

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 EED of UMY students’ receptive vocabulary size level category?’. The second research question is ‘How is the EED of UMY students’ paraphrasing ability category?’. The third research question is ‘What is the correlation between EED of UMY’s students’ receptive vocabulary size level and their paraphrasing ability?’.

The EED of UMY student’s receptive vocabulary size level. The first research question of this research is “How is the EED of UMY students’ receptive vocabulary size level category?”. The data were collected from 38 students of EED of UMY batch 2016 through Nation and Beglar’s (2007) 14.000 Words Receptive Vocabulary Size Test Version. The data presented that the minimum score of students was 3100 and their maximum score was 6900. Based on Supranto’s (2006) formula that was written in the chapter three (see table 3), the researcher categorized students’ receptive vocabulary size level into four categories with interval 3500. There were very poor, poor, good and very good categories.

The Category of Students' Receptive Vocabulary Size Level	Frequency	Percent
10.501 – 14.000 : Very Good	0	0.0
7.001 – 10.500 : Good	0	0.0
3.500 – 7000 : Poor	32	84.2
0 – 3.500 : Very Poor	6	15.8
Total	38	100.0

Table 6: The Receptive Vocabulary Size Frequency

Based on the categories of students' vocabulary size level above, the result shows that there are thirty two students (84.2%) who have poor score. Then, there were six students (15.8%) who have very poor score.

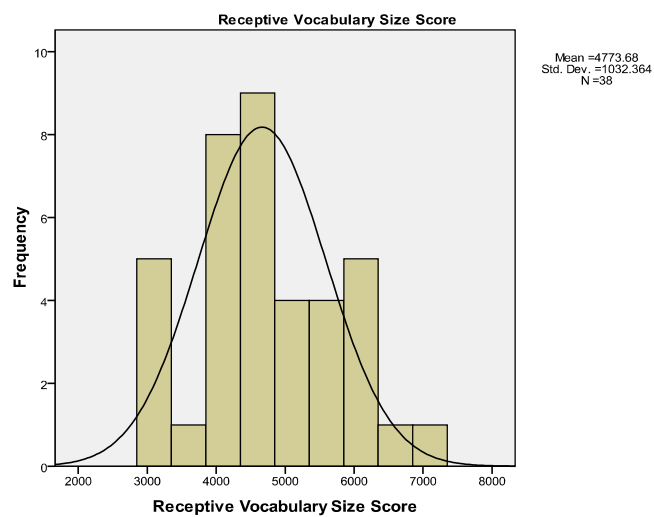


Figure 2: The Receptive Vocabulary Size Frequency

The result shows that the mean value of students' receptive vocabulary size is 4773.68. Afterward, students' receptive vocabulary size level is on poor level based on the category of students' receptive vocabulary size level. Then, the histogram also describes that most of EED of UMY batch 2016 students have poor score in receptive vocabulary size test.

The EED of UMY student's paraphrasing ability. The second research question of this research is "How is the EED of UMY students' paraphrasing score category?". The data were collected from Interpretive Reading and Argumentative Writing course. The data presented that the minimum score was 0 and the maximum score was 2. Based on Supranto's (2006) formula that was written in the chapter three (see table 4), the researcher categorized students' paraphrasing score into four categories with interval 0.5. There were very poor, poor, good and very good categories.

The Category of Students' Paraphrasing Score	Frequency	Percent
1.6 – 2.0 : Very Good	4	10.53
1.1 – 1.5 : Good	18	47.37
0.6 – 1.0 : Poor	8	21.05
0.0 – 0.5 : Very Poor	8	21.05
Total	38	100.0

Table 7: The Paraphrasing Score Frequency

Based on the categories of students' paraphrasing score above, the result shows that there are eight students (21.05%) who have very poor score, eight students (21.05%) who have poor score, eighteen students (47.37%) who have good score, and four students (10.53%) who have very good score.

