

Chapter Four

Findings and Discussion

Findings

After conducting the process of collecting data from 80 students of ELED UMY 2012, the researcher makes a classification in order to investigate the result of questionnaire on this research. All the result can be seen in every table and figure provides in this chapter.

In the questionnaire, there are 30 questions to measure the motivation of the correspondent. The correspondent should choose one answer for each question. The questions consist of five multiple choices; very agree, agree, average, disagree, and very disagree. Every choices of the answer have each score. The score is used to determine the numbers and the average of motivation score of every correspondent. By giving the score in the multiple choices, the result of the calculation score from correspondent is able to be transferred into SPSS.

In addition, the data is also used for determining the level of correspondent's motivation. The levels of the motivation are very high, high, moderate, low, and very low. To better understand about the scoring of this questionnaire, the explanation is showing in the following table:

	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20
N Valid	80	80	80	80	80	80	80	80	80	80
Missing	0	0	0	0	0	0	0	0	0	0
Mean	3,89	4,30	4,08	4,20	3,86	3,81	3,79	3,84	4,08	3,65
Std. Error of Mean	,092	,070	,087	,088	,097	,104	,102	,098	,106	,114
Median	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Mode	4	4	4	4	4	4	4	4	4	4

	q21	q22	q23	q24	q25	q26	q27	q28	q29	q30
N Valid	80	80	80	80	80	80	80	80	80	80
Missing	0	0	0	0	0	0	0	0	0	0
Mean	3,69	3,83	3,99	4,23	4,18	3,66	3,61	4,08	4,06	4,10
Std. Error of Mean	,086	,114	,104	,092	,094	,126	,093	,087	,082	,081
Median	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
Mode		4	4	4	4	4	4	4	4	4

Table 4.3. Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0,744	0,760	30

According to the table above, it shows that the data is reliable with a score **0,744**. The score indicates that the data is considered to be in the **Good** level according to the table of score of Cronbranch's Alpha.

Table 4.4. Validity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,581
Bartlett's Test of Sphericity	Approx.	670,069
	Chi-Square	
	Df	435
	Sig.	,000

According to the table of validity above, the number of validity of the questionnaire is **0,581** and it means that this questionnaire has a valid data. The number of the validity indicates the data is valid although it's not good enough.

Table 4.5. Normality

	Question
Skewness	-,663

After we look at the table above, the number of normality is **-0,663**. It shows that the data is normal, the result of the normality is earned from the average of all the skewness of every question. The normality data is between $-1 > 1$.

Parent's Educational Level. In the questionnaire, the researcher also put multiple choices for the correspondent. The correspondent should choose one of the multiple choices that show the level of parent's educational level of each students. However, the researcher only takes the highest level from one of the parents. For example, the correspondent's father has Senior High School level of education and the mother's level education is S1, so the correspondent should choose the mother as a choice because mother has a higher level of education than father. The table below shows the number of parent's educational level depending on what the correspondent chooses in the questionnaire.

Table 4.6. Numbers of Educational Level

Level	Number	Percentage
SD	6	7.5%
SMP	11	13.75%
SMA	30	37.5%
Diploma	4	5%
S1	25	31.25%
S2	4	5%
S3	0	0%

From the table above, we can see that the students which have their parent's educational level of elementary school is 6 respondents, junior high school is 11

respondents, senior high school is 30 respondents, diploma is 4 respondents, 'S1' is 25 respondents, 'S2' is 4 respondents and there is no students who have parents from S3 level.

Moreover, on the percentages, the researcher has measured the data. In elementary school level, it has 7.5% and for junior high school has 13.75%. The percentage of senior high school level is 37.5%. Next, the percentage of diploma level is 5%. Besides that, the percentage of S1 level is 31,25% and the percentage for S2 level is 5%.

Most students of ELED UMY 2012 have parents from the senior high school level. And there are no students of ELED UMY 2012 who have parent's educational level from S3 level. It is also presented with the percentage of each levels. The highest percentage is from senior high school level with 37.5%. And the lowest percentage is from diploma and S2 with 5%. This data is used for correlating with the data of motivation aspects.

Student's Learning Motivation. The researcher makes scores for every multiple choice in the questionnaire. The scores can be seen at Table 1. In the table shows that the highest score is 5. It means that the maximal score of the questionnaire is 150; that score is earned from the highest score added with the total number of items. The total number of items in the questionnaire is 30 questions. Here is the formula:

$$\text{Maximal score} = \text{Highest Score} \times \text{Number of Items}$$

To reach the score of each correspondent, the researcher adds all of the score of each correspondent. And it starts from correspondent number 1 until number 80. After that, the total score of every correspondent will be divided with the highest score; **150**. And it shows us the score of motivation of each correspondent. Every correspondent will have a different score of motivation depending on their answers in the questionnaire. Here is the formula:

$$\text{Score of Motivation} = \frac{\text{Total Score of Each Correspondent}}{\text{Maximal Score}}$$

