

Chapter Four

Findings and Discussion

This chapter presents findings of this research and the discussion of it. The findings section provides results from the SPSS data analysis done by the researcher. The discussion section provides the answer of the research questions and the verification of this research hypothesis.

Findings

In this part, the researcher presents the findings of three research questions. The first research question is ‘How is the behavior of teachers in English Language Education Department ?’. The second research question is ‘How is the students’ academic achievement in English Language Education Department?’ The third research question is ‘How is the impact of teachers’ behavior towards students’ academic achievement?’.

Result 1. The behavior of teachers. The first research question of this study is “ How is the behavior of teacher in English Language Education Department?. The data showed that the mean of teachers’ behavior was 89.65. It represents that the score belongs to medium level category. It indicates that the behavior of teacher was good in English Language Education Department.

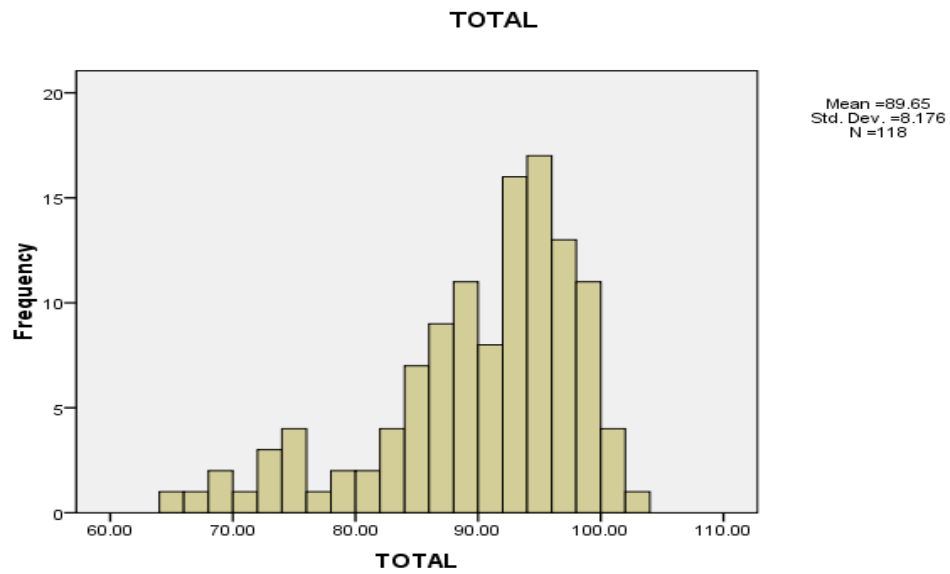


Figure 2. Histogram of Teachers' Behavior

Based on the result sixty-two students (52.5%) perceived that teachers' behavior at demonstrated in high level. There were fifty-one students (43.3%) perceived that teachers' behavior in medium level . Then, there were five students (4.2%) perceived that teachers' behavior in low level (Appendix D). The detail result of teachers' behavior was seen as follows :

Table 9			
<i>Result of teacher' behavior</i>			
Teachers' behavior	Category	Frequency	Percent
90.32 – 103.00	High	62	52.5%
72.66 – 90.32	Medium	51	43.3%
65.00 – 72.66	Low	5	4.2%
Total		118	100

Result 2. The Level of Students' Academic Achievement. The second question of this research is “ How is students' academic achievement?”. In this second question, the researcher found the level of students' academic achievement level by the grade point average (GPA). The data were collected from students' batch 2015 students' GPA. The order of GPA categories into very good, good, and satisfactory.

The result presented that the mean value of the students' academic achievement was 3.22. Based on the category of the students' academic achievement, the score was good. It means that the most of one of the students' academic achievement batch 2015 have good level.

