP 'Aisyiah. The result shows that there are There is a significant relationship between students' extrinsic learning motivation and student achievement in eighth grade Sekolah Kreatif SMP Aisyiah. Based on the analysis above, the higher the students' intrinsic learning motivation score, the higher their learning achievement. Students' intrinsic motivation have a significance relationship with students' achievement in eighth grade Sekolah Kreatif SMP Aisyiah. Based on the analysis, student achievement is determined by the level of student intrinsic motivation.

Keywords: *Correlation, Motivation, English Achievement*

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is very important subject in the human life to learn today, it's caused by developing of science. It may be true to say that English now is the most important language in the world. English is one of foreign language that has been used widely in the world as means of communication and as a tool in gathering information. According to an estimation, there are about a billion people in the world today learning English as a foreign language.¹ English also commonly used in the writing of many books of science and technology.

In Indonesia, English as a subject matter in every school level, beginning at elementary school up to university. Although English has been taught in every school level, students still have some difficulties in learning and the usage the english orally and written. This incapability caused by some weakness such as lack of vocabulary, difficult to express ideas in English, the cultural difference, and mostly they reluctant to read English text. This happens because English is a foreign language that can not be digested by students which causes low achievement.

In English as foreign language, non native speaker students have difficulties to master that particular language. However students have to get

¹ Keith Johnson, *An Introduction to Foreign language Teaching and*, (Pearson Education Limited: 2001),p.3

good English achievement because it is one of requisites of school graduation and the result of it also determines the ongoing education in the future. In an effort to achieve good learning performance, the experts in the field of education identified issues that can affect learning outcomes. By knowing the things that can affect the learning achievement of implementing learning activities can determine the best step in learning achievement.

The objectives of English teaching in Indonesian schools are as follows:

Develop communicative skills in oral and written form. The skills are listening, reading, writing and speaking, build the importance of learning English as foreign language to be main learning material, and develop an understanding about interrelation between language and culture and expanded sight, so the students have cross cultural sight and involve in.²

It can be seen that the objective of English language learning and teaching in Indonesia is to develop communicative ability in the four of language skills, they are; listening, reading, writing, and speaking.

From those facts, the researcher concludes that students need special power that come from their inner selves to help them to get success in learning English called motivation. Teacher should realize about student's motivation, teacher should understand student's needs which makes the accomplishment of the instructional objectives possible. Harmer in *How to Teach English* points out

² Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah di Indonesia*. (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2003), p.14

Whatever we think of the teaching methods used –or the reason for language learning – the teachers and the students in these cases had a number of things on their side: they were highly motivated, they really wanted to learn and they had powerful reasons for doing so –including, of course, a fear or failure.³

It means no matter what and how the methods are used, the result will be affected by the motivation of the students and the teachers. With motivation, people are eager to do more. It can be summed up that high motivation will affect learning achievement. Motivation as general can be categorized into two parts. They are intrinsic and extrinsic motivation. According to Deci and Ryan's stated intrinsic motivation is an activity for individual satisfaction rather than for several sequences that can be separated and extrinsic activation is an activity carried out to achieve results that can be separated.⁴

Learning depends upon motivation, it has a significant role in learning process. The students' motivation in learning also affects their achievement in English. It is assumed that the students with high will be more successful rather than the students who have low motivation. That is stated that the role of motivation during learning is equally important. Here is a study has found that motivation relate to achievement in English, Jeremy Harmer said that, “it seems reasonable to suggest that the motivation which students bring to class is the

³ Jeremy Harmer, *How to Teach English*, (Essex: Addison Wesley Longman Limited, 2001) p. 8

⁴ Ryan Richard.M. and Deci Edward.L. “*Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*”. Contemporary Educational Psychology; 2000, p.25

biggest single factor to affecting their success”.⁵ From the explanation above, the researcher can conclude that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

Moreover, students who learn English, they should be able to get the motivation in order to support them as an effort to achieve the successful of learning. Based on the pre-observation conducted to students of eighth grade at *Sekolah Kreatif SMP 'Aisyiyah Rejang Lebong*, academic year 2019/2020. The researcher distribute two questionnaires to students as a medium to determine students who have extrinsic motivation and students who have intrinsic motivation, it found that from 60 students were divided into two clusters. (It can be seen in the appendix 1) The first cluster indicates that 32 students are influenced by extrinsic motivation. Those students confirmed that they prerequisite their teachers, parents, and colleagues' role in order to assist them in learning process. Those students believe that the extrinsic motivations are strongly related to their learning achievement. Meanwhile, in the second cluster, 28 students confirmed that they are influenced by intrinsic motivation. In this second cluster, students believe that they have an ability to build up their own motivation. Those students argued that they do not prerequisite outer stimulus to gained learning achievement. The students also believe that intrinsic motivation gives a massive influence on their learning achievement. From those

⁵ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (New York : Pearson Education Limited, 2001), p.1

explanations, the researcher assumed that both extrinsic and intrinsic motivation are assisted students as a means in gaining English achievement.

Based on the explanation above, this study is appropriate to be carried out in order to find whether students' extrinsic and intrinsic motivation give a significance effect in the English achievement or not. The researcher entitled this research "*The Correlation Between Extrinsic and Intrinsic Motivation with English Achievement (A Study at The Eighth Grade of Sekolah Kreatif SMP 'Aisyiyah 2019/2020 Academic Year)*).

B. Research Question

1. Is there a significance correlation between students' extrinsic motivation with students' English achievement?
2. Is there a significance correlation between students' intrinsic motivation with students' English achievement?

C. Objective of the Research

1. To find whether students' extrinsic motivation give a significance correlation in students' achievement or not
2. To find whether students' intrinsic motivation give a significance correlation in students' achievement or not

D. Significance of the Research

The results of the research are expected to give contribution for English teacher, student, and next researcher.

1. For the teacher

It is expected that it is useful for the teacher because by knowing the information about the relationship between students' motivation and achievement they will motivate their students in studying

2. For the student

It can give information for the students who want to know the relationship between students' motivation and achievement in learning English language. Moreover, it is also expected to improve their motivation and their achievement.

3. For the next researcher

The result of this research can be used as a reference for other researchers who are interested in conducting similar research.

E. Delimitation of the Research

In this research, the researcher would like to limit the problems as follows:

1. The research focus on two aspects. They are students' learning motivation and students' English achievement. Motivation as one of determinants of second/foreign language learning achievement. So, the researcher is interested to see how the correlation between the motivation and learning achievement is.

2. The research stresses on the correlation, namely: the correlation between students' extrinsic and intrinsic motivation with students' English achievement.

F. Hypothesis of The Research

H_1 : There is a significant relationship between extrinsic and intrinsic motivation and student achievement in Sekolah Kreatif SMP Aisyiyah

H_0 : There is no significant relationship between extrinsic and intrinsic motivation and student achievement in Sekolah Kreatif SMP Aisyiyah

G. Operational Definition

1. Correlation

The correlation means that close relationship.⁶ The meaning of relationship here is the way in which two or more people or things are connected, or the states of being connected: this research is to find out the relationship between students' motivation and their English achievement.

