THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT MTs HIFZHIL QUR'AN ISLAMIC CENTRE FOUNDATION MEDAN

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan (S.Pd)*

BY :

MUSTAFA KAMAL RAY
34.15.3.084

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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MEDAN
2019**

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       di

       Medan

Assalamualaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa:

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Judul   : **THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT MTs HIFZHIL QUR'AN ISLAMIC CENTRE FOUNDATION MEDAN**

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara, Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar - benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 04 Nopember 2019

Yang Membuat Pernyataan

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ABSTRACT

Mustafa Kamal Ray, 2019. The Effect Of Learning Motivation on the Students' English Learning Achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan
Keywords: *Learning, Motivation, Achievement*

This research was aimed to find out the effect of learning motivation on the students' English learning achievement. The subject of this research was the eighth grade of MTs Hifzhil Qur'an Medan consisted of 50 students for the sample of this research. The research was conducted by using the descriptive quantitative methodology and using the ex post facto in analyzing the data.

The result of this research showed that the students' mean score of learning motivation was 68,86 whereas in learning achievement was 78,92. Except it, based on the hypothesis testing, the score of $t_{observed} \geq \propto = 0.05$ (t_{table}) that was 3,414 while the value of t_{table} with df 48 in the significance 5% is 2,010 or Sig. (2-talled) $0,001 \leq 0,05$. If $t_{observed} \geq$ than t_{table} or Sig. (2-talled) $\leq 0,05$, so H_0 (Null Hypothesis) was rejected and then H_α (Alternative Hypothesis) was accepted. Its mean that the learning motivation gave a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim

Praise be to Almighty Allah SWT who has given the writer his blessing a chance to complete this thesis. Praise and blessing to the prophet Muhammad Shallallahu 'alaihi wa sallam, peace be upon him who has guided us from the foolish into good characteristic.

In the process of completing this thesis, the writer has received many supports and helps many people. Therefore, the writer would like to express my sincere gratitude to:

1. Dr. Amiruddin Siahaan, M.Pd, the dean of faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan.

2. The Head of English Education Department, Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum and her secretary Maryati Salmiah S.Pd., M.Hum and then Reflina, M.Pd for the support and administration helpful in the requirement process.

3. Prof. Dr. Didik Santoso, M.Pd as my first advisor who has spent his time to guide me in arranging my thesis and gave me valuable suggestions, knowledge and motivation to accomplish my thesis.

4. Ernita Daulay, S.Pd., M.Hum, as my second advisor who has given his time to teach me and suggested the good idea and motivation to the improvement of my thesis.

5. A profound gratitude is directed to my beloved parents. My beloved father, Alm. Muslihuddin Ray and my beloved mother, Rumailah Nst who always

give me the greatest prays, the biggest support and unconditional love. So I can accomplish my study in *Sarjana Pendidikan (S.Pd)* UIN SU.

6. My family and big family include Zulfikri Ray, S.Pd.I, Hasan Nasrullah Ray, S.Pd, Riswan Harun Ray, S.Pd as my elder brother and Nur Wahidah as my elder sister. Like that also to my uncle Minsor Siregar and my aunt Syamsiah Nst, S.Ag and the other family name that I can't call one by one.

7. Thank You for all the lectures especially for those who have taught me and for those who have educated me becoming a good students during my academic years.

8. A special thanks to the head master of MTs Hifzhil Qur'an Medan Dahrin Harahap, M.Si who has permitted me to do the research in the school and all facilities given to me.

9. Thanks to Sir Fahrul and Ma'am Melva as English teacher in MTs Hifzhil Qur'an Medan for the support and guidance when the researcher did the research and for the sharing session for me always update the strategy in teaching English. And all the students in the eight grade of MTs MTs Hifzhil Qur'an Medan for helping me to do the research in the class.

10. Nasrul Hakim, S.Pd.I., M.Pd who had guided and motivated me during my academic year.

11. My close friends particularly Sapril Siregar, S.Pd, Ramadhan Tanjung, S.Pd, Mhd Shohibul Kahfi Nst, S.E, Soni Adi Putra, S.I.Kom, Aidil Adya Lubis, S.Pd, Mhd Abidin Btr who always give me support and motivations.

12. My dearest friends in PBI 2015 academic year students and my classmate friends in PBI-5 Annur Risqi Hrp, S.Pd, Christina Suriani Debataraja, S.Pd,

Dyafitri Zukhrufi, S.Pd, Eka Sagita, S.Pd, Fitri Aprilia, S.Pd, Hotna Dewi, S.Pd, Henidar Rambe, S.Pd, Imas Fitriani, S.Pd, Khairunnisa Dalimunthe, S.Pd, Puput Rosalina, S.Pd, Regita Yuliska, S.Pd, Roslina Hsb, S.Pd, Zuaida Fitriani, S.Pd, Zulhijjah Damaiyanti, S.Pd and the other.

13. All of my friends in KKN 89 at Bandar Khalipah, Percut Sei Tuan, Deli Serdang particularly Ade Syahfitriani, S.E, Siti Holijah, S.E, Rizky Adinda Ridwan, S.K.M, Fathur Rahman Lbs, S.E and the other friends in KKN and also my friends when PPL in MTs Hifzhil Qur'an Medan.

14. My best friend Nur Habibah Nst, S.E, Nuzul Lainatussyifa, S.E, and Nada Nabilah, S.Pd who always share opinion, taught, motivated and give me input to finish my thesis.

Finally, the writer realized that this thesis not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the writer hopes suggestions and critics from the reader to make this thesis to be better more. The writer hopes this thesis can be practicable to all of people.

Medan, November 04th 2019

Mustafa Kamal Ray
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The word of motivation is already familiar in daily life. This word is already popular in the community, either at school or at the office. The objective of motivation itself can push individually or group to be more active in learning or working. Motivation relates to a sense of enthuasiasm that can increase individual or group achievement. Motivation arises from the soul because there is an encouragement from himself/herself or the other people so that he/she will be better in the future than formerly. Therefore, can be comprehended that motivation is the things bring an encouragement or condition brings an encouragement.[1]

The family is very important factor to keep spirit in running activities, working or learning for son/daughter. Therefore, the parents must give a motivation or encouragement to their son/daughter in achieving something that is achievement, either in working or school. Without motivation from the family, he/she feels unhappy in learning, working, and so on because he/she hasn't a target to achieve it. Therefore, family roles to guide him/her in order to benefit human in the future time include to help them.

In teaching learning process, needs learning motivation especially in English. Which is the meaning of its own motivation according to Santrock in Mardianto's

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[1] Euis Karwati & Donni Juni Priansa, *Class Management*, (Bandung: Alfabeta, 2015), p. 165

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book is a process gives an enthuasiasm, direction, and persistence of behavior. Its mean that motivated behavior is a behavior has full energy, directed, and enduring.[2] Therefore, motivation can push a student to study hard in English so that his/her English skill (English learning achievement) are good.

Achievement is a realization or expansion of the potential skills or capacity of a person.[3] Its mean that achievement is the real result of working standardly, either in quality or quantity producted by each student. Therefore, high achivement is very needed to be able cooperate and reach the objective of school. Conversaly, the student has low achievement will hard to reach good result of working, and then he/she will surrender soon than try for overcoming hardship mentioned. However, by the high achievement the student will try for overcoming the hardship in running tasks and works that given by the teacher.

Learning is the process by which behaviour (in the broader sense originated of changer through pracice or training).[4] In learning, can be acted by each person, such as children, teenager, adult, or old people. Learning is a process of effort acted by someone to get a new change as the his/her own experience result in interaction with his/her environment. Many efforts made to improve students' learning achievement in learning a lesson material, the one is the teacher's ability in managing a class such as interaction in teaching learning process, learning condition, learning strategy and so on especially in building the cognitive aspect of students (knowledge) and defend the students' learning achievement formerly. In the other hand, the teacher is as a good model to the students should give good

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[2] Mardianto, *Educational Psychology*, (Medan: Perdana Publishing 2016), p. 186
[3] Euis Karwati & Donni Juni Priansa, *op.cit*, p. 214
[4] Mardianto, *Op.Cit..*, p. 45

things (positive things) and good behavior in learning in order to the students study hardly and they make a motivation to seize the good learning achievement.

In English learning achievement, there are four skills that must be mastered, that are speaking, reading, listening, and writing. Therefore, every student must know the four skills mentioned so that can speak English fluently and comprehend English language. Before that, firstly, the students must know grammar in English in order to they feel easy to understand the fourth skills, but in fact, in Indonesia only grammar that focused to learn, very seldom schools taught the others skills that are the fourth skills mentioned so that the students of Indonesia was still low in English language.

Based on the teaching practicum of PPL III at MTs Hifzhil Qur'an Islamic Centre Foundation Medan that had implemented by the researcher, language lesson as an important lesson at MTs Hifzhil Qur'an Medan except memorizing Al-Qur'an (*Tahfidz Qur'an*), therefore, the Islamic Centre Foundation Medan emphasized to the students to study hard to achieve the objective of their school that is language mastery, either in English or Arabic languages in order to the students can speak and comprehend the languages fluently. In this case, English language.

In reality, the objective mentioned above hasn't been achieved, this thing can be proved by the score of students in English learning achievement that is 70 whereas the target of English lesson in this school is 80 or the students hoped to get the mean 80. Except it, based on the observation of the researcher while PPL

III there, there were many factors caused English learning achievement was still low, such as facility, the teacher, strategy and method and so on.

