

**CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS  
AND THEIR MOTIVATION IN LEARNING  
(A Study at 2013 level of ELT Department Walisongo State  
Islamic University Semarang in the Academic Year of 2014/2015)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Gaining the Degree of Bachelor in English Language Education



**By:**

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SEMARANG  
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(A Study at 2013 level of ELT Department Walisongo State  
Islamic University Semarang in the Academic Year of 2014/2015)

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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**RATIFICATION**

This thesis with the following identity:

Title : **CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS AND THEIR MOTIVATION IN LEARNING**  
(A Study at 2013 level of ELT Department Walisongo State Islamic University Semarang in the Academic Year of 2014/2015)

Name of Student : Muhammad Ridhwan Al Aziz

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Department : English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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Institute for Islamic Studies

*Assalamu 'alaikum wr. wb.*

I inform that I have given guidance, briefing and correction to  
whatever extent necessary of the following thesis:

Title : **CORRELATION BETWEEN STUDENTS'  
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I state that the thesis is ready to be submitted to Education and  
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## ABSTRACT

Title : **CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS AND THEIR MOTIVATION IN LEARNING (A Study at 2013 level of ELT Department Walisongo State Islamic University Semarang in the Academic Year of 2014/2015)**

Writer : Muhammad Ridhwan Al Aziz

Student Number : 103411032

The background of the study in this research was based on the theory that religion can serve as motivation that will encourage it's follower to do religious activity. Islam as one most followed religion in Indonesia give an obligation to its follower to seek for knowledge. Therefore, there is a possibility that religiousness of students correlate to their motivation in Learning.

This research was conducted at 2013 level students of ELT Department Education and Teaching Training Faculty Walisongo State Islamic University Semarang in academic year 2014/2015. The number of population was 106 students. The researcher used random sampling. The researcher took sample 27 students or 25% from the population. The data were collected with questionnaire that consists of twenty five questions and documentation.

The study showed that: correlation between students' religiousness and their motivation in learning could be known that  $r_{xy} = 0.585 > r_{t(0.05)} = 0.381$  and  $r_{xy} = 0.585 > r_{t(0.01)} = 0.487$ . So  $r_{xy} > r_t$  (0.05 and 0.01), it meant significant. And  $H_a$  "There is correlation between students' religiousness and their motivation in learning" was accepted. There was a positive correlation between students' religiousness and their motivation in learning. The average value of students' religiousness was 102.41 and the average value of students' motivation in learning was 90.07. The category of student's religiousness of ELT Department 2013 in the academic year of 2014/2015 was considered in the medium category, which was located in the interval 98-106. And the category of their motivation in learning was also considered in the medium category, which was located in the interval 86-92.

## MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ... ﴿١١﴾

*Allah will raise up to (suitable) ranks and (degree), those of you who believe and who have been granted (mystic) knowledge.<sup>1</sup>*

---

<sup>1</sup> Mahmud Y. Zayid, *The Quran: an English Translation of The Meaning of The Qur'an*, (Beirut: Dar al-Choura, 1980), p. 407.

## **DEDICATION**

In the name of Allah the Beneficent and the Merciful. This final project is dedicated to:

1. My beloved father and mother (Mr. Musrofan and Mrs. Ruhmah).
2. My beloved brother and Sister (Syamsu Dhuha, S. HI and Siti Halimah).



## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, thanks to Allah SWT, the Almighty GOD for his blessing, kindness, and inspiration in lending me to accomplish the final project.

Second, shalawat and salaam for the Prophet Muhammad SAW who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Dr. H. Darmuin, M.Ag. as the Dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang,
2. Dr. H. Muslih, M.A as the Head of English Education Department of Walisongo State Islamic University Semarang.
3. Siti Tarwiyah, M.Hum as the advisor I and Aang Khunaefi, M.Ag. as the advisor II who both had the responsibility for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. All lecturers in English Education Department of for valuable knowledge, and advice during the years of my study.
5. My beloved family, especially my parents (Mr. Musrofah and Mrs. Ruhmah) and my brother and sister (Syamsu Dhuha, S. HI and Siti Halimah), who always give me inspiration and motivation.
6. UKMI Walisongo English Club as my second family both seniors and juniors. Thank you for your unwavering support.
7. All friends in English Education Department 2010 (Especially: Jauhar, Manar, Juhri, Hendra, Desi, Fina, Tari, Ummu, Ella, Umex, Nailin).
8. My KKN Team (Ulul, Afthon, Haris, Piul, Janu, Indi, Indana, Indah P, Indah K, Ulpi, Vita, Agnes, Dian, and Fitri) at Kalikayan, West Ungaran.

9. My PPL Team (Agung, Kholid, Nafis, Muna, Mia, Maya, Laya, Ighna, Izza, Arini, and Ulil,) at SMA N 12 Semarang.
10. Students of English Education Department 2013 especially Eko, Reza, and Asola.
11. Last but not least, those who cannot be mentioned one by one who have supported, given motivation and prayed to the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone especially in developing English Teaching and Learning process. Amen.

Semarang, May 21<sup>st</sup> 2015

The researcher,

**Muhammad Ridhwan Al Aziz**

**NIM. 103411032**

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## **CURRICULUM VITAE**

# CHAPTER I

## INTRODUCTION

This chapter would explore the introduction of the thesis. To reach this goal, the chapter explores some matters includes background of the study, certain reasons why the writer chooses the topic, objective of the study, and significance of the study for certain agents like students, lecturers and researchers. Moreover, this chapter also describes the important subject which is scope of the study.

### **A. Background of Study**

One of the Indonesian state basis is divinity, the first principle which reads One Almighty God. This makes religion become inseparable in lives of most people in Indonesia. Almost all people in Indonesia have a religion to believe whether it is their parent's religion or a religion they follow after getting a god's guidance. In the Constitution of the Republic of Indonesia also mentions that every citizen has the right to embrace and practice the religion and the faith respectively. No one may interrupt someone's belief even parent, teacher, or friend.

Religion which is related to spiritual life of human being or faith is not easy to measure. This makes difficulties for some experts to define it. But Harun Nasution tries to make a description about definition of religion. He says that the point of

religion is bond.<sup>1</sup> Therefore religion means a bond which has to be obeyed by human. All it aims to bind a person or group of people in relation to God, fellow human beings and the natural surroundings. So, to embrace a particular religion humans tend to perform all the commands in doctrine fully sincere. The person can certainly have a very strong faith and he has a religious nature.

Religion as it is already embedded in the hearts of every person in the impact of everyday life. Jalaluddin in his book *Psychology of Religion* says that religion as a form of human belief in something supernatural human accompanies the broad scope of life.<sup>2</sup> Thus, religion can serve as motivation. This motivation is probably even more powerful than the motif derived from a non-religious belief. Spinks and Subandi say that every human has an instinct in his/herself called *religious instinct*, which is an instinct to believe and to hold some rituals toward one power outside of human's self.<sup>3</sup> This is the instinct that encourage human to do religious activity.

Religion in individual life has a function as a system of value which contains certain norms.<sup>4</sup> This value is the driving

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<sup>1</sup>Jalaluddin, *Psikologi Agama*, (Jakarta: Raja Grafindo Persada, 2002), p. 12

<sup>2</sup>Jalaluddin, *Psikologi Agama*, p. 15.

<sup>3</sup>Nur Ghufron & Rini Rusnawita S. *Teori-Teori Psikologi*, (Yogyakarta : Ar-Ruzz, 2011), p. 168.

<sup>4</sup>Jalaluddin, *Psikologi Agama*, p. 240



force in life, that gives meaning and justification to the actions of a person. Because of the importance of this value, a person willing to do anything even sacrifice their lives to defend this value. The most familiar example for Muslims is *Jihad*. Muslims are willing to sacrifice their lives and some even have a dream to die in the way of Allah. This proves how much encouragement or motivation of religion on a person's life.

Islam as the religion of the most widely embraced by the Indonesian considers education is very important. This is in accordance with the word of God first revealed to the Prophet Muhammad. It is mentioned in Surah Al Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ الْأَكْرَمُ ﴿٣﴾  
 الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Read in the name of your Lord who created, created man from clots of congealed blood. Read And your Lord is the most Bountiful One who taught by the pen, taught man that which he did not know.<sup>5</sup>

This order of God gives Muslim a reason to study hard because God's words are absolute. Besides that, Prophet Muhammad himself in his hadits said that study is a must for every Muslim. This shows how much Islam realizes the importance of study. Prophet Muhammad said:

---

<sup>5</sup>Mahmud Y. Zayid, *The Quran: an English Translation of The Meaning of The Qur'an*, (Beirut: Dar al-Choura, 1980) p. 457.

عَنْ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : طَلَبُ الْعِلْمِ  
فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ (رواه ابن ماجه)

From Annas may Allah be pleased with him, he said: the Messenger of Allah said: seeking knowledge is an obligation upon every Muslim (narrated by Ibnu Majah).<sup>6</sup>

As one of religion's orders, studying is considered as an important thing for a Muslim. Besides seeking knowledge is an order of a religion. A Muslim, especially a religious one, realizes that learning is an essential aspect for live whether in this world or here after without the intention to get reward or to avoid punishment from God. Because of this idea, researcher wants to prove that religion especially Islam can give high motivation to its followers through this study. This study was conducted in Walisongo State Islamic University Semarang as one of islamic educational institution especially at 2013 level of ELT Department in the Academic Year of 2014/2015.

## **B. Research Question**

In this study, the researcher will formulate the problem as follow:

1. What is the quality of the religiousness of students' of ELT department 2013 Walisongo State Islamic University Semarang?

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<sup>6</sup>Ibnu Majah Abu Abdillah Muhammad ibnu Yazid Al Qozwaini, *Sunan Ibnu Majah*, Mujlid Awal, juz 1, hadits number 224. p.151.

2. What is the quality of the motivation in learning of students' of ELT department 2013 Walisongo State Islamic University Semarang?
3. Is there any correlation between students' religiousness and their motivation in learning of ELT department 2013 Walisongo State Islamic University Semarang?

### **C. Objective of the Study**

In line with research question, this study has purposes to find out:

1. The quality of the religiousness of students' of ELT department 2013 Walisongo State Islamic University Semarang in the Academic Year of 2014/2015.
2. The quality of the motivation of students' of ELT department 2013 Walisongo State Islamic University Semarang in the Academic Year of 2014/2015.
3. Correlation between students' religiousness and their motivation in learning of ELT department 2013 Walisongo State Islamic University Semarang in the Academic Year of 2014/2015.

### **D. Scope of the Study**

The scope of this study can be described as follow:

1. This is a quantitative study about correlation between students' religiousness and their motivation in learning English.

2. The object of this research is students of ELT department 2013 Walisongo State Islamic University Semarang in the Academic Year of 2014/2015.

### **E. Significance of the Study**

By conducting this research, hopefully the writer will get some experiences and knowledge related to the topic. This research will be useful information for readers who want to know more about motivation in learning and religiousness.

For Lecturer, the result of this study can give knowledge to the lecturer in order to develop not only students' intelligence but also their character especially religious character.

For students, it can also be used to improve and develop their achievement in learning trough improving their motivation.

For the university, it is essential as an Islamic university to know the level of students' religiousness which is one character as identity of an Islamic University.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

Considering the topic discussed in this thesis, there are some research that have been done related to this topic. They are:

1. Ahmad Zaini (07311006), *the Influence of Parent's religiousness toward students' motivation in learning Islamic Education (a study of 2<sup>nd</sup> years students at Senior High School 1 Brati Grobogan in the academic year of 2011/2012)* from Tarbiyah and Teacher Training Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011. The result of research showed that there is a positive influence between parent religiousness toward students' motivation in learning Islamic Education. This conclusion based on the finding showed by  $f_n = 8,56 > f_t$ , at both 5% significance = 4,15 and 1% significance = 7,5. Whereas the equation of regression line is  $Y = 0,737x + 6,2$ .<sup>1</sup>

The difference between her research and this research is on the object of the study. He studied about parent religiousness while this research studied about students' religiousness.

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<sup>1</sup>Ahmad Zaini (07311006), *the Influence of Parent's religiousness toward students' motivation in learning Islamic Education (a study of 2<sup>nd</sup> years students at Senior High School 1 Brati Grobogan in the academic year of 2011/2012)* from Tarbiyah and Teacher Training Faculty, Walisongo State Institute for Islamic Studies Semarang, 2011.

2. Agus Mukhlisin (98423959) “*Correlation between religiousness and students’ motivation in learning Arabic at second grade of Islamic Senior High School 3 Yogyakarta*” from Tarbiyah Faculty, Sunan Kalijaga State Institute for Islamic Studies Yogyakarta, 2003. This is a field research using questionnaire and documentation to collect the data. After acquiring the data, then researcher using descriptive analysis and hypothesis test with product moment correlation to analyze the data. According to the analyzed data, there is a positive and significance correlation between religiousness and students’ motivation in learning Arabic at second grade of Islamic Senior High School 3 Yogyakarta in the rate of 41, 99%.<sup>2</sup>

The difference between her research and this research is in the specification of the study. His research focused on students’ motivation in learning Arabic, whereas this research is only in learning.

## **B. Theoretical Framework**

### **1. Religiousness**

#### **a. Definition of Religiousness**

Religiousness is formed from basic word religion which means the system managing faith and worship of Almighty God and rules related to interaction among

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<sup>2</sup>Agus Mukhlisin (98423959) “*Correlation between religiousness and students’ motivation in learning Arabic at second grade of Islamic Senior High School 3 Yogyakarta*” from Tarbiyah Faculty, Sunan Kalijaga State Institute for Islamic Studies Yogyakarta, 2003.

people and people with the environment.<sup>3</sup> Religion in Latin is “*religio*” which is rooted of ”*religare*” which means binding.<sup>4</sup> The bind means religion has rules and obligation that has to be obey and done by it’s followers.

Religion is an entire belief (in God, Gods, and so on) as well as with services, rules and obligations related to the belief.<sup>5</sup> Religious is having a strong belief in a God or Gods.<sup>6</sup> Anshori distinguishes between the terms of religion and religiousness. Religion appoints the formal aspects related to the rules and obligations, and religiousness refers to the religious aspects of a person who has lived in the heart. Religion also means to make contact with something supernatural, relationship of all beings with their creator, this relationship is manifested in the inner attitude of worship is done and also reflected in his behavior.

Religiousness in Islam is performing all precept of Islam completely. Raymond F. Paloutzian says that

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<sup>3</sup>Editorial Team of Cambridge University, *Cambridge Advance Learner’s Dictionary*, (Cambridge: Cambridge University Press, 2008), p. 1202.

<sup>4</sup>Ghufroon and Rusnawita S. *Teori-Teori Psikologi*, p. 167.