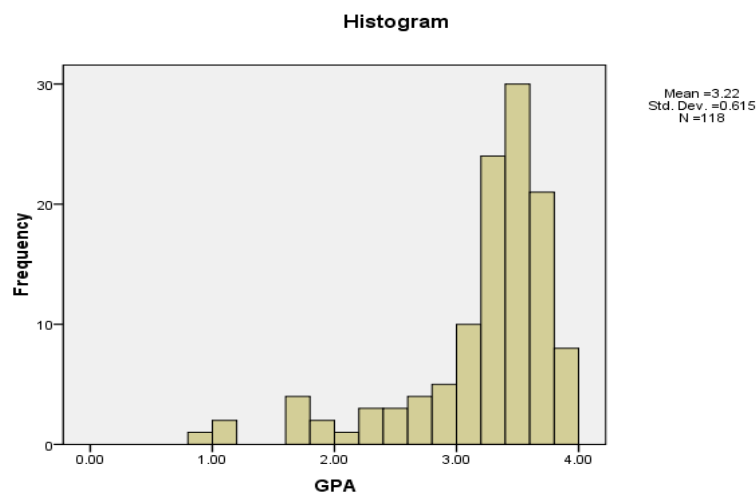


Figure 3 : Histogram of students' GPA

The result showed that there were forty-one students (34.8%) who have excellent academic achievement level. There were fifty-nine students (50.0%) who have good academic achievement level. Then, there were nine students (7.6%) who have satisfactory academic achievement level. However, there were nine students (7.6%)

who have poor academic achievement level (Appendix E). For the detail result of students' academic achievement was categorized as follows:

Table 10 <i>Result of Students' Academic Achievement</i>			
Students' GPA	Category	Frequency	Percent
3.51 – 4.00	Excelent – Exceptional Achievement (A, A-)	41	34.8%
2.76 – 3.50	Good – Extensive Achievement (B+, B, B-)	59	50.0%
2.00 – 2.75	Satisfactory - Acceptable Achievement (C+, C)	9	7.6%
< 2.00	Poor – Minimal Achievement (D, E, K)	9	7.6%
Total		118	100

Result 3. The impact of teachers' behavior towards Students' Academic Achievement in Teaching and Learning Process. The third question of this research is about the impact of teacher's behavior towards students' academic achievement. Before the researcher tested the correlation, the researcher checked the normality and linearity of the data first. The researcher used SPSS version 17.0 for analyzing the data.

Normality Test. The researcher tested the data using Kolmogorov Smirnov to check the data whether the data was normal or not. The data was normal if the significant is higher than 0.05 ($\alpha > 0.05$). Meanwhile, the data does not have normal distribution if the significant is lower than 0.05 ($\alpha < 0.05$).

The normality data distribution was shown below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	8.17420411
Most Extreme Differences	Absolute	.137
	Positive	.084
	Negative	-.137
Kolmogorov-Smirnov Z		1.492
Asymp. Sig. (2-tailed)		.023

a. Test distribution is Normal.

b. Calculated from data.

Figure 4 : The Result Of normality

Table 11 The Result of Normality Test		
Kolmogrov-Smirnov Z	Sig.	Information
1.492	0.023	Normal

The result showed that the significant value of this research data was 0.023.

Therefore, the significant data was higher than 0.05 (> 0.05). It was indicating that the distribution of data was normal.

Linearity Test. Before analyzing the regression, the second step is checking linearity test. In general, the test is aimed to find out if the linearity between two variables if have a significant linear relationship or not, the valid data there should be

a linear relationship between dependent variable (x) and independent variable (y). In some reference stated that the test of linearity is a requirement before doing linear regression test. In addition, if the value of significance is higher than 0.05, so there is a linear relationship between dependent variable (x) and independent variable (y) significantly. Conversely, if the value of significance is smaller than 0.05, so there is no linear relationship between dependent variable (x) and independent variable (y).

The linearity data distribution was shown below:

ANOVA Table

Table 12			Sum of Squares	Df	Mean Square	F	Sig.
TOTAL * GPA	Between Groups	(Combined)	4661.121	73	63.851	.889	.676
		Linearity	3.094	1	3.094	.043	.837
		Deviation from Linearity	4658.027	72	64.695	.901	.658
	Within Groups		3159.633	44	71.810		
	Total		7820.754	117			

Based on the data above, the data obtained the value of significance was 0,658. The value of significance is higher than 0.05, which means there is a significant linear relationship between teachers' behavior to a variable (x) and students' academic achievement variable (y).