Especially in teaching learning process, the teacher seldom gives the motivation to the students while the teacher opened the learning activity. The motivation is the one of apperception to raise the English skill well, because of it, the students can study in dormitory every night, find out the book of English and reading it even buy the book and cassette to practice English. Therefore, the motivation is an important thing to increase English learning achievement of the students.

The student as the element in school expected its achievement in achieving the objective of school mentioned by studying the assignments given to him/her. And then the achievement is a result gained after implementing a lesson. So, the learning achivement is important because it relates with the students' future and also the future of school.

The learning achievement for school can give a very big benefit, because can be actualized a competence on the student from the formal education or non formal education in achieving the objective have decided by school. The improving of a student in working a lesson through learning achievement implemented so that can know the achievement gained by the student until school easier to decide the development and competence given by school has done through tight selection stage and then trained and placed with their ability.

The Madrasah Tsanawiyah Hifzhil Qur'an Medan not only expect something to the teacher, but they are also to fulfill the expectation to their teacher. Therefore, the writer is interested to conduct this research by the title "**The Effect of Learning Motivation on Students' English Learning Achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan**"

B. The Identification of the Problem

There are many factors can effect motivation with learning achievement especially in English, among others: family's factor, school's factor, and then environment's factor.

For the first problem, does the parents or the family member give the motivation to him/her ? do they give reward if he/she get good achievement ? do they give good model in learning and behavior in daily life to him/her ?

The second problem, among others: does school make regulation to teacher in teaching learning process ? does school make motivation's word in school environment ? does school give reward to students when they get high achievement ?

The last problem, does student take positive things to him/herself from his/her friend when got good achievement ? does a student can be a motivation from his/her environment ? does the teacher give a motivation to the students ?

Based on the description above, can be concluded that many problems must be identified from the factors to reach good achievement in English, for example

motivation. Therefore, motivation is one way to fulfill the objective of school and expectation of the teacher especially in learning achievement.

C. The Limitation of the Problem

Based on the identifcation above, many problems can effect English learning achievement, such as family, school, environment. But, not all of them can be included in this research because limitedness of donation, time, and energy. Therefore, the problem can be discussed in this research limited by learning motivation, so the focus of this reseach is the effect of learning motivation on students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

D. The Research Problem

What the learning motivation gives a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan ?

E. The Objective of the Study

The objective of this research is to find out is there what the learning motivation gives a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

F. **The Significance of the Study**

The finding of this research is expected useful for:

1. Teacher of English, as an input material or contribution of thinking in teaching learning process to be more efective at school mentioned.

2. Students, can take the advantages to add their knowlwdge and can take a motivation in environment of school or outdoor of school into theiself especially in English to reach good achievement.

3. The further reasearchers, in order to get a description of theories in this research which is still so far from perfection.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter comprises of previous research, theoretical framework and framework of study. It will provide some previous studies which has almost the same topic with the present study and some theories which bring about the present study.

1. English Learning Achievement

Everyone must be want to get a result after finishing their activity certainly like an employee in the office, like that also student, when he/she has finished teaching learning activity must be want to get an achievement in learning, and then he/she must be able change his/her habituation through learning achievement mentioned. It is like knowledge, attitude, skills and and so on. It can be seen if a student can answer a question or task that given by the teacher.

Achievement is an important thing must be have by every student during they are in education because it can describe their behavior. Achievement is a result achieved by someone.[5] According to Muhibbinsyah stated that achievement is a success level of someone in achieving an objective which has been determined in a program.[6] Except it, achievement is the result that was achieved within a certain

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[5] Dessy Anwar, *New Indonesian Complete Dictionary*, (Surabaya: Amelia), p. 330
[6] Muhibbin Syah, *a New Approach of Educational Psychology*, (Bandung: PT Remaja Rosdakarya, 2010), p. 150

period by students after learning process.[7] So, achievement is a prove reached by someone about his/her ability in working and learning.

Learning is a process that experienced by every individual during he/she is still life. In human activity in daily life never waive from learning activity nearly, either someone does an activity individually or group certainly. Actually, most of activity in our daily life is learning activity. Thus, we can say there is not time and space in which human can waive his/her self from learning activity, and it also means that learning never limited by age, place, or time because the change demands that occur the learning activity also never stop.

Learning is an important activity for every person, include in learning how should learning. A survey shows that 82% children who school at 5 and 6 years old have positive image about learning ability theirself. But the high score mentioned go down drasticly become 18% when they are 16 years old. The consequence, 4 and 5 teenagers and adult people begin new their learning's experience with uncomfortableness.

Most of people think that teaching and learning are same, but both of them are different basically. In learning, situation and condition may occur teaching learning process must be designed and considered by teacher firstly. We rechecked in daily life at schools, the term of learning or learning process is often understood that both of them are same with teaching learning process in which occur interaction between teacher and student, between student and the another

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[7] Nurdin Ibrahim, "The Correlation between Autonomous Learning and Motivation Achievement with Learning Achievement of Islamic Education at Junior High School Open, (*Education Lantern* 15, no.1 2012), p. 6

student for achieving an objective that is happen change of attitude and behavior of student.

Learning is translation from word of "instruction", in Greece language called by "*instructus*" or *"intruere"* that meaning to deliver a thought, thus the meaning of learning is delivering a thought. This defenition oriented to the teacher as a subject of change.[8] Therefore, learning try to change the student from has not educated to be educated, has not a knowledge to be have a knowledge, and so on. Thus, can be concluded that someone has been experienced learning process when happen change in his/her self.

According to Smith learning is viewed as a change in behavior. In other words, learning is approach as an outcome – the end product of some processes[9]. According to Gestalt theory in al-Rasyidin and Wahyuddin Nur book, learning is a process of insight development. Insight is an understanding toward connection with a part in a situation of problem.[10] Then, Whereas James O. Whittaker in Syaiful Bahri Djamarah book, he organizes learning as process where behavior has appeared and has changed through trainings or experiences.[11]

In Islamic religion, learning is a worse and an important thing in life. It is emphasized in Islamic because looking for science is required to moslem (men/women) as we know in hadits Rasulullah SAW. Look for science is a very

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[8] Wahyuddin Nur Nasution, *Learning Strategy*, (Medan: Perdana Publishing, 2017), p. 17
[9] M. K. Smith, *Learning Theory, an article in www.infed.org/biblio/b-learn.htm* (2003), p. 2. Accessed on September 23th 2019.
[10] Al Rasyidin and Wahyuddin Nur Nasution, *Learning Theory and Learning*, (Medan: Perdana Publishing, 2016), p. 39.
[11] Syaiful Bahri Djamarah, *Learning Psychology*, (Jakarta: RinekaCipta, 2008), p. 12.

important thing that worked by every person for expanding knowledge until our level can be rised. As we know in holy Qur'an sura al-Mujadalah verse 11:

[Arabic Qur'anic verse rendered in symbol font]
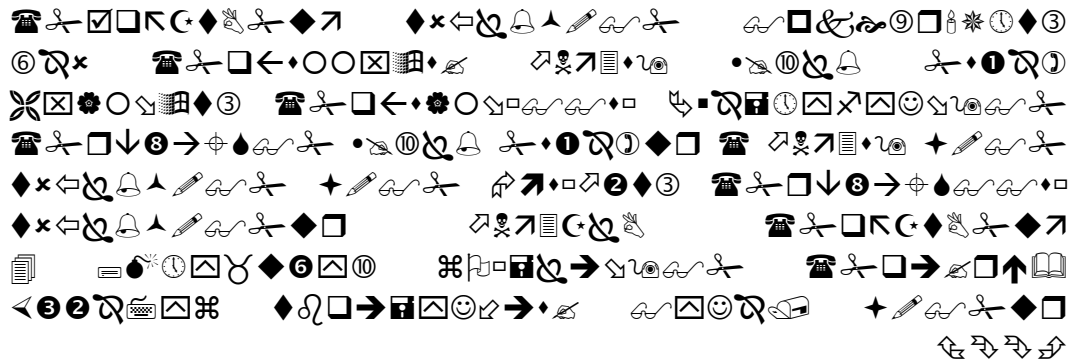
> The meaning: *"O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when ye are told to rise up: Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all ye do."*[12]

Based on the explanation of the verse above can be concluded that Allah gives an understanding to His servants when they want to study (demand of science and knowledge), except it, Allah will raise up rank of His servants for having science and knowledge. Its meaning that Allah eulogizes them compared with the people have not science and knowledge. Therefore, we are ordered by Allah SWT and our prophet Muhammad SAW for demanding science and knowledge so that we can be the most useful people in Allah's view or human because by having science and knowledge we can have a good character.

This is also explained by Rasulullah SAW in Hadits, he said:

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[12] Religion Ministry of RI, *Al-Jamil, Al-Qur'an Color Tajwid, Translation for Every Word, English Translation,* (Bekasi: Cipta Bagus Segara, 2012), p. 543

عَنْ اَنَسٍ قَالَ : قَالَ رَسُوْلُ اللهِ صَلَّ اللهُ عَلَيْهِ وَسَلَّمَ : مَنْ خَرَجَ فِى طَلَبِ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ

حَتَّى يَرْجِعُ {رواه الترمذي}

The meaning: *"From Anas RA said: Rasulullah SAW said: Anybody go out from house because looking for science, so he/she is thought as man/woman who stand Allah's religion until he/she go home."* *(HR Turmidzi)*[13]

Based on the Hadits above, can be understood learning is an important thing to every person because it can change our life to add and expand science and knowledge, from haven't known to be know, not kind to be kind, and so on. Even in Islamic man/woman is required to look for science and rised his/her level for having science and knowledge.

