

## Chapter Four

### Findings and Discussion

In this chapter, the researcher presents the findings and discussion of the research. The findings answered research question associate with this research. The researcher reported the finding of research consists of analysis and discussion of the result of this research. The findings and discussion are presented in following section.

#### **Findings**

First part deals with findings involved in statistical analysis. The findings consist of questionnaires and the data of English proficiency test result from students. This part shows the data of questionnaire of students' motivation at EED UMY.

The first part of data aims at getting data on students' motivation. The data was collected from Google form of EED UMY students batch 2014. The second data was collected from students' TOEFL score at EED UMY. Students were required to test part of a course for EED UMY. Total respondents were 95 respondents. The data were analyzed using SPSS (Statistical Package for the Social Science) version 22

Based on the normality value of data, the researcher decided to calculate by manual calculation. It could be calculate as follow.

$$Z_{skewness} = \frac{\text{skewness}}{\frac{\sqrt{6}}{n}}$$

$$Z_{kurtosis} = \frac{\text{kurtosis}}{\frac{\sqrt{24}}{n}}$$

From the SPSS calculation, it was found that motivation Skewness were 0.481, TOEFL skewness were 0.116, motivation Kurtosis were 0.77 and TOEFL kurtosis were 0.545.

To find out motivation skewness value can be calculate as following:

$$Z_{skewness} = \frac{\text{skewness}}{\frac{\sqrt{6}}{n}}$$

$$\frac{\sqrt{6}}{95}$$

$$: 0.251$$

$$\frac{0.481}{0.251}$$

Motivation skewness: 1.913

To find out TOEFL skewness value can be calculate as following:

$$Z_{skewness} = \frac{\text{skewness}}{\frac{\sqrt{6}}{n}}$$

$$\frac{\sqrt{6}}{95}$$

$$: 0.251$$

$$\frac{0.116}{0.251}$$

Motivation skewness: 0.461

To find out motivation kurtosis value can be calculate as following:

$$Z_{kurtosis} = \frac{kurtosis}{\frac{\sqrt{24}}{n}}$$

$$\frac{\sqrt{24}}{95}$$

$$: 0.502$$

$$\frac{0.77}{0.502}$$

Motivation kurtosis: 1.531

To find out TOEFL kurtosis value can be calculate as following:

$$Z_{kurtosis} = \frac{kurtosis}{\frac{\sqrt{24}}{n}}$$

$$\frac{\sqrt{24}}{95}$$

$$: 0.502$$

$$\frac{0.545}{0.502}$$

Motivation kurtosis: 1.084

As normality value requirement, Zskewness value should be < 2 and Zkurtosis value should be < 7. It meant motivation skewness and TOEFL skewness were less than 2. Motivation kurtosis and TOEFL kurtosis were less than 7. It can be concluded both skewness and kurtosis was normal.

This research aims to measure the research question is “how is the level of students’ motivation with high and low English proficiency at EED UMY?”. The Second research question is “is students’ proficiency level at EED UMY?”. The

third research question is “is there any correlation student ‘motivation and English language proficiency at EED UMY?’”. The researcher will describe as following.

**Students’ motivation at EED UMY.** The research question may find out students’ motivation level in learning language. There are 95 respondents taking questionnaire. There are 14 items of questionnaire. The questionnaire was adapted from Taguchi Dornyei & Ushioda (2011). The questionnaire aims at looking at students’ intrinsic and extrinsic motivation. The question number 1, 2, 3, 4, 5, 6, 7 and 8 were to find out intrinsic motivation. Question number 9, 10, 11, 12, 13 and 14 were to find out extrinsic motivation.

To answer first research question was “How is the level of students’ motivation at EED UMY?”. The researcher used the result from SPSS of students’ motivation. The result is presented as the following table.

| Descriptive Statistics |    |                        |                        |                       |                      |
|------------------------|----|------------------------|------------------------|-----------------------|----------------------|
|                        | N  | Minimum                | Maximum                | Mean                  | Std. Deviation       |
| average motivation     | 95 | 2.4285714285714<br>284 | 4.7857142857142<br>860 | 3.2511278195488<br>74 | .30922689408434<br>0 |
| Valid N (listwise)     | 95 |                        |                        |                       |                      |

Table 4.1 Students’ motivation.

