THE CONTRIBUTION OF STUDENT’S LEARNING MOTIVATION, STUDENT’S LEARNING STYLE, AND STUDENT’S ENGLISH LEARNING STRATEGIES TOWARD STUDENT’S ENGLISH READING ACHIEVEMENT

THESIS

Submitted to the Department of Language Studies, Graduate School of UniversitasMuhammadiyah Surakarta in Partial Fulfillment of the Requirements for the Degree of Master of Education

By
DEBY SELVIA RAHMAT NURVITASARI
ID No. S200160066

DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018
PRIMARY SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name : Deby Selvia Rahmat Nurvitasari  
ID Number : S 200160066  
Department : Language Studies  
Field of Study : English Education  
Thesis title : The Contribution of Student's Learning Motivation, Student's Learning Style, and Student's English Learning Strategies toward Student's English Reading Achievement

Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 5th January, 2018
Primary supervisor

Dr. Maryadi, M. A.
CO-SUPERVISOR'S APPROVAL FORM

The student submits the thesis for examination:

Name: Deby Selvia Rahmat Nurvitasari
ID Number: S 200160066
Department: Language Studies
Field of Study: English Education
Thesis title: The Contribution of Student’s Learning Motivation, Student’s Learning Style, and Student’s English Learning Strategies toward Student’s English Reading Achievement

Supervisor's Approval:
I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is, therefore, eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, 5th January, 2018
Co-supervisor

Mauly Halwat Hikmat, Ph. D.
APPROVAL OF THESIS FOR SUBMISSION

THE CONTRIBUTION OF STUDENT'S LEARNING MOTIVATION, STUDENT'S LEARNING STYLE, AND STUDENT'S ENGLISH LEARNING STRATEGIES TOWARD STUDENT'S ENGLISH READING ACHIEVEMENT

Submitted by
DEBY SELVIA RAHMAT NURVITASARI

Has been examined by the board of examiners on 12th January 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor

Dr. Marvadi, M.A.

Co-supervisor

Mainly Halwat Hikmat, Ph.D.

Examiner

Maamaroh, Ph.D.

Surakarta, 25th January 2018
The Director of Graduate School

Prof. Dr. Bambang Samardioko, M.Pd
STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled "The Contribution of Student’s Learning Motivation, Student’s Learning Style, and Student’s English Learning Strategies toward Student’s English Reading Achievement" is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Name : Deby Selvia Rahmat Nurvitasari
ID Number : S 200160066
Department : Language Studies
Field of study : English Education

Date : 10th January, 2018
Signed: [Signature]

(Deby Selvia Rahmat Nurvitasari)
MOTTO

Yesterday is history, Tomorrow is mystery, but Today is a gift. This is why it is called PRESENT.
(Master Oogway, Kung Fu Panda)

Miracle is another name of an Effort.
(Anonymous)
DEDICATION

This research paper is dedicated to:

Her beloved mother, Ponirah,

Her beloved father, Wahyono,

Her beloved brother, Masahid al-hadi Ramadhan,

Her beloved family,

Her beloved friends,

Her beloved lecturers, and

Her alma mater.
THE CONTRIBUTION OF STUDENT’S LEARNING MOTIVATION, STUDENT’S LEARNING STYLE, AND STUDENT’S ENGLISH LEARNING STRATEGIES TOWARD STUDENT’S ENGLISH READING ACHIEVEMENT

DebySelviaRahmatNurivasari S200160066
Dr. Maryadi, M.A., MaulyHalwatHikmat, Ph.D.
eunselvia@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dari gaya belajar, motivasi belajar, strategi belajar terhadap prestasi belajar dalam membaca bahasa Inggris. Penelitian ini menggunakan asosiasi kwantitatif sebagai metode penelitian. Subyek dari penelitian ini adalah siswa kelas belas unggulan IPA satu yang berjumlah 32 siswa yang didapatkan dengan cara undian. Teknik pengumpulan data dalam penelitian ini menggunakan dua instrument, yaitu kuesioner dan tes. Instrument kuesioner dalam penelitian ini berisi tentang variable bebas yang meliputi gaya belajar, motivasi belajar, strategi belajar. Sedangkan instrument tes dalam penelitian ini berisi tentang variable terikat yaitu membaca bahasa Inggris. Data yang diperoleh kemudian dianalisis menggunakan statistic deskriptif, uji asumsi klasik, regresi berganda, dan uji hipotesis yang meliputi uji t, uji f, koefisien determinasi, dan sumbangan predictor. Hasil dari penelitian ini menunjukkan bahwa formula dari regresi berganda adalah: \[ Y = 2.199 + 0.286X_1 + 0.255X_2 + 0.418X_3 \]. Variabel motivasi belajar siswa \( X_1 \) menunjukkan \( t \)-hasil sebesar 2,579 dengan signifikasi sebesar 0,015. Variabel gaya belajar siswa \( X_2 \) menunjukkan \( t \)-hasil sebesar 2,626 dengan signifikasi sebesar 0,014. Variabel strategi belajar bahasa Inggris siswa \( X_3 \) menunjukkan \( t \)-hasil sebesar 4,406 dengan signifikasi sebesar 0,000. Selanjutnya, \( F \)-hasil menunjukkan hasil sebesar 44,608 dengan signifikasi sebesar 0,000. Hasil dari \( R^2 \) adalah 0,827. Hasil menunjukkan bahwa ada pengaruh yang positif dan signifikan antara variabel-variabel bebas terhadap variabel terikat secara terpisah maupun secara bersamaan. Saran juga diberikan dalam penelitian ini.