Hypothesis Test. This test was conducted to find out the third question about the impact of teachers' behavior toward students' academic achievement in teaching and learning process. This hypothesis test was also done to prove the hypothesis of this study that there is significant impact between teachers' behavior and students' academic achievement. The impact between teachers' behavior and students' academic achievement was analyzed by using regression data analyzing on SPSS

v.17. Generally, the formula of the linear regression equation is $Y = a + bX$. As for knowing the value of the regression coefficients we can see from the data above.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.801	4.045		21.953	.000
	GPA	.265	1.235	.020	.214	.831

a. Dependent Variable: TOTAL

Figure 5 : Result of Regression Analysis

A = constant numeric of unstandardized coefficients, in this case, the value of 'a' is 88,801. This number is a numeric constant which is the sense that if there were no teachers' behavior (x) value consistently dan academic students' achievement is 88,801 (y). Beside, B = number of regression coefficients. The value of 'b' is + 0265. because the value of the regression coefficients is a plus (+), thus it can be said that the teachers' behavior (x) has a positive effect towards students' academic achievement (y). So the regression equation is $Y = 88,801 + 0,265 X$

The purpose of Hypothesis test is to determine if the regression coefficient is significant or not. Just a reminder that the hypothesis that the researcher proposed in this simple linear regression analysis is **H_a**, it means that there is an impact between teachers' behavior towards students' academic achievement

Meanwhile, to ascertain whether the regression coefficient is significant or not (in terms of variable X to variable Y) we can test this hypothesis by way

of comparing the value of significance (Sigs.) with probability 0.05 or another way is comparing T-test and T-table.

Comparing the value of significance (Sigs.) with probability 0.05. As for the basis of decision-making in the regression analysis by looking at the value of significance (Sig) SPSS output results are: If the value of significance (Sig) smaller than the probability of $0.05 <$ which means that there is the influence of teachers' behavior (x) towards students' academic achievement (y). Conversely, if the value of significance (Sig) higher than the probability of > 0.05 which means that there is no influence of teachers' behavior (x) towards students' academic achievement (y). Output SPSS (coefficients). The result of comparing the value of significance (Sig) and the value of probability showed bellow:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.801	4.045		21.953	.000
	GPA	.265	1.235	.020	.214	.831

b. Dependent Variable: TOTAL

Figure 6 : Result of comparing the value of significance (Sig)

Based on the data above, the value of significance (Sig) is 0.831 which means value of significance is higher than probability $0.05 <$, thus inferred that H_a is rejected and H_0 was accepted, which means that "there is no the influence of teachers' behavior (x) on students' academic achievement.

Comparing T-test and T-table. T-test aims to test the hypothesis, where the basis of the T-test-taking is: 1. If the value of the T-test is higher $>$ than T-table, then it can be inferred the influence of teachers ' behavior (x) towards students ' academic achievement (y). 2. Conversely, if the value of the T-test is smaller $<$ than T-table, then it can be inferred that there is no the influence of teachers ' behavior (x) toward students ' academic achievement (y).

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	88.801	4.045		21.953	.000
	GPA	.265	1.235	.020	.214	.831

a. Dependent Variable: TOTAL

Figure 7 : Result of comparing T-test and T-table

Based on the output above, the result showed that the value of T-test was 0.214, then the next step is to find a value of the T-table. The formula to find the value of T-table is:

$$\text{the value of } \alpha/2 = 0.05/2 = 0.025$$

$$\text{Degrees of freedom (df)} = n-2 = 118-2 = 116$$

The value 0.025; 116 then we see on the distribution T-table, the T-table value was . 1.982

The value of the T-test is smaller <0.214 than 1.982 T-table, so it can be inferred that the H_a is rejected, which means that "there is no influence of teachers ' behavior (x) against the students ' academic achievement (y).

To know how big the influence of teachers ' behavior (x) towards students ' academic achievement (y), we can see the value of R square or R^2 that can be showed below:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.020 ^a	.000	-.008	8.20936

a. Predictors: (Constant), GPA

b. Dependent Variable: TOTAL

Figure 8 : Result of the impact of variable X toward variable Y

From the output above is known the value of R square is 0.000. This value means that the influence of teachers ' behavior (x) towards students ' academic achievement (y) by 0000%, and can be concluded that there is no influence between teachers ' behavior (x) towards students ' academic achievement (y).

Discussion

This part describes the discussion of the three questions of this research. The first research question is about teachers' behavior at one of Islamic Universities in Yogyakarta. The second research question is about students' academic achievement. Then, the third question is about the impact of teachers' behavior towards students' academic achievement in teaching and learning process.

