

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher would present the finding and discussion of the study. In finding section of this research, researcher would describe the result of the data statistical analysis. The discussion section would present the finding with explanation.

#### **Findings**

In this part, the researcher would present the finding of these three research questions of this study. The first research question is “How is punishment implemented in EED UMY batch 2014?” The second research question is “How is students’ English learning motivation in EED UMY batch 2014?” and the last is “What is the correlation between punishment and students’ learning motivation in EED UMY batch 2014?”

#### **Punishment**

In this research, punishment could be classified in two indicators such as the causes of punishment and types of punishment. Punishment level at EED UMY in generally could be classified in three criteria such as seldom, sometimes and often. The mean value of punishment was 1.46. This meant that most of the students seldom get punishment from the teacher. The lowest mean of punishment was 1.00. This meant that most of the students rare get punishment from the teachers. The highest

mean of punishment was 2.47. It could be stated that most of the students sometimes get punishment from the teacher. The cause of punishment was reflected on twenty one statements that involve item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21. The mean of punishment items could be seen in table 4.1 below.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Saya mendapat hukuman karena saya melanggar peraturan yang ada dikampus	94	1.0	3.0	1.394	.5721
2. Saya mendapat hukuman karena saya bersikap tidak sopan dan tidak menghargai dosen maupun mahasiswa lain.	94	1.0	4.0	1.287	.5796
3. Saya mendapat hukuman karena saya mencontek	94	1.0	3.0	1.351	.5812
4. Saya mendapat hukuman karena saya melakukan plagiarisme	94	1.0	3.0	1.447	.6155
5. Saya mendapat hukuman karena saya ribut dikelas	94	1.0	4.0	1.585	.7245

6. Saya mendapat hukuman karena saya bermain HP saat pelajaran berlangsung	94	1.0	3.0	1.660	.6808
7. Saya mendapat hukuman karena saya terlambat masuk kelas	94	1.0	3.0	1.819	.7755
8. Saya mendapat hukuman karena saya tidak hadir dikelas melebihi batas toleransi	94	1.0	3.0	1.298	.5835
9. Dosen pernah menghukum saya dengan cara melarang saya melakukan sesuatu	94	1.0	3.0	1.479	.6514
10. Dosen pernah menghukum saya dengan cara member kritikan kepada saya	94	1.0	3.0	1.915	.6666
11. Dosen pernah menghukum saya dengan cara member ancaman secara lisan jika saya tidak berhenti melanggar aturan	94	1.0	3.0	1.351	.5429

12. Dosen pernah menghukum saya dengan cara mengucapkan perkataan yang meremehkan	94	1.0	3.0	1.351	.6343
13. Dosen pernah menghukum saya dengan cara memberikan tugas tambahan	94	1.0	3.0	1.447	.6974
14. Dosen pernah menghukum saya dengan cara member nasehat	94	1.0	4.0	2.128	.8326
15. Dosen pernah menghukum saya dengan cara mengingatkan secara langsung didepan kelas.	94	1.0	4.0	1.681	.7789
16. Dosen pernah menghukum saya dengan cara duduk didekat dosen.	94	1.0	3.0	1.170	.4783
17. Dosen pernah menghukum saya dengan cara menyuruh saya berdiri dibelakang kelas.	94	1.0	3.0	1.074	.3357

18. Saya mendapat hukuman dari dosen dengan cara meminta saya keluar dari kelas	94	1.0	2.0	1.096	.2958
19. Saya mendapat hukuman dari dosen dengan cara menegur saya.	94	1.0	4.0	1.915	.7428
20. Saya mendapat hukuman dari dosen dengan cara mengajak saya bicara secara empat mata.	94	1.0	3.0	1.213	.4835
21. Saya mendapat hukuman dari dosen dengan cara meminta saya untuk bertemu dengan Kaprodi.	94	1.0	3.0	1.106	.3730
Average of Punishment	94	1.00	2.47	1.46	.3521
Valid N (listwise)	94				

Table 4.1 The average of Punishment

There were eight statements about causes of punishment which could be seen in number 1, 2, 3, 4, 5, 6, 7, and number 8. The lowest mean of causes of punishment was 1.287 of question number 2 about “*I was punished because of being disrespectful to the lecturers and other students*”. This mean value belongs to the category of low. The highest mean of causes of punishment was 1.819 of question number 7 about “*I got punishment because of coming late to the class*”. This mean value belongs to the

category of seldom. The table below shows the participants response to the statements about punishment based on classification in EED UMY batch 2014.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	61	62.9	64.9	64.9
	2.0	29	29.9	30.9	95.7
	3.0	4	4.1	4.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.2 above, the researcher find out the result of statement number 1 “*I got punishment because of breaking the rules in campus*”, 61 students (62.9%) vote never, 29 students (29.9%) mention seldom and 4 students (4.1%) said sometimes. On average, the mean value of the statement number one was 1.39 (see table 4.1 page 47). It meant that most of students seldom get punishment because of breaking the rules in campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	72	74.2	76.6	76.6
	2.0	18	18.6	19.1	95.7
	3.0	3	3.1	3.2	98.9
	4.0	1	1.0	1.1	100.0

	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.3 above, the researcher gets the result of statement number two “*I got punishment because of being disrespectful to the lecturers and other students.*”, 72 students (74.2%) vote never, 18 students (18.6%) said seldom, 3 students (3.1%) mention sometimes and 1 students (1.0%) states often. On average, the mean value of the statement number two was 1.28 (see table 4.1 page 47). It meant that most of the students seldom get punishment because of being disrespectful to the lecturers and other students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	66	68.0	70.2	70.2
	2.0	23	23.7	24.5	94.7
	3.0	5	5.2	5.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.4 above, the researcher find out the result of statement number 3 “*I got punishment because of cheating*”, 66 students (68.0%) vote never, 23 students (23.7%) said seldom, and 5 students (3.1%) mention sometimes. On average,

the mean value of the statement number three was 1.35 (see table 4.1 page 47). It meant that most of the students seldom got punishment because of cheating.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	58	59.8	61.7	61.7
	2.0	30	30.9	31.9	93.6
	3.0	6	6.2	6.4	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.5 above, the researcher got the result of statement number four “*I got punishment because of doing plagiarism*”, 58 students (59.8%) vote never, 30 students (30.9%) said seldom, and 6 students (6.2%) mention sometimes. On average, the mean value of the statement number four was 1.44 (see table 4.1 page 47).. It meant that most of the students seldom got punishment because of doing plagiarism.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	51	52.6	54.3	54.3
	2.0	32	33.0	34.0	88.3
	3.0	10	10.3	10.6	98.9
	4.0	1	1.0	1.1	100.0
	Total	94	96.9	100.0	



Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.6 above, the researcher got the result of statement number 5 *“I got punishment because of making a noise in classroom.”*, 51 students (52.6%) vote never, 32 students (33.0%) mention seldom, 10 students said sometimes and 6 students (6.2%) state often. On average, the mean value of the statement number five was 1.58. It meant that most of the students seldom got punishment because of making a noise in classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	43	44.3	45.7	45.7
	2.0	40	41.2	42.6	88.3
	3.0	11	11.3	11.7	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.7 above, the researcher find out the result of statement number 6 *“I got punishment because of playing gadget during class”*, 43 students (44.3%) vote never, 40 students (41.2%) mention seldom, and 11 students (11.3%) state sometimes. On average, the mean value of the statement number six was 1.66 (see table 4.1 page 47). It meant that most of the students seldom get punishment because they of playing gadget during class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	38	39.2	40.4	40.4
	2.0	35	36.1	37.2	77.7
	3.0	21	21.6	22.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.8 above, the researcher find out the result of statement number 7 “*I got punishment because of coming late come to the class*”, 38 students (39.2%) vote never, 35 students (36.1%) mention seldom, and 21 students (21.6%) state sometimes. On average, the mean value of the statement number seven was 1.81 (see table 4.1 page 47). It meant that most of the student seldom got punishment because of coming late to the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	72	74.2	76.6	76.6
	2.0	16	16.5	17.0	93.6
	3.0	6	6.2	6.4	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.9 above, the researcher find out the result of statement number 8 *“I got punishment because of not coming to class more than tolerated number”*, 72students (74.2%) vote never,16 students (16.5%) mention seldom, and 6 students (6.2%) state sometimes. On average, the mean value of the statement number eight was 1.29 (see table 4.1 page 47). It meant that most of the students seldom get punishment because of not coming to the class more than tolerated number.

There are 13 statements about type of punishment which could be seen in number 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, and 21. The lowest mean of type of punishment was 1.074 of question number 14 about *“I got punishment from lecturer(s) in the form of asking me to stand up in the back of the class”*. This mean value belongs to the category of low. The highest mean of type of punishment was 2.128 of question number 17 about *“I got punishment from lecturer(s) in the form of advices”*. This mean value belongs to the category of sometimes. The table below shows the participants’ response to the statements about punishment based on classification in EED UMY batch 2014. This table shows the detailed:

<i>Table 4.10</i>					
<i>9. I got punishment from lecturer(s) in the form of prohibiting me to do something.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	57	58.8	60.6	60.6
	2.0	29	29.9	30.9	91.5
	3.0	8	8.2	8.5	100.0
	Total	94	96.9	100.0	

Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.10 above, the researcher find out the result of statement number 9 “*I got punishment from lecturer(s) in te form of prohibiting me to do something*”, 57 students (58.8%) vote never, 29 students (29.9%) mention seldom, and 8 students (8.2%) state sometimes. On average, the mean value of the statement number nine was 1.47 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of prohibiting them to do something.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	25	25.8	26.6	26.6
	2.0	52	53.6	55.3	81.9
	3.0	17	17.5	18.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.11 above, the researcher gets the result of statement number 10 “*I got punishment from lecturer(s) in the form of critics*”, 25 students (25.8%) vote never, 52 students (53.6%) mention seldom, and 17 students (17.5%) state sometime. On average, the mean value of the statement number ten was 1.91 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of critics.

<i>Table 4.12</i>					
<i>11. I got punishment from lecturer(s) in the form of verbal threats if I do not stop breaking the rules.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	64	66.0	68.1	68.1
	2.0	27	27.8	28.7	96.8
	3.0	3	3.1	3.2	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.12 above, the researcher got the result of statement number 11 “*Teacher I got punishment from lecturer(s) in the form of verbal threats if I do not stop breaking the rules*”, 64students (66.0%) vote never,27 students (27.8%) mention seldom, and 3 students (3.1%) state sometimes. On average, the mean value of the statement number eleven was 1.35 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of verbal threats if they do not stop breaking the rules.

<i>Table 4.13</i>					
<i>12. I got punishment from lecturer(s) in the form of making underestimating statements.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	69	71.1	73.4	73.4
	2.0	17	17.5	18.1	91.5
	3.0	8	8.2	8.5	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		

Total	97	100.0		
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As showed in table 4.13 above, the researcher find out the result of statement number 12 *“I got punishment from lecturer(s) in the form of making underestimating statements”*, 69 students (71.1%) vote never, 17 students (17.5%) mention seldom, and 8 students (8.2%) state sometimes. On average, the mean value of the statement number twelve was 1.35 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of making underestimating statements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	63	64.9	67.0	67.0
	2.0	20	20.6	21.3	88.3
	3.0	11	11.3	11.7	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.14 above, the researcher find out the result of statement number 13 *“I got punishment from lecturer(s) in the form of extra works”*, 63 students (64.9%) vote never, 20 students (20.6%) mention seldom, and 11 students (11.3%) state sometimes. On average, the mean value of the statement number

thirteen was 1.44 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of extra works.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	23	23.7	24.5	24.5
	2.0	40	41.2	42.6	67.0
	3.0	27	27.8	28.7	95.7
	4.0	4	4.1	4.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.15 above, the researcher find out the result of statement number 14 “*I got punishment from lecturer(s) in the form of advices*”, 23 students (23.7%) vote never, 40 students (41.2%) mention seldom, 27 students (27.8%) state sometimes and 4 students (4.1%) said often. On average, the mean value of the statement number fourteen was 2.12 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of advices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	46	47.4	48.9	48.9
	2.0	34	35.1	36.2	85.1
	3.0	12	12.4	12.8	97.9

	4.0	2	2.1	2.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.16 above, the researcher find out the result of statement number 15 *“I got punishment from lecturer(s) in the form of reprimanding me in the classroom directly”*, 46 students (47.4%) vote never, 34 students (35.1%) mention seldom, 12 students (12.4%) state sometimes and 2 students (2.1%) said often. On average, the mean value of the statement number fifteen was 1.68 (see table 4.1 page 47).. It meant that most of the students seldom got punishment from the lecturers in the form of reprimanding them in the classroom directly.

<i>Table 4.17</i>					
<i>16. I got punishment from lecturer(s) in the form of asking me to sit near the teacher.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	82	84.5	87.2	87.2
	2.0	8	8.2	8.5	95.7
	3.0	4	4.1	4.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.17 above, the researcher find out the result of statement number 16 *“I got punishment from lecturer(s) in the form of asking me to sit near the teacher”*, 82 students (84.5%) vote never, 8 students (8.2%) mention seldom, and 4



students (4.1%) state sometimes. On average, the mean value of the statement number sixteen was 1.17 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of asking them to sit near the teacher.

