

**CORRELATION BETWEEN MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT
OF XI GRADE STUDENTS OF A PRIVATE SENIOR HIGH SCHOOL IN SURABAYA**



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WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
2019**

**CORRELATION BETWEEN MOTIVATION AND ENGLISH LEARNING ACHIEVEMENT
OF XI GRADE STUDENTS OF A PRIVATE SENIOR HIGH SCHOOL IN SURABAYA**

A THESIS

In Partial Fulfillment of the Requirements

For the *Sarjana Pendidikan* Degree in

English Language Teaching



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This thesis entitled **The Correlation between Motivation and English Learning Achievement of XI Graders of a Private Senior High School in Surabaya** prepared and submitted by **Benedictus Dhaniar Ardra** has been approved and accepted as partial fulfillment of the requirements for *Sarjana Pendidikan* Degree in English Department Language Teaching by the following advisor



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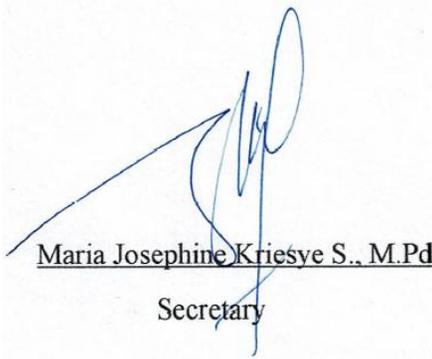
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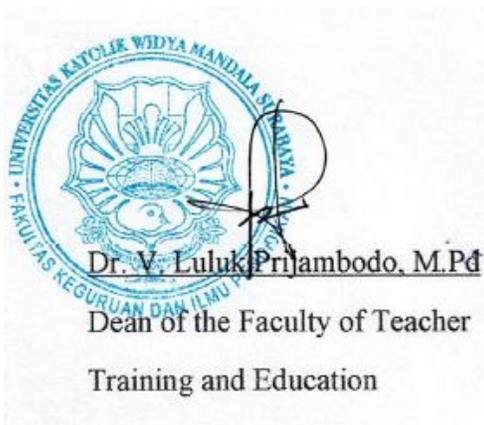
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ABSTRACT

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This thesis is aimed at finding out whether the correlation between students’ motivation and English learning achievement is high. Motivation is one of the factors which plays a big role in learning. The higher the motivation, the higher the achievement is. One main question that leads to this explanation is: “Is there a high correlation between students’ motivation and English learning achievement?”

The data were taken from the questionnaire distributed for the samples and the One year academic English learning achievement of the samples used in this research. The writer constructed the questionnaire by referring to a book entitled “**Teaching and Researching Motivation**” written by Zoltan Dornyeii (2011). The questionnaire consisted of 35 questions along with 4 scales (Strongly Agree, Agree, Disagree, and Strongly Disagree), while the One year academic English learning achievement was borrowed from the school file. The correlation level of the motivation and the English learning achievement was then calculated using Pearson Product Moment Analysis and Kolmogorv Sminov.

The finding was that the correlation coefficient is 0.672, with the significance value 0.00. Since the significance value obtained is <0.05 and the correlation coefficient is positive, it is concluded that there is a positive and significant correlation between the variables of learning motivation and English learning achievement.