

CHAPTER IV

RESULTS AND DISCUSSION

This chapter consists of two parts. The first part deals with several results related to the statistical analysis. The results were obtained from the questionnaire and documents of reporting the students' score. The second part was presents the discussion of the research which gives the additional information related with findings.

Results

This part presents the results on the data of the English textbooks activities used by students, students' English achievement, and the correlation between English textbooks activities used by students and students' English achievement. There have three sections in this part. First, the results of the English textbooks activities used by students. The data were collected from the statistical analysis of the questionnaire to answer the first research question. Second, the result of students' English achievement. Third, the result of the correlation between English textbooks activities used by students and students' English achievement.

English Textbooks Activities

English textbooks activities is related to the first research question. The research question was answered through the statistical analysis of the data obtained from questionnaire. The questionnaire were distributed to 34 students of Grade X at Madrasah Aliyah Muallimin Yogyakarta as the sample of this research to obtain the data on the English textbooks activities used by students. The

researcher used the statistical calculation using SPSS 22 to present the data provided in the following table.

Table 4.1
Descriptive Statistic of Questionnaire

N	Valid	34
	Missing	0
Mean		3.68
Median		4.00
Mode		4
Std. Deviation		.475
Skewness		-.790
Std. Error of Skewness		.403
Minimum		3
Maximum		4
Sum		125

Table 4.1 show the mean, median, and mode of all questionnaire data that were obtained from the students. The values of mean was 4.00 and the lower values mean was 3.00. The mode of the data is basically 4.00 and the sum total of the data is 125 with standard deviation 0.475. The explanation of each questionnaire item was delivered as follows:

Table 4.2

(Q1) "The textbook that are used are able to assist me in developing skill of English"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	14.7	14.7	14.7
Neutral	13	38.2	38.2	52.9
Agree	11	32.4	32.4	85.3
Strongly Agree	5	14.7	14.7	100.0
Total	34	100.0	100.0	

Based on table above, the data indicate that 14.7% of the students answer disagree, 38.2 of the students answer neutral, 32.4 of students answer agree, 14.7% of students answer strongly agree. Based on the percentage the students agree that the textbooks are developed their skill in English such as writing, reading, speaking in English.

Table 4.3

(Q2) "The textbooks is used to develop knowledge through pictures and example texts, so that I am able to maximize learning in every subject"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.9	2.9	2.9
Neutral	9	26.5	26.5	29.4
Agree	21	61.8	61.8	91.2
Strongly Agree	3	8.8	8.8	100.0
Total	34	100,0	100,0	

Based on the table above, the data showed that 26.5% of students answered neutral, 2.9% the students answered disagree, 61.8% of the students answered agree, and 8.7 % of the students answered strongly agree. Its means that most of the students thought that textbooks can develop their knowledge on every topic.

Table 4.4

(Q.3) "The textbooks that I study is contain of vocabulary, most of which I have acquired"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	11.8	11.8	11.8
Neutral	9	26.5	26.5	38.2
Agree	18	52.9	52.9	91.2
Strongly Agree	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Based on the table above, the data depict that 11.8% of the students answered disagree, 26.5% of the students answered neutral, 52.9% of the students answered agree, and 8.8% of the students answered strongly agree. Its means that the students mostly agreed that the vocabulary of the textbooks has acquired by students.

Table 4.5

(Q.4.) "I understand the type of text in English through examples within the English textbook"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.9	2.9	2.9
Disagree	2	5.9	5.9	8.8
Neutral	10	29.4	29.4	38.2
Agree	19	55.9	55.9	94.1
Strongly Agree	2	5.9	5.9	100.0
Total	34	100.0	100.0	

Based on the table above, there are 2.9% of the students answered strongly disagree, 29.4% of the students neutral, 55.9% of the students answered agree, 5.9% of students answered strongly agree, and 5.9% of the students answered disagree. It means that most of the students understand type of test in English based on textbooks.

Table 4.6

(Q.5) "I am able to develop and present my texts through the English textbooks that I use"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2,9	2,9	2,9
Neutral	15	44,1	44,1	47,1
Agree	16	47,1	47,1	94,1
Strongly Agree	2	5,9	5,9	100,0
Total	34	100,0	100,0	

Based on table above, the data describe that 5.9% of the students answer strongly agree, 47.1% of the students answered agree, 44.1% of the students answered neutral, and 2.9% of the students answered disagree. It means that students sometimes able to develop and present their text trough the English textbooks.

