

## Chapter Four

### Findings and Discussion

This chapter described the findings and discussion of three research questions. The findings section was provided the results of data analysis using statistics calculation. Then, the discussion section was provided the answer of three research questions.

#### Findings

In this part was described the results of the study. The results were about three research questions of this study. The first question is "How is the students' autonomous learning level of English teacher training program at one private universities in Yogyakarta?". The second question is "How is the students' academic achievement level of English teacher training program at one private universities in Yogyakarta?". Then, last questions are "Is there any correlation between students' autonomous learning and students' academic achievement?".

**Students' Autonomous Learning Level.** The first question is "How is the students' autonomous learning level of English teacher training program at one private universities in Yogyakarta?". The data were collected from 71 respondents using questionnaire about 38 items. The researcher has analyzed the data using descriptive statistic in statistics calculation to know students' autonomous learning level. The researcher made the interval of students' autonomous learning level category that was adapted from Supranto's (2006) formula. The formula was showed the interval of 28,5 to categorize the level of students' autonomous

learning. The level of students' autonomous learning was categorized into four categories such as very high, high, moderate and low.

Scale	Category	Frequency	Percent
$123.6 < x \leq 152$	Very High	7	9.9
$95.1 < x \leq 123.5$	High	63	88.7
$66.6 < x \leq 95$	Moderate	1	1.4
$38 < x \leq 66.5$	Low	0	0.0
<b>Total</b>		<b>71</b>	<b>100.0</b>

The result in the table below showed the autonomous level such as; there was no student (0.0%) in the category of "low" and only 1 students (1.4%) in the category of "moderate". There were 63 students (88.7%) in the category of "high". Then, there were 7 students (9.9%) in the category of "very high".

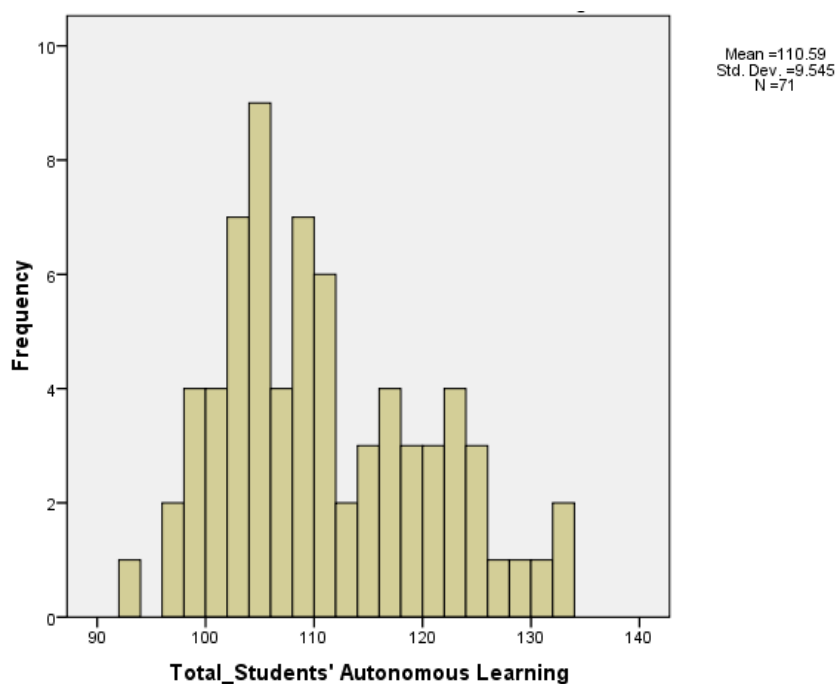


Figure 2. *Students' autonomous learning frequency*

From the data analysis, it was shown that the mean value of students' autonomous learning level was 110,59. Based on the category, the level of students' autonomous learning score belongs to high-level category. It means that the most of students had a high level in autonomous learning.

**Students' Academic Achievement Level.** The second research question is "How is the students' academic achievement level of English teacher training program at one private universities in Yogyakarta?". The researcher was found the students' academic achievement level. Students' academic achievement is measured using grade point average (GPA). The researcher divided the rate of students' GPA based on the book of *Panduan Akademik UMY 2013/2014*, it was shown in the table below:

Table 8. <i>The result of Students' GPA</i>			
Scale	Description	Frequency	Percent
3.51 – 4.00	Very High / Cumlaude	32	44.8
2.76 – 3.50	High / Very Satisfy	31	43.4
2.00 – 2.75	Moderate / Satisfy	7	9.9
Lest than 2.00	Low	1	1.4
<b>Total</b>		<b>71</b>	<b>100.0</b>

Based on the categories of students' GPA level above, the result showed that there was only one student (1.4%) in the category of "low". There were seven students (9,9%) in the category of "moderate". There were thirty-one students (43,4%) in the category of "high". Then, there were thirty-two students (44.8%) in the category of "very high".

