

**THE CORRELATION BETWEEN
INTENSITY OF PEER GROUP INTERACTION
AND ENGLISH LEARNING MOTIVATION**

(A Descriptive Study at Third Grade of SMAK 2 BPK Penabur Bandung)

A PAPER

**Submitted to the English Department
Of FPBS UPI in partial fulfilment
For the requirements of Sarjana Pendidikan Degree**

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2006**

Page of Approval

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A Research

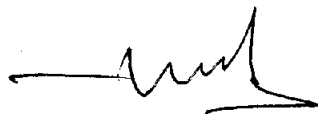
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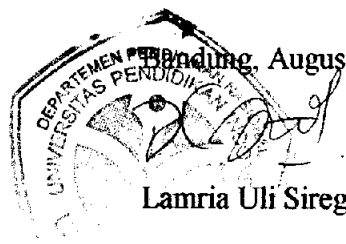
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Proverbs 3: 5
Trust in The Lord,
lean not on your own understanding.
In all of your ways, acknowledge Him.
He'll make your path straight

*Dedicated to my family and beloved mother.
Mah, thanks for your sacrifice and love.*

STATEMENT

I certify that this paper contains no material which has been accepted for the award of any other degree or diploma at any university. And the best of my knowledge and belief contains no material previously published or written by another person except where due reference is made in the text of the paper and the bibliography.

Bandung, August 2006

Lamria Uli Siregar

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PREFACE

Praise be to God Almighty for it is only by His grace and mercy that the writer is enabled to finish this paper entitled "*The Correlation Between Intensity of Peer Group Interaction and English Learning Motivation (A Descriptive Study at Third Grade of SMAK 2 BPK Penabur Bandung)*", and submitted as partial fulfilment of the requirements for Sarjana Pendidikan Degree.

In writing this paper, the writer learned so many things, especially about patience and faith in God. During the process, the writer encountered blank inspiration and many other obstacles, and all these hardships taught her one thing: to trust in God and rely merely on His mercy. The writer fully realizes that it is not because of her strength and ability that she may finish this paper until the last touch, but it is because the grace of The Almighty alone. There were so many mistakes and weaknesses in the process of writing this paper, but God opens the way. HE allows the writer to see the miracles beyond thought that only He alone who can do.

The writer realizes that this paper is far of being perfect. Therefore, constructive advice and input will be highly appreciated. Finally, the writer expects that this paper will be of valuable resource for English teachers and all the readers.

Bandung, August 2006

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Bandung, August 2006

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ABSTRACT

This study aims at investigating the correlation between peer interaction and English learning motivation. The assumption is that there was no significant correlation between peer interaction and English learning motivation, and this study is conducted in order to investigate the truth behind this assumption.

The study was conducted in SMAK 2 BPK Penabur Bandung with third grade students as the sample, in this case, class XII A IPA. The descriptive method with *ex-post facto* design is used in this study.

Having gathered the data needed, the computation of correlational testing showed that the value of correlation coefficient between students interaction in classroom and their English learning motivation equals to .022. consulted to Guilford's classification of correlation coefficient, it is then concluded that there is no significant correlation between peer interaction in the classroom and English learning motivation.

Based on the result of Pearson Correlation Coefficient and the Coefficient Determination, that is 0.0004, it can be inferred that peer group interaction only contributes to English learning motivation as many as 0.05 %, while the rest, 99.95 % comes from other factors such as attitude, need, stimulation, affect, competence, and reinforcement (Wlodowski, 1985; Champagne, 1995).

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