

Chapter Four

Findings and Discussion

In this chapter, the researcher presents the finding and discussion of the research. The findings answered the research questions proposed in this research. The researcher reports the findings of the research obtained from the analysis and discussion of the result of this research. The findings are presented in the following sections:

Findings

This part deals with several findings related to the statistical analysis. The findings were obtained from questionnaire and the data documents reporting of the students' learning achievement. This part presents the data of questionnaire motivation towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.

The first data was collected by questionnaire from the students of batch 2012 at the English Education Department. The second data came from the students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta. The data were analyzed using SPSS (Statistical Package for the Social Science) version 22.0 for windows. The output from the SPSS was expected to be able to answer the research question and the result could be seen from the table on findings before explanation in discussion part to answer the research question.

Analytical result of students' motivation in learning English. Based on the results of testing instruments, integrative and instrumental motivation variables has a value of significance (2-tiled) is smaller than the value of α by 5 percent. It can be concluded that the entire instrument statement of integrative and instrumental variables used are valid and can be used in the research. The results of reliability test shows that Cronbach Alpha of the integrative and instrumental motivation variable is greater than 0.6. Thus it can be stated all the statements of instrument used in this research met the criteria of reliability as a tool of collecting data.

To answer the research question on “How is the students' motivation in learning English at the English Education Department of Universitas Muhammadiyah Yogyakarta?” The researcher used the result of tabulating the gain scores of the students' motivation. The result is presented in the following table:

Table 2.1 Motivation of Students

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.434	3.714	4.959	1.245	1.335	.225

The total number of respondents was 49 respondents. The data were obtained using a scale of motivation which consists of 8 items. The research measured two components of motivation, integrative and instrumental motivation.

Table 2.2 Component of motivation items

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	IPK
N	Valid	49	49	49	49	49	49	49	49	49
	Missing	0	0	0	0	0	0	0	0	0
Mean		4.94	4.61	3.98	3.71	4.80	4.43	4.96	4.04	3.3892
Sum		242	226	195	182	235	217	243	198	166.07

Firstly, Integrative motivation includes studying English to be more at ease with other people who speak English (4.94%), to meet and converse with more and varied people (4.61%), to better understand and appreciate English art and literature (3.98%), to participate more freely in the activities of other cultural groups (3.71%). Second, Instrumental motivation include studying English for the future career (4.80%), for make a person more knowledge (4.43%), for getting a good job (4.96%), to make other people will respect if have knowledge of a foreign language (4.04%). The total scores for integrative motivation and instrumental motivation was 17.24% and 18.23%. It means that the motivation of students at batch 2012 dominant for instrumental motivation.

The table 2.1 shows that the mean scores of students' motivation were 4.443. The total scores of students' motivation were divided by the 5 Likert scale of instrument's motivation, which is 4.443 divided by 5 equals 0.88. In addition, the final scores of students' motivation was 0.88, it was obtained from the

division of the mean of motivation and the maximum score, which equal to 0.88.

Based on five percentiles quartile scale in the SPSS, the range of the interpretation is as follow:

Table 2.3 Category of Motivation

No	Range	The interpretation
1	0.81 – 1.00	Very High
2	0.61 – 0.80	High
3	0.41 – 0.60	Moderate
4	0.21 – 0.40	Low
5	0.01 – 0.20	Very Low

The five percentiles quartile scales in the SPSS are useful for giving the relative standing of an individual in a group. Percentiles are essentially normalized rank between 80% of the lower scores and 20% of the highest score, from very high interpretation until very low interpretation.

The descriptive statistic above showed that the mean scores of overall motivation of students at batch 2012 are 0.88. In other word, it can be said that the motivation of students in learning English at the English Education Department of Universitas Muhammadiyah Yogyakarta is very high motivation and the dominant motivation of students at batch 2012 was instrumental motivation.

Analytical result of the students' learning achievement. To answer the research question on “How is the students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta?” The students' learning achievement of this research is based on the final score given

by the English Education Department of Universitas Muhammadiyah Yogyakarta. In this research, a measurement of the learning achievement used the grade point average (GPA) of students at batch 2012.

Keterangan Nilai / Explanation of Grade		
Nilai / Grade	Bobot / Point	Makna / Meaning
A	4	Sempurna / High Distinction
A-	3.7	Luar biasa / Distinction
B+	3.4	Sangat Memuaskan / Distinction
B	3	Memuaskan / Credit
B-	2.7	Sangat Baik / Credit
C+	2.4	Baik / Credit
C	2	Cukup / Pass with Credit
D	1	Kurang / Pass

Based on the regulation of university on the table 3.1, it can be seen the learning achievement of students at batch 2012 in the following table:

Table 3.2 Students' learning achievement

	N	Minimum	Maximum	Mean
GPA	49	2.40	3.94	3.3892
Valid N (listwise)	49			

The majority of respondents had a very good achievement. This is reflected in the GPA of students who reached the maximum scores 3.94 and minimum scores were 2.40. The mean scores of students' learning achievement was 3.3892 or is rounded up to 3.4, it means that the learning achievement of students at batch 2012 is in distinction level.

