

## **CHAPTER IV**

### **REPORT OF THE RESEARCH**

#### **A. General Description of Research Location**

##### **1. The Description of Research Location**

The place where the researcher conducts research is English class at the Language Service Center Program of Antasari States Institute for Islamic Studies (IAIN) Banjarmasin. The Language Service Center Program was built in 1975 and it is located in km 4.5 Jln. Ahmad Yani, Banjarmasin. The director of the Language Service Center Program is Mr. H. Amin Djamaludin, M.A. In managing the Language Service Center Program, the director is assisted by several lecturers. The Language Service Center Program has goals as follows:

- a. To build students' knowledge and skill in Arabic and English, either active or passive, so that they are able to compete in this globalized era.
- b. To build students' independence and participating individuals in developing the nation of Indonesia; in supporting the government to educate the nation to be competent in a foreign language.
- c. To guide students in taking the test of entry of post graduate program after they graduate from IAIN Antasari Banjarmasin.

## **B. Presentation of Data**

1. Teacher teaching methods in teaching English at Language Service Center Program at IAIN Antasari Banjarmasin.

Based on the observation, the researcher focuses on the teachers' activities in teaching in the classroom, such as bellow:

- a. The skill the teacher focuses on communicative skill.
- b. If the teacher involves the students individually to increase their participation in class.
- c. If the teacher applied group or pair works on the students in the case of different grouping based on their language learning ability.
- d. If the teacher promotes the students' interaction and cooperation.
- e. If the way how the teacher stimulates the students to actively participate in classroom activities.

### **Teacher A**

- a. First observation on Thursday 29 March 2012

The teachers' behaviors:

- 1) The teacher focused her lesson plan on speaking skill- communication skill.
- 2) The teacher pointed any students to speak up.
- 3) The teacher used combination language (English and Banjarees) in her explanation.
- 4) The teacher sets arrange the students' seats in a U form.

- 5) The teacher invited the students to speak up one by one asking them several questions related to the lesson.
- 6) The teacher applied grouping on the students – pair work.
- 7) The teacher asks the students to make conversation. The teacher gave freedom to the students to make it with their creative idea.
- 8) The teacher sometimes changed the order of student's seats.

b. Second observation on Friday 30 March 2012.

The teacher's behaviors:

- 1) The teacher focused her lesson plan speaking skill- communication skill.
- 2) The teacher asks the students to repeat after her.
- 3) The teacher set arranges students' seats in a U form.
- 4) Besides English, the teacher also used mother tongue in her explanation.
- 5) The teacher sometimes walks around the students.
- 6) The teacher gave exercises to the students.

### **Teacher B**

First observation on Saturday 31 March 2012

The teachers' behavior:

- 1) The teacher focused on communication skill.
- 2) The teacher shows the pictures on the book to the students.
- 3) The teacher asks the students to guess the pictures.
- 4) The teacher set arrange student's seats in a U form
- 5) The teacher used English in the class during teaching learning process.

- 6) The teacher gave to the students pictures to make sentence.

The second observation on Thursday 5 April 2012

The teachers' behavior:

- 1) The teacher focused on communication skill.
- 2) The teacher calls the name of students and the teacher asks the students to respond mentioning their number of sign.
- 3) The teacher applied pair work.
- 4) The teacher gave a sheet of paper to each student.
- 5) The teacher asks the students to write simple sentences around one until five sentences.

### **Teacher C**

First observation Thursday 26 April 2012

The teachers' behavior:

- 1) The teacher focused on her lesson speaking skill
- 1) The teacher set arranges students' seats in a circle.
- 2) The teacher asks the students related to the lesson.
- 3) The teacher gave exercises related to the lesson.
- 4) The teacher read the lesson and asked the students to repeat after her.
- 5) The teacher used nature and target language (English, Indonesia and Banjarees).
- 6) The teacher sometimes involved the games in teaching learning process.

The second observation on Friday 27 April 2012

The teachers' behavior:

- 1) The teacher focused on her lesson speaking skill and grammar.
- 2) The teacher invited the students to discuss about the last exercises.
- 3) The teacher asked the students one by one.
- 4) The teacher stimulated the students by playing a game.
- 5) The teacher used language English, Indonesia and little bit Banjarees in her explanation.
- 6) The teacher gave some topics related to the lesson.