2. Motivation

Motivation is internal condition of an individual that encourage it to do something.⁷ It means that motivation is the reason has for acting or behaving in a particular way or the general desire or willingness of someone

⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, -3th ed, (New York : Oxford University Press, 1995), p:261

⁷ Purwanto, Ngalim, *Psikologi Pendidikan edisi Revisi III*, (Bandung : PT Remaja Rosda Karya, 1992), p.103

to do something. In this research, motivation can mean that reason for the students to study the English which can affect students' interest in learning.

a. Extrinsic Motivation

Extrinsic motivation is the encouragement or influence exerted by others on someone to do something.

b. Intrinsic Motivation

Intrinsic motivation is a strong motivation that comes from someone without any outside influence that encourages someone to do something.

3. Achievement

Achievement is success in reaching a particular good status or standard especially effort and skill.⁸ English achievement is the success of student in learning English as indicated by scores.

⁸ *Ibid.*, p.10

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Review of Students' Motivation

a. Definition of Students' Motivation

Motivation is important aspect in every occasion. It is influences someone's work in its process and result. Motivation is something which energizes, give instructions and hold the behavior, motivation make students move, place them to certain aim, and keep them in order to achieve their goal. Motivation is one of the most important substance effective learning.

Some experts suggest some definition of motivation. As stated literally, motivation is an enthusiasm or need for doing something.⁹ Theorists actually have their own understanding what motivation is. Most of them have the same perception. According to Woolfolk, "motivation is usually defined as an internal state that arouses, directs, and maintains behavior."¹⁰ Santrock also defined that "motivation involves the processes that energize, direct, and sustain behavior."¹¹ Schunk and friends also state that "motivation is the process whereby goal-directed

⁹ Cambridge University Press, *Cambridge Advance Learner Dictionary* (New York: Cambridge University Press, 2009), p. 928

¹⁰ Anita Woolfolk, *Educational Psychology* (Boston: Pearson Education, Inc., 2007), 10th Edition, p. 372

¹¹ John Santrock, *Educational Psychology* (New York: McGraw Hill, 2011), 5th Edition, p. 438

activity is instigated and sustained.”¹² It means that motivation can direct a person’s behavior to achieve his/her goals. A person has a reason and enthusiasts to do something in his/her life by motivation. Those theorists above have same perception that motivation is a thing which directs and also has the relation with behavior. In another way, Yun Dai and Stenberg state about motivation as follow; “motivation attempts to explain the “what,” “why,” and “where” of a person’s more or less conscious praxis and practice.” It helps the researcher concludes that motivation can be a reason for someone to do something or practice.

Based on the definition above, the researcher concludes that motivation generally as energy to support all goals that humans have made. Motivation can be as a guidance to take some efforts to achieve what the people want. Motivation as a direction and also energy for people do everything included learning something.

Because this research about the students’ motivation, the researcher needs to know how motivation works in the students. Ur helps the researcher to understand it through these characteristics of motivated learners :¹³

¹² Dale H. Schunk et al., *Motivation in Education –theory, research, and applications-* (New Jersey: Pearson Education, Inc., 2008), 3rd Edition, p. 4.

¹³ Penny Ur, *A Course in Language Teaching –Practice and Theory-* (Cambridge: Cambridge University Press, 2009) p. 275

- 1) Positive task orientation, it means that the learners have willing to undertake the tasks and challenges and also confidence in their success.
- 2) Ego-involvement, it means that the learners feel the important of the learning for themselves.
- 3) Need for achievement, means that the learners have a need to achieve and overcome difficulties and succeed.
- 4) High aspiration, can be assumed that the learners are ambitious in getting the best learning for their own self.
- 5) Goal orientation, it assumes that the learners know better with what they have to achieve in learning process.
- 6) Perseverance, it means that the learners have the high level in doing their efforts.
- 7) Tolerance of ambiguity, the ambiguity is not the big problem for the learners.

These characteristics can be as a description for the researcher to see which the learners are having motivation in their learning process.

b. The Kind of Students' Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives).

1) Extrinsic Motivation

Santrock defines extrinsic motivation as involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and

punishments. For example, a student may study hard for a test in order to obtain a good score in the course.¹⁴ Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be rewards and punishments. Alderman has perception that “Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, scores, special privileges, and certificates or material rewards.”¹⁵

It can be deduced that extrinsic motivation is a type of motivation that comes from outside of the people themselves. In the learning process, extrinsic motivation can come from the teachers’ reward for their students, praising, or others. It makes the motivation as drive in learning process. According to Maslow in Elly Manizar's book, he said that several factors that determine extrinsic motivation are as follows:

- a) Get compliments from others if the learning outcomes are good
- b) Get advise from others to increase learning outcomes
- c) Get encouragement from others to increase learning outcomes
- d) Get the promised reward if study hard

¹⁴ Santrock, 2011, *op. cit.*, p. 441.

¹⁵ M. Kay Alderman, *Motivation for Achievement –Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), 2nd Edition, p. 247.

- e) Avoiding punishment if not studying and doing assignments
- f) Increase the prestige of competition in learning¹⁶

2) Intrinsic Motivation

According to Santrock, “intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course.”¹⁷ It means that intrinsic motivation comes from inside of the person. Alderman also defines that “intrinsic motivation is typically defined as students engaging in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge.”¹⁸ With intrinsic motivation, the students don’t need to be pushed in doing something.

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.¹⁹ The importance factor in

¹⁶ Elly Manizar, *Pengantar Psikologi Pendidikan*, (Palembang: IAIN Raden Fatah Palembang:2008) p.,84

¹⁷ Santrock, 2011, *op. cit.*, p. 441

¹⁸ M. Kay Alderman, *Motivation for Achievement –Possibilities for Teaching and Learning* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), 2nd Edition, p. 247.

¹⁹ Martinis Yamin. *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), p. 163-164

intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion.

According to Hamzah B. Uno said that the factors that affect intrinsic motivation to make changes in behavior, which has the following indicators, namely:

- a) There are hopes and aspirations
- b) The existence of needs in learning
- c) There is desire to succeed
- d) There is appreciation in learning²⁰

Based on the above definition the concept of intrinsic motivation is called the impulse that comes from within individual. Where the urge moves individuals to meet needs without the need encouragement from outside and will have a sense of satisfaction and happy from within. When finish or do something appropriate with their wish.

1. Review of Students' Achievement

a. Definition of Students' Achievement

Brown states that an achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give

²⁰ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*, (Jakarta: PT. Bumi Aksara, 2008),

grade level, usually through planned instructions, such as training or classroom instruction.²¹ According to Travers, achievement is the result of what an individual has learned from some educational experience.²² From those opinion, it can be concluded that students' achievement is the result from learning process that shows the ability of the students in educational learning. The researcher also gets another theorist that "achievement refers to school based learning, while ability and aptitude refer to broader learning acquired mostly through non school sources such as parents and peer groups. And also states that "an achievement test measures how much the material taught in a given course, or part of one, has in fact been learned."