In general, the score of students’ motivation were 3.251. The score of 3.251 belongs to the categories high motivation. (Please see table 3.8 page 32).

Table 4.2 Component of motivation items.

|                    |         | Statistics |      |      |      |      |      |      |      |      |      |      |      |      |      |
|--------------------|---------|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|                    |         | Q1         | Q2   | Q3   | Q4   | Q5   | Q6   | Q7   | Q8   | Q9   | Q10  | Q11  | Q12  | Q13  | Q14  |
| N                  | Valid   | 95         | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   | 95   |
|                    | Missing | 0          | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
| Mean               |         | 3.21       | 3.27 | 3.16 | 3.53 | 3.51 | 3.59 | 3.52 | 2.42 | 3.46 | 3.51 | 3.12 | 3.36 | 2.17 | 3.57 |
| Std. Error of Mean |         | .058       | .063 | .057 | .058 | .058 | .055 | .052 | .071 | .054 | .061 | .068 | .067 | .087 | .055 |
| Median             |         | 3.00       | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 3.00 | 4.00 | 3.00 | 3.00 | 2.00 | 4.00 |
| Mode               |         | 3          | 3    | 3    | 4    | 4    | 4    | 4    | 2    | 3    | 4    | 3    | 3    | 2    | 4    |
| Std. Deviation     |         | .563       | .609 | .552 | .562 | .563 | .536 | .502 | .693 | .522 | .599 | .666 | .651 | .846 | .539 |
| Minimum            |         | 2          | 2    | 2    | 2    | 2    | 2    | 3    | 1    | 2    | 2    | 1    | 1    | 1    | 2    |
| Maximum            |         | 4          | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    |
| Sum                |         | 305        | 311  | 300  | 335  | 333  | 341  | 334  | 230  | 329  | 333  | 296  | 319  | 206  | 339  |
| Percentiles        | 25      | 3.00       | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 | 3.00 |
|                    | 50      | 3.00       | 3.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 3.00 | 4.00 | 3.00 | 3.00 | 2.00 | 4.00 |
|                    | 75      | 4.00       | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 3.00 | 4.00 | 4.00 | 4.00 | 4.00 | 2.00 | 4.00 |

Motivation divided into two categories from number 1,2,3,4,5, 6,7 and 8 were intrinsic motivation and number 9,10,11,12,13 and14 were extrinsic motivation. To know types of EED UMY students' motivation, the researcher calculated mean score of students' motivation for each category through Excel software. The total score for intrinsic motivation was 3.27 belongs to high motivation level (Please see table 3.8 page 32) and Extrinsic motivation was 3.19 belong high motivation level (Please see table 3.8 page 32). It meant that EED UMY students batch 2014 was intrinsic motivation higher than extrinsic motivation. Primary EED UMY students batch 2014 study English with their satisfaction, enjoying in learning and desire to achieve intend target in learning

language.

The finding intrinsic motivation as follows.

Table 4.3 Q1 If an English course was offered at university or somewhere else in the future, I would like to take it.

### Q1

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 7         | 7.4     | 7.4           | 7.4                |
| 3       | 61        | 64.2    | 64.2          | 71.6               |
| 4       | 27        | 28.4    | 28.4          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number one “If an English course was offered at university or somewhere else in the future, I would like to take it”. It showed that there were 7 students (7.4%) who disagree to statement. There were 61 students (64.2 %) who agree to statement that if an English course was offered at university or somewhere else in the future, I would like to take it. There were 27 students (28.4 %) who strongly agree to statement. On average, the statement of Q1 is 3.21. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students are eager to learn English at university or somewhere else in the future.

Table 4.4. Q2 I would like to study English even if it is not required.

**Q2**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 8         | 8.4     | 8.4           | 8.4                |
| 3       | 53        | 55.8    | 55.8          | 64.2               |
| 4       | 34        | 35.8    | 35.8          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number two “I would like to study English even if it is not required”. It showed that there were 8 students (8.4 %) who disagree to statement. There were 53 students (55.8 %) who agree to statement that I would like to study English even if it is not required. Then, there were 34 students (35.8 %) who strongly agree to statement. On average, the statement of Q2 is 3.27. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students more concern in learning to gain knowledge in English than only learning because it is requirement.