<sup>5</sup>Moh. Sholeh and Imam Muslikin, *Agama sebagai Terapi*, (Yogyakarta : Pustaka Pelajar, 2005), p. 19.

<sup>6</sup>Editorial Team of Cambridge University, *Cambridge Advance Learner’s Dictionary*, p. 1202.

religiousness is approximately a conscious dependency on a God the Almighty. This dependency or commitment is a proof that one performs devotional practice and moral behavior and other activity.<sup>7</sup> Islam as a religion obligates all of its followers to do their activity based on an Islamic way.

Jalaluddin Rahmat gives definition that religiousness is a full and total comprehension toward someone's religion related to symbol, belief, value and behavior driven by spiritual strength.<sup>8</sup> Religion gives people hope for a better life whether in this world or in here after which drives them to do good deeds. The hope coming from religion creates huge energy inside of people's heart to perform a religious obligation.

#### **b. Dimension of Religiousness**

Religion is a system that consist of some aspects which are awareness and experience of being religious. Awareness of being religious is an aspect felt in mind which is a mental aspect of religious activity, whereas experience of being religious is feeling which bring into faith delivered by act.

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<sup>7</sup>Raymond F. Paloutzian , *Invitation to the Psychology of Religion*, (Boston: Allin and Bacon, 1996) , p. 12.

<sup>8</sup>Jalaluddin, *Psikologi Agama*, p. 225.



There are some theories about characteristics of religiousness. One of them is Glock and Stark's theory which divide dimensions of religiousness into five. These dimensions of religiousness become indicators for students to find out their level of religiousness. These five dimensions are:

1) The ideological dimension

Ideological dimension consist of belief in God or Gods. This dimension is a level to know how far someone accepts and acknowledges a religion's precepts utterly. Some precepts even compel the followers to accept it without any doubts and questions. The followers are not allowed to ask questions or even think about it, they just have to believe and accept it. This dogma almost exist in every religion in the world, such as the world after death in Islam, Christian, etc or reincarnation in Buddhism.

In Islam ideological dimension is like *Iman* which means belief. This belief is not only in God but also there are other five things that have to be believed. They are belief in angels, belief in holy book, belief in prophet, belief in judgment day, and the last belief in fate. Iman in Islam means to

comprehend the belief fully by heart, to say it by mouth, and to express it by doing.

2) The ritualistic dimension

Ritual can not be separated from a religion. Every religion has one or some rituals to express their belief in God. It consist of religion practices including praying and other things done by people based on their religion's command.

Ritual shows how high the followers' seriousness doing their obligation. It is because some rituals need patience, commitment, sacrifice. The example of this dimension is pray shalat, fasting and qurban.

3) The experiential dimension

This is dimension of religion experiences which is related to feeling and emotion. These experiences commonly come from understanding, belief, cognition, and fear. This dimension is about to know how far people experience miracles of their God. For examples: a prayer is granted, feel saved. Etc.

This is a part of affective religious. That is the involvement of emotional and sentimental in applying religion's precept. It is the religion's feeling that can move into four levels: confirmative (to sense the

God's presence), responsive (to feel that the God answers his/her pray and complaint), ascetic (to feel intimate relation which is full of love to God), participative (to be loved by God).

4) The intellectual dimension

This is about how far a follower knows and understands the religion's precepts. Besides that, the efforts of a follower are also counted. For examples, reading religious books and listening to religious speeches.

5) The consequential dimension

In Islam, surrendering self to religious values regarded as a way to gain God's merit in the word and the world after. Sometimes the merit is immediately responded in the form of peaceful of mind and heart, happiness, success etc. The reward in the world after is even much better. The God promises to give eternity happiness in heaven. This reward is given to the followers who apply religion's precept. For anyone who doesn't do it there is sin that causes punishment in the real world and hell.<sup>9</sup>

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<sup>9</sup>Djameludin Ancok dan Fuat Nashori Suroso, *Psikologi Islami*, (Yogyakarta: Pustaka Pelajar, 2008) p. 77-78.

## 2. Motivation

### a. Definition of Motivation

Motivation is often used to refer to the cause or the why of behavior.<sup>10</sup> Motivation is not such a thing that we can see and touch, but we can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly.<sup>11</sup> Motivation is inferred from antecedent conditions and consequent responses.

Motivation is part of the closely related emotions with success. It can make us feel real satisfaction or even greater than the success itself. Motivations have tremendous power in one's life. Motivation to complete all of the driving impulses in humans that is causes an individual to do something. Every action that people do is based on a motivation. People eat because they are hungry, they walk because they have a place to go, people talk because they have an idea to express, people study because they want master something, etc. Motivation of each person is different but the same thing we can understand is this motivation makes them move and live. A person who has no purpose is same as no living.

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<sup>10</sup>Charles N. Coffey, *Motivation and Emotion*, (Illinois, United States of America: Pennsylvania State University, 1972) p. 2.

<sup>11</sup>Arno F. Wittig, *Schaum's Outline of Theory and Problems of Psychology of Learning*, (Mc Grow-Hill Book Company) p.218.

S. Nasution says that motivation is an effort to provide condition so that someone will do something.<sup>12</sup> This condition will bring him to his goal. He tends to do anything till he gets what he wants. According to Ngalim Purwanto motivation is a conscious effort to move, to direct, and to keep someone's behavior so he is forced in order to achieve goals.<sup>13</sup> He knows what his goals are then consciously he do the efforts till he achieve the goals. The purpose of motivation is to awaken and keep desirability in doing activities toward goal till it is achieved.

#### **b. Type of Motivation**

Some experts of psychology had been trying to classify motivation. Abdur Rachman Abror says that motivation considered of its formation can be divided into two, innate motivation and learned motivation. Innate motivation is considered as motivation that is adhered to someone since he or she was born without necessarily learned. The examples of this motivation are motivation to eat, to drink, to work, to rest, etc. this motivation is also named as *Psychological Drives*. Learned motivation appears because of a need to learn for example, learning a

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<sup>12</sup>S. Nasution ,*Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 2010), p. 73.

<sup>13</sup>Ngalim Purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya,2011), p. 60.

certain branch of science. This motivation is often called as *affiliate needs*.<sup>14</sup>

Syaiful Bahri Djamarah explains in his book that motivation is divided into two, intrinsic and extrinsic motivation.<sup>15</sup> Intrinsic motivation is a drive that is active without any stimulation from outside because every individual has the drive to do something. Intrinsic motivation is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward.

Individuals who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes.<sup>16</sup> Therefore, intrinsic motivation is essential and fundamental because it can make individual do things happily and sincerely without any intention to get reward or worry of punishment.

Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also

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<sup>14</sup>Abd. Rachman Abror, *Psikologi Pendidikan*, (Yogyakarta: Tiara Wacana Yogya, 1993), p.119.

<sup>15</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2008) , p. 149.

<sup>16</sup>Tengku Sepora Tengku Mahadi, “*Motivation, Its Types, and Its Impact in Language Learning*, (Vol. III, Number 24, December/2012), p. 232.

typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation occurs and be active because there is an external stimulation.<sup>17</sup> Extrinsic motivation does not link to an activity; it refers to the performance of an activity in order to attain a desired outcome or to anticipate punishment. Students who study hard to get a good mark is one example of extrinsic motivation.

Extrinsic motivation comes from influences outside of the individual. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Another example of extrinsic motivation is a competition because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity.

### **c. Function of Motivation**

A drive or desire can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These drives are thought to originate within the individual and may not require external stimulation to encourage the behavior. Basic drives could be sparked by

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<sup>17</sup>Djamarah, *Psikologi Belajar.....* , p. 151.

deficiencies such as hunger, which motivates a person to seek food whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

Both intrinsic and extrinsic motivation can be treated as stimulation, booster, and action director. Those are the keys of motivation in every activity.<sup>18</sup> Drives are psychological phenomena inside individual that create desire of moving and directing actions.

In learning motivation is needed. Motivation is an essential condition of learning that will make the results of learning optimal. By giving more precise motivation to students, the lesson will be more successful. Motivation will also continue to determine the intensity of the effort of learning for learning. In that respect there are three functions of motivation:

- 1) To encourage people to do. It serves as a driver or a motor which releases energy. Motivation in this case is the motor of any activity to be undertaken.
- 2) To determine the direction of action. It means the direction of the goal. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of objectives.

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<sup>18</sup>Djamarah, *Psikologi Belajar*, p. 156.



- 3) To select actions. The actions that determine what should be done in harmony in order to achieve the goal by eliminating actions that are not useful for that purpose.<sup>19</sup>

In addition, there are also other functions of motivations. Motivation can serve as a spur to effort and achievement. Good motivation in learning will show good results. In other words, hard work that is based on the motivation will make students yield good performance. Intensity of an action of motivated students will determine the level of achievement of academic achievement.

#### **d. Source of Motivation**

According Atkinson as quoted by Abdur Rachman Abror there are five theories about source of motivation, those are:

- 1) Instinct theory

According to this theory every thought and behavior of people are yielded by instinct which is carried since they were born. People action was said to be always associated with the instinct or nature. It responds to their needs as if without learning

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<sup>19</sup>Purwanto, *Psikologi Pendidikan..* p. 70-71.

2) Drive reduction theory

According to this theory, the drive of people exists caused by satisfaction and biological needs which refer to primary needs, such as the need of food, drink, air, sex, etc. This theory goes upon motivation on biological needs that cause tension; then people or organism attempt to reduce the tension by fulfilling the needs. Biological needs force people to act because their body tends to maintain the internal environment to be constant or static. By the force of internal environment, people appear to struggle for life or struggle for survival.

3) Incentive theory

After conducting some studies, many psychologists began to question the drive reduction theory as the basis of all behavior. The studies show that people action is not only caused by internal drive; but also external stimulation, called *incentive*, play important role on causing behavior.

4) Psychoanalytic theory

This theory is similar to the instinct theory, but more emphasis on the psychological elements that exist in people beings. Every people action is caused by the elements of the people those are id and ego.

## 5) Social learning theory

This theory emphasize on behavior and environment by focusing on behavioral patterns developed by individual to overcome the environmental problem. These patterns can be learnt through direct reinforcement or direct observation. Cognitive process enable individual to predict possible consequences and change the behavior accordance with the consequences.<sup>20</sup>

According Ngalim Purwanto in, there are also five theories about source of motivation, namely:

### 1) Theory of Hedonism

Hedonism considers the main purpose of peoples' life is to seek pleasure. In the view of hedonism, man is essentially selfish beings whose life is full of fun and enjoyment. Therefore, every time people face a problem that needs to be solved, they tend to choose alternative solutions that can bring pleasure from the resulting hardship, difficulty, suffering, and so on. It means that people tend to avoid difficulty, hardship, or risk and prefer to do something that brings pleasure.

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<sup>20</sup>Abror, *Psikologi Belajar*, p. 117

## 2) Theory of Instinct

Basically, people have three main desire drives which in this case are called instinct. There are three instincts, namely:

- a) Instinct to defend themselves.
- b) Instincts to develop themselves.
- c) Instinct to maintain / defend their species.

These three basic instincts encourage people and boost their action, habit, and behavior. Therefore, according to this theory to motivate a person must be based on instinct which will be addressed and need to be developed.

## 3) Theory of Learned Reaction

This theory holds that the action and behavior of people are not based on instincts, but based on patterns of behavior learned from the culture of the place they live. According to this theory, if a leader or an educator will motivate subordinates or protégé, they should know the background and culture of the people they lead. By understanding people's culture, it will be easy to find out and understand the cause of their reaction and behavior that is possibly different from others in facing and overcoming certain problem.

#### 4) Theory of Driving Force

This theory is a blend of instinct theory and the learned reactions theory. The driving force is a kind of instinct, but it is only a comprehensive power that boosts to a common direction. According to this theory when a leader or educator wants to motivate his students, he should do it based on the driving force which is on instinct and reaction learned from students' cultural environment.

#### 5) Theory of Needs

This theory assumes that the action done by people is basically to meet needs, both physical and psychological needs. According to this theory, if a leader or educator intends to motivate students, he should know beforehand what the needs of people who will be motivated.<sup>21</sup>

Maslow explains that there are five levels of human's need which is used as a key to learn about motivation. Those needs are (1) physiological needs, this is a prime and vital basic need related to basic biological function of organism such as foods, shelter, clothes, and sex, (2) safety and security needs, such as a protection from danger and disease threat, (3) social needs, such as need of being loved and being

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<sup>21</sup>Purwanto, *Psikologi Pendidikan ....* P. 74-77.

recognized, (4) esteem needs, such as a need of being appreciated for an achievement, (5) self-actualization needs, such as optimizing self-potentials.<sup>22</sup>

### **3. Learning**

#### **a. Definition of Learning**

Learning according to Slameto is a process of effort done by people to acquire new change of behavior comprehensively as the result of self-experience in interaction with environment.<sup>23</sup> Morgan explains that learning is a change that is relatively permanent in behavior as a result of practice and experience.<sup>24</sup> Temporary change that will be lost in short of time such as crying and sweating does not include in learning.

Furthermore Gagne says that learning is a process that changes organism's behavior yielded by experience.<sup>25</sup> Howard L. Kingsley defines learning as a process by which behavior is changed trough practice or training.<sup>26</sup> Hintzman explains that learning is a change in organism due to experience that can affect the organism's

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<sup>22</sup>Purwanto, *Psikologi Pendidikan*, ....p. 78.

<sup>23</sup>Slameto, *Belajar & Faktor-Faktor yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2010), p. 2.

<sup>24</sup>Purwanto, *Psikologi Pendidikan*,... p. 84.

<sup>25</sup>Ratna Wilis Dahar, *Teori-teori Belajar dan Pembelajaran*, (Jakarta: Erlangga, 2011) p. 2.

<sup>26</sup> Djamaroh, *Psikologi Belajar* .....p. 13.

behavior.<sup>27</sup> Rober defines learning as a relative permanent change in response which potentially occurs as a result of reinforced practice.<sup>28</sup> Skills which is gained through learning is permanent such a skill to play guitar. It will not be lost right away; even more the skill will get improved. Learning is also done consciously. Sleeping person can't learn something as well as a drunken one.

#### **b. Purpose of Learning**

Learning is an activity which has a purpose. This purpose closely related to alteration or figuration of certain behavior. Learning is intended to make a habitual change in cognitive, affective, and psychomotor aspects. The changing in these aspects becomes the result of learning process.<sup>29</sup> The purposes of learning at school head for achieve: collecting knowledge, investing concept and skill, and formatting attitude and deed. It means that the goal of learning is to make the students gets much knowledge, have a good skill and attitude in their live.

In other references, the purposes of learning can be explained as:

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<sup>27</sup>Muhibbin Syah, *Psikologi Pendidikan*, (Bandung: Rosda, 2014) p. 88.

<sup>28</sup>Syah, *Psikologi Pendidikan*, p. 89.