According to Hornby, stated that learning achievement is the result of an individual or group of individuals in a school subject or activity. The term of achievement can also be defined as something which is achieved or done successfully with efforts and skills.[14] According to Winkel learning achievement is a result that showed by student based on internal skill gained with instructional object.[15] Learning achievement briefly that is a change of behavior got by the student after experiencing learning activity.[16]

Students Learning Achievement in learning load three elementary aspect or domain that are cognitive, effective and psycomotoric. This domain have separate

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[13] Aziz Abd Masyhuri, *The Pearl of Qur'an and Hadits*, (Surabaya: Al-ikhlas, 1980), p. 31.
[14] A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1989) p. 8
[15] W. S. Winkel, *Teaching Psychology*. (Jakarta: Gramedia, 1989), p. 45
[16] Anni Rifa'i, *Educational Psychology* (Semarang: UNNES Press, 2011), p. 85.

characteristic which able to be measured in course of cognitive to study namely cover: knowledge, understanding of, application, analysis, evaluation and sintesis. Effective domain namely: accepting, answering to, assessing, organization and form character, While psycomotoric distinguished as following: imitating, compiling, conducting. to procedure, putting across and precisely, and conduct action naturally. The third aspects are the object of learning on student. Among of them mentioned, cognitive very often assessed by teacher in school because it relates with students' ability in mastering the content of lesson material.

Based on explanation above can be said that learning achievement is a thing achieved or produced by student after learning. It is marked with existence of behavior change that happened in students where interaction in individual bringing change in character, action, deed, and behaviour.

Basically, the factors that effect to learning achievement can be divided into 2 kinds, that are internal factor (come from student's self) and external factor (come from the other things). According to Dalyono it is divided into 2 factors, internal factor and external factor. Internal factor is contained of intelligence, talent, interesting, motivation and personality. Whereas in external factor is contained of family, school, society, and environment.[17]

And then according to Muhibbinsyah, the factors is divided into 3, that are internal, external, and learning approach factor. Internal factor (come from student's self), that is situation/condition about physic and soul of student. And then external factor (come from the other things), that is the condition of student's environment. The last, The learning approach, that is kind of effort in student's

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[17] Dalyono, *Educational Psychology,* (Jakarta: Rineka Cipta, 2005), p. 55

learning include strategy and method which is used by student to do learning activity.[18]

According to Purwanto, the factors can effect learning achievement that are the factors are in organism itself called by individual factor, and the factors from outside of individual itself called by social factor. The first factor include growing, motivation intelligence and private factor. Whereas the second factor includes family/house situation, teacher and the way of teaching, the tools of learning and the way in teaching learning, environment and chance.[19]

Based on discussion above can be concluded that the factors can effect learning achievement are two factors, internal and external factors. In which the internal factor come from inside of student such as intelligence, attitude, aptitude, interest and motivation whereas the external factor come from outside of student like school, family, society, environment and so on.

In Indonesia, English as the one of curriculum in schools since primary school until university. It is not used formally as a tool of good communication in society or an introduction language in teaching learning process (except in International school standard or English department at the university) except as a language that used to learn the one of lesson certainly.

Language is the expression of ideas by means of speech-sounds combined into words, words are combined into sentences, this combination answering to that of ideas into thoughts.[20] Its mean that language is a tool to communicate something in a social group, without language we can not speak to convey a

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[18] Muhibbin Syah, *A New Approach of Educational Psychology…*, p. 129

[19] M. Ngalim Purwanto, *Educational Psychology*, (Bandung: Remaja Rosdakarya, 2006), p. 112

[20] Sholihatul Hamidah Daulay, *Introduction to General Linguistics,* (Medan: La-Tansa Press, 2011), p. 11

message to someone, such as English, French, Indonesian, and so on. Therefore, language is an important thing in daily life because we can't waive from language, by using language we can communicate in the social environment.

English is the second language that used for the objective of education, working, entertainment, electronic communication, and orientation that used by the population of the world which the total is near between one until three quintillion.[21] English has 5 skills, that are grammar (structure), reading, writing, listening, and speaking. But, in Indonesia only grammar (structure) that focused at schools, teacher seldom teaches them about the other skills. Therefore, English learning achievement is low at schools in Indonesia, the one of the factor is motivation to study English. Teacher seldom gives motivation to students in teaching learning process to read, speak, write, and listen in English in order to students can speak English fluently.

Learning achievement in education is a result of measurement toward student that contained of cognitive, effective, and psycomotoric after following teaching learning process that measured by instrument test or relevant instrument. So achievement is a form of symbol, letter, or sentence which tell a result achieved by every student at the certain period.[22]

In conclusion, English learning achievement is the final grade that are obtained after learning given by the English teacher.

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[21] Didik Santoso, *The Effect of Learning Approach and Learning Style on English Speaking Skills*, (Medan: Duta Azhar, 2017), p. 24
[22] Muhibbin Syah, *A New Approach of Educational Psychology…*, p. 151

2. Learning Motivation

Motivation is an important thing in teaching learning process to push the students in order to study harder more and grow feeling of spirit in their self for learning. The word of motivation originates from Latin that is *"movere"* which the meaning is move. This term has a meaning, it's encouragement, direct human behavior.[23]

Every action of motivation has an objective. When the objective that will be achieved is clear increasingly, more and more clearer also motivation action worked. For a teacher, the objective of motivation is to raise and grow learning spirit on his/her student to reach the objective of education agree with determination of curriculum. For a coach of football club, the objective of motivation is to move his member in effort to achieve the highest achievement in competitions. The most important must be observed that motivate will be more success if the objective is clear and there is a relation of understanding each other between someone that motivated and motivate. Therefore, a motivator must know the background, necessity, and personality of someone that motivated well.

To know what the motivation is, so will be defined by some experts are following:

a. In Webster New World Dictionary, motivation is an affecting; a motive; an inciting.[24] A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement.

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[23] Akhtym Wahyuni, *Educational Psychology,* (Sidoarjo: Uru Anna Books, 2011), p. 14

[24] David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), p. 393.

b. A motivation is a state of a cognitive arousal which provakes a "decision to act" as a result of which there is "sustained intellectual and/or physical effort" so that the person can achieve "some previously set a goal".[25] Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement.

c. According to Lefton, motivation is defined as any internal condition within an organism that appears to produce goal-directed behavior.[26] From the definition can be inferred that the key of motivation is the needs that function as an inner active force that affects an individual's thinking, feeling, behavior, and interpretation of values.

d. According to Mc Donald, states that human's need can be differentiated into two categories: basic needs (psychological needs) and social needs.[27] Basic needs can be identified as hunger, thirst, and sex. While social needs which involve feeling about onself, other, and relationship. For instance, abasement need, achievement need, affiliation need, autonomy need.[28]

Based on the statements above, can be understood that motivation is an encouragement come from inside or outside of someone itself to do a change for

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[25] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed, p. 51.
[26] L.A.Lefton, *Psychology,* (Boston: Allyn and Bacon, 2004), p. 137
[27] F.J.Mc Donald, Educational Psychology, (San Fransisco: Wadsworth Publishing Company, 2002), p. 83
[28] *Op.Cit..,* p. 138

achieving a purpose. In this case is learning, in which learning needs a motivation to push the students to achieve the object of learning.

Islamic lessons are important role to grow a motivation to the all of people generally and the students especially. The role of learning motivation in the holy Qur'an in the sura Ar-Ra'du, verse 11, called:

إِنَّ اللهَ لاَ يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوْا مَا بِأَنْفُسِهِمْ {الرعد:١١}

The meaning: *"Verily never will Allah change the condition of a people until they change what is in themselves".[29]*

Based on the verse above, can be taken a conclusion that Allah does not want to change the condition of His servants if they do not want to change themselves. Its mean that must be an effort to change a condition, without it the condition is nothing change until anytime. Therefore, the one of the effort in this case is motivation either in intrinsic motivation or extrinsic motivation until can push themselves to change their condition.

This also explained by Rasulullah SAW in Hadits, he said:

اَحْرِصْ عَلَىَ مَايَنْفَعُكَ وَاسْتَعِنْ بِاللهِ وَلاَتَعْجِزْ {رواه مسلم}

The meaning: *"Keep spirit in useful things for you, and don't forget to ask the helping to God Allah by praying, and don't be lazy"[30]*

Based on the Hadits above, can be concluded that we must keep spirit in working if the things are useful for us such as learning, give alms and the other kindness. And then we do not forget to ask the helping (pray) to Allah SWT in

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[29] Religion Ministry of RI, *Al-Jamil, Colour Tajwid of Holy Qur'an...,* p. 250

[30] Muhammad Abduh Tuasikal, *The model of Ulama: Keep Spirit in Learning*, acessed from https://rumaysho.com/3725-teladan-ulama-terus-semangat-dalam-belajar.html in August 18th 2019 at 19.36 WIB

order to He gives easiness to us in running the activity. Therefore, we can achieve our pretension (target) of something.

Every activity that we do must be pushed by a specific motivation. The motivation mentioned becomes mover of activity for achieving purpose certainly. The successful of someone usual with the motivation, because it makes someone spirit and hard work to achieve specific object especially in learning motivation. Therefore, motivation is an important thing in learning, the function of motivation itself are following:

1) Motivation gives spirit to a student in learning activities.