#### **Teacher D**

First observation on Saturday 28 April 2012

The teachers' behavior:

- 1) The teacher focused on her lesson grammar (correct the exercises/peer correction).
- 2) The teacher invited the students to correct the task.
- 3) The teacher let the students to analyze the task.
- 4) The teacher explained the material using Indonesia language and sometimes in Banjarees.
- 5) The teacher sets arrange students' in a circle.

Second observation on Thursday 3 Mei 2012

The teacher behavior:

- 1) The teacher focused on her lesson speaking skill; pronunciation.
- 2) The teacher talked about free topic.

- 3) The teacher asked the students to stand up.
  - 4) The teacher played the music.
  - 5) The teacher asked the students to tell about their daily activities.
  - 6) The teacher sets arrange students' seats in a U form.
2. Students motivation in learning English at Language Service Center Program at IAIN Antasari Banjarmasin.

To detect how students' motivation in learning English at Language Service Center Program based on the result of questionnaire, it can be seen in this table:

Table 4.1 : The Frequency Distribution of Students' Attitude towards English

No	Indicator	F	P
1.	Like	31	64.5
2.	Sometimes	19	39.5
3.	Dislike	2	4.1
Total		48	100

The table above shows that students who like English are categorized in category high (64.5%), students who sometimes like are categorized in low category (39.5%), and students who do not like are categorized lower (4.1%). Student who loved the field of English studies is higher than students who sometimes like and who do not like.

Table 4.2 : The Frequency Distribution of Students' Attendance in English Class.

No	Indicator	F	P
1.	Always attend	41	85.4
2.	Sometimes	7	14.5
3.	Never attend	-	-
Total		48	100

Table 4.2 shows that most of students are present in English class. Because the table shows that there are 41 students (85.4%) students who always present in English class, 7 students (14.5%) students who sometimes present in English class, and no one student who never present.

Table 4.3 : The Frequency Distribution of Students' Attention When Teaching Learning Process Takes Place.

NO	Indicator	F	P
1.	Always pay attention	31	64,5
2.	Sometimes pay attention	16	33,3
3.	Never pay attention	1	2,0
Total		48	100

The table above shows that students who are always pay attention are categorized in high category (64.5%), students who are sometimes categorized as low attention (33.3%), and students who never pay attention are categorized lower (2.0%). It can be said that the students who always pay attention more than the students who sometimes pay attention and never pay attention.

Table 4.4 : The Frequency Distribution of Students' Parents Supporting in learning English.

No	Indicator	F	P
1.	Always support	31	64.5
2.	Sometimes	12	25
3	Never support	5	4.1
Total		48	100

From the table 4.4 shows that parent always support students in learning. It can be seen on the frequency above. There are 31 students 64% who always are supported in learning. 12 students (25%) often being supported by their parent in learning, and 5 students (4.1%) are never supported by their parent in learning.

Table 4.5 : The Frequency Distribution of Students' Preparation before Entering the Class.

No	Indicator	F	P
1.	Always have to learn	2	4.6
2.	Sometimes	34	70.8
3	Never have to learn	12	25
Total		48	100

The table above shows that students who always have to learn before they are enter the class (start to study) are categorized in low category (4.6%), students who sometimes learn are categorized in high category (70.8%), and students who never have to learn are categorized in low category (25%). It can be said that students who sometimes learn before are high compared with students who always learn before and students who never learn before.

Table 4.6 : The Frequency Distribution of Students Reviewing the Lessons at Home.

No	Indicator	F	P
1	Always review lessons at home	4	8.3
2	Sometimes	39	81.2
3	Never	5	10.4
Total		48	100

From the table above, it can be known that from the sample, there are 4 students (8.3%) who always review the lesson that is categorized as low, 39 students (81.2%) sometimes review the lesson that is categorized as high, and 5 students (10.4%) is categorized low. So, it can be concluded that students who sometimes review the lesson are higher than students who always review the lesson and students who never review the lesson.

Table 4.7 : The Frequency Distribution of Students' Attentions to Teachers' Explanation.

No	Indicator	F	P
1.	Always pay attention	20	41.6
2.	Sometimes pay attention	23	47.9
3	Never pay attention	5	10.4
Total		48	100

The able above shows that, these students always pay attention to teacher explanation is categorized enough (41.6%), students who sometimes pay attention 23 students (47.9%), and students who never pay attention to teacher explanation are 5 students (10.4%).

