Chapter Four

Finding and Discussion

In this chapter, the researcher explains the finding and discussion of the research. The finding and discussion are related to the three research questions. Then, the researcher also presents the discussion of the further information that is related to the finding.

Finding

In this part, the researcher focuses on finding out the answer of the three research questions. In finding, it covers senior high school students' reading habit in English, senior high school students' vocabulary mastery and the correlation between reading habit in English and vocabulary mastery. Finally, the researcher explains the discussion in the last part.

The senior high school students' reading habit in English. The researcher answered the first research question of "How is the senior high school students' reading habit in English". Moreover, to find out the students' level of reading habit in English, the researcher distributed the questionnaire to 108 students or to four classes of grad XI in the senior high school. The questionnaire including 8 statements in Indonesian language which depends into two categorize. There was the result of senior high school students reading habit in English as table below:

Table 12

Students' Reading Habit in English Result

Category	Range	Frequency
High	25 – 32	0
Intermediate	17 – 24	13
Low	8 – 16	95
Sum		1366
Highest		21
Lowest		8
Mean		12.65

Based on that result above, there were ninety five students who were in low level and thirteen students who were in intermediate level from the total 108 students. In the other hand, the researcher made the level into three categories, there were low level 8 – 16, intermediate level 17 – 24 and high level 25-32. To decide the level of the students' reading habit in English, the researcher used the mean score value. Then, based on the result above, the total mean score of reading habit were 12.65, which mean that the students' reading habit in English is in low level.

Students' vocabulary mastery. To answer the second research question of "How is the senior high school students' vocabulary mastery", the researcher used score of vocabulary test. Firstly, the researcher made an answer key. Secondly, the researcher distributed the vocabulary test to the 108 respondents. Thirdly, the researcher checked the answer and gave the score of the test.

However, the tests including 17 questions then the result of the test as follow

below:

Table 13		
Students' Vocabulary Mastery Result		
Category	**Range**	**Frequency**
High	11.36 – 17	3
Intermediate	5.68 – 11.35	30
Low	0 – 5.67	75
Sum		557
Highest		13
Lowest		1
Means		5.16

Based on that result above, there were 75 students from 108 students were

in low level of vocabulary mastery. Also, there were 30 students who were

considered in intermediated level and 3 students in high level. Moreover, the

category of vocabulary mastery was divided into low level 0 – 5.67, intermediate

level 5.68 – 11.35, high level 11.36 – 17. In order to decide level of vocabulary

mastery, this research used mean score. It can be seen that the mean score of

vocabulary mastery were 5.16. As a result, it can be concluded that the students'

vocabulary mastery is in low category level.

The correlation between reading habit and vocabulary mastery. To

confirm the correlation between reading habit and vocabulary mastery, the

researcher used SPSS Version 24 which provided the significance (two-tailed)

value. The researcher focused on confirming the correlation between both of the

variable. Firstly, the data needed to be normal so that the researcher measured the correlation. Then, the result of normality test can be seen in the table below:

Table 14							
The Normality Result							
Descriptive Statistics							
	N	Skewness		Kurtosis		Z Skewness	Z Kurtosis
	Statistic	Statistic	Std. Error	Statistic	Std. Error		
Reading Habit	108	0.340	0.233	-0.730	0.461	1.4431	-1.5492
Vocabulary Mastery	108	0.353	0.233	0.006	0.461	1.49908	0.01377
Valid N (listwise)	108						

Based on the data above, it can be seen that the Z Skewness of reading habit is 1.44 and Z Skewness of vocabulary mastery is 1.49. It means that the Z Skewness is lower than 2. Then, the Z Kurtosis of reading habit is -1.54 and Z Kurtosis of vocabulary mastery is 0.01. It can be seen that the Z Kurtosis < 2 and Z Kurtosis value < 7 so the data distribution was normal. After the data distribution was normal, the researcher analyzed the correlation. The result of the correlation as the table below:

Table 15

The Correlation between Reading Habit in English and Vocabulary Mastery

Correlations			
		Reading Habit	Vocabulary Mastery
Reading habit	Pearson Correlation	1	.225[*]
	Sig. (2-tailed)		.019
	N	108	108
Vocabulary Mastery	Pearson Correlation	.225[*]	1
	Sig. (2-tailed)	.019	
	N	108	108

Based on the table above, it can be seen that the Sig. (two-tailed) value is 0.019. Then there is a correlation or (H1) is accepted if the Sig. (two-tailed) value is lower than 0.05. Based on that result, it shows that the Sig. (two-tailed) value is lower than 0.019 (0.019 < 0.05). Then, it can be concluded that there is a significant correlation between reading habit in English and vocabulary mastery and (H1) is accepted because the Sig. (two-tailed) value is lower than 0.05.

Additionally, the coefficient value of the correlation was 0.225. Then, it can be seen that the category level of correlation which is 0.225 is in low category and the correlation is in positive correlation. Furthermore, it can be concluded that between reading habit in English and vocabulary mastery has a significance positive low correlation.

Discussion

Based on the result of the first question above, there were ninety five students who have low level of reading habit in English and thirteen students who

have intermediate level of reading habit in English. It can be identified that the students' level of reading habit in English has various levels they were low level and intermediate level. In addition, most of the students were consideration in low level and the mean value of the students reading habit in English is 12.65. It can be concluded that the senior high school students have low reading habit in English. It is supported to Iftanti (2015) research who found that Indonesian students still have low reading habit although they were learning English formally from Elementary school.