2) Action of motivations are as a selector in which someone wants to do it.

3) Motivation gives a way in behavior.[31]

According to S. Nasution in his book explained that the function of motivation consists of 3 kinds:

a. To push the human to act, so it is as a mover that waive energy.

b. Deciding the direction of action, that is direction that wanted.

c. Selecting the action, that is deciding actions that must be gone relevantly to rich the purpose by throwing disadvantage actions for the purpose.[32]

Whereas according to Omar Hamalik the function of motivation is as following:

a. To push and create behavior or an action, without motivation, so will not create an action like learning.

b. Motivation is as a director, the meaning is to direct an action of achieving in the purpose that wanted.

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[31] Mardianto, *Educational Psychology: The Basic for Developing Learning Strategy,* (Medan: Perdana Publishing, 2017), p. 193

[32] S. Nasution, *Basics Didactic in Teaching*, (Jakarta: Bumi Aksara, 2000), p. 76

c. Motivation is as a mover, either it is big or small will decide quickly or slowly in a working.[33]

Based on the explanation above, can be concluded that motivation can benefit as a mover of efforts in achieving achievement especially in learning. Someone does an effort because motivation. Good motivation in learning is given by the teacher or the other things will produce good achievement also. Its mean that by doing an effort hard with a motivation basically, so someone will create good behavior. Therefore, the motivation gives effect to the activity.

Then Sartain divided the motivation into two parts as following:

a. Psychology drive is an encouragement relates about physic such as diligent, discipline and so on.

b. Social motive is an enthusiasm relates with the another human in society such as enthusiasm always want to do good things and so on.[34]

Whereas according to the another thought about the element of motivation. Motivation has two elements basically, that are inner component and outer component. The inner component is a change that occur in someone self like not enough feeling. This feeling can come because someone want to get reward, admiration and the other various necessities. And then, the outer component is the purpose wanted by someone. The purpose mentioned is from outside of someone self, but relates with his/her own behavior to achieve it.[35]

And then learning motivation in school is divided into two kinds: extrinsic and intrinsic motivation. Extrinsic motivation is to do something for achieving the

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[33] Oemar Hamalik, *Teaching Learning Psychology*, (Bandung: Sinar Baru Algesindo, 2000), p. 56

[34] Martinis Yamin, *New Paradigm of Learning,* (Jakarta: Gaung Persada (GP) Press), p. 234

[35] Wasty Soemanto, *Educational Psychology: The Basic of Working in Education Leader,* (Jakarta: PT Rineka Cipta, 2006), p. 207

another thing (the way of achieving the object). Whereas intrinsic motivation is the internal motivation to do something for its own self (its own object).[36] Beside that, according to Deci and Ryan intrinsic motivation is defined as motivation to engage in an activity because that activity is enjoyable and satisfying to do. Whereas extrinsic motivation refers to actions carried out to achieve some instrumental end such as earning a reward or avoiding a punishment.[37]

According to Winkel in Martinis Yamin's book, there are some extrinsic learning motivation among them: learning for fulfilling requirement, learning for avoiding punishment, learning for obtaining reward, learning for improving eager, learning for getting good reward from the important person like teacher and parents, learning for achieving a job (workplace).

Whereas intrinsic is a learning activity that begun and continued based on deep feeling of something necessity or enthusiasm that relates with learning activity. For example, learning want to solve a problem, want to know something mechanism based on laws and formulas, want to be a professor or want to be an expert in specific field.[38]

Based on explanation above, can be concluded that there are two elements in motivation, that are from inside of someone and then outside of someone. Inside motivation relates about physic necessity like hungry, thirsty, and so on. Whereas outside motivation relates about the effect of social environment like teacher, parents, friends and so on. Therefore, the motivation arises from the soul of someone because there is a purpose, by motivation the purpose will be achieve at

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[36] Mardianto, *Educational Psychology*, (Medan: Perdana Publishing, 2016), p. 189

[37] Deci, E. L., & Ryan, R. M, *Intrinsic Motivation and Self-Determination in Human Behavior*, (New York: Plenum Press, 1985), p. 39

[38] Martinis Yamin, *New Paradigm of Learning..,* p. 235

the future time because there is an enthusiasm and encouragement in someone self.

Therefore, there are some forms of motivation and the way to grow student's motivation in learning at school based on Martinis Yamin that are number motivation, reward, competition, involvement, giving remedial, achievement, praise, punishment, desire of learning, and interesting.[39]

The forms of motivation above can rise spirit of student to study hard for obtaining good score continuously. Here, the teacher role to give the motivation to the students in order to they always compete to get good score in this case in English. The teacher can give a reward, praise and so on to the students.

In conclusion, learning motivation is a mover arises from the soul of someone to do something in achieving an object in teaching learning activity.

B. Related Study

In this part, the writer find out three studies that related with this thesis that is about the effect of learning motivation on students' learning achievement, the studies are as following:

The first research is acted by Utami (November: 2018) with the title *"The Effect of Learning Motivation and Self-Discipline toward English Learning Achievement (Survey in the Eight Grade of State Junior High School in Karawang Regional)"* The objective of this research was to find out was there a positive influence of learning motivation and self-discipline on English learning achievement. The method is used in this research explanatory survey method. This research was conducted in 3 state junior high schools in Karawang. The

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[39] *Ibid..*, p. 236

subjects of this research were VIII grade students. The results showed: 1). There was a significant influence on learning motivation and self-discipline towards language learning achievement (Fo = 27, 174 and Sig. 0,000 < 0,05), 2). There was a significant effect of learning motivation on English learning achievement (t count = 5, 257 and Sig. 0, 000 < 0,05), 3). Available significant influence of self-discipline on the achievement of learning English (t count = 2, 310 and Sig. 0, 000 < 0, 05).[40]

The second research is acted by Sholeh and Sa'idah (October: 2018) with the title *"The Effect of Learning Motivation and Learning Facility toward Learning Achievement of Social Knowledge Science on the Students of SMP Nurul Iman Parung Bogor in Academic Year 2017/2018"*. The method of this research used descriptive quantitative and data analysis. The objective of this research to know was there an influence of learning motivation and learning facility of IPS lesson either in partial or simultaneous toward learning achievement of IPS lesson. The result of this research showed: 1). There was an influence of learning motivation towards learning achievement, 2). There was not an influence of learning facility towards learning achievement, 3). There was an influence of learning motivation and learning facility toward learning achievement of IPS lesson simultaneously.[41]

The third research is acted by Sari with the title *"The Effect of Attitude and Learning Motivation of Language toward Achievement of Indonesian and English*

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[40] Praditya Putri Utami, *The Effect of Learning Motivation and Self-Discipline toward English Learning Achievement (Survey in the Eight Grade of State Junior High School in Karawang Regional,* IKRAITH-Humanira Vol 2 No 3, (Karawang: Universitas Singaperbangsa Karawang, 2018), p. 12. Accessed in June 21st 2019 at 07.57 WIB.

[41] Badrus Sholeh and Hamdah Sa'idah, *The Effect of Learning Motivation and Learning Facility toward Learning Achievement of Social Knowledge Science on the Students of SMP Nurul Iman Parung Bogor in Academic Year 2017/2018,* PEKOBIS Jurnal Pendidikan, Ekonomi dan Bisnis Vol 3 No 2, (Universitas Pamulang: Program Studi Pendidikan Ekonomi, 2018), p. 12. Accessed in June 21st 2019 at 07.52 WIB

Lesson on the Students of SLTP Negeri in Seberang Ulu Palembang". The method of this research used descriptive methods based on quantitative approaches. The objective of this research to describe the effect of attitudes and motivation to learn the language of achievement in subjects Indonesian and English Junior High School students in Seberang Ulu Palembang. The finding of this research showed that in fact the language attitudes and motivation of students not having an effect on students' learning achievement. This suggest that there are likely the other factors, in this case predicted that be external factors that have an influence on the interpretation of students' learning achievement.[42]

Based on the explanation above can be concluded that the method is used by the past researcher are same the writer. But, the different is the past researcher used two variables X whereas the writer only use one variable X.

C. Conceptual Framework

The learning motivation gives effect on the learning achievement because the first, it causes to appear effective encouragement and to act reactions in his/her effort to achieve a purpose. This condition is very needed when someone wants to act an activity. Strong motivation will bring to get good result but weak motivation will bring to get bad result for example in learning. A student has high learning motivation will get good English achievement in prediction, whereas a student has low learning achievement will get bad English learning achievement.

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[42] Ayu Puspita Indah Sari, *Journal* of *The Effect of Attitude and Learning Motivation of Language toward Achievement of Indonesian and English Lesson on the Students of SLTP Negeri in Seberang Ulu Palembang,* (Palembang: Universitas Bina Darma Palembang), p. 1. Accessed in June 21st 2019 at 08.00 WIB

The second, motivation can arise spirit feeling to the students for learning and training to achieve their object, in this case English learning achievement. For example in competition, if the teacher gives the strong motivation to the students for winning the competition, the students will be study hard either in school or home, they will prepare it before the competition is started.

Then the third, the motivation is be a mover that they have, in the other hand intrinsic motivation. If it can not arise from his/her soul to act something although there is a someone motivates him/her, so it will not run well because the intrinsic motivation is more important than the extrinsic motivation. Therefore, if he/she does not begin from his/her self to change, so he/she never change to be better.

