Chapter Four

Result and Discussion

In this chapter, the researcher explains about the result of the study. The result showed the findings of three research questions in this study. Moreover, the discussion of the finding is also explained in this chapter.

Results

The results of this study are divided into three sections. Firstly, the result on students' motivation in learning English language to answer the first research question. Secondly, the result on students' reading attitude was to answer the second research question. The last is the result on the correlation between students' motivation in learning English language and students' reading attitude to answer the third research question. So, the results of three research questions are explained in this section.

The EED of UMY students' motivation in learning English language.

The first research question in this study was the EED of UMY students' motivation in learning English language. The questionnaire for students' motivation in learning English consisted of 25 items. Therefore, descriptive statistic was used to measure the EED of UMY students' motivation in learning English language.

In the other hand, the questionnaire was assessed by using Likert scale. The rating scale has four options. There are strongly agree (*Sangat Setuju*), agree (*Setuju*), disagree (*Tidak Setuju*), and strongly disagree (*Sangat Tidak Setuju*). The result of questionnaires is described in a table in chapter three (see table 3.5).

Then, this research question result is shown in table 4.1 below:

Table 4.1						
The result of students' motivation in learning English language						
N Valid	136					
Missing	0					
Mean	2.94					
Std. Error of Mean	.027					
Median	2.96					
Mode	3					
Std. Deviation	.311					
Variance	.097					
Skewness	.286					
Std. Error of Skewness	.208					
Kurtosis	324					
Std. Error of Kurtosis	.413					
Range	1					
Minimum	2					
Maximum	4					
Sum	399					

Statistics

Table 4.1 *The result of students' motivation in learning English language*



Histogram

Figure 4.1 Histogram of students' motivation in learning English language

From the data above, the *SPSS* analysis result showed that the mean of students' motivation in learning English language was 2.94. It means that students have moderate motivation in learning English language.

Furthermore, motivation was divided into two types which are intrinsic motivation and extrinsic motivation. Intrinsic motivation was in Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, and Q13. The result would be explained on table 4.2

Table 4.2 Intrinsic Motivation						
Ν	Valid	136				
	Missing	0				
Mean		2.9162				
Std. Error of Mean		.03184				
Median		2.9200				
Mode		3.00				
Std. Deviation		.37133				
Variance		.138				
Skewness		.342				
Std. Error of Skewness		.208				
Kurtosis		084				
Std. Error of Kurtosis		.413				
Range		1.84				
Minimum		2.08				
Maximum		3.92				
Sum		396.60				

Statistics

Table 4.2 Intrinsic Motivation

Table 4.2 showed that the mean of students' intrinsic motivation in learning English language was 2.91. It means that students have moderate intrinsic motivation. Moreover, the result of each item would be explained on table 4.3 below:

Table 4.3 Items of Intrinsic motivation														
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Ν	Valid	136	136	136	136	136	136	136	136	136	136	136	136	136
	Missin g	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2.85	3.00	3.42	2.87	2.92	3.06	3.29	3.10	3.03	2.40	2.74	2.65	2.60
Std. Error of Mean	ı	.059	.060	.050	.064	.060	.052	.052	.054	.054	.058	.048	.052	.055
Median		3,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3 <i>,</i> 00	3,00
Mode		3	3	3	3	3	3	3	3	3	2	3	3	3
Std. Deviation		.687	.699	.578	.748	.700	.606	.610	.631	.632	.681	.561	.601	.637
Variance		.472	.489	.334	.560	.490	.367	.372	.398	.399	.463	.315	.361	.406
Skewness		.209	132	379	102	151	026	457	435	201	.309	.011	.110	.245
Std. Error of Skew	ness	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208
Kurtosis		867	541	739	525	285	240	.463	.917	.166	008	428	426	372
Std. Error of Kurto	sis	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413
Range		2	3	2	3	3	2	3	3	3	3	2	3	3
Minimum		2	1	2	1	1	2	1	1	1	1	2	1	1
Maximum		4	4	4	4	4	4	4	4	4	4	4	4	4
Sum		387	408	465	390	397	416	448	421	412	326	372	361	353

Statistics

Table 4.3 Items of Intrinsic motivation

Table 4.3 showed that the highest mean score was Q3 with score 3.42 which mean that students had high intrinsic motivation to learn English to know all aspect in English language. On the other hand, the lowest mean score was Q10 with score 2.40. Moreover, students had moderate intrinsic motivation to learn English to understand the audio recording in English. It could be concluded that students agree that their intrinsic motivation to learn English to know more about English language and they agree that they learn English to understand audio recording in English.