Table 4.5. Q3 I would like to spend lots of time studying English.

**Q3**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 8         | 8.4     | 8.4           | 8.4                |
| 3       | 64        | 67.4    | 67.4          | 75.8               |
| 4       | 23        | 24.2    | 24.2          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number three “I would like to spend lots of time studying English”. It showed that there were 8 students (8.4 %) who disagree to statement. There were 64 students (67.4 %) who agree to statement that I would like to spend lots of time studying English. Then, there were 23 students (24.2 %) who strongly agree to statement. On average, the statement of Q3 is 3.16. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students willing to spend lots of their time studying English.



Table 4.6 Q4. Studying English is important to me because it will enable me to learn more about what is happening in the world.

**Q4**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 3         | 3.2     | 3.2           | 3.2                |
|       | 3     | 39        | 41.1    | 41.1          | 44.2               |
|       | 4     | 53        | 55.8    | 55.8          | 100.0              |
|       | Total | 95        | 100.0   | 100.0         |                    |

In the statement number four “Studying English is important to me because it will enable me to learn more about what is happening in the world”. It showed that there were 3 students (3.2 %) who disagree to statement. There were 39 students (41.1 %) who agree to statement. Then, there were 53 students (55.8 %) who strongly agree to statement that Studying English is important to me because it will enable me to learn more about what is happening in the world. On average, the statement of Q4 is 3.53. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students know that there are a lot of knowledge around the world that published in English language and understanding English language is important to them because they enable more learn about what is happening in the world.

Table 4.7 Q5. Studying English is important to me because I would like to learn as many foreign languages as possible.

**Q5**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 3         | 3.2     | 3.2           | 3.2                |
| 3       | 41        | 43.2    | 43.2          | 46.3               |
| 4       | 51        | 53.7    | 53.7          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number five “Studying English is important to me because I would like to learn as many foreign languages as possible”. It showed that there was 3 student (3.2 %) who disagree to statement. There were 41 students (43.2 %) who agree to statement. Then, there were 51 students (53.7 %) who strongly agree to statement that English is important to them because they would like to learn as many foreign languages as possible. On average, the statement of Q5 is 3.51. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students do not only limited themselves to only know their local language. But they would like to learn as many foreign languages as possible.

Table 4.8. Q6 Studying English is important to me because English proficiency is necessary for promotion in the future.

**Q6**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 2         | 2.1     | 2.1           | 2.1                |
| 3       | 35        | 36.8    | 36.8          | 38.9               |
| 4       | 58        | 61.1    | 61.1          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number six “Studying English is important to me because English proficiency is necessary for promotion in the future”. It showed that there were 2 students (2.1 %) who disagree to statement. There was 35 student (36.8%) who agree to statement. Then, there were 58 students (61.1 %) who strongly agree to statement that studying English is important to me because English proficiency is necessary for promotion in the future. On average, the statement of Q6 is 3.59. This score belongs to high motivation (Please see table 3.8 page 33). This meant EED that UMY students English language could promote job position in future if they has good skill.

Table 4.9. Q7 Studying English is important to me because with English I can work globally.

**Q7**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 3 | 46        | 48.4    | 48.4          | 48.4               |
| 4       | 49        | 51.6    | 51.6          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number seven “Studying English is important to me because with English I can work globally”. It showed that there were 46 students (48.4 %) who agree to statement. Then, there were 49 students (51.6 %) who strongly agree to statement that that studying English is important to me because with English I can work globally. On average, the statement of Q7 is 3.52. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students studying English because with English, they have opportunity for themselves to work globally.

Table 4.10. Q8 I have to study English, because, if I do not study it, I think my parents will be disappointed with me.

**Q8**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 3         | 3.2     | 3.2           | 3.2                |
| 2       | 57        | 60.0    | 60.0          | 63.2               |
| 3       | 27        | 28.4    | 28.4          | 91.6               |
| 4       | 8         | 8.4     | 8.4           | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number eight “I have to study English because if I do not study it, I think my parents will be disappointed with me”. It showed that there were 3 students (3.2 %) who strongly disagree to statement. There were 57 students (60.0 %) who disagree to statement that i have to study English, because, if I do not study it, I think my parents will be disappointed with me. There were 27 students (28.4 %) who agree to statement. Then, there were 8 students (8.4 %) who strongly agree to statement. On average, the statement of Q8 is 2.42. This score belongs to moderate motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because if they do not study it, they think their parents will be disappointed on them.