Table 4.8 : The Frequency Distribution of Students Understands at Explained by the Teacher.

No	Indicator	F	P
1.	Always understand	27	56.9
2.	Sometimes understand	16	33.3
3	Never understand	5	10.4
Total		48	100

Table above shows that there are 27 students (56.9%) who always understand the material explained by teachers, 16 students (33.3%) who sometimes understand, and 5 students (10.4%) who never understand teachers' explanation.

Table 4.9 : The Frequency Distributions of Students' Asking Questions.

No	Indicator	F	P
1.	Always ask questions	21	43.7
2.	Sometimes ask questions	23	47.9
3	Never ask questions	4	8.3
Total		48	100

From table 4.9 shows that students who always ask question there are 21 person with percentage (43.7%), it can be categorized enough, students who sometimes ask question are 23 person (47.9%), and students who never ask question are 4 students (8.5%), categorized lower.

Table 4.10 : The Frequency Distributions of Students' Do the Task.

No	Indicator	F	P
1.	Always do the task	42	87.5
2.	Sometimes do the task	6	12.5
3.	Never do the task	-	-
Total		48	100

Table 4.10, shows that students who always do the task 42 students (87. 5%), categorized higher, students who sometimes do the task 6 students (12. 5%), categorized lower, and no one students is never do the task. So, students who always do the task are higher than students who sometimes do the task and students who never do the task.

Table 4.11 : The Frequency Distribution of Students' has English Book.

No	Indicator	F	P
1.	Always have	31	64.5
2.	Sometimes have	15	31.2
3	Never have	2	4.1
Total		48	100

From the table 4.11, it is known that students who have English book are categorized high (64. 5%), students who sometimes have English book are categorized low (31. 2%), and students who never have are categorized lower (4. 1%). So, the students who have English book are higher compared with students who sometimes have English book and students who never have.

Table 4.12 : The Frequency Distribution of Students' Strong Desire to Get a High Score.

No.	indicator	F	P
1.	Very strong	29	60.4
2.	Strong	13	27.0
3.	Not too strong	6	12.5
Total		48	100

Table above shows that the students' very strong desires to get high score are high enough, because there are 29 students (60.4%), students who strong desire to get high score, categorized low (27.0%), and students who not too strong are categorized lower (12.5%). So, it can be know that students very strong desire to get high score are higher compared between students strong desire to get high score and students who not too strong desire to get high score.

Table 4.13 : The Frequency Distribution of Students' Increase Motivation.

No.	Indicator	F	P
1.	Yes	20	41.6
2.	Sometimes	26	54.16
3.	Never	2	4.1
Total		48	100

Table 4.13, shows that students who have increase motivation on learning English are categorized enough, because there are 20 students (41.6%), students who sometimes increase motivation on learning English are (54.16%), and students who never increase motivation on learning English are categorized lower (4.1%).

Table 4.14 : The Frequency Distribution of Students' Activeness in Student Study Club.

No.	Indicator	F	P
1.	Always active	17	35.4
2.	Sometimes active	31	64.5
3.	Never active	2	4.1
Total		48	100

Table 4.14 above shows that the student's activeness in students study club are lower, there are 17 students (35.4%) who always active in students study club, 31 students (64.5%) who sometimes active, and two students (4.1%) who never activities in students study club.

Table 4.15 : The Frequency Distribution of Students' Follow in Course.

No.	Indicator	F	P
1.	Yes	3	6.2
2.	Sometimes	12	25
3.	Never	33	68.7
Total		48	100

Table 4.15 shows that the students in following course are lower, because it can be known from the table that there are 3 students (6.2%) following course, 12 students (25%) who sometimes following course, and 33 students (68.7%) who never following the course.

Table 4.16 : The Frequency Distribution of Influence Method used by Teacher at Student' Accepts Learning Material.

No.	Indicator	F	P
1.	Very influences	42	87.5
2.	Sometimes influences	4	8.3
3.	Not influences	2	4.1
Total		48	100

From the table above, teachers methods are very influences for students accept learning. It can be seen from the table above, there are 42 students (87.5%) who

students always give response influences, 4 students (8, 3%) who give response sometimes influences, and 2 students (4, 1%) who students give response not influences.

Table 4.17 : The Frequency Distribution of Students' Thinks at the Teachers' Teaching Methods.