The second type of motivation is extrinsic motivation. Extrinsic motivation was in Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, and, Q25. The result would be explained on table 4.4 below:

Table 4.4 Extrinsic Motivation					
Ν	Valid	136			
	Missing	0			
Mean		2.9560			
Std. Error of Mean		.03197			
Median		2.9200			
Mode		2.67(a)			
Std. Deviation		.37289			
Variance		.139			
Skewness		.149			
Std. Error of Skewness		.208			
Kurtosis		647			
Std. Error of Kurtosis		.413			
Range		1.58			
Minimum		2.17			
Maximum		3.75			
Sum		402.02			

Statistics

a. Multiple modes exist. The smallest value is shown Table 4.4 *Extrinsic Motivation* Table 4.4 showed that the mean of students' extrinsic motivation in learning English language was 2.95. It means that students have moderate extrinsic motivation. Moreover, the result of each item would be explained on table 4.5 below:

	Statistics											
Fable 4.5 Items of Extrinsic motivation												
	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
N Valid	136	136	136	136	136	136	136	136	136	136	136	136
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean	3.21	3.13	1.91	3.21	3.05	2.50	3.23	3.20	3.46	2.79	2.96	2.81
Std. Error of Mean	.062	.074	.067	.063	.065	.071	.065	.058	.052	.058	.060	.077
Median	3.00	3.00	2.00	3.00	3.00	2.00	3.00	3.00	4.00	3.00	3.00	3.00
Mode	3	4	2	3	3	2	3	3	4	3	3	3
Std. Deviation	.724	.868	.784	.734	.763	.826	.760	.676	.607	.671	.704	.899
Variance	.525	.753	.614	.539	.583	.681	.577	.457	.369	.450	.495	.808
Skewness	824	675	.719	586	290	.040	615	263	864	318	726	233
Std. Error of Skewness	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208	.208
Kurtosis	.897	384	.386	161	665	508	347	810	.817	.261	1.912	780
Std. Error of Kurtosis	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413	.413
Range	3	3	3	3	3	3	3	2	3	3	4	3
Minimum	1	1 I	1	1	1	1	1	2	1	1	1	1
Maximum	4	4	4	4	4	4	4	4	4	4	4	4
Sum	437	426	260	437	415	340	439	435	471	379	403	382

Table 4.5 Items of Extrinsic motivation

Table 4.5 showed that the highest mean score was Q22 with score 3.46. It meant that students had high extrinsic motivation to learn English because English language is potential knowledge for their development in the future. In the other hand, the lowest mean score was Q16 with score 1.91 which meant students had low extrinsic motivation to learn English because they want reward from their parents or family. It could be concluded that students agreed that they learnt English because English language is potential knowledge for their development in the future and they disagreed that they learnt English because they want reward from their parents or family.

The EED of UMY students' reading attitude. The second research question of this research was the EED of UMY students' reading attitude. The questionnaire for students' reading attitude consisted of 13 items. Therefore, descriptive statistic was used to measure the EED of UMY students' reading attitude. Then, this research question result is shown in the table 4.6:

Statistics						
Table 4.6 The result of students' reading attitude						
Ν	Valid	136				
	Missing	0				
Mean		2.82				
Std. Error of Mean		.036				
Median		2.77				
Mode		2(a)				
Std. Deviation		.422				
Variance		.178				
Skewness		.161				
Std. Error of Skewness		.208				
Kurtosis		268				
Std. Error of Kurtosis		.413				
Range		2				
Minimum		2				
Maximum		4				
Sum		383				

a. Multiple modes exist. The smallest value is shown Table 4.6 The result of students' reading attitude



Figure 4.2 Histogram of students' reading attitude

From the data above, the *SPSS* analysis result showed that the mean of students' reading attitude was 2.82. So, students have positive reading attitude. Moreover, students' reading attitude was divided into three indicators which are reading activity and enjoyment, anxiety and difficulty, and the last modality.

The first indicator, reading activity and enjoyment were in Q1, Q2, Q3, Q4, Q5, Q6, Q7, and Q8. The result would be explained on table 4.7

Statistics					
Table 4.7 Reading Activity and E	Enjoyment				
N Valid	136				
Missing	0				
Mean	2.8829				
Std. Error of Mean	.04140				
Median	2.8800				
Mode	2.88(a)				
Std. Deviation	.48276				
Variance	.233				
Skewness	.112				
Std. Error of Skewness	.208				
Kurtosis	576				
Std. Error of Kurtosis	.413				
Range	2.13				
Minimum	1.75				
Maximum	3.88				
Sum	392.07				

a. Multiple modes exist. The smallest value is shown Table 4.7 *Reading Activity and Enjoyment*

Table 4.7 showed the result of students' reading attitude's mean was 2.88.

It means students have positive reading activity and enjoyment in reading.