Table 4.7

(Q.6) “The text book assists me in the use of linguistic features such as verbs, past tense and adjectives easily”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	2.9	2.9	2.9
Disagree	5	14.7	14.7	17.6
Neutral	11	32.4	32.4	50.0
Agree	16	47.1	47.1	97.1
Strongly Agree	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Based on the data above, the data show that 2.9% of the students strongly disagree, 14.7% of the students answered disagree, 32.4% of the students neutral, 47.1% of the students answered agree, and 2.9% of the students answered strongly agree. It means that the students agreed that the textbooks assist in use linguistic features.

Table 4.8

(Q7) "The English textbook also makes me study in a group"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	5.9	5.9	5.9
Neutral	8	23.5	23.5	29.4
Agree	20	58.8	58.8	88.2
Strongly Agree	4	11.8	11.8	100.0
Total	34	100.0	100.0	

Based on table above, the data mention that 5.9% of the students answered disagree, 58.8% the students answered agree, 23.5% of the students answer neutral, and 11.8% of the students answered strongly agree. It means that most of the students agreed that the textbooks make the students study in group.

Table 4.9

(Q8) "I can interact with teachers and other friends in I get an assignment that is sourced from the textbook"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.9	2.9	2.9
Neutral	12	35.3	35.3	38.2
Agree	16	47.1	47.1	85.3
Strongly Agree	5	14.7	14.7	100.0
Total	34	100.0	100.0	

Based on the table above, the data donate that 2.9% of the students answered disagree, 35.3% of the students answered neutral, 47.1% of the students answered agree, and 14.7% of the students answered strongly agree. Its means that student agreed that textbooks makes the students interact with students when their have the assignment.

Table 4.10
(Q9) "I am able to write English texts with ease based upon the examples that I get from the English textbook"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	2.9	2.9	2.9
Neutral	11	32.4	32.4	35.3
Agree	14	41.2	41.2	76.5
Strongly Agree	8	23.5	23.5	100.0
Total	34	100.0	100.0	

Based on the table above, the data depict that 2.9% of the students answered disagree, 32.4% of the students answered neutral, 41.2% of the students answered agree and 23.5% of the students answered strongly agree. It means that most students agreed that easy to write English text based on example sourced the English textbooks.

Table 4.11
(Q10) "This book is able to assist me in analyzing English texts"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	11.8	11.8	11.8
Neutral	11	32.4	32.4	44.1
Agree	10	29.4	29.4	73.5
Strongly Agree	9	26.5	26.5	100.0
Total	34	100.0	100.0	

Based on table above, the data reveal that 32.4% of the students answer neutral, 26.5% of the students answer strongly agree, 29.4% of the students agree, and 11.8% of the students answer disagree. Based on the percentage, it may be inferred that the English textbooks assisted the students to analyze English text is just average. It is neither intense nor rare.

Statistical of the variable in table 4.1 showed the description about English textbooks activities used by students Grade X at Madrasah Aliyah Muallimin Yogyakarta. The minimum-maximum score of data is used to determine the interval. Interval of the data is used to measure the analysis of the mean of data.

Table 4.12
The Students activities in English textbooks Interval

No	Interval	Number of Participants	Percentages	Category
1	0-20	0	0	Very Low
2	20-40	0	0	Low
3	40-60	3	9	Medium
4	60-80	26	76	High
5	80-100	5	15	Very High

In order to determine the English textbook activities used by students to answer the research question, the researcher used value of mean by classifying the data into five categories. The categories and result of mean were shown in table 4.21. Most of the data were in interval 60-80 which indicated that around of students has high activities in English textbooks.

Students' English Achievement

The second research question is to find out how the students' English achievement. It was completed by analyzing the students' score through the descriptive statistics analysis.

Table 4.13
Descriptive Statistic

N	Valid	34
	Missing	0
Mean		82.18
Median		81.50
Mode		80
Std. Deviation		8.006
Minimum		60
Maximum		95
Sum		2794

From the table above the data show that highest score is 95 and the lowest score is 60. Total score of English learning is 2794 and have mean 82.18 with deviation standard 8.006. The level of students' achievement determined score of assessment of senior high school standard. The level of students' achievement displayed in the following table.

Table 4.14
Interpretation of Score Students

Score	Total of Students	Frequency	Criteria
90-100	7	20.6%	Excellent
70-89	24	70.6%	Good
50-69	3	8.8%	Fair
<50	0		Poor
	34	100%	

Table 4.14 shows the students' achievement in English. Most of respondents (70.6%) were in score 70-89 which indicated that they were in good category. The rest of respondents are in either or excellent category (20.6%), and 8.8% of respondents are in fair categories.

The Correlation between English Textbooks Activities Used by Students and Students' English achievement

In determining the correlation between the English textbooks activities used by students and students' English achievement, the researcher used statistical analysis in SPSS 22 using Pearson Product Moment correlation (r) in correlation statistic.