Kata Kunci: Gaya belajar, Motivasi belajar, Prestasi belajar, Strategi belajar
THE CONTRIBUTION OF STUDENT’S LEARNING MOTIVATION, STUDENT’S LEARNING STYLE, AND STUDENT’S ENGLISH LEARNING STRATEGIES TOWARD STUDENT’S ENGLISH READING ACHIEVEMENT

DebySelviaRahmatNurvitiasari S200160066
Dr. Maryadi, M.A., MaulyHalwatHikmat, Ph.D.
eunselvia@gmail.com

ABSTRACT

This study is aimed to know the contribution of students’ sides of learning which consist of learning style, learning motivation, and English learning strategies toward their reading achievement in English. This study uses associational quantitative research. The subjects of this study are 32 students of the first class of the excellent program which are chosen by lottery technique. The techniques of the data collection in this study are questionnaire and test. The sheets of questionnaire are dealing with students’ learning motivation, student’s leaning styles, and student’s English learning strategies, while the test is dealing with student’s reading ability or achievement. The data are analyzed using the descriptive statistic, classic assumption tests, multiple regressions test, and hypothesis testing which includes t-test, f-test, coefficient of determination, and predictor contributions. The result shows that the formulation of multiple regression is Y=2,199 + 0,286X1 + 0,255X2 + 0,418X3. The Student’s Learning Motivation (X_1) result of t_result is 2,579 with the significance result is 0,015. The Student’s Learning Style (X_2) result of t_result is 2,626 which the significance result is 0,014. The Student’s English Learning Strategies (X_3) result of t_result is 4,406 which the significance result of this variable is 0,000. The result of F_result is 44,608 which the significance is 0,000. The result of R is 0,827. These mean that there are positive and significant contributions of independent variables toward dependent variable individually and simultaneously.

Keywords: Learning Motivation, Learning Strategies, Learning Style, Reading Achievement
ACKNOWLEDGMENT

Assalamualaikum Wr. Wb.

Alhamdulillahirabbil ‘Alamin, all praises to Alloh S.W.T, the Most Glorious, the Most Merciful, Lord of the Universe, who gives a million blessing, miracle and uncountable gifts to the researcher, so she can accomplish her research paper entitled THE CONTRIBUTION OF STUDENT’S LEARNING MOTIVATION, STUDENT’S LEARNING STYLE, AND STUDENT’S ENGLISH LEARNING STRATEGIES TOWARD STUDENT’S ENGLISH READING ACHIEVEMENT as the requirement for getting master degree of education in Department of English Study Post Graduate of Universitas Muhammadiyah Surakarta.

Peace is upon to Muhammad SAW., the Alloh’s last messenger, who will be the hero for all his followers in the life after. The writer realizes that this research paper would never be possible without other people’s help, so that the writer would like to extend her gratitude and appreciation to:

1. Prof. Dr. Bambang Sumardjoko, M. Pd., the director of Graduate School of Muhammadiyah University of Surakarta.
2. Prof. Dr. Markhamah, M. Hum., the Head of Language Studies of Muhammadiyah University of Surakarta.
3. Dr. Maryadi, M.A., the primary supervisor, for his suggestions, advice, support and encouragement in completing this thesis.
4. Mauly Halwat Hikmat, Ph.D., as the co-supervisor, for continuous correction, advice, criticized and encouragement in completing this thesis.
5. Muamaroh, Ph. D., as the internal examiner, who has given evaluation in this research paper.
6. All of the lecturers of English Language Study of Post Graduate, for precious knowledge and experience given to her,
7. The researcher’s beloved parents, bapak Wahyono and ibu Ponirah, for the love, pray, support, advice, hugs, happiness, and everything else,
8. The researcher beloved brother, Massahid Galih Da’i Ramadhan, for the support, happiness, share, pray and laugh,

