Chapter Two

Literature Review

This chapter discusses several reviews and definition of teachers' discipline and students' motivation that related to this research. This chapter focuses on the definition of discipline, motivation in learning English and the correlation between teachers' discipline and students' motivation in learning English. The conceptual framework and hypothesis of this study are also presented in this chapter.

Definition of Discipline

Definition of discipline has been explained in some English dictionary, such as Merriam Webster Dictionary (2003), Online Cambridge Dictionary, and Oxford Dictionary (2008). Based on Marriam Webster Dictionary (2003), there are three simple meanings of discipline. Firstly, discipline is control that is gained by requiring that rules order be obeyed and punishing bad behavior. Secondly, discipline is a way of behaving that shows a willingness to obey rules or orders. Thirdly, discipline is behavior that is judged by how well it follows a set of rules or orders. Definition of discipline is also stated in Online Cambridge dictionary. Those are discipline for training (Noun) and discipline for control (Verb). Discipline for training is training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behavior and discipline for control is to teach someone to behave in a controlled way. Then, based on Oxford

Dictionary (2008), discipline is a practice of training people to obey the rules and punishing them if they do not obey it and also discipline is ability to control your behavior or the way you live.

In addition, some experts have made clear definition of discipline. As reported on the Web of duniapelajar.com (2014), there are three definitions of discipline based on three experts' opinion. The first opinion comes from Drever (1986) who stated that discipline is the ability to control the behavior that comes from inside a person conforms to the things that have been set from the outside or exiting norm. In other words, discipline of the psychological aspect is the behavior of someone who appears and able to adjust the rules that have been set. The second opinion comes from Fairshild (1977) who mentioned that discipline consists of two parts. Namely self-discipline and social discipline and both are connected each other. Therefore, people who have attitude of discipline are the people who can guide the behavior and actions based on specific benchmarks or limit certain behaviors are acceptable in a group or social spheres respectively. The setting of those behaviors can be acquired through education and learning. The third opinion comes from Macquarie (1967) who believed that discipline is willingness and one's actions in complying with all regulations that have been strung with a specific purpose.

Other researchers also explained the definition of discipline. Robbins and Judge (2013) asserted that the discipline is an attitude or behavior which is done by way of voluntary with full of awareness and willingness to follow the rules which is set by the organization or employer whether written or

unwritten. Siagian (1997) as cited in Kaliri (2008) found that discipline is the measures of management to encourage the members of organizations to fulfill various provisions. Another definition came from Zuliana (2010) that discipline is a rule to organize the order of life personality of the group. The rules were not made by the animals, but it is made by human as a maker and performer. While discipline arise from inside the soul of human because of there is encouragement to obey the rules. This can be understood that the discipline is rules, namely: Settings (compliance). This can be understood that discipline means obeying the rules.

Based on several definitions of discipline above, it can be interpreted that discipline is an attitude that must exist within all people. It is a must because discipline is the basis of people's behavior which is really influence to all things.

Definition of Teachers' Discipline

Discipline is a value that became an integral of someone profession which is must have by every person. Teachers' discipline in teaching and learning process is very essential. According to Aziz (2011), "teachers' discipline is fully willing attitude in complying with all the rules and norms that exist in school education and doing his job as a form of its responsibility towards the education of their students" (p.33). Other definition of teachers' discipline comes from Rogers (2011), he said that teachers' discipline is teachers' who explain the rights, responsibilities, and rules of the school with

their students in the establishment phase of the year and they did what they have explained. So, all things which are related to the students are the responsibility of a teacher. Such as the lesson that the student does not understand or student attitudes who like to disturb other students. All of those are the responsibilities of a teacher.

A teacher must closer to student in order to know the problem that the students' face and teachers can solve the problem that is faced by students. Because of teacher or education personnel is a mirror for the students in their attitude or exemplary, the teacher should do a discipline and doing discipline will give the extraordinary results to their students. In addition, Rogers (2011, p.3) noted there are three meanings of discipline on his book under the title "strategies for positive and effective behavior management and discipline in schools" as follows:

Preventative discipline. Rogers (2011) said that preventative discipline is concerned with basic rights and clear and fair rules and behavior consequences. It involves developing positive routines for teaching and learning, room organization, and curriculum planning.

Corrective discipline. Moreover Rogers (2011) said that corrective discipline is concerned with teacher action. What we say to correct distracting, disruptive, antisocial or deviant behavior is in discipline contexts. Crucial to this aspect of discipline is our characteristic use of language under emotional pressure (because of bad behavior) and it is an appropriate use of school-wide-time-out procedures" (p.3). Such as the words of teacher when he was mad and

told students out of class by saying: get out, go on! I'm sick of stupid behavior. Rogers (2011) said that "in this example, teacher's voice is not loud or aggressive but assertive and firm" (p.52).

