Chapter Four

Result and Discussion

This chapter discusses result of the three research questions. The first research question is "How is students' discipline?". The second research question is " How is students' academic achievement? ". Then, the third question of this research is " What is the correlation between students' discipline and students' academic achievement? ". For the result of discussion, the researcher explains in this chapter.

Result

This chapter described the result of what this study aims for, in case to reveal the research questions. The results were about students' discipline level, students' academic achievement level, and the correlation between students' discipline and students' academic achievement. Further discussion was presented below.

Result 1. Students' discipline level. The first research question of this study is to know students' discipline level. The data was shown that the mean of students' discipline level was 55.42. It represented that the score was in high level category (see table 10). It indicated that those students had high discipline.
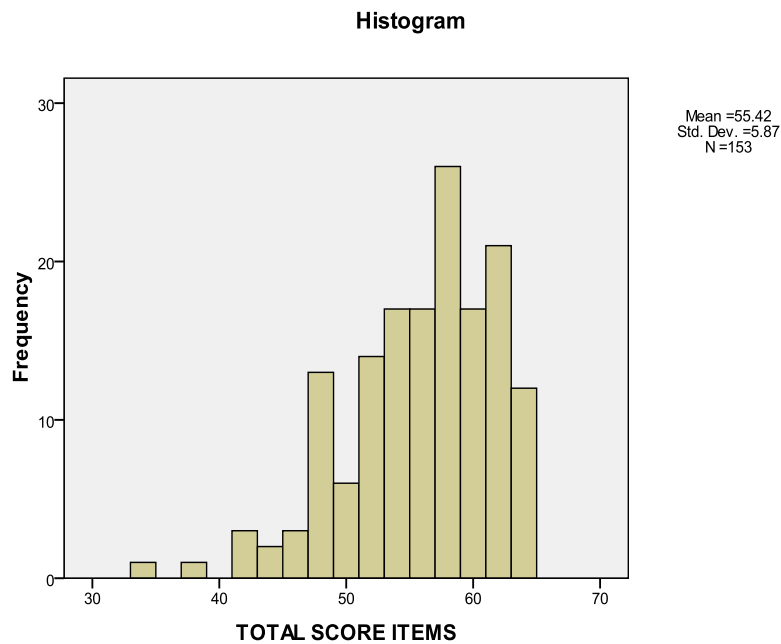
Histogram

Mean =55.42
Std. Dev. =5.87
N =153

Figure 2. Histogram of Students' Discipline

Moreover, it showed that there were seven students (4.7%) who had low discipline level. There were fifty-three of the students (34.6%) who had moderate level of discipline. Then, there were ninety-three of the students (60.7%) who had high level of discipline. The detail result of students' discipline was shown below:

Table 11
Result of students' Discipline

Students' Discipline	Category	Frequency	Percent
54.00 – 64.00	High	93	60.7 %

The data showed that there were 93 of the students has high category level. Meanwhile, the precentage of this table above was on 60.7 %. It indicated that the most of students in EED of UMY have high discipline level.

Result 2. Students' Academic Achievement Level. The second question of this research is to discover students' academic achievement level. In this part, the researcher found the level of students' academic achievement level by consideration the GPA. In addition, the data were collected from EED of UMY students batch 2014 and 2015 students' GPA. The data presented that the minimum score of GPA was 1.08 and also the maximum score of GPA was 3.95. Based on Supranto's formula was written in chapter three (see table 7), the researcher categorized the GPA into low, medium and high.

