

ABSTRACT

Deanneza, Pinky Rillariestian. 2016. *The Correlation among Intelligence Quotient (IQ) and Motivation in Learning toward English Achievement at the Second Grade Students of SMAN 1 Kandat*. Thesis, English Department, Faculty of Teacher Training and Education, Kadiri Islamic University of Kediri. Advisors: (1) Dr. H. Mohammad Naim Musafik, SH, M.H, M.Pd; (2) Kristanti Yuntoro P, M.Pd

Key word: Intelligence Quotient, Motivation in Learning, English Achievement

Intelligence quotient and motivation in learning are some internal factors of students that influences their learning achievement included English achievement. This research was carried out to describe five objectives of study. Those are ; (1) how Intelligence Quotient at second grade students of SMAN 1 Kandat is, (2) how motivation in learning at the second grade students of SMAN 1 Kandat is, (3) how English achievement at the second grade students of SMAN 1 Kandat is, (4) whether there is significant simultaneous correlation among Intelligence Quotient (IQ) and motivation in learning toward English achievement at the second grade students of SMAN 1 Kandat or not, and (5) whether there is significant partial correlation among Intelligence Quotient (IQ) and motivation in learning toward English achievement at the second grade students of SMAN 1 Kandat or not.

The research used descriptive quantitative method and correlational research as the research design. The data was obtained from documentation, questionnaire, and test. Documentation used in taking document of intelligence quotient score from the counselling office. The questionnaire which related to motivation in learning contained 25 numbers. The test which related to the English achievement contained 40 numbers. The result of this research was described descriptively based on the obtained data. In this research, the first year regular students in second semester were taken as population consisting of 151 students and 110 as samples.

The result of students' intelligence quotient belongs to good category. It is proven that the 47 students have high average intelligence quotient. The percentage is 42.72% and the mean is 110,15. For students' motivation in learning, there are 57 students belong to the high motivation in learning. The percentage is 51.82% and the mean is 63.96. For the result of English achievement belongs to fair category. It is proven that the 43 students got good English achievement score, but 28 students got fair English achievement score and 26 students got bad English achievement score. The percentage is 39.09% : 25.45% : 23.63% and the mean is 57.10. Then, to correlate among three variables it used simultaneous and partial correlation technique. The result of the simultaneous correlation among intelligence quotient (IQ) and motivation in learning toward English achievement at the second grade students of SMAN 1 Kandat showed that the result partial correlation, it is found that the value of

significant level at 2-tailed or at the level of significance 1% by SPSS was 0.988 or 98.8% and the number of significance showed that (2-tailed) 0.000. It means that there is significant simultaneous correlation among intelligence quotient (IQ) and motivation in learning toward English achievement at the second grade students of SMAN 1 Kandat. Thus, the alternative hypothesis is accepted. It means that the accuracy of H_0 rejection is not 100% right and 0% wrong. Then for the significant partial correlation among Intelligence Quotient (IQ) and motivation in learning toward English achievement at the second grade students of SMAN 1 Kandat can explained after this. Firstly, the result of the partial correlation among Intelligence Quotient (IQ) and English achievement controlled by Motivation in Learning at the second grade students of SMAN 1 Kandat showed that the value of significant level at 2-tailed or at the level of significance 1% by SPSS was 0.910 or 91% and the number of significance showed that (2-tailed) 0.000. It means that there is significant partial correlation among Intelligence Quotient (IQ) and English achievement controlled by Motivation in Learning at the second grade students of SMAN 1 Kandat. Secondly, the result of the partial correlation among motivation in learning and English achievement controlled by Intelligence Quotient (IQ) at the second grade students of SMAN 1 Kandat showed that the value of significant level at 2-tailed or at the level of significance 1% by SPSS was 0.866 or 86.6% and the number of significance showed that (2-tailed) 0.000. It means that there is significant partial correlation among motivation in learning and English achievement controlled by Intelligence Quotient (IQ) at the second grade students of SMAN 1 Kandat. Hence, the alternative hypothesis is accepted. It means that the accuracy of H_0 rejection is not 100% right and 0% wrong.

Based on the results of correlation above, (1) for the teacher it is recommended to support their students' motivation in learning belief though the students' intelligence quotient score not too high because that can increase students' achievement. (2) For the students, it is recommended that they should believe about their ability, and always be confident to learn English, and the last, (3) for next researchers who want to conduct the research in the same field, it is recommended to use other variable such as motivation, age, etc. to enrich and strengthen the findings.