<i>Table 4.18</i>					
<i>17. I got punishment from lecturer(s) in the form of asking me to stand up in the back of the class.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	89	91.8	94.7	94.7
	2.0	3	3.1	3.2	97.9
	3.0	2	2.1	2.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.18 above, the researcher find out the result of statement number 17 “*I got punishment from lecturer(s) in the form of asking me to stand up in the back of the class*”, 89 students (91.8%) vote never, 3 students (3.1%) mention seldom, and 2 students (2.1%) state sometimes. On average, the mean value of the statement number seventeen was 1.07 (see table 4.1 page 47). It meant that most of the students seldom get punishment from the lecturers in the form of asking them to stand up in the back of the class.

<i>Table 4.19</i>					
<i>18. I got punishment from lecturer(s) in the form of asking me to get out from class.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	85	87.6	90.4	90.4

	2.0	9	9.3	9.6	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.19 above, the researcher find out the result of statement number 18 *“I got punishment from lecturer(s) in the form of asking me to get out from class”*, 85 students (87.6%) vote never, and 9 students (9.3%) mention seldom. On average, the mean value of the statement number eighteen was 1.09 (see table 4.1 page 47).. It meant that most of the students seldom got punishment from the lecturers in the form of asking them to get out from the class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	28	28.9	29.8	29.8
	2.0	48	49.5	51.1	80.9
	3.0	6	16.5	17.0	97.9
	4.0	2	2.1	2.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.20 above, the researcher find out the result of statement number 19 *“I got punishment from lecturer(s) in the form of scolding me”*, 28 students (28.9%) vote never, 48 students (49.5%) mention seldom, 16 students (16.5%) state sometimes and 2 students (2.1%) said often. On average, the mean

value of the statement number nineteen was 1.91 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of scolding them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	77	79.4	81.9	81.9
	2.0	14	14.4	14.9	96.8
	3.0	3	3.1	3.2	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

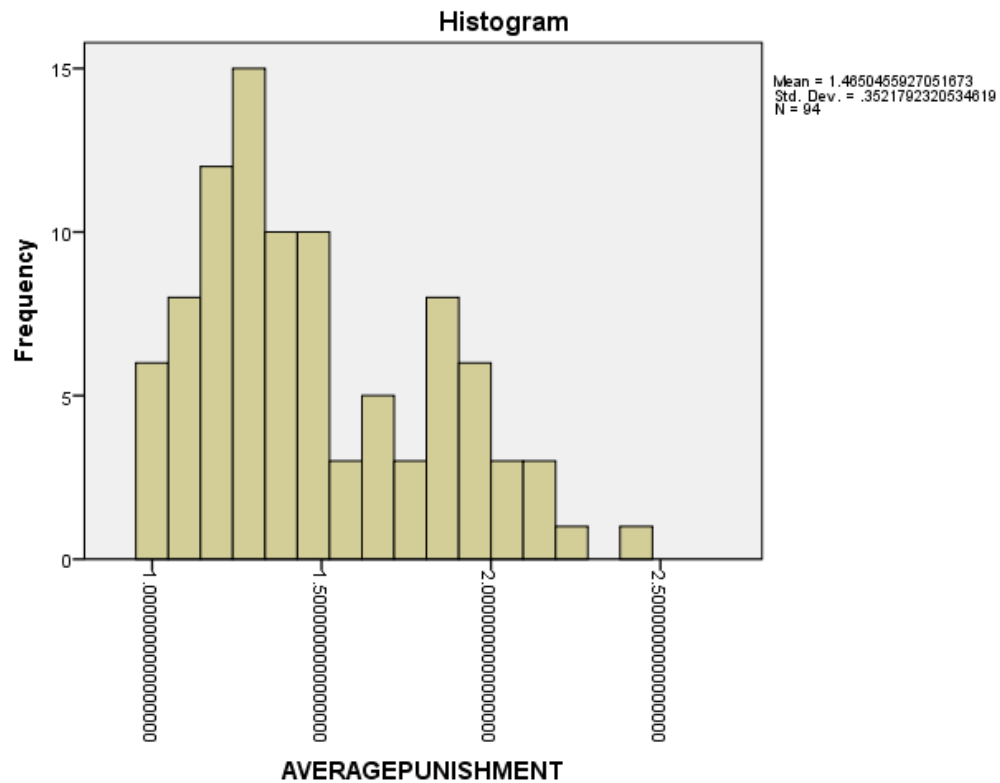
As showed in Table 4.21 above, the researcher find out the result of statement number 20 “*I got punishment from lecturer(s) in the form of asking me to speak in private*”, 77 students (79.4%) vote never, 14 students (14.4%) mention seldom, and 3 students (3.1%) state sometimes. On average, the mean value of the statement number twenty was 1.21 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of asking them to speak in private.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	86	88.7	91.5	91.5
	2.0	6	6.2	6.4	97.9
	3.0	2	2.1	2.1	100.0

	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.22 above, the researcher find out the result of statement number 21 *“I got punishment from lecturer(s) in the form of asking me to meet the head of department”*, 86 students (88.7%) vote never, 6 students (6.2%) mention seldom, and 2 students (2.1%) state sometimes. On average, the mean value of the statement number twenty one was 1.10 (see table 4.1 page 47). It meant that most of the students seldom got punishment from the lecturers in the form of asking them to meet the head of department.

The result above shows that most of students in EED UMY batch 2014 seldom got punishment from the teachers because of breaking the rules or classroom agreement during teaching learning process in EED UMY. It supported by the mean of punishment was 1.46 (see table 4.1 page 47). Based on the criteria, the mean value was belonging to seldom category of punishment level. The mean value of punishment resented in histogram below.