English learning achievement in this research can be described as the result of English learning process that students get from the teachers in form of score. The score is getting through test that teachers' made or a kind of standardized test. In this research, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teachers have made for their students.

²¹ H.D, Brown. (2004). *Language Assessment: Principle and Classroom Practices*. New York: Longman, Pearson Education, p. 47

²² John P Travers. 1970. *Fundamental of education psychology*. Pennsylvania: International Textbook Company, p. 447

b. The Criteria of Achievement

At a very general level, achievement can be classified into three namely :²³

1) Effectiveness

The effectiveness of learning is usually measured by the level of achievement of the student. There are 4 important aspects that can be used to describe the effectiveness of learning, namely: 1) careful mastery of learned behavior or often referred to as "error rate", 2) speed of performance, 3) level of learning expert, and 4) level of retention of what is learned.

2) Efficiency

Learning efficiency is usually measured by the ratio between effectiveness and the amount of time spent by the learner and the amount of learning costs used. The attractiveness of learning is usually measured by observing the tendency of students to keep learning.

3) Attraction (appeal).

The attractiveness of learning is very close to the attractiveness of the field of study, where the quality of learning will usually affect both.

²³ Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta:Pustaka Belajar, 2010), 42.

c. Indicators of Students' Achievement

The main key to obtain the size and data of student achievement is knowing the outline of the indicator associated with the type of achievement to be expressed or measured. Indicators of achievement according to Benjamin S. Bloom with taxonomy of education objectives divide educational goals into three domains, namely cognitive, affective, psychomotor.

TABLE 2.1
Learning Achievement Indicators :

No	Kinds of domains	Indicators
1	<p>Cognitive</p> <ul style="list-style-type: none"> a. Knowledge b. Comprehension c. Application d. Analyze e. Synthetic f. Evaluation 	<ul style="list-style-type: none"> a. Can explain b. Can define verbally c. Can give examples d. Can use appropriately e. Can decipher f. Can classify / sort g. Can connect h. Can conclude i. Can generalize (make general principle) j. Can judge based on criteria and standard through checking and criticize k. Can produce
2	<p>Affective</p> <ul style="list-style-type: none"> a. Receiving 	<ul style="list-style-type: none"> a. Deny b. Institutionalize or nullify

	<ul style="list-style-type: none"> b. Responding c. Value d. Organization e. Characteristic 	c. Incarnate in person and daily behavior)
3	<p style="text-align: center;">Psychomotor</p> <ul style="list-style-type: none"> a. Moving skills and act b. Expression skills verbal and nonverbal 	<ul style="list-style-type: none"> a. Coordinate eye movements, hands, feet, and limbs the other b. Saying c. Making expressions and physical movements

2. The Correlation Between Motivation and Achievement

Motivation is a drive inside of the people in doing something. Motivation can be as energy fuel in doing everything, included learning. With motivation, the learning can run well. Motivation can be as the indicator that the person enjoys what he/she does. In the learning process, students' motivation is one of factors that make their learning works well. As the theorists state above, the motivation is the key component in learning achievement.

Achievement can be as the description for the students and also about how well their learning process work. So the achievement in learning can be seen in form of learning score. If the students have the great scores, it means the learning process is success achieved by the students and the teachers also.

Motivation and learning are equally important factors for student performance. By learning students can master new knowledge and skills, while motivation provides encouragement and direction for what students will learn. Motivation is a psychological construct that has a lot of influence on learning and achievement in four ways:²⁴

- a. Motivation increases students' energy to carry out activities seriously, intensively, and raises hard efforts.
- b. Motivation provides direction for individuals to achieve predetermined goals. This means that motivation can influence people's choices in making and produce what makes them feel a form of satisfaction.
- c. Motivation increases desire and sincerity in carrying out certain activities, and influences the likelihood that students will start things based on self-responsibility, and are ready to face difficulties.
- d. Motivation affects the learning strategies and cognitive processes used by students, so that they will pay attention to something, learn and practice it and try to learn in a meaningful way, as well as increase the willingness to seek help when students face difficulties.
- e. Motivation to learn is important in carrying out learning activities. Motivation is a driving force that can give birth to activities for someone. Someone who is eager to complete an activity because there is a strong motivation in him. Motivation is a driving force that

²⁴ Esa Nur Wahyuni, *Motivasi Dalam Pembelajaran*, (Malang: UIN-Malang Press, 2009), p.39

converts the energy within a person into a real activity to achieve certain goals.

So the researcher concludes that it can be happened in English learning process. From the description above that explains motivation affects learning achievement, it makes the researcher believes that there is correlation between students' motivation and their learning achievement.

B. Review of Related Findings

In accomplishing this research, the researcher got additional references from the previous researches that relate to this research. The first researcher is conducted by Lina Susilowati (2016), entitled "*A Correlation Study Between Interest in English, Learning Motivation Toward Reading Achievement of The Eleventh Grade Students of SMA N 1 Sukodono In the Academic Year of 2015/2016*", English Education Department, The State Islamic Institute of Surakarta. The result of her research show that (1) there is a significant and positive correlation between students' interest in English (X1) and their reading achievement (Y) because the coefficient of correlation r-obtained is higher than r-table ($0,56 > 0,381$) and t-obtained is lower than t-table ($3,4128 > 1,70814$); (2) there is a significant and positive correlation between students' learning motivation (X 2) and their reading achievement (Y) because the coefficient of correlation r-obtained is higher than r-table ($0,46 > 0,381$) and t-obtained is lower than t-table ($2,578 > 1,70814$); (3) there is a significant and positive correlation between students' interest in English (X 1) students' learning

motivation (X 2) and their reading achievement (Y) because the coefficient of correlation r-obtained is higher than r-table ($3.59 > 3.40$) and t-obtained is lower than t-table ($2.5827 > 1.70814$). The difference is, in this previous study is about achievement in reading aspect while this thesis is about English achievement.

The second one is done by Chan Chie Yuet (2008) entitled : “*The Relationship between Motivation and Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong*” is the study that examined about motivation and achievement. This study attempts to unveil relationship between motivation and achievement in learning English in a sixth form college in Hong Kong. The methodological dimensions of the investigation were twofold. First, by means of questionnaires distributed to 33 Advanced-level students, their motivation intensity and orientations in learning English were explored. Pearson Product Moment Correlation was computed to examine the students’ motivation components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination. Second, four high, four average and four 17 low achievers of learning English, altogether 12 students aged 17 to 20, were invited to attend semi-structured interviews. Through the account of their English learning experience, the relationship between motivational factors and academic achievement in foreign language learning was investigated. The findings indicated that there was a positive relationship between motivation and

achievement among this sample of Hong Kong Advanced-level students in this sixth form college. The results also indicated that all the high, average and low achievers had strong extrinsic motivation, but this did not have any significant correlation with students' English attainment. Instead, it was intrinsic motivation that had a positive correlation with students' English grades. In this sample, intrinsic and extrinsic motives did not inhibit each other as they had no significant correlation. The difference is the previous study used qualitative research while this thesis used quantitative research.