Furthermore, the students have low reading habit in English because most of the students stated never to read English as their frequency of reading which means that they have low frequency of reading. Then they possible belong to category of non readers. It is supported to the explanation of Yilmez (2002) who stated that there were four criteria of readers such as heavy readers, moderate readers, rare reader and non readers who do not read. It can be indentified that the students never to read English because they may non readers. Additionally, non readers were the readers who do not interesting to read and they may not read for pleasure. It was supported to Grace and Emmanuel (2012) the non readers are readers who do not read for pleasure. Then, it can be concluded that the students have low reading habit because they have low frequency in reading English and probably they not read for pleasure.

Additionally, the students may not for read pleasure because they difficult to choose the material that they want to read. It means that if the students read for pleasure they will choose the material by their own or they will improve their

reading habit by reading any kind of materials that makes them feel pleasure. In the fact most of the students prefer to read English text book and they not read what they want to read because they do not like to read. Then, it can be concluded that the students may not read for pleasure because most of the students not read any kind materials that make them feel pleasure so they read not what they want to read.

To sum it up, senior high school students' reading habit in English is considered into low level, because they never read English and they may not read for pleasure. Moreover, it was contrast to Sari (2016) who stated that the students have good reading habit when the students have good frequency in reading and they are reading for pleasure. In the fact, most of the students are never to read what they want to read because they do not like to read and they were difficult to understand the language when they are reading so that why the student have low reading habit.

The second finding of senior high school students ' level vocabulary mastery is in low category level because the means value is 5.16. To be specific, there were 75 students in low level, 30 students in intermediate level and 3 students who were considered in high level. Then, the highest score that students achieved in vocabulary test is only 13 score from 17 score. It shows that the senior high school students vocabulary mastery have variety level there are low, intermediate and high level but most of the students were in the low category level of vocabulary mastery. Also, the mean score of 5.16 were considered into low level. Then it can be concluded that senior high school students vocabulary

mastery is in low category so they need to improve their vocabulary mastery when they are learning a new language especially English.

Furthermore, the students are in low category level of vocabulary mastery because it was possible for them who do not know the meaning of the words and do not use the words in daily conversation. It is different with the explanation by Utami (2012) who stated that the students have good vocabulary mastery when they know the words meaning, pronunciation and the use of the words in long term memory. In the context, the students not practice English everyday so they do not use the vocabulary. It is possible because English is a foreign language for them so they prefer to use their first language in their communication which is Indonesian language rather than English. Then it can be concluded that the students have low vocabulary mastery because they rarely to use the vocabulary.

Additionally, most of the students may not focus to learn vocabulary mastery because the students may not received various activities in learning vocabulary from the teacher. It was different with the explanation from Puspitasari (2016) who stated that one of the effective ways to increase students' vocabulary mastery is by using Literary Based Approach which asked the students to read authentic materials and to retell the content when they are reading so the students can also produce their vocabulary and get various activities in learning. It means that the students not focus in learning vocabulary mastery because they also focusing in improving their four language skills when they learning English in the classroom. So it makes them not focus to learn vocabulary and they need to

improve vocabulary mastery in several ways, the one of the way by using various activities in learning vocabulary.

In the other hand, the students considered in low vocabulary mastery because they are not focus in doing the test of vocabulary. It was possible because the time allocation to do the test was quickly. It means that the students do not have long time to do the test so it makes them not to be focus in doing the test which makes their vocabulary mastery is in low level. Moreover, vocabulary is an important part in English learning because without mastering vocabulary the students will difficult to understand the language when they are using four language skill. So the students need to improve their vocabulary mastery.

The third finding of the correlation between reading habit in English and vocabulary mastery that is (H1) with there is a correlation between reading habit and vocabulary mastery is accepted. It is because the sig. (two-tailed) value is lower than 0.05 which is 0.019. Then it can be concluded that between reading habit in English and vocabulary mastery have positive significant in low correlation. It means that if the students have good reading habit they will automatically have good vocabulary mastery. It can be concluded that reading habit is improve students' vocabulary mastery because between both of the variables has correlation.

Furthermore, it is possible to have positive correlation in this context research because the result of senior high school students reading habit in English and vocabulary mastery is similar in low category which means that the students

have low reading habit and their vocabulary mastery is considered in low level. It can be identified that reading habit is affect to students' vocabulary mastery.

This research is similar to Syaifuddin (2016) who found that there is a positive significant medium correlation between reading habit and vocabulary mastery. It means that although this research have different context including setting time, setting place and populations with previous research there were still positive and significant correlation between reading habit in English and vocabulary mastery. However, the strength of the correlation was different with the previous research because in this context the researcher found that the correlation is in low category level. It can be conclude that the habit of reading in English is the main point to improve students' vocabulary mastery, it because when the students have poor reading habit they will not acquire and used their vocabulary mastery. So, their vocabulary mastery is also in low level.

To sum it up, between reading habit in English and vocabulary mastery has significant positive low correlation which means that between both of the variable is correlate in low category. Then, the students will have good vocabulary mastery when they have good English reading habit. So that the students need to have good reading habit because reading habit is affect to students' vocabulary mastery. Furthermore, it can be concluded that English reading habit is the main point to help students mastering the vocabulary.