*Figure 4.1 Histogram of Punishment*

### **Students' English learning motivation**

The second research question is “How is students’ learning motivation in EED UMY batch 2014?”. The students’ learning motivation are reflected on twenty four statements that involve item 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, and 45. In this research, students’ learning motivation could be classified in some indicators such as the intrinsic motivation and extrinsic motivation. The researcher also find out the mean of the motivation was 3.21. This meant that most of the students in EED UMY batch 2014 have high motivation in learning. The minimum value of motivation was 2.54, which belongs to

the category of moderate. It meant that most of the students have moderate motivation in learning. The maximum value was 3.79, which belongs to the category of very high. I could be stated that most of the students learning motivation was very high. To see the detail, data of motivation could be seen in Table 4.23 below.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Saya sangat suka belajar Bahasa Inggris.	94	1.0	4.0	3.383	.5700
2.Saya senang bekerja keras.	94	2.0	4.0	3.266	.5323
3. Dibanding kelompok lain, saya merasa kelompok saya lebih baik dari yang lainnya.	94	1.0	4.0	2.585	.6785
4.Saya yakin dapat belajar bahasa asing dengan baik.	94	2.0	4.0	3.234	.5169
5. Jika ada kursus Bahasa Inggris di universitas atau tempat lain, saya berminat mengikutinya.	94	1.0	4.0	2.862	.7843
6. Saya akan senang menghabiskan banyak waktu saya untuk belajar Bahasa Inggris.	94	1.0	4.0	2.915	.6666

7. Saya akan lebih berkonsentrasi dalam belajar Bahasa Inggris dibandingkan dengan pelajaran lain.	94	1.0	4.0	3.074	.8064
8. Saya siap berusaha dengan gigih untuk belajar Bahasa Inggris	94	2.0	4.0	3.351	.5429
9. Saya rasa, saya telah melakukan yang terbaik dalam belajar Bahasa Inggris.	94	1.0	4.0	2.926	.6916
10. Saya harus belajar Bahasa Inggris, karena jika tidak, orang tua saya akan kecewa dengan saya.	94	1.0	4.0	2.894	.8734
11. Berhasil dalam belajar Bahasa Inggris sangatlah penting bagi saya, sehingga saya dapat menyenangkan orang tua dan keluarga saya.	94	1.0	4.0	3.511	.6349
12. Saya harus belajar bahasa Inggris untuk menghindari hukuman dari orang tua atau keluarga saya.	94	1.0	3.0	1.777	.7355

13. Belajar Bahasa Inggris itu penting bagi saya, karena akan bermanfaat untuk mencari pekerjaan.	94	2.0	4.0	3.649	.5228
14. Saya tidak senang jika saya tidak melakukan yang terbaik untuk suatu pekerjaan.	94	2.0	4.0	3.457	.5219
15. Jika guru meminta seseorang untuk mengerjakan tugas ekstra Bahasa Inggris, saya akan bersedia melakukannya dengan sukarela	94	1.0	4.0	2.628	.8030
16. Saya harus belajar Bahasa Inggris karena jika gagal dalam perkuliahan Bahasa Inggris, saya tidak dapat lulus.	94	1.0	4.0	3.383	.7200
17. Saya harus belajar Bahasa Inggris karena saya tidak ingin gagal dalam perkuliahan Bahasa Inggris	94	2.0	4.0	3.606	.5332



18. Saya harus belajar Bahasa Inggris karena saya tidak ingin mendapatkan nilai yang jelek.	94	2.0	4.0	3.585	.5757
19. Belajar Bahasa Inggris itu penting bagi saya karena saya tidak ingin mendapatkan nilai yang rendah atau gagal dalam tes kecakapan Bahasa Inggris (TOEFL/IELTS).	94	2.0	4.0	3.649	.5228
20. Jika saya lebih berusaha, saya yakindapatmenguasai Bahasa Inggris.	94	2.0	4.0	3.713	.4780
21. Saya yakin bahwa saya dapat membaca dan memahami teks-teks Bahasa Inggris jika saya tetap mempelajarinya.	94	3.0	4.0	3.511	.5026
22. Saya yakin saya memiliki kemampuan yang baik dalam belajar Bahasa Inggris.	94	2.0	4.0	3.298	.6016
23. Saya menyukai suasana di kelas Bahasa Inggris saya.	94	1.0	4.0	3.309	.6226

24. Saya merasa bahwa belajar Bahasa Inggris itu sangat menarik.	94	1.0	4.0	3.543	.5616
MOTIVATION	95	2.54	3.79	3.21	.307
Valid N (listwise)	94				

Table 4.23 Average of motivation

The table below shows the participants' response to the statements about students' learning motivation in EED UMY batch 2014. In this study, there are four statements about intrinsic motivation could be seen in items number 22, 23, 24 and 25. The lowest mean of intrinsic motivation was 2.585 of question number 24 about "Compared to other groups like mine, I feel my group is better than most". This mean value belongs to the category of moderate. The highest mean of intrinsic motivation was 3.383 of question number 22 about "I really love to learn English". This mean value belongs to the category of very high. For the detail, look at tables below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	2.0	1	1.0	1.1	2.1
	3.0	53	54.6	56.4	58.5
	4.0	39	40.2	41.5	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.24, the researcher find out the result of statement number 22 “*I really love to learn English*“ 1 student (1.0%) vote strongly disagree, one student (1.0%) mention disagree, 53 students (54.6%) state agree, and 39 students (40.2 %) said strongly agree. On average, the mean value of the statement number twenty two was 3.38 (see table 4.23 page 63). It meant that most of the students agree that they like to learn English. It could be stated that students really love to learn English. This becomes one of the factor why the level of students’ intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	4	4.1	4.3	4.3
	3.0	61	62.9	64.9	69.1
	4.0	29	29.9	30.9	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.25, the researcher find out the result of statement number 23“*I enjoy hard work*”, four students (4.1%) mention disagree, 61 students (62.9%) state agree, and 29 students (29.9 %) said strongly agree. On average, the mean value of the statement number twenty three was 3.27 (see table 4.23 page 63). It meant that most of the students agree that they love to be hard worker. It could be

concluded that students love to be hard worker. This becomes one of the factor why the level of students' intrinsic motivation could be very high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	2.1	2.1	2.1
	2.0	43	44.3	45.7	47.9
	3.0	41	42.3	43.6	91.5
	4.0	8	8.2	8.5	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.26, the researcher find out the result of statement number 24 “*Compare to other groups like mine, I feel my group is better than most*”, two students (2.1%) vote strongly disagree, 43 students (44.3%) mention disagree, 41 students (42.3%) state agree, and eight students (8.2 %) said strongly agree. It could be said that most of the students disagree when they think that their group is better than the other group in the class. On average, the mean value of the statement number twenty four was 2.59 (see table 4.23 page 63). It could be said that most of the students disagree when they think that their group was better than the other group in the class. It meant that students thought that their group was better than the other group in the class. This becomes one of the factor why the level of students' intrinsic motivation could be moderate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	4	4.1	4.3	4.3
	3.0	64	66.0	68.1	72.3
	4.0	26	26.8	27.7	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.27, the researcher find out the result of statement number 25 *“I am sure I will be able to learn a foreign language well”* four students (4.1%) said disagree, 64 students (66.0%) vote agree, and 26 students (26.8%) state strongly agree. It could be said that most of the students agree that they sure they could learn foreign language well. On average, the mean value of the statement number twenty five was 3.23 (see table 4.23 page 63). It could be said that most of the students agree that they sure they could learn foreign language well. It could be stated that students sure they could learn foreign language well. This becomes one of the factor why the level of students’ intrinsic motivation could be high.