Mean average of intrinsic motivation was 3.27. It belong to high motivation according to table 3.6 categories of motivation in learning English. The finding extrinsic motivation as follows.

Table 4.11. Q9 Studying English can be important for me because I think I'll need it for further studies on my major.

### Q9

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 1         | 1.1     | 1.1           | 1.1                |
| 3       | 49        | 51.6    | 51.6          | 52.6               |
| 4       | 45        | 47.4    | 47.4          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number nine “Studying English can be important for me because I think I'll need it for further studies on my major”. It showed that there were 1 students (1.1 %) who strongly disagree to statement. There were 4 students (3.7 %) who disagree to statement. There were 49 students (51.6 %) who agree to statement that Studying English can be important for me because I think I'll need it for further studies on my major. Then, there were 45 students (47.4 %) who strongly agree to statement. On average, the statement of Q8 is 3.46. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because they will need it for further studies on major.

Table 4.12. Q10 Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).

**Q10**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2     | 5         | 5.3     | 5.3           | 5.3                |
|       | 3     | 37        | 38.9    | 38.9          | 44.2               |
|       | 4     | 53        | 55.8    | 55.8          | 100.0              |
|       | Total | 95        | 100.0   | 100.0         |                    |

In the statement number ten “Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship)”. It showed that there was 5 student (5.3%) who disagrees to statement. There were 37students (38.9 %) who agree to statement. There were 53 students (40.4 %) who strongly agree to statement that Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship). On average, the statement of Q10 is 3.51. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English in order to achieve a special goal (e.g. to get a degree or scholarship).

Table 4.13. Q11 I have to learn English because without passing the English course I cannot graduate.

**Q11**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 2         | 2.1     | 2.1           | 2.1                |
| 2       | 10        | 10.5    | 10.5          | 12.6               |
| 3       | 58        | 61.1    | 61.1          | 73.7               |
| 4       | 25        | 26.3    | 26.3          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number eleven “I have to learn English because without passing the English course I cannot graduate”. It showed that there was 2 students (2.1 %) who strongly disagrees to statement. There were 10 students (10.5 %) who disagree to statement. There were 58 students (61.1%) who agree to statement that I have to learn English because without passing the English course I cannot graduate. Then, there were 25 students (26.3%) who strongly agree to statement. On average, the statement of Q11 is 3.12. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because without passing the English course I cannot graduate.



Table 4.14. Q12 I have to study English because I don't want to get bad marks in it.

**Q12**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 1     | 1         | 1.1     | 1.1           | 1.1                |
|       | 2     | 6         | 6.3     | 6.3           | 7.4                |
|       | 3     | 46        | 48.4    | 48.4          | 55.8               |
|       | 4     | 42        | 44.2    | 44.2          | 100.0              |
|       | Total | 95        | 100.0   | 100.0         |                    |

In the statement number twelve "I have to study English because I don't want to get bad marks in it". It showed that there was 1 student (1.1. %) who strongly disagrees to statement. There were 6 students (6.3%) who disagree to statement. There were 46 students (48.4%) who agree to statement that I have to study English because I don't want to get bad marks in it. Then, there were 42 students (44.2%) who strongly agree to statement. On average, the statement of Q12 is 3.36. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because they don't want to get bad marks in it.

Table 4.15. Q13 I must study English to avoid being punished by my parents/relatives.

**Q13**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 1 | 17        | 17.9    | 17.9          | 17.9               |
| 2       | 55        | 57.9    | 57.9          | 75.8               |
| 3       | 13        | 13.7    | 13.7          | 89.5               |
| 4       | 10        | 10.5    | 10.5          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number thirteen “I must study English to avoid being punished by my parents/relatives”. It showed that there were 17 students (17.9 %) who strongly disagree to statement. There were 55 students (57.9 %) who disagree to statement that I must study English to avoid being punished by my parents/relatives. There were 13 students (13.7 %) who agree to statement. There were 10 students (10.5 %) who strongly agree to statement. On average, the statement of Q13 is 2.17. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because they avoid being punished by my parents/relatives.