The third is conducted by Dewi Rizqianah (2014) the research was entitled "*The Influence of Motivation and Language Learning Strategies towards Students English Achievement*". Her finding showed that (1) the students' greater support of instrumental motivation for learning the learning the English language including of utilitarian and academic reason, (2) Learning English as a part of the culture of native speakers influence less in students' English language learning motivation, (3) The most students used metacognitive strategies when they learn English, (4) There is no significant influence of motivation and language learning strategies toward the students' English achievement.. The different is the previous study aims to find the type of the students' motivation type and learning strategy type and also the influence it toward English achievement while this thesis aims to know is there any correlation between learning motivation toward English achievement.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of the Research

This type of research used in this research is correlational research. According to Arikunto, correlational research is research that aims to find whether there is a relationship and if there is, how close the relationship is and whether or not the relationship is meaningful.²⁵ The research method used is quantitative research. According to Sugiyono, quantitative research methods are defined as research methods based on positivism philosophy, used to research on certain populations and samples, data collection using research instruments, quantitative or statistical data analysis, with the aim of testing predetermined hypotheses.²⁶ In this research, the researcher wanted to prove whether or not there was a significant influence between extrinsic and intrinsic motivation with learning achievement to answer the research question and test the hypothesis.

B. Subject of The Research

1. Population

The population is the whole of the research object which can be humans, animals, plants, symptoms, values, events, attitudes to life and so

²⁵ Suharismi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 270

²⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, Cet. 23, 2016), p. 8

on.²⁷ Darmawan stated that the population is a source of data in certain studies that have a large number and area. The population in this study were students of Sekolah Kreatif SMP Aisyiyah with a total of 60 students, the population consist of 3 class.

2. Sample

A sample is a subset of the individuals in a population; there is typically data available for individuals in samples.²⁸ So the sample conclusion is part of the population that is the object of research. Since all classes have equal or homogeneous abilities, the researcher took the sample randomly. Simple random sampling is the basic sampling technique to select a sample from the population. Whole individual of the population have an equal chance to be included as the sample. It means that in simple random sampling, everyone in the population has an equal probability of being chosen. The researcher took 24 sample of 60 population, namely 12 students who have extrinsic motivation and 12 students who have intrinsic motivation. The number of samples was taken based on the number of statements in each questionnaire given to students, namely 12 statements. Therefore, as many as 12 students could correlate with 12 statements in each questionnaire.

²⁷ Haryadi Sarjono, Winda Juliana, *SPSS vs LISREL : Sebuah Pengantar, Aplikasi untuk Riset*, (Jakarta: Salemba Empat, 2011), p. 21

²⁸ Bret Hanlon and Bret Larget. *Samples and Populations*. University of Wisconsin: Madison. 2011. P 7

C. Technique of Collecting Data

1. Questionnaire

The questionnaire is a data collection technique which is done by giving a set of questions or written statements to the respondent to be answered. The scale used in measuring is the Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group about social phenomena.²⁹ Where the variables to be measured are translated into variable indicators then these indicators are used as a starting point for compiling statement items.³⁰ The answer categories used on this scale are as follows :

Table 3.1
Likert Scale Score

Answers	Explanations	Favorable Score	Unfavorable Score
SA	Strongly Agree	4	1
A	Agree	3	2
D	Disagree	2	3
SD	Strongly Disagree	1	4

In this research, questionnaire to answer the research question. Researcher distribute questionnaire to research subjects that have been determined in this study, namely eighth grade students in Sekolah Kreatif

²⁹ Ma'ruf Abdullah, *Metodologi Penelitian Kuantitatif*, (Yogyakarta: Aswaja Pressindo, 2015), p.169

³⁰ Haryadi Sarjono, Winda Juliana, *SPSS vs LISREL : Sebuah Pengantar, Aplikasi untuk Riset*, (Jakarta: Salemba Empat, 2011), p.6

SMP 'Aisyiyah. The students only need to write a check (√) for the answers selected in the column.

2. The Documentation

The documentation method is a technique of collecting data with written sources that already exist. The documentation method is carried out by taking notes from documents related to student learning achievement. The researcher uses the scores of English in the middle test at the second semesters to know about students' achievement and those scores to be analyzed. (It can be seen in the appendix 2).

D. Research Instrument

1. Questionnaire

Questionnaire is a data collection tool that contains several questions that must be answered by respondents. Questionnaires are used to collect factual data. Use more questionnaires efficient when viewed in terms of time, cost and can include large respondents.³¹ The questionnaire was used to obtain data directly in the form of answers that have been provided by researcher or answering themselves about the correlation between students extrinsic and intrinsic motivation with English achievement.

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 198

The researcher designed the questionnaire based on indicators on the main theories. The questionnaire was designed based on the theory given or the research variable from the theory to find out the indicators and from the researcher make questions. In the distribution process, a questionnaire was given to respondents in the form of a file-based questionnaire.

Table 3.2
Questionnaire of Extrinsic Motivation

No	Factors	Indicators	Statements	SA	A	D	SD
1.	Compliments	Compliments to stimulate from outside individuals	1. I get compliments from my teacher, if I get good score <i>(Saya mendapat pujian dari guru, jika mendapatkan nilai yang bagus)</i>				
			2. I get compliments from my parents, if I get good score <i>(Saya mendapat pujian dari orang tua, jika mendapatkan nilai yang bagus)</i>				

			3. I get compliments from my friends, if I get good score <i>(Saya mendapat pujian dari teman, jika mendapatkan nilai yang bagus)</i>				
2.	Advise	Advise to stimulate from outside individuals	4. My teacher advised me to study hard <i>(Guru menasehati saya agar rajin belajar)</i>				
			5. My parents advised me to study hard <i>(Orang tua menasehati saya agar rajin belajar)</i>				
3.	Encouragement	Encouragement to stimulate from outside individuals	6. I was encouraged by the teacher to do the assignment <i>(Saya diberikan dorongan oleh guru untuk mengerjakan tugas)</i>				
			7. I was encouraged by my parents to do the assignment <i>(Saya diberikan</i>				

			<i>dorongan oleh orang tua untuk mengerjakan tugas)</i>				
			8. I was encouraged by my friends to do the assignment (<i>Saya diberikan dorongan oleh teman untuk mengerjakan tugas)</i>)				
4.	Punishment	Punishment makes students more disciplined to do their obligations	9. The teacher gives punishment to students who do not work on assignments so that students always do their work (<i>Guru memberikan hukuman untuk siswa yang tidak mengerjakan tugas sehingga siswa selalu mengerjakan tugasnya)</i>)				
5.	Reward	Reward make students more enthusiastic to do their	10. I am more enthusiastic to achieving an achievement if my				

		obligations	parents give me a reward <i>(Saya lebih semangat untuk meraih prestasi jika orang tua saya memberikan hadiah)</i>				
			11. I do assignments if the teacher assesses them <i>(Saya mengerjakan tugas jika dinilai oleh guru)</i>				
6.	Competition	Competition allows students to imitate the good things of their friends	12. If my friend has a good score, then my desire arises to get a good score <i>(Jika teman saya mendapatkan nilai yang bagus, maka muncul keinginan saya mendapatkan nilai yang bagus juga)</i>				