Supportive discipline. Rogers (2011) also said that supportive discipline ensures that correction is received as fairly as possible. It involves repairing, rebuilding and re-establishing working relationships with students who have been disciplined.

Rogers (2011) elaborated that "discipline in these sense is a teacher directed activity whereby we seek to lead, guide, direct manage and (where necessary) confront a student about behavior that disrupts the right of others" (p.5). So to be a good teacher, a teacher must lead the students or control directly the students to a better direction, such as directing the students to study harder. So that they can understand what has been taught by a teacher and they will get a great achievement and motivation in learning.

In order to become discipline, teachers need to have several approaches. Mangkunagara (2000) as cited in Kaliri (2008) claimed that there are three approaches to teachers' discipline. Those are the modern discipline, traditional discipline and discipline goal approach. The first one is modern discipline approach. Modern discipline approach attempts to bring together a number of purposes, and new requirements beyond punishment. The function of modern discipline approach is to avoid physical punishment, to protect the correct allegations to be forwarded to the legal process. The second one is traditional discipline approach. Traditional discipline approach is discipline approach by

giving a punishment. It is to give punishment to the violators of discipline with assumption to give a lesson to the offenders. The last one is discipline goal approach. Kaliri (2008) said that discipline goal approach assumes that work discipline must be accepted and understood by all teachers which discipline is not a punishment but discipline is the creation of behavior. So, both of discipline modern, traditional and discipline goal approach is very useful for teachers who want to be discipline.

The Types of Teachers Discipline

Each school certainly had some teachers and every teacher organize a class that has their own way in a classroom set. Each teacher may not be the same in making the classroom atmosphere becomes conducive. Every style of discipline that is imposed by a teacher in the class certainly adjusted to what is needed by students.

Teachers' discipline will help students in understanding what is commanded and what should be done by them in learning process. Altinel (2006) as cited in Rahimi and Hosseini (2015) argued that "the research shows that teacher management styles maximize the students' academic performance and keep them on task" (p.6). It means that a teacher who has good management styles will have the students more easily in understanding the lesson that teacher teaches in the class. The researcher believes that every teacher has different discipline style in managing the classroom.

Style of discipline that usually teachers do in the classroom depends on their personality, attitude and their experience in teaching. Wolfgang (2001) as cited in Kaya, Cynthia & Wolfgang (2010) explained that "the type of teachers' discipline model use may depend on their personality, years of experience in teaching process the classroom, or the grade level that they teach" (p.5). It can be interpreted by the amount of teachers' experiences in teaching and learning process, so they have great discipline. Teacher discipline can be better and it also comes from other factors. Such as their personality and the grade level that they teach which have been mentioned above by Kaya. et. al (2010). Every teacher has a different discipline in teaching. Sometimes there is a stern teacher. There is teacher who is very familiar with the students and there is also a teacher who does not care about their students. Tomal (1998) as cited in Reese (2012) mentioned that there are five teacher discipline styles. Those are enforcer, abdicator, compromiser, supporter and negotiator.

Enforcer. The first style is enforcer style. Enforcer means whatever he wants, it should be obeyed by others. Tomal (1998) said that "a teacher who has a high degree of enforcing and low degree of supporting, the teachers' style was called the "enforcer". This teacher was much like a dictator in demanding that his/her students obey his/her rules and allows little room for discussion" (p.8). In this discipline style, Reese (2012) said that "this style is not as effective with students today as it once may have been, due to today's pressing need for increased student-teacher relationships" (p.41). So, teachers who have enforcer style that are teachers who use a consistent hard-line approach. It

means that anything that the teachers demand to the students, they should obey it. If they are not obeying the demand from the teacher they will get some consequences, such as punishment. As stated by Reese (2012) that this discipline style is not effective anymore in this era. In conclusion, those teachers must provide what is needed by students not what is wanted by the teacher. So, the relationship between teachers and students will be harmonious.

      Abdicator. The second style is abdicator style. Abdicator means to stop controlling or managing something that you are in charge of (Cambridge Advance Learner Dictionary, 2008). Sometimes teacher forsake what their student do. This action is called as abdicator style. Then, Tomal (1998) said that abdicator style is characteristic of those teachers who has low supporting and enforcing attributes. They tend to be apathetic towards handling disciplinary problems and they have little interest in their students. If the teacher has this discipline model in teaching and learning process, it will not motivate the students. It is supported by Tomal (1998) as cited in Reese (2012) asserted that "this style of discipline appears to lead to demotivation, poor academic achievement, and class disruption" (p.42). A typical teacher has a discipline like this are teachers who do not really care to students. As an example if students want to sleep in class, then the teacher allowed them to sleep in the class. Discipline style like this will not give a motivation to the students to study harder, because their teachers are letting what students do in learning process.