The result presented that the mean value of students' academic achievement was 3.28. Based on the category mentioned above, the score was on high score. It means that most students at EED of UMY have high level in academic achievement.
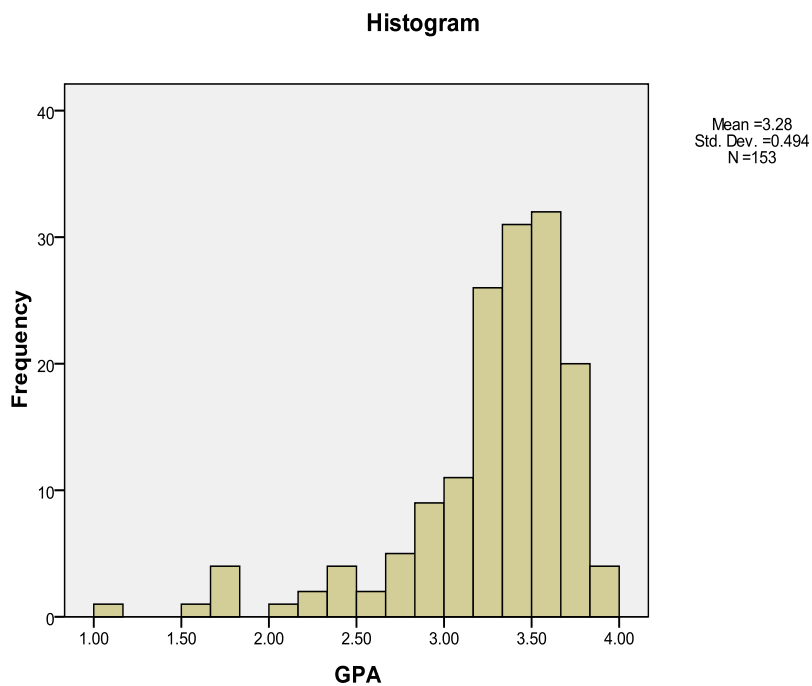
Histogram

Mean =3.28
Std. Dev. =0.494
N =153

Figure 3 : Histogram of students' GPA

The result showed that there were seven of student (4.56%) who had low academic achievemet level. There were twenty-two students (14.4%) who had moderate academic

achievement level. Then, there were one hundred twenty-four (81.0%) students who had high academic achievement level. For the detail result of students' academic achievement was written below as follows:

Table 12
Result of Students' Academic Achievement

Students' GPA	Category	Frequency	Percent
2.99 – 3.95	High	124	81.0%

The result showed that there were 124 students who have high category. Then, the percentage of students' academic achievement is 81.0%. Therefore, the students have high level of academic achievement.

Result 3. The Correlation between Students' Discipline and Students' Academic Achievement in Learning Process. The third question of this research is about correlation between students' discipline and students' academic achievement. Before the researcher tested the correlation, the researcher checked the normality of the data first. The researcher used SPSS version 17.0.

Normality test. The researcher tested the data using Kolmogorov Smirnov in order to check the data whether it was normal or not. The data was normal if the significance was higher than 0.05 ($\alpha > 0.05$). Meanwhile, the data did not have normal distribution if the significance was lower than 0.05 ($\alpha < 0.05$). A table below showed the normality data distribution:

Table 13
The Result of Normality Test

Kolmogrov-Smirnov Z	Sig.	Information
1.026	0.243	Normal

The result showed that the significant value of this research data was 0.243. Therefore, the significant data was higher than 0.05 (> 0.05). It was indicating that the distribution of data was normal.

Hypothesis Test. This test was conducted to find out the third research question about the correlation between students' discipline and students' academic achievement in learning process at EED of UMY. This hypothesis test was also done to prove the hypothesis of this study that there is significant correlation between students' discipline and students' academic achievement. The correlation between students' discipline and students' academic achievement was analyzed by using Pearson Correlation Product Moment (**r**). The result was shown on the table below.

Table 14
The Result of Hypothesis Test

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Discipline	Students' Academic Achivement	153	0.422	0.010

From this table above, the result shown that the total sample N was (153), the Pearson Correlation was 0.422 and also the significant was 0.010. Cohen et al (2011) argued that "coefficient statistics are statistically significantly correlated at the $\rho < 0.05$ levels" (p. 345). This result was presented that the significant values was 0.10. Meanwhile, the significant value was lower than $\rho < 0.05$. Therefore, there was significant positive correlation between students' discipline and students' academic achievement in learning process at EED of UMY. It means that the alternative hypothesis that there is a significant correlation between

students' discipline and students' academic achievement of this study is accepted. Then, the coefficient correlation was on moderate level since the pearson correlation was on 0.422.