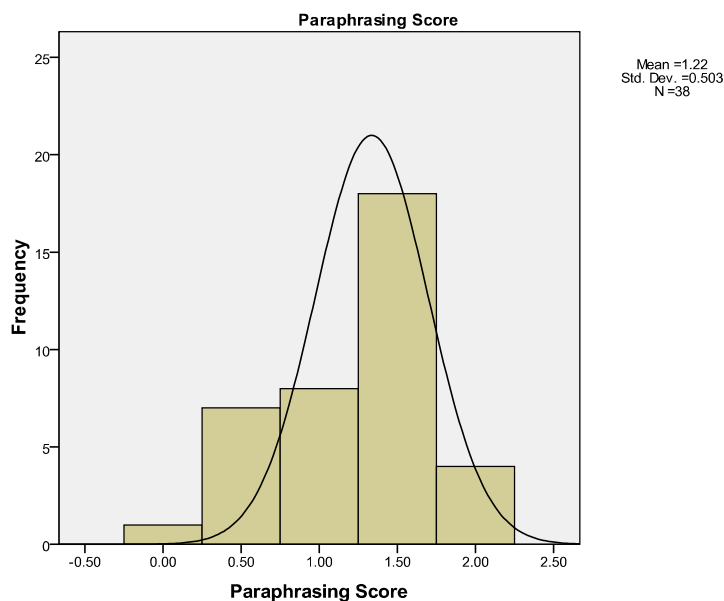


Figure 3: The Paraphrasing Score Frequency

The result shows that the value of students' paraphrasing score mean is 1.22. Afterward, based on the category of students' paraphrasing score, students' paraphrasing score was on the good level. Then, the histogram also describes that most of EED of UMY batch 2016 students have good score in paraphrasing score.

The correlation between students' receptive vocabulary size level and their paraphrasing ability. The third research question of this research is about the correlation between students' receptive vocabulary mastery and their paraphrasing ability. Before the researcher checked whether there is a correlation

or not from those variables, the researcher checked the normality and linearity of the data first. The researcher used SPSS 17 in order to check them.

Normality test. The normality test of this research is using KolmogorovSmirnov analysis in order to find out whether the data distribution was normal or not. The data is considered normal if the significance value is higher than 0.05 ($\alpha > 0.05$). The table below provides the data of normality test.

Kolmogrov-Smirnov Z	Sig.	Information
0.530	0.941	Normal

Table 8: The Normality Test Result

From the table above, the researcher can see that the significance value of this research data is 0.941. Since 0.941 is higher than 0.05, the data of this research is normal.

Linearity Test. The linearity test done in order to know whether the X variable and Y variable have a significant linear or not. The data is linear if the significance value is lower than 0.05 ($\rho < 0.05$). The table below provides the data of linearity test.

	Sig.	Information
Linearity	0.032	Linear

Table 9: The Linearity Test Result

From the table above, it can be seen that the significance value of this research's data is 0.032. Since 0.032 is lower than 0.05, it means that the X variable and Y variable of this research is linear.

Hypothesis test. This test was done to search for the third research question of this research. Hypothesis test was done to prove whether the hypothesis of this research is acceptable or not. The correlation between students' receptive vocabulary size level and their paraphrasing ability was identified using Pearson Product Moment Correlation (r). The table below shows the result of the hypothesis test.

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation	Sig.
Students' Receptive Vocabulary Size	Students' Paraphrasing Score	38	0.410	0.011

Table 10: The Hypothesis Test Result

From the table above, it shows that the total sample (N) was 38, the Pearson correlation value is 0.410, and the significance value is 0.011. Cohen et al (2011) stated that "coefficient statistics are statistically significantly correlated at the $\rho < 0.05$ levels" (p. 345). The finding above shows that significant value (ρ -value) of this research was 0.011 which is lower than 0.05. It means that there is a positive and significant correlation between students' receptive vocabulary size toward their paraphrasing score. Moreover, the hypothesis of this research is accepted.

The correlation proportion can be seen from Pearson correlation value (r-value). The table above showed that r value was 0.410. Based on Sugiono's (2011) criteria of correlation level 0.410 was on moderate level (0.40-0.599). It can be concluded that the correlation between students' receptive vocabulary size towards their paraphrasing score is in moderate correlation level.

Discussion

In this part, the researcher presents the discussion of three research questions of this research. The first research question is about EED of UMY students' receptive vocabulary size level category. The second research question is about EED of UMY students' paraphrasing ability category. The third research question is about the correlation between EED of UMY's students' receptive vocabulary size level and their paraphrasing ability.