Compromiser. The third style is compromiser style. Compromise means to accept something that you will reduce your demands or change your opinion in order to reach an agreement with someone (Cambridge Advance Learner Dictionary, 2008). Tomal (1998) mentioned that "teacher who had the style of the "compromiser exhibit a moderate degree of enforcing and supporting characteristics" (p.12). He also said that "these teachers appeared to be more willing to compromise their own positions for those of the students. Therefore, these teachers are appear to be a wishy-washy and inconsistent teacher in enforcing school discipline policies" (p.12). Reese (2012) argued that this kind of style will make the students confuse with the lesson that the teacher teach in the classroom. Students confused with the lesson that is taught by the teacher, because the teacher comes to the classroom just to perform a task that is given by the school principal for them. They are not come the class to give students an understanding of what they want to teach.

Supporter. The fourth style is supporter style. Supporter means someone who supports a particular idea, group or person (Cambridge Advance Learner Dictionary, 2008). So a teacher who has this style is a teacher who always provides encouragement to students. Tomal (1998) explained that "teachers who has a "supporter" discipline style exhibit a high degree of supporting and a low degree of enforcing characteristics. They take great efforts to talk with students about a disciplinary problem and they give a great deal of latitude in the disciplinary action that they may administer" (p.13). Then, Reese (2012) asserted those teachers who have this discipline style looks

really concerned to the students' feeling and the students have difficulties with applying or enforcing strict policies.

        Negotiator. The fifth style is negotiator style. Negotiator means someone who tries to help two groups who disagree to reach an agreement with others, usually as a job (Cambridge Advance Learner Dictionary, 2008). Tomal (1998) highlighted that "teachers with the "negotiator" discipline style exhibit a high degree of emphasis on enforcing and supporting" (p.43). Tomal (1998) also said in this discipline model, "the teachers used multiple approaches to discipline such as parent/teacher conferences, listening to the students, enforcing rules and policies, calling students' parent to discussion, and counseling sessions with their students" (p. 43). Teachers who have this discipline style will not find a problem too difficult in handling students, because they involves multiple parties such as parents and other teacher without underestimating and intimidating students.

The Roles of Teacher

        The role of teacher is not easy. Beside they teach students, they also educate them. To be a teacher is not only mastering the material that will be thought to students, this is not enough, this thing cannot be categorized as professional teacher. To be a professional teacher, they should have skill, they love their job as a teacher, and there are many things that should be mastered by them. It is supported by Kaliri (2008) asserted that teaching is not just a teacher and stood in front of the class, but how the techniques and strategies to convey or communicate the subject matter. He also said that one of the key to

be a successful teacher is when a teacher has mastered the methodology of the lessons well.

The role of teacher is not only educating students or teaching them but also there several roles that teacher should do in the process of teaching and learning. Syukir (2013) mentioned that there are three roles of teacher. Those are professional role, social role, and personal role. First, teacher professional role is including educating, teaching, training, guiding and researching. Kompri (2015) argued that teaching means to continue and develop the science and technology. Training and guiding is to develop the skill of the learners. Researching is to examine the development of education.

The second one is teacher social role. This social role is made a human become fully human. Because of that "the teachers in the school should be able to make himself as second parents for students and in society he became role model" (Kompri, 2015, p.39).

The third one is teacher personal role. Kompri (2015) argued that on this role, the teacher should reflect on himself, he should know himself further in, because he became a role model not only in school but also in society. Kompri (2015) gave an example for this role as teacher appearance, so that they will gain the sympathy of the students. If teachers are not able to attract the sympathy of their students, then the first failure they are not going to be able to plant their teaching methods to their students.

The Factors that Influence Teachers' Discipline

Teachers' discipline can be affected by many factors, both internal factors and external factors. Internal factors come from within teachers themselves related with awareness and persistence in discipline. While the external factor come from outside the teacher. Such as the place that is where the teacher lives. Kompri (2015) highlighted that "one of the factors that highly influence the discipline of a teacher in the works is the principal as a leader in school, as a leader, the principal has a responsibility in improving the quality of teachers and teacher discipline" (p.132). It is supported by Susanto (2012) said that school principal is part of the school system occupy a strategic position in directing and supporting the activities of teachers in students' learning.