In this part, the data show about the extrinsic motivation of the students. There are 20 statements about extrinsic motivation. The statements was reflected on items number 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44 and 45. The lowest mean of extrinsic motivation was 1.777 of question number 33 about *“I must study English to avoid being punished by my parent/relatives”*. This mean value belongs to the category of low. The highest mean of extrinsic motivation

was 3.71 of question number 41 about “*If I make more effort, I am sure I will be able to master English*”. This mean value belongs to the category of very high. For the detail, the data could be seen in table below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	2.1	2.1	2.1
	2.0	30	30.9	31.9	34.0
	3.0	41	42.3	43.6	77.7
	4.0	21	21.6	22.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.28, the researcher find out the result of statement number 26 “*If an English course was offered at university or somewhere else in future, I would like to take it* ”two students (2.1%) vote strongly disagree, 30 students (30.9%) mention disagree, 41 students (42.3%) state agree, and 21 students (21.6 %) said strongly agree. On average, the mean value of the statement number 26 was 2.86 (see table 4.23 page 63). It could be said that most of the students agree that they would take English course in university or in other place. It could be stated that students will take English course in university or in other place. This becomes one of the factor why the level of students’ extrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	2.0	22	22.7	23.4	24.5
	3.0	55	56.7	58.5	83.0
	4.0	16	16.5	17.0	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.29, the researcher find out the result of statement number 27 “*I would like to spend lots of time studying English*”, One student (1.0%) vote strongly disagree, 22 students (22.7%) mention disagree, 55 students (56.7%) state agree, and 16 students (16.5 %) said strongly agree. On average, the mean value of the statement number 27 was 2.91 (see table 4.23 page 63). It could be said that most of the students agree that they would glad to spend their free time to learning English. It could be concluded that students would glad to spend their free time to learning English. This becomes one of the factor why the level of students’ intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	3.1	3.2	3.2
	2.0	18	18.6	19.1	22.3
	3.0	42	43.3	44.7	67.0
	4.0	31	32.0	33.0	100.0

	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.30, the researcher find out the result of statement number 28 "*I would like to concentrate on studying English more than any topic*", Three students (3.1%) vote strongly disagree, 18 students (18.6%) mention disagree, 42 students (43.3%) state agree, and 31 students (32.0 %) said strongly agree. On average, the mean value of the statement number 28 was 3.07 (see table 4.23 page 63).. It could be said that most of the students agree that they would be more concentrate in learning English rather than other lesson. It meant that the students would be more concentrate in learning English rather than other lesson. This becomes one of the factor why the level of students' intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	3	3.1	3.2	3.2
	3.0	55	56.7	58.5	61.7
	4.0	36	37.1	38.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.31, the researcher find out the result of statement number 29 "*I am prepared to expend a lot of effort in learning English*", Three students (3.1%) vote disagree, 55 students (56.7%) mention agree, 36 students



(37.1%) state strongly agree. On average, the mean value of the statement number 29 was 3.35 (see table 4.23 page 63). It could be stated that most of students prepared to expend a lot of effort in learning English. This becomes one of the factor why the level of students' intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	2.0	23	23.7	24.5	25.5
	3.0	52	53.6	55.3	80.9
	4.0	18	18.6	19.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.32, the researcher find out the result of statement number 30 "*I think that I am doing my best to learn English*". One student (1.0%) vote strongly disagree, 23 students (23.7%) mention disagree, 52 students (53.6%) state agree, and 18 students (18.6 %) said strongly agree. On average, the mean value of the statement number 30 was 2.93 (see table 4.23 page 63). It could be said that most of the students agree that they think, they did their best to learn English. It could be concluded that students did their best to learn English. This becomes one of the factor why the level of students' intrinsic motivation could be high.

<i>Table 4.33</i>					
<i>31. I have to study English, because if I do not study it, I think my parents will be disappointed with me</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	7.2	7.4	7.4
	2.0	20	20.6	21.3	28.7
	3.0	43	44.3	45.7	74.5
	4.0	24	24.7	25.5	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.33, the researcher find out the result of statement number 31 “*I have to study English, because if I do not study it, I think my parents will be disappointed with me*”. Seven students (7.2%) vote strongly disagree, 20 students (20.6%) mention disagree, 43 students (44.3%) state agree, and 24 students (24.7 %) said strongly agree. On average, the mean value of the statement number 31 was 2.89 (see table 4.23 page 63). It meant that most of the students agree that they have to learn English because if they do not, they think their parents would be disappointed to them. It could be stated Students interest to learn English because they do not want to disappoint their parents or relatives. This becomes one of the factor why the level of students’ extrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	2.0	4	4.1	4.3	5.3
	3.0	35	36.1	37.2	42.6
	4.0	54	55.7	57.4	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.34, the researcher find out the result of statement number 32 “*Being successful in English is important to me so that I can please my parent/relatives*”. One student (1,0%) vote strongly disagree, for students (4.1%) mention disagree, 35 students (36.1%) state agree, and 54 students (55.7 %) said strongly agree. On average, the mean value of the statement number 32 was 3.51 (see table 4.23 page 63). It could be said that most of the students strongly agree that succeed in learning English are very important for them to make their parents or their relatives proud of them. It could be stated that students want to be succeed in learning English because they want to make their parents or their relatives proud.. This becomes one of the factor why the level of students’ extrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	38	39.2	40.4	40.4
	2.0	39	40.2	41.5	81.9
	3.0	17	17.5	18.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in Table 4.35, the researcher find out the result of statement number 33 “*I must study English to avoid being punished by my parent/relative.*”, 38 students (39.2%) mention strongly disagree, 39 students (40.2%) vote disagree, and 17 students (17.5%) state agree. On average, the mean value of the statement number 33 was 1.78 (see table 4.23 page 63). It could be said that most of the students disagree that they have to learn English just to avoid punishments from their parents or their relatives. It could be concluded that students have to learn English to avoid punishments from their parents or their relatives. This becomes one of the factor why the level of extrinsic motivation could be low.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	2	2.1	2.1	2.1
	3.0	29	29.9	30.9	33.0
	4.0	63	64.9	67.0	100.0
	Total	94	96.9	100.0	