D. Research Hypothesis

Based on the conceptual framework, the hypothesis in this research is : The learning motivation gives a significant effect on the students' English learning achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research is implemented at Mts Hifzhil Qur'an Islamic Centre Foundation Medan, North Sumatera. This research is counted since September until October 2019. The researcher wants to research in this school because the teachers seldom give the motivation before learning whereas it is an important thing in English lesson, and then the students get low score in English lesson.

B. Population and Sample

The population is the whole of object that will be researched. Population often called by *universe*. The member of population can be a die thing or life thing, human, the attitudes of them can be measured and observed.[43] According to Suharsimi Arikunto the population is the whole subject of research[44].

A research effectively and efficiently can not be implemented without population because the population will give the object of data and limitation clearly. The population in this research is the eight grade of Mts Hifzhil Qur'an Islamic Centre Foundation Medan, North Sumatera academic year 2019/2020 which the total 240 students and the details as following:

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[43] Syahrum and Salim, *Quantitative Research Methodology*, (Bandung: Citapustaka Media, 2016), p. 113

[44] Suharsimi Arikunto, *Research Management,* (Bandung: PT Rineka Cipta, 2013), p. 130.

Table 3.1
The Research Population

Number	Class	Gender		Total of Student
		Man	Woman	
1	VIII^1	27	-	27
2	VIII^2	35	-	35
3	VIII^3	29	-	29
4	VIII^4	25	-	25
5	VIII^5	26	-	26
6	VIII^6	-	36	36
7	VIII^7	-	35	35
8	VIII^8	-	34	34
	Total	142	105	247

Sample of research is a part of population taken as a source of research and can represent all of population.[45] Sample is a part or represent of population that researched.[46] According to Suharsimi Arikunto stated that is the subject is less than 100, for the better is taken the all of them until the research is population. And then, if the subject is big, can be taken among 10%-15% or 20%-25% or more than it. Depend of the researcher is from various field.[47] The population of MTs Hifzhil Qur'an Islamic Centre Foundation Medan is 247 students, the researcher takes 20% from the whole population. Thus, the total of sample that taken by the researcher is 50 students will researched.

[45] Ridwan, *The Basics of Statistics*, (Bandung: Alphabeta, 2005), p. 8
[46] *Op.Cit…,* p. 131
[47] Suharsimi Arikunto. *The Research Procedure in an Approach and Practice,* (Jakarta: Rineka Cipta, 1993), p. 120.

C. Research Method

This research uses ex post facto research type, the object of the research method is to analyze cause-effect between variable X (learning motivation) and variable Y (Englsh learning achievement). This thing refers to Sugiyono's thought stated that ex post facto is a research that implemented for researching an event that occurred and then refer to formerly to know the factors that can emerge the event mentioned.[48] And then the approach of this research use descriptive quantitative approach in which data collecting uses instrument research that is questionnaire and documentation.

The data sources in this research are students of the eighth grade at MTs Hifzhil Qur'an Islamic Centre Foundation Medan academic year 2019/2020. This research is implemented at the odd semester about a month in September until October 2019. In this research exists one variable's independent and one variable's dependent.

D. Research Instrument

To get the data in this research, information, and explanation about the variable in collecting the data which needed in arranging this thesis is the questionnaire, the students' report book in English lesson and documentation. The questionnaire is the list of questions or statements which given to the other people and ready to give a respond aggree with user request.[49] The object of distributing questionnaire is to find complete information about a problem and the responder

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[48] Sugiyono, *Quantitative, Qualitative, and R&D Research Methodology,* (Bandung: Alfabeta, 2012), p. 7

[49] Riduan, *Learning the Research for a Teacher, Employee, and the Beginner Researcher Easily,* (Bandung: Alfabet, 2010), p. 71

without worrying if the responder gives an answer that does not agree with the reality in filling out the questionnaire.[50]

The researcher makes 30 questions in variable X (learning motivation) whereas in variable Y (English learning achievement) the researcher takes the final grade in English lesson of the responder. And then the researcher will devide the questionnaire to the eighth grade students at MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

a. Conceptual Defenition

Motivation is any internal condition within an organism that appears to produce goal-directed behavior. Any internal condition in this case is a necessity must be acted by someone to achieve the object. Thus, he/she can produce the bad behavior to be better than before.

b. Operational Defenition

Motivation is the students' score of the motivation questionnaire after giving answer in the questionnaire mentioned. The filling questionnaire by giving checklist sign in four choices that are always, often, sometimes and never. Then the researcher giving the score for every student's questionnaire.

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[50] *Ibid...*, p. 121

c. Specification

Table 3.2
The Grillwork of Questionnaire

No	Indicator	Sub Indicator	Number of Item	Item Test
1	Intrinsic Motivation	- Interesting of Learning	8	1, 3, 7, 9, 15, 17, 27, 29
		- Attitude in Learning	6	5, 11, 13, 21, 23, 25,
		- Cooperative Learning	2	16, 18
		- Taking Decision in Learning	1	19
2	Extrinsic Motivation	- Praise	1	2
		- Reward	3	4, 6, 10
		- Learning Method	5	8, 14, 22, 24, 30
		- Attention		20, 26, 28, 12

The questionnaire is used in this research is questionnaire's Likert Scale form. It is scale can be used for measuring attitude, opinion, and perception of someone about an object or phenomenon certainly. It has two forms of question, that are favourable (positive's question) and unfavorable (negative's question). The subject only asked for choosing one answer agree with themselves. This research uses four answers of instrument, that are always, often, sometimes, and never. The score for every item of question as following:

Table 3.3
The Giving Score of Questionnaire Based on Likert Scale

Answer	Score of Positive's Question	Score of Negative's Question
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

The arrangement of questionnaire is very needed in this research, therefore, at the arrangement the researcher makes consultation to the advisors include advisor I and II. The using instrument in this research is arranged based on the theory relevantly with the variables have indicators.

d. Calibration

   1. Validity

Before the researcher does the research, the first the researcher does a test toward the questionnaire by using 2 test, that are validity and reliability test. Validity test is a measurement to show levels of validity an instrument. The item of questionnaire is said valid if r count is bigger than r table (r table is got from critic score of r product moment) and $\alpha = 5\%$. For the validity test, the researcher uses Microsoft Excel to count the result of all. The validity testing also acted by SPSS program version 20.

The formula used in this validity testing as following:

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

Explanation:

r_{xy}	= Validity coefficient every item
X	= The score got by subject from all of item
Y	= The total of score got from all of item
$\sum X$	= The total of score in variable X
$\sum Y$	= The total of score in variable Y
$\sum X2$	= The total of quadratic in the score of distribution X
$\sum Y2$	= The total of quadratic in the score of distribution Y
$\sum xy$	= The total of multiplication result between independent variable and dependent variable
N	= The total of responder

Table 3.4
The List of Validity Testing of the Learning Motivation's Questionnaire

No	$r_{observed}$	r_{table}	Decision
1	0,634	0,361	Valid
2	0,463	0,361	Valid
3	0,393	0,361	Valid
4	-0,344	0,361	Not Valid
5	0,101	0,361	Not Valid
6	0,373	0,361	Valid
7	0,478	0,361	Valid
8	0,202	0,361	Not Valid

No	$r_{observed}$	r_{table}	Decision
9	0,669	0,361	Valid
10	0,527	0,361	Valid
11	0,466	0,361	Valid
12	0,659	0,361	Valid
13	0,714	0,361	Valid
14	0,642	0,361	Valid
15	0,564	0,361	Valid
16	-0,193	0,361	Not Valid
17	0,602	0,361	Valid
18	0,464	0,361	Valid
19	0,319	0,361	Not Valid
20	0,713	0,361	Valid
21	0,516	0,361	Valid
22	-0,394	0,361	Not Valid
23	0,433	0,361	Valid
24	-0,035	0,361	Not Valid
25	0,737	0,361	Valid
26	0,665	0,361	Valid
27	0,587	0,361	Valid
28	0,564	0,361	Valid
29	0,721	0,361	Valid
30	0,688	0,361	Valid

2. Reliability

Reliability test shows a meaning that an instrument just can be believed for using as a tool of collecting data because the instrument mentioned was good. The item of questionnaire is said reliable if r observed $\geq$ 0,361.[51] In this research is used the formula of Cronbach's Alpha for testing reliability instrument because type of data interval that obtained through questionnaire.

The formula of Cronbach's Alpha:

$$r^{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right]$$

Exp: r^{11} = reliability coefficient intrument

     k   = the total of questiones

     1   = constant numeral

     $\sum \sigma_i^2$ = the total of variant items

     σ_t^2 = the total of variants

The items of variant counted by using formula in which σ_i^2 is:

$$\sigma_i^2 = \frac{\sum X_i^2 - \frac{(\sum X_i)^2}{n}}{n}$$

The total of variants counted by using formula:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y^2)}{N}}{N}$$

If the coefficient score *(r_{alpha})* is bigger than the score of *(r_{table})* in signification standard ($\alpha = 0,05$), so the question instrument item stated reliability. Whereas if the coefficient correlation score *(r_{alpha})* is lower than the score of

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[51] Anas Sudijono, *The Preface of Educational Evaluation,* (Jakarta: PT Raja Grafindo Persada, 1994), p. 209

(r_{table}) in signification standard ($\alpha = 0,05$), so the question instrument item stated unreliability. And then the writer uses the final score list of the students in English lesson as an instrument of English learning achievement.

