

## **Chapter Four**

### **Result and Discussion**

This chapter describes the result of three research questions. The first research question is “How is the students’ achievement at the English Education Department of a private university in Yogyakarta ?”. The second research question is “How is the students’ TOEFL-like score at the English Education Department of a private university in Yogyakarta? ”. The third research question is “What is the correlation between students’ achievement and students’ TOEFL-like score at English Education Department of a private university in Yogyakarta?”. Then, the discussion of the results is also explained in this chapter.

#### **Results**

In this part, the researcher focused on presenting the results of three research questions. The results are about ELED of a private university in Yogyakarta students’ achievement, students’ TOEFL-like score, and the correlation between students’ achievement and students’ TOEFL-like score batch 2014. The results are revealed in the following discussion.

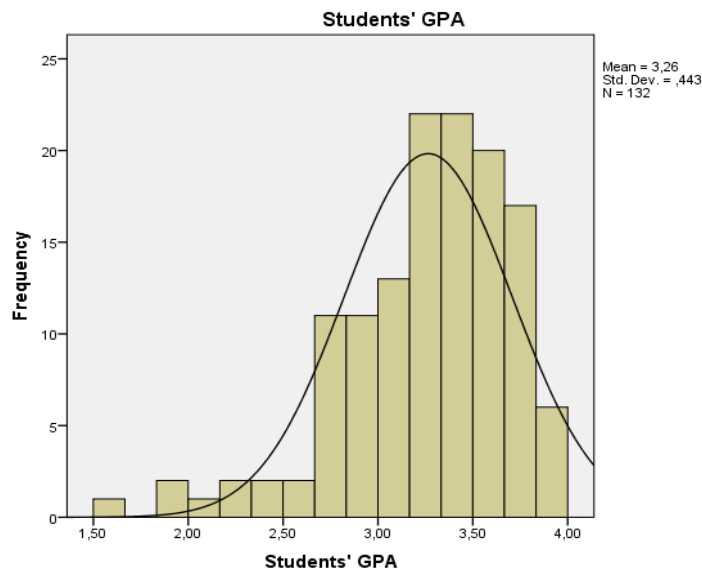
#### **The Level of Students’ Achievement.**

The first research question is “How is the students’ achievement at English Language Education Department of a private university in Yogyakarta?”. The researcher wants to find out the students’ academic achievement level. Students’ academic achievement is measured using grade point average (GPA). The data were collected from students’ grade point average (GPA) of batch 2014 on their

sixth semesters. Then, the result showed that the minimum score of the students who participated in this study was 1.55 and the maximum score was 3.95. Based on Supranto's (2000) formula that was written in chapter three (see table 3), the researcher categorized students' achievement into four categories with interval 0.80. There were good, moderate, and poor categories.

<b>Table 6</b>			
<i>Result of Students' Achievement</i>			
Students' GPA	Category	Frequency	Percent
3.17 – 3.95	Good	33	44.6
2.36 – 3.16	Moderate	51	24.9
1.55 – 2.35	Poor	48	30.5
Total		132	100.0

The result also showed that there were thirty-three students (44.6%) who have good achievement level. There were fifty-one students (24.9%) who have moderate achievement level, and then there were forty-eight students (30.5%) who have low achievement level. The detail result of students' achievement was presented on the table below:



*Figure 2.* Histogram of Students' Achievement

The result showed the mean value of students' achievement was 3.26. Based on the category of students' achievement, this score belongs to moderate level category. It was indicated that most of English Language Education Department of a private university in Yogyakarta batch 2014 students have moderate achievement level.