Table 3.3
Questionnaire of Intrinsic Motivation

No.	Factors	Indicators	Statements	SA	A	D	SD
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1.	Hope and Aspiration	Hopes make students more dilligent to do their obligations	1. I studied hard so I didn't get bad score (<i>Saya rajin belajar supaya tidak mendapat nilai yang buruk</i>)				
2. I studied hard until the score I wanted were achieved (<i>Saya rajin belajar hingga nilai yang saya inginkan tercapai</i>)							
3. I studied hard to achieve my goals (<i>Saya rajin belajar untuk meraih cita-cita</i>)							
4. I am satisfied if my score is good, so I seriously do the assignment given by the teacher (<i>saya merasa puas jika nilai saya bagus,</i>							

			<i>sehingga saya bersungguh- sungguh mengerjakan tugas yang diberikan oleh guru)</i>				
2.	Need	Students find the right way to learn and know what they must to do	5. I always do the assignments given by the teacher <i>(Saya selalu mengerjakan tugas yang guru berikan)</i>				
6. I always give attention when the teacher is explaining material <i>(Saya selalu memperhatikan ketika guru menjelaskan materi)</i>							
7. I always note important things when the teacher							

			explains the learning material <i>(Saya selalu mencatat hal-hal penting ketika guru sedang menjelaskan materi)</i>				
			8. I study hard because I know the benefits <i>(Saya rajin belajar karena saya tau manfaatnya)</i>				
3.	Desire	Students realize what they have to do	9. I have never been forced to do assignments given by the teacher <i>(Saya tidak pernah terpaksa mengerjakan tugas yang diberikan oleh guru)</i>				
			10. I have never been forced by my				

			<p>parents to study at home <i>(Saya tidak pernah dipaksa oleh orang tua untuk belajar di rumah)</i></p>				
			<p>11. I have never been forced to do group assignments with my friends <i>(Saya tidak pernah terpaksa mengerjakan tugas kelompok bersama teman-teman)</i></p>				
4.	Appreciation	<p>Appreciate the opportunity to learn a lesson</p>	<p>12. I do all the assignments because I realize that a student's obligation is to study <i>(Saya mengerjakan semua tugas karena saya</i></p>				

			<i>sadar kewajiban utama seorang pelajar adalah belajar)</i>				
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E. Validity and Reliability

1. Validity

Validation of instrument was conducted to see whether the instrument is capable to collect the data or not. The writer got the standard coefficient validity minimum for this instrument with $N = 12$ and coefficient significance level 5%. The coefficient validity is 0.35. To see the validity instrument, the researcher did it through SPSS 16 Program. In validity test which was conducted in eighth grade Sekolah Kreatif SMP 'Aisyiyah, the researcher got 10 items valid from 12 items of the extrinsic motivation questionnaire. The numbers of valid item are 1,2, 3, 4, 5, 6, 7, 8, 9, 10, and the numbers of invalid item are 11,12. In the intrinsic motivation questionnaire, the researcher got 8 items valid from 12 items. The numbers of valid item are 1,2,3,6,7,9,11,12 and the numbers of invalid items are 4,5,8,10.

Table 3.4
The Result of Validity Instrument (Extrinsic Motivation)

Indicators	Items Number
Compliments	1,2,3
Advise	4,5

Encouragement	6,7,8
Punishment	9
Reward	10,11*
Competition	12*

*) invalid items

Table 3.5
The Result of Validity Instrument (Intrinsic Motivation)

Indicators	Items Number
Hope and Aspiration	1,2,3,4*
Need	5*,6,7,8*
Desire	9,10*,11
Appreciation	12

*) invalid items

2. Reliability

According Nunnally, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90³² a commonly accepted rule of thumb for describing internal consistency is as follows :

Table 3.6
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good

³² Sujana, on Nenny Mardianti Utami's Thesis," An analysis of students' needs and perceptions on listening material" STAIN CURUP, 2016. p.57

$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher used SPSS 16 in order to get the reliability of the questionnaire. The result can be seen as below :

Table 3.7
The Result of Reliability of Instrument (Extrinsic Motivation)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,933	0,9	12

Table 3.8
The Result of Reliability of Instrument (Intrinsic Motivation)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,926	0,9	12

Based on the r_{table} value for the 5% error level of 1.697, then based on table 3.7 extrinsic learning motivation scale instrument reliable because the r_{count} value is greater than the r_{table} price ($0.933 > 0.35$) with a very high level of reliability. The results of the calculation of the alpha reliability coefficient on the intrinsic learning motivation scale in table 3.8 are obtained r_{hitung} 0.922, which is greater than the r_{table} value

(0.926 > 0.35). Thus, both instruments were used in this research is reliable and has high value reliability.

F. Technique of Data Analysis

After getting data from the students in the questionnaire, the researcher need to analyze the data and correlate between questionnaire result and students' English learning scores. The researcher did description analysis to describe the data statistically. The technique on data analysis used correlation technique from Pearson Product Moment³³, that is :

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Explanation :

r_{xy} : Coefficient of correlation between x variable and y variable

$\sum x$: Sum of score in x distribution

$\sum y$: Sum of score in y distribution

$\sum xy$: Sum of multiplication of x and y

N : Number of Respondents

x^2 : Sum of x quadrate

y^2 : Sum of y quadrate

³³ Prof. Drs. Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: Raja Grafindo Persada, 2006) p. 209.

With that formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below :³⁴

r_{xy}	Interpretations
0.00-0.20	The correlation between X variable and Y variable is very weak or can be told there is no correlation between the variables
0.20-0.40	There is weak correlation between X variable and Y variable
0.40-0.70	There is enough correlation between X variable and Y variable
0.70-0.90	There is strong correlation between X variable and Y variable
0.90-1.00	There is very strong correlation between X variable and Y variable

The statistical hypothesis with significance level 5% was formulated as follow :

$$H_0 : r = 0$$

$$H_1 : r \neq 0$$

Explanation :

- If $r_{xy} > r_{table}$ means there is correlation between X variable and Y variable, H_1 is accepted and H_0 is rejected
- If $r_{xy} < r_{table}$ means there is no correlation between X variable and Y variable, H_0 is accepted and H_1 is rejected

³⁴ Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, (Jakarta: PT Bumi Aksara, 2009) p. 44.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the Research

1. The Students' Motivation Score

Students' motivation score as X variable (Independent variable) in this study. The table below describes the result of the students' motivation questionnaire :

Table 4.1
The motivation score (X)
(Extrinsic Motivation)

N	1	2	3	4	5	6	7	8	9	10	11	12	N = 12
Score	98	102	94	88	112	116	90	98	110	114	102	96	$\sum x=1220$

Table 4.2
The motivation score (X)
(Intrinsic Motivation)

N	1	2	3	4	5	6	7	8	9	10	11	12	N = 12
Score	96	100	92	86	110	114	96	100	96	92	104	110	$\sum x=1196$