And then, the result of reliability testing based on SPSS program version 20 could 0,728. Therefore, the questionnaire in this research was reliable. It can be prooved by the table of reliability testing as following:

Table 3.5
The List of Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
,728	30

E. Technique of Analyzing the Data

In this research, the researcher uses the data from questionnaire to find out whether learning motivation gives effect on the students' English learning achievement applied by using ex post facto method. After the scores were obtained, for the next the researcher conducts requirement test in analysis, that are normality and homogeneity test. After analyzing normality test and homogeneity test, the researcher does hypothesis test to find out the effect of learning motivation on the students' English learning achievement.

1. Normality Testing

   The testing can be implemented by using *Kolmogorov-Smirnov* test in SPSS program version 20, normality test of *Kolmogorov-Smirnov* used for single data (not group).[52]

2. Homogeneity Testing

   In counting homogeneity test in similarity of variable regression (English learning achievement) or Y toward variable X (learning motivation), the first found the similarity of simple regression.[53] The homogeneity test uses SPSS program version 20.

3. Hypothesis Testing

   The objective of hyphotesis testing in this research is to know what the learning motivation gives a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan. The testing can be counted by t-test.

   And then, the researcher uses SPSS program version 20 to count this testing through t-test. If the coefficient score $\geq$ the score of signification standard (α = 0,05) or $t_{observed} \leq t_{table.}$, so the variable X do not give a significant effect to the variable Y. Whereas if the coefficient score $\leq$ the score of signification standard (α = 0,05) or $t_{observed} \geq t_{table.}$, so the variable X gives a significant effect to the variable Y.

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[52] Anas Sudijono, *Ibid..,* p. 208
[53] Anas Sudijono, *Ibid..,* p. 105

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The object of data description is to easy of understanding towards the result of research, so the data was described based on the variable sequence in the result of research description, it was begun from variable X (learning motivation), variable Y (English learning achievement) on the students of MTs Hifzhil Qur'an Islamic Centre Foundation Medan at the eighth grade students in academic year 2019/2020, then continued with the hypothesis testing.

a. The Students' Learning Motivation

After ministering the motivation questionnaire, the mean score of the learning motivation is 68,86, the median is 75,42, the mode is 69,14, the variance is 151,511, the deviation standard is 12,30, the lowest score is 33, the highest score is 88, the range is 55, the class interval is 7, and the length of class is 8.

1. Frequency Distribution

Based on the data description above can be described the frequency distribution of the students' learning motivation as following:

Table 4.1
The List of Frequency Distribution in Variable X

No	Interval	Mid Score (X)	Absolute Frequency (f)	Xf	F kum	Relative Frequency (%)
1	33-40	36,5	2	73	2	4%
2	41-48	44,5	0	0	0	0%
3	49-56	52,5	7	367,5	9	14%
4	57-64	60,5	7	423,5	16	14%
5	65-72	68,5	14	959	30	28%
6	73-80	76,5	9	688,5	39	18%
7	81-88	84,5	11	929,5	50	22%
Total			**50**	**3.441**		**100%**

Based on the table above can be known that the score distribution of variable X showed on the table frequency distribution above, it showed that the responder was at the class interval 33-40 amount 2 students (4%), class interval 41-48 amount 0 student (0%), class interval 49-56 amount 7 students (14%), class interval 57-64 amount 7 students (14%), class interval 65-72 amount 14 students (28%), class interval 73-80 amount 9 students (18%), and class interval 81-88 amount 11 students (22%).

2. Histogram

Based on the frequency distribution above can be described also in histogram as following:

Figure 4.1
The Histogram of the scores in Variabel X
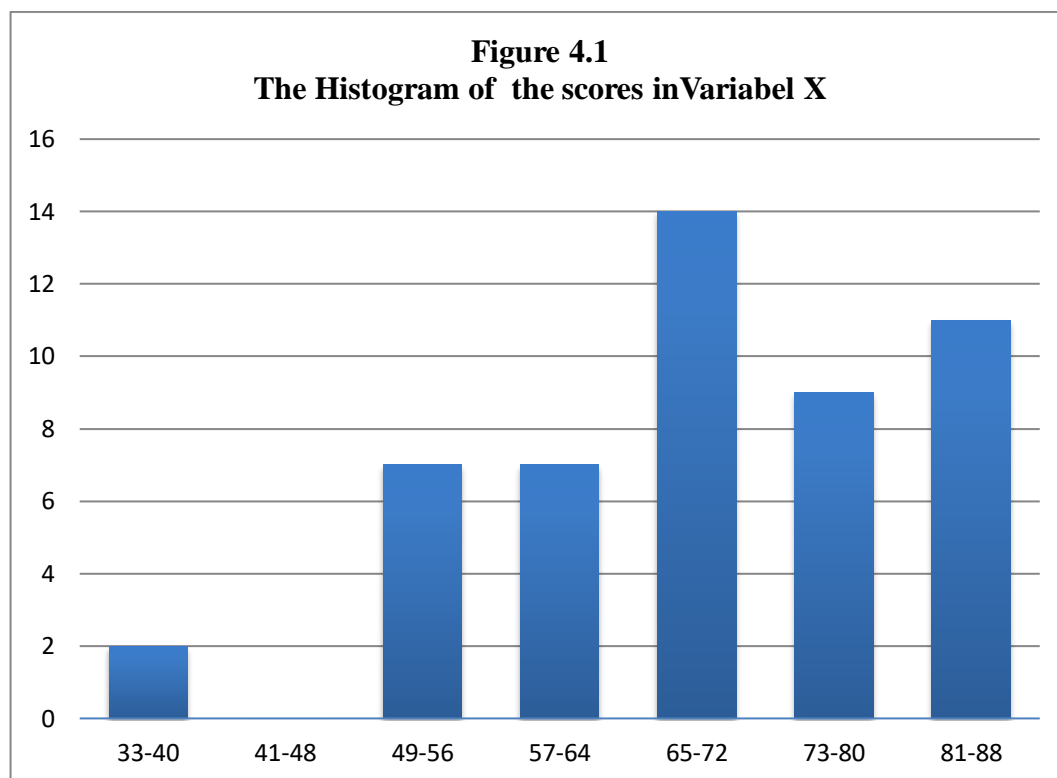
Based on the histogram above can be known that the score distribution of variable X showed that the responder was at the class interval 33-40 amount 2 students, class interval 41-48 the amount 0 student, class interval 49-56 amount 7 students, class interval 57-64 amount 7 students, class interval 65-72 amount 14 students, class interval 73-80 amount 9 students, and class interval 81-88 amount 11 students.

b. The Students' English Learning Achievement

The students' English learning achievement is taken from the students' report book, the mean score of English learning achievement is 78,92, the median is 79,14, the mode is 78,55, the variance is 17,770, the deviation standard is 4,30, the lowest score was 75, the highest score is 96, the range is 21, the class interval is 7, the length of class is 3.

1. Frequency Distribution

Based on the data description above can be described the frequency distribution of the students' learning motivation as following:

Table 4.2
The List of Frequency Distribution in Variable Y

No	Interval	Mid Score (X)	Absolute Frequency (f)	Xf	F kum	Relative Frequency (%)
1	75-77	76	14	1064	14	28%
2	78-80	79	31	2449	45	62%
3	81-83	82	0	0	0	0%
4	84-86	85	1	85	46	2%
5	87-89	88	0	0	0	0%
6	90-93	92	3	276	49	6%
7	94-96	95	1	95	50	2%
Total			50	3969		100%

Based on the table above can be known that the score distribution of variable Y showed on the table frequency distribution above, it showed that the students' value in English lesson was at the class interval 75-77 amount 14 students (28%), class interval 78-80 amount 31 students (62%), class interval 81-83 amount 0 student (0%), class interval 84-86 amount 1 student (2%), class interval 87-89 amount 0 student (0%), class interval 90-93 amount 3 students (6%), and class interval 94-96 amount 1 student (2%).

2. Histogram

Based on the frequency distribution above can be described also in histogram as following:

Figure 4.2
The Histogram of the Students' Value in English Leesson
inVariabel Y
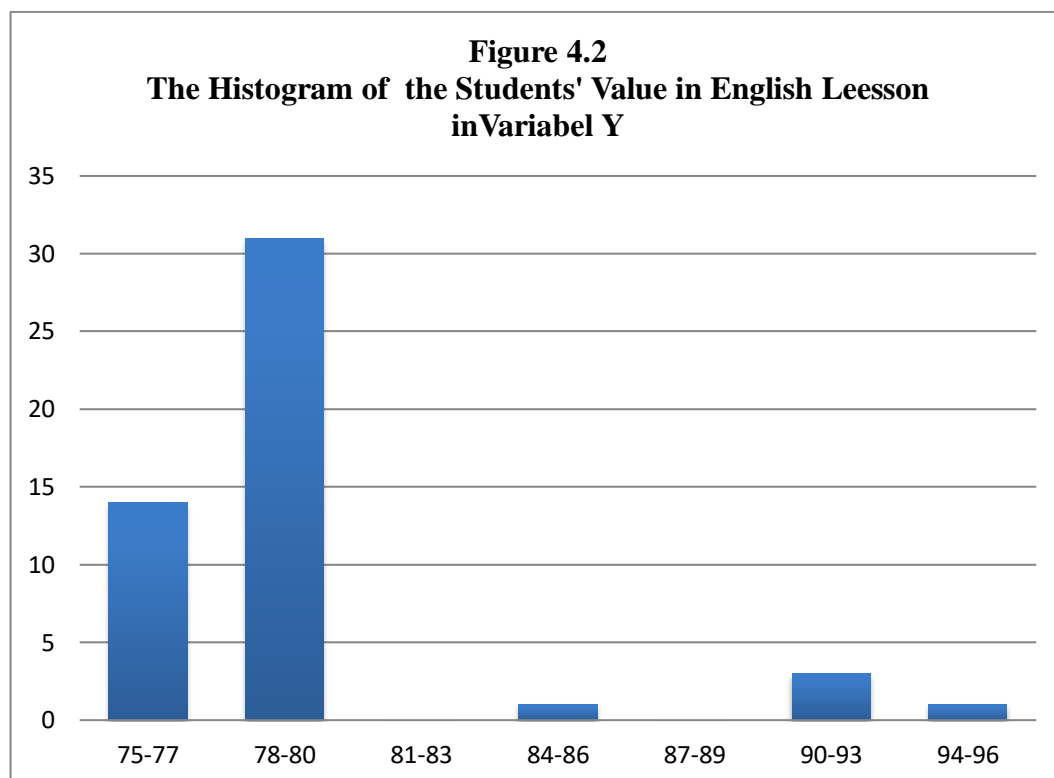
Based on the histogram above can be known that the score distribution of variable Y (English Learning Achievement) showed that the students' value in English lesson was at the class interval 75-77 amount 14 students, class interval 78-80 amount 31 student, class interval 81-83 amount 0 student, class interval 85-86 amount 1 student, class interval 87-89 amount 0 student, class interval 90-93 amount 3 students, and class interval 94-96 amount 1 student.

