

**The Correlation between Students' Learning Motivation and Their Reading
Attitude at English Education Department of University Muhammadiyah
Yogyakarta Batch 2017**

A Skripsi

**Submitted to the Faculty of Language Education in Partial Fulfilment of the
Requirements for the Degree of *Sarjana Pendidikan***



Ida Sola

20130810120

English Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2017

Statement of Authenticity

I am a student with the following identity:

Name : Ida Sola

NIM : 20130810120

Program Study : English Education Department

Faculty : Faculty of Language Education

University : Universitas Muhammadiyah Yogyakarta

Certify that *Skripsi* under the title “*The Correlation between Students’ Learning Motivation and Their Reading Attitude at English Education Department of University Muhammadiyah Yogyakarta Batch 2017*” is definitely result of my own work. I am completely responsible for the content of this paper. Others’ opinions and results included in this *Skripsi* are quoted in accordance with ethical standards.

Yogyakarta, December 28th 2017

Ida Sola

NIM 20130810120

Acknowledgement

In the Name of Allah, the Most Gracious, the Most Merciful. All praise belongs to Allah Subhanahu Wa Ta'ala who gives me love, health, and change to finish this undergraduate thesis.

Firstly, I would like to say thank you for everything to my lovely supervisor Miss Puput Arfiandhani. She is the best. She is always cheer me up. She is always patient to respond and guide me in doing this research. All I can say to my advisor is only thank you for everything. Moreover, I also would like to thanks to my examiners, Miss Ika Wahyuni Lestari and Mr. Endro Dwi Hatmanto for giving me feedback and direction about my research.

Most importantly, I would like to thanks to my beloved parent, Bapak Sarkijo and Ibuk Dariyem for being parents who gave your beliefs to me. Thank you for being the best supporter in every decision I took. Thank you for gave me anything you have to provide all I need in finishing this research. Now, I become myself as best as I can. I also would like to thanks to my oldest sister, Heni Suharyani and my youngest brother, Alwi Hanafi who always support and fired me up to finish this research.

The last, I also realized that I never finish this thesis without the help of some people around me. First, thanks to my *Powerpuff Girl* group (the twin cici ai, Rekas, Gesta, and Bimut) who always help me from the first semester until now. Thank you for always understand me. Thank you for educate and not belittle me when I'm wrong. Second, thank to my annoying cousin, Rinesti Septiana, for her support and help during my research. Then, I would like to thank someone

special, who gives support and love during my study. I also thank to the big family of English Education Department batch 2013, especially class C (memorable class) who always be very nice friends from the first semester until now and gave me lot of experiences.

Table of Contents

Cover.....	i
Approval Sheet	ii
Statement of Authenticity.....	iii
Acknowledgement	iv
Table of Contents.....	vi
List of Tables	ix
List of Figures.....	x
Abstract	xi
Chapter One.....	1
Introduction	1
Background of the Study	1
Statements of the Problem	3
Limitation of the Problem.....	4
Research Questions	4
The Objectives of The Study	5
Significance of The Study	5
Chapter Two	6
Literature Review	6
Motivation.....	6

Definition of motivation.....	6
The role of motivation in language learning	7
Reading Attitude	10
Definition of reading	10
Reading attitude. Reading attitude is a complex phenomenon	11
The Correlation between students' motivation and their reading attitude.....	12
Related studies	13
Conceptual Framework	16
Hypothesis	16
Chapter Three	17
Methodology.....	17
Research Design.....	17
Research Population and Sample	18
Population	18
Sample.....	19
Data Collection Method.....	20
Research Instrument	20
Questionnaire.....	20
Data Analysis	27
Chapter Four.....	30
Result and Discussion	30

Results	30
Discussion	42
Chapter Five	46
Conclusion and Recommendation	46
Conclusion	46
Recommendation.....	47
References	48
Appendices	53

List of Tables

Table 3.1 The criteria of validity according to Aiken.....	22
Table 3.2 The validity result of rating score for students' motivation in learning English language.....	22
Table 3.3 the validity result of rating score for students' reading attitude.....	24
Table 3.4 The criteria of Reliability of Cronbach's Alpha.....	25
Table 3.5 One-Sample Kolmogorov-Smirnov Test for Normality.....	26
Table 3.6 Category of students' motivation in learning English.....	28
Table 3.7 Category of students' reading attitude.....	28
Table 3.8 The Correlation Coefficient.....	29
Table 4.1 The result of students' motivation in learning English language.....	31
Table 4.2 Intrinsic Motivation.....	32
Table 4.3 Items of Intrinsic motivation.....	33
Table 4.4 Extrinsic Motivation.....	34
Table 4.5 Items of Extrinsic motivation.....	35
Table 4.6 The result of students' reading attitude.....	36
Table 4.7 Reading Activity and Enjoyment.....	38
Table 4.8 Reading activity and Enjoyment in reading attitude.....	38
Table 4.9 Anxiety and difficulty in reading attitude.....	39
Table 4.10 Items of Anxiety and difficulty in reading attitude.....	40
Table 4.11 Modality in reading attitude.....	41
Table 4.12 The correlation coefficient result.....	42

List of Figures

Figure 2.1 Conceptual Framework.....	16
Figure 4.1 Histogram of students' motivation in learning English language.....	31
Figure 4.2 Histogram of students' reading attitude.....	37