

**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 Universitas Muhammadiyah Surakarta
in Partial Fulfillment of the Requirements for
the Degree of Master of Education**



By

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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.

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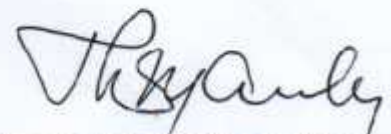
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APPROVAL OF THESIS FOR SUBMISSION


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STUDENT'S ENGLISH LEARNING STRATEGIES TOWARD
STUDENT'S ENGLISH READING ACHIEVEMENT**

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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.

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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, *Massahid Galih Da'i Ramadhan*,

Her beloved family,

Her beloved friends,

Her beloved lecturers, and

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

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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 kuantitatif sebagai metode penelitian. Subyek dari penelitian ini adalah siswa kelas sebelas 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

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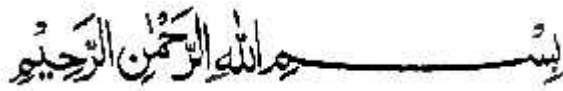
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ABSTRACT

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 $Y=2,199 + 0,286X_1 + 0,255X_2 + 0,418X_3$. 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^2 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

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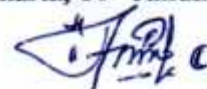
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Surakarta, 10th January, 2018



Deby Selvia Rahmat Nurvitasari

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