The behavior of teachers. The first research question is about how the teachers' behavior is. The result showed that the mean of teachers' behavior was 89.65. The researcher found that were sixty-two students (52.5%) demonstrated that teachers' behavior is high level. There were fifty-one students (43.3%) demonstrated that teachers' behavior is medium level . Then, there were five students (4.2%) demonstrated that teachers' behavior is low level. It was indicating that the teachers' behavior have the high level category.

The result showed that the teachers' behavior in high category level. Its mean the behavior of teacher was good. According to Ulug, Ozdenb, and Eryilmaz (2011) said that teachers who become good role model must precede the class because of their view of life and behavior guide the students. In short, when mentioned in the understanding, education that gives students the confidence, questions him and give the person the responsibility should come to mind. Its mean that the reasons why the teachers got low behavior because of the misbehaviour. Listiyani (2007) said that among the characteristics of good teacher behavior, it seems that teachers' understanding to their students and teachers' being humorous are in the top rank over all other desired behavior. Eggen and Kauchak (2007) identified teacher's behaviors as they have enthusiasm, caring, firm, and democratic practices to promote students' responsibility, use the time for lesson effectively, have established efficient routines,

and interact freely with students and provide motivation for them. Moreover, having these behaviors in teaching and learning process give the significances effect for teacher. The underlying reason is because these factors can create conducive and comfortable learning situation for students. The statement can be concluded that teachers' being cooperative and flexible is an important key that cannot be bargained. As teachers, they should be able to adjust and blend different types of behavior depending on the class situations like students' competence, background, and needs. Teachers can ask other colleagues' opinions and even ask students' inputs and opinions on how they behave. The purpose is to improve and increase both their performance in teaching and their behavior as good teachers.

The academic achievement of student. The second research question was is about how students' academic achievement is. The result showed that the mean of students' academic achievement was 3.22. Based on the category level, the score 2.76 – 3.50 were on “good” category level. Hence, this score can be considered that the students have very good level of academic achievement. Even, that there were forty-one students (34.8%) who have excellent academic achievement level. There were fifty-nine students (50.0%) who have good academic achievement level. Then, there were nine students (7.6%) who have satisfactory academic achievement level. However, there were nine students (7.6%) who have poor academic achievement level. This is indicating that matching teaching and learning style can enhance the academic achievement (Renzulli, 2011). However, the satisfactory academic achievement was because of the internal and external factor that effecting it (Hakim, 2005). In addition, the internal factors such as motivation, willingness, passion, and ability. The students' academic achievement can be improved by students' anger,

sadness, emotion, and motivation control. while, the external factors such as teacher, family, friends, and environment.

The impact of teachers' behavior towards students' academic achievement in teaching and learning process. Before the researcher tested the impact, the researcher checked and analyzed the normality and linearity of the data first. The researcher used SPSS version 17.0 for checking and analyzing the data.

Based on the formula of normality test on SPSS v.17 that the data was normal if the value of significant is higher than 0.05 ($\alpha > 0.05$). Meanwhile, the data does not have normal distribution if the value of significant is lower than 0.05 ($\alpha < 0.05$). The researcher found the result of the significant value was 0.023. Therefore, the significant data was higher than 0.05 (> 0.05). It was indicating that the distribution of data was normal. Based on the formula of linearity test on SPSS v.17 that the valid data there should be a linear relationship between dependent variable (x) and independent variable (y), if the value of significance is higher than 0.05, so there is a linear relationship between dependent variable (x) and independent variable (y) significantly. Conversely, if the value of significance is smaller than 0.05, so there is no linear relationship between dependent variable (x) and independent variable (y). Based on data obtained by the researcher, the researcher found that the value of significance was 0, 658. The value of significance is higher than 0.05, which means there is a significant linear relationship between teachers' behavior to a variable (x) and students' academic achievement variable (y). According to Ulug, et, al (2011). They found the most significant results of the research evidenced that teachers' positive behaviors have positively influenced students' personality as well as their live performances. In addition, if the teachers' behavior on good category, it might influence a positive impact toward students' academic achievement.

Based on the data of hypothesis test, the value of significance (Sig) is 0.831 which means higher than probability $0.05 <$, thus inferred that H_a is rejected, which means that "there is no the influence of teachers' behavior (x) on students' academic achievement (y).

In conclusion, the hypothesis of this research in which there is no a significant impact of teachers' behavior towards students' academic achievement in teaching and learning process. Which means the **H_a** hypothesis is rejected.