

## **Chapter Five**

### **Conclusion and Recommendation**

In the last chapter of this research explain the conclusion and recommendation. This chapter is divided into two parts including conclusion of the research and recommendation of the research. In the conclusion of this research explain about the summary of this study. The in part two, researcher explaining about some recommendations for other researchers, institution, students, teachers, and readers.

#### **Conclusion**

Generally, this research investigates about the correlation between punishment and students' learning motivation at EED UMY batch 2014. This research was conducted by researcher because the study which only focuses on the correlation between punishment and motivation was still limited. This research have three research questions that should be answered. The first about "how is punishment implemented in EED UMY batch 2014?", the second "how is students' learning motivation in EED UMY batch 2014?" and third, "what is correlation between punishment and students' learning motivation at EED UMY batch 2014?".

According to Langa (2014), punishment could be defined as an educational strategy which used by the teachers in order to manage students' misbehavior to become more positive. There are various types of punishment based on experts, including grade deduction, oral warning, reprimanding, and give advises. Punishment also could improve students' learning, disciplines and more focus in the class. In this

part, researcher also discuss about the definition of motivation, the types and the roles of motivation. Based on Dornyei (2012), motivation is responsible to determining human behavior by energizing it and give direction to the human. The types of motivation in this research was classified into two kind, external motivation and internal motivation. Motivation is important in learning process because it would push students to do some activities which related to their goal in learning. Some factors which influencing students' motivation could appeared from external and internal of the students such as competition between students, teachers give grade, reward, ego involvement, evaluation praise, punishment, passion, and interest (Sardiman, 2004). The hypothesis of this research is alternative hypothesis (H1). This research focus to find out the correlation between punishment and students' learning motivation in EED UMY.

To investigate about the correlation between two variables, this research use correlational design. This research was conducted in English Education Department of Universitas Muhammadiyah Yogyakarta. The population of this research is the students of EED UMY batch 2014. For the sample, researcher choose the random sampling. The population of this research is 119 students and for the sample is 94 students. The reason of researcher choose students of EED UMY batch 2014 is based on researcher's consideration that the students batch 2014 are the most senior rather than the earlier batch. The students batch 2014 have more experiences about punishment which implemented by teachers in learning process. To collecting the data, researcher use questionnaires as the instrument. The total items in the

questionnaire was 45 items. In this questionnaires, researcher develop 21 items for punishment and adapting 24 items of motivation from Clements' questionnaire with the title of "Motivation, self-confidence and group cohesion in foreign language classroom". To got the valid items, research do expert judgment, where the researcher ask to two lectures' opinion. Then research do data analysis in excel and then process it into SPSS.

After research process the data into SPSS, it found that the data distribution was normal using Zskewness and Zkurtosis. The mean of punishment was 1.46 and the minimum is 1.00 and the maximum is 2.47. Therefore the level of punishment classified to be seldom. The mean of motivation was 3.21 with the minimum is 2.54 and the maximum is 3.79. Therefore the students' motivation in EED UMY batch 2014 classified to be high. The researcher also find out the result that punishment and students' learning motivation has no correlation because sig value  $0.402 > 0.05$ . Therefore, the alternative hypothesis (H1) was rejected. It meant that there is no correlation between punishment and students' English learning motivation in EED UMY batch 2014.

### **Recommendation**

After the researcher explain the result about the correlation between punishment and students learning motivation have significant correlation. In the last, researcher would give some suggestions to other researchers, the students, the institution, the teachers and the readers.

**For other researchers.** The researcher know that this research maybe there are some weaknesses and incomplete information. Therefore, the researcher suggest to other researchers who would take the similar topic about “The Correlation between Punishment and Students’ Learning Motivation” to improve and use this research as reference.

**For students.** The students should improve their learning in EED UMY and give feedback to teachers’ teaching strategy who implementing punishment. Therefore, students could get a suitable strategy of teaching in learning process by the teachers.

**For teachers.** By this study, the teachers of EED UMY would know about the correlation between punishment and students’ motivation at EED. Therefore, the teachers would be able to develop the best teaching strategy in order to improve students’ motivation in learning.

**For the institution.** This study would give input to the institution on how to design rules of punishment in school more wisely and create better system in EED UMY. EED UMY should improve the students learning and implement the effective rules in learning and keep what the institution achieves.

**For the readers.** This study would inform and increase readers’ knowledge about some educational issues that commonly happened in school environment.