

**A STUDY ON THE CORRELATION BETWEEN STUDENTS'
MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT
SLTP SULTAN FATTAH SALATIGA IN THE ACADEMIC
YEARS OF 2003/2004**

THESIS

Submitted to the board of examiners in partials fulfillment
of the requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English and Education Department



By

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2003**



DEKLARASI

Bismillahirrahmanirrahim

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Thesis

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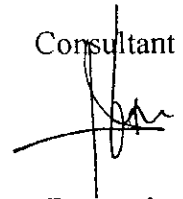
Assalamu'alaikum Wr. Wb.

After reading and correcting Farida Nairoturrohmah's thesis entitled **THE CORRELATION BETWEEN STUDENT MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT SLTP SULTAN FATTAH SALATIGA IN THE ACADEMIC YEARS OF 2003/2004.**

I have decided and would like to propose that if it could be accepted by educational faculty I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Consultant



Dra. Woro Retnaningsih, M.Pd



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STATEMENT OF CERTIFICATION

**THE CORRELATION BETWEEN STUDENT MOTIVATION
AND THEIR ACHIEVEMENT OF ENGLISH
AT SLTP ISLAM SULTAN FATAH
IN THE ACADEMIC YEAR OF 2003/2004**

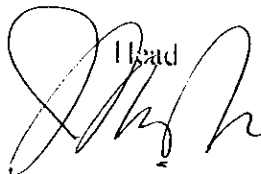
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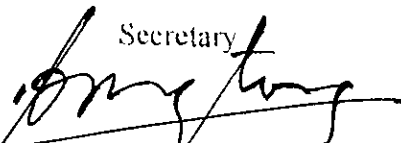
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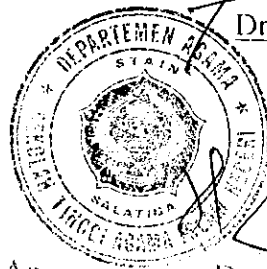
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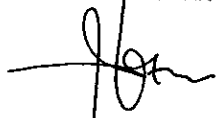

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MOTTO

There are no force and power but only God's favour

Of all studies, study your present condition

DEDICATION

This thesis is dedicated to:

1. My parents (Mr. Mualif Ridwan and Mrs Mulyati), who has educated me until now.
2. Special to (you always in my heart) thanks for your motivation and attention.
3. My brother (Dr. Burhan and Ahyar, S. Ag).
4. My old sister (Siti Rodlotul Janah, M. Ag and Nur Vadrilatul Khasanah, SH).
5. My young sister (Avivah, Asiah, Badiyah).
6. My best friend (Anita Farizanti, Adhi and Eni Hidayati).
7. All my friend in English Department of '99.
8. My beloved Nephew (M. Bima Wahid FL HAG, M. Hendra, M. Roby Haidar Amru).

ACKNOWLEDGEMENT

Thank to Allah SWT, who allows me to pass it through in accomplishing the mighty for this blessing which come down to down to me as my support and encouragement to finish my thesis. However, this success would not be achieved without help from many others.

This thesis is presented to English Department of State Islamic Studies Institute of Salatiga in partial fulfillment of the requirement for the sarjana degree. Also the writer would like to thanks to:

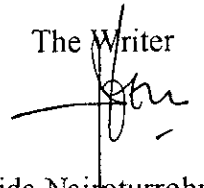
1. Drs. Badwan, M. Ag, as the head of State Islamic Studies Institute (STAIN Salatiga)
2. Drs. Sa'adi, M. Ag, as a chief of English Department.
3. Dra. Woro Retnaningsih, M. Pd, as the writers atientue counselor who has guided her patiently in the process of accomplishing this thesis
4. My parents (Mr. Mualif Ridwan and Mrs Mulyati), who has educated me until now.
5. Special to (you always in my heart) thanks for your motivation and attention.
6. My brother (Dr. Burhan and Ahyar, S. Ag).
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8. My young sister (Avivah, Asiah, Badiyah).
9. My best friend (Anita Farizanti, Adhi and Eni Hidayati).
10. All my friend in English Department of '99.

11. My beloved Nephew (M. Bima Wahid FL HAG, M. Hendra, M. Roby Haidar Amru).

Finally, the writer is aware that this thesis is so simple, that there may be mistakes in it. Therefore, she would like to task for the readers to criticize or to give suggestions to her in order that this thesis becomes improved. May Allah bless us every time.

Salatiga December 5nd, 2003

The Writer



Farida Nairoturrohmah

ABSTRACT

This thesis aims at proving the working by conclusion saying that there is positive correlation between students' motivation and their achievement in learning English.

The population of the research was 262. The proposional technique random sampling was used to get 30 students as the sample they had to do the test and complete the questionnaire on September 16th 2003.

From the computation of the test using correlation product moment. It was obtained that the value of $r_{xy} = (0,7825)$ was greater than the critical value of r_{xy} in the with number of subject 30 (0,36) thus. It was proved that is a positive correlation.

Based on the result of study, I was proved that there was significant correlation between achievement and correlation. There fore this study suggested that the English teacher of SLTP Islam Sultan Fattah Salatiga. Should improve the students motivations in order to improve their achievement in learning English.

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CHAPTER I

INTRODUCTION

A. Background

English is an international language used in countries through out the world including Indonesia. Here it is not only considered as the first foreign language but it is taught as a compulsory subject from the junior high school up to senior high school. Al though English has been taught for a long time, the result of teaching English is still considered unsatisfactory.¹

Actually some efforts have been tried to achieve how to master English. As we have known, our government manages some training programs like SP.KG, MG.MP etc., but the result are still out of target and we cannot just blame the students or the teachers only, because learning English is very complex and there are many factors which reflect it.

Having this unsatisfactory, I am aware of the fact that learning to comprehend is complex affecting by two factors. Internal and external, the first factor comes from the learners them selves, for example motivation, interest, attitude and intelligence, while the latter factor comes from outside of the learners. Such as situation and condition of the environment learning, materials and the teacher's ability in handling the English teaching and learning program.²

¹ Ramelan, *Introduction to Linguistic Analysis*, 1992, IKIP Semarang, Semarang Press, page 3

² Ramelan, *Perkembangan Pola Ilmu Linguistic Analysis*, 1986, IKIP Semarang, page 85

A learner will be successful in learning if he/she has a strong will to learn, this is so called motivation in the process of learning, motivation can be said as an inner driver to achieve learning activity so the purpose of subject learning can be maintained, in educational environment, motivation is one of the very important factors to encourage a learner to learn more rapidly and effectively, the motivation may come from the learner themselves that is the extrinsic motivation.

The learner motivation to actively enjoy the struggle for knowledge and he/she enjoys both intellectual challenges. For those who have intrinsic motivation they will have as strong responsibility to learn on the contrary those who have extrinsic motivation their anxiety to study depends on the conditions outside of themselves. In the educational term, the extrinsic motivations are most often carried out to arouse and achieve learning motivation.

Here as a teacher I try to investigate the students' motivation in learning English since it will help English teachers. Especially those who teach at SLTP Sultan Fatah Salatiga to understand of the students' motivation learning English when the teachers find that the students' motivation English is high, the teacher should pay attention on it so the goals of learning and teaching can be achieved however, when the teacher sees that the students are low in motivation. They have to try to find out the most appropriate way or method of teaching to encourage the student to study more seriously.

Becoming bilingual is a way of life. Every bone and fiber of your being is affected in some way as you struggle to reach beyond the confines of your

C. The Objective of the Study

Based on the three problem mentioned above the study intends to uncover three objectives of this study.

1. To examine the types of the student motivation in learning English.
2. To investigate how high the students motivation in learning English.
3. To find out whether there is correlation between students' motivation and their achievement in learning English.

D. Significance of the Study

The results of this study are useful for both students and teachers.

1. For students

The result of the study can help the students in improving their motivation in learning English.

2. For teacher

English teachers can apply the results of this study as feedback on their teaching activities. Improve the methods on technique in teaching so that the students are more motivated in learning English.

E. Methodology of Research

1. The Students

I chose the second year students as the object of the study. They are likely to be motivated to learn English as it is their new school object that they had never had in elementary school.

A person who is strongly motivated may adopt a self defeating style, so, If the students' have reasons in learning English. They will learn

more rapidly and effectively. In addition teachers have to make their own analysis on the students' performance to detect weaknesses that will their progress in learning English.

2. Population

A population is a set (or collection) of all elements possessing one or more attributes of interest.⁴

The population chosen in this study was the second year students of SLTP Sultan Fattah Salatiga of the academic year of 2003/2004.

The total of students in the population was 160 students. There were four classes, each class consisted of 40 students that year.

3. Sample

Sample is small proportion of population selected for observation and analysis.⁵ A researcher may take 10%-15% of more of the population used as the sample. I took 15% of the members of the population it equal to so students as the sample of this study.

4. Technique of Sampling

In this study, I selected the sample by using the lottery method. I did it by writing down each of the students' numbers on a small piece of paper. Then, the piece of paper were rolled out and put into a glass. After mixing those rolls of paper dropout of the glass one after another until I got 6 numbers in each class.