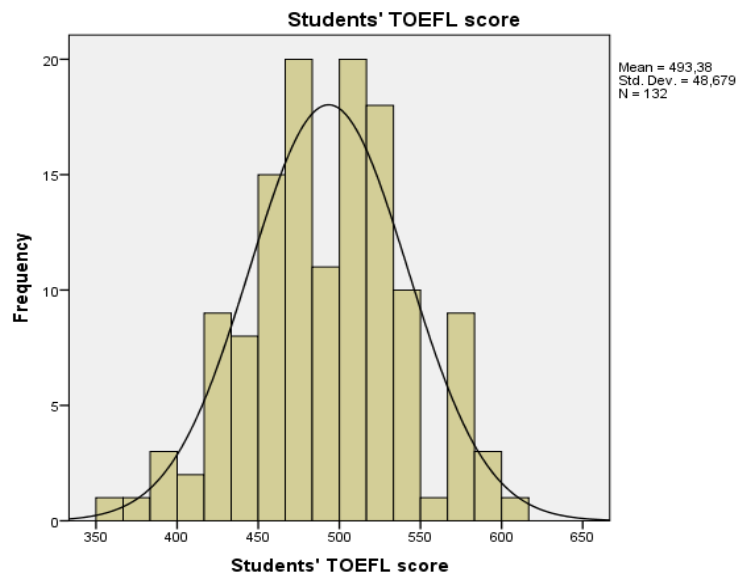
**The Level of Students' TOEFL-like score.**

The second research question of this research is "How is the students' TOEFL-like score at the English Language Education Department of a private university in Yogyakarta?. The data were collected from English Language Education Department of a private university in Yogyakarta batch 2014 students' score document of post test TOEFL-like score. The researcher took the data from lecturer who taught International Language Testing (ILT) course. The data presented that the minimum score was 363 and the maximum score was 603.

Based on Supranto's (2000) formula that was written in the chapter three (see table 4), the researcher categorized students' TOEFL-like score into three categories with the interval 80. There were poor, moderate and good categories.

<i><b>Table 7</b></i>		
<i>Result of Students' TOEFL-like score</i>		
The category of students' TOEFL score	Frequency	Percent
525-603 : Good	2	1.5
444-524 : Moderate	70	56.8
363-443 : Poor	60	41.7
Total	132	100.0

Based on the categories of students' TOEFL-like score above, the result showed that there were sixty students (41.7%) who are in the poor level of TOEFL-like test. There were seventy students (56.8.0%) who are in the moderate level of TOEFL-like test. Then, there were two students (1.5 %) who are in the good level of TOEFL-like test.



*Figure 3. Histogram of students' TOEFL score.*

The result showed that the value of mean was 493.38. Meanwhile, the students' TOEFL score was on moderate level based on the category of students' TOEFL score. Then, the histogram described that most of English Language Education Department of a private university in Yogyakarta batch 2014 students have moderate level in TOEFL-like test.

### **The Correlation between Students' Achievement and Students' TOEFL-like score.**

The third research question of this study is about the possibility of correlation between students' achievement and students' TOEFL-like score. However, before analyzing the correlation between those variables, the researcher tested normality and linearity of data. The researcher analyzed the tests using SPSS program version 20.

**Normality test.** The researcher did normality test using Kolmogorov-Smirnov analysis in order to find out whether the data distribution was normal or not. The criteria of normality test is when the significance value is higher than 0.05 ( $\alpha > 0.05$ ). Meanwhile, the data does not have normal distribution when the significance value is lower than 0.05 ( $\alpha < 0.05$ ). The result of normality test showed on the table below:

<b>Table 8</b>			
Result of Normality Test			
Variable	Kolmogorov-Smirnov Z	Sig.	Information
Students' achievement (GPA)	1,068	0,204	Normal
Students' TOEFL-like score	0,752	0,624	Normal

The result showed that significance value of students' achievement (X) was 0,204. It can be concluded that the X variable distribution was normal because  $0.204 > 0.05$  ( $\alpha > 0.05$ ). Then, the significance value of TOEFL score variable (Y) was 0.624. It means that the Y variable distribution was normal since the significance value was larger than 0.05 ( $\alpha > 0.05$ ).