Additionally, the result of each item would be explained on the table 4.8 as the

following:

Table 4.	Table 4.8 Reading activity and Enjoyment in reading attitude								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
N	Valid	136	136	136	136	136	136	136	136
	Missing	0	0	0	0	0	0	0	0
Mean		2.82	3.19	3.07	2.43	2.44	3.11	2.81	3.17
Std. Erro	or of Mean	.071	.056	.064	.066	.060	.063	.057	.058
Median		3.00	3.00	3.00	2.00	2.00	3.00	3.00	3.00
Mode		3	3	3	2	2	3	3	3
Std. Dev	viation	.824	.650	.742	.767	.697	.737	.661	.673
Variance	e	.680	.422	.551	.588	.485	.543	.437	.453
Skewne	ss	143	538	658	.476	.480	290	.073	806
Std. Erro	or of Skewness	.208	.208	.208	.208	.208	.208	.208	.208
Kurtosis	i	668	.766	1.177	181	037	747	434	1.637
Std. Erro	or of Kurtosis	.413	.413	.413	.413	.413	.413	.413	.413
Range		3	3	4	3	3	3	3	3
Minimu	m	1	1	0	1	1	1	1	1
Maximu	Im	4	4	4	4	4	4	4	4
Sum		384	434	417	331	332	423	382	431

Statistics

 Table 4.8 Reading activity and Enjoyment in reading attitude

The table showed that the highest mean score was Q2 with score 3.19. It meant that students had positive reading activity and enjoyment in reading attitude because they enjoy the reading activity. In the other hand, the lowest mean score was Q5 with score 2.43 which mean students had negative reading activity and enjoyment in reading attitude because they read a lot at home. It could be concluded that students were strongly agree that they read when they have the time to enjoy the reading and they also agree that they read a lot at home.

The second indicator, anxiety and difficulty were in Q9, Q10, Q11, and Q12. The result would be explained on table 4.9:

Table 4.9 Anxiety and difficulty in reading attitude					
Ν	Valid	136			
	Missing	0			
Mean		2.5221			
Std. Error of Mean		.04346			
Median		2.5000			
Mode		2.50			
Std. Deviation		.50687			
Variance		.257			
Skewness		.387			
Std. Error of Skewness		.208			
Kurtosis		013			
Std. Error of Kurtosis		.413			
Range		2.50			
Minimum		1.50			
Maximum		4.00			
Sum		343.00			

Statistics

 Table 4.9 Anxiety and difficulty in reading attitude

Table 4.9 showed the result of students' anxiety and difficulties' mean was 2.52. It means that students have positive reading activity and enjoyment in reading. On the other hand, the result of each item would be explained on table 4.10 below:

Table 4.1	Table 4.10 Items of anxiety and difficulty in reading attitude							
		Q9	Q10	Q11	Q12			
Ν	Valid	136	136	136	136			
	Missing	0	0	0	0			
Mean		2,44	2,49	2,43	2,72			
Std. Erro	r of Mean	,056	,067	,064	,058			
Median		2,00	2,00	2,00	3,00			
Mode		2	2	2	3			
Std. Devi	ation	,653	,779	,747	,674			
Variance		,426	,607	,559	,455			
Skewnes	S	,708	,406	,284	-,039			
Std. Erro	r of Skewness	,208	,208	,208	,208			
Kurtosis		,065	-,355	-,196	-,197			
Std. Erro	r of Kurtosis	,413	,413	,413	,413			
Range		3	3	3	3			
Minimur	n	1	1	1	1			
Maximur	n	4	4	4	4			
Sum		332	339	331	370			

Statistics

Table 4.10 Items of anxiety and difficulty in reading attitude

The table showed that the highest mean score was Q12 with score 2.72. It means that students had positive anxiety and difficulty in reading attitude because they did not need a lot of help in reading. In the other hand, the lowest mean score was Q11 with score 2.43 which meant students had negative anxiety and difficulty in reading attitude because they feel anxious when they had a lot of reading to do. It could be summarized that students were agree that they did not need a lot of help in reading and agree that they feel anxious when they had a lot of reading to do.

The last indicator, modality was in Q13. The result would be presented on table 4.11 as follows:

Table 4.11 Modality in reading attitude					
Ν	Valid	136			
	Missing	0			
Mean		3.49			
Std. Error of Mean	I	.055			
Median		4.00			
Mode		4			
Std. Deviation		.644			
Variance		.415			
Skewness		-1.070			
Std. Error of Skew	ness	.208			
Kurtosis		.820			
Std. Error of Kurto	sis	.413			
Range		3			
Minimum		1			
Maximum		4			
Sum		475			

Statistics

Table 4.11 Modality in reading attitude

The table showed that the mean score was 3.49. It means that students had positive modality in reading attitude because they strongly agree that reading is one of the best ways to learn some things.