The principal is very influential person in managing teacher discipline. To know the principal who can manage the teacher discipline could see from some criteria that have been mentioned by Chanthea (2013) on her research under the title "Principal's Leadership in Improving Teacher Discipline", there are three criteria. Firstly is the background of the principal who already have experience in leading an organization or institution before. Secondly is work experience. If he had experience in leading a school, he will do his job as well as he can. Thirdly is the awareness his role as a school leader. A principal should give a good example to another teacher not only words but also in action. So the principal can guide other teacher to do like he do and to do what he instructed to the other teacher.

There are some other factors that influence teachers' discipline. Mangkunegara (2009) as cited in Kanafi (2010) asserted that there are two factors that influence the discipline of teachers. Those are teacher personality factor and work factor. Firstly, personality factor is like the teachers' intelligence (IQ), a special skill, age, physical condition, gender, work experience, work period and personality, emotions and ways of thinking. This opinion is supported by Kanafi (2010) said that the application work of teacher discipline can be influenced by teachers' intellectual quotient (IQ), quotient emotional (EQ), and spiritual quotient (SQ). Secondly, occupational factors are the type of work, organizational structure, class rank, position, quality control, financial security, bridges promotional opportunities, social interaction and working relationships. Kanafi (2010) argued that "this factor explain the condition of the teachers with the organization in the school (the position of the working system, social relation in the workplace, and infrastructure)" (p.20). From a number of the above problems, Susanto (2012) said that the teachers' work is an important factor in improving the quality of learners because they know what the student's needs.

The Characteristics of Teachers' Discipline

Teachers' discipline has some characteristics. Some of them are coming to the class on time, organizing the atmosphere of classroom in teaching and learning process, explaining the right and responsibilities. It is supported by Gunarsa (2002), he said that there are three characteristics of teachers'

discipline. Those are *coming on time, having responsibilities in teaching and learning process, having assertiveness*.

Coming on Time. Whatever the teachers do in the school, it will be seen by the students. So by coming to the class on time, automatically the teachers have given an example to the students to come to the class on time, which is a discipline (Gunarsa, 2002). Furthermore, Robbins and Judge (2013) said that discipline is an attitude or behavior which is done by way of voluntary with full of awareness and willingness to follow the rules which set by the organization or employer whether written or unwritten, like the time to attend in the organization.

Having Responsibilities. If there is a sense of responsibility on the teacher, then there will be also a sense of discipline to his right in performing his duties (Gunarsa, 2002). According to Rogers (2011), Teachers' discipline is the teachers who explain the rights, responsibilities, and rules of the school with their students in the establishment phase of the year and they did what they have explained. So, teachers who have a sense of responsibilities, they will carry out their duties as a teacher well.

Having Assertiveness. Assertiveness means the quality of expressing opinions or desires in a strong and confident way, so that people take notice (Oxford Living Dictionaries, 2016). Every teacher should have an assertive attitude, because by having assertive attitude, the student will be dutiful to learn best. Teachers, who have assertiveness attitude usually *listen to the students about what they feel, give a punishment to students if there are*

students who violate the classroom rules that have been agreed upon (Gunarsa, 2002). Besides, according to Tomal (1998), Teachers who used multiple approaches to discipline such as parent/teacher conferences, listening to the students, enforcing rules and policies, calling students' parent to a discussion, and counseling sessions with their students will not find a problem too difficult in handling students.

In addition, one of the characteristic of teachers' discipline is *mastering the subject* that he or she will teach. Teacher is not only teaching the students and standing in front of the class, but also should know the techniques and strategies to convey or communicate the subject matter (Kaliri, 2008)

Definition of Motivation

In education, the problem of motivation has always been to attract attention. This is because the motivation is seen as one of the most dominant factor in determining whether or not the purpose of education achieved. While it is recognized that the general intellectual capability (intelligence) and the ability of a specific nature (the talent) is a major basic capital in order to achieve educational achievements, but they will not mean much if the student as an individual does not have the motivation to get an achievement as well.

Maehr and Meyer (1997) as cited in Brophy (2004) argued that motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. It can be concluded that motivation is encouraging someone to do something that will benefit them either in the positive or negative aspect.

Moreover, Lai (2011) highlighted that motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. In another word, motivational approach can be seen through cognitive behavior, such as how to monitor and how to use strategy and also can be seen from non-cognitive aspects such as perceptions, beliefs and attitudes, or both.

Motivation is an activator for the students to engage them in learning process. As stated by Kanafi (2010) that the motivation to learn is a driving factor that enable the students to get involved. So, the students who have high motivation can be seen from the way that they learn. They are usually diligent to study, ready to face difficulties in learning, always independent, always trying to solve a problem that they faced in learning process, and responsible for the work that students had done.