<sup>29</sup>Ngalim Purwanto, *Evaluasi Hasil Belajar*, (Yogyakarta: Pustaka Pelajar, 2009), p. 44.

- a) To change habit, from bad to be good one
- b) To change attitude, from negative to be positive
- c) To acquire skill or skills
- d) To increases knowledge in a various knowledge
- e) To arrange alteration in someone's self.<sup>30</sup>

The purposes of learning are to increase the knowledge in many fields, to arrange the self-change in habit from bad to be good one, skill and attitude.

### **c. Characteristic of Learning**

Learning is a change of behavior as the result of experience. The changes that happen to someone are excessive whether the size or the value.<sup>31</sup> The changes in learning have some characteristics that distinguish them from others. Characteristic is a typical or noticeable quality of someone or something. Then, the characteristic of learning are:

- 1) Awareness change

Learning people realize the changes that happen to them. For example, people realize that their knowledge increases, their skill improves, and their habit more increase. Therefore, the change caused by drunk or unconsciously is not learning.

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<sup>30</sup>M. Dalyono, *Psikologi Pendidikan*, (Jakarta: PT Rineka Cipta, 1997), p. 50.

<sup>31</sup>Slameto, *Belajar dan Faktor* ..... p.2



2) Functional change

As a learning result, the individual change will go on for continuous and not static. A change will influence the next change and become useful for life or next learning process. For example, someone who has learned to write will finally able to write. The writing skill will improve and influence other skills such as writing letter, doing task, etc.

3) Positive and active change

The change in learning process always increases and directs to something better than before. Active change did not happen by self, but succeed by individual trying.

4) Non-temporary change

It means that behavior after learning will be permanent on the people soul. The skills that someone has learned will not lose such as skill of writing.

5) Purposive or directed change

The behavioral change occurs because of the existence of a goal. The change in learning directs on behavioral change that occurs consciously.

6) The change covered all behavioral aspect

Someone who learns something, as the result he/she will experiences all behavioral change of his/her attitude, skill and knowledge.<sup>32</sup>

From the learning process, there are many changes done by students like their awareness, functional, positive, active, purposive, and all behavioral aspect.

**d. Style of Learning**

One of the most common and widely used categorizations of the various types of learning styles is Neil D. Fleming's VARK model. They are (1) visual; learners have a preference for seeing (such as graphs, charts, diagrams, symbols, etc.), (2) auditory; learners best learn through listening (lectures, discussions, tapes, etc.), (3) reading-writing preference; learners best learn through words, (4) kinesthetic or tactile; learners prefer to learn via experience-moving, touching, and doing (science projects; experiments, etc.).<sup>33</sup>

Meanwhile, Bobby and Potter classifies learning style into four categories, they are:

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<sup>32</sup> Djamarah, *Psikologi Belajar*, p. 15-16.

<sup>33</sup>Neil D. Fleming, *VARK Model*, [http://en.wikipedia.org/wiki/Learning\\_styles#Neil\\_Fleming.27s\\_VAK.2FVARK\\_model](http://en.wikipedia.org/wiki/Learning_styles#Neil_Fleming.27s_VAK.2FVARK_model), accessed on May 19 at 7:25

1) Somatic or kinesthetic style

The word 'somatic' comes from Ancient Greek 'soma'. This character is easier to memorize information if it is presented by using body movement. That is why it is usually called hyperactive character.

To students with this character, body and mind are unified. Body's movement represents mind's movement. Students with this character are indulged in activities which make them move.

2) Auditory style

Students with auditory style learn better with sound. The most effective method of study for this character is by loud voice, dialogue, discussing or listening.

3) Visual style

This style understands and memorizes information easier if it is represented in symbol. Students with this style think based on objects, concrete things, symbol, graphic, mapping or picture.

4) Intellectual style

An intellectual learner is a learner who has the combination of all three learning styles above. There is a specific style for this character. This style

possesses interpersonal and intrapersonal intelligence.<sup>34</sup>

From another point of view, educational psychologist Robert Gagne has proposed eight types of learning, each somewhat dependent on the other in a hierarchical sense. He has expressed the hope that the types of learning described will have particular relevance toward improved instruction. Gagne identified two basic forms of learning: signal learning and stimulus-response learning. Then, he described verbal and motor chaining (types 3 and 4). Continuing, he referred to discrimination learning (5) and concept learning (6), rule learning (7), and problem solving (8).<sup>35</sup>

**e. Learning Activity**

According to Kennedy, learning involves the acquisition of particular skill which is useful in here and now, or knowledge which is relevant for the moment but

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<sup>34</sup>Tarwiyah, “The Implementation of ICT in Language Learning (A Case Study at the English Courses in Semarang)”, in *Jurnal Penelitian Walisongo* (Vol. XVIII, No. 2, November/2010), p. 17-18.

<sup>35</sup>Robert N. Singer, *Motor Learning and People Performance*, (New York: Macmillan Publishing Co. Inc., 1980), 3<sup>rd</sup> Edition, p. 6.

may not have broader educational value.<sup>36</sup> There are many activities in learning, such as:<sup>37</sup>

1) Listening

Listening is one of learning activity. Every student that studied in the school to be certain there are listening activity. They demanded to be a good listener. In the gap of speech they noted some important material.

2) Seeing

Seeing is pointed the sight to an object. In the classroom, a student sees the blackboard that contain of teacher's written about the recent subject material. The written saw by student caused the impression and saved in their brain.

3) Guessing, smelling, and tasting

These activities are originated from people senses which is used to learning interest.

4) Writing or noting

Writing included as learning activity if people realizes their needed and their aim, and uses a certain way in order that script give beneficial in achieving the learning purpose.

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<sup>36</sup>Chris Kennedy, *Theory in Language Teacher Education*, (England: Pearson Education, 2001), p. 11.

<sup>37</sup>Djamarah, *Psikologi Belajar*, ....., p. 38-45.

5) Reading

Reading is the most activity during learning process. Learning is a process for getting knowledge, whereas reading is a way for getting knowledge. Reading process is identical with looking for knowledge.

6) Making summary and underlining

Summary or resume can help someone to remembering and looking for the material subject from the book.

7) Observing the tables, chart, and draft

Tables, charts, or drafts can illustrate people's comprehension about something. Thus, it become easy understandable.

8) Arranging worksheet

People arranges worksheet have to methodological and systematical in its writing. Methodological is using particular methods in doing worksheet. Systematical is using logical and chronological framework.

9) Remembering

Remembering is a psychological indication. Memory is soul ability for learning, retention, and remembering the past things.

#### 10) Thinking

People can find something new by thinking, at least they become understand about relationship between certain things.

#### 11) Training and practicing

Learning by doing is a learning concept that requires an oneness effort for getting impression by doing.

### **4. Motivation in Learning**

#### **a. Definition of Motivation in Learning**

Motivation in learning is a condition of an individual that consciously drives him to do real and certain activities to achieve the learning's objectives. As mentioned above that learning's goals are to change individual in cognitive, affective, and psychomotor aspect. The change in learning is done consciously and become permanent after being mastered.

Learning is the main part in educational system. Without learning activities, education cannot be done then the objective of education cannot be accomplished. Therefore certain activities must be taken to fulfill the learning achievement. Motivating students is one way to achieve that goal.

## **b. Indicator of Motivation in Learning**

Motivation in learning is an energy that drives a student to do learning activities so that he can reach his particular aim. As energy, motivation is not a substance that can be observed. The level of motivation can only be found out by identifying its indicators.

Abin Syamsuddin Makmun explains that there are eight indicators to identify motivation's level of learning.

### 1) Duration of activity

Time allocation used by a student to study shows high or low his motivation is. The longer he study shows high motivation and the shorter he study shows low motivation.

### 2) Frequency of activity

Frequency is the number of time used by a student to study within a particular period. A student who studies five times a day have higher motivation than the one that studies only one time a day or not studies in a day.

### 3) Persistency

We have known that motivation is a condition of an organism that drives him towards goal. It is the focus on goal even though many there are many distractions.



4) Firmness and tenacity

The ability to solve any problems and obstacles that come to reach the goal will show a high motivation.

5) Devotion and sacrifice

This is the students' capability to spend their money, time, energy, or mind to reach the goal.

6) Level of aspiration

It is the target or planning that will be reached by learning.

7) Level of achievement qualification

It is the output that students got by learning. Achievement and motivation are two factors that affect each other.

8) Attitude direction

It is students' impression towards learning.<sup>38</sup>

**c. Way to Stimulate Motivation in Learning**

In teaching learning process, both intrinsic and extrinsic is essential to encourage the students to continuously study hard. Intrinsic motivation is important to make the students willingly study hard and maintain it, but in many case there are more students without intrinsic motivation than the students who have. In this case

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<sup>38</sup>Abin Syamsudin Makmun, *Psikologi Pendidikan*, (Bandung: Oreilly, 2007), p 40.

extrinsic motivation plays significant role to encourage the students to study.

There are some techniques used to extrinsically motivate the students such as raising level, awarding, trusting an important task, giving compliment, punishing, etc.<sup>39</sup> These techniques must be used precisely based on students condition and personality because motivating in a wrong way will cause a bad affect. One effect possibly occurs caused by punishing is a change of the interaction between educator and students that become less harmonic. Another example is by giving too much compliment will make a student arrogant. Besides, this condition will create discrepancy among other students. They will feel jealous with that student. Therefore, knowing and understanding the students' personality and psychological condition is necessary to determine the right way to encourage the students.

There are some ways to stimulate motivation that can be used in learning activities. Those are:

- 1) Scoring

Score is intended to be a symbol or a value as the result of students' learning activities. The score which is usually given to students is different accordance with the result of their test. Score is one of

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<sup>39</sup>Djamarah, *Psikologi Belajar*, .... p 158.

motivational tools used to encourage students and to maintain their motivation even to improve their achievement. Scoring has high potential to motivate the students to study harder.

As a symbol of learning result, score is not the true result because it tends to show only the cognitive aspect. This result can be contrary to students' affective aspect. Therefore, scoring should comprehend to all aspects of learning.

2) Price or reward

Price or reward is usually given to students who gain good achievement such as becoming the first rank in the class or school. Price is expected to be the tool of motivation that can encourage student to be more successful in learning. One example of reward is giving a title to a student as a good model. Another reward to motivate the students is by giving scholarship so they will study harder and enable to maintain their achievement. Price or reward is not always from government, school, institution, but also from parent, family or close friends.

3) Competition

Competition is used to create a competitive environment so that the students will be enthusiastic to learn. Competition is essential in learning process

whether in both individual and group. This is benefitted to create a proper condition of learning process. When this condition created, every student will be involved in learning activities to master the material or to do any task given to them. This is an expected condition in modern education.

4) Ego-involvement

The efforts to grow students' awareness of the importance of a task so they can accept it as challenge to defend their pride is one of important motivational form. An individual will do the best he can do to defend their pride. Finishing a task well is a symbol of a pride and prestige. Pride and prestige will prevent a student to do anything that is considered bad.

5) Tasking

Task is a good tool of motivation. It is not only to measure students' ability but also to motivate them. Students will prepare themselves to learn long before tasking. They will use various technique of learning to ease them in answering every items of the task. Therefore, tasking is a good strategy to motivate students.

6) Telling task result

Students who know the result of their task will be encouraged to study harder because they know

their capability. If the result of the task is good, they are expected to maintain it or even to improve it to get a better achievement.

7) Compliment

Compliment is a positive reinforcement and a good motivation. The compliment is given to students accordance with their achievement. Giving compliment will make students happy and make them enthusiastic to study harder. Compliment must be spread evenly to avoid the feeling of jealous from the other students.

8) Punishment

Punishment is the opposite of compliment. This is a negative reinforcement. Although punishment is a negative reinforcement, it can be a good and affective motivation if it is used precisely and wisely. Punishment should be done using educational approach, not because of revenge. Educational approach means that punishment is intended to educate students in order to change a bad behavior. The purpose of this punishment is that the student will not do the same mistake or violation again.

9) Desire to learn

Desire to learn means there is an element of deliberateness to learn. This is better than doing something without purpose. The desire inside a student will make the result of learning better than the other students who have no desire to learn.

Desire to learn is a potential inside every student which needs to awake by giving a creative learning environment. Extrinsic motivation plays an important role to awake and to guide this desire.

10) Interest

Interest is a stable tendency to do certain activities. Interest will make individual to do certain activities happily without someone else asks him.<sup>40</sup>

**d. Factor of Motivation in Learning**

Motivation is an absolute requirement in the study, because of the success of the learning activity is strongly influenced by the motivation in students. The elements that influence the activity of a person in carrying out learning activities include:

1) Ideals or aspirations of students

Ideals will strengthen the extrinsic motivation to learn. The achievement desire of a goal will realize

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<sup>40</sup>Djamarah, *Psikologi*..... p 159-170

self-actualization, and insatiable desire can enlarge the willingness and enthusiasm for learning.

2) The ability of students

The desire of students needs to be combined with the ability or skill to achieve. This will strengthen the ability of the students' motivation to carry out the development tasks.

3) Condition student

Condition of students which include physical and spiritual condition is aspect that influences students' motivation in learning. A student who is sick, hungry and having bad mood will distract the learning process. Instead a healthy student, full, and happy would be easy to focus. In other words, physical and spiritual conditions affect students' motivation to learn.

4) The environmental conditions of students

Environment of learning can be the nature, living environment, peer relationships, and social life. A good condition of environment will strongly influence students' motivation. Friendly environment such as family, school, and neighborhood will create peace inside the student that enables them to learn without the feeling of worry. The change of the environment can possibly change the motivation of

the student. Experiences with their peers influence motivation and learning behavior. Environmental condition of student in the form of the natural environment, living environment, and the association is also changing. All of these environments indicate the motivation to learn.

5) Dynamic elements in teaching and learning process

Students have feelings, concerns, wishes, memories, and thoughts that are changing depend on the experience of life. A monotonous teaching and learning process will affect the student behavior and decrease the motivation of the students. Therefore, an educator should have various teaching method and good performance. Studying out of class is also one way to improve students' feeling because staying in a place too long will create a boredom feeling of the student and finally decrease their motivation in learning.

6) The efforts of teachers in teaching students

Teacher's efforts in teaching students can be done both at school and outside of school. School learning efforts include the following: 1) organize orderly learning in school, 2) fostering the discipline of learning at every opportunity, 3) fostering orderly learning relationships, 4) foster learning orderly



school environment. Learning efforts of teachers in schools cannot be separated from activities outside of school. Education centers outside of school is important is the family, religious organizations, scouts, and other youth education center. The collaboration of both teaching at school and teaching out of school influences students' desire in learning.