Table 4.16. Q14 Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS).

**Q14**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Valid 2 | 2         | 2.1     | 2.1           | 2.1                |
| 3       | 37        | 38.9    | 38.9          | 41.1               |
| 4       | 56        | 58.9    | 58.9          | 100.0              |
| Total   | 95        | 100.0   | 100.0         |                    |

In the statement number fourteen "Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS)". It showed that there were 2 students (2.1%) who disagree to statement. There were 37 students (38.9%) who agree to statement. Then, there were 56 students (58.9 %) who strongly agree to statement that Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS). On average, the statement of Q14 is 3. This score belongs to high motivation (Please see table 3.8 page 33). This meant that EED UMY students study English because they do not want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS).

In general, EED UMY students' motivation were 3.251. This score belongs to high motivation categories. This mean that EED UMY students batch 2014

generally high motivation.

Average of intrinsic motivation was 3.27. It belong to high motivation. It mean that EED UMY students highly agree to statement.

Average of extrinsic motivation was 3.19. It belong to high motivation. It mean that EED UMY students highly agree to statement.

**Students' English Proficiency Level at EED UMY.** To second research question was "How is students' proficiency level in learning English language at EED UMY". The finding showed that there were four categories of TOEFL® Score Scales. According to categories of TOEFL, there are excellent, advance, intermediate and beginning level. ( See table 3.9 Interpretation of TOEFL® Score Scales (PBT) (ETS, 2017)

Table 4.17 Component of TOEFL like score.

#### Descriptive Statistics

|                       | N  | Minimum | Maximum | Mean   | Std. Deviation |
|-----------------------|----|---------|---------|--------|----------------|
| average toefl         | 95 | 357     | 603     | 486.91 | 56.377         |
| Valid N<br>(listwise) | 95 |         |         |        |                |

Based on table 4.17 Component of TOEFL like score test and analyzed show that the mean of TOEFL like score is 486. The minimum of TOEFL like score is 357. The maximum of TOEFL like score is 603. This research aim to measure EED UMY students' proficiency level. To find out proficiency levels looking at mean value data of TOEFL like score result was 486. Therefore, it can be conclude the mean value of 486 belong to the categories intermediate level. So

EED UMY students' proficiency level was intermediate level. (See table 3.9 Interpretation of TOEFL<sup>®</sup> Score Scales according to students' English proficiency level).

**Correlation Between student' motivation and Their English language Proficiency at EED UMY.** The third research question was "Is there any correlation student' motivation and English language proficiency at EED UMY"?. The correlation was used correlation categories according to Gunawan (2015). The correlation categories can be seen in table 4.18 the correlation categories following.

| Table 4.18 the categories of correlation. |                          |                       |
|---|--------------------------|-----------------------|
| Interval score( + )                       | The level of correlation | Interval score( - )   |
| 0.000 – 0.199                             | Very low                 | (-0.8000) – ( -1.000) |
| 0.200 – 0.399                             | Low                      | (-0.600 ) - (-0.799)  |
| 0.400 – 0.599                             | Moderate                 | (-0.400 ) - (-0.599)  |
| 0.600 – 0.799                             | Strong                   | (-0.200) – (-0.399)   |
| 0.800 – 1.000                             | Very Strong              | (0.000) - (-0.199)    |

Gunawan (2015)

To find out correlation between students' motivation and their English language Proficiency at EED UMY. The researcher used Pearson Product moment correlation analysis. The result of correlation between students' motivation and English proficiency in following. Table 4.18 the correlation categories in this correlation was (0.000) - (-0.199) (Gunawan, 2015).