The Types of Motivation

The types of motivation that usually told by some researchers are integrative and instrumental motivation and also intrinsic and extrinsic motivation. According to Gardner and Lambert (1972) as cited in Mahadi and Jafari (2012), motivation has two types. The first one is integrative motivation and the second one is instrumental motivation.

Integrative motivation. Some researchers have been mentioned the definition of integrative motivation. The meaning of integrative motivation is someone or students who learn the language with paying attention and participate of the culture of those people (Gardner & Lambert, 1972) It is supported by Engin

(2009) that "integrative motivation begins with a personal effort and continues on with a desire to know the target language native speakers" (p.2). Dornyei (1994) as cited in Zhao (2012) reported that integrative motivation or orientation is associated with a positive disposition toward the L2 group and desire to interact with and even become a valued member of that group. Zhao (2012) argued that integrative motivation or orientation is related to positive attitudes towards the L2 community. So it will be a better predictor of learners' eventual proficiency than the instrumental orientation and interactively motivated learners would demonstrate greater motivational effort in learning L2 and thus succeed in second language achievement because they were active learners.

Instrumental motivation. Whereas, instrumental motivation shows that the student learn the language to support their purpose which related with their occupation and can be benefit for the next future. Rehman, Bilal, Sheikh, Bibi and Nawaz (2014) stated that students with an instrumental motivation want to learn a language because of a practical reason, such as getting a salary or getting into collage. Instrumental motivation has its own goals for students, such as for listening radio, reading a book, and also watching movie (Al-khasawneh & Omari, 2015).

Integrative and instrumental motivation is really effect and can manage the procedure and students' outcome in learning process. Mahadi and Jafari (2012) believed that the integrative and instrumental motivation is useful and effective factor for second language learning. In addition both integrative and instrumental motivation has their own outcome for students in learning.

Intrinsic motivation. Intrinsic motivation means the function does not need to be stimulated or encouraged from the outside, because inside every person has had encouragement to do everything. All the encouragement that is within the students will arise by them, consciously and also directed to achieve the kinds of purposes that has been set by them. It is supported by Brophy (2004) that "intrinsic motivation depicts people as pursuing their own agendas, doing what they do because they want to rather than because they need to" (p.15). Therefore, the existence of motivation in student is very important role to achieve what they want.

Extrinsic motivation. The next one is extrinsic motivation is the motive which have a thrust from the outside, so that the students will do what their want. It is because they have the support or encouragement from outside. For example, the teacher wants their students to understand what teacher taught in the classroom and the students want to do the work that he gave to students, but the students there is no spirit to do what is assigned by the teacher, so the teacher took the initiative to give a gift or something if students are able and willing to complete the task which teacher gave to them. Then, by doing that role, the students want to do the work that is given by the teacher, because they want to get a gift that has been promised by the teacher. It is supported by Santrock (2004) as cited in Rehman, et.al (2014) argued that "extrinsic motivation involves doing something to obtain something else" (p. 2).

Ryan and Deci (2000) said that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome.

That is why extrinsic motivation is very different from intrinsic motivation, which is extrinsic motivation is to do an activity because the students want to get an enjoyment and outcome from the action that students did it. Extrinsic motivation does not mean it is not important. It is very important because a school is not design to use the intrinsic motivation, but the school is designed how to motivate the students for their future. This means that the schools use an extrinsic motivation method for the students to get motivation from the outside, such as schools, teachers, and also their friends.

The Characteristics of Motivated Person

Everyone is motivated in different ways. There is someone motivated because of something she or he wants to get and there is someone who is motivated because of a demand. MsClelland's (1987) on his book "Human Motivation" as cited in Braden (2000) explained that people who are motivated based on three needs (Needs Theory): they are achievement needs, power needs, and affiliation needs.

Achievement needs. The first one is achievement needs. People with achievement needs have some characteristics. McClelland's (1987) as cited in Braden (2000) said that people with high achievement needs has some characteristic. They are responsible, needs feedback, not gamblers, and stretch themselves.

Responsible. People with high achievement needs are usually looking for individual responsibility to find clarification of the problem. It means that they

have an initiative to clarify a problem, even that problem is not theirs (McCelland, 1987 as cited in Braden, 2000). People prefer a situation which enabled him personally to be responsible for any actions that are taken by him or her to achieve an objective.