In this part, the researcher will investigate about the second research question. The data below is showing us about the average of motivation of students in ELED UMY 2012, depending on their level of parent's educational. The formula to get the result average of motivation is the Score of Motivation in 1 Level divided by the Number of Correspondent in 1 Level. For example, if we want to know the average of motivation in level 'SD', the formula is:

$\text{Average Motivation SD} = \frac{\text{Total Score of Motivation SD}}{\text{The Number of Correspondent SD}}$
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The table above explained about the way to find out about the average motivation from the student. The total score of motivation from student with parent's

educational background in elementary school level is divided by the number of correspondent of student from parent's educational background of elementary school. The researcher makes the result of the average motivation into the table below.

Table 4.7. Average of Motivation

Level	Number of Correspondent		Average of Motivation Score
SD	6		121
SMP	11		120
SMA	30		118
Diploma	4		118
S1	25		119
S2	4		115
S3	0		0

From the table above, the average motivation of every level has different numbers. The elementary level, it has 121 numbers of motivation average. The correspondent from junior high school level has 120 numbers of motivation average. For the senior high school level, the average of motivation is 118. Diploma level, the correspondent average of motivation is 118. It has same score with senior high school level. The average motivation from S1 level is 119 and the last average motivation is 115 from S2 level. The highest average score is coming from elementary school level with **121** and the lowest average is from S2 level with **115**.

The researcher divides the criteria of motivation depending on the score of the motivation into three criteria; high, medium and low level. The maximal score of the

motivation here is 150 points. The maximal scores are divided into three distances of scores. The first distances of scores is 100-150, which is classified as high level. The second level is medium which has 50-99 of scores distance. The last level is low level which has distance of 0-49. So, the table of the criteria is shown below:

Table 4.8. Scores of Level

Criteria of Level	Distance of Scores
High	100-150
Medium	50-99
Low	0-49

According to the table above, the average motivation in this data is classified as **High** level. This data explained that the students' motivation were high based on the data above, which is 100-150. Based on the data collected, all students' scores were in a high level of motivation score. However, each average have different scores depending on the level of parents' education. The conclusion is that students of ELED ELED 2012 have a high level of motivation.

The Correlation between Parent's Educational Level and Student's Learning Motivation. In this part of the findings chapter, the research will correlate the two variables. The first variable is Parent's Educational Level and the second variable is Student's Learning Motivation. To correlate both variables, the researcher uses Pearson Product Moment Correlation to find out about any correlation between the

two variables of this research. The result of Pearson Product Moment is shown below:

Table 4.9. Pearson Product Moment

		Correlations	
		Skor motivasi	Pendidikan terakhir
Skor motivasi	Pearson Correlation	1	-,101
	Sig. (2-tailed)		,371
	N	80	80
Pendidikan terakhir	Pearson Correlation	-,101	1
	Sig. (2-tailed)	,371	
	N	80	80

From the table above, the correlation by Pearson Product Moment shows that the number of correlation is **-0,101**. It means that there is a correlation in this research but the correlation is reverse. Correlation reverse meant that there is a correlation between both of variables, but the correlation was parent's educational background in lowest level, the student's motivation was in a highest score. According to Sugiyono (2007), there is no negative result in the criteria for evaluation and interpretation of a correlation coefficient. The positive result proves that there is a balanced correlation between two variables. However, if the result is negative, it proves that there is a reverse correlation between both variables.

Discussions

The researcher carried out this research to investigate the listening of English songs and its relation to vocabulary mastery. There are three questions that arise in this research:

1. What are the levels of parent's education in ELED UMY 2012??
2. What are the students's learning motivation level in ELED UMY 2012?
3. Is there any correlation between parent's educational level and student's learning motivation?

The research is done to find out about the reason of the high score of student motivation for student who has parents at the lowest educational level. Those students were clearly understanding with the condition or situation in their family, especially with their parent's educational background. It pushed them to do the best in the learning process to prove that student from the lowest background of parents' education are able to compete with other students.

Parent's Educational Level. In Indonesia, there are several level of education starting from kindergarten until master program, which is the highest level of education. However, not all people can achieve the same level of education. In fact, a lot of people still do not understand the benefit of studying until the highest level of education. They thought that education is only theory that no really needed in the

daily life. Some people also have a financial problem for continuing their education.

As we know, the cost of education is higher every year.

To determine the levels of parents's education in ELED UMY 2012, the researcher collects data from questionnaire. There are several levels that the researcher found. The first level is elementary level of parents' education. The number of correspondents who have parents from this level is six correspondents. The next level is coming from junior high school level of parents educational who have eleven correspondents. There are thirty correspondents who have parent's educational level in senior high school level.