Discussion

This part describes the discussion of the three questions of this research. The first research question is about EED of UMY students' discipline. The second research question is about EED of UMY students' academic achievement. Then, the third question is about the correlation between students' discipline and students' academic achievement at EED of UMY.

Students' discipline. The first research question is about how the EED of UMY students' discipline level is. The result showed that the mean of students' discipline was on 55.42. The researcher found that were ninety-three (60.7%) of the students who had high level of discipline. The researcher also found that were seven students (4.7%) who had low discipline level and there were fifty-three (34.6%) of students who had moderate level of discipline. It was indicating that the students' discipline had high level category.

The discipline of EED of UMY students showed they have high discipline. It was in line with Dunham (1984) who stated that the fact of high discipline helps the student to raise the achievement goals and expectations. It indicated that the students' discipline give correlate in acdamic achievement especiallly in learning process. It is also supported by Ehiane (2014) stated that if the school has effective discipline the the academic performance will be reached by students and lecturers. The discipline in this research is representing that students have the categories such as managing the time, obeying the rules from the education field, and respecting another students. The result of data showed that most of students' discipline were in high category level but there were seven students (4.7%) who had low

discipline level and there were twenty two of the students (14.4 %) who had the moderate level of discipline.

However, the students can strenghten their discipline by some of attitudes. The first, the students can manage or organize their time to finish the assessment. They need to come to the class on time and have to do the assessment as soon as possible. Mafabi (1993) stated that achievement can be reached in education field if there is time management.

The second is rules and regulation. Educational field rules and regulations consist of dress code, learning contract and rule of the campus. In order to maintain rules and regulations, the students need to wear formal dress code. Students also have to obey the rule of learning contract that is approved by the lecturer in every subject. These strategies are to instill their resposibility in discipline. Adam (2003) stated that education field rules and regulations are the ways to improve the students' discipline.

The third is ethic of students to lectures. Students must make a good harmony or good relationship towards the lecturer. The ethic is when the students make an appointment to their lecturer, they come on time. For the ethic to the students, they need to rescpect another students' opinion whether they agree or not. The discipline in school can be described such as obeying rules of the teachers, respecting the teacher, paying attention, and acting with suitable norms (Rachel, 2013).

Students' academic achievement. The second research question is about how EED of UMY students' academic achievement is. The result shown that the mean of students academic discipline was 3.28. Based on the category level, the score 2.99-3.95 was categorized in high level. Hence, this score could be considered that the EED of UMY students had good academic achievement category level. Even, there were seven of students (4.56 %) who had satisfactory academic achievemet level. On the other hand, there were

twenty-two students (14.4%) who had good academic achievement level. This is indicating that matching teaching and learning style can enhance the academic achievement (Renzulli, 2011). However, the low academic achievement was because of the internal and external factor that effecting it (Hakim, 2005). The students' acdemic achievement can be improved by students' anger, sadness, emotion, and motivational control. Likewise, the support of family like mother and father are also needed.

The correlation between students' discipline and students' academic achievement.

This study presented the result of the significant value that was 0.01 and this significant value was lower than 0.05. Of course, there is positive significant correlation between students' discipline and students' academic achievement in learning process at EED of UMY. The positive significant correlation can be explained if the variable of student' discipline is high, so the variable of students' academic achievement is higher as well. Meanwhile, the students' discipline is lower, so that the students' academic achievement is lower too. The pearson correlation was 0.422 which was represented moderate coefficient correlation (Creswell, 2011). In this research based on the previous related review studies that there is a relation between students' discipline and students' academic achievement. This study is supported by Ehiane (2014), Lilian (2015) and Maria (2013) research.

In conclusion, the hypothesis of this research discussing the correlation between students' discipline and students' academic achievement at EED of UMY is accepted. This present of the research was also supported by Ehiane (2014) that found the finding of correlation between discipline and academic achievement. In this study, the lecturers have to be establishing the school management, rules, and regulations. It is also supported by Lilian (2015) who found the finding the role of school discipline on academic performance. This finding suggested that the school needed to apply the suitable rules and regulations to enhance students' discipline. Based on Maria (2013) who argued that students had to obey

the rules and regulation in case improving discipline. However, this finding involved the

students for making the rules.