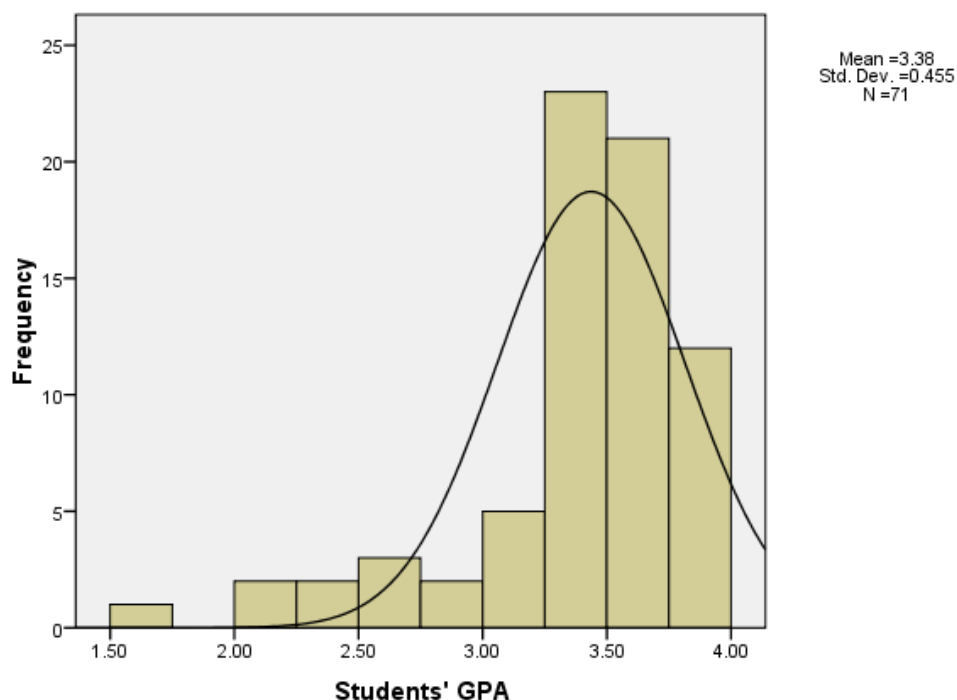


Figure 3. *Students' GPA frequency*

The result showed that the mean value of students' GPA was 3.38. It means the students' GPA was on "high" level. The figure showed that the most of students had "high" level on GPA as the students' academic achievement.

**The Correlation between Students' Autonomous Learning and Students' Academic Achievement.** The last research question is "Is there any correlation between students' autonomous learning and students' academic achievement?". Before analyzing the correlation between the variables, the researcher tested the normality of data. The researcher analyzed the test using statistics calculation.

**Normality test.** The researcher did normality test using Kolmogorov-Smirnov analysis. It was aimed to find out the normality of data distribution that was normal or not. The criteria of normality test are 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 ( $\alpha < 0.05$ ). After being analyzed, the result showed that the data distribution was normally based on the result of normality test.

Table 9. <i>The Result of Normality Test</i>		
Kolmogorov-Smirnov Z	Sig.	Information
1.332	0.058	Normal

Based on the table above, the significance value of this research data was 0.058. It means that the significant value of 0.058 is higher than 0.05 ( $0.058 > 0.05$ ), so the data of this research is normal.

**Hypothesis test.** This test was to answer the hypothesis about the correlation between students' autonomous learning and students' academic achievement. This test was to prove the hypothesis of this research that there is a correlation between those two variables. The correlation between two variables was identified using Pearson Product Moment Correlation ( $r$ ). The correlation result is presented below:

Table 10. <i>The Result of Hypothesis Test</i>				
Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Autonomous Learning	Students' Academic Achievement	71	0.295	0.013

Based on the table above, it was shown between two variables with total sample (N) was 71, the Pearson correlation value ( $r$ -value) was 0.295, and significance value ( $p$ -value) was 0.013. The hypothesis testing was analyzed by

comparing significance value ( $p$ -value). “Coefficient statistics are statistically significantly correlated at the  $p < 0.05$  levels” (Cohen, et al, 2011, p. 345). The result showed that significant value ( $p$ -value) was 0.013 which was lower than 0.05 ( $0.013 < 0.05$ ). However, the hypothesis was shown that students’ autonomous learning and students’ academic achievement was accepted. It means that there was a positive and significant correlation between students’ autonomous learning and students’ academic achievement.

Cohen et al (2007) were conducted the criteria correlation value such as; very low, low, moderate, strong, and very strong. The detail criteria are as seen in the table below (Sugiono’s, 2011):

<b>Interval Coefficient</b>	<b>Correlation Level</b>
0.00 – 0.199	Very Low
0.200 – 0.399	Low
0.400 – 0.599	Moderate
0.600 – 0.799	Strong
0.800 – 1.000	Very Strong

Based on the table above, the Pearson correlation value ( $r$ -value) showed the value of 0.295 on the criteria “low” level (0.200 – 0.399). It can be concluded that there was a positive and significant correlation between students’ autonomous learning and students’ academic achievement, and the strength was categorized as a low correlation.