No.	Indicator	F	P
1.	Very good	42	87.5
2.	Sometimes good	6	12.5
3.	Not good	-	-
Total		48	100

From the table above can be known that most of students say that teachers who used methods with categorized very well are higher. It can be seen that there are 42 students (87, 5%) give response very good, 6 students (12, 5%) who give response sometimes good and no one students who give response not good.

Table 4.18 : The Frequency Distribution of Students' Seeing at Urgency used Methods in Teaching English.

No.	Indicator	F	P
1.	Very urgency	34	70.8
2.	Sometimes urgency	12	25
3.	Not urgency	2	4.1
Total		48	100

Table 4.18 above shows that students' seeing at urgency used methods in teaching English are higher. Because from 48 students there are 34 students (70, 8%) who give response that a method in teaching English is very urgency, 25% students

who give response sometimes urgency, and 4, 1% students who give response not urgency.

Table 4.19 : The Frequency Distribution of Students' Seeing at Teacher's Ability in Class on used Methods.

No.	Indicator	F	P
1.	Very ability	44	91.6
2.	Sometimes ability	4	8.3
3.	Inability	-	-
Total		48	100

From table above can be known that teachers' abilities that used methods in teaching are well down. It can be seen that most of students who give response very abilities are higher (91, 6%), students who give response sometimes abilities are (8, 3%), and no one students who give response inability.

Table 4.20 : The Frequency Distribution of Teacher that used Various Methods Effects at Students' Motivation.

No.	Indicator	F	P
1.	Very motivate	40	8.3
2.	Sometimes motivate	6	11.5
3.	Not motivate	2	4.1
Total		48	100

From the table 4.20 shows that teacher's used various methods in teaching have a big effect for students' motivation and students' achievement. It can be seen from the table above that almost all of students give answers very motivate. There are 40

students (83, 3%) answers very motivate, 6 students (12, 5%) students who answers sometimes motivate, and 2 students (4, 1%) students who answer not motivate.

3. Students' learning achievement on English. The score of students' learning achievement can see at appendix 5.
4. Correlation between students' motivation and students' learning achievement can see at the result analysis.

### **C. Data Analysis**

#### 1. Observation of Teachers' Activities:

##### 1). The English Class Level 4 with teacher A

##### a. What is the teacher's overall behavior?

Based on the observations and the statements of the classroom teacher in the interview, the researcher formulates the teacher's behavior such as bellow:

- a) First of all, the teacher sees that her students' level of English proficiency is all the same, although they come from different major, but she believes that her students have the same ability in English. Because of that, she always gives the task, instruction and directions with the same technique.

Next, before beginning the lesson, the teacher sets the student's seats in U form. This form she thinks that to interact with the students easily. Furthermore, the teacher shows the pictures on the student's guidance book. After showing the

pictures, she asked the students to find out point from the pictures. After that, the teacher walks around the class and asks the students one by one to guess the pictures and then make a sentence related to it orally. Next, during the lesson activities, the teacher almost uses English all the time in her explanation, directions about the lesson. Her reason that besides English is her priority in this case, she also trains the students' on English.

- b) Initially, the teacher sees that her students' English ability is about the same and also come from different faculties.

Next, in her lesson, the teacher focuses on speaking skill (communication skill, pronunciation practice; drilling). Before beginning the class, the teacher used warming up, such as, calling each student by mentioning their number of signs and the students' respond by repeat mentioning their number of signs. She uses this technique she uses so that the students focus on listening and pronunciation.

After that, the teacher sets the students seats in U form that- she can always keep an eye on the students. Then, the teacher applied in pairs group.

Next, during the lesson and classroom activities, the teacher almost uses English all the time in her explanation, direction, and instruction. Then, the teacher put some paper roll on the table. She asked so that each student takes one roll one people. After all students get it, she asks them to open it. On the roll of paper there is a problem. So, each student asked to make a simple essay related to their problem. After finishing, the teacher collects it again and randomly again.

Then the teacher asks the students to take it again and after that, each student taking turn to read. The teacher gives freedom to students to choose the partners to respond to the problem, the students respond to the problem orally and directly. This technique uses to make the students to speak quickly.

2). The English Class Level 7 with teacher B

- a) First of all, the teacher sees her students' level of English proficiency is all the same. Because of that, she always gives task, instruction and direction with the same technique.