Moreover, there are four correspondents who have parent's educational level in Diploma level. And then in the level of S1, there are twenty-five correspondents. In the level of S2, there are four correspondents who have the parents from this level. The last level from the questionnaire is S3 level. However, there is no correspondent who has parent's educational level from this level.

Based on the data above, there are a lot of parents's educational levels from correspondents of ELED UMY 2012. There are six different level of parent's educational level of ELED UMY 2012. The most level of this data is from senior high school level of parents' education which have thirty correspondents. The Diploma and S2 level is becoming the fewest number of parent's educational level. The researcher concludes that every parent of students in ELED UMY 2012 who ever studied at school means that they have a background of education. This relates with

the statement from Tavani and Losh (2003) which states that the education level or education background have impacts on an individual's academic success.

High level of education is necessary for people to get a good attitude, good knowledge and also indirectly able to improve their motivation. Some people do not really understand how important it is to successfully manage the education until the highest level. Hopefully in the next several years, there will be a good concept of education. A higher level of education will influence people to have a good and wide knowledge. Higher level education also can push people to have motivation.

Student's Learning Motivation. Based on the table of average motivation, there are several percentage of average motivation from correspondents depending on the parents' educational level. In the first result, there are six correspondents who have parents' education in elementary school level with an average motivation score of 121. In the parents' educational level of junior high school, there are eleven correspondents with an average motivation of 120. The next level is senior high school level which have thirty correspondents and an average of motivation of 118.

Next, the parents' educational level of Diploma has four correspondents which have an average of motivation of 118. There are twenty-five correspondents who have parents' educational in S1 level with the average of motivation is 119. The last result is the S2 level of parents' education which has four correspondents with a score of 115 of average motivation.

Based on the explanation above, it shows that the highest average motivation percentage is the correspondents who have parents education of elementary level. And the lowest average motivation percentage is the correspondents who have parents educational of S2 level. According to Sardiman (2005) motivation has a relation with interest, it means besides having motivation towards learning process, students are also interested in the learning process because they need it and has a willingness to be involved in the learning process at ELED UMY.

The Correlation between Parent's Educational Level and Student's Learning

Motivation. The data of parent's educational level and student's learning motivation is calculated by Pearson Product Moment. The score of the questionnaire in student's learning motivation is changed to the percentage type in order to make it easy for measuring and correlating with the result of parent's educational level. The result from Pearson Product Moment shows that there is a correlation between parent's educational level and student's learning motivation. The correlation is a reverse correlation based on the data collected and counted.

According to Sugiyono (2007), there are five criteria in the correlation result by using Pearson Product Moment which is has been explained in the chapter methodology. The criteria shown by Sugiyono explains that there is a balanced correlation because the score of Pearson Product Moment is positive. The result of the data of this research is negative. It still proves that there is a correlation, but the correlation is a reverse correlation instead of balance correlation based on hypothesis.

In addition, the parent's education of elementary school level shows that the average motivation percentage is highest than other levels. It means that there are reverse correlations between both variables. If the parent's educational level is low, the student's learning motivation is higher. It is different with the definition of balance correlation. The balance correlation explains that if the parent's educational level is high, the motivation also will be high.

It is similar with what Hill (2002) said in chapter two that parents with a higher education level pass on certain expectations about the importance of education to their child. The result of the research was different with the theory. Perhaps, this condition happens because the parents are too busy with what they want to get in education environment for their own importance without any care about their children's education. Moreover, according to Tavani and Losh (2003), parents with higher education are more academically involved and place a greater emphasis on academia to their children. This case can cause the children to not be ready with the expectation and the emphasis which is given by parents.

Thus, the children will lose of their own motivation because of this emphasis from parents. This relates with the opinion of Bettelheim (1987). He said that if parents have a positive correlation in their children daily life and their daily education, the society will be brighter and brighter. At least, even though the parents have a low level of educational background, but they have a good and positive correlation with their children, perhaps children will build their own motivation.

In addition, parents who always believe in the competence of their children, and convince them about it, probably children will show up their skill and ability from their own intrinsic motivation. This is related with the statement from Gottfried, Fleming, & Gottfried (1994) that parents who are controlling use rewards and punishments for academic performance, or display negativity or anger about academics can discourage children from developing intrinsic motivation. Even though parents giving a motivation to their children from extrinsic factor, children will be more influenced if they achieve their own motivation from inside of themselves.

Besides that, parents should be able to motivate their children with the right time and the right words. For example, if the parents only appreciate the intelligence of their children, without any appreciation of the effort and the process, it will make children think that intelligence is more important than effort and process. So, when they face failure, parents would usually give them a punishment and make them afraid and under pressure. Dweck (2010) argues that some parental actions, such as praising children's intelligence rather than their effort and mastery of knowledge and skills, can send a message that intelligence is a fixed characteristic or it becomes a belief that can lead children to avoid challenges or fear failure. Therefore, it could be better if parents also appreciate the effort of their children, not only the result and the intelligence.