Additionally, normality test also can be analyzed using probability plot through SPSS program version 20. The data distribution can be said normal if line of real data was close to diagonal line. Based on the graphic of normally probability plot (figure 1), the data line followed diagonal line. It can be concluded that the data was normally distributed. The probability plot was presented on graphic below:

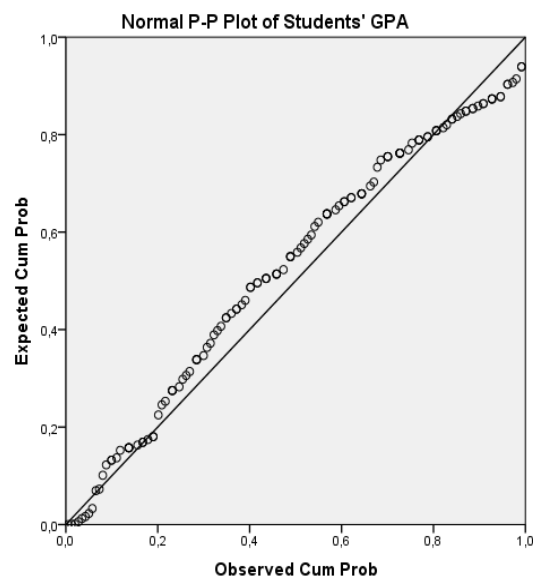
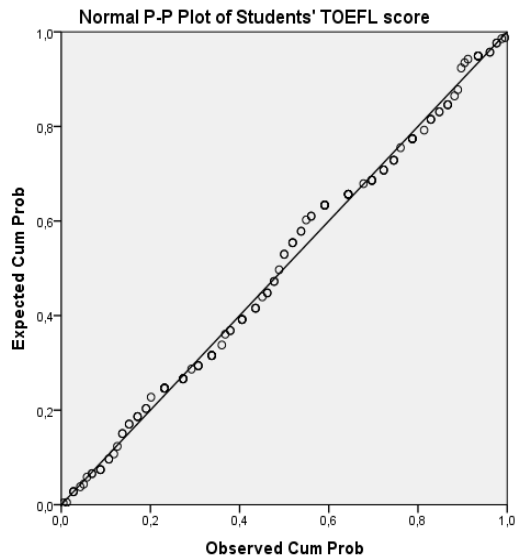


Figure 4. Graphic normal data of students' achievement distribution



*Figure 5.* Graphic normal data of students' TOEFL-like score distribution

**Linearity test.** The linearity test purposed to know whether the variables are have a significant linear or not. There were two results that have to be analyzed. The first is about F-Linearity value that showed how far the dependent variable was predicted close in line. The variables are linear if significance value of linearity is lower than 0.05 ( $\rho < 0.05$ ). The second is about F-Deviation from Linearity value that showed how far the deviation of variables from linearity. Then the variables are linear if the significance value of deviation from linearity are not significant or higher than 0.05 ( $\rho > 0.05$ ). The result of linearity test was presented on the table 9 below:



<b>Table 9</b>			
Result of Linearity Test			
	F	Sig.	Information
Linearity	27.841	0,000	Linear
Deviation from linearity	0.773	0.841	Linear

Based on the finding of linearity test above, the linearity significance value was 0.000 with F-Linearity value was 27.841. The significance value was lower than 0.05 ( $F=27.841$ ;  $\rho < 0.05$ ). It means that the result was significant and then the variables were linear to be applied on its relation model. Then, the significance value of deviation from linearity was 0.841 with F-Deviation of Linearity value was 0.773. The significance value was higher than 0.05 ( $F=0.773$ ;  $\rho > 0.05$ ). It means that the deviation from linearity was significant. Hence, it can be concluded that the relation between two variables fulfill linear assumption, and then the variables of this research were linear.

**Hypothesis test.** This test was to answer the third research question about the correlation between students' achievement and students' TOEFL-like score at English Language Education Department of a private university in Yogyakarta. This test was to prove the hypothesis of this research that there is a correlation between students' achievement and students' TOEFL-like score. Then, the correlation between two variables was identified using Pearson Product Moment Correlation ( $r$ ). The correlation result was presented on the table 8 as follows:

<i>Table 10</i>				
<i>Result of Correlation Test</i>				
<b>Independent Variable X</b>	<b>Dependent Variable Y</b>	<b>N</b>	<b>Person Correlation</b>	<b>Sig.</b>
Students' Achievement (GPA)	Students' TOEFL-like score	132	0.438	0.000

The result showed that Person correlation value (*r*-value) was 0.438 and significance value was 0.000 with sample size (N) was 132. The hypothesis testing was analyzed by comparing significance value ( $\rho$ -value). According to Cohen, Manion and Marrison (2011), they asserted that coefficient statistics are statistically significantly correlated at the  $\rho < 0.05$ . The finding above showed that significant value ( $\rho$ -value) was 0.000 which was lower than 0.05 ( $0.000 < 0.05$ ).