2. The Students' Achievement Score

As Y variable (dependent variable), students' English learning score took from their midterm school report. The description of data as below :

Table 4.3
The Students' Achievement Score (Y)
(Extrinsic Motivation)

N	1	2	3	4	5	6	7	8	9	10	11	12	N = 12
Score	75	85	80	100	70	90	85	100	75	80	90	80	$\sum x=1010$

Table 4.4
The Students' Achievement Score (Y)
(Intrinsic Motivation)

N	1	2	3	4	5	6	7	8	9	10	11	12	N = 12
Score	80	75	70	90	70	90	80	90	80	75	80	80	$\sum x=960$

3. The Correlation between Students' Motivation and English Achievement Score

Table 4.5
The Correlation Score of X and Y Variable
Extrinsic Motivation

No	X	Y	XY	X ²	Y ²
1	98	75	7.350	9.604	5.625
2	102	85	8.670	10.404	10.404
3	94	80	7.520	8.836	8.836

4	88	100	8.800	7.744	10.000
5	112	70	7.840	12.544	4.900
6	116	90	10.440	13.456	8.100
7	90	85	7.650	8.100	7,225
8	98	100	9.800	9.604	10.000
9	110	75	8.250	12.100	5.625
10	114	80	9.120	16.416	12.996
11	102	90	9.180	10.404	10.404
12	96	80	7.680	9.216	9.216
	$\sum x =$ 1.220	$\sum y =$ 1.010	$\sum xy =$ 102.206	$\sum x^2 =$ 128.428	$\sum y^2 =$ 103.331

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{12 \times 102.206 - (1.220)(1.010)}{\sqrt{[12 \times 128.428 - (1.220)^2][12 \times 103.331 - (1.010)^2]}}$$

$$r_{xy} = \frac{1.226.206 - 1.232.200}{\sqrt{[7.860.800 - 1.488.400][2.241.200 - 1.488.400]}}$$

$$r_{xy} = \frac{5.994}{\sqrt{[6.372.400][752.800]}}$$

$$r_{xy} = \frac{5.994}{5.120.456} = 0,117$$

Table 4.6
The Correlation Score of X and Y Variable
Intrinsic Motivation

No	X	Y	XY	X ²	Y ²
1	96	80	7.680	8.928	6.400
2	100	75	7.500	10.000	5.625
3	92	70	6.440	8.464	4.900
4	86	90	7.740	7.396	8.100
5	110	70	7.700	12.100	4.900
6	114	90	10.260	12.996	8.100
7	96	80	7.680	8.928	6.400
8	100	90	9,000	10.000	8.100
9	96	80	7.680	8.928	6.400
10	92	75	6.900	8.464	5.625
11	104	80	8.320	10.816	6.400
12	110	80	8.810	11.000	6.400
	$\sum x = 1.196$	$\sum y = 963$	$\sum xy = 95.710$	$\sum x^2 = 109.556$	$\sum y^2 = 77.350$

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{12 \times 95.710 - (1.196)(963)}{\sqrt{[12 \times 109.556 - 109.556][12 \times 77.350 - 109.556]}}$$

$$r_{xy} = \frac{1.148.520 - 1.051.748}{\sqrt{[1.314.672][818.644]}}$$

$$r_{xy} = \frac{96.772}{938,650} = 0,103$$

4. The Hypothesis Test

The results of data analysis the strong relationship between extrinsic learning motivation ($X_{1.1}$) and learning achievement (Y) is indicated by a correlation coefficient of 0.117. The significance of the relationship between the variable $X_{1.1}$ and the variable Y can be seen from the results of the t_{hitung} of 12.841. The results were then consulted with the t_{table} at the 5% significance level. When compared with t_{table} (n-2) of 2.042 then t_{hitung} is greater than t_{table} , so the research hypothesis H_1 is accepted and H_0 is rejected.

Table 4.7
The results of extrinsic motivation hypothesis testing with simple regression

Variable	$x_{1.1}$	Constanta	R	r_2	t_{hitung}	$t_{table(n-2)}$
Coefficient	0,404	6,462	0,3117	0,151	12,841	2,042

Based on the results above, it means that there is a significant relationship between extrinsic learning motivation and student achievement in eighth grade of Sekolah Kreatif SMP Aisyiyah.

The strong relationship between intrinsic learning motivation ($X_{1.2}$) and student achievement (Y) is indicated by a correlation coefficient of 0.446. The significance of the relationship between variable $X_{1.2}$ and variable Y can be seen that the t_{hitung} value is 12.558. The result then consulted with t_{table} at

the 5% significance level. When compared with t_{table} (n-2) of 2.042, then t_{hitung} is greater than t_{table} , so the research hypothesis H_1 is accepted and H_0 is rejected.

Table 4.8
The results of extrinsic motivation hypothesis testing with simple regression

Variable	$x_{1.1}$	Constanta	R	r_2	t_{hitung}	$t_{table(n-2)}$
Coefficient	0,446	6,254	0,103	0,199	12,558	2,042

Based on the results above, it means that there is a significant relationship between intrinsic learning motivation and student achievement in eighth grade of Sekolah Kreatif SMP Aisyiyah.

B. Discussion of the Research

1. The relationship between students' extrinsic learning motivation and student achievement in eighth grade Sekolah Kreatif SMP Aisyiyah

The results of this study indicate a significance relationship of extrinsic learning motivation with student English achievement can be seen the value of the correlation coefficient of 0.389 and t_{hitung} of 12.841 > with t_{table} (n-2) of 2.042, with the equation regression line $Y: 6.462 + 0.404 X_{1.1}$. (See Appendix 3)

The regression equation above shows a positive direction, with thus there is a positive relationship between extrinsic learning motivation and

student achievement. This means that the higher the student's extrinsic learning motivation, the higher the learning achievement, or if the intrinsic learning motivation increases by one point, the student's learning achievement will increase 0.404 assuming other variables are constant.

So in this study there was an increase in student achievement in eighth grade Sekolah Kreatif SMP Aisyiyah if students' extrinsic learning motivation is high, this is because students will have more encouragement from outside themselves to learn such as encouragement, reward of praise and advice from others.

2. The relationship between students' intrinsic learning motivation and student achievement in eighth grade Sekolah Kreatif SMP Aisyiyah

The results of this study indicate a significant relationship value of intrinsic learning motivation with student learning achievement can be seen that the value of t_{hitung} is 0.446 and t_{hitung} is 12.558 > with t_{table} (n-2) of 2.042, with the equation regression line $Y: 6.254 + 0.454 X_{1,2}$. (See Appendix 4)

The regression equation above shows a positive direction, with thus there is a positive relationship between intrinsic learning motivation and student achievement. This means that the higher the students' intrinsic learning motivation, the higher the learning achievement, or if the intrinsic learning motivation increases by one point, the student's learning achievement will increase by 0.454 assuming other variables are constant.

