

Chapter Five

Conclusion and Recommendation

Conclusion

This research has three research questions. The first question is “how is the students’ motivation at EED UMY”, the second question is “how is students’ reading attitude at EED of UMY”, and the third question “is there any significant correlation between students’ motivation and students’ reading attitude at EED UMY”. Therefore, this research aimed to analyze these three research question.

This research was conducted at EED of UMY. Then, the researcher investigated 136 students batch 2017. This research used correlation design in quantitative research method. In addition, the researcher used questionnaire on students’ motivation in English learning and questionnaire on students’ reading attitude as the instrument in this study. The questionnaire was distributed self-administered. Then, to measure the data, the researcher used descriptive and inferential statistic using *SPSS 17 Windows Version*.

The results in this study were about students’ motivation in learning English language and their reading attitude. The mean score of students’ motivation in learning English language was 2.94 which mean that students had moderate motivation in learning English. In the other hand, the mean score of students’ reading attitude was 2.82 which mean that students had moderate reading attitude. Moreover, the correlation between students’ motivation in learning English and their reading attitude was determined by the value of coefficient correlation in Pearson Product Moment (r). The result score of

correlation coefficient was 0.29. It means that there was positive low correlation between students' motivation in learning English language and their reading attitude at EED of UMY batch 2017. In addition, there is significant 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) is accepted.

Recommendation

For Students. Students are expected to increase their motivation in learning in order to improve their reading attitude. Because, the result in this study show that there is a low positive correlation between students' motivation and their reading attitude. It is meant that motivation still has role to improve students' reading attitude.

For Lectures. In this research, there were two types of motivation that can influence students' motivation in learning English. The result showed that students had moderate intrinsic and extrinsic motivation in learning English. Thus, the researcher recommends that the lectures should create and develop their learning activity involved some motivation aspects.

For other researchers. The other researchers are recommended to develop this research by investigating different batch of EED students. Thus the data will be varied.