⁴ Arikunto, Suharsimi, *Prosedur Pendidikan : Suatu Pendekatan Praktik*, Jakarta, PT Rineka Cipta, 1996, page 115

⁵ *Ibid.*, page 117

first language and into new language, a new culture, an new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send and receive messages in a second language. Second language learning is not set of easy steps that can be programmed in a quick do-it-yourself kit. No one can tell you "how to learn a foreign language without really trying." The learning of second language is complex process involving a seemingly infinite number of variable.³

In short, motivation is one of very important factors that determines the success of a foreign language learning.

Based on the background this paper intends to investigate the students' motivation in learning English.

B. Statement of the Problem

In order to get a systematic part of view to the objective of the study my problem studied here are as follows :

1. What types of motivation are present among the first year students of SLTP Sultan Fatah Salatiga in learning English ?
2. How high is the students motivation in learning English ?
3. Is there any correlation between motivation and achievement in learning English ?

³ Brown H. Douglas, *Principles of Learning and Teaching*, 1980, New Jersey Prentice Hall Inc., page 4

Kartono defines manipulation motive as wishes to reach and remove things using hands or mouth and exploration motives to find new objects stimuli in order to survive people have to explore and manipulate the environment.

The motive to explore and manipulate the environment which is frequently called curiosity is probably related to the need for sensory stimulation.¹²

3. Social Motives

People are social animals. That is, throughout their lives, they require to be directed toward satisfying numerous social motives, for example, to feel love, accepted, afforded and esteemed said.

“Most psychologist believes that people continue to require human relationship all their lives. Occasionally, when individuals were particularly trouble some the groups ignored them completely. Isolates develops the long eye syndrome. They could not sleep, they were prompt to out bursts of crying, they neglected their personal bygone and daily routines, and they appeared aimless and apathetic. As soon as the individual was accepted once again by the group these symptoms of severe depression disappeared”.¹³

In relation to social motives “people’s motives might accurately reflected in what they where not under pressure to think about anything in particular”.

¹² *Ibid.*

¹³ *Ibid.*, page 279-280

4. Growth motives

People need to develop and acquire competence and to actualize all their various potentials. This presumably arouses a growth (or actualization) motive. People were born with five needs system.¹⁴ They are:

- a. Self actualization needs self fulfillment and realizing one's own individual potentialities.
- b. Esteem needs : achievement, approval, competence and recognition.
- c. Love needs, affiliation, acceptance, and belonging.
- d. Safety needs, security and safety, absence of danger.
- e. Psychological needs, hunger, thirst, air, etc.

Maslow's evidence primarily consist of observations, which indicate that behaviour aimed at growth may be dictated at last in part by learning. American school children, for instance are likely to strive for excellence in sports or academics because their society values these activities.

5. Achievements motive

Most people have a lot of achievement motive. We may find a student which studies very hard because he/she wants to be number one in his/her class. It is also possible that one day we find certain people do something dangerous, crazy and unusual. When they ask their reasons in doing this, they say they only want to be different from other.

¹⁴ *Ibid.*, hlm. 280

The achievements motives or the need to achieve as researchers generally call it. may be defined as motive to purpose excellence, to accomplish to fly goals, or to be success in difficult last when he satisfaction of a particular individuals potentialities is considered the goal them the achievement motive is considered a growth motive, when competition between people is stressed them the achievement is classified as a social motive.¹⁵

The achievement motive probably arises response to a combination of cultural and learning experience. An innate need may also influence it. moreover our society frequently rewards achievement by financial gains and high status. The achievement motive may also be influenced by psychological factors. The psychologists believe that the growth motives which lead people to developed and acquire competence and to actualize their basic potential in born.

Motives are not automatically translated into relevant behaviour. From this statement, it can be concluded that if some one has a motive to be a doctor. He will not automatically become a doctor.

Motivation is kind of internal drive that encourages somebody to pursue course of action but people are often unaware of their own motive. People who appear to have a strong motive to achieve what they want but they lack the ability, perseverance, opportunities, or a freedom from anxiety pursue their achievement needs.

The second language learning motivation in the crucial force, which determines whether a learner embarks on a task of all.¹⁶ How much energy he/she devotes to it. and how long he/she preserves. It is a complex

¹⁵ *Ibid.*, page 295

¹⁶ Elly M. Christoper, *Language-Learning Motivation and Casual Analysis the Modern Language*, Journey, 1986, page 32

phenomena and includes many. Components : the individual's drive need for achievements for success curiosity desire for stimulation and new experience, and so on. He divides motivation in learning English into new aspects. The first is the type of motivation (i.e. reasons for studying English) and the second aspect is the strength of motivation which refers to the student's attitude desire and effort in learning English.

C. Types of Motivation in Learning Foreign Language

Motivation can be described as the student's need to learn or driving force that make them work hard. If the student has reasons in doing something. They will learn more rapidly and effectively. The motivation may come from the student themselves, that is the intrinsic motivation or may be their environment encourage them to learn, that is the extrinsic motivation.

Motivation in learning foreign language into two types : instrumental and integrative motivations. The first refers to motivation to acquire a language as a means for attaining instrumental and practical goals, getting a job, furthering, a career, reading foreign newspaper or text, passing in exam and so forth. In this case the student believes that the mastery of the foreign language will be useful for certain instrumental and practical goals like the ones mentioned above. While the latter refers to a want of learning a language for reason of understanding related to or communicating with people of the culture who speak it. Here the student is attracted by the culture of the target language community, and in the strong form of integrative motivation, they wish to integrate themselves into the culture. A weaker form of such

motivation would be the students' desire to know as much as possible about the culture of the target language community.¹⁷

Motivation is geared by the existence of a number of principles. They are : (1) Principle of meaningfulness, (2) Principle prerequisite, (3) Principle of open communication, (4) Principle of active appropriate practice, and (5) Principle of pleasant condition and consequence. They are discussed in the following sections.

1. Principles of Meaningfulness

A student is likely to be motivated to learn things that are meaningful to him. Meaningfulness is a personal thing. Therefore something taught in a given class is not always meaningful to each student. Each student is motivated by what he can relate to his experience, future and interest and values. To make a course meaningful, the teacher should explain to the students how the subject relates to their experiences.

Relating instruction to students' future, the teacher should have some idea of the situations that the students will encounter in the future. Including the skills that may need in every day life or in the job market. One way to relate learning to the students' future is to developed a statement that provides an overview of the subject to be learned and relate it to future activities outside the school.

Relating instruction to students' interest and values, the teachers are suggested to apply the participation management which is used to make a course more meaningful by allowing students as much voice as

¹⁷ Brown H Douglas, *op. cit.*, page 114

relationship, give cues and prompts to students to be sure they understand what is being said. In addition the teacher should avoid talking about something in students' absence. For example, when the teacher is talking about some aspects of American culture, he may show students pictures illustrating his point. Finally, the teacher should ask questions to variety communication.

4. Principle of active appropriate practice

The student is more likely to learn if he takes an active part in practice geared to reach an instructional objective.

There are three useful suggestions to aid in adopting teaching to this principle. First, the teacher should require his students to answer questions. He should ask many students as possible to respond and have all students organize or reorganize information found in their reading. Third the teacher should set up laboratories and on the job learning situations when the course objectives call for them.

Some teachers are able to stimulate activate appropriate practice even when there are a large number of the students in the class. Some teacher use games and stimulation to stimulate active practice, other teachers use tutorial method. Pairs of the students are assigned to teach each other. In one such case each students prepared question to ask his partner and following the partner's response, told him if his answer was right or wrong.

5. Principle of pleasant condition and consequence

A student is more likely to continue learning if instructional conditions are made pleasant.

The teacher should first eliminate the negative aspects of instruction and accentuate the positive aspects to provide pleasant condition and consequence.

All teacher want their students to feel good about the things they have learned and to use this knowledge after they leave school. Therefore teacher must reduce the possibility of school being boring, frustrating, and unpleasant. To do so we must recognize those occasions in school that are aversive.

There are four ways that students are often in adventenly exposed to aversive stimuli in the class. First, student are bored, the lack of challenge and variety, the demand to repeat what they already know. The interminable waiting, and the monotonous tone of the teachers are all conditions that contribute to boredom. Second, students are subjected to unpleasant physical conditions in class. Third, students are frustrated by being placed in situations where unattainable, unreasonable demands are made and no escape is allowed giving students information which they have no prerequisites, demanding for flight performance when the students are fatigued, hiding necessary information from students, continually failing students and demanding that students pay attention when they cannot hear or see are all contributing factors to frustration. Finally,

students are hurt emotionally the avoidance of personal contact by the teacher, harsh public comparisons of students' work, crude jokes with the students as the butt and threats of failure, all contribute to hurt student emotionally.

Teacher can make practice conditions pleasant in three ways. First of all, they set challenging tasks. A challenging task is neither too hard nor too easy. A challenging task based on the students' ability should not be presented to students who have continually failed to learn. The teacher should give those students tasks which guarantee success and as they succeed. He has to increase the task difficulty until it becomes challenging next teachers can give students feedback. Giving student knowledge of results will improve performance and provide an incentive to work. Finally teachers can reward student efforts. Rewards are not just concrete objects such as money, food or presents, many rewards are subtle and intangible. Attention from people, opportunity for novel experience, and being able to exert power may also serve as rewards. The teacher should also know that rewarding a student every time he responds correctly is excellent for initiating behaviour, but is not necessary to maintain participation over time. Intermittent rewards given for a number of responses of for an amount of time at work is the best way to maintain a high rate of participation over time.