The meaning of the explanations above that there is a positive and significant correlation between students' achievement and students' TOEFL-like score, and then alternative hypothesis (H1) was accepted. Furthermore, the correlation proportion can be seen from Pearson correlation value (*r*-value). The table showed that *r* value was 0.438. Based on Sugiono's (2011) criteria of correlation level (see table 5), 0.438 was on moderate level (0.40-0.599). It can be concluded that there is a correlation between students' achievement and students' TOEFL-like score in moderate correlation level. So, the hypothesis the correlation between students' achievement and students' TOEFL-like score at English Language Education

Department of a private university in Yogyakarta batch 2014 is positive and significant was accepted.

## **Discussion**

This part describes the discussion on the result of this study. There are three discussions, and those three are presented below:

**The level of students' Achievement.** The first research question of this study is about how is the students' achievement at English Language Education Department of a private university in Yogyakarta batch 2014. The result showed that the mean score of students' academic achievement was 3.26. Based on the categories in students' achievement, the score 2.36 – 3.16 are on the moderate level of category. Hence, it can be concluded that students of English Language Education Department batch 2014 have moderate achievement level based on Supranto's formula that was written in chapter three (see table 3), indicating that they are averagely performing good in learning activities and they also comprehend the material given by the lecturers (Ukpong and George, 2012).

Students' achievement was one of the ways to measure the level of the students are. There are several factors that contribute to the students' achievement such as internal and external factors (Ukpong and George, 2012).

First internal factors are the factors that exist within the individual study, while external factors are factors that exist from outside the individual. According Slameto (2010), internal factors included physical health, disability, intelligence, attention, interest, talent, learning motivation, readiness, student attitudes and fatigue.

Last external factors, according to Slameto (2010) included the way parents educate, relations between family members, home atmosphere, teaching methods, teacher relationships with students, student relationships with students, the state of the building, friends and time schools. Students' barriers in implementing school rules are include factors external influences that affect student achievement.

**The level of Students' TOEFL-like score.** The second research question of this research is about how is the students' TOEFL-like score at English Language Education Department of a private University in Yogyakarta batch 2014. The result showed that the mean score of students' TOEFL score was 493.38. based on the categories of students' TOEFL-like score, showed that the students' TOEFL-like score at 444-524 are on the "moderate" category of students' TOEFL-like score. Hence, it can be concluded that students of English Language Education Department of a private university in Yogyakarta batch 2014 have moderate level of TOEFL-like test based on the categories in TOEFL -like score was written in chapter three has been made from supranto's formula. It was indicating that students at English Language Education Department of a private university in Yogyakarta batch 2014 influenced by the students on their TOEFL-like score even though they were study hard. Mahmud and Jūn were said the same way but in the differents case.

**The Correlation between Students' Achievement and Students' TOEFL-like Score.** The result showed that the significance value was 0.000, and this value was lower than 0.05 ( $0.000 < 0.05$ ). It means that there is a significant

correlation between students' achievement and students' TOEFL –like score at English Language Education Department of a private university in Yogyakarta batch 2014. Then, based on Sugiono's (2011) criteria correlation value, the strength of the correlation was moderate level. The correlation value ( $r$  value) of the result was 0.438, and this value belongs to the "moderate" level of coefficient correlation based on the supranto formula that was written in chapter three (see table 5). It means that English Language Education Department of a private university in Yogyakarta students batch 2014 shown that who had high GPA also have high TOEFL-like score or vice versa supported by Martirosyan, Hwang, and Wanjohi (2015) but different case of the research.

Besides, the result means that the alternative hypothesis (H1) is accepted which the correlation between students' achievement and students' TOEFL-like score at English Language Education Department of a private University in Yogyakarta batch 2014 is positive and significant. In conclusion, the hypothesis (H1) in which the correlation between students' achievement and students' TOEFL-like score at English Language Education Department batch 2014 is positive was accepted. The result of present study was supported by Martirosyan, Hwang, and Wanjohi (2015) study that also found that there is a correlation between students' achievement and students' TOEFL-like score.