### **C. Research Hypothesis**

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.<sup>41</sup> Hypothesis is a temporary answer of problems in research until proved from the collected data.<sup>42</sup> So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. This research is conducted based on the following hypothesis:

“There is correlation between students' religiousness and their motivation in learning at 2013 level of ELT Department Walisongo State Islamic University Semarang in the academic year of 2014/2015.”

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<sup>41</sup>Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

<sup>42</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 64.

## CHAPTER III

### METHOD OF INVESTIGATION

This chapter discusses sources of data, research design, research setting, population, sample and sampling technique of research, variable and indicator of research, data collection technique, and data analysis technique.

#### **A. Research Design**

This research used a quantitative approach with correlation method. A correlation method was most appropriate for this study because it allowed two variables to show if they have a positive or negative relationship and examines the hypothesis. Regression coefficient technique was used to estimate the degree of relationship between two variables.

Correlation study determines whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. Correlation research is a research to find out relationship degree between two variables or more, without commuting, increasing, or manipulating the real data.<sup>1</sup>The correlation research is used to observe the relationship between the measurement results toward two different variables at the same time.

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian.....* , p. 4.

Correlation calculation result can be classified into three types:

1. *Strong positive correlation.* The result of calculation closes to +1 or same as +1. It means that every raising score/value of x variable is followed by raising score of y variable. On the contrary, if the score/value of x variable goes down, as well as the y variable.
2. *Strong negative correlation.* The result of calculation closes to -1 or same as -1. It means that every raising score/value of x variable is followed by lowering score of y variable. On the contrary, if the score/value of x variable goes down, then the score/value of y variable raises up.
3. *No correlation.* The result of calculation closes to 0 or same as 0. It means that both raising and lowering score/value of one variable has correlation with raising or lowering score/value of another variable. If the score/value of x variable raises up, the score/value of y variable does not always raises up either, as well as the opposite.

In this correlation research, the relationship between variable indicated by correlation coefficient value, a statistic instrument used to help the researcher understand this relationship degree. The calculation result of correlation varies from -1 to +1. So, if the result is more than +1 or less than -1, there must be a mistake in calculating the data.<sup>2</sup>

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<sup>2</sup>Agus Iriyanto, *Statistik: Konsep Dasar, Aplikasi, dan Pengembangannya*, (Jakarta: Kencana. 2012) p. 141.

## **B. Research Setting**

This research was undertaken on 23<sup>rd</sup> of March to 4<sup>th</sup> of April 2015 at Walisongo State Islamic University Semarang which was concerning in Islamic matters that obligates all students to study about basic knowledge of Islam such as fiqh and hadith. Besides, the students of Walisongo State Islamic University Semarang mostly already had an Islamic background because most of them were graduated from Islamic senior high school or Islamic boarding school. This was an appropriate place to do the research because most of the students have Islamic background which made them acquire enough spiritual experience. Specifically, this research aimed students of English Language Teaching Department 2013 of Education and Teacher Training Faculty.

## **C. Population, Sample and Sampling**

### **1. Population**

According to Sugiyono, population is generalization that composed of the subject/object that has certain qualities and characteristic of the applied researcher to learn then be concluded.<sup>3</sup> Population can be divided into two kinds, target of population and access of population. Target of population is population that has been planned in the research planning.

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<sup>3</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 11.

And access of population is population that can be accessed when the researcher determines the number of population.<sup>4</sup>

The researcher conducted this research in ELT Department Education and Teacher Training Faculty Walisongo State Institute for Islamic Studies Semarang in the academic year of 2014/2015. This research was conducted at 2013 level of ELT Department students which consisted of 106 students.

## **2. Sample**

Sample means apart of population that will be observed, whose characteristic can represent and describe the real population.<sup>5</sup> Sample was done by taking the subject/sample which is not based on strata, random, or area.

## **3. Sampling Technique**

In this research, the researcher used random sampling in choosing the sample, because it is one of the techniques that all individual of population may have the same opportunity and have been chosen as the sample.<sup>6</sup> If population less than 100, all population can be sampled, but if population more than 100, the researcher can take 10%-15%, 20%-25%

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<sup>4</sup>Sukardi, *Metodologi Penelitian Pendidikan*, (Yogyakarta: Bumi Aksara, 2010), p.53-54

<sup>5</sup>Sugiharto, *Teknik Sampling*, (Jakarta: Gramedia Pustaka Utama, 2003), 2<sup>nd</sup> Ed, p. 2

<sup>6</sup>Sukardi, *Metodologi Penelitian Pendidikan*, p.58

from all population as sample.<sup>7</sup> Since the numbers of population were 106 students, researcher took 25% students as sample. Therefore, the sample taken in this research was 27 students.

#### **D. Variable and Indicator**

Variable is a certain attribute, characteristic, value of human, object, or activity that has specific variation which has been determined by the researcher to be observed and concluded.<sup>8</sup>

There are two types of variables based on the term of causation:<sup>9</sup>

##### 1. Independent variable (x)

Independent variable is variable which has the influence or the cause of change or make the existence of dependent variable. It can serve as stimulus, predictor, or antecedent. So, the independent variable in this research is religiousness, and the indicators are:

- a. Ideology or faith.
- b. Religious rituals.
- c. Religious experiences.
- d. Religious knowledge.
- e. Religious consequences.

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<sup>7</sup>Arikunto, *Prosedur Penelitian* ....p. 134

<sup>8</sup>Arikunto, *Prosedur Penelitian*,.... p. 131

<sup>9</sup>Sugiyono, *Metode Penelitian* ....p.61

## 2. Dependent variable (y)

Dependent variable is variable which is influenced or became effect of the independent variable.<sup>10</sup> Dependent variable in this study is students' motivation in learning. The researcher can measure it based on students' score from the test, and the indicators are:

- a. Duration and frequency (time) in learning.
- b. Persistency, firmness and tenacity in learning.
- c. Devotion and sacrifice in learning.
- d. Level of aspiration in learning.
- e. Attitude direction in learning.

## **E. Data Collection Technique**

To get the accurate data, in this study the researcher used two ways in the collecting data, they were as follows:

### **1. Questionnaire**

Questionnaire is a list of questions provided to others who are willing to respond (respondents) as requested by the researcher. There are two general types of items used for questionnaires. Enclosed or selected- response or forced-choice items for which the respondent selects from two or more options. Open- ended items for which the respondent constructs a response. This item allows the individual more freedom of response because certain feelings or information

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<sup>10</sup>Sugiyono, *Metode Penelitian ...*, p.61

may be revealed that would not be forthcoming with selected-response items.<sup>11</sup>

In this case, the researcher used enclosed questionnaire which is questionnaire that presented in a form that the respondents are asked to choose one answer that suits the characteristic of them by giving the sign ( x ) or checklist (√). The researcher used the questionnaire to get the data about students' religiousness and their motivation in learning.

## **2. Documentation**

Besides questionnaire, the documentation was needed to help the researcher run the research. According to Arikunto, the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.<sup>12</sup> This documents are used to acquire data about the subject such as the number of students to determine the sample. The datum that the researcher got using documentation was a list of students of ELT Department 2013.

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<sup>11</sup>Riduan, *Skala Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2009), p. 25.

<sup>12</sup>Arikunto, *Prosedur Penelitian ...*, p.274



## F. Data Analysis Technique

The data analysis method used in this research was quantitative analysis. Quantitative is concerned with the amount or number.

### 1. Introductory Analysis

Introductory analysis is to simplify the data in order to be able to be read and interpret easily. There are two data namely:

#### a. Independent variable

The researcher categorized the scores resulted of questionnaire or also called independent variable (x) as follows:

<b>Students' religiousness</b>	<b>Score</b>
A	5
B	4
C	3
D	2
E	1

#### b. Dependent variable

The dependence variable (y) was students' motivation in learning was classified into the following criteria :

<b>Students' motivation in learning</b>	<b>Score</b>
A	5
B	4
C	3
D	2
E	1

## 2. Hypothetical Analysis

After the data of students' religiousness and their motivation in learning are collected, the writer examines research hypothesis by calculating and correlate the data of X and Y variable. The examination uses correlation product moment.

The equation for Pearson (r) is as follows :

Where:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x^2)][N \sum y^2 - (\sum y^2)]}}$$

$r_{xy}$  : correlation coefficient

N : sum of respondents

$\sum x$  : the values of X variable

$\sum y$  : the values of Y variable

$\sum xy$  : the values of XY variable

## 3. Further Analysis

This analysis is used to make further interpretation which is to determine the degree of significance. Furthermore, to take the conclusion and result of correlation significance between X and Y variable the data acquired from  $r_o$  (r as result of observation) must compares to  $r_t$  (r from table) whether in both 5% or 1% of degree of significance. If  $r_{xy} > r_t$ , (5% and 1%) so the hypothesis is accepted but if  $r_{xy} \leq r_t$  (5% and 1%) so the hypothesis is rejected. Correlation coefficient is

a number ranging from +1,000 through 0,000 to -1,000. A positive correlation indicates that the scores move together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on the other decrease.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

This chapter consists of two phases of analysis namely introductory analysis and hypothetical analysis.

##### **1. Introductory Analysis**

###### **a. Students' Religiousness**

This study tried to find out the level of students' religiousness as mentioned in the research question above. To collect the data, researcher used questionnaire given to the respondents which were from English Department 2013 of Teaching and Training Faculty of Walisongo State University.

Based on the document that the researcher obtained, there were 106 students. As we already knew that if the population is more than 100, the researcher can take up to 25% of the population for sample. So, the researcher took 25% sample 106 which were 27 respondents.

After distributing the questionnaire to the respondents, researcher acquired data listed below. To make easy in scoring the questionnaire, the all alternative options of frequency had rank as follows:

A = 5  
 B = 4  
 C = 3  
 D = 2  
 E = 1

**Table 1**  
**The result of Students' Religiousness level ( x variable)**

No. Resp	Answer					Value					Total
	A	B	C	D	E	5	4	3	2	1	
1	16	6	3	0	0	80	24	9	0	0	113
2	14	3	7	0	1	70	12	21	0	1	104
3	16	1	7	0	1	80	4	21	0	1	106
4	12	5	3	4	1	60	20	9	8	1	98
5	13	5	7	0	0	65	20	21	0	0	106
6	13	7	5	0	0	65	28	15	0	0	108
7	13	4	7	1	0	65	16	21	2	0	104
8	7	5	11	2	0	35	20	33	4	0	92
9	3	9	13	0	0	15	36	39	0	0	90
10	17	3	4	1	0	85	12	12	2	0	111
11	14	1	6	2	2	70	4	18	4	2	98
12	12	8	4	1	0	60	32	12	2	0	106
13	21	4	0	0	0	105	16	0	0	0	121
14	18	2	5	0	0	90	8	15	0	0	113
15	11	3	7	4	0	55	12	21	8	0	96
16	16	4	5	0	0	80	16	15	0	0	111
17	4	5	15	1	0	20	20	45	2	0	87
18	15	8	1	1	0	75	32	3	2	0	112
19	9	5	11	0	0	45	20	33	0	0	98
20	9	10	4	2	0	45	40	12	4	0	101
21	17	3	4	1	0	85	12	12	2	0	111
22	6	3	14	2	0	30	12	42	4	0	88
23	10	6	9	0	0	50	24	27	0	0	101
24	14	2	4	3	2	70	8	12	6	2	98
25	15	3	3	4	0	75	12	9	8	0	104
26	4	7	14	0	0	20	28	42	0	0	90
27	8	8	8	1	0	40	32	24	2	0	98
											2765

The next step was to find out the mean of students' religiousness (x) by using the data above, it was as follows:

**Table 2**  
**Mean of students' religiousness (x)**

No.	X	F	FX	Mean
1	87	1	87	$= \frac{\sum FX}{N}$ $= \frac{2765}{27}$ $= 102,4074074$ $= 102,41$
2	88	1	88	
3	90	2	180	
4	92	1	92	
5	96	1	96	
6	98	5	490	
7	101	2	202	
8	104	3	312	
9	106	3	318	
10	108	1	108	
11	111	3	333	
12	112	1	112	
13	113	2	226	
14	121	1	121	
		27	2765	

From the data above it was known that the highest score of students' religiousness was 121, whereas the lowest score was 87. The next step was to find the classes and the interval by using those data. The formula was:

$$\begin{aligned}
 \text{Class} &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 27 \\
 &= 1 + 3.3 (1.43) \\
 &= 1 + 4.72 \\
 &= 5.86
 \end{aligned}$$

$$\begin{aligned}
 &= 6 \\
 i &= \frac{\text{highest score} - \text{lowest score}}{\text{Class}} \\
 &= \frac{121 - 87}{6} \\
 &= \frac{34}{6} \\
 &= 5.6 \\
 &= 6
 \end{aligned}$$

**Table 3**  
**Distribution frequency of students' religiousness**

Interval	F	X	FX	x	x <sup>2</sup>	fx <sup>2</sup>
117-121	1	119,5	119,5	17,09	292,07	292,07
111-116	6	113,5	681	11,09	122,99	737,93
105-110	4	107,5	430	5,09	25,908	103,63
99-104	5	101,5	507,5	-0,91	0,8281	4,1405
93-98	7	95,5	668,5	-6,91	47,748	334,24
87-92	4	89,5	358	-12,91	166,67	666,67
	27		2765			2138,7

$$\begin{aligned}
 \bar{X} &= \frac{\sum FX}{N} \\
 &= \frac{2765}{27} \\
 &= 102,4074074 \\
 &= 102,41
 \end{aligned}$$

Standard Deviation

$$\begin{aligned}
 SD &= S \\
 &= \frac{\sum fx^2}{n-1} \\
 S^2 &= \frac{2138,7}{27-1} \\
 &= \frac{2138,7}{26} \\
 &= 82,258
 \end{aligned}$$

$$S = \sqrt{82,258}$$

$$= 9,07$$

$$SD = 9,07$$

Determining the category of students' religiousness by using five scale standard:

$$M + 1,5 SD = 102,4 + 1,5 (9,07) = 116,01 = 116$$

$$M + 0,5 SD = 102,4 + 0,5 (9,07) = 106,94 = 107$$

$$M - 0,5 SD = 102,4 - 0,5 (9,07) = 97,865 = 98$$

$$M - 1,5 SD = 102,4 - 1,5 (9,07) = 88,795 = 89$$

Based on the calculation above, the next step was making the category. It was as follows:

**Table 4**  
**Value of distribution frequency about students' religiousness**

<b>Interval</b>	<b>Category</b>
116 – above	Very High
107-115	High
98-106	Medium
90-97	Low
89 – below	Very Low

The result of the data showed that the religiousness level of English Department students was medium because the mean of students' religiousness score was 102,41 which was in the interval 98-106.