There 5 principles are basically used as the bases for constructing the questionnaire in this study.

D. Conceptual Basic of this Study

What is meant by motivation is inner drive impulse emotion, or desire that moves one to particular action. Motivation can be classified into twelve they are :

1. Basic Motives
2. Security
3. Mastery
4. Self-esteem
5. Social Motive
6. Response from Others
7. Psychosexual Motive
8. New Experience
9. Aggressiveness
10. Relative Importance of Motives
11. Habits as motives

In this study I refer to learn foreign language (English) motivation.

This motivation is elaborated as follows :

1. Principles of meaning follows
2. Principles of prerequisite
3. Principles of open communication

4. Principles of active appropriate practice and
5. Principles of pleasant condition and consequence ¹⁸

These points are used as the basis for constructing the questionnaire which used as a mean of collecting data.

¹⁸ Brown H Douglas, *op. cit.*, page 114

CHAPTER III

METHOD OF THE INVESTIGATION

In this chapter the writer present the object population and sample, variable, instruments, procedures of collecting data, and method of analyzing data.

A. Object of the Study

The object of this study is motivation that the students have learning English.

1. Motivation

Motivation is considered as one important factor that determines the success or failure of foreign language learning. There same definition of motivation given by psycholinguistics specifically to the process of foreign or second language learning, but here. I focus on the reasons for studying English. I described motivation as the students' need to learn English. Motivation can come from the students themselves or maybe their environment encourages them to learn English.

2. Variables

In this study, there are two variables namely the students motivation and their achievement in learning English. Motivation is this study as the independent strength of motivation which is indicated by the students attitudes desire and effort in learning English.

Achievement as the dependent variables in this study refers to the students total scores after they are tested using a set of test, which has been tried out before.

3. The Students

I chose the first students as the object of the study. They are likely to be motivated to learn English as it is their new school subject that they had never in elementary school. Person who is strongly motivated may adept a self defeating style. So if the students have reasons in learning English. They will learn more rapidly and effectively in addition teachers have to make their own analysis on the students performance to detect weaknesses that will their progress in learning English.

B. Population and Sample

The population chosen in this study was the second year students of SLTP Islam Sultan Fattah Salatiga of the academic year 2003/2004.

The total number of students in the population was 250 students. There were two classes, each class consisted of 46 students that year, sample is a small proportion of population selected for observation and analysis.¹

A researcher may take 10%-15% or more of the population used as the sample. I took 15% of the men of the population.² It was equal to 30 students as the sample of this study.

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta, Rineka Cipta, 2002, page 107

² *Ibid.*, page 108

In this study I selected the sample by using the lottery method. I did it by writing down each of the students' numbers on a small piece of paper. Then the piece of paper were rolled out and put into a glass. After mixing those rolls of paper dropout of the glass one after another until I got is number in each class.

C. Instruments

In this study I use questionnaire and set of test to collect the data.

1. The questionnaire

A questionnaire is a number of written question which are use to gain information from the respondents about them and their knowledge belief etc.³ The questionnaire is used measured the students' motivation in learning English. The questionnaire is constructed of the basis of the basic. Concept presented in chapter two. According to the concept motivation can be identified by means of

- a. The principle of meaning fullness
- b. The principle of prerequisite
- c. The principle of open communication
- d. The principle of active appropriate practice
- e. The principle of pleasant condition and consequence⁴

Based on the concept I constructed the framework that was used as the bases for writing the questionnaire item the framework is as follows.

³ *Ibid.*, page 107

⁴ Brown H. Douglas, *Principle of Learning and Teaching*, 1980, New Jersey Prentice Inc., page 114

No	Basic Concepts	Frame Work	Questionnaire
1	Principle of meaningfulness	1. The teacher should explain to the subject relates to their experiences 2. The teacher should have same ideas of situation that the students will encounter in the future	3 2
2.	Principle of prerequisite	1. When the teacher ignores the principle of prerequisite and assume that all students have same prerequisite skills. Some students will be bored while others are frustrated	3
3.	Principle of open communication	1. The teacher should state objectives to his student 2. The teacher should point out relationship give cues and prompts to students to be sure they understand what is being said 3. The teacher should ask to verify communication	1 2
4.	Principle of active appropriate practice	1. The teacher should require his students to answer questions	4
5.	Principle of pleasant condition and consequence	1. The teacher should be first eliminate the negative aspects of instruction and accentuate the positive aspect to provide pleasant condition and consequence	2

No	Basic Concepts	Frame Work	Questionnaire
		2. The teacher must reduce the possibility of school being boring frustrating and unpleasant	2
		Total	20

The questionnaire consists of 20 items related to the students' motivation in learning English the first 13 items are used to know the types of the students motivation and the next 7 items are used to measure the strength of student motivation in learning English.

Each item is followed by so called Likert Scale of Agreement consisting of four option i.e. (1) completely agree, (2) agree, (3) not completely agree (4) disagree. The respondents should choose one out of the four options to show their attitude toward the offered to them. The scoring of the questionnaire is determined by summing up the value assigned to individual response to score the rate. Each item is credited 4, 3, 2, or 1. From favourable to unfavourable answer conversely, the response options are credited 1, 2, 3 or 4 from unfavourable to favourable answer.⁵

2. The Structure of the School Organization

Considering that the duties of headmaster of SLTP Islam Sultan Fattah Salatiga are so many. That is why the headmaster should appoint a structure of the school organization to manage all of educational activities.

⁵ Haris. H. David, *Testing English as A Second Language*, 1969, New York, Mc Grow Hill Book Company, page 79

No	Basic Concepts	Frame Work	Questionnaire
		2. The teacher must reduce the possibility of school being boring frustrating and unpleasant	2
		Total	20

The questionnaire consists of 20 items related to the students' motivation in learning English the first 13 items are used to know the types of the students motivation and the next 7 items are used to measure the strength of student motivation in learning English.

Each item is followed by so called Likert Scale of Agreement consisting of four option i.e. (1) completely agree, (2) agree, (3) not completely agree (4) disagree. The respondents should choose one out of the four options to show their attitude toward the offered to them. The scoring of the questionnaire is determined by summing up the value assigned to individual response to score the rate. Each item is credited 4, 3, 2, or 1. From favourable to unfavourable answer conversely, the response options are credited 1, 2, 3 or 4 from unfavourable to favourable answer.⁵

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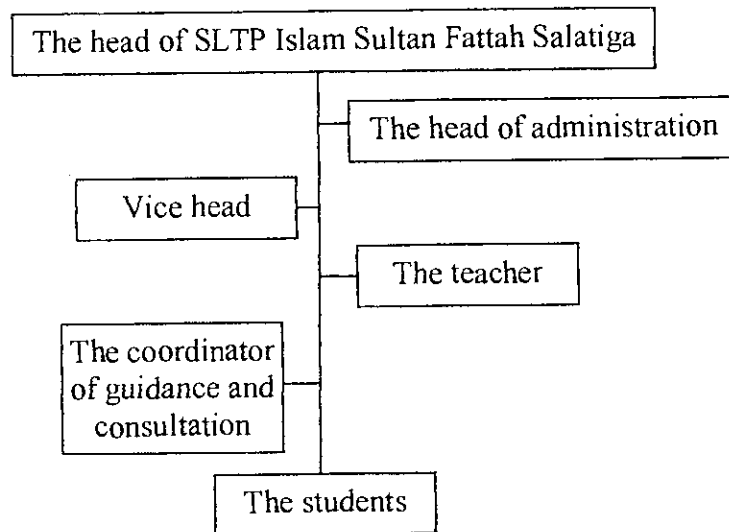
⁵ Haris. H. David, *Testing English as A Second Language*, 1969, New York, Mc Grow Hill Boook Company, page 79

The organization structure consists of the some sections with different duties, observe the details bellow :

- a. The teacher of SLTP Islam Sultan Fattah Salatiga has the following duties.
 - 1) As the top leader who manages all the school activities.
 - 2) Responsible for internal and external relation affairs.
 - 3) To plan and control all the accomplishment of duties and activities
- b. The head of administration is in charge of
 - 1) The student affairs
 - 2) The official affairs
 - 3) The financial affairs
 - 4) The equipment affairs
 - 5) The office management
 - 6) The school cooperation affairs
- c. The main duties of the vice-headmaster of SLTP Islam Sultan Fattah Salatiga are :
 - 1) The headmaster's assistance in managing all the school activities.
 - 2) To manage the studentship affairs
 - 3) To provide the facilities heeded
 - 4) To manage the curriculum affairs
 - 5) To manage the cooperation with the social affairs
- d. The main duties of the coordination of guidance and counseling are
 - 1) To plan and make the program of guidance and counseling

- 2) To control the program of guidance and counseling
 - 3) To coordinate the program of guidance and counseling
- e. The teachers have duties
- 1) To teach and educate the students
 - 2) To evaluate the teaching-learning process
 - 3) To help in solving the students' problem
 - 4) The other duties which have closed relation ship with their duties as teacher.