  Feedback Oriented. People with high achievement needs usually require a feedback on what they have done (work). McCelland (1987) as cited in Braden (2000) said that "people who have high achievement needs are normally very frustrated by not receiving a feedback and the quicker the better" (p.1). It means that these people prefer feedback on how their actions and they are very responsive to real feedback in an effort to spur an achievement.

  Well prepared. People with high achievement needs are not gamblers, but rather set properly to challenge the purpose. McCelland (1987) as cited in Braden (2000) stated that "people with high achievement needs are like to control their own success. They do not like to "win the lottery" or anything by chance" (p.1). It means that those people who do not like to gamble but they set as well as possible with what they want in challenging something and what they want to get is characteristic of people who are motivated.

  Like challenge. People with high achievement needs are usually wanted to get a challenge. Because of that they set goals that they are challenging but people that they look have at least a 50% chance of achieving (McCelland, 1987 as cited in Braden, 2000). It means that they usually choose the challenges that have intermediate risk. So that people will actually perform a task without burden because he or she chooses comparable to his ability.

Power needs. The second one is power needs. McCelland (1987) as cited in Braden (2000) said that people with power needs usually understand how to use the power to solve any problem in better way. Then people with power needs have some characteristics are like to be in charge, effective, enjoy competition and prestige.

Like to be in charged. The first characteristic is they like to be in charge. McCelland (1987) as cited in Braden (2000) stated that people with high power needs usually like to be in charge. It happens because they understand their own strengths and weaknesses and they can trust their own intelligence and abilities. They usually do not know the power and the weaknesses of other people. So they want to be in charge. It means that this individual is more confident in his or her capabilities, strength and usually do not like to get involved in a situation that determines him or her about what to do.

Effective. The second characteristic is effective. Effective means successful or achieving the result that people want. McCelland (1987) as cited in Braden (2000) said that people with high power needs normally they know that they can be effective. They attempt to control other people. It means that people with high power needs actually believe on their self that they are effective in controlling another people in doing something.

Enjoy the competition and prestige. The third characteristic is Enjoy the competition and prestige. McCelland (1987) as cited in Braden (2000) stated that people with high power needs usually enjoy the competition that shows the direction in which something is aimed and also enjoy the prestige. By their

effectiveness they can get their exact job. In other words, people who have power needs habitually enjoyed the competition because it can give them to the direction in getting their real job.

Affiliation needs. The third one is affiliation needs. McCelland (1987) as cited in Braden (2000) found that people with high affiliation needs have three characteristics, they like to be accepted and trusted, collaborative, and keep good relationship.

Accepted and trusted. According to McCelland (1987) as cited in Barden (2000), people who have affiliation needs like to be accepted and trusted. McCelland (1987) as cited in Barden (2000) said that they *like to live with people* and *being trusted by them who love him or her.* So people with high power needs are really enjoy when he is acceppted and trusted by people around him.

Collaborative. According to McCelland (1987) as cited in Barden (2000), people with high affiliation needs are usually *like to collaborate over the competition in any work*. Basically, they like to work together in a group to perform a variety of jobs.

Keep good relationship. According to McCelland (1987) as cited in Barden (2000), *They attempt to make and keep connection with trust and complementary understanding*. So people who like work in a group and build a trust between each member of the group is a characteristic of someone who is motivated.

The Functions of Motivation in Learning

Motivation is the most important part in the process of teaching and learning. Kompri (2015) explained that motivation is the change of energy in every person that marked by the emergence of feeling and reaction to achieve the goal. From this definition and from some the definition above, we know how are the functions of motivation in every activity, especially in the learning process.

Some researchers have described about the function of motivation. Hamalik (2006) as cited in Kompri (2015) argued that there are three functions of motivation. The first is to encourage the emergence of a behavior or action. Without a motivation, the students will not arise an action. The second one is motivation which serves as a director to direct an action in achieving the objectives that students want. The last one is motivation as a driver. The size of a motivation will determine the speed of response of a job or another.

Another researcher mentioned four functions of motivation. Cecco (1977) as cited in Kanafi (2010) asserted that there are four functions of motivation in the process of learning and teaching. The first is motivation can awake the desire of students to study. The second is the motivation can provide an expectation of what students would do after the end of learning. The third is the incentives function that will give a reward to the achievements in the future. The fourth is motivation function by using rewards and punishments to control the deviant behavior. All of the points that have been written above are the function of the teacher in order to motivate the students in the process of learning (Kanafi, 2010). Sogunro (2015) argued that every student will learn best as the students can if they are motivated.

That is the students do.

Students' Motivation in Learning English

As the researcher has explained above about the function of motivation in learning, now the researcher will explain about the students' motivation in learning English. Brown (2007) argued that motivation is an affective variable that must be considered in the process of language learning. So, motivation should be had in every single aspect learning process, because it will determine the value of the language that they learn.