Missing	System	3	3.1		
Total		97	100.0		

As show in table 4.36, the researcher find out the result of statement number 34 “*Studying English can be important to me because I think it will someday be useful in getting job*”, two students (2.1%) state disagree, 29 students (29.9%) mention agree, and 63 students (64.9%) vote strongly agree. On average, the mean value of the statement number 34 was 3.65 (see table 4.23 page 63). It could be said that most of the students strongly agree that learning English are important to them in searching for occupation. It meant that students interest to learning English because it important to searching for job. This becomes one of the factor why the level of extrinsic motivation could be very high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	1	1.0	1.1	1.1
	3.0	49	50.5	52.1	53.2
	4.0	44	45.4	46.8	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.37, the researcher find out the result of statement number thirty five “*I hate to do a job with less than my best effort*”. One student (1.0%) said disagree, 49 students (50.5%) vote agree, and 44 students (45.4%)

mention strongly agree. On average, the mean value of the statement number 35 was 3.45 (see table 4.23 page 63). It could be said that most of the students agree that they does not happy if they do not do their best in a work. It meant that students does not happy if they do not do their best in a work. This become one of the factor why the level of extrinsic motivation could be high.

<i>36. If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	7.2	7.4	7.4
	2.0	33	34.0	35.1	42.6
	3.0	42	43.3	44.7	87.2
	4.0	12	12.4	12.8	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in tale 4.38, the researcher find out the result of statement number 36 “*If my teacher wanted someone to do an extra English assignment, I would certainly volunteer.*” seven students (7.2%) said strongly disagree, 33 students (34.0%) mention disagree, 42 students (43.3%) vote agree and 12 students said strongly agree. On average, the mean value of the statement number 36 was 2.63 (see table 4.23 page 63). It could be said that most of the students agree that if the lecture asking for someone to do English extra works, they would ready do that as

volunteers. It could be stated that when the lecture asking for someone to do English extra works, they would ready do that as volunteers. This becomes one of the factor why the level of intrinsic motivation could be moderate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	2.1	2.1	2.1
	2.0	7	7.2	7.4	9.6
	3.0	38	39.2	40.4	50.0
	4.0	47	48.5	50.0	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.39, the researcher find out the result of statement number 37 “*I have to learn English because without passing the English course I cannot graduate*“. Two students (2.1%) said strongly disagree, seven students (7.2.0%) mention disagree, 38 students (39.2%) state agree and 47 students (48.5) vote strongly agree. On average, the mean value of the statement number 37 was 3.38 (see table 4.23 page 63). It could be said that most of the students strongly agree that they have to learn English because if they fail in English class, they cannot graduate. It could be stated that students have to learn English because if they fail in English class, they cannot graduate. This becomes one of the factor why the level of extrinsic motivation could be high.

<i>Table 4.40</i>					
<i>38. I have to learn English because I do not want to fail the English course.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	2	2.1	2.1	2.1
	3.0	33	34.0	35.1	37.2
	4.0	59	60.8	62.8	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.40, the researcher find out the result of statement number 38 “*I have to learn English because I do not want to fail the English course*”. Two students (2.1%) said disagree, 33 students (34.0%) mention agree, and 59 students (60.8%) vote strongly agree. On average, the mean value of the statement number 38 was 3.61 (see table 4.23 page 63). It could be concluded that most of the students strongly agree that they have to learn English because they do not want to be fail in English class. It could be concluded that students learn English because they do not want to be fail in English class. This become one of the factor why the level of extrinsic motivation could be very high.

<i>Table 4.41</i>					
<i>39. I have to learn English because I do not want to get bad marks in it.</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	4	4.1	4.3	4.3
	3.0	31	32.0	33.0	37.2
	4.0	59	60.8	62.8	100.0
	Total	94	96.9	100.0	



Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.41, the researcher find out the result of statement number 38 *“I have to learn English because I do not want to get bad marks in it.”*, four students (4.1%) said disagree, 31 students (32.0%) mention agree, and 59 students (60.8%) vote strongly agree. On average, the mean value of the statement number 39 was 3.59 (see table 4.23 page 63). It could be stated that most of the students strongly agree that they have to learn English because they do not want to get bad point in English class. It meant that students learn English because they do not want to get bad point in English class. This becomes one of the factor why the level of extrinsic motivation could be very high.

<i>40. Study English is necessary for me because I do not want to get a poor score or fail mark in English proficiency tests (TOEFL, IELTS..)</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	2	2.1	2.1	2.1
	3.0	29	29.9	30.9	33.0
	4.0	63	64.9	67.0	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.42, the researcher find out the result of statement number 40 *“Study English is necessary for me because I do not want to get a poor score or fail mark in English proficiency tests (TOEFL, IELTS..)”*, two students

(2.1%) said disagree, 29 students (29.9%) mention agree, and 63 students (64.9 %) vote strongly agree. On average, the mean value of the statement number 40 was 3.65 (see table 4.23 page 63). It could be stated that most of the students strongly agree that learning English are important to them because they do not want to get low point or fail in the English proficiency test (TOEFL/IELTS). It could be stated that learning English are important to them because they do not want to get low point or fail in the English proficiency test (TOEFL/IELTS). This becomes one of the factor why the level of extrinsic motivation could be very high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	1	1.0	1.1	1.1
	3.0	25	25.8	26.6	27.7
	4.0	68	70.1	72.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.43, the researcher find out the result of statement number 41 “*If I make more effort, I am sure I will be able to master English.*”, one student (1.0%) said disagree, 25 students (25.8%) mention agree, and 68 students (70.1 %) vote strongly agree. On average, the mean value of the statement number 41 was 3.71 (see table 4.23 page 63). It could be stated that most of the students strongly agree that if they more attempted, they sure that they could mastery English. It could be concluded that if they more attempted, they sure that they could mastery English.

This becomes one of the factor why the level of intrinsic motivation could be very high.

<i>Table 4.44</i>					
<i>42. I believe that I will be capable of reading and understanding most texts in English if I keep studying it</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.0	46	47.4	48.9	48.9
	4.0	48	49.5	51.1	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.44, the researcher find out the result of statement number 42 “*I believe that I will be capable of reading and understanding most texts in English if I keep studying it*”, 46 students (47.4%) mention agree, and 48 students (49.5 %) vote strongly agree. On average, the mean value of the statement number 42 was 3.51(see table 4.23 page 63). It could be stated that most of the students strongly agree that they sure that they could read and understand English texts if they keep learn it. It meant that students sure that they could read and understand English texts if they keep learn it. This becomes one of the factor why the level of intrinsic motivation could be very high.