Table 4.19 the result of correlation

|                    |                     | average<br>motivation | average toefl |
|--------------------|---------------------|-----------------------|---------------|
| average motivation | Pearson Correlation | 1                     | -.074         |
|                    | Sig. (2-tailed)     |                       | .478          |
|                    | N                   | 95                    | 95            |
| average toefl      | Pearson Correlation | -.074                 | 1             |
|                    | Sig. (2-tailed)     | .478                  |               |
|                    | N                   | 95                    | 95            |

Table 4.19 presented the correlation between students' motivation and English proficiency. As requirement the score of Sig. (2-tailed) value above to be significant correlation that the score should be  $>0.05$  according to table 3.10 the significant correlation category (Sarwono, 2009). The score of Sig. (2-tailed) 0.478 is higher than 0.05. This mean that there is no correlation between students' motivation and their English language proficiency. Thus, hypothesis was rejected. Additionally, the Pearson correlation score for relationship between students' motivation and English proficiency variable is -.074. It means that there is very strong negative correlation between students' motivation and English proficiency at English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Discussion**

The second part showed the discussion of the research which explains more information that concerning the findings. This part discusses the analysis of statistic as demonstrated in the findings section to answer research question. This research identified result.

**Students' Motivation Level at EED UMY Batch 2014.** The researcher collected data using questionnaire. The data were analyzed to identify students' motivation in learning language. It reveals students' motivation at EED UMY batch 2014. The mean score of EED UMY students' motivation was 3.251 according to table 3.8 categories of motivation in learning English. The score is in the categories of high motivation.

Based on table 3.8 categories of motivation in learning English showed the mean score of motivation was 3.01 – 4.00 as requirement for to be high level. So, it can be conducted that the students' motivation at EED UMY batch 2014 is high motivation in learning language. This researcher aim to investigate types of EED UMY students' motivation. It can be concluded the result analyzed through Excel Microsoft. The total score of intrinsic motivation was 3.27 and extrinsic motivation was 3.19. So, students' motivation at EED UMY batch 2014 was intrinsic motivation higher than extrinsic motivation.

In addition, in second language learning, there are some factors which influence the learners to be succeed in acquiring a foreign language. One of them is motivation. Motivation is the reason why people do something based on their desire (Zuhria, 2015). "Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning" (McDonough in Ellis, 1994). Motivation is crucial factor in learning language. Motivation in learning language is important because students will be led do something to achieve goal. Motivation is the process through which students are driven to increase their action or performance to get target language in learning.

### **Students' Proficiency Level in Learning English Language at EED**

**UMY.** Based on the data gathered from 95 participants, students' English proficiency level of EED UMY batch 2014 was 486. This could be shown from their average score, which was 486 according to table 3.9 Interpretation of TOEFL<sup>®</sup> Score Scale (PBT) (ETS, 2017), this score belong to the categories of intermediate level.

Motivation associate with success and failure in term, students achieve proficiency in language. "Motivation is generally considered to be one of the primary causes of success and failure in second language learning"(Dörnyei & Schmidt, 2001) . In second learning language, motivation determine students toward learning process. Motivation can be effective factor in the process of learning language. Motivation and English proficiency were positively correlated with each other.

Based on categories of Interpretation of TOEFL<sup>®</sup> Score Scales, the result of analysis for students' proficiency level is different level. Furthermore, students who have high learning motivation in learning language, they will gain the aim of learning. "Motivation is change of attitude in a person, marked by feeling and proceeds with action to achieve it" (Sardiman, 2006). Students who have high learning motivation will be easier in learning language and improve their language proficiency more to get achievement. Students who have high motivation will be easier to handle difficulties in learning language because motivation is a play role of students to learn language and it lead students to learn seriously. In addition, Students with high learning motivation will be motivated to



achieve target language because students have high satisfaction or willing in learning language Zuhria (2015).

**Correlation Between student' motivation and Their English language Proficiency at EED UMY.** Based on the result of correlation show that the sig<sup>2</sup> tailed was .478. While requirement to the correlation to exist is less than 0.05. It mean that there is no correlation between students' motivation and English language proficiency. So, hypothesis alternative (Ha) was rejected

In addition, based on the data of the result explains that motivation had important role language learning process. Motivation was like a something drove students which aroused their desire to learn. Students who were motivated were more successful than students who were no motivated. The possible factors for negative correlation could be that the students who have high English proficiency test score tended to be unmotivated since they consider the classroom to not challenging. Students who low English proficiency test score tended to force themselves to practice and made themselves had habitual in learning language. Motivation drove the students to pay more attention to get their achievement. Motivation made the students ready in learning process. So, the students will be easier in learning language. Students who were motivated had practice their language proficiency ability on their leisure time.