Every school in Indonesia makes English as part of the lessons which learned by the students, from elementary school to university. The students who have motivation to learn English might have strong spirit and they might even increase the portion of learning them through the courses. Instead of students who do not have the motivation, especially with dislike, fear in the English lesson will be worse off in a incompetence, so that, when they finally graduated from high school yet their English skills are still low. So, any kind of motivation is one of the factors that influence the success of second language learning or foreign language learning (Suroso, 2011). Students who learn English as foreign language will have different types of motivation. It is supported by Tanto and Kosasih (2011) stated that "many studies have pointed out that learning a second language in a foreign setting involves different types of motivation" (p.7). From Tanto and Kosasih's statement (2011), the motivation of student who learns English as foreign language can have integrative or instrumental motivation and intrinsic and extrinsic motivation.

Both of integrative and instrumental motivation or intrinsic and extrinsic motivation is used in second language. Gardner's (1985) on his theory of second language motivation as cited in Kitjaroonchai and Kitjaroonchai (2012) identified motivation into two different motivations, which are integrative and instrumental motivation, both of them (integrative and instrumental orientation) affect to foreign language learning. In integrative orientation, students who learn second or foreign language want to be familiar with the culture, norms and values of the target language community. This type of motivation is defined by Ryan and Deci (1985) in Kitjaroonchai and Kitjaroonchai (2012) that as intrinsic motivation in which learners find enjoyment and interest in learning a language with a positive attitude. Ahmad, Abdullah and Ghani (2014) argued on the result of their research that intrinsic motivation is really influence on students' learning the English language. Cokley, Barnard, Cunningham, and Motoike (2001) said that students who have integrative motivation show great interest in English, they have much effort in learning English and they have high self-academic concept. It means that student who has integrative or intrinsic motivation in learning English will make them easier in understanding and speaking English. Then, Kitjaroonchai and Kitjaroonchai (2012) said that students who have instrumental or extrinsic motivation in learning foreign or second language usually their personal purpose such as for passing an examination or university requirements, and obtaining a prospective career with big income.

Then, students who have integrative or intrinsic motivation and students who have an instrumental or extrinsic motivation in learning English will be

equally successful in learning the English language. But students who have integrative or intrinsic motivation will master English deeper. It happens because students with integrative/intrinsic learns English wants to be more familiar with the culture, norms, and the values of the target language. Meanwhile, students with instrumental/extrinsic learn English only for their personal purpose with the result that after they get what they want from learning English; they will stop to learn English. So they will not understand English more deep as students with integrative/intrinsic motivation.

Suroso (2011) gave an illustration between two student who learn English as foreign language: if there are two students who have two different motivations, For example, the first student want to learn English because to be able to speak English (intrinsic motivation) and the second student want to learn English in order to get the good score from the test (extrinsic motivation), both of them can achieve a success in learning English. But the first student will have strong ability in English than the second student, because the first student wants to learn English because he/she wants to master English. The second student learns English is only for getting good score in English test. It is supported by Brown (2007) said that the results obtained from intrinsic motivation will be more durable than the results obtained from extrinsic motivation.

The Correlation between Teachers' Discipline and Students' Motivation to Learn English

In learning process inevitably involves teachers and students. Teaching and learning process will be run well as the teacher and the students want, it will be

seen from the relationship between students and teachers. Zuliana (2010) stated that "one of the success factors in the educational process is the reciprocal interaction between students and students, students with teachers, teachers with teachers, and continuity between all those three things" (p.42).

That encourages the teachers to always maintain and balance between capabilities that he/she has with the delivery which can be understood by students. Teacher is one of the pillars who got a great responsibility in this terms, not only as a transmitter of the material to students, but also as a figure that is expected to be able to provide examples of good role model to students. Then, Zuliana (2010) found that there is positive correlation between perceptions students about teachers' discipline with motivation to learn. Kanafi (2010) also found that there is a significant correlation between teachers discipline and student motivation. In another word, Aziz (2011) found that there is no positive correlation between teacher discipline and Islamic education students' motivation in students' achievement. So, it shows different result depends on where the research conducted.

The Review of Related Studies

This part discusses the review of related studies which the title "the correlation between teachers' discipline and students' motivation in learning English at SMA Muhammadiyah 7 Yogyakarta. Moreover, many researchers have studied about correlation between teachers' discipline and students' motivation in other views.