2. Analysis Requirement Testing

Before doing hypothesis testing, the researcher must do analysis requirement testing firstly, those were normality testing and homogeneity testing.

a. Normality Testing

Normality testing is acted by using SPSS program version 20.0 for Windows with the signification level 0,05, it was output from One-Sample Kolmogrov-Smirov Test that analyzed by SPSS program version 20.0 which the purpose to know the data of research normal distribution. The sample has normal distribution if $r_{observed} \geq \alpha = 0.05$ (r_{table}) but if $r_{observed} \leq \alpha = 0.05$ (r_{table}), so it has not normal distribution.

Table 4.3
The List of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	3,58285429
Most Extreme Differences	Absolute	,097
	Positive	,097
	Negative	-,094
Kolmogorov-Smirnov Z		,704
Asymp. Sig. (2-tailed)		,704

Based on the table above can be known that Asymp. Sig. (2-tailed) $\geq \alpha = 0.05$ that was $0,704 \geq 0,05$ So, the conclusion of the research data was normal distribution.

b. Homogeneity Testing

After analyzing normality testing, the next analysis requirement testing is homogeneity testing. The object is to know whether the data researched by the

researcher between variable X and Y were same. This was same with normality

testing, this can be seen from comparison of signification value that was the result

of counting with the constant value (α = 0,05). In this testing, the researcher also

used the SPSS program version 20.0 to analyze the data. The result was homogen,

it can be prooved by the table in the following:

Table 4.4
The Homogeneity Testing
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3,424	1	42	,071

From the statistic output above can be concluded that the signification value

is gotten 0,071. This case mean the counting of signification level $\geq \alpha$ = 0.05, so

the conclusion of the research data was homogenous.

3. Hypothesis Testing

After analyzing both of the analysis requirement testing, so the data of

research has fulfilled the requirement to do the hypothesis testing. The hypothesis

testing in this research used by t test at the signification level 0,05. The testing of

data in this research can be shown in the following table:

Table 4.5
The Hypothesis Testing (T Test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	68,416	3,101		22,065	,000
	Learning Motivation	,151	,044	,442	3,414	,001

a. Dependent Variable: English Learning Achievement

Based on the table above can be concluded that the $t_{observed} \geq \propto = 0.05$ (t_{table}) that was $3,414 \geq 2,010$ or in the result of Sig. (2-talled) $0,001 \leq 0,05$. If $t_{observed} \leq t_{table}$ or Sig. (2-talled) $\geq 0,05$, so H_0 (Null Hypothesis) was accepted and H_α (Alternative Hypothesis) was rejected (the learning motivation did not give a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan). If $t_{observed} \geq t_{table}$ or Sig. (2-talled) $\leq 0,05$, so H_0 (Null Hypothesis) was rejected and then H_α (Alternative Hypothesis) was accepted (the learning motivation gave a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan).

Based on the explanation above can be known that there was any significant effect of the learning motivation on students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan. It can be showed on the statstic output of t test above after analyzing the data by SPSS program version 20.0.

B. Discussion

The research was acted by the researcher at MTs Hifzhil Qur'an Islamic Centre Foundation Medan contained at the eighth grade. Before giving the treatment, they was given the questionnaire by the researcher for measuring the students' learning motivation. The result of data mentioned could the mean 68,86 and then, the highest score was 88 and the lowest score was 33. The validity of the questionnaire was 23 questions, 7 questions were not valid. Whereas in learning achievement was 78,92, the highest score was 96, and the lowest score was 75 (KKM).

After analyzing descriptive statistic of learning motivation, the researcher acted analysis requirement testing, they were normality testing and homogeneity testing and the last hypothesis testing. Based on the testing, the data of research was stated normality and homogeneity. It can be proved by the result of analyzing the data that $r_{observed} \geq r_{table}$ either in normality or homogeneity testing. The data was $1,954 \geq 0,235$ in normality testing and $0,102 \geq 0.05$ in homogeneity testing. Except it, based on the result of data research also showed that the learning motivation gave a significant effect on the students' English learning achievement because the data $t_{observed} \geq t_{table}$ ($3,414 \geq 2,010$ or in the result of Sig. (2-talled) $0,001 \leq 0,05$) in hypothesis testing. Its mean that H_0 (Null Hypothesis) was rejected and then H_α (Alternative Hypothesis) was accepted. Therefore, the learning motivation gave a significant effect on the students' English learning achievement at MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

Based on the result of research, the learning motivation was the one factor to increase the English learning achievement. In which if the learning motivation

was low so would effect to the learning achievement in this case English that was low. However, if the learning motivation was high so would give effect also to the learning achievement that was high. The learning motivation of the students at MTs Hifzhil Qur'an Medan included low category until their learning motivation also low. It like said in the holy Qur'an sura ar-ra'du verse 11, Allah never change the condition of His servant until they change their condition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter IV of this thesis research, so can be concluded that the students' mean score of learning motivation is 68,86 whereas in learning achievement is 78,92. From the data analysis, the hypothesis testing was determined by t-test that $t_{observed} > t_{table}$ in significance 0.05 (5%) or Sig. (2-talled) $\leq 0,05$. Thus, the value of the $t_{observed}$ is 3,414 while the value of t_{table} with df 48 in the significance 5% is 2,010 or Sig. (2-talled) $0,001 \leq 0,05$. So the alternative hypothesis (H_{α}) is accepted. It means that there is any significant effect of the learning motivation on the students' English learning achievement at the eighth grade of MTs Hifzhil Qur'an Islamic Centre Foundation Medan.

B. Suggestion

Based on the above conclusion, the researcher gives some recommendations. Firstly, for the English teachers are recommended to give the learning motivation to the students in order to keep spirit in learning English certainly. Secondly, for the parents to care the learning achievement of their son and always give the motivation in order to keep their achievement or increase it to be better. Finally, the further researcher is hoped at the future time can be used as the one source of data for the further research and based on the other factors, the different variable and place.

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Appendix I

THE QUESTIONNAIRE OF LEARNING MOTIVATION

Name   **:**
Gender   **:**
Age   **:**
Class   **:**

A. PETUNJUK PENGISIAN

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar bahasa Inggris. Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda chek list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima kasih.
5. Pedoman alternatif jawaban adalah sebagai berikut
   Sl   = Selalu
   Sr   = Sering
   Kd   = Kadang-kadang
   Tp   = Tidak Pernah

B. PERNYATAAN

No	Pernyataan	Sl	Sr	Kd	Tp
1	Saya belajar bahasa Inggris atas keinginan sendiri				
2	Saya menjadi lebih bersemangat dalam belajar bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal				
3	Saya mempelajari materi bahasa Inggris terlebih dahulu di rumah sebelum dipelajari di sekolah				
4	Saya senang jika guru mengumumkan siswa yang mendapat nilai tertinggi dalam ulangan harian				
5	Jika saya sedang tidak semangat belajar bahasa Inggris, saya memilih untuk tidak mengikuti pelajaran				
6	Saya tidak senang jika guru bahasa Inggris tidak memberikan hadiah apabila saya bias menjawab soal				

yang diberikan

7   Jika guru telah hadir di ruangan, saya memilih tidak masuk untuk belajar bahasa Inggris

8   Saya tidak semangat belajar bahasa Inggris apabila guru tidak mengkaitkan pelajaran dengan kehidupan sehari-hari

9   Saya yakin dapat menguasai pelajaran bahasa Inggris meskipun pelajaran bahasa Inggris dianggap sulit

10 Saya senang jika guru mengumumkan kelompok terbaik di dalam pembelajaran bahasa Inggris

11 Saya mencatat semua penjelasan dan contoh yang dibuat guru bahasa Inggris di papan tulis

12 Saya merasa senang jika guru memberikan kesempatan untuk bertanya mengenai materi bahasa Inggris yang kurang dipahami

13 Saya mengerjakan tugas bahasa Inggris dengan mencontek pekerjaan teman

14 Saya merasa bosan dalam belajar bahasa Inggris karena guru memberikan soal yang banyak

15 Saya tidak semangat belajar bahasa Inggris karena tidak ada hubungannya dengan cita-cita saya

16 Saya tidak senang dengan teman yang tidak mau membantu memahami materi bahasa Inggris yang sulit

17 Siapapun guru yang mengajar, saya tetap mengikuti pelajaran bahasa Inggris sampai selesai

18 Saya senang apabila teman belajar dalam kelompok membantu saya memahami materi bahasa Inggris pada saat diskusi kelompok

19 Apabila saya merasa ragu-ragu dalam meyelesaikan soal atau mengerjakan tugas bahasa Inggris yang diberikan guru, maka saya akan menanyakan hal tersebut kepada guru ataupun teman yang sudah mengerti

20 Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.