Table 4.15
Correlation Result

		Student's Activities	Achievement
Textbooks Activities	Pearson Correlation	1	.039*
	Sig. (2-tailed)		.825
	N	34	34
Achievement	Pearson Correlation	.039*	1
	Sig. (2-tailed)	.825	
	N	34	34

*. Correlation is significant at the 0.82 level (2-tailed).

Note:

Pearson Correlation : the score of coefficient between variable

Sig. (2-tailed) : the significant test of coefficient correlation

N : Number of sample

Sudjono (2007) argues that to determine the high or low a correlation by the categories of interpretation of “r” are following based on the table of correlation results.

Table 4.16
Coefficient Correlation Interpretation

Value	Interpretation
00.0-0.20	Considered as No Correlation
0.20-0.40	Weak Correlation
0.40- 0.70	Medium Correlation
0.70-0.90	Strong Correlation
0.90-1.00	Very Strong/ Perfect Correlation

The table 4.15 shows the correlation between textbooks activities used by students and students' English achievement. Based on table 4.16 the correlation coefficient value (r) for weak correlation is 0.20-0.40. The (r) of this research is 0.039. This correlation value shows that there is a weak positive correlation between English textbooks activities used by students and students' English achievement. It means that the increase of the English textbooks activities used by students is followed by a positive increase in the English achievement.

Discussion

This part discusses the interpretation and analysis of the statistic data as demonstrated in the findings section in order to answer the questions in this research. There are three purposes of this research, namely to discover the English textbooks activities used by students of Grade X at Madrasah Aliyah Muallimin Yogyakarta, to find on the level of students' English achievement of Grade X Madrasah Aliyah

Muallimin Yogyakarta, and to reveal the correlation between the English textbooks activities used by students and students' English achievement.

The English Textbooks Activities Used by Students

The English textbooks activities used by students of Grade X at Madrasah Aliyah Muallimin Yogyakarta determined from the percentages in table 4.12. The table 4.12 has classified the data into four data interval and these data interval are used to classify how the activities of students is. As displayed table 4.12, the number of students are 76% students have a high activities in English textbooks. Its means that during English studying the students of Grade X at madrasah Aliyah Muallimin Yogyakarta have high level activities in used English textbooks.

Students' English Achievement

The second research question is to answer about how the level of students' English achievement is. The researcher measured the level of students' English achievement using the final score of students in English learning. The score were obtained from one teacher who teaches English at the school. To facilitate the analysis, the researcher classified the score into four categories. The result of the data were displayed in table 4.14. Most of students (70.6%) were in score 70-89 which indicates that they are in good category. The other 20.6% students were in score 90-100 is in an excellent category. The student were categorized into fair 8.8% and poor category were respectively 0% and 0% of the totals. The results of statistic data students' English achievement show that most of students having good score in English learning. It is means that students of Grade X at Madrasah Aliyah Muallimin Yogyakarta have good English achievement. The results of this research is relevant

with Sulistiani's research (2010). She claims that students who are active in using textbooks have received good achievement.

Correlation between the English Textbooks Activities and Students' English Achievement

In answering the last research question, the researcher focuses on the findings results of Correlation Coefficient Pearson Product Moment following table 4.15. The table displays the value of $(r) = .039$. This research following alternative hypothesis, because the correlation value (r) is $.039$, with the significance (sig. 2-tailed) is $.825$. The result of this research shows that the English textbooks activities used by students are correlated with students' English achievement in weak categories. This research is relevant and has a positive correlation with the previous study, but it has difference results, the results previous study is in strength of the correlation. It may be because the previous study have different factors such place of research, learning subject, and level of education. The previous study is as conducted by Tandi (2014), Sulistiani (2013) and Sutaji (2010) about the correlation between using textbooks and students' achievement. Previous researches took students of Grade IV at Gondo Primary School, Grade VII Ali Maksum Junior High School Bantul, Grade XI Senior High School 8 Tangerang Selatan as the samples of the research. In this research, the researcher took students of Grade X at Madrash Aliyah Muallimin Yogyakarta as the samples.

The results indicates weak correlation between English textbooks activities and students' English achievement, this may because by the questionnaire which only measures the English textbooks activities used by students in general and

students feel that the questionnaire used was too formal to the extent that students were unable to understand it. And then, the correlation given a small effect due influenced by other factors of students English achievement.

Finally, the researcher concludes that there is a correlation between the English textbooks activities used by students and students' English achievement of Grade X at Madrasah Aliyah Muallimin Yogyakarta with the small effect as indicated by the correlation coefficient (r). On this basis, the researcher then infers that hypothesis H1 is accepted and the H₀ is rejected.