Next, in her lesson she focuses on speaking skill (communication skill, pronunciation practice: drilling). The first teacher read the dialog and she asks the students to repeat after her. After that, she invites the students to speak up with her or with each partner. In practicing the speaking the teacher doesn't care about grammar, she motivates the students to be confidence and brave. Because she thinks that, learning the second language needs bravery and confidence to try to apply. She also adds, if we are afraid to make mistakes, we never want to be to practice and try.

After that, in beginning a lesson, the teacher sometimes stimulate the students background knowledge when introducing the lesson, review the previous lesson for the students and conducts a warming up activity on the students before going to focus on the lesson.

Then, during the lesson classroom activity, the teacher uses English and Indonesia and sometimes Banjarees in her explanation, instruction, and

direction. She uses Indonesian because she know that students do not understand about what she says, use Banjarees, because she wants the students to understand what she means, and she uses English, because she thinks that her students need to get exposed to English. Furthermore, she invites the students to speak up, such as discussing about the lesson and also another interested topic. She knows that, discussing about interesting topics can make them participate in learning activities.

- b) First of all, the teacher opened the class by greeting. She tries to make the situation of class to be relaxed, such as asking about students' condition and talking about free topics, for example asking about hat the students do last night.

Then, her lesson focuses on speaking skill (communication skill, pronunciation practice). In this case, the teacher focuses more on speaking (conversation practice). She thinks that, a language is application. She invites the students to speak up and says to students so that they do not feel uncertain, are not afraid or shy, and always keep confidence.

After that, in beginning a lesson, the teacher sometimes applies a warming up activity before going on to focus on the lesson, the teacher for example the students to read the conversation in silence.

Next, during the lesson and classroom activity, the teacher almost uses English, sometimes Indonesia, and little bit Banjarees. She also uses body language if it is necessary in instruction and directions.

Furthermore, the teacher divides the students into two big groups, boys and girls. They practice the conversation, and in the meantime the teacher firstly becomes their guidance in pronunciation before they practice it by themselves. After that, the teacher has some volunteers from the students to practice the conversation in front of the class. Then, the teacher always sets the student's seats in U form.

Then, the teacher makes sure that her explanation, direction, and instruction are clear to the students by always giving them example and confirming them repeatedly by the more simple language if it is necessary. Therefore the teacher believes that the students can always be engaged in active participation in the class if they understand what they have to do.

### 3. The English Class Level 33 with teacher C

a) First of all, the teacher sees that her students' level of English proficiency is all same, more or less, although they come from different majors. However, she believes that the stronger ones and the weaker ones are always there. Therefore, she typically overcomes such distance between the students by asking them to work with the partner either in pair or group. This is one techniques used to their proficiency, especially for the weaker students as well.

Next, in her lesson the teacher focuses on speaking skill (communication skill, pronunciation practice; drilling) but she also puts in some grammar lesson because, in this case, she supposes that grammar is important. She thinks that her students are still very weak in English. So, she still includes grammar lesson

in her explanation in the class. However, she doesn't focus on the grammar too much.

After that, in beginning the lesson, the teacher sometimes stimulates the students' background knowledge when introducing the lesson and reviews the previous lesson for the students before going on to focus on the lesson.

Then, during the lesson classroom activity, the teacher uses English and the lesson sometimes not only from the book, sometimes she invite the students to discussing about anything, because the students more interested if the question or discussing about another topic, such as about hobby, daily activity, etc, that is her effort to encouraging the students to learn English.

- b) First of all, because the teacher has knows about the students' level and also their ability in English. She wants to make the situation be close and enjoyable. So, she invites the students to talk about free topics, such as asking her students' situation and condition, asks about what they did last night (did they learn, sleep or watch TV?). This technique she uses to make them motivated accept the lesson.

Next, the teacher invites the students to discuss about the last lesson (exercises). She asks the students to asks some questions related the lesson if they still do not understand, and she answered the student's question by giving another simple example for understand easily.

After that, the teacher continues her lesson (focuses on communication skill and little bit about grammar). In this case, she just gives the students a lot

of the topic contained in student's guidance book. She also puts in some grammar lesson, because it is so important for students to know, she also thinks that her students still weak in English and they need it to make simple dialogue and conversation. But, she does not focus on grammar too much, she just focus on the important only.