So in this study there was an increase in student achievement eighth grade Sekolah Kreatif SMP Aisyiyah if the intrinsic motivation of students is high, this is because students will be more interested in learning, aware of their duties as students and easy to understand the lessons given by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. There is a significant relationship between students' extrinsic learning motivation and student achievement in eighth grade Sekolah Kreatif SMP Aisyiyah. Based on the analysis above, the higher the students' intrinsic learning motivation score, the higher their learning achievement.
2. Students' intrinsic motivation have a significance relationship with students' achievement in eighth grade Sekolah Kreatif SMP Aisyiyah. Based on the analysis, student achievement is determined by the level of student intrinsic motivation.

B. Suggestion

1. The Teacher

The teacher should be more innovative to increase student motivation to learn better by providing advice, direction, guidance, and encouragement to learn to students. Reinforce intrinsic motivation will be better than providing extrinsic motivation, because extrinsic learning motivation tends to lose its learning motivation.

2. The Students

Enjoy all subjects by looking for the benefits of these lessons, so that it will raise learning motivation in oneself (intrinsic). The students should realize the learning goals by means giving more attention to the

teacher's explanation and consider that the lesson are important, so they will learn seriously.

3. The Next Researcher

For the next researcher, the researcher suggests to conduct a research related to The Correlation Between Extrinsic and Intrinsic Motivation with English Achievement with different area and different kind of research.

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Appendix 1

Questionnaire of Extrinsic Motivation

No	Statements	SA	A	D	SD
1.	Learning English is very useful in getting information in internet (<i>Belajar Bahasa Inggris sangat berguna dalam mendapatkan informasi di internet</i>)				
2.	I learn English because I need it to further my studies (<i>Saya belajar bahasa Inggris karena saya merasa butuh untuk masa depan belajar saya</i>)				
3.	I study English because I want to do well in my examination (<i>Saya belajar bahasa Inggris karena saya ingin melakukan yang terbaik di ujian saya</i>)				
4.	I study English in order to please my family (<i>Saya belajar bahasa Inggris karena permintaan dari keluarga</i>)				
5.	I feel that no one is really educated unless he is fluent in English language. (<i>Saya merasa tidak ada yang benar-benar berpendidikan kecuali dia fasih berbahasa Inggris</i>)				

Questionnaire of Extrinsic Motivation

No	Statements	SA	A	D	SD
1.	I learn English in order to improve my English language skills (<i>Saya belajar bahasa Inggris untuk meningkatkan skill saya dalam berbahasa Inggris</i>)				
2.	Learning English will allow me to be more at ease with English (<i>Belajar bahasa Inggris akan membuat saya lebih nyaman dengan bahasa Inggris</i>)				
3.	Learning English allows me to participate more freely in the activities of other cultural groups (<i>Belajar bahasa Inggris memungkinkan saya untuk lebih leluasa berpartisipasi dalam kegiatan kelompok budaya lain</i>)				
4.	I learn English because it is something that I always want to do (<i>Saya belajar bahasa Inggris karena itu sesuatu yang selalu ingin saya lakukan</i>)				
5.	I study English because I enjoy learning it (<i>Saya belajar bahasa Inggris karena saya senang mempelajarinya</i>)				



**PIMPINAN DAERAH `AISYIYAH REJANG LEBONG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
"SEKOLAH KREATIF" SMP `AISYIYAH**
Alamat : Jl KHA. Dahlan No. 71 RT 9 Kel. Talang Rimbo Baru Curup

**DAFTAR NILAI SISWA KELAS VIII A
PENILAIAN TENGAH SEMESTER GENAP
MATA PELAJARAN BAHASA INGGRIS
TAHUN PELAJARAN 2019/2020**

NO	NAMA SISWA	NILAI PTS	DESKRIPSI
1.	Ahmad Zaky Valaefy	75	TERLAMPAUI
2.	Aji Laras Bimantara	75	TUNTAS
3.	Alan Samidi	70	TUNTAS
4.	Alfariq Habib P	70	TUNTAS
5.	Andika Dwi Ar-Rahman	80	TERLAMPAUI
6.	Andika Hidayatullah	70	TUNTAS
7.	Apif Ichsan A	65	BELUM TUNTAS
8.	Archa Tanda Putra	70	TUNTAS
9.	Bintang Pramija	100	TERLAMPAUI
10.	Dede Saputra	70	TUNTAS
11.	Defri Al-Buchori	80	TERLAMPAUI
12.	Fariz Nurropal P	80	TERLAMPAUI
13.	Hafidz Aprilian A	80	TERLAMPAUI
14.	Hilna Wisata	70	TUNTAS

15.	Jaya Saputra	65	BELUM TUNTAS
16.	M. Fatir Asad	70	TUNTAS
17.	M. Alif Athala	80	TERLAMPAUI
18.	M. Diandra Adam	75	TUNTAS
19.	Nicholas Rahmad	65	BELUM TUNTAS
20.	Ramadhan Eka P	80	TERLAMPAUI
21.	Rivaldo Mahardika	80	TERLAMPAUI
22.	Satra Wijaya	75	TUNTAS
23.	Zaki Abdul Aziz	70	TUNTAS
24.	Zaky Syabilla P	70	TUNTAS



**PIMPINAN DAERAH `AISYIYAH REJANG LEBONG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
"SEKOLAH KREATIF" SMP `AISYIYAH**
Alamat : Jl KHA. Dahlan No. 71 RT 9 Kel. Talang Rimbo Baru Curup

**DAFTAR NILAI SISWA KELAS VIII B
PENILAIAN TENGAH SEMESTER GENAP
MATA PELAJARAN BAHASA INGGRIS
TAHUN PELAJARAN 2019/2020**

NO	NAMA	NILAI PTS	DESKRIPSI
1.	Alvina Maya	90	TERLAMPAUI
2.	Amanda Putri Meirini	80	TERLAMPAUI
3.	Andrea Meghina	80	TERLAMPAUI
4.	Anggun Putri Utami	85	TERLAMPAUI
5.	Athaya Kanigara	90	TERLAMPAUI
6.	Dea Ananda	60	BELUM TUNTAS
7.	Dewi Mayang Sari	80	TERLAMPAUI
8.	Devi Febriyani	80	TERLAMPAUI
9.	Fitria Adeviona	75	TERLAMPAUI
10.	Hany Zahira P	80	TERLAMPAUI
11.	Intan Presilia	75	TERLAMPAUI
12.	Keynagaya Ahmadine Surya	70	TUNTAS

13.	Kirey Suci Ramadhani	80	TERLAMPAUI
14.	Marlina	50	BELUM TUNTAS
15.	Moca Amelia	50	BELUM TUNTAS
16.	Nurfadilla	85	TERLAMPAUI
17.	Ratu Amalia Sholeha A P	80	TERLAMPAUI
18.	Rohana Safitri	65	BELUM TUNTAS
19.	Satirah Azzah	90	TERLAMPAUI
20.	Sophia Tri Utami	80	TERLAMPAUI
21.	Zahara Harahap	100	TERLAMPAUI



**PIMPINAN DAERAH `AISYIYAH REJANG LEBONG
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
"SEKOLAH KREATIF" SMP 'AISYIYAH**
Alamat : Jl KHA. Dahlan No. 71 RT 9 Kel. Talang Rimbo Baru Curup