The Organization Structure of
SLTP Islam Sultan Fattah Salatiga



3. The conditions of teacher, officials and students
 - a. The teacher

In teaching learning process, teachers have important roles. Their existence is always needed in every school or education institution. They will give material of subject. The number of SLTP

Islam Sultan Fattah Salatiga is two of them teach English subject, to know the condition of the teacher ca see in this following table

Table I

The Condition of Teacher in SLTP Islam Sultan Fattah Salatiga

No	Name	Graduation	Subject
1.	Drs. H. Moh. Hamdan	S1	Religion
2.	Drs. H Noor Rofi	S1	Al Qur'an
3.	Dra. Hj Sri Mardiyanti	S1	Mathematics
4.	Nurudin Arraning, S.Ag	S1	Art
5.	Purnomowati, Anp	D3	Physic
6.	Sriyanto S.Ag	S1	Economic
7.	Drs. Suratman	S1	Arabic & PAI
8.	Minarsih AmPd	D3	English
9.	Nur Kholish S.Pd	S1	Biology
10.	Nur Iffan S.Pd	S1	Mathematics
11.	Budiyanto, S.Pd	S1	Sport
12.	Sri Din Farohyati, S.Ag	S1	Java
13.	Sudiasih, S.Pd	S1	PPKn
14.	Siti Nur Aini, S.Pd	S1	Indonesia
15.	S. Muslikah, B.A	S1	Aqidah
16.	Dra. Cut Wiwi Elyani	S1	Biology
17.	Syamsi Ariyah, S.Pd	S1	English
18.	Yekti widiowati, S.Pd	S1	Geography & History

After we use the table, we can get two teacher who teach English according to their qualification they are

- 1) Syamsi Ariyah teaches in the first class
- 2) Minarsih Ampd teacher in two and third class

b. The employes

To manage the educational activities, every school needs employees. It is expected that every activity can be performed effectively and efficiently, to that the goal of teaching can be achieved.

The official status of them is institutional employees. They are hoped that the duties which are given to them can be done well so the officials can help the educational activities.

c. The Students

1) The number of students

The total number of students of SLTP Islam Sultan Fattah Salatiga in the school year of 2003/2004 is 250 pupils, they consist of 62 students of the first year, 92 students of the second year and the students of the third year are 96 pupils. SLTP Islam Sultan Fattah Salatiga has 7 classes which covers the first class has 2 parallel classes, the second class has 2 parallel classes, the third class has 3 parallel classes.

The female students must wear the muslim jilbab. The color of their dresses is old green and white, brown and old brown.

From the number of students above, it can be seen that there are many students who study in SLTP Islam Sultan Fattah Salatiga.

2) The Student Organization

The school organization of students called "OSIS" is the students organization of SLTP Islam Sultan Fattah Salatiga which is formed through Musyawarah Perwakilan Kelas (Classes Delegation Meeting). OSIS is led by Majelis Pembina OSIS (OSIS Advicer Committee) that is presided by the head moslem of SLTP Islam Sultan Fattah Salatiga and its members are some teacher of school who are appointed by the headmaster.

Based on the goal of OSIS clearly program OSIS has function as an agent which help to regulate the extra curricular activities. Some of them Pramuka (the Indonesia scout moment), PMR (the Indonesia the youth red cross).

The main activities are to support the extracurricular activities and to strengthen, confirm, and developed the positive attitude and behaviour, and to achieve the goal of OSIS programs such as, sport, art, scout and other positive activities.

3) The facilities of SLTP Islam Sultan Fattah Salatiga

To developed the quality of education, learning teaching process equipment and facilities have the main role in the school, must try to fulfill them, so the teaching learning process can go well, SLTP Islam Sultan Fattah Salatiga has given enough equipment and facilities. The building consists of two floors. This school has 7 classrooms for doing the teaching and learning

process, a room for the headmaster, a room for teachers, a room administration, a room for guidance and counseling and a living room. A classroom is a place for conducting teaching learning process, in the class they are students desks and chairs for students a table, a chair for teacher a blackboard, an eraser for cleaning the blackboard, a ruler the board of students' present list, the students' present book the list of team works the tools for cleaning the floor and lamps, the schedule of students, duty the president pictures, electric lamp, the schedule of subject and a watch.

D. The Procedures of collecting data

The procedures of collecting the data in this study involves several steps. The first step is constructing the questionnaire. The second step is trying out the questionnaire to examine whether or not it needs improvement. The third step is collecting the questionnaire and analyzing them to document study was applied to get the needed information of SLTP Islam Sultan Fattah Salatiga such as the number of student know the validity and the reliability of the instruments, the distribute the questionnaire to the respondents, collect them and analyze the results of the questionnaire test.

The next step to get the score of students' achievement, the writer make the table of specification to make a set of test. The amount of the test item is 30 items. The next step is tested to the respondents after getting revised if it is necessary. Finally, the writer compute the data.

E. Method of Analyzing Data

The analysis is going to find out the correlation between the students' motivation in learning English and their achievement in learning English. The data obtained from the questionnaires and the achievements test are analyzed them. After getting the scores of the students' motivations and the scores of their achievement in learning English, high motivation also has good achievement in learning English.

To get the answer to this problem, first, she correlate the score of the students' motivation and the score of their achievement. To find out the correlation coefficient between these two variables, she apply the correlation product moment formula as follows :

$$r_{xy} = \frac{n \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(n \Sigma X^2 - (\Sigma X)^2)(n \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

where : r_{xy} : correlation coefficient

ΣXY : the sum of the product multiplying the scores for the motivation and the scores for the students achievement.

ΣX : the sum of the scores for the students' motivation

ΣY : the sum of the scores for the students' achievement

n : the total number of respondents⁶

⁶ Arikunto, *op. cit.*, 1992, page 365

CHAPTER IV

RESEARCH REPORT

The chapter of the writing deals with the analysis of the data collected. The scoring of the questionnaire, as well as the achievement test and application of the percentage, descriptions.

A. General Finding

She has conducted a research of SLTP Islam Sultan Fattah Salatiga on 8th September up to 8 November 2003. She collected the data concerning the student's motivation by distributing the questionnaire and achievement test. The total questionnaire of the research. Was to 30 student's from 250 students. They have done the questionnaire of the research will. They also have done the achievement test an 6th at 2003 and then. Collected the result of the questionnaire and the test.

B. Statistic of the Data

To analyze the data the following preparation was taken :

1. Scoring the questionnaire.
2. Scoring the achievement test.
3. Correlate the score of the score of the students achievement with the student's motivation using the person product moment correlation formula.

C. Scoring the Questionnaire

The questionnaire consists of 20 items related to the students' motivation in learning English, the first 13 items are used to know the types of the students' motivation and the next 7 items are used to measure the strength of the students' motivation in learning English. Each item is followed by so called Likert scale of agreement consisting of four options: i.e. (1) completely agree, (2) agree (3) not completely agree, (4) disagree. The respondents should choose one out of the four options to show their attitude toward the offered to them. The scoring of the questionnaire is determined by summing up the value assigned to individual response, to score the rate, each item is credited 4, 3, 2, or 1 from favourable to unfavourable answer, conversely, the response options are credited 1, 2, 3 or 4 from unfavourable to favorable answer.

To measure the reliability of instruments of the questionnaire in this study. I apply to formula Spearman Brown before the questionnaire is used as the instrument to collect the data it has been tried out to know its validity and reliability.

In scoring the questionnaire. She got list which the scores were listed by summing up the item credits of their answer. As stated before the item score ranged for 1 to 4.

D. Scoring the Achievement Test

The teaching of English at junior at high school aim as at developing the four language skill : reading, listening, speaking and writing and based on

the function of English as a subject reading is a given the most emphasis although the four language skill should be taught in an integrated manner. While the language element, structure and vocabulary are thought a view to support the development of the four language skill to construct the achievement test she took some step, first, design a table of specification which content all the scope and competence target though in the second year of SLTP Islam Sultan Fattah Salatiga. second, she arranged item test which are correlated to the four language skill structure and vocabulary. In this study she constructed 30 items included reading structure vocabulary.

In scoring the achievement test in which each was scored she 1 for a correct answer and wrong was score 0,1 summed up to the scores of the respondent's. Responses advocated using the some standard furthermore to know whether or not every student had high motivation also had high achievement and learning English. The first she correlated scores of the student's achievement with the student's motivations using the Pearson product moment formula to do.

E. Data Analysis

To find out the significance of student motivation and their achievement in learning English, the correlation score the writer analysis the data as follows.

This formula is found by Pearson and is symbolized by notation r , that is correlation index which is often used in statistical analysis product moment

correlation analysis used to calculate correlation score between student motivation and their achievement in learning English by the following formula

$$r_{xy} = \frac{n \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(n \Sigma X^2 - (\Sigma X)^2)(n \Sigma Y^2 - (\Sigma Y)^2)\}}}$$

where : r_{xy} : correlation coefficient

ΣXY : the sum of the product multiplying the scores for the motivation and the scores for the students achievement.