## **Discussion**

In this part described the discussion based on the result of three research questions in this study. The first question is about the students' autonomous learning level. The second question is about students' academic achievement level. Then, last questions are about the correlation between students' autonomous learning and students' academic achievement.

**The Students' Autonomous Learning Level.** The first research question of the study was about how the students' autonomous learning level. Based on the results, the data was collected from 71 respondents using questionnaire about 38 items. The researcher also found that there was no student (0.0%) in the category of "low" and only 1 students (1.4%) in the category of "moderate". There were 63 students (88.7%) in the category of "high". Then, there were 7 students (9.9%) in the category of "very high". Then, the results showed that the students have "high" level of autonomous learning with the mean value was 110,59. It means that the most of students had high level in autonomous learning.

Based on the finding, students were had high level of autonomous learning. It means that students were shown that they had good autonomous learning. Dickinson (1987) believes that learning autonomy is a situation of learner that totally responsible in implementation of learning decisions. Students was understood of their learning purpose, responsibility, setting of learning goals, take the initiative in planning and executing learning tasks and evaluate their learning (Little, 2003). They had ability to self-direct for practice, critical reflection, and independent action. Students were able to study independently and

have initiative to study on their own. Autonomous learners should be able to create their own learning conditions and express their own meaning (Mollaei & Riasati, 2013).

Students who have autonomous actively participate in the learning process are confident to give ideas and opinions. Lap (2005) in Gholami (2016) argued that self-confidence is the one of effective factor by learner autonomy, the others factor such as willingness, attitudes, assessing self- progress, readiness, selecting materials, planning learning activities, and meta-cognitive strategies. Students who have confidence always see things from a positive point of view and can address a problem correctly. Students have their own responsibility to use of their time and learning resources as the effort of being a disciplined student. In conclusion, autonomous learning is students' awareness to learn without command as the responsibility in learning process.

**The Students' Academic Achievement Level.** The second research question of this study is about how the academic achievement level. The result showed that there was only one student (1.4%) in the category of "low". There were seven students (9,9%) in the category of "moderate". There were thirty-one students (43,4%) in the category of "high". Then, there were thirty-two students (44.8%) in the category of "very high". The mean value of students' GPA was shown 3.38, then it was on "high" level. It means that the most of students had "high" level on GPA as the students' academic achievement.

Academic achievement as something acquires by person after a learning activity. Tahar (2006) concluded that the higher the attitude of one's learning



independence; it will enable it to achieve high learning outcomes. The learning achievement appears to be a change in the behavior of the learners, which can be observed and measured in the form of changes in knowledge, attitudes and skills. According to Wahab (2015) argues that the achievement level achieved from an effort can give emotional satisfaction, and it is measured by the tool or certain test. That is as the measure of mastery to students' knowledge or skill in lecture from evaluation and test. Slameto (2009) said that academic achievement is the prime measure to know students' learning success.

**The Correlation between Students' Autonomous Learning and Students' Academic Achievement.** The last research question is about how the correlation between students' autonomous learning and students' academic achievement. The significance value of data normality was on 0.058. The value of 0.058 is higher than 0.05 ( $0.058 > 0.05$ ), so the data of this research is normal. The correlation result between two variables with total sample (N) of 71 sample showed that the Pearson correlation value (r-value) on 0.295, and significance value on 0.013. The significant value ( $p$ -value) was 0.013 which was lower than 0.05 ( $0.013 < 0.05$ ).

The hypothesis showed that students' autonomous learning and students' academic achievement was accepted. It means that there was a positive and significant correlation between students' autonomous learning and students' academic achievement. Based on the criteria of correlation level, the Pearson correlation value (r-value) 0.295 was on "low" level (0.200 – 0.399). It can be concluded that there was a positive and significant correlation between students'

autonomous learning and students' academic achievement, but the correlation was categorized as a low correlation. The low of correlation was the cause of some score from the respondent's answer was low. The data showed that some students who in a high level of autonomous learning have a low level of academic achievement (see appendix B). It also happens on students who have a high level of academic achievement that they have "moderate" and "low" level of autonomous learning. Students had less confidence in the learning process. Students who have lack of confidence tend to be pessimistic in the face of challenges; hesitate in decision making; fear and hesitation to convey ideas and like to compare ability with others.

This result of the study found that there was a positive and significant correlation between students' autonomous learning and students' academic achievement. The positive correlation happens because of autonomous learning in the cases academic achievement. Therefore, when the value of students' autonomous learning is increased, the value of students' academic achievement will also increase. It was related to Lowe (2009) is the statement that components in the learner autonomy profile-self-regulation are seen as contributors to academic success. The learner autonomy profile-self-regulation may be seen as a diagnostic tool for helping to identify areas for improvement that can positively impact GPA and thus academic success. Ng et al. (2011) found that learner autonomy profile as the tools to enhance students' capacity that has a potential relationship with academic success in the form of GPA and especially in reckoning the association of performance in English courses.