**DAFTAR NILAI SISWA KELAS VIII C
PENILAIAN TENGAH SEMESTER GENAP
MATA PELAJARAN BAHASA INGGRIS
TAHUN PELAJARAN 2019/2020**

NO	NAMA	NILAI PTTS	DESKRIPSI
1.	Alya Faaizah	70	TUNTAS
2.	Anisah Dwi Rahmadiyahanti	80	TERLAMPAUI
3.	Destiana Eka Safitri	80	TERLAMPAUI
4.	Dinda Meirani	65	BELUM TUNTAS
5.	Dini Diona	85	TERLAMPAUI
6.	Dwi Nayla	70	TUNTAS
7.	Hiya Tahta N	70	TUNTAS
8.	Intan Putri A	70	TUNTAS
9.	Mareta Larasati	80	TERLAMPAUI
10.	Nadine Syifa A	70	TUNTAS
11.	Nailah Fatia	60	BELUM TUNTAS
12.	Nazaha Rama K	60	BELUM TUNTAS
13.	Riska Juwita	80	TERLAMPAUI
14	Shofiyah Muthmainnah	60	BELUM TUNTAS
15.	Zafa Khairunnisah	70	TUNTAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH**

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KEPUTUSAN DEKAN FAKULTAS TARBİYAH
Nomor : 268 /In.34/FT/PP.00.9/12/2019

Tentang

**PENUNJUKKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang :**
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II;
- Mengingat :**
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama :**
- Leffi Noviyenti, M.Pd** 19761106 200312 2 004
 - Henny Septia Utami, M.Pd** 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Ade Gusrianti Utami

N I M : 16551001

JUDUL SKRIPSI : Teacher's Effort to Improve Students Low Achievement.

- Kedua :** Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
- Ketiga :** Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan;
- Keempat :** Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;
- Kelima :** Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya;
- Keenam :** Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;
- Ketujuh :** Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku;



Tembusan : Disampaikan Yth ;
1. Rektor
2. Bendahara IAIN Curup;
3. Kahon Abadamil kemahasiswaan dan kerja sama;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 391 /In.34/FT/PP.00.9/07/2020
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

16 Juli 2020

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Ade Gusrianti Utami
NIM : 16551001
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : Teacher's Efforts to improve Students' low achievement
Waktu Penelitian : 16 Juli s.d 16 Oktober 2020
Tempat Penelitian : SMP Kreatif Aisyiyah Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Abdur Rahman, M.Pd.I

NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/168 /IP/DPMPTSP/VII/2020

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Peraturan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 tentang Polimpahan Kewenangan Penandatanganan dan Pengelolaan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 391/ln.34/PP.00.9/07/2020 Hal Permohonan Izin Penelitian Permohonan diterima Tanggal, 23 Juli 2020

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama / TTL : Ade Gusrianti Utami / Curup, 12 Agustus 1998
NPM : 16551001
Pekerjaan : Mahasiswi
Program Studi/Fakultas : Tarbiyah / Tadris Bahasa Inggris
Judul Proposal Penelitian : Teacher's Efforts to Improve Students Low Achievement
Lokasi Penelitian : SMP Kreatif Aisyiyah Rejang Lebong
Waktu Penelitian : 23 Juli 2020 s/d 06 Oktober 2020
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 23 Juli 2020

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



Banting Budiono, SE
Pembina/IV.a
NIP. 19710213 200312 1 003

- Lampiran
1. Kepala Badan Kepegawaian Kab. RL
 2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
 3. Kepala Sekolah SMP Kreatif Aisyiyah Rejang Lebong
 4. Yano



KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : ADE GUSRIANTI UTAMI
 NIM : 16551001
 Fakultas : FTIK
 Pembimbing I : LEFFY NOVYENTY, M. Pd
 Pembimbing II : HENNY SEPTIA UTAMI, M. Pd
 Judul Skripsi : TEACHER'S EFFORT TO IMPROVE STUDENTS' LOW ACHIEVEMENT

Catatan :

- ❖ Kartu konsultasi ini harap dibawah setiap konsultasi dengan Pembimbing I atau Pembimbing II.
- ❖ Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing II minimal 5 (5) kali dibuktikan dengan kolom yang disediakan.
- ❖ Agar ada cukup waktu untuk perbaikan skripsi sebelum diujikan ditanyakan agar konsultasi berakhir dengan pembimbing ditakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : ADE BUSRIANTI UTAMI
 NIM : 16551001
 Fakultas : FTIK
 Pembimbing I : LEFFY NOVYENTY, M. Pd
 Pembimbing II : HENNY SEPTIA UTAMI, M. Pd
 Judul Skripsi : TEACHER'S EFFORT TO IMPROVE STUDENTS' LOW ACHIEVEMENT

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I

Pembimbing II

LEFFY NOVYENTY, M. Pd
 NIP. 197608062003122004

HENNY SEPTIA UTAMI, M. Pd
 NIP. 17102010



IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1	Jun/26 2020	Chapter 1-3 - Add the information in the Background.		
2	Jul/1 2020	Chapter 1-3 - observation in SMP IT RR, SMP IT KU.		
3	Jul/6 2020	Chapter 1-3 - Consult for the result of pre observation.		
4	Jul/8 2020	Chapter 1-3 - Interviewed the teacher in SMP Kreatif Alghiyah		
5	Jul/15 2020	fix Chapter 1-3 - submit the instruments		
6	Jul/17 2020	fix the instruments - Ask recommendation for validators		
7	Jul/28 2020	Chapter 4 & 5		
8		Acc with nungayya		



IAIN CURUP

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
1	Feb, 21/ 2020	Bimbingan Bab 1 Catatan: gap problem, antara teori - untuk fenomena harus balance		
2	3/3 2020	Bimbingan Bab 1 Catatan: teori belum mengayak ke satu ide.		
3	Mar/26 2020	Revisi bab 1: - Elaborasikan informasi di background. - lanjut bab 2 dan 3		
4	Jun/26 2020	Chapter 2 & 3 - Add theories about teacher's effect background. - Describe the research in the kind of the research		
5	Jun/30 2020	fix chapter 2 & 3 - submit the instruments		
6	July/10 2020	- fix the instrument - Get recommendation for validation.		
7	July/27 2020	Chapter 4 & 5		
8				



IOGRAPHY

Ade Gusrianti Utami was born in Curup, 12th of August 1998. She is the only one daughter from Helpian and Sri Aryani (Almh). She has three brothers which name is Meiza Adhiguna (Alm), Meizi Adhiguna (Alm), and Mareno Dwi Ronaldo. Her first studied is when she was 5 years old at TK Al-Ikhlas Curup at 2003. Then, She continued her study at SDN 07 Curup Tengah at 2004-2011. She finished her junior high school at SMP N 1 Curup Kota in 2013. Then, she sustained to Senior High School at MAN Curup and graduated in 2016. She decided to continue her education at IAIN Curup and choose English Tadris Study Program in 2016, and now she has done her study with her undergraduate degree (S1) in August 2020.