ΣX : the sum of the scores for the students' motivation

ΣY : the sum of the scores for the students' achievement

n : the total number of respondents and the steps of the operational counting is as follow :

To calculate product moment correlation the writer uses the following steps :

1. Making table (see table) about student's motivation and their achievement in learning English to calculated correlation coefficient (r).
2. Putting the symbols used to each column (see table)
 - a. The first column is filled by N
 - b. The second column is filled by x
 - c. The third column is filled by y
 - d. The fourth column is filled by x^2
 - e. The fifth column is filled by y^2
 - f. The sixth column is filled by xy
3. Entering each score into each column

4. Calculating the sum of the score each column.
5. Consulting with table r (product moment)
6. The previous score is used to prescribe the significance of the correlation
the strength of correlation vary as the following index
0.00 – 0.20 shows that there is nearly no correlation
0.20 – 0.40 shows that the correlation is low.
0.40 – 0.70 shows that the correlation is fair.
0.70 – 0.90 shows that the correlation is high.
0.90 – up shows that the correlation is excellent
7. Significance test of correlation coefficient. If arithmetical calculate (rh) is higher, then table r (rt) it means that there is a significant correlation. Conversely if $rh < rt$ it means that there is a low correlation.
8. Making table of correlation variable X and variable Y

Table III

The Tabulation of the Motivation and the Achievement is Scores

No	x	y	x^2	y^2	x.y
1	5	10	25	100	50
2	6	4	36	16	24
3	7	7	49	49	49
4	2	5	4	25	10
5	4	2	16	4	8
6	9	5	81	25	45
7	4	4	16	16	16
8	4	3	16	9	12
9	4	6	16	36	24
10	4	5	16	25	20

No	x	y	x ²	y ²	x.y
11	7	7	49	49	49
12	6	4	36	16	24
13	3	4	9	16	12
14	7	2	49	4	14
15	2	4	4	16	8
16	2	8	4	64	16
17	5	6	25	36	30
18	5	6	25	36	30
19	9	8	81	64	72
20	6	5	36	25	30
21	7	5	49	25	35
22	6	4	36	16	24
23	2	7	4	49	14
24	3	3	9	9	9
25	6	4	36	16	24
26	3	7	9	49	21
27	5	4	25	16	20
28	9	3	81	9	27
29	5	8	25	64	40
30	3	3	9	9	9
Σ	150	151	876	877	850

From the tabulation I found the value

$$\Sigma x = 150 \quad \Sigma x^2 = 876 \quad \Sigma xy = 850$$

$$\Sigma y = 151 \quad \Sigma y^2 = 877 \quad N = 30$$

9. After the table of correlation variable x and variable y is provided the next steps is adding the number above and put the into the formula.

$$\begin{aligned}
 r_{xy} &= \frac{n \cdot \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(n \Sigma X^2 - (\Sigma X)^2)(n \Sigma Y^2 - (\Sigma Y)^2)\}}} \\
 &= \frac{30 \cdot 850 - (150)(151)}{\sqrt{\{(30 \cdot 875 - (150)^2)(30 \cdot 877 - (151)^2)\}}} \\
 &= \frac{25500 - 22650}{\sqrt{(26280 - 22500)(26310 - 22801)}} \\
 &= \frac{2850}{\sqrt{(3780)(3509)}} \\
 &= \frac{2850}{\sqrt{13264020}} \\
 &= \frac{2850}{3641,980231} \\
 &= 0,7825
 \end{aligned}$$

After finding the correlation variable x and variable y we find the significance of the correlation result so the result of correlation between variable x and variable y in the student's motivations and their achievement in learning English is 0,7825

Based on the requirement above the correlation between the two variables was significance the number of subject 30 ($0,7825 > 0,361$) from the computation above it can be inferred that there was positive correlation between the student's motivation and their achievement in learning English. In other word the student with higher motivation achieved higher degree of achievement in learning English than the student with lower

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data analysis she drawn some conclusion and suggestion as follow :

A. Conclusion

The conclusion of student motivation in their achievement in learning English, are :

1. The types of motivation are present among the first year student of SLTP Islam Sultan Fattah Salatiga in learning English is principle open communication, principles of meaningfulness, principles of prerequisite principle of active appropriate practice, principle of pleasant and consequence.
2. The students with high motivation also has a good achievement in learning English at SLTP Islam Sultan Fattah Salatiga.
3. The correlation between motivation and achievement in was found out that their was significantly positive correlation between them. The coefficient obtained was 0,7825 and the number of subject 30 was 0,361.

B. Suggestion

After carrying out the research it would like to offer some suggestion to be considered to improve the student's motivation in learning English.

1. To the student

The student will be successful in learning if she or he has motivation in learning.

2. To the teacher

Teacher should give motivation to the student because motivation is important for them to follow the English lesson.

3. It is also essential for teacher for his school (SLTP Islam Sultan Fatah Salatiga) to give a feeling of need of English to make them follow the lesson happily and to avoid the opinion that English is difficult and boring.

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Table I

The Tabulation of the Achievement is Scores

No of respondent	Name	Score
1	Aditya Santoso	10
2	Fitriyanto Nugroho	4
3	Azizah Muslikah	7
4	Aryanto	5
5	Asih	2
6	Ponah	5
7	Eko Purnocosari	4
8	Eko Setyowati	3
9	Mutanah	6
10	Budi Eksanti	5
11	Nur Soim Fadli Ali	7
12	Purwanti	4
13	Rika Hapsari	4
14	Rohmiati	2
15	S Fatakah	4
16	Arfifudin	8
17	Bagus Hermawan	6
18	Dwi Purwati	6
19	Fatimah	8
20	Indah Purnomowati	5
21	Kurniawati	5
22	M Fadholi	4
23	M. Zulfi	7
24	Rizki Hovitaria	3
25	Rita Yulianti	4
26	Rudi Yanto	7
27	Suroti	4
28	Tumirah	3
29	Taufiq	8
30	Irwanto	3

Table II

The Tabulation of the Motivation is Scores

No of Respondent	Name	Scores
1	Aditya Santoso	5
2	Fitriyanto Nugroho	6
3	Azizah Muslikah	7
4	Aryanto	2
5	Asih	4
6	Ponah	9
7	Eko Purnocosari	4
8	Eko Setyowati	4
9	Mutanah	4
10	Budi Eksanti	4
11	Nur Soim Fadli Ali	7
12	Purwanti	6
13	Rika Hapsari	3
14	Rohmiati	7
15	S Fatakah	2
16	Arfifudin	2
17	Bagus Hermawan	5
18	Dwi Purwati	5
19	Fatimah	9
20	Indah Purnomowati	6
21	Kurniawati	7
22	M Fadholi	6
23	M. Zulfi	7
24	Rizki Hovitaria	3
25	Rita Yulianti	6
26	Rudi Yanto	3
27	Suroti	5
28	Tumirah	9
29	Taufiq	5
30	Irwanto	3

name :

class :

QUESTIONNAIRE

Sehubungan dengan upaya pengembangan pembelajaran bahasa Inggris kami mengadakan pendidikan mengenai motivasi belajar bahasa Inggris dan pengaruhnya terhadap prestasi siswa.

Berikut ini ada sejumlah pertanyaan yang berkaitan dengan motivasi anda dalam mempelajari bahasa Inggris. Anda diminta untuk menanggapi pertanyaan-pertanyaan tersebut sesuai dengan keyakinan perasaan dan pengalaman anda yang sebenarnya.

Adapun pilihan atau jawaban anda tidak mempengaruhi penilaian terhadap bahasa Inggris Anda jawablah angket ini dengan sejujur-jujurnya.

- | | | | | |
|--|----|---|----|-----|
| 1. Saya belajar bahasa Inggris agar saya dapat mengerti bacaan-bacaan dalam bahasa Inggris. | SS | S | TS | STS |
| 2. Keinginan saya belajar bahasa Inggris agar saya mampu menterjemahkan tulisan bahasa Inggris | SS | S | TS | STS |
| 3. Saya mempelajari bahasa Inggris agar saya mendapatkan nilai bahasa Inggris yang baik. | SS | S | TS | STS |
| 4. Dengan belajar bahasa Inggris saya akan dapat mengerti berita yang disampaikan secara lisan dalam bahasa Inggris. | SS | S | TS | STS |
| 5. Saya belajar bahasa Inggris karena bahasa Inggris akan mendukung study di SMP | SS | S | TS | STS |
| 6. Mempelajari bahasa Inggris karena bahasa Inggris adalah bahasa yang penting di dunia | SS | S | TS | STS |
| 7. Saya ingin mempelajari bahasa Inggris sedini mungkin | SS | S | TS | STS |
| 8. Saya sangat suka bahasa Inggris | SS | S | TS | STS |
| 9. Harapan saya belajar bahasa Inggris agar saya bisa bahasa Inggris dengan lancar | SS | S | TS | STS |
| 10. Maksud saya belajar bahasa Inggris, agar saya emmpunyai bahasa lebih dari satu. | SS | S | TS | STS |
| 11. Saya mengerjakan PR bahasa Inggris secara teratur dan sungguh-sungguh | SS | S | TS | STS |
| 12. Saya selalu mengikuti pelajaran bahasa Inggris dengan penuh perhatian. | SS | S | TS | STS |

13.	Ketika saya mempunyai masalah dengan pelajaran bahasa Inggris saya minta bantuan guru untuk mengatasinya.	SS	S	TS	STS
14.	Saya belajar bahasa Inggris agar saya bisa mengerjakan tugas bahasa Inggris dengan mudah.	SS	S	TS	STS
15.	Dengan mempunyai bahasa tidak akan mempermudah bagi saya untuk mendapat pekerjaan	SS	S	TS	STS
16.	Saya ingin bahasa Inggris menjadi bahasa kedua saya	SS	S	TS	STS
17.	Saya belajar bahasa Inggris agar saya mampu memahami film-film dalam bahasa Inggris	SS	S	TS	STS
18.	Kemauan belajar bahasa Inggris adalah atas inisiatif saya sendiri	SS	S	TS	STS
19.	Saya belajar bahasa Inggris karena saya tertarik pada kebudayaan serta cara hidup masyarakat bahasa tersebut	SS	S	TS	STS
20.	Saya belajar bahasa Inggris agar saya mengerti hal-hal lain dalam bahasa Inggris	SS	S	TS	STS

II Petunjuk Persiapan Angket

Bacalah pertanyaan-pertanyaan di bawah ini kemudian berilah tanda (×)

III Komentar Responden

1.	Angket ini mudah dipahami	Ya	Tidak
2.	Angket ini membingungkan saya	Ya	Tidak
3.	Kalimat dalam angket ini terlalu panjang	Ya	Tidak
4.	Isi angket ini sesuai dengan kemampuan saya dalam menjawab	Ya	Tidak
5.	Saya merasa senang diberi kesempatan mengisi angket ini	Ya	Tidak

Hendra : Oh yes, thank you

Mother : Santi, what are you going to take a long ?