**b. Students' Motivation in Learning**

The next variable was students' motivation in learning. These data were also acquired by distributing questionnaire and examining them. The data that were collected were as follows:

**Table 5**  
**The result of Students' Motivation in Learning( y variable)**

No. Resp	Answer					Value					Total
	A	B	C	D	E	5	4	3	2	1	
1	7	7	10	0	1	35	28	30	0	1	94
2	11	10	3	1	0	55	40	9	2	0	106
3	11	4	9	1	0	55	16	27	2	0	100
4	10	9	3	1	2	50	36	9	2	2	99
5	8	7	9	0	1	40	28	27	0	1	96
6	3	5	13	3	1	15	20	39	6	1	81
7	4	9	10	2	0	20	36	30	4	0	90
8	9	11	3	2	0	45	44	9	4	0	102
9	1	9	10	5	0	5	36	30	10	0	81
10	3	10	11	1	0	15	40	33	2	0	90
11	10	1	5	3	6	50	4	15	6	6	81
12	7	10	7	0	1	35	40	21	0	1	97
13	13	10	0	2	0	65	40	0	4	0	109
14	12	9	3	0	1	60	36	9	0	1	106
15	5	3	12	5	0	25	12	36	10	0	83
16	11	4	8	0	2	55	16	24	0	2	97
17	1	3	20	1	0	5	12	60	2	0	79
18	4	9	11	1	0	20	36	33	2	0	91
19	5	6	10	3	1	25	24	30	6	1	86
20	12	6	1	4	2	60	24	3	8	2	97
21	4	6	8	6	1	20	24	24	12	1	81
22	2	3	11	4	5	10	12	33	8	5	68
23	2	5	14	4	0	10	20	42	8	0	80
24	4	12	4	4	1	20	48	12	8	1	89

No. Resp	Answer					Value					Total
	A	B	C	D	E	5	4	3	2	1	
25	10	5	9	1	0	50	20	27	2	0	99
26	2	1	17	5	0	10	4	51	10	0	75
27	3	4	9	8	1	15	16	27	16	1	75
											2432

The next step was similar to the way that the researcher did in calculating the data of students' religiousness, it was finding mean.

**Table 6**  
**Mean of Students' Motivation in Learning (y variable)**

No.	Y	F	FY	Mean
1	68	1	68	$= \frac{\sum FY}{N}$ $= \frac{2432}{27}$ $= 90,07407407$ $= 90,07$
2	75	2	150	
3	79	1	79	
4	80	1	80	
5	81	4	324	
6	83	1	83	
7	86	1	86	
8	89	1	89	
9	90	2	180	
10	91	1	91	
11	94	1	94	
12	96	1	96	
13	97	3	291	
14	99	2	198	
15	100	1	100	
16	102	1	102	
17	106	2	212	
18	109	1	109	
		27	2432	

$$\begin{aligned}
 i &= \frac{\text{Highest score} - \text{lowest score}}{\text{Class}} \\
 &= \frac{109 - 68}{6} \\
 &= \frac{41}{6} \\
 &= 6,8 \\
 &= 7
 \end{aligned}$$

**Table 7**  
**Distribution frequency of students' religiousness**

Interval	Y	X	FY	y	y <sup>2</sup>	fy <sup>2</sup>
103-109	3	106	318	15,3	234,09	702,27
96-102	8	99	792	8,3	68,89	551,12
89-95	6	92	552	1,3	1,69	10,14
82-88	2	85	170	-5,7	32,49	64,98
75-81	7	78	546	-12,3	151,29	1059
68-74	1	71	71	-19,3	372,49	372,49
	27		2449			2760

$$\begin{aligned}
 \bar{X} &= \frac{\sum FY}{N} \\
 &= \frac{2449}{27} \\
 &= 90,7
 \end{aligned}$$

$$\begin{aligned}
 \text{Standard Deviation} \\
 \text{SD} &= S \\
 &= \sqrt{\frac{\sum fx^2}{N-1}} \\
 S^2 &= \frac{2760-1}{27-1} \\
 &= \frac{2759}{26} \\
 &= 106,154 \\
 S &= \sqrt{106,154} \\
 &= 10,303 \\
 \text{SD} &= 10,303
 \end{aligned}$$

Determining the category of students' motivation in learning by using five scale standard:

$$\begin{aligned}
M + 1,5 \text{ SD} &= 90,7 + 1,5(10,3) = 106,15 = 106 \\
M + 0,5 \text{ SD} &= 90,7 + 0,5(10,3) = 95,85 = 96 \\
M - 0,5 \text{ SD} &= 90,7 - 0,5(10,3) = 85,55 = 86 \\
M - 1,5 \text{ SD} &= 90,7 - 1,5(10,3) = 75,25 = 75
\end{aligned}$$

**Table 8**  
**Value of distribution frequency about students' motivation in learning**

<b>Interval</b>	<b>Category</b>
106 – above	Very High
96-105	High
86-95	Medium
75-85	Low
74- below	Very Low

The table above showed that students' motivation in learning was medium since the mean of the score was 90.07 which was in the interval 86-95.

## 2. Hypothetical Analysis

The purpose of hypothetical analysis was to know whether there was a correlation between students' religiousness and their motivation in learning. The data of students' religiousness (x) and their motivation in learning (y) were put into the table of regression analysis below:

**Table 9**  
**Correlation coefficient table of students' religiosity (X)**  
**and their motivation in learning (Y)**

No.	x	y	x <sup>2</sup>	y <sup>2</sup>	xy
1	113	94	12769	8836	10622
2	104	106	10816	11236	11024
3	106	100	11236	10000	10600
4	98	99	9604	9801	9702
5	106	96	11236	9216	10176
6	108	81	11664	6561	8748
7	104	90	10816	8100	9360
8	92	102	8464	10404	9384
9	90	81	8100	6561	7290
10	111	90	12321	8100	9990
11	98	81	9604	6561	7938
12	106	97	11236	9409	10282
13	121	109	14641	11881	13189
14	113	106	12769	11236	11978
15	96	83	9216	6889	7968
16	111	97	12321	9409	10767
17	87	79	7569	6241	6873
18	112	91	12544	8281	10192
19	98	86	9604	7396	8428
20	101	97	10201	9409	9797
21	111	81	12321	6561	8991
22	88	68	7744	4624	5984
23	101	80	10201	6400	8080
24	98	89	9604	7921	8722
25	104	99	10816	9801	10296
26	90	75	8100	5625	6750
27	98	75	9604	5625	7350
	2765	2432	285121	222084	250481

All the data above were calculated using Pearson product moment to prove whether the hypothesis of this research was significant or not significant. The formula was:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

$r_{xy}$  : correlation coefficient

N : sum of respondents

$\sum x$  : the values of X variable

$\sum y$  : the values of Y variable

$\sum xy$  : the values of XY variable

$$\begin{aligned} r_{xy} &: \frac{27(250481) - (2765)(2432)}{\sqrt{[27(285121) - (2765)^2][27(222084) - (2432)^2]}} \\ &: \frac{6762987 - 6724480}{\sqrt{[7698267 - 7645225][5996268 - 5914624]}} \\ &: \frac{38507}{\sqrt{[53042][81644]}} \\ &: \frac{38507}{\sqrt{4330561048}} \\ &: \frac{38507}{65806.99} \\ &: 0,585 \end{aligned}$$

So, the correlation coefficient was 0,585

The result of correlation analysis showed that the correlation coefficient ( $r_{xy}$ ) was 0,585. The value of  $r_{xy}$  was consulted with *Pearson's product moment table* ( $r_t$ ) df 25 and significant level 5% and 1%. If  $r_{xy} > r_t$ , it meant that there was a significant correlation, and the hypothesis was accepted. If

$r_{xy} < r_t$ , it meant that there was not a significant correlation, and the hypothesis was rejected.

$$\begin{aligned} \text{Df} &= n-2 \\ &= 27 - 2 \\ &= 25 \end{aligned}$$

$$r_{xy} = 0.585$$

$$r_t(5\%) = 0.381$$

$$r_t(1\%) = 0.487$$

$r_{xy} = 0.585 > r_t(5\%) = 0.381$  or  $r_t(1\%) = 0.487$ , it meant that there was a positive correlation between variable x and y which were students' religiousness and their motivation in learning.

From the result above, the researcher would interpret the category of coefficient correlation based on the following criteria:

0, 80 – 1,000 means very high correlation

0, 60 – 0, 799 means high correlation

0, 40 – 0, 599 means enough correlation

0, 20 – 0, 399 means low correlation

0, 00 – 0, 199 means very low correlation

Based on the calculation above the researcher concluded that the correlation between variable X and variable Y had a positive correlation with the score correlation 0. 585 and it was categorized as enough correlation.

**Table 10**  
**Summary of hypothesis test  $r_{xy}$**

N	Hypothesis Analysis	Result	Significant Level		Information	Hypothesis
			5%	1%		
27	$r_{xy}$	0.585	0.381	0.487	Significant	Accepted

## B. Discussion

In this chapter, the researcher would like to discuss and interpret the findings of the research. According to the hypothesis above, it could be proved that the correlation between students' religiousness and their motivation in leaning at English Language Teaching Department 2013 Education and Teacher Training Faculty Walisongo State Islamic University Semarang in the academic year of 2014/2015 showed the significant result in both 5% and 1% significance. Thus, hypothesis was accepted.

From the coefficient test above could be known that because  $r_{xy} = 0,585 > r_t (0,05) = 0,381$  and  $r_{xy} = 0,585 > r_t (0,01) = 0,487$ . So  $r_{xy} > r_t (0,05$  and  $0,01)$ . Therefore, it could be drawn a conclusion that "There was correlation between students' religiousness and their motivation in leaning at ELT Department 2013 Walisongo State Islamic University Semarang in the academic year of 2014/2015."

Although students' religiousness had positive influence to their motivation in learning, in fact the result of the analysis showed students' religiousness average score was only 102.41 which meant it could not reach maximum score that was 125 and



the average score of students' motivation learning was 90.07 which could not also reach maximum score that was 125. Besides that, even though the hypothesis of this study entitled "Correlation between Students' Religiousness and Their Motivation in Learning (A Study at 2013 level of ELT Department of Education and Teacher Training Faculty Walisongo State Islamic University Semarang in the Academic Year of 2014/2015" was accepted, but religiousness of the students could not be the only factor that motivate students to learn. In fact, there are many factors that influence students' motivation in learning which are not studied now. Those factors are as follows:

1. Maturity of the students
2. Intelligence of the students
3. Practice
4. Personality of the students
5. Condition of family
6. Educator and teaching technique
7. Tools and equipment
8. Social motivation
9. Environment and opportunity<sup>1</sup>

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<sup>1</sup>Ngalim Purwanto, *Psikologi Pendidikan*, p 102-105.

### **C. Limitation of This Study**

The researcher considers that in this study there were many mistakes. It was not deliberateness factor. However it was happened because of the researcher's weakness. Some limitations of this study are:

1. The research was limited at English Language Teaching Department 2013 of Education and Teacher Training Faculty Walisongo State Islamic University Semarang in the academic year of 2014/2015. So that when the same research would be gone in other Universities or other schools, it was still possible to get different result.
2. The researcher only used questionnaire and documentation in collecting data. There was possibility of limitation in attitude data collection procedure which was using questionnaires caused by the lack of openness of respondents. Respondents who were closed (Covert), were possibly to provide neutral responses data collection instruments, making it less able to uncover attitudes the truth.
3. Psychological condition of the respondents was not observed in particular. Respondents would concentrate to answer questions. But in filling this questionnaire they did not require high concentrations, so to see the psychological condition respondents could be eliminated, and it was to shorten the time.

Considering all those limitations, there was a need to do more research about students' religiousness and their motivation in learning using other instruments such observation and interview in the hope there would be better results.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of thesis entitled "Correlation between Students' Religiousness and Their Motivation in Learning (A Study at 2013 level of ELT Department of Education and Teacher Training Faculty Walisongo State Islamic University Semarang in the Academic Year of 2014/2015)", it could be broadly concluded:

1. After calculating the data, researcher found that the quality of religiousness of the English Education Department students were medium. Based on the table about quality of students religiousness, the mean was 102,41 which was in the range of medium 98 to 106.
2. From the analysis of students' motivation in learning, researcher found that the quality of motivation of the English Education Department students was also medium even though it was not as high as students' religiousness. Based on the table about the quality of students' motivation in learning, the mean was 90,07 which was in the range of medium 86 to 95.
3. Correlation coefficient between students' religiousness and their motivation in learning was 0,585. It was significant because  $r_{xy} = 0,585 > r_t (5\%) = 0,381$  and  $r_{xy} = 0,585 > r_t (1\%) = 0,487$ . Therefore, it could be down a conclusion that there

was correlation between students' religiousness and their motivation in learning and the hypothesis was accepted

## **B. Suggestions**

After the discussion of the theme of this thesis, the researcher hoped that thoughts in this thesis could be beneficial to all parties. Therefore the researcher conveyed some suggestions as follows:

1. Religious is an internal condition that affects someone's behavior. The result of this thesis showed that religiousness significantly correlate to motivation in learning. Religious is a good characteristic of people influencing them to do good things. Improving religiousness will be beneficial to all students not only in educational environment but also in society because religiousness not only influence students' personality but also people surroundings.
2. Motivation as one of main factor influencing students' learning achievement is very essential in educational environment. Students must realize the important of education not only for themselves but also for their family, their country, for human being and for the world. They must grow their internal motivation in order to acquire the power to endeavor. Besides that, educator must also extrinsically motivate them to achieve the learning purpose.

### **C. Closing**

The researcher do thank to Allah for everything. The researcher can finish this thesis because of His help, direction and mercy. Therefore, the researcher hopes this thesis will be useful for readers especially for the researcher.

Thus this final project has been explained by the writer. It is realize that this final project is far from perfection. Because of that, critical and suggestion from the reader are very expected for the perfection of the final project. Hopefully, this thesis be useful for us. Amin.