Kanafi (2010) in research entitled "*the correlation between teachers'*

discipline and students' motivation at MA Darunnajah Cipining Bogor". This research purposed (1) to know the correlation between teachers' discipline toward students' motivation at XI MA Darunnajah, (2) to know teachers' discipline at MA Darunnajah Cipining, (3) to know students' motivation in learning at XI MA Darunnajah Cipining. The sample of this research is 70 students at XI MA Darunnajah Cipining Bogor that involved A class consisted of 30 students, B class consisted of 25 students, and C class consisted of 15 students. The researcher used descriptive quantitative as a methodology and used a questionnaire as an instrument. The result of this research showed that there was a positive correlation between teachers' discipline and students' motivation at MA Darunnajah Cipining Bogor. The correlation between teachers' discipline and students' motivation significantly was showed of the result that was resulted from the calculation value sum "r hitung" bigger than "r tabel" on significance 5% (0, 5>0,224). That numeral showed that the medium influence between teachers' discipline and students' motivation in learning.

Sa'adah (2010) in his research which the title *"the influence of students' perception toward teachers' discipline in teaching akidah akhlak toward students' motivation at X MAN Bawu Jepara years 2009-2010".* The objectives of this research were (1) to know students' perception toward teachers' discipline in teaching aqidah akhlak at X MAN Bawu Jepara years 2009/2010, (2) to know students' motivation at X MAN Bawu Jepara years 2009/2010, and (3) to know the influence of students' perception toward teachers' discipline on students' motivation in aqidah akhlak subject at X MAN Bawu Jepara years 2009/2010.

This research used correlation quantitative an a methodology and used a questionnaire as an instrument. Sample of this research is 30 students. The result of the research showed that (1) students' perception about teachers' discipline at MAN Bawu Jepara was good. It was proofed by using a questionnaire that consisted of 30 questions and the result of value average was 108,6. So, there was on interval (106-112) and it meant that the result was good. (2) Students' motivation at MAN Bawu Jepara years 2009/2010 was good. It was proofed by using a questionnaire that consisted of 30 questions and the result of value average was 104. So, there was on interval (97-104) and it meant that the result was enough. (3) Students' perception on teachers' discipline in aqidah akhlak subject toward students' motivation in X class at MAN Bawu Jepara years 2009/2010. It was proofed of the result of calculation (31,609), was consulted with Ftabel (Ft), good on belief level 95%. Freg 31,609> Ft(0,05= 4,20 and Freg 31,609 >Ft (0,01= 7,64). Because the result of Freg was bigger than Ft, so the result was the influence between students' perception toward teachers' discipline and students' motivation.

Zuliana (2010) stated in her research titled "*students' perception about the correlation between teachers' discipline and students' motivation at SMP Muhammadiyah Wonosegoro, Boyolali year 2010*". The purposes of this research were (1) to know the students' perception toward teachers' discipline, (2) to know students' motivation in learning, and (3) to know the influence between teachers' discipline toward students' motivation in learning at SMP Muhammadiyah Wonosegoro tahun 2010. The population of the research was 160 students at SMP

Muhammadiyah Wonosegoro year 2010 and the sample was 40 students (25%) by using random sampling. In analyzing data, the researcher used descriptive technique. The researcher also used a questionnaire and documentation as an instrument in collecting the data. The result of this research showed that (1) students' perception toward teachers' discipline was high category that was 6 students (15%), medium category that was 22 students (55%), and low category that was 12 students (30%). Furthermore, (2) students' motivation in learning at SMP Muhammadiyah Wonosegoro which included high category that was 1 students (2,5%), medium category that was 11 students (27,5%), and low category that was 28 students (70%).

Yang kategori rendah, ada 28 siswa (70%). The next analysis used formula of product moment value $r_o = 0,587$ more big than value r_t. Significance level was 5% (0,312) and 1% (0,403), so that the hypothesis was accepted. So, there was positive correlation teachers' discipline and students' motivation in learning at SMP Muhammadiyah Wonosegoro year 2010.

The discussions of previous researches give much information about the correlation between teachers' discipline and students' motivation in learning for the researcher. But the differences can be seen from the objective of the research, the place of the research, and the participant of the research. Nonetheless, all those researches are very important for the researcher in conducting this research.

Hypothesis of the Research

To find the answer the problem, the writer should propose Alternative

hypothesis (Ho) and Null hypothesis (Ha) as follow:

1. Null hypothesis (Ho): there is no correlation between English Teachers' discipline and student's motivation in learning English at SMA Muhammadiyah 7 Yogyakarta.

Alternative hypothesis (Ha): there is a correlation between English teachers' discipline and student's motivation in learning English at SMA Muhammadiyah 7 Yogyakarta.