Santi : jeans, T-shirt, a sweater, a dress and a shirt

Mother : please bring your jacket for your change

Santi : Mom, I have finished packing

Mother : Okey, please tell your father that we are ready

14. Where does the dialogue take place ?

- a. at Santi's and Hendra's house
- b. at grandparent's house
- c. in the car
- d. in Bandung

15. What is Santi going to take along ?

- a. jeans, T-shirt, a sweater
- b. two trousers, T-shirt, short, a shirt
- c. jacket, sweater, jeans
- d. a dress, jeans, T-shirt

16. Who wants to take a jacket ?

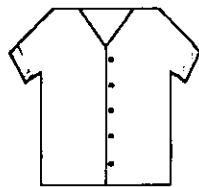
- a. Mrs. Umar
- b. santi
- c. Hendra
- d. his father

17. How many persons are there in the dialogue ?

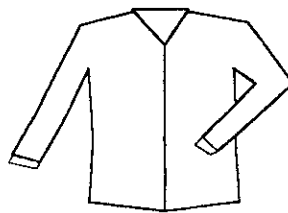
- a. two persons
- b. three persons
- c. four persons
- d. five persons

18.

Santi's



Sandra's



- a. Santi like wearing the blues with collar
- b. Santi like wearing the blues with pocket
- c. Sandra like wearing the blues with lace
- d. Sandra like wearing the blues with long sleeve

19. We use our ... for tasting the food

- a. nose
- b. mouth
- c. tongue
- d. eyes

20. Medicine usually ... bitter

- a. feels
- b. looks
- c. tastes
- d. gets

21. Place to show art things is called ...

- a. museum
- b. hotel
- c. gallery
- d. zoo

22. Asia is the biggest ... in the world
 a. ocean b. continent c. mountain d. island
23. The temperature on the top of ... is very cold at night. You must wear thick clothes ...
 a. beach b. river c. mountain d. island
24. Those farmers usually herd their goats and cows in the ...
 a. Meadow b. Plateau c. Valley d. Cave
25. Camping is more interesting than staying in home. What is the opposite meaning of underlined word.
 a. exciting b. boring c. amusing d. feeling
26. Every Monday, the student have flag ceremony. So they must put on their cap. The word put on has similar meaning with
 a. wear b. use c. take d. bring
27. Mother : What are you doing, Jane ?
 Jane : nothing, mom
 Mother :
 Jane : Certainly. What can I do for you ?
 Mother : Buy vegetable in the market, please
 a. May I help you ? c. Would you like to help me ?
 b. Do you need any help ? d. What do you need, Jane ?
28. X : May I borrow your magazine ?
 Y : ... I'm going to read it. You may borrow it tomorrow
 a. I'm sorry b. yes, please c. of course d. sure
29. Which word doesn't have the same consonant sound
 a. cheap b. chalk c. chair d. school
30. Which word doesn't have the same consonant sound
 a. mother b. thank c. think d. thirty

Hal : Permohonan Pengisian Soal-Soal Test

Lamp : 1 lembar

Kepada

Yth. Murid-murid Kelas 2

SLTP Islam Sultan Fatah Salatiga tahun akademik 2003/2004

di- tempat

Assalamu'alaikum Wr. Wb.

Berkenaan dengan pencarian data untuk penulisan skripsi sebagai prasyarat memperoleh gelar Sarjana Pendidikan Islam di STAIN Salatiga dengan

Judul : STUDY OF THE CORRELATION BETWEEN STUDENT
MOTIVATION AND THEIR ACHIEVEMENT IN LEARNING
ENGLISH AT SLTP ISLAM SULTAN FATAH SALATIGA IN THE
ACADEMIC YEAR OF 2003/2004.

Penulis : Farida Nairoturrahmah

NIM : 113.99.019

Maka kami mohon para murid SLTP Islam Sultan Fatah Salatiga kelas dua untuk membaca bacaan dan mengisi instrument tes sesuai dengan pengetahuan para murid, sekalian diawali dengan mengisi identitas para murid dan saya akan merahasiakan identitas anda, berkenaan dengan jawaban yang saudara berikan penulis mengucapkan terima kasih atas kesediaan anda untuk mengisi instrumen ini.

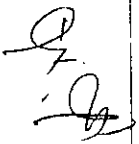

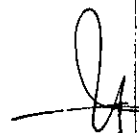
Wassalamu'alaikum Wr. Wb.

Hormat penulis,

(Farida Nairoturrahmah)

LEMBAR KONSULTASI SKRIPSI

Nama: Farida Naroturdhama
 NIM: 118-99-019
 Program Studi: PAI / PBA / AHT / TBI**
 Judul Skripsi: THE STUDENT OF THE CORRELATION BETWEEN STUDENT MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT SLTP SULTAN KHAN IN THE ACADEMIC YEAR OF 2003/2004
 Pembimbing: Dra. Koro Ratnoringih, Pt. Pd
 Asisten Pembimbing: _____

No.	Hari/tanggal	Isi Konsultasi	Catatan Pembimbing	Paraf
1	8 - 9 - 2003	Chapter I	<p>go to the other Chapter 3-5</p> <p>Sibalian</p> <p>Berapa pertanyaan penelitian yg anda punya simpulan</p> <p>It pula yg hrs anda plus dan kesimpulan!</p> <p>ditise nitise!</p> <p>go to the the board of examiner</p>	  

*) Lembar Konsultasi ini harus dibawa setiap berkonsultasi dengan Pembimbing/Asisten Pembimbing

**) Coret yang tidak perlu

Sabtu

Asisten Pembimbing

Pembimbing,

(Handwritten mark)

SLTP ISLAM SULTAN FATAH SALATIGA
Jl. Diponegoro 45 Salatiga

Nomor : 77/KP/SLTP-ISF/XII/2003

Lamp : -

Hal : Keterangan Penelitian

Kepada Yth.

Ketua STAIN Salatiga

Di -

Salatiga

السلام عليكم ورحمة الله وبركاته

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : **FARIDA NAIRATURRAHMAH**

NIM : 113 99 019

Mahasiswa : STAIN Salatiga

Jurusan : Tarbiyah

Program Studi : Pendidikan Bahasa Inggris (PBI)

Telah mengadakan penelitian di SLTP Islam Sultan Fatah pada tanggal 20 Oktober 2003 dalam rangka menyusun skripsi dengan judul :

**THE CORRELATION BETWEEN STUDENTS
MOTIVATION AND THEIR ACHEIVEMENT OF ENGLISH
AT SLTP ISLAM SULTAN FATAH (In The Academic Year of
2003/2004).**

Demikian surat keterangan ini, agar digunakan sebagaimana mestinya.