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## Appendix I

### The List of Respondents

No.	Code	Name	Student Number
1	R-1	Miftahun Najikhah	113411091
2	R-2	Zakariya Hendra Cahyadi	113411120
3	R-3	Muttaqin	113411096
4	R-4	Akhmad Syaiful Anwar	113411117
5	R-5	Dewi Nuraini	113411106
6	R-6	Sri Wahyuni	113411095
7	R-7	Siti Mahmudatul Umriyah	113411094
8	R-8	Siti Mahmudah	113411119
9	R-9	Siti Fatimah Shofarida	113411010
10	R-10	Millatuz Zulfa	113411015
11	R-11	Hikmatudz Dzikriyah	113411008
12	R-12	Af'idaturrohaniyah	113411012
13	R-13	Muhammad Assola	113411016
14	R-14	Umuntiatius Sholechah	113411011
15	R-15	Era Luthfia Nurul Istiqomah	113411017
16	R-16	Tri Utami	113411039
17	R-17	Siti Kumaeroh	113411025
18	R-18	Zulfa Nabila	113411031
19	R-19	Nur Hafidza Nisa	113411057
20	R-20	Nayiroh	113411058
21	R-21	M. Aris Munandar	113411068
22	R-22	Alfianisa Sofiarani	113411073
23	R-23	Nur Kholipah	113411056
24	R-24	Chilmi Zakariya	113411069
25	R-25	Vera Abdillah	113411043
26	R-26	Luthfiyatul Ulwiyah	113411052
27	R-27	Lailatul Fitriyah	113411053

## Appendix II

### The Lattice of Questionnaire

#### Religiousness Questionnaire:

No.	Indicator	Item	Number of Item		Total
			+	-	
1	Ideology	Faith in God	1,2	4,5,7	5
		Faith in Angels	3		1
		Faith in fate		6	1
2	Religion Practice	Performing Shalat		8	1
		Performing Fast	10		1
		Praying	11,12		2
		Reciting Qur'an	9		1
3	Religion Experiences	Answered prayer	14		1
		Feeling of being saved	13		1
		Feeling of being close to God	15	16	2
4	Religion Consequences	Relation to God	19, 20		2
		Relation to human	18	17, 21	3
5	Religion Knowledge	Will to study	22	24	2
		Sharing knowledge	23	25	2
	Total		15	10	25

### Motivation in Learning Questionnaire:

No.	Indicators	Item	Number of Item		Total
			+	-	
1	Duration and Frequency	Duration	1		1
		Frequency		2	1
2	Persistency, firmness and tenacity	Persistency	7	5, 9	3
		Firmness	6, 3		2
		Tenacity	4, 8		2
3	Devotion and sacrifice	Devotion	11		1
		Sacrifice	10		1
4	Level of aspiration	Attention to lecturer	13	14,15,	3
		Studying out of class	12, 17,20	16,18, 19,21	7
5	Attitude direction	Purpose of studying	24,25	22,23	4
	Total		14	11	25

## Appendix III

### Instrument of Questionnaire of Students' Religiousness

#### QUESTIONNAIRE OF STUDENTS' RELIGIOUSNESS

Name : .....

Student number : .....

Signature : .....

#### Information about questionnaire

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' motivation in learning English.
4. The secrecy of result of this questionnaire is guaranteed.

#### Rules answering questionnaire

1. Read *Basmallah* before filling the questionnaire, may Allah helps people who be honest and help others.
2. Read the questions carefully
3. Chose one answer which fits your condition by marking with (V)

#### Questions

##### ***Ideology or faith***

1. I feel that Allah always watches me.
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never
2. I come to Allah when I have problem or feel stressed?
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never

3. I believe that there are two angels that always take a note of my behavior.
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never
4. I believe in prophecy of human such as zodiak.
  - a. never
  - b. seldom
  - c. sometimes
  - d. often
  - e. always
5. I believe in the power of amulet.
  - a. never
  - b. seldom
  - c. sometimes
  - d. often
  - e. always
6. I don't try anything to make my life better because I believe that this is my fate.
  - a. never
  - b. seldom
  - c. sometimes
  - d. often
  - e. always
7. I am afraid of ghost or genie.
  - a. never
  - b. seldom
  - c. sometimes
  - d. often
  - e. always

***Religious rituals***

8. I don't perform shalat on time
  - a. never
  - b. seldom
  - c. sometimes
  - d. often
  - e. always
9. I read al-Qur'an several times a day.
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never
10. I perform sunna fast.
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never
11. I pray after performing shalat
  - a. always
  - b. often
  - c. sometimes
  - d. seldom
  - e. never

12. I pray before and after doing an activity.  
a. always      b. often      c. sometimes  
d. seldom      e. never

***Religious experiences***

13. I feel peace when I read or listen to al-Qur'an.  
a. always      b. often      c. sometimes  
d. seldom      e. never
14. I feel that Allah answer my pray.  
a. always      b. often      c. sometimes  
d. seldom      e. never
15. I feel happy when I help someone.  
a. always      b. often      c. sometimes  
d. seldom      e. never
16. I don't feel guilty when I do bad things.  
a. never      b. seldom      c. sometimes  
d. often      e. always

***Religious knowledge***

17. I come to religious speech.  
a. always      b. often      c. sometimes  
d. seldom      e. never
18. I share my knowledge with others.  
a. always      b. often      c. sometimes  
d. seldom      e. never
19. I am ashamed to learn from younger ones.  
a. never      b. seldom      c. sometimes  
d. often      e. always
20. I let others when they do a mistake.  
a. never      b. seldom      c. sometimes  
d. often      e. always

***Religious consequences***

1. I don't set aside my money to help the needy.  
a. never      b. seldom      c. sometimes  
d. often      e. always
2. I will help anyone who needs help although I don't know him/her.  
a. always      b. often      c. sometimes  
d. seldom      e. never
3. I pray for my ancestor and Muslim brothers and sisters.  
a. always      b. often      c. sometimes  
d. seldom      e. never
4. I try to be patience when bad things happen.  
a. always      b. often      c. sometimes  
d. seldom      e. never
5. I don't visit the home of my friend or neighbor who is suffering death.  
a. never      b. seldom      c. sometimes  
d. often      e. always



## Appendix IV

### Questionnaire of Motivation in Learning

#### QUESTIONNAIRE OF STUDENTS' MOTIVATION IN LEARNING

##### *Duration and frequency (time) in learning*

1. I study several times a day.  
a. always      b. often      c. sometimes  
d. seldom      e. never
2. I feel stressed when I study for an hour or more.  
a. never      b. seldom      c. sometimes  
d. often      e. always

##### *Persistence, firmness and tenacity in learning*

3. I feel exciting when I solve a problem.  
a. always      b. often      c. sometimes  
d. seldom      e. never
4. I feel exciting to find a new problem.  
a. always      b. often      c. sometimes  
d. seldom      e. never
5. I easily give up on a problem.  
a. never      b. seldom      c. sometimes  
d. often      e. always
6. I try to defend my argument.  
a. always      b. often      c. sometimes  
d. seldom      e. never
7. I keep studying in my illness.  
a. always      b. often      c. sometimes  
d. seldom      e. Never

8. I do my task by myself.  
a. always      b. often      c. sometimes  
d. seldom      e. never
9. Getting a bad score makes me down.  
a. never      b. seldom      c. sometimes  
d. often      e. always

***Devotion and sacrifice in learning***

10. I save my money to buy a book /books.  
a. always      b. often      c. sometimes  
d. seldom      e. never
11. I use more time to study than to play.  
a. always      b. often      c. sometimes  
d. seldom      e. never

***Level of aspiration in learning***

12. I study before the lecture begins.  
a. always      b. often      c. sometimes  
d. seldom      e. never
13. I pay attention to lecturer's explanation  
a. always      b. often      c. sometimes  
d. seldom      e. never
14. I keep quiet even though I don't understand about the explanation.  
a. never      b. seldom      c. sometimes  
d. often      e. always
15. I feel happy if the lecturer doesn't come.  
a. never      b. seldom      c. sometimes  
d. often      e. Always
16. I don't study after the lecture ends.  
a. never      b. seldom      c. sometimes  
d. often      e. always

17. When I finish studying about a material, I turn to another material.
- a. always      b. often      c. sometimes  
d. seldom      e. never
18. I do the assignment lecturer gave when the time to submit is close.
- a. never      b. seldom      c. sometimes  
d. often      e. always
19. I stop studying when my friends ask me to play.
- a. never      b. seldom      c. sometimes  
d. often      e. always
20. I come to a study club to study more.
- a. always      b. often      c. sometimes  
d. seldom      e. never
21. I don't come to a seminar about education.
- a. never      b. seldom      c. sometimes  
d. often      e. always

***Attitude direction in learning***

22. I keep my knowledge for myself.
- a. never      b. seldom      c. sometimes  
d. often      e. always
23. I study hard to get compliment.
- a. never      b. seldom      c. sometimes  
d. often      e. always
24. I want to make my parent proud.
- a. always      b. often      c. sometimes  
d. seldom      e. never
25. I think about my purpose of study when I feel down.
- a. always      b. often      c. sometimes  
d. seldom      e. never

Appendix V

**Result of Students' Religiousness Questionnaire**

Code	Answer					Value					Total
	A	B	C	D	E	5	4	3	2	1	
R-1	16	6	3	0	0	80	24	9	0	0	113
R-2	14	3	7	0	1	70	12	21	0	1	104
R-3	16	1	7	0	1	80	4	21	0	1	106
R-4	12	5	3	4	1	60	20	9	8	1	98
R-5	13	5	7	0	0	65	20	21	0	0	106
R-6	13	7	5	0	0	65	28	15	0	0	108
R-7	13	4	7	1	0	65	16	21	2	0	104
R-8	7	5	11	2	0	35	20	33	4	0	92
R-9	3	9	13	0	0	15	36	39	0	0	90
R-10	17	3	4	1	0	85	12	12	2	0	111
R-11	14	1	6	2	2	70	4	18	4	2	98
R-12	12	8	4	1	0	60	32	12	2	0	106
R-13	21	4	0	0	0	105	16	0	0	0	121
R-14	18	2	5	0	0	90	8	15	0	0	113
R-15	11	3	7	4	0	55	12	21	8	0	96
R-16	16	4	5	0	0	80	16	15	0	0	111
R-17	4	5	15	1	0	20	20	45	2	0	87
R-18	15	8	1	1	0	75	32	3	2	0	112
R-19	9	5	11	0	0	45	20	33	0	0	98
R-20	9	10	4	2	0	45	40	12	4	0	101
R-21	17	3	4	1	0	85	12	12	2	0	111
R-22	6	3	14	2	0	30	12	42	4	0	88
R-23	10	6	9	0	0	50	24	27	0	0	101
R-24	14	2	4	3	2	70	8	12	6	2	98
R-25	15	3	3	4	0	75	12	9	8	0	104
R-26	4	7	14	0	0	20	28	42	0	0	90
R-27	8	8	8	1	0	40	32	24	2	0	98


Appendix VI

**Result of Students' Motivation in Learning Questionnaire**

Code	Answer					Value					Total
	A	B	C	D	E	5	4	3	2	1	
R-1	7	7	10	0	1	35	28	30	0	1	94
R-2	11	10	3	1	0	55	40	9	2	0	106
R-3	11	4	9	1	0	55	16	27	2	0	100
R-4	10	9	3	1	2	50	36	9	2	2	99
R-5	8	7	9	0	1	40	28	27	0	1	96
R-6	3	5	13	3	1	15	20	39	6	1	81
R-7	4	9	10	2	0	20	36	30	4	0	90
R-8	9	11	3	2	0	45	44	9	4	0	102
R-9	1	9	10	5	0	5	36	30	10	0	81
R-10	3	10	11	1	0	15	40	33	2	0	90
R-11	10	1	5	3	6	50	4	15	6	6	81
R-12	7	10	7	0	1	35	40	21	0	1	97
R-13	13	10	0	2	0	65	40	0	4	0	109
R-14	12	9	3	0	1	60	36	9	0	1	106
R-15	5	3	12	5	0	25	12	36	10	0	83
R-16	11	4	8	0	2	55	16	24	0	2	97
R-17	1	3	20	1	0	5	12	60	2	0	79
R-18	4	9	11	1	0	20	36	33	2	0	91
R-19	5	6	10	3	1	25	24	30	6	1	86
R-20	12	6	1	4	2	60	24	3	8	2	97
R-21	4	6	8	6	1	20	24	24	12	1	81
R-22	2	3	11	4	5	10	12	33	8	5	68
R-23	2	5	14	4	0	10	20	42	8	0	80
R-24	4	12	4	4	1	20	48	12	8	1	89
R-25	10	5	9	1	0	50	20	27	2	0	99
R-26	2	1	17	5	0	10	4	51	10	0	75
R-27	3	4	9	8	1	15	16	27	16	1	75

## Appendix VII

## QUESTIONNAIRE

Name : Akhmad Syaiful Anwar.....  
Student number : 133411117.....  
Date : 10<sup>th</sup> April 2015.....  
Signature : 

### Information about questionnaire:

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' religiousness and their motivation in learning English.
4. The secrecy of result of this questionnaire is guaranteed.

### Rules answering questionnaire:

1. Read *Basmallah* before filling the questionnaire, may Allah helps people who be honest and help others.
2. Read the questions carefully
3. Chose one answer which fits your condition by marking with (√)

## QUESTIONNAIRE ABOUT STUDENTS' RELIGIOUSNESS LEVEL

### *Ideology or faith*

1. I feel that Allah always watches me.  
 a. always    b. often    c. sometimes    d. seldom    d. never
2. I come to Allah when I have problem or feel stressed?  
a. always     b. often    c. sometimes    d. seldom    d. never
3. I believe that there are two angels that always take a note of my behavior.  
 a. always    b. often    c. sometimes    d. seldom    d. never
4. I believe in propcey of human such as zodiak.  
 a. never    b. seldom    c. sometimes    d. often    d. always
5. I believe in the power of amulet.  
 a. never    b. seldom    c. sometimes    d. often    d. always

6. I don't try anything to make my life better because I believe that this is my fate.  
 a. never    b. seldom    c. sometimes    d. often    d. always
7. I am afraid of ghost or genie.  
a. never    b. seldom    c. sometimes     d. often    d. always

### *Religious rituals*

8. I don't perform shalat on time  
a. never     b. seldom    c. sometimes    d. often    d. always
9. I read al-Qur'an several times a day.  
 a. always    b. often    c. sometimes    d. seldom    d. never
10. I perform sunna fast.  
a. always    b. often    c. sometimes     d. seldom    d. never
11. I pray after performing shalat  
 a. always    b. often    c. sometimes    d. seldom    d. never
12. I pray before and after doing an activity.  
a. always    b. often    c. sometimes    d. seldom     d. never

### *Religious experiences*

13. I feel peace when I read or listen to al-Qur'an.  
a. always    b. often     c. sometimes    d. seldom    d. never
14. I feel that Allah answer my pray.  
 a. always    b. often    c. sometimes    d. seldom    d. never
15. I feel happy when I help someone.  
 a. always    b. often    c. sometimes    d. seldom    d. never
16. I don't feel guilty when I do bad things.  
 a. never    b. seldom    c. sometimes    d. often    d. always

### *Religious knowledge*

17. I come to religious speech.  
a. always    b. often    c. sometimes     d. seldom    d. never

18. I share my knowledge with others.  
a. always    b. often   c. sometimes   d. seldom   d. never
19. I am ashamed to learn from younger ones.  
 a. never   b. seldom   c. sometimes   d. often   d. always
20. I let others when they do a mistake.  
a. never   b. seldom   c. sometimes    d. often   d. always