Then, the teacher divides the students into big group, boys group and girls group. Before beginning the activities, each group chose one to be guide, and after that, the teacher gives some pieces of the roll paper. On the roll paper there are some words, so the guide reads the words and asks the partner to guess it. If their guess is true so they get a point. This technique is used to expose the students' communication especially in speaking orally.

#### 4. The English Class Level 44 with teacher D

- a) First of all the teacher focuses on grammar (correct the exercises). The teacher sees that her students make mistakes on the exercises. She understands that her students there are on the low level and she also knows that, the student's ability in English. So, she tries to make the class be comfortable, such as giving freedom to the students to ask the question and sometimes she let the other students to answer it.

Next, the teacher invites the students to correct the exercises last day. She explains again about the exercises and the ways of answer. She also adds other simple examples related the exercises. In classroom discussion- a discussion about the task or exercises, the teacher applies a small discussion among the

students with their classmates and then followed by a big discussion lead by the teacher herself. Then, she sometimes lets the more proficient students correct any mistake on the task or exercises and then show it to the class.

After that, the teacher let the students to ask the question to her which points the students still do not understand. In these activities, she invites the students to discuss related to the lesson.

Then, during the classroom activity, the teacher almost uses Indonesian all the time in her explanation, direction, and instruction about the lesson, just little uses English, because she thinks that her students still not understand if she use English in her explanation. The teacher sets the student's seats in a circle form.

- b) First of all, the teacher focuses on her lesson (grammar focus and little communication skill; conversation practice and pronunciation). Before entering the lesson, the teacher invites the students to talk about free topic, such as talking about weather, film, and also music. This one technique she uses increases the students' motivation.

Next, the teacher explains about the lesson (grammar; conditional sentence). After the teacher explains about it, she gives some example. Furthermore, the teacher asks the students to ask the question which one the students still not understand.

Then, the teacher sets the students seats in U form-that she can always keep an eye on the students on their problem like answering their questions. In addition, the teacher makes sure that her explanation, direction and instruction

are clear to the students by always giving them example and confirming them repeatedly the more simple language if it is necessary.

After that, the teacher invites the students to stand up, then, she turns on the music, and the teacher let the students to move such as walking to around the classroom. This technique she uses is to make the students interested in the lesson.

## 2. Analyze Data for Students' Motivation and Students' Learning Achievement.

In data analysis, there are two steps in analyzing data. The first step is foreword analysis and the second step is hypothesis test analysis.

### 1). Foreword analysis

#### a. Students' motivation

To find out the data, the writer uses questionnaire technique. There are 48 questionnaires and every questionnaire consists of 20 items. It was speared out to 48 students of Language Service Center Program at IAIN Antasari Banjarmasin academic year 2011/2012. Furthermore, the result of questionnaire is in the table as follows:

Table 4.21 Frequency Distribution Score X and Score Y

No	Score X	No	Score X	No	Score Y	No	Score Y
1.	54	25.	80	1.	22	25.	78
2.	56	26.	80	2.	30	26.	78
3.	58	27.	80	3.	30	27.	78
4.	58	28.	81	4.	32	28.	80

5.	67	29.	82	5.	42	29.	80
6.	67	30.	83	6.	42	30.	80
7.	68	31.	83	7.	44	31.	80
8.	70	32.	84	8.	44	32.	80
9.	72	33.	85	9.	44	33.	82
10.	73	34.	85	10.	44	34.	82
11.	73	35.	85	11.	46	35.	82
12.	73	36.	85	12.	54	36.	82
13.	74	37.	87	13.	64	37.	84
14.	74	38.	89	14.	68	38.	84
15.	74	39.	89	15.	70	39.	84
16.	74	40.	90	16.	70	40.	84
17.	75	41.	90	17.	70	41.	86
18.	75	42.	92	18.	72	42.	86
19.	76	43.	93	19.	72	43.	86
20.	77	44.	94	20.	72	44.	88
21.	77	45.	94	21.	74	45.	88
22.	77	46.	94	22.	74	46.	90
23.	78	47.	97	23.	74	47.	90
24.	80	48.	97	24.	78	48.	90