والسلام عليكم ورحمة الله وبركاته

Salatiga, 6 Oktober 2003
Kepala SLTP Islam Sultan Fatah

Drs. H. Muh. Hamdan

DAFTAR SKK

Nama : Farida Nairoturrahmah Jurusan : TBI
 NIM : 113 99 019 Pembimbing Akademik : Dra. Woro R. M.Pd

No	Jenis Kegiatan	Pelaksanaan	Sebagai	Nilai
1	OSPEK STAIN Salatiga	19 – 21 Agus 1999	Peserta	3 (tiga)
2	Seminar Remaja FSI “REFLEKSI” tema: Remaja, Buku, Pesta, dan Cinta	7 Mei 2000	Peserta	3 (tiga)
3	MAPABA PMII SALATIGA	10-12 November	Panitia	4 (empat)
4	VETIK VIII Brigsus	19-20 Januari 2002	Panita	4 (empat)
5	GTPP X Racana	1 Oktober 2000	Peserta	3 (tiga)
6	GWB VII Racana	20-23 November 2000	Peserta	3 (tiga)
7	Seminar Hukum Regional, Tema : Gagasan Pemberlakuan Syariat Islam di Indonesia, antara Kebutuhan dan Utopia	28 Mei 2002	Peserta	3 (tiga)
8	Diklat Racana	7-10 Sept. 2000	Peserta	3 (tiga)
9	Pengurus Racana periode 2002/2003	2002/2003	Pengurus	4 (empat)
10	Pembrivetan dan Pelantikan VII Brigsus	21-22 Januari 2001	Peserta	3 (tiga)
11	Kursus Mahir Dasar ke- 7 Racana	9-15 Mei 2002	Panitia	4 (empat)
12	GWB VIII Racana	18-21 Oktober 2001	Panitia	4 (empat)
13	Donor Darah Brigsus	16 Januari 2002	Peserta	3 (tiga)
14	Pengajar TKA-TPA Madrasah Diniyah “Al Mu’min”	20 Juli 1999	Pengajar	4 (empat)
15	Donor Darah Brigsus	7 Juni 2001	Peserta	3 (tiga)
16	CEC	8-10 Oktober 1999	Peserta	3 (tiga)
17	Seminar MENWA	18 September 2001	Peserta	3 (tiga)
Jumlah				57 (lima puluh tujuh)

Salatiga, 28 Desember 2003

Mengetahui,

Pembantu Ketua III

Drs. KH. Nasafi

NIP : 150 201 971



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

Jl. Tentara Pelajar 02 Telp.(0298) 323706,323433 Fax323433 Salatiga 50721

Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : ST.27/K-1/PP.00.9/1-1.3-029/2003

17 Juli 2003

Lamp. : Proposal Skripsi

Hal : **Pembimbing dan Asisten
Pembimbing Skripsi**

Yth. Dra. Woro Retnaningsih, M. Pd

Assalamu'alaikum wr. wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

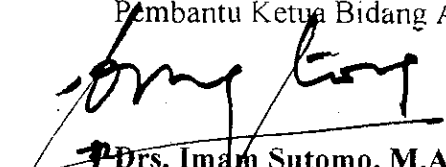
N a m a : FARIDA NAIRATURRAHMAH
NIM : 11399019
Jurusan : Tarbiyah.
Judul Skripsi : A STUDY ON THE CORELATION BETWEEN STUDENTS'
MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT
SLTP SULTAN FATAH IN THE ACADEMIC YEAR OF 2003/2004

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamu'alaikum wr. wb.

a.n. Ketua
Pembantu Ketua Bidang Akademik


Drs. Imam Sutomo, M.Ag
NIP. 150216814



Nomor : ST.27/K-0/TL.01/2003

8 September 2003

Hal : **Permohonan Ijin Penelitian**

Lamp : **Proposal Penelitian.**

Kepada Yth. :
Kepala SLTP Islam Sultan Fattah
Di-
Salatiga

Assalamu'alaikum wr.wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : FARIDA NAIRATURRAHMAH
NIM : 11399019
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Pendidikan Bahasa Inggris (PBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah : A STUDY ON THE CORELATION BETWEEN STUDENTS' MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT SLTP SULTAN FATTAH IN THE ACADEMIC YEAR OF 2003/2004

Dengan Pembimbing : Dra. Woro Retnaningsih, M. Pd

Asisten Pembimbing : -

Untuk penyelesaian Skripsi tersebut, kami mohon Saudara memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di SLTP Islam Sultan Fattah selama 60 (enam puluh) hari, mulai tanggal 8 September s.d. 8 November 2003.

Kemudian atas pemberian izin Saudara, kami sampaikan terima kasih.

Wassalamu'alaikum wr.wb.

Ketua,

* Drs. Badwan, M. Ag
NIP. 150198743

DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
JURUSAN TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Tentara Pelajar 02 Telp. (0298)323706 Fax. 323433 Kode Pos 50721

KETERANGAN PROPOSAL SKRIPSI

Proposal skripsi mahasiswa:

Nama : Forido Hairaturrahmah
NIM : 113.99.019
Judul : A STUDY ON THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR Achievement of English AT SLTP Sultan Patah in the academic year of 2003/2004

Dinyatakan : ~~Diterima~~ / Diterima dengan syarat

Catatan

1. Diperbaiki aspek kebahasaan, tata tulis dan metodologi & judulnya
2. Setiap berkonsultasi, kelengkapan hrs sdh hrs diselesaikan (bisa ke LBS)
3. Pembimbing : Uu Bro, Woro Nido

Salatiga, 17 Feb 200...

Ketua Prodi TBI

Drs. Sa'adi, M. Ag.

NIP. 150256821

NB.

Surat ini digunakan untuk meminta
Surat Nota Pembimbing Skripsi
ke Subbag. Akademik (Pelayanan Skripsi).

(Bp. Yabyo & Ny.)



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

Jl. Tentara Pelajar 02 Telp.(0298) 323706,323433 Fax323433 Salatiga 50721

Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : ST.27/K-1/PP.00.9/I-1.3-029/2003

17 Juli 2003

Lamp. : Proposal Skripsi

Hal : **Pembimbing dan Asisten
Pembimbing Skripsi**

Yth. Dra. Woro Retnaningsih, M. Pd

Assalamu'alaikum wr. wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : FARIDA NAIRATURRAHMAH
NIM : 11399019
Jurusan : Tarbiyah.
Judul Skripsi : A STUDY ON THE CORELATION BETWEEN STUDENTS'
MOTIVATION AND THEIR ACHIEVEMENT OF ENGLISH AT
SLTP SULTAN FATAH IN THE ACADEMIC YEAR OF 2003/2004

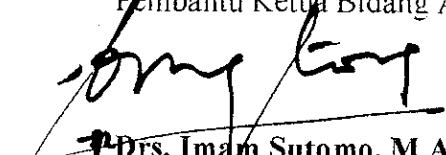
Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamu'alaikum wr. wb.

a.n. Ketua

Pembantu Ketua Bidang Akademik


Drs. Imam Sutomo, M.Ag
NIP. 150216814

PENGURUS
HIMPUNAN MAHASISWA ISLAM (HMI)
CABANG SALATIGA

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
أشهد أن لا إله إلا الله وأشهد أن محمداً رسول الله

PIAGAM

Nomor: 91/A/Sek/VII/1420

Dengan senantiasa mengharapkan ridha dari Allah SWT, pengurus Himpunan Mahasiswa Islam (HMI) Cabang Salatiga, dengan ini menerangkan bahwa :

N a m a : FARIDA NAIRROTURROHMAH
Tempat / Tgl. Lahir : Salatiga, 14 April 1980
Alamat : Tengaran Salatiga
Komisariat : WALISONGO SALATIGA

telah mengikuti Latihan Kader I (Basic Training) yang diselenggarakan pada tanggal : 14-17 Oktober 1999 di : Tingkir Salatiga

, dengan predikat :


Cukup

Demikian pernyataan ini dibuat dengan sesungguhnya semoga yang bersangkutan dapat mengamalkan ilmu yang diperoleh bagi kepentingan umat dan bangsa.

Billahit Taufiq Wal Hidayah

Salatiga, 07 R a j a b 1420 H
17 Oktober 1999 M

PENGURUS
HIMPUNAN MAHASISWA ISLAM (HMI)
CABANG SALATIGA


W I H A J I P W H
KETUA UMUM

**ENGLISH FRIENDSHIP MEETING
ENGLISH DEPARTEMENT OF STAIN SALATIGA**

SERTIFIKAT

No. : 07/pan.EFM/X/1999

Panitia pelaksana English Friendship Meeting I mahasiswa Tadris Bahasa Inggris STAIN Salatiga menerangkan bahwa :

Nama : FARIDA NAIRO TURROHMAH

TTL :

NIM : 113.99.019

Telah berpartisipasi aktif dalam English Friendship Meeting I yang dilaksanakan pada tanggal 8 s.d 10 Oktober 1999 di Wana Wisata Kopeng, sebagai :

.....
PESERTA
.....

Semoga apa yang dilakukan dapat menjadikan pengembangan selanjutnya.

Salatiga, 11 Oktober 1999

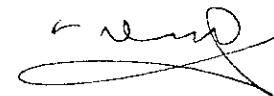
Panitia Pelaksana

English Friendship Meeting I


Agus Edi
Ketua



Mengetahui,
Ka. Prodi TBI



Drs. Sa'adi, M.Ag
NIM. 150 265 821

STAIN MUSIC CLUB (SMC)
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA

PIAGAM

NOMOR : 0311 /Kon-Mus/SMC/IX/2002

Diberikan kepada :

Nama : FARIDA NALRRATURRAHMAH

NIM : 413199 018

Atas partisipasinya sebagai peserta dan donatur dalam

"Konser Music Amal"

Stain Music Club

Salatiga, 30 September 2002

Panitia Konser Amal

Ketua SMC

Zaenral Arlin W.P.