<i>Table 4.45</i>					
<i>43. I am sure I have a good ability to learn English</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0	7	7.2	7.4	7.4

	3.0	52	53.6	55.3	62.8
	4.0	35	36.1	37.2	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

Ass showed in table 4.45, the researcher find out the result of statement number 43 “*I am sure I have a good ability to learn English*”, seven students (7.2%) said disagree, 52 students (53.6%) vote agree, and 35 students (36.1%) mention strongly agree. On average, the mean value of the statement number 43 was 3.30 (see table 4.23 page 63). It could be stated that most of the students agree that they sure they have good ability in learning English. It could be stated that students sure they have good ability in learning English. This becomes one of the factor why the level of intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	2.0	5	5.2	5.3	6.4
	3.0	52	53.6	55.3	61.7
	4.0	36	37.1	38.3	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

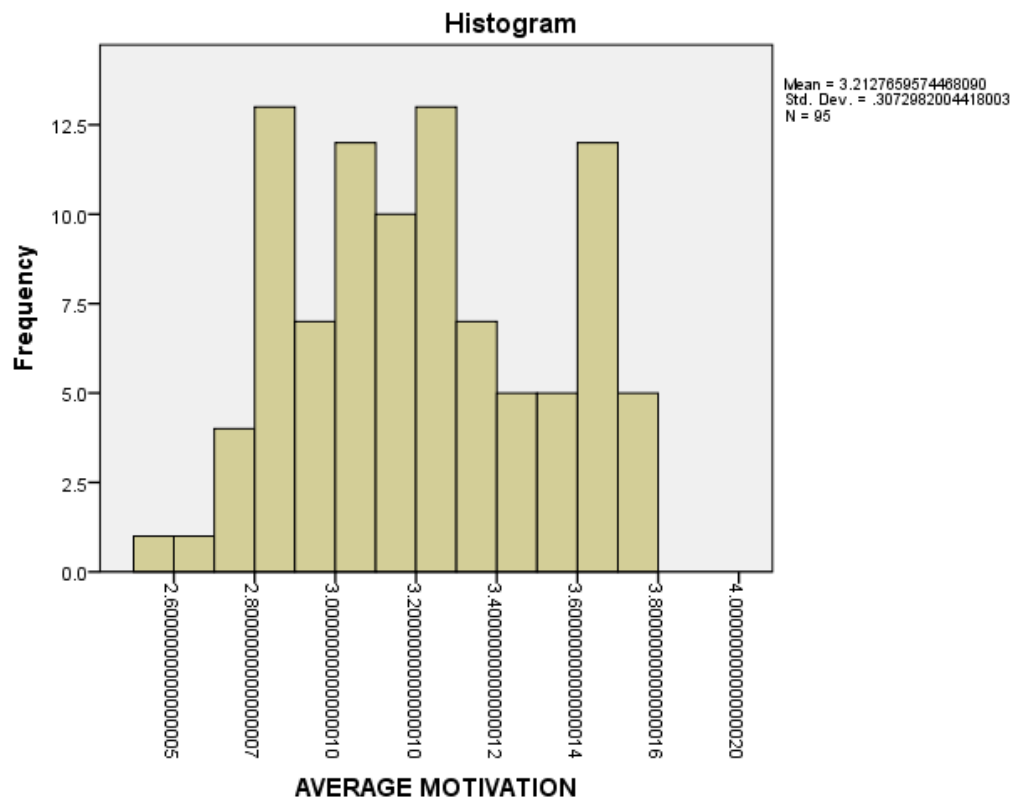
As showed in table 4.46, the researcher find out the result of statement number 44 “*I like the atmosphere of my English classes*”, one student (1.0%) said strongly disagree, 5 students (5.2%) state disagree, 52 students (53.6%) vote agree and 36 students (37.1%) mention strongly agree. On average, the mean value of the statement number 44 was 3.31 (see table 4.23 page 63). It could be stated that most of the students agree that they love the atmosphere in English class. It could be concluded that love the atmosphere in English class. This becomes one of the factor why the level of intrinsic motivation could be high.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	1.0	1.1	1.1
	3.0	40	41.2	42.6	43.6
	4.0	53	54.6	56.4	100.0
	Total	94	96.9	100.0	
Missing	System	3	3.1		
Total		97	100.0		

As showed in table 4.47, the researcher find out the result of statement number 45 “*I find learning English really interesting*”, one student (1.0%) said strongly disagree, 40 students (41.2%) mention agree and 53 students (54.6%) mention strongly agree. On average, the mean value of the statement number 45 was 3.54 (see table 4.23 page 63). It could be stated that most of the students strongly agree that they feel that English are so interesting to them. It meant that students feel

English are so interesting to them. This becomes one of the factor why the level of intrinsic motivation could be very high.

The result above shows that most of EED UMY student batch 2014 have high motivation in learning English. It supported by the mean value 3.21. Based on the criteria of mean value is belong to high. This meant that most of the students in EED UMY batch 2014 have a high motivation in learning. The mean value of students learning motivation presented in figure below.



*Figure 4.2 Histogram of motivation*

### One-Sample Kolmogorov-Smirnov Test

		Punishment	Motivation
N		94	94
Normal Parameters <sup>a,b</sup>	Mean	1.466	3.213
	Std. Deviation	0.353	0.309
Most Extreme Differences	Absolute	.146	.108
	Positive	.146	.072
	Negative	-.094	-.108
Test Statistic		.146	.108
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>	.009 <sup>c</sup>
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

*Table 4.48 Normality Table*

After the researcher calculates the normality using One Sample Kolmogorov Smirnov Test, it could be found that the data does not have normal distribution. To fix the abnormal data, the researcher has to use another formula. The formulas which used by the researcher is Zskewness and Zkurtosis value. Based on (Ressi, 2017) the data could be categorized as normal if the Zskewness value  $< 2$  and Zkurtosis value  $< 7$ . According to (RESSI, 2017), the categories of Zskewness and Zkurtosis could be seen in table 4.49 below.

Normal	Moderate Normal	Not normal
Zskewness $< 2$	$2 < \text{Zskewness} < 3$	Zskewness $> 3$
Zkurtosis $< 7$	$7 < \text{Zkurtosis} < 21$	Zkurtosis $> 21$

*Table 4.49 Categories of Zskewness and Zkurtosis*

The formula of Zskewness and Zkurtosis could be seen in below.

$$\text{Zskewness} = \frac{\text{Skewness}}{\sqrt{\frac{6}{N}}}$$

$$\text{Zkurtosis} = \frac{\text{Kurtosis}}{\sqrt{\frac{24}{N}}}$$

N : Total sample

To know about skewness and kurtosis value of this data, researcher calculates it into SPSS. After knowing the skewness and kurtosis value, researcher calculates it again to find out the Zskewness and Zkurtosis into Excel. Then, the normality result could be found.