Relationship between motivation and students' learning achievement.

To answer the research question on “What is the relationship between motivation in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta?” The purpose of the analysis was to determine the relationship of integrative and instrumental motivation on students' learning achievement at students' batch 2012. The results of analysis using SPSS to the scores of the Pearson product moment correlation coefficient analysis to test the hypothesis presented in the following table.

Table 4.1 Correlations

		GPA	Motivation
GPA	Pearson Correlation	1	.140
	Sig. (2-tailed)		.336
	N	49	49
Motivation	Pearson Correlation	.140	1
	Sig. (2-tailed)	.336	
	N	49	49

Based on the result of relationship on the table 4.1, it can be seen there are two variables i.e. motivation and students' learning achievement. The Pearson's for the relationship between motivation and students' learning achievement variable is 0.140. The coefficient result between motivation and students' learning achievement was 0.336 at the level of significance is 0.05.

Table 4.2 interpretation of relationship

Scores of relationship (r)	The interpretation
0.00 – 0.09	No relationship
0.10 – 0.29	Low relationship
0.30 – 0.49	Moderate relationship
0.50– 0.70	Middle relationship
> 0.70	Strong relationship

Yamin and Kurniawan (2009:70)

It means that there is strong relationship between two variables in this research. The first variable has strong relationship between the second variable. On the table 4.2, Pearson's correlation is 0.140 so, the researcher concluded that there is a strong relationship between motivation and students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.

Motivation and students' learning achievement have Pearson scores positive (+) so, if the motivation of students increases, the students' learning achievement also increases in value. Similarly, if the motivation of students decreases, the students' learning achievement also decreases in value. Pearson scores of 0.140 was positive relationship (+) because the SPSS did not put negative sign (-) in the table.

Discussion

The second part presents the discussion of the research which gave the additional information that is related to the findings. This part discusses the interpretation and analysis of the statistic as demonstrated in the findings section in order to answer the research question. This research identified several significant results.

Motivation. The researcher gathered the data of motivation in learning English from the questionnaire. The data that were analyzed were used to identify the students' motivation. To reveal the motivation of students' batch 2012 at the English Education Department, the researcher used the mean scores to know the category of motivation which can be seen on table 2.3.

The findings of this research showed that the mean score of the overall motivation was 0.88. So, based on the result of the data analysis above, the researcher can conclude that the motivation of students at batch 2012 at the English Education Department of Universitas Muhammadiyah Yogyakarta is very high motivation. The participants mentioned that they have studied English for getting a good job. So, the students' motivation in learning English is dominated by the instrumental motivation than integrative motivation.

In conclusion, motivation is important to be success in learning English. It is supported from Gardner's theory (1985), he claimed that two components of motivation here are categorized into the most influential motivation towards learning English. It can be seen the motivation of students in learning English is very high motivation. Furthermore, the majority of students got high achievement

in teaching and learning process at the English Education Department of Universitas Muhammadiyah Yogyakarta will explained in discussion bellow.

Students' Learning Achievement. The report of table 3.2 shows that the grade point average (GPA) of students at batch 2012 is in distinction level. In fact, there are more students who are in distinction level in learning English as a foreign language. In addition, the majority of students at the English Education Department had GPA between 2.40–3.94. The mean score of students' learning achievement was 3.4. The researcher categorized the students' learning achievement based on the regulation of the university, which can be seen on table 3.1.

Based on the categories of students' achievement on table 3.1, the result of the analysis for students' learning achievement is in distinction level. In addition, when students have motivation in learning English, it will be the force of students to get the purpose of students to learn will structure. McMillian (2010) found that when students focus on improvement and progress, they are more likely to adopt the mastery goals and develop high self-efficacy and expectations for success. It means the students' motivation as a driving force of students to get good result in teaching and learning process in university level. The students have a motivation or the reasons why they are learning English in university, it can be the force of students to get what they want to achieve.

The relationship between motivation in learning English towards students' learning achievement. The data analysis revealed that there is a strong and significant relationship between motivation in learning English towards students' learning achievement. Based on table 4.1, it shows that the two components of motivation here have positive relationship towards students' learning achievement because the score of the SPSS analysis has positive sign (+) on the table. The fact shows that students who got a high grade point average (GPA) in English course for the individual reasons. Individual reasons here mean students focus on improvement English based on the purpose of students to learning English. The researcher can conclude that the motivation of students at batch 2012 shows very high level of motivation in learning English as a foreign language. In addition, the final result of students at batch 2012 at the English Education Department of Universitas Muhammadiyah Yogyakarta is distinction level. Finally, there is a strong and significant relationship between motivation in learning English towards students' learning achievement.

In this study, based on the findings, the hypothesis was answered. Alternative hypothesis (H_1) that stated that there was significant relationship between motivation in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta was accepted. Contrary, null hypothesis (H_0) that stated that there was no significant relationship between motivation towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta was rejected.