***Religious consequences***

1. I don't set aside my money to help the needy.  
a. never   b. seldom    c. sometimes   d. often   d. always
2. I will help anyone who needs help although I don't know him/her.  
a. always    b. often   c. sometimes   d. seldom   d. never
3. I pray for my ancestor and Muslim brothers and sisters.  
a. always    b. often   c. sometimes   d. seldom   d. never
4. I try to be patience when bad things happen.  
 a. always   b. often   c. sometimes   d. seldom   d. never
5. I don't visit the home of my friend or neighbor who is suffering death.  
a. never   b. seldom    c. sometimes   d. often   d. always



## QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION IN LEARNING

### *Duration and frequency (time) in learning*

- I study several times a day.  
 a. always      b. often      c. sometimes      d. seldom      e. never
- I feel stressed when I study for an hour or more.  
 a. never      b. seldom      c. sometimes      d. often      d. always

### *Persistency, firmness and tenacity in learning*

- I feel exciting when I solve a problem.  
 a. always      b. often      c. sometimes      d. seldom      e. never
- I feel exciting to find a new problem.  
a. always      b. often      c. sometimes       d. seldom      e. never
- I easily give up on a problem.  
a. never      b. seldom       c. sometimes      d. often      d. always
- I try to defend my argument.  
 a. always      b. often      c. sometimes      d. seldom      e. never
- I keep studying in my illness.  
a. always       b. often      c. sometimes      d. seldom      e. never
- I do my task by myself.  
 a. always      b. often      c. sometimes      d. seldom      e. never
- Getting a bad score makes me down.  
a. never      b. seldom      c. sometimes      d. often       d. always

### *Devotion and sacrifice in learning*

- I save my money to buy a book /books.  
a. always       b. often      c. sometimes      d. seldom      e. never
- I use more time to study than to play.  
 a. always      b. often      c. sometimes      d. seldom      e. never

***Level of aspiration in learning***

12. I study before the lecture begins.  
a. always     b. often    c. sometimes    d. seldom    e. never
13. I pay attention to lecturer's explanation  
 a. always    b. often    c. sometimes    d. seldom    e. never
14. I keep quite even though I don't understand about the explanation.  
a. never    b. seldom    c. sometimes    d. often     d. always
15. I feel happy if the lecturer doesn't come.  
a. never     b. seldom    c. sometimes    d. often    d. always
16. I don't study after the lecture ends.  
a. never     b. seldom    c. sometimes    d. often    d. always
17. When I finish studying about a material, I turn to another material.  
a. always     b. often    c. sometimes    d. seldom    e. never
18. I do the assignment lecturer gave when the time to submit is close.  
a. never     b. seldom    c. sometimes    d. often    d. always
19. I stop studying when my friends ask me to play.  
a. never     b. seldom    c. sometimes    d. often    d. always
20. I come to a study club to study more.  
 a. always    b. often    c. sometimes    d. seldom    e. never
21. I don't come to a seminar about education.  
a. never     b. seldom    c. sometimes    d. often    d. always

***Attitude direction in learning***

22. I keep my knowledge for myself.  
a. never    b. seldom     c. sometimes    d. often    d. always
23. I study hard to get compliment.  
a. never    b. seldom     c. sometimes    d. often    d. always
24. I want to make my parent proud.  
 a. always    b. often    c. sometimes    d. seldom    e. never
25. I think about my purpose of study when I feel down.  
 a. always    b. often    c. sometimes    d. seldom    e. never

## QUESTIONNAIRE

Name : Zakaria Hendra Cahyadi  
Student number : 133411120  
Date : April 11 2018  
Signature : [Signature]

### Information about questionnaire:

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' religiousness and their motivation in learning English.
4. The secrecy of result of this questionnaire is guaranteed.

### Rules answering questionnaire:

1. Read *Basmallah* before filling the questionnaire, may Allah helps people who be honest and help others.
2. Read the questions carefully
3. Chose one answer which fits your condition by marking with (✓)

## QUESTIONNAIRE ABOUT STUDENTS' RELIGIOUSNESS LEVEL

### *Ideology or faith*

1. I feel that Allah always watches me.  
a.  always    b. often    c. sometimes    d. seldom    d. never
2. I come to Allah when I have problem or feel stressed?  
a.  always    b. often    c. sometimes    d. seldom    d. never
3. I believe that there are two angels that always take a note of my behavior.  
a.  always    b. often    c. sometimes    d. seldom    d. never
4. I believe in propcey of human such as zodiak.  
a. never    b. seldom    c.  sometimes    d. often    d. always
5. I believe in the power of amulet.  
a. never    b. seldom    c. sometimes    d. often    d. always

6. I don't try anything to make my life better because I believe that this is my fate.  
a. never b. seldom c. sometimes d. often d. always
7. I am afraid of ghost or genie.  
a. never b. seldom c. sometimes d. often d. always

### *Religious rituals*

8. I don't perform shalat on time  
a. never b. seldom c. sometimes d. often d. always
9. I read al-Qur'an several times a day.  
a. always b. often c. sometimes d. seldom d. never
10. I perform sunna fast.  
a. always b. often c. sometimes d. seldom d. never
11. I pray after performing shalat  
a. always b. often c. sometimes d. seldom d. never
12. I pray before and after doing an activity.  
a. always b. often c. sometimes d. seldom d. never

### *Religious experiences*

13. I feel peace when I read or listen to al-Qur'an.  
a. always b. often c. sometimes d. seldom d. never
14. I feel that Allah answer my pray.  
a. always b. often c. sometimes d. seldom d. never
15. I feel happy when I help someone.  
a. always b. often c. sometimes d. seldom d. never
16. I don't feel guilty when I do bad things.  
a. never b. seldom c. sometimes d. often d. always

### *Religious knowledge*

17. I come to religious speech.  
a. always b. often c. sometimes d. seldom d. never

18. I share my knowledge with others.  
a. always    b. often     c. sometimes    d. seldom    d. never
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*Religious consequences*

1. I don't set aside my money to help the needy.  
 a. never    b. seldom    c. sometimes    d. often    d. always
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 a. always    b. often    c. sometimes    d. seldom    d. never
3. I pray for my ancestor and Muslim brothers and sisters.  
 a. always    b. often    c. sometimes    d. seldom    d. never
4. I try to be patience when bad things happen.  
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5. I don't visit the home of my friend or neighbor who is suffering death.  
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## QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION IN LEARNING

### *Duration and frequency (time) in learning*

1. I study several times a day.  
a. always       b. often      c. sometimes      d. seldom      e. never
2. I feel stressed when I study for an hour or more.  
 a. never      b. seldom      c. sometimes      d. often      d. always

### *Persistency, firmness and tenacity in learning*

3. I feel exciting when I solve a problem.  
a. always      b. often       c. sometimes      d. seldom      e. never
4. I feel exciting to find a new problem.  
a. always       b. often      c. sometimes      d. seldom      e. never
5. I easily give up on a problem.  
 a. never      b. seldom       c. sometimes      d. often      d. always
6. I try to defend my argument.  
a. always       b. often      c. sometimes      d. seldom      e. never
7. I keep studying in my illness.  
 a. always      b. often      c. sometimes      d. seldom      e. never
8. I do my task by myself.  
a. always       b. often      c. sometimes      d. seldom      e. never
9. Getting a bad score makes me down.  
a. never      b. seldom      c. sometimes       d. often      d. always

### *Devotion and sacrifice in learning*

10. I save my money to buy a book /books.  
 a. always      b. often      c. sometimes      d. seldom      e. never
11. I use more time to study than to play.  
a. always       b. often      c. sometimes      d. seldom      e. never


***Level of aspiration in learning***

12. I study before the lecture begins.  
a. always    b. often   c. sometimes   d. seldom   e. never
13. I pay attention to lecturer's explanation  
 a. always   b. often   c. sometimes   d. seldom   e. never
14. I keep quite even though I don't understand about the explanation.  
a. never    b. seldom   c. sometimes   d. often   d. always
15. I feel happy if the lecturer doesn't come.  
 a. never   b. seldom   c. sometimes   d. often   d. always
16. I don't study after the lecture ends.  
a. never    b. seldom   c. sometimes   d. often   d. always
17. When I finish studying about a material, I turn to another material.  
 a. always   b. often   c. sometimes   d. seldom   e. never
18. I do the assignment lecturer gave when the time to submit is close.  
a. never    b. seldom   c. sometimes   d. often   d. always
19. I stop studying when my friends ask me to play.  
 a. never   b. seldom   c. sometimes   d. often   d. always
20. I come to a study club to study more.  
a. always   b. often    c. sometimes   d. seldom   e. never
21. I don't come to a seminar about education.  
a. never    b. seldom   c. sometimes   d. often   d. always

***Attitude direction in learning***

22. I keep my knowledge for myself.  
 a. never   b. seldom   c. sometimes   d. often   d. always
23. I study hard to get compliment.  
 a. never   b. seldom   c. sometimes   d. often   d. always
24. I want to make my parent proud.  
 a. always   b. often   c. sometimes   d. seldom   e. never
25. I think about my purpose of study when I feel down.  
 a. always   b. often   c. sometimes   d. seldom   e. never

## QUESTIONNAIRE

Name : ..... *Muttalqin* .....  
Student number : ..... *133411096* .....  
Date : ..... *12<sup>th</sup> of May 15* .....  
Signature : .....  .....

### Information about questionnaire:

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' religiosity and their motivation in learning English.
4. The secrecy of result of this questionnaire is guaranteed.

### Rules answering questionnaire:

1. Read *Basmallah* before filling the questionnaire, may Allah helps people who be honest and help others.
2. Read the questions carefully
3. Chose one answer which fits your condition by marking with (✓)

## QUESTIONNAIRE ABOUT STUDENTS' RELIGIOUSNESS LEVEL

### *Ideology or faith*

1. I feel that Allah always watches me.  
 a. always    b. often    c. sometimes    d. seldom    e. never
2. I come to Allah when I have problem or feel stressed?  
 a. always    b. often    c. sometimes    d. seldom    e. never
3. I believe that there are two angels that always take a note of my behavior.  
 a. always    b. often    c. sometimes    d. seldom    e. never
4. I believe in prophecy of human such as zodiak.  
 a. never    b. seldom    c. sometimes    d. often    e. always
5. I believe in the power of amulet.  
 a. never    b. seldom    c. sometimes    d. often    e. always



6. I don't try anything to make my life better because I believe that this is my fate.  
a. never    b. seldom     c. sometimes    d. often    d. always
7. I am afraid of ghost or genie.  
a. never    b. seldom     c. sometimes    d. often    d. always

### *Religious rituals*

8. I don't perform shalat on time  
a. never    b. seldom     c. sometimes    d. often    d. always
9. I read al-Qur'an several times a day.  
a. always     b. often    c. sometimes    d. seldom    d. never
10. I perform sunna fast.  
a. always    b. often     c. sometimes    d. seldom    d. never
11. I pray after performing shalat  
 a. always    b. often    c. sometimes    d. seldom    d. never
12. I pray before and after doing an activity.  
 a. always    b. often    c. sometimes    d. seldom    d. never

### *Religious experiences*

13. I feel peace when I read or listen to al-Qur'an.  
 a. always    b. often    c. sometimes    d. seldom    d. never
14. I feel that Allah answer my pray.  
 a. always    b. often    c. sometimes    d. seldom    d. never
15. I feel happy when I help someone.  
 a. always    b. often    c. sometimes    d. seldom    d. never
16. I don't feel guilty when I do bad things.  
 a. never    b. seldom    c. sometimes    d. often    d. always

### *Religious knowledge*

17. I come to religious speech.  
a. always    b. often     c. sometimes    d. seldom    d. never

18. I share my knowledge with others.

- a. always    b. often    c. sometimes    d. seldom    d. never

19. I am ashamed to learn from younger ones.

- a. never    b. seldom    c. sometimes    d. often    d. always

20. I let others when they do a mistake.

- a. never    b. seldom    c. sometimes    d. often     d. always

### *Religious consequences*

1. I don't set aside my money to help the needy.

- a. never    b. seldom     c. sometimes    d. often    d. always

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- a. always    b. often     c. sometimes    d. seldom    d. never

5. I don't visit the home of my friend or neighbor who is suffering death.

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## QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION IN LEARNING

### *Duration and frequency (time) in learning*

1. I study several times a day.  
a. always       b. often      c. sometimes      d. seldom      e. never
2. I feel stressed when I study for an hour or more.  
a. never      b. seldom       c. sometimes      d. often      d. always

### *Persistence, firmness and tenacity in learning*

3. I feel exciting when I solve a problem.  
 a. always      b. often      c. sometimes      d. seldom      e. never
4. I feel exciting to find a new problem.  
 a. always      b. often      c. sometimes      d. seldom      e. never
5. I easily give up on a problem.  
a. never      b. seldom       c. sometimes      d. often      d. always
6. I try to defend my argument.  
 a. always      b. often      c. sometimes      d. seldom      e. never
7. I keep studying in my illness.  
a. always      b. often       c. sometimes      d. seldom      e. never
8. I do my task by myself.  
 a. always      b. often      c. sometimes      d. seldom      e. never
9. Getting a bad score makes me down.  
a. never      b. seldom       c. sometimes      d. often      d. always

### *Devotion and sacrifice in learning*

10. I save my money to buy a book /books.  
a. always       b. often      c. sometimes      d. seldom      e. never
11. I use more time to study than to play.  
 a. always      b. often      c. sometimes      d. seldom      e. never

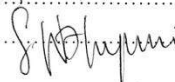
**Level of aspiration in learning**

12. I study before the lecture begins.  
a. always    b. often    ~~c. sometimes~~    d. seldom    e. never
13. I pay attention to lecturer's explanation  
~~a. always~~    b. often    c. sometimes    d. seldom    e. never
14. I keep quite even though I don't understand about the explanation.  
a. never    b. seldom    ~~c. sometimes~~    d. often    d. always
15. I feel happy if the lecturer doesn't come.  
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19. I stop studying when my friends ask me to play.  
a. never    b. seldom    ~~c. sometimes~~    d. often    d. always
20. I come to a study club to study more.  
a. always    ~~b. often~~    c. sometimes    d. seldom    e. never
21. I don't come to a seminar about education.  
a. never    b. seldom    c. sometimes    ~~d. often~~    d. always

**Attitude direction in learning**

22. I keep my knowledge for myself.  
~~a. never~~    b. seldom    c. sometimes    d. often    d. always
23. I study hard to get compliment.  
~~a. never~~    b. seldom    c. sometimes    d. often    d. always
24. I want to make my parent proud.  
~~a. always~~    b. often    c. sometimes    d. seldom    e. never
25. I think about my purpose of study when I feel down.  
~~a. always~~    b. often    c. sometimes    d. seldom    e. never

## QUESTIONNAIRE

Name : Sri Wahyuni  
Student number : 133411095  
Date : April 12, 2015  
Signature : 