*Table 4.50 Descriptive Statistics*

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Punishment	94	.744	.249	-.385	.493
Motivation	94	.138	.249	-.993	.493
Valid N	94				

The calculation to found Zskewness and Zkurtosis result could be seen in

steps below:

$$\text{Zskewness Punishment} = \frac{\text{Skewness}}{\sqrt{\frac{6}{N}}}$$



$$= \frac{\text{Skewness}}{\sqrt{\frac{6}{94}}}$$

$$= \frac{\text{Skewness}}{\sqrt{0.063829787234}}$$

$$= \frac{\text{Skewness}}{0.2526455763199557}$$

$$= \frac{0.744}{0.2526455763199557} = 2.944836837585403$$

$$\text{Zkurtosis Punishment} = \frac{\text{Kurtosis}}{\sqrt{\frac{24}{N}}}$$

$$= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{94}}}$$

$$= \frac{\text{Kurtosis}}{\sqrt{0.2553191489361702}}$$

$$= \frac{\text{Kurtosis}}{0.5052911526399114}$$

$$= \frac{-0.385}{0.5052911526399114} = -0.761936950584933$$

$$\text{Zskewness Motivation} = \frac{\text{Skewness}}{\sqrt{\frac{6}{N}}}$$

$$= \frac{\text{Skewness}}{\sqrt{\frac{6}{94}}}$$

$$= \frac{\text{Skewness}}{\sqrt{0.063829787234}}$$

$$= \frac{\text{Skewness}}{0.2526455763199557}$$

$$= \frac{0.138}{0.2526455763199557} = 0.5462197360037442$$

$$\text{Zkurtosis Motivation} = \frac{\text{Kurtosis}}{\sqrt{\frac{24}{N}}}$$

$$= \frac{\text{Kurtosis}}{\sqrt{\frac{24}{94}}}$$

$$= \frac{\text{Kurtosis}}{\sqrt{0.2553191489361702}}$$

$$= \frac{\text{Kurtosis}}{0.5052911526399114}$$

$$= \frac{-0.993}{0.5052911526399114} = -1.965203615404775$$

The results of Zskewness and Zkurtosis of this study could be seen in table 4.3 below:

Variable	Zskewness	Zkurtosis
Punishment	2.944836837585403	-0.761936950584933
Motivation	0.5462197360037442	-1.965203615404775

*Table 4.51. The result of Zskewness and Zkurtosis*

The table above presents the result of normality data where in Zskewness of punishment was 2.944836837585403 and Zskewness of motivation was 0.5462197360037442. The requirement to be normal the Zskewness  $< 2$ , and the result above shows that the data was normal. In Zkurtosis coulomb, the data of punishment was -0.761936950584933 and for motivation was -1.965203615404775. Based on Ressi (2017), the requirement to be normal the Zkurtosis  $< 7$  and the result above shows that the data was normal. Therefore, it could be concluded that the data of this the study have normal distribution.

### **The Correlation between Punishment and Students' Learning Motivation**

To answer the third research question about the correlation between punishment and students' learning motivation, the researcher use descriptive statistic in SPSS, that was using Pearson Product Moment correlation ( $r$ ). The product moment statistical calculation using SPSS version 23 was shown in the following table.

*Table 4.52. Correlation table*

		PUNISHMENT	MOTIVATION
PUNISHMENT	Pearson Correlation	1	-.087
	Sig. (2-tailed)		.402
	N	94	94
MOTIVATION	Pearson Correlation	-.087	1
	Sig. (2-tailed)	.402	

	N	94	94
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Interval value	Relation strength
0.00 - 0.199	Very weak
0.20 - 0.399	Weak
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.000	Very high

*Table 4.53 Correlation Coefficient table*

Based on the output, the table show the significant value was 0.402 and the pearson correlation value was -0.087. Based on Priyatno (2010), a correlation is significant or not significant by using 0.05. The correlation could be said when the significant value  $< 0.05$ . However, when the significant value  $> 0.05$ , it could be concluded that there is not significant correlation between variables. Because sig value of this research was  $0.402 > 0.05$ , it meant that there is no correlation between punishment and students' learning motivation. Therefore, the alternative hypotesis (H1) was rejected. It could be concluded that there was no correlation between punishment and students' learning motivation in EED UMY batch 2014.

## **Discussion**

The researcher gathers the data of punishment from questionnaire. The data which have been analyzed was used to identify about the punishment implementation

in EED UMY batch 2014. To know the punishment implementation in EED UMY batch 2014, researcher uses the mean of overall to know the level of punishment (see table 4.1 page 47).

The result of this research present the mean scores of overall punishment was 1.46. Based on the result, it could be concluded that the punishment implementation at EED UMY batch 2014 is on seldom level. Most of the participants mention that they seldom got punishment from the teachers when they break the rules or classroom agreement. In conclusion, punishment implementation in school was implemented as a strategy to correct students' behavior. It supported by Langa (2014) mention that punishment is an educational strategy which have purpose to guide students' behavior. Rehman & Heider (2013) also give addition that punishment also could improve students' learning in classroom.

Based on the data which has been gathered and processed, the researcher has found the result of motivation. To know the students' learning motivation in EED UMY batch 2014, researcher uses the mean value of motivation to know the level of motivation (see table 4.23 on page 63).

The result of this research present the mean scores of overall motivation is 3,21 where this score was categorized to be high. Based on the result above, the researcher could make conclusion that students in EED UMY batch 2014 have high motivation. Most of the participants mention that they like to learning English and working hard to reach their goal in learning.

In conclusion, motivation is very important in learning because it could support the students to give more effort in order to reach their goal in learning. It also supported by Sardiman (2004) that motivation is a series of effort where someone could do some activities in order to reaching their goal. Dornyei (2011) also state that motivation could direct someone behavior to do some particular action and put effort on it. Based on the result and some supporting theories, it could be said that motivation will make students to working hard in order to get the better result in learning and to be succeed in their future.

Based on the result of the correlation data, it showed that the sig value of this research was  $0.402 > 0.05$ . It meant that there is no correlation between punishment and students' learning motivation in EED UMY batch 2014. In conclusion, alternative hypothesis (H1) was rejected. This meant that there is no correlation between punishment and students' learning motivation. Based on the result of this research, it could be conclude that punishment does not develop the students' learning motivation. Therefore, the punishment was not relevant with teaching learning process in EED UMY batch 2014.