9. The researcher’s best friend in English Fast-Track Program of UMS, Irin Manila Choiiryah, for being like a sister, helpfulness, laugh, friendship, inspiration, support, and prays,

10. The researcher’s best friend in Chemical Engineering of UMS, Rizky Shinta Wulandari, Sofia Rahmawati, and Aimatul Huda, for being like a sister, laugh, friendship, inspiration, support and prays,

11. The researcher’s friends in English Fast-Track Program of UMS, Siti Nurkhasanah, Arga Kurniawan K.M.A., Rezki B.M., Aulia F.P., for being like a sister, helpfulness, laugh, friendship, inspiration, support,

12. The researcher’s dearest friends in English Language Study of Post Graduate 2016, Ary Endrawati, Anis Umi Hastuti, Malihatun Badroh, Kartika Desy P, Anindita Helsha F, Enggar Pramudita, Hidayati Solihah, Ida Yuliasih H, Siti Aisyah, Yunita Lukitasari, Agustin Desi K for being like sisters that I never have, brothers M. Agung N, M. Sahrain, Patoni, Ardika R. P, support, pray, laugh, valuable memories, and friendship,

13. The all teachers and principals of SMA N 1 Karangdowo, for the helpfulness, suggestion, supports, and valuable conversation,

14. The all students of Excellent program in eleventh grade of SMA N 1 Karangdowo 2016/2017, for the sharing, laugh, lovely conversations,

15. All of the people, who cannot be mentioned one by one, thanks for everything.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

Wassalamualaikum Wr.Wb.

Surakarta, 10th January, 2018

Deby Selvia Rahmat Nurvitasari
Table of Contents

COVER ....................................................................................................................... i
PRIMARY SUPERVISOR’S APPROVALFORM ......................................................... ii
CO-SUPERVISOR’S APPROVAL FORM ................................................................. iii
APPROVAL OFTHESISFOR SUBMISSION ........................................................ iv
STATEMENT OF AUTHORSHIP ........................................................................ v
MOTTO ..................................................................................................................... vi
DEDICATION ........................................................................................................ vii
ABSTRAK .............................................................................................................. viii
ABSTRACT ........................................................................................................... ix
ACKNOWLEDGMENT .......................................................................................... x
TABLE OF CONTENT ......................................................................................... xii
LIST OF FIGURES .............................................................................................. xv
LIST OF TABLES ................................................................................................. xvi
LIST OF APPENDICES ....................................................................................... xviii

CHAPTER I  INTRODUCTION
A. Background of the Study ............................................................................. 1
B. Identification of the Problem ...................................................................... 3
C. Limitation of the Study ............................................................................... 4
D. Statements of the Problem .......................................................................... 5
E. Objectives of the Study ............................................................................... 5
F. Benefits of the Study................................................................................... 6

CHAPTER II  REVIEW OF RELATED LITERATURE
A. Previous Study ............................................................................................. 7
B. Theoretical Framework
   1. English Reading Achievement
      a. Notion of Reading Comprehension ....................................................... 14
      b. Microskills and Macroskills of Reading ........................................... 14
c. Reading Skill ................................................................. 15
    d. Reading Components .................................................. 16
    e. Types of Reading Assessment ...................................... 17
    f. Genres of Text for Reading .......................................... 19
    g. Indicators of Reading Achievement ............................... 21
2. Student’s Motivation
    a. Notion of Motivation .................................................. 22
    b. Function of Motivation ............................................... 22
    c. Types of Motivation .................................................. 22
    d. Motivation in Learning ............................................... 24
    e. Indicators of Students’ Learning Motivation ..................... 24
3. Learning Style
    a. Notion of Learning Style ............................................. 26
    b. Types of Learning Style Preference ............................... 26
    c. Indicators of Learning Styles ...................................... 28
4. Learning Strategies
    a. Notion of Learning Strategies ...................................... 30
    b. Characteristic of Learning Strategies ............................. 30
    c. Classification of Learning Strategies ............................ 31
    d. Indicators of English Learning Strategies ....................... 35
C. Rationale ........................................................................... 36
D. Hypothesis ........................................................................ 38

CHAPTER III      RESEARCH METHOD
A. Research Design ............................................................ 39
B. Place and Time of the Research ....................................... 40
C. Population, Sample and Sampling
    1. Population .................................................................. 40
    2. Sample and Sampling .................................................. 40
D. Operational Definition .................................................... 41
E. Technique for Data Collection and Instrument of the Research
CHAPTER IV  RESEARCH RESULT AND DISCUSSION
A. Data Description .................................................................58
B. Finding of the Research ..........................................................66
   1. Classic Assumption Testing ..................................................66
   2. Multiple Regression .........................................................71
   3. Hypothesis Testing .............................................................72
C. Result ....................................................................................76
D. Discussion of the Finding ..........................................................80