The correlation between EED of UMY students' motivation in

learning English language and their reading attitude. Before accessing the correlation between students' motivation in learning English language and students' reading attitude, the normality test was done (see table 3.5 at chapter three). The Kolmogrov-Smirnov Z and the significant of the two variables were 0.715 and 0.989 and 0.685 and 0.282. Those, the Kolmogrov-Smirnov Z and the significant of the two variables higher than 0.05. In the other word, the distribution of the data was normal.

After examining the normality test, this research would use Pearson's product-moment (r) to show the result of the correlation score between the EED of UMY students' motivation in learning English language and students' reading attitude. The result score would be shown on table 4.12 below:

Correlations							
Table 4.12 The correlation coefficience result							
	Motivatio						
		n	Reading				
Motivatio	Pearson Correlation	1	.297(**)				
n	Sig. (2-tailed)		,000				
	Ν	136	136				
Reading	Pearson Correlation	.297(**)	1				
	Sig. (2-tailed)	.000					
	Ν	136	136				

** Correlation is significant at the 0.01 level (2-tailed). Table 4.12 *The correlation coefficience result*

The result score of the correlation between the EED of UMY students' motivation in learning English and their reading attitude was 0.297. Based on the table correlation coefficient (r) by Cohen, Manion, and Marrison (2011) (table 3.8 at chapter three), with range 0.20 to 0.399 was in low correlation category. Moreover, there was low but significant correlation (p=0.000 < 0.05). Thus, the alternative hypothesis (H₁) there is a significant correlation between students' motivation and students' reading attitude is accepted. It means that there is significant correlation between EED of UMY students' motivation in learning English language and their reading attitude.

Discussion

In this section, the analysis of the statistic data that was conducted in previous section would be discussed. There are three purposes to find out in this research. First, this research aimed to find out the EED of UMY students' motivation in learning English. Second, this research aimed to find out the EED of UMY students' reading attitude. The last, this research aimed to find out the correlation between students' motivation in learning English and students' reading attitude.

The mean score for students' motivation in learning English language was 2.94 which mean generally students' motivation in learning English language was on moderate category. Furthermore, students' motivation in learning English language was divided into two types. The first type is intrinsic motivation. The mean score was 2.91 which means students have moderate intrinsic motivation. Emili (2011) stated that intrinsic motivation is caused by personal enjoyment, interest, or pleasure. Thus, the result was students had moderate intrinsic motivation to know all aspect in English language. In the other hand, they had moderate intrinsic motivation in easily to understand audio recording in English. It can be conclude that students want to learn English because their interest in learning English by their selves. Furthermore, the second type of motivation is extrinsic motivation. The extrinsic motivation mean score was 2.95 which means students have moderate extrinsic motivation. Istianti (2013) stated that extrinsic motivation causes by people to conduct something in order to achieve something else and caused by external incentives like rewards and punishments. The result also showed students had moderate extrinsic motivation to learn English language not only they wanted reward from their parents but also to develop their future. For example they wanted to have a better job from the target language that they learn.

Meanwhile, the mean score for students' reading attitude was 2.82 which mean generally students' reading attitude at EED of UMY was in positive category. According to Annamalai and Muniandy (2013), positive reading attitude reflect the positive reading experience. On the other hand, there were three indicator factors of reading attitude. The first indicator is reading activity and enjoyment. The mean score was 2.88 which means students had positive reading activity and enjoyment in reading. So, majority students agree that reading is an enjoyment activity. Then, the second indicator is anxiety and difficulty in reading attitude with mean score 2.52. It means students had positive anxiety and difficulty in reading because they did not need a lot of help in their reading. Furthermore, last indicator is modality. This is extent to which the individual prefers to use sources other than reading when faced with a learning task (Annamalai & Muniardy, 2013, p.35). The mean score was 3.49 which means students had positive modality in reading. It means students agree that reading is one of the best ways to learn things.

Moreover, the correlation between students' motivation in learning English and students' reading attitude was determined by the coefficient correlation in Pearson Product Moment (r). Ager (2001) stated that motivation influences attitudes that affect students' language learning. Furthermore, the Pearson Product Moment score of the correlation between EED of UMY students' motivation in learning English and their reading attitude was 0.29. It showed that the category of the result was low correlation. Therefore, the interval of the result score was in 0.20 to 0.399 which mean there is low positive correlation between the EED of UMY students' motivation in learning English and their reading attitude. Positive correlations mean that the increase of motivation level will be followed by the increase of reading attitude. Meanwhile, the significant correlation between students' motivation and their reading attitude shows that there is significance correlation between students' motivation and their reading attitude, because the significant was 0.000 (sig. (2-tailed)) lower than 0.05. Thus, the alternative hypothesis (H₁) there is a significant correlation between students' motivation and students' reading attitude is accepted.