Sekretaris

Masykur

Ketua Pelaksana

M. Yusuf

**PANITIA SEMINAR HUKUM REGIONAL
HIMPUNAN MAHASISWA JURUSAN SYARI'AH
SEKOLAH TINGGI AGAMA ISLAM NEGERI SALATIGA**

Sekretariat Jl. Stadion No. 3 Telp. 323706 Kode Pos 50721 Salatiga

PIAGAM PENGHARGAAN

Nomor: 17/PAN.S.H.R/V/2002

Diberikan kepada:

MARIDA WIRANUNARAH

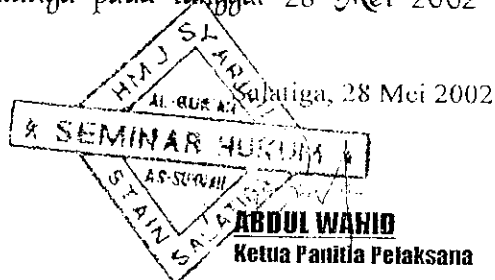
Yang telah berpartisipasi dengan baik sebagai:

Peserta

Pada Acara Seminar Hukum Regional dengan Tema:
"Gagasan Pemberlakuan Syariat Islam di Indonesia:
Antara Kebutuhan dan Utopia"
Di Auditorium STAIN Salatiga pada tanggal 28 Mei 2002

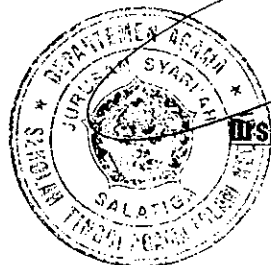


BADRUDDIN
Ketua Umum HMI Syari'ah



ABDUL WAHID
Ketua Panitia Pelaksana

Mengetahui,
Kajur Syari'ah



Irs. Imam Baihaqi, M.Ag.
NIP. 150231365

ISLAMIC ASSOCIATION OF UNIVERSITY
STUDENTS THE PREPARATION
COMMISSIONER OF GANESHA SALATIGA

Office : Jl. Condrawasih Gg. Gelatik no. 12 phone (0298) 322131 Salatiga

CERTIFICATE

Number : I / A / PWB / II / 1422 II

Awarded to :

FARIDA NAITURROHMAH...


For his / her participation

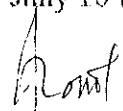
As : Participate


In : Speech Contest

Held by "Language Discourse Development" The Preparation Commissioner of
Ganesha Salatiga on July 2001

Salatiga, July 10 th, 2001


Titik Nurrohmah
(Chief of Committee)


Romiyati
(Secretary)


Abdullah
(Chairman)



**KOPERASI MAHASISWA
FATAWA STAIN SALATIGA**

No Badan Hukum : 12192/BII/IV/1994

Sekretariat: Gedung PKM Lt. 1. Jln Tentara Pelajar No. 02
Salatiga Telp. (0298) 314741 Kode Pos 50775

E-mail: kopma@fatawa-stain-salatiga.ac.id

SERTIFIKAT

No. 07/PDP/Kopma/X/2000

Koperasi Mahasiswa FATAWA Sekolah Tinggi Agama Islam Negeri Salatiga menerangkan bahwa:

NAMA : FARIDA NAIRROTUR ROHMAH

NIM. : 113 99 019

Telah berpartisipasi aktif dalam Pendidikan Dasar Perkoperasian yang diselenggarakan pada tanggal 9 – 10 Oktober 2000, oleh Koperasi Mahasiswa FATAWA STAIN Salatiga, sebagai Peserta

Semoga apa yang telah dilakukan dapat menjadikan pengembangan selanjutnya.

Salatiga, 10 Oktober 2000
Panitia Pelaksana
Pendidikan Dasar Perkoperasian


Ketua Panitia


ABU ULLAH
NIP. 113 99 003

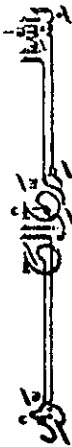
Sekretaris


IFONILLA YENIATI
NIM. 113 99 026

Mengetahui
Ketua KOPMA FATAWA
STAIN Salatiga


AGUS EDI SETYAWAN
NIM. 113 97 001

**ORIENTASI PROGRAM STUDI DAN PENGENALAN KAMPUS
(OPSPEK)
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA**



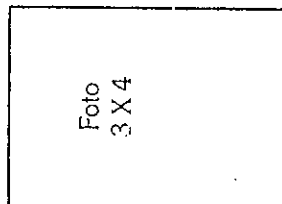
PIA G A M

NOMOR : 21 / PAN-OPSPEK / SEMA / STAIN / VIII / 1999

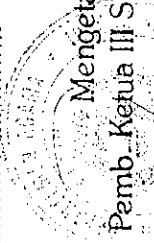
Panitia Orientasi Program Studi dan Pengenalan Kampus (OPSPEK) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga memberikan penghargaan kepada :

Nama :
Tempat / Tanggal Lahir :
Jurusan :
NIM :

Yang telah berpartisipasi: aktif dalam kegiatan cpspek STAIN Salatiga Tahun Akademik 1999 - 2000 pada tanggal 19 - 21 Agustus 1999
Sebagai dengan nilai



Mengetahui
Pemb. Ketua III STAIN Salatiga



Salatiga, 21 Agustus 1999
Panitia Orientasi Program Studi dan Pengenalan Kampus
OPSPEK STAIN Salatiga

Drs. BADWAN, M. Ag.
NIP. 150 198 743

MOH. ASROFI
Ketua

NURUZ ZAMAN AMSA
Sekretaris

**KOMANDO RESIMEN MAHASISWA MAHADIPA
"SATUAN 953 KALIMOSODO"
SEKOLAH TINGGI AGAMA ISLAM NEGERI SALATIGA**

Markas Komando: Jl. Tentara Pelajar No. 02 Salatiga. Telp. 323706

PIAGAM PENGHARGAAN

No: 03/4/SWK/MENWA-953/TX/2001

Komando Resimen Mahasiswa Mahadipa Satuan 953 "Kalimosodo" Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
memberikan penghargaan kepada:

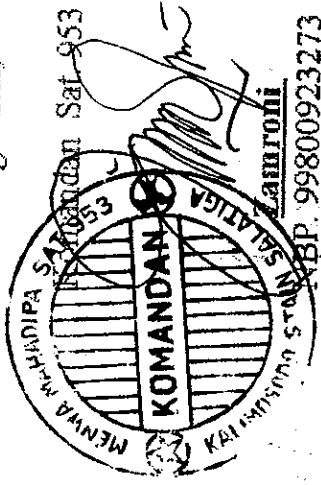
Nama :
NBP/NIM : 113520019
Sebagai :

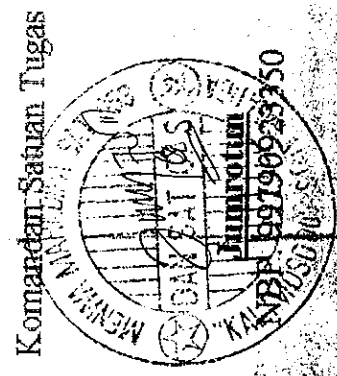
Atas partisipasinya pada kegiatan Seminar "Wawasan Kebangsaan dalam Kajian Situasi, Kondisi, Sosial, Politik dan Strategi Nasional terhadap Ancaman Disintegrasi Bangsa" dalam rangka HUT RI ke-56 tanggal 18 September 2001

Salatiga, 18 September 2001

Mengetahui,


Pembantu Ketua III
S. S. Budwan, M. Ag
NIP. 150 198 743


KOMANDAN SATUAN 953
KALIMOSODO
NIP. 99800923273


Komandan Satuan Tugas
NIP. 99790923250

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
JURUSAN TARBIYA
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Tentara Pelajar 02 Telp. (0298)323706 Fax. 433 Kode Pos 50721

KETERANGAN PROPOSAL SKRIPSI

Proposal skripsi mahasiswa:

Nama : Foziah Hanidul Umamah
NIM : 113.99.019
Judul : A STUDY ON THE RELATION BETWEEN STUDENTS' MOTIVATION AND THEIR Achievement of English AT SLTP Sultan Patah in the academic year OF 2003/2004

Dinyatakan : Diterima / Diterima dengan s.d

Catatan

1. Diperbaiki aspek kebahasaan, tata tulis dan metodologi & judgment
2. Setiap kerahasiaan, kelengkapan hrs sd & hrs dilampirkan (bisa ke LBS)
3. Pembubuhan (bisa Dr, word mod)

Salatiga, 17 Feb 2004

Ketua Prodi TBI

Drs. Sa'adi, M. Ag.

NIP. 150256821

NB.

Surat ini digunakan untuk men
Surat Nota Pembimbing Skripsi
ke Subbag. Akademik (Pelaya Skripsi).

(Bp. Myo Saly)

HIMPUNAN MAHASISWA JURUSAN
SYARI'AH
SEKOLAH TINGGI AGAMA ISLAM NEGERI SALATIGA

Sekretariat Jl. Stadion No. 3 Telp. 323433 Kode Pos 50721 Salatiga

SERTIFIKAT

Nomor: 05/Pan.SH/HMJ/XI/01

Diberikan kepada:

Farida Harriatur Rohmah

Yang telah berpartisipasi dengan baik sebagai:

Peserta

Pada Acara Seminar Hukum dengan Tema:
"HAM Dalam Perspektif Hukum Positif dan
Hukum Islam serta Aplikasinya di Indonesia.

Salatiga, 14 Nopember 2001

PANITIA SEMINAR HUKUM

YUSUF KUMATNI

Ketua Umum HMJ Syari'ah

STROJUDIN

Ketua Panitia

Mengetahui,
Ketua Sekolah Tinggi Agama Islam Negeri Salatiga

PROF. DR. H. HIL. ZUHRU, M.A.

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