From the table above, it is known that the highest score of students' motivation in learning is 97 and the lowest score is 54, and the highest score of students' learning achievement is 90 and the lowest score is 22. From this result, the writer looks for the mean and standard deviation of the mean from x and variable by using the formula from Anas Sudjuno (2010: 196-197):

$$R = (H - L) + 1$$

$$R = 54$$

$$H = 90$$

$$= (90 - 54) + 1$$

$$= 44$$

$$i = \frac{R}{b}$$

$$= \frac{44}{3}$$

$$= 15$$

Table 4.22 : Category of Students' Motivation

Category	F	X	FX	x
Low 54-68	7	61	427	-18.25
Average 69-83	24	76	1824	-3.25
High 84-98	17	91	1547	11
	48		$\sum f X = 3798$	

Looking for Mean of x variable:

$$M_X = \frac{\sum FX}{N}$$

$$= \frac{3798}{48}$$

$$= 79.25$$

b. Students' Learning Achievement

$$R = (H-L) + 1$$

$$R = (90-22) + 1$$

$$H = 69$$

$$i = \frac{R}{b}$$

$$b = 3$$

$$= \frac{69}{3}$$

$$= 23$$

Table 4. 23 : Category of Students' Learning Achievement.

Category	F	Y	Y	y
Low 22- 24	10	33	330	-34.97
Average 45-67	3	56	168	-11.97
High 68-90	35	79	2765	11.03
	48		$\sum f Y = 3263$	

Looking for Mean of Y variable

$$M_y = \frac{\sum fY}{N}$$

$$= \frac{3263}{48}$$

$$= 67.97$$

$$M_y = 67.97$$

## 2. Hypothesis test analysis

- a) The alternative hypothesis ( $H_a$ ): there is significance positive correlation between students' motivation and students' learning achievement.

- b) The Nil hypotheses ( $H_o$ ): there is no correlation between students' motivation and students' learning achievement.

To analyze the hypothesis test analysis, the writer uses the correlation "r" Product Moment technique which taken from Anas Sudjuno (2010). The formula used as follow:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{618,29}{\sqrt{(4363,76)(16946,8)}} \\
 &= \frac{618,29}{\sqrt{73951767,97}} \\
 &= \frac{618,29}{8599,52} \\
 &= 0.071
 \end{aligned}$$

Furthermore, after obtaining the result "r" product itself, the writer is counting the degree of freedom (db) is  $db = N - nr$ , that is the respondents ( $N$ ) = 48, correlation variable x and variable y ( $nr$ ) = (2), db is =  $48 - 2 = 46$ .

Because of the db's result is not found in "r" percentage table in the significance standard, so that the writer uses the closest db with 48 that is 50. By obtaining db 50 of "r" percentage table in the significance standard, it is found that in the significance standard level  $5\% = 0,273$  and  $1\% = 0,354$ .

Then it is concluded with critical table of product moment.

- a. In the level of sign 5% = 0,273
- b. In the level of sign 1% = 0,354

by comparing between the result of “r” product moment and “r” percentage table in the sign standard level 5%, it is known that “r” product moment result is 0,071 and table is 0,273 and 0,354. It means  $0,071 < 0,273 < 0,354$ , the result of “r” product moment is less than “t” table in level 1% and in level 5%. In other words, if it is consulted with significance standard level 1%, the alternative hypothesis which stated if there is significance difference of the correlation between students’ motivation and students’ learning achievement is rejected, and if it is consulted with significance standard level 5% it is also rejected. It means the alternative hypothesis which stats that there is no significance of the correlation between students’ motivation and students’ learning achievement is accepted.

#### **D. Research Result Analysis**

Based on observation to the teachers at Language Service Center Program at IAIN Antasari Banjarmasin academic year 2011/2012, the result shows that the teachers used eclectic method in teaching learning process.

By using statistic measurement design that is “r” product moment correlation technique is to find out the correlation between students’ motivation and students’ learning achievement.

The result of students' motivation in average category is 24 (50%), students' motivation in the high category is 17 (35. 41%) and students' motivation in low category is 7 (14. 58%). And the students' learning achievement in high category is 35 (72. 91%), student' learning achievement in average category is 3 (6. 25%) and in low category is 10 (20. 83%).

Thus the writer finds out that there is no correlation between students' motivation and students' learning achievement of the students at Language Service Center Program at IAIN Antasari Banjarmasin academic year 2011/2012. In other word,  $H_0$  which states that there is no correlation between students' motivation and students' learning achievement is accepted and on the contrary  $H_a$  which states that there is correlation between students' motivation and students' learning achievement is rejected.