21 Saya mengobrol dengan teman ketika guru sedang menjelaskan pelajaran bahasa Inggris

22 Saya tidak senang apabila guru bahasa Inggris tidak membuat diskusi kelompok dalam pembelajaran

23 Saya mengerjakan pekerjaan lain ketika guru memberikan tugas bahasa Ingris setelah selesai

menjelaskan

24	Saya bosan apabila guru bahasa Inggris menjelaskan dengan cara monoton (hanya menggunakan satu metode dalam pembelajaran)
25	Saya sering keluar ruangan saat pelajaran bahasa Inggris sedang berlangsung
26	Saya senang ketika guru memeriksa dan menilai PR saya
27	Saya belajar di rumah ketika ada PR atau ulangan esok hari
28	Saya senang apabila guru memberikan PR setelah selesai pembelajaran
29	Saya merasa senang untuk memahami kembali soal atau materi bahasa Inggris yang sudah dipelajari di sekolah walaupun itu sulit
30	Saya senang apabila guru membuat kompetisi dalam pembelajaran bahasa Inggris

THE QUESTIONS OF THE VALID'S QUESTIONNAIRE

Name	**:**
Gender	**:**
Age	**:**
Class	**:**

A. PETUNJUK PENGISIAN

1. Instrumen ini berisikan sejumlah pernyataan tentang motivasi belajar bahasa Inggris. Isilah angket ini dengan apa adanya sesuai dengan keadaan diri kamu serta usahakanlah untuk mengisi seluruh pernyataan tanpa ada nomor yang terlewatkan.
2. Bacalah setiap pernyataan dengan teliti.
3. Berilah tanda chek list (√) pada lembar kolom yang telah disediakan.
4. Atas kesediaan dan kerjasama kamu dalam mengisi instrumen ini saya ucapkan terima kasih.
5. Pedoman alternatif jawaban adalah sebagai berikut
   Sl = Selalu
   Sr = Sering
   Kd = Kadang-kadang
   Tp = Tidak Pernah

B. PERNYATAAN

No	Pernyataan	Sl	Sr	Kd	Tp
1	Saya belajar bahasa Inggris atas keinginan sendiri				
2	Saya menjadi lebih bersemangat dalam belajar bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal				
3	Saya mempelajari materi bahasa Inggris terlebih dahulu di rumah sebelum dipelajari di sekolah				
4	Saya tidak senang jika guru bahasa Inggris tidak memberikan hadiah apabila saya bias menjawab soal yang diberikan				
5	Jika guru telah hadir di ruangan, saya memilih tidak masuk untuk belajar bahasa Inggris				

6	Saya yakin dapat menguasai pelajaran bahasa Inggris meskipun pelajaran bahasa Inggris dianggap sulit
7	Saya senang jika guru mengumumkan kelompok terbaik di dalam pembelajaran bahasa Inggris
8	Saya mencatat semua penjelasan dan contoh yang dibuat guru bahasa Inggris di papan tulis
9	Saya merasa senang jika guru memberikan kesempatan untuk bertanya mengenai materi bahasa Inggris yang kurang dipahami
10	Saya mengerjakan tugas bahasa Inggris dengan mencontek pekerjaan teman
11	Saya merasa bosan dalam belajar bahasa Inggris karena guru memberikan soal yang banyak
12	Saya tidak semangat belajar bahasa Inggris karena tidak ada hubungannya dengan cita-cita saya
13	Siapapun guru yang mengajar, saya tetap mengikuti pelajaran bahasa Inggris sampai selesai
14	Saya senang apabila teman belajar dalam kelompok membantu saya memahami materi bahasa Inggris pada saat diskusi kelompok
15	Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.
16	Saya mengobrol dengan teman ketika guru sedang menjelaskan pelajaran bahasa Inggris
17	Saya mengerjakan pekerjaan lain ketika guru memberikan tugas bahasa Ingris setelah selesai menjelaskan
18	Saya sering keluar ruangan saat pelajaran bahasa Inggris sedang berlangsung
19	Saya senang ketika guru memeriksa dan menilai PR saya
20	Saya belajar di rumah ketika ada PR atau ulangan esok hari
21	Saya senang apabila guru memberikan PR setelah selesai pembelajaran
22	Saya merasa senang untuk memahami kembali soal atau materi bahasa Inggris yang sudah dipelajari di sekolah walaupun itu sulit

23	Saya senang apabila guru membuat kompetisi dalam pembelajaran dalam bahasa Inggris

Appendix III

The List of Questionnaire's Score

No	Initial Name	Class	Score
1	AUA	VIII^1	52
2	MDP	VIII^1	60
3	AR	VIII^1	69
4	AS	VIII^1	65
5	ANA	VIII^1	56
6	ZE	VIII^2	56
7	Izzy	VIII^2	68
8	FA	VIII^2	73
9	WRH	VIII^2	66
10	KA	VIII^2	78
11	FA	VIII^2	79
12	IS	VIII^2	54
13	MA	VIII^3	58
14	MFZ	VIII^3	68
15	MJP	VIII^3	63
16	MH	VIII^3	75
17	MAA	VIII^3	77
18	NAH	VIII^4	59
19	MM	VIII^4	63
20	MY	VIII^4	76
21	ND	VIII^4	40
22	MI	VIII^4	33
23	ZM	VIII^5	55
24	R	VIII^5	56
25	SSA	VIII^5	57
26	RAA	VIII^5	59
27	RAW	VIII^5	53
28	IN	VIII^6	68
29	AAF	VIII^6	70
30	APH	VIII^6	68
31	AAZ	VIII^6	71
32	FF	VIII^6	76
33	DFHH	VIII^6	81
34	FD	VIII^6	83
35	AR	VIII^6	83
36	CA	VIII^6	88

No	Initial Name	Class	Score
37	LMM	VIII^6	88
38	NL	VIII^7	64
39	KZ	VIII^7	71
40	NSP	VIII^7	75
41	MA	VIII^7	81
42	KI	VIII^7	83
43	SI	VIII^7	84
44	NPA	VIII^7	88
45	SRR	VIII^8	69
46	S	VIII^8	68
47	STA	VIII^8	71
48	SR	VIII^8	77
49	RA	VIII^8	84
50	UH	VIII^8	84

Appendix IV

The List of Students' English Value

No	Initial Name	Value
1	AUA	80
2	MDP	90
3	AR	78
4	AS	79
5	ANA	78
6	ZE	78
7	Izzy	80
8	FA	78
9	WRH	78
10	KA	78
11	FA	78
12	IS	78
13	MA	75
14	MFZ	75
15	MJP	78
16	MH	78
17	MAA	80
18	NAH	75
19	MM	75
20	MY	79
21	ND	75
22	MI	75
23	ZM	75
24	R	76
25	SSA	76
26	RAA	79
27	RAW	75
28	IN	75
29	AAF	78
30	APH	79
31	AAZ	76
32	FF	80
33	DFHH	80
34	FD	90
35	AR	80
36	CA	80

No	Initial Name	Value
37	LMM	96
38	NL	79
39	KZ	79
40	NSP	78
41	MA	75
42	KI	80
43	SI	78
44	NPA	79
45	SRR	78
46	S	78
47	STA	76
48	SR	79
49	RA	80
50	UH	90

Appendix V

DOCUMENTATION

The Researcher Explained the Ways of Filling the Questionnaire

The Researcher Devided the Questionnaire to the Students

The Researcher Gave the Explanation about English

The Researcher Take a Photo with the Students

Nomor   : B-11235/ITK/ITK.V.3/PP.00.9/ 09/2019   Medan, 12 September 2019
Lampiran : -
Hal   : Izin Riset

Yth. Ka. MTs Hifzil Qur'an Medan
Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	MUSTAFA KAMAL RAY
Tempat/Tanggal Lahir	:	Purbabaru, 20 Mei 1996
NIM	:	34153084
Semester/Jurusan	:	IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Hifzil Qur'an Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' ENGLISH LEARNING ACHIEVEMENT AT MTs HIFZHIL QUR'AN ISLAMIC CENTRE FOUNDATION MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Daly, M.Hum.
NIP.19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

SURAT KETERANGAN
Nomor : 050 / MTs/YIC-SU/X/2019

Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama	: MUSTAFA KAMAL RAY
T.T./Lahir	: Purba Baru, 20 Mei 1996
NIM	: 34153084
Sem/Jurusan	: IX/ Pendidikan Bahasa Inggris

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 12 September s/d 07 Oktober 2019 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

" THE EFFECT OF LEARNING MOTIVATION ON STUDENTS' ENGLISH LEARNING ACHIVEMENT AT MTS. HIFZIL QUR'AN ISLAMIC CENTRE FOUNDATION MEDAN ".

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 07 Oktober 2019
Kepala Madrasah,

DAHRIN HARAHAP, S. Pd I. M.SI