EED of UMY students' receptive vocabulary size. The first research question of this research is about how EED of UMY students' batch 2016 receptive vocabulary size level is. The result showed that the mean score of students' receptive vocabulary size score was 4667.86. Based on the categories of receptive vocabulary size score in table 3, score 3.500-7000 was on the "poor" category. Hence, it can be concluded that students of EED of UMY batch 2016 have poor level of receptive vocabulary size.

Based on Read's (2000), EED of UMY batch 2016 students' receptive vocabulary size level was lower than the minimal words families that undergraduate students need which is 5,000 words. It was also lower than Milton and Treffers-Daller's (2011) and Harji et al (2015) who mentioned that the

minimal words families that undergraduate students have to master are 7,500 and 10,000. The data of students' receptive vocabulary size frequency showed that all of the students were in 'poor' and 'very poor' category. But if comparing to the minimal words families mentioned by Read above, there are 14 students who already pass the 5000 words families. The researcher mentions the reasons why the level of students' receptive vocabulary size was poor. The first reason is they just graduate from the Senior High School which generally learn many courses and English language learning is only a small part of those courses. It provided them minimal input of English vocabulary. Moreover, compared to students of the higher semester, these students lack language input because they are still in the second semester. The main reason why the level of students' receptive vocabulary was poor was because the limitation of their language input.

In order to improve students' receptive vocabulary, the students demand to listen and to read English material more often since the way to receive receptive vocabulary according to Agustin (2016) was through listening and reading. In order to help the students' improvement, the lecturer could help them by providing the English listening and reading material and giving them assignment which required them to listen or read the materials. Perhaps in the future, if they take the receptive vocabulary test again, their score will increase because in each semester they get more English language input which make them get more receptive vocabulary size.

EED of UMY students' paraphrasing ability. The second research question of this research is about how EED of UMY students' paraphrasing ability

is. The result showed that the mean score of students' paraphrasing score was 1.22. Based on the categories of paraphrasing score in table 4, the score 1,1- 1,5 are on the "good" category. Hence, it can be concluded that EED of UMY students' have good level of paraphrasing ability. Table 6 showed that more than 50% (57,90%) students had a good score in paraphrasing. Even four (10.53%) of them had a perfect score for their paraphrasing. The reason why students' paraphrasing score was in good category was because the students already know the strategies of how to make a good paraphrase. They applied a strategy mentioned by Tananuraksakul (2000) which are using synonyms, changing the parts of speech, changing the conjunctions, changing an active voice to a passive voice, or changing negative sentences to positive sentences.

The correlation between students' receptive vocabulary size level towards their paraphrasing ability. The result showed that the significance value was 0.011, and this value was lower than 0.05. It means that there is a positive correlation between EED of UMY students' receptive vocabulary size level and their paraphrasing score. Positive correlation means if the students' receptive vocabulary size level is higher, the students' paraphrasing score will be higher too. Likewise, when the students' receptive vocabulary size is lower, the students' paraphrasing score will be lower too. Furthermore, based on Sugiono's (2011) criteria correlation value, the strength of the correlation was in moderate level because the result was 0.410. Moderate correlation means that the relationship between both variables is neither too strong nor too low.

From the result above, it can be concluded that the hypothesis of this research, there is a correlation between students' receptive vocabulary size level and their paraphrasing score, is accepted. Even the students' receptive vocabulary was in poor category while the students' paraphrasing score was in good category, it was found that there is a correlation between both variables. Moreover, based on the Tananuraksakul (2000) and Kalchayanant (2009) mentioned about the main point of paraphrasing strategy, the correlation between students' receptive vocabulary towards their paraphrasing ability is because of vocabulary mastery. The finding of this research was also supported by Kartika's (2011) research which found that there is a sufficient correlation between students' vocabulary mastery towards their paraphrasing reference and Siskova's (2016) research who found that there is a correlation between students' receptive vocabulary size towards their productive knowledge. However, this research found that the receptive vocabulary which is obtained through reading or listening is correlated with the one of productive skills that is paraphrasing.