CHAPTER V  CONCLUSION, IMPLICATION, AND SUGGESTION
A. Conclusion ..............................................................................83
B. Implication ..............................................................................84
C. Suggestion ..............................................................................86

BIBLIOGRAPHY .............................................................................88
APPENDICES
LIST OF FIGURES

Figure 2.1 Rationale of the Study .................................................................38
Figure 4.1 Mean Category of Student’s Learning Motivation ....................59
Figure 4.2 Mean Category of Student’s Learning Style .............................60
Figure 4.3 Mean Category of Student’s English Learning Strategies ..........62
Figure 4.4 Mean Category of Student’s English Reading Achievement .......64
Figure 4.5 Normality Testing by Using Histogram Graph .......................66
Figure 4.6 Normality Testing by Using P-P Plot Graph ...........................67
LIST OF TABLES

Table 2.1 Components in Learning Motivation .......................................................... 24
Table 3.1 Operational Definition of the Variables on this Research ......................... 42
Table 3.2 Summary Result of Validity Testing of Student’s Learning
Motivation .................................................................................................................. 49
Table 3.3 Summary Result of Validity Testing of Student’s Learning Style ......... 49
Table 3.4 Summary Result of Validity Testing of Student’s English
Learning Strategies .................................................................................................. 50
Table 3.5 Summary Result of Validity Testing of Student’s English Reading
Achievement ........................................................................................................... 50
Table 3.6 Summary Result of Reliability Testing of Instruments ......................... 51
Table 4.1 Summary Result of Mean and Std. Deviation of Student’s Learning
Motivation ............................................................................................................. 58
Table 4.2 Summary Result of Percentage of Student’s Learning Motivation ..... 59
Table 4.3 Summary Result of Mean and Std. Deviation of Student’s Learning
Style ....................................................................................................................... 60
Table 4.4 Summary Result of Percentage of Student’s Learning Style .......... 61
Table 4.5 Summary Result of Mean and Std. Deviation of Student’s English
Learning Strategies ............................................................................................... 62
Table 4.6 Summary Result of Percentage of Student’s English Learning
Strategies ............................................................................................................... 63
Table 4.7 Summary Result of Mean and Std. Deviation of Student’s English
Reading Achievement ........................................................................................... 64
Table 4.8 Summary Result of Percentage of Student’s English Reading
Achievement ......................................................................................................... 65
Table 4.9 Normality Testing Result by Using Kolmogorov-Smirnov Testing ..... 67
Table 4.10 Linearity Testing Result of Student’s Learning Motivation toward
Student’s English Reading Achievement ............................................................... 68
Table 4.11 Linearity Testing Result of Student’s Learning Style
toward Student’s English Reading Achievement ............................................ 68
Table 4.12: Linearity Testing Result of Student’s English Learning Strategies toward Student’s English Reading Achievement ........69
Table 4.13: Multicollinearity Testing Result .........................................................69
Table 4.14: Heteroscedasticity Testing Result ......................................................70
Table 4.15: Multiple Regressions Result .............................................................71
Table 4.16: F Test (Simulation) Result .................................................................74
Table 4.17: Coefficient of Determination (R^2) Result .........................................74
Table 4.18: Summary of Effective Contributions (EC) and Relative Contributions (RC) ........................................................................................................75
LIST OF APPENDICES

Appendix 1. Questionnaire to be Tried Out .................................................................93
Appendix 2. Reading Test to be Tried Out .................................................................98
Appendix 3. Data Tabulation of Try Out .................................................................108
Appendix 4. Questionnaire of Research .................................................................113
Appendix 5. Reading Test of Research .................................................................118
Appendix 6. Items of Research Instrument ............................................................128
Appendix 7. Data Tabulation of Research .............................................................132
Appendix 8. Data Tabulation of Hypothesis Testing .............................................137
Appendix 9. Result of Validity and Reliability Testing .........................................139
Appendix 10. Result of Descriptive Statistics Testing .........................................150
Appendix 11. Result of Classic Assumption Testing .............................................163
Appendix 12. Result of Multiple Regression Testing ............................................171
Appendix 13. Calculation Result of Effective Contribution (EC) and Relative Contribution (RC) .................................................................176
Appendix 14 R Table of Significance 0,05 .............................................................181
Appendix 15 T Table of Significance 0,05 .............................................................183
Appendix 16 F Table of Significance 0,05 .............................................................185
Appendix 17. Research Permission Letter .............................................................187
Appendix 18. Research Declaration Letter ............................................................189
Appendix 19. Result of Turnitin Test .................................................................191