### Information about questionnaire:

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' religiousness and their motivation in learning English.
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### Rules answering questionnaire:

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## QUESTIONNAIRE ABOUT STUDENTS' RELIGIOUSNESS LEVEL

### *Ideology or faith*

1. I feel that Allah always watches me.  
 a. always    b. often    c. sometimes    d. seldom    d. never
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 a. always    b. often    c. sometimes    d. seldom    d. never
3. I believe that there are two angels that always take a note of my behavior.  
 a. always    b. often    c. sometimes    d. seldom    d. never
4. I believe in propecy of human such as zodiak.  
a. never    b. seldom     c. sometimes    d. often    d. always
5. I believe in the power of amulet.  
 a. never    b. seldom    c. sometimes    d. often    d. always

6. I don't try anything to make my life better because I believe that this is my fate.  
a. never    b. seldom    c. sometimes    d. often    d. always
7. I am afraid of ghost or genie.  
a. never    b. seldom    ~~c.~~ sometimes    d. often    d. always

### *Religious rituals*

8. I don't perform shalat on time  
a. never    b. seldom    ~~c.~~ sometimes    d. often    d. always
9. I read al-Qur'an several times a day.  
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11. I pray after performing shalat  
a. always    ~~b.~~ often    c. sometimes    d. seldom    d. never
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### *Religious experiences*

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16. I don't feel guilty when I do bad things.  
~~a.~~ never    b. seldom    c. sometimes    d. often    d. always

### *Religious knowledge*

17. I come to religious speech.  
a. always    ~~b.~~ often    c. sometimes    d. seldom    d. never

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### *Religious consequences*

1. I don't set aside my money to help the needy.

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## QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION IN LEARNING

### *Duration and frequency (time) in learning*

1. I study several times a day.  
a. always      b. often    ~~c.~~ sometimes      d. seldom      e. never
2. I feel stressed when I study for an hour or more.  
a. never      b. seldom    ~~c.~~ sometimes      d. often      d. always

### *Persistency, firmness and tenacity in learning*

3. I feel exciting when I solve a problem.  
a. always      b. often    ~~c.~~ sometimes      d. seldom      e. never
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9. Getting a bad score makes me down.  
a. never      b. seldom    c. sometimes      d. often      ~~d.~~ always

### *Devotion and sacrifice in learning*

10. I save my money to buy a book /books.  
a. always      b. often      c. sometimes    ~~d.~~ seldom      e. never
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
***Level of aspiration in learning***

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***Attitude direction in learning***

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~~a.~~ never    b. seldom    c. sometimes    d. often    d. always
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a. never    ~~b.~~ seldom    c. sometimes    d. often    d. always
24. I want to make my parent proud.  
~~a.~~ always    b. often    c. sometimes    d. seldom    e. never
25. I think about my purpose of study when I feel down.  
~~a.~~ always    b. often    c. sometimes    d. seldom    e. never

## QUESTIONNAIRE

Name : Miftakhun Najikhat  
Student number : 133411091  
Date : 12 April 2015  
Signature : 

### Information about questionnaire:

1. This questionnaire is made to finish the thesis as the requirement for degree of bachelor of education in English education.
2. This questionnaire doesn't influence your final score.
3. Information acquired from this questionnaire is essential to analyze students' religiousness and their motivation in learning English.
4. The secrecy of result of this questionnaire is guaranteed.

### Rules answering questionnaire:

1. Read *Basmallah* before filling the questionnaire, may Allah helps people who be honest and help others.
2. Read the questions carefully
3. Chose one answer which fits your condition by marking with (✓)

## QUESTIONNAIRE ABOUT STUDENTS' RELIGIOUSNESS LEVEL

### *Ideology or faith*

1. I feel that Allah always watches me.  
 a. always    b. often    c. sometimes    d. seldom    d. never
2. I come to Allah when I have problem or feel stressed?  
 a. always    b. often    c. sometimes    d. seldom    d. never
3. I believe that there are two angels that always take a note of my behavior.  
 a. always    b. often    c. sometimes    d. seldom    d. never
4. I believe in propecy of human such as zodiak.  
a. never     b. seldom    c. sometimes    d. often    d. always
5. I believe in the power of amulet.  
 a. never    b. seldom    c. sometimes    d. often    d. always

6. I don't try anything to make my life better because I believe that this is my fate.  
a. never b. seldom c. sometimes d. often d. always
7. I am afraid of ghost or genie.  
a. never b. seldom c. sometimes d. often d. always

### *Religious rituals*

8. I don't perform shalat on time  
a. never b. seldom c. sometimes d. often d. always
9. I read al-Qur'an several times a day.  
a. always b. often c. sometimes d. seldom d. never
10. I perform sunna fast.  
a. always b. often c. sometimes d. seldom d. never
11. I pray after performing shalat  
a. always b. often c. sometimes d. seldom d. never
12. I pray before and after doing an activity.  
a. always b. often c. sometimes d. seldom d. never

### *Religious experiences*

13. I feel peace when I read or listen to al-Qur'an.  
a. always b. often c. sometimes d. seldom d. never
14. I feel that Allah answer my pray.  
a. always b. often c. sometimes d. seldom d. never
15. I feel happy when I help someone.  
a. always b. often c. sometimes d. seldom d. never
16. I don't feel guilty when I do bad things.  
a. never b. seldom c. sometimes d. often d. always

### *Religious knowledge*

17. I come to religious speech.  
a. always b. often c. sometimes d. seldom d. never

18. I share my knowledge with others.

- ~~a.~~ always    b. often    c. sometimes    d. seldom    d. never

19. I am ashamed to learn from younger ones.

- a. never    ~~b.~~ seldom    c. sometimes    d. often    d. always

20. I let others when they do a mistake.

- a. never    ~~b.~~ seldom    c. sometimes    d. often    d. always

### *Religious consequences*

1. I don't set aside my money to help the needy.

- ~~a.~~ never    b. seldom    c. sometimes    d. often    d. always

2. I will help anyone who needs help although I don't know him/her.

- ~~a.~~ always    b. often    c. sometimes    d. seldom    d. never

3. I pray for my ancestor and Muslim brothers and sisters.

- ~~a.~~ always    b. often    c. sometimes    d. seldom    d. never

4. I try to be patience when bad things happen.

- ~~a.~~ always    b. often    c. sometimes    d. seldom    d. never

5. I don't visit the home of my friend or neighbor who is suffering death.

- ~~a.~~ never    b. seldom    c. sometimes    d. often    d. always

## QUESTIONNAIRE ABOUT STUDENTS' MOTIVATION IN LEARNING

### *Duration and frequency (time) in learning*

1. I study several times a day.  
a. always      b. often      ~~c. sometimes~~      d. seldom      e. never
2. I feel stressed when I study for an hour or more.  
a. never      b. seldom      ~~c. sometimes~~      d. often      d. always

### *Persistence, firmness and tenacity in learning*

3. I feel exciting when I solve a problem.  
a. always      b. often      ~~c. sometimes~~      d. seldom      e. never
4. I feel exciting to find a new problem.  
a. always      ~~b. often~~      c. sometimes      d. seldom      e. never
5. I easily give up on a problem.  
a. never      b. seldom      ~~c. sometimes~~      d. often      d. always
6. I try to defend my argument.  
~~a. always~~      b. often      c. sometimes      d. seldom      e. never
7. I keep studying in my illness.  
a. always      ~~b. often~~      c. sometimes      d. seldom      e. never
8. I do my task by myself.  
~~a. always~~      b. often      c. sometimes      d. seldom      e. never
9. Getting a bad score makes me down.  
a. never      b. seldom      c. sometimes      d. often      ~~d. always~~

### *Devotion and sacrifice in learning*

10. I save my money to buy a book /books.  
a. always      ~~b. often~~      c. sometimes      d. seldom      e. never
11. I use more time to study than to play.  
a. always      ~~b. often~~      c. sometimes      d. seldom      e. never

*Level of aspiration in learning*

12. I study before the lecture begins.  
a. always    b. often    ~~c. sometimes~~    d. seldom    e. never
13. I pay attention to lecturer's explanation  
~~a. always~~    b. often    c. sometimes    d. seldom    e. never
14. I keep quite even though I don't understand about the explanation.  
a. never    b. seldom    ~~c. sometimes~~    d. often    d. always
15. I feel happy if the lecturer doesn't come.  
a. never    b. seldom    ~~c. sometimes~~    d. often    d. always
16. I don't study after the lecture ends.  
a. never    ~~b. seldom~~    c. sometimes    d. often    d. always
17. When I finish studying about a material, I turn to another material.  
a. always    b. often    ~~c. sometimes~~    d. seldom    e. never
18. I do the assignment lecturer gave when the time to submit is close.  
a. never    b. seldom    ~~c. sometimes~~    d. often    d. always
19. I stop studying when my friends ask me to play.  
~~a. never~~    b. seldom    c. sometimes    d. often    d. always
20. I come to a study club to study more.  
a. always    b. often    ~~c. sometimes~~    d. seldom    e. never
21. I don't come to a seminar about education.  
~~a. never~~    b. seldom    c. sometimes    d. often    d. always

*Attitude direction in learning*

22. I keep my knowledge for myself.  
a. never    ~~b. seldom~~    c. sometimes    d. often    d. always
23. I study hard to get compliment.  
~~a. never~~    b. seldom    c. sometimes    d. often    d. always
24. I want to make my parent proud.  
~~a. always~~    b. often    c. sometimes    d. seldom    e. never
25. I think about my purpose of study when I feel down.  
a. always    ~~b. often~~    c. sometimes    d. seldom    e. never

## CURRICULUM VITAE

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3. MA Al-Azhar Wirosari, graduated in 2010
4. Education and Teaching Training Faculty State Islamic University Semarang

Semarang, May 21<sup>st</sup> 2015

**Muhammad Ridhwan Al Aziz**  
NIM. 103411032



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Semarang, 2 April 2015

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A.n. : Muhammad Ridhwan Al Aziz

NIM : 103411032

Yth.

**Dekan Fakultas Ilmu Tarbiyah dan Keguruan**

**UIN Walisongo Semarang**

di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Muhammad Ridhwan Al Aziz

NIM : 103411032

Alamat : Dsn. Bangsri RT 02/RW 05, Ds. Tambakselo, Kec. Wirosari, Kab. Grobogan

Judul Skripsi : CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS AND THEIR  
MOTIVATION IN LEARNING

(A Study at 2013 level of ELT Department Walisongo State Islamic University  
Semarang in the Academic Year of 2014/2015)

Pembimbing : Siti Tarwiyah M. Hum

Pembimbing : Aang Khunaefi, M. Ag

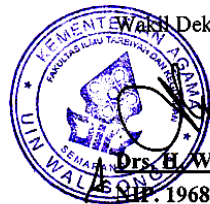
Mahasiswa tersebut membutuhkan data-data dengan tema/ judul skripsi yang sedang disusunnya dan oleh karena itu mohon diberi izin riset selama 12 hari, pada tanggal 7 April 2015 sampa dengan 18 April 2015.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,

Wakil Dekan Bidang Akademik



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**LABORATORIUM MATEMATIKA**  
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*Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu 11.3) ☎ 7601295 Fax. 7615387 Semarang 50182*

**PENELITI** : Muhammad Ridhwan Al Aziz  
**NIM** : 103411032  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : **CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS AND THEIR MOTIVATION IN LEARNING**  
(A Study at 2013 level of ELT Department Walisongo State Islamic University Semarang in the Academic Year of 2014/2015)

**HIPOTESIS :**

**H<sub>0</sub>** : Tidak terdapat hubungan yang signifikan antara religiusitas dengan motivasi belajar.

**H<sub>1</sub>** : Terdapat hubungan yang signifikan antara religiusitas dengan motivasi belajar.

**DASAR PENGAMBILAN KEPUTUSAN MENGGUNAKAN NILAI SIGNIFIKANSI :**

**H<sub>0</sub> DITERIMA** jika Nilai Sign.  $\geq 0.05$

**H<sub>0</sub> DITOLAK** jika Nilai Sign.  $< 0.05$

**INTERPRETASI ANGKA INDEKS KORELASI**

- 0,00 – 0,19 = menunjukkan korelasi antara dua variabel sangat lemah.
- 0,20 – 0,39 = menunjukkan korelasi antara dua variabel lemah
- 0,40 – 0,69 = menunjukkan korelasi antara dua variabel cukup kuat
- 0,70 – 0,89 = menunjukkan korelasi antara dua variabel kuat
- 0,90 – 1,00 = menunjukkan korelasi antara dua variabel sangat kuat

**HASIL DAN ANALISIS DATA :**

**Descriptive Statistics**

	Mean	Std. Deviation	N
religiusitas	102.4074	8.69243	27
motivasi belajar	90.0741	10.78434	27

**Correlations**

		religiusitas	motivasi belajar
religiusitas	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.001
	N	27	27
motivasi belajar	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.001	
	N	27	27

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Keterangan:**

1. Sig. = 0,001 < 0,05 → Ho diterima artinya terdapat hubungan yang signifikan antara religiusitas dengan motivasi belajar.
2.  $r_{hitung} = 0,585$ ;  $r_{tabel} (27;5\%) = 0,381$  berarti  $r_{hitung} > r_{tabel}$ , maka Ho ditolak. Hal ini menunjukkan bahwa korelasi tersebut **SIGNIFIKAN** pada taraf 5% dan termasuk pada kriteria **Cukup** ( $0,400 < r_{hitung} < 0,699$ ) serta arah korelasinya positif.

Semarang, 25 Mei 2015

Ketua Jurusan Pend. Matematika,



**Yulia Romadiastri, M.Sc.**

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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang  
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Hal : Nilai Bimbingan Skripsi

Kepada Yth.  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan  
UIN Walisongo  
di Semarang

*Assalamu 'alaikum Wr. Wb*

Dengan hormat kami beritahukan bahwa setelah kami selesai membimbing skripsi saudara :

Nama : Muhammad Ridhwan Al Aziz  
NIM : 103411032  
Judul Skripsi : **CORRELATION BETWEEN STUDENTS' RELIGIOUSNESS AND THEIR MOTIVATION IN LEARNING (A Study at 2013 level of ELT Department Walisongo State Islamic University Semarang in the Academic Year of 2014/2015)**

Maka nilai bimbingannya adalah: 3,4  
( Three, four )

Catatan Khusus Pembimbing: -

Demikian agar dapat dipergunakan sebagaimana mestinya.

*Wassalamu 'alaikum Wr. Wb*

Semarang, 22 Mei 2015

Pembimbing metodologi

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Maka nilai bimbingannya adalah: *3,2*  
(*three (two)*)

Catatan Khusus Pembimbing: .....

Demikian agar dapat dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr. Wb*

Semarang,

Pembimbing materi

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NIP. 19771026 200501 1 009