

Chapter Four

Results and Discussion

In this chapter, the researcher presents the finding and discussion of the research. The findings present the result of statistical data analysis that answer the research questions of the research. In the discussion of the finding, the researcher also presents the result with further explanation in this chapter.

Results

In this section, the researcher presented the finding of three research questions of this research. The first finding was the students' reading English novel habit. In order to answer this questions, the researcher used questionnaire. The second finding was the students' English sentence structure mastery. The researcher used the students' English Proficiency Test score of section two number 1-15 structure and written expression in International Language Testing class. The last finding was the correlation between reading English novel habit and English sentence structure mastery in English Language Education Department students.

Reading English novel habit of ELED Students. The first research question is "How is reading English novel habit of ELED students"? The result of the first research question showed that students' reading English novel habit of ELED was 43,33 shown in the table below.

Table 8

Table of Students' Reading English Novel Habit

Reading English Novel Habit

N	Valid	91
Mean		43,33
Std. Error of Mean		,970
Std. Deviation		9,250
Minimum		20
Maximum		68

Table 9	
<i>Table of Categories of Reading Habit</i>	
Scale	Category
17.00-34.00	Low
34.01-51.00	Moderate
51.01-68.00	High

The mean of 43,33 in students' reading English novel habit lies in moderate category based on the interval formula (Supranto, 2000).

English sentence structure mastery of students at ELED. The second research question is "How is English sentence structure mastery among ELED students"? The result of the second research question showed that students' English sentence structure mastery of ELED students is 7,25 as seen in the table below.

Table 10

Table of Students' English Sentence Structure Mastery

English Sentence Structure Mastery		
N	Valid	91
Mean		7,25
Std. Error of Mean		,225
Std. Deviation		2,143
Minimum		2
Maximum		13

The mean of 7,25 of students' English sentence structure mastery lied in the moderate level based on the interval formula of English sentence structure mastery in grammar as displayed in the following table.

Table 11	
<i>The Categories of English Sentence Structure</i>	
Scale	Category
0.00-5.00	Low
6.00-10.00	Moderate
11.00-15.00	High

The correlation between reading English novel habit and English sentence structure mastery at ELED. The third research question in this research was “What is the correlation between reading English novel habit and English sentence structure mastery among ELED

students?”. Besides, statistical software was used for analysis two variables in this research.

Thus, the H_1 was received when the probability value was $<0,05$.

Normality Test

Test of normality was used to know whether the data that had been collected were normal or not. Besides, normal was the significance value for the normality data. Before presenting the result, the researcher tested the normality data. Thus, test of normality in this research was used Sample Kolmogorof-Smirnov Test. The following table is to see the data whether those were normal or not.

Table 12

One-Sample Kolmogorov-Smirnov Test

		Total	Score
N		91	91
Normal Parameters ^{a,b}	Mean	43,33	7,25
	Std.	9,250	2,143
	Deviation		
Most Extreme	Absolute	,061	,112
Differences	Positive	,061	,109
	Negative	-,047	-,112
Test Statistic		,061	,112
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,066 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance..

Based on table 12, the items from questionnaire of students' reading English novel habit were normal because the scores were significant (p) shown in the value of 0,200 ($p > 0,05$).

Because all the data had been proven normal, so the researcher could go to the next analysis in order to find out the exact findings. Thus, the following table shows the correlation between reading English novel habit and English sentence structure mastery.

Table 13

The Correlation between Reading English Novel Habit and English Sentence Structure Mastery of ELED students

Correlations			
		Total	Score
Total	Pearson Correlation	1	,202
	Sig. (2-tailed)		,055
	N	91	91
Score	Pearson Correlation	,202	1
	Sig. (2-tailed)	,055	
	N	91	91

From the analysis, the result showed that the probability value is 0,055. In regard to the result, it showed that H_1 (alternate hypothesis) was accepted. Hence, it could be mentioned that

there was a correlation between reading English novel habit and English sentence structure mastery in ELED students at a private university in Yogyakarta.

Additionally, in the terms of the significance correlation, the result showed that the value of significant correlation between students' reading English novel and students' English sentence structure mastery was 0,202. As mentioned by Sugiyono (2003), the value between 0.200-0,399 is low correlation.

Discussion

In this part, it described about the discussion of each result found. Besides, the researcher discussed the results mentioned previously by including the supported theories. Thus, for the detail explanation, each result discussion is discussed in the following paragraphs.

Reading English novel habit of ELED Students. In this research, the result showed that the mean of reading English novel habit was 43.33. The reading English novel habit of English ELED at a private university of Yogyakarta batch 2015 lying in the moderate category. Besides, the students of ELED at a private university of Yogyakarta were good enough in terms of their reading novel habit. The statement mentioned was probably in line with Karim (2007) who said that usually the students at university spend about 7 to 9 hours per week in average to read. This reading time at university might contribute to the reading English novel habit showed in this study.

In addition, the score of the mean calculation of reading English novel habit was 43.33. Also, it showed that it could be categorized that ELED students of batch 2015 at a private university of Yogyakarta had moderate reading English novel habit. The moderate level ranges was between 34.01-51.00. The moderate level might be caused by the combination of all items in all questions items of reading English novel habit as total component.

English sentence structure mastery of students at ELED. The result of this research brought the finding that students' English sentence structure mastery at ELED especially batch 2015 was in the moderate level based on the categorization proposed by Supranto (2000). The moderate category in this study was between score of 6.00-10.00. The mean of the English Sentence structure mastery of ELED students was 7.25 (shown in table 28). From the table 28 displayed previously, it showed that most of the ELED students had a moderate mastery in English sentence structure mastery. Swan (2002) argued that students need a higher level of English sentence structure mastery in grammatical correctness. Therefore, students' moderate level of English sentence structure mastery showed that the students might not master types of sentences structure mentioned by Quirk, Greenbaum, Leech, and Svartvik (1985).

The correlation between reading English novel habit and English sentence structure mastery at ELED. The result showed that there was correlation between students' reading English novel habit and students' English sentence structure mastery at ELED of a private university in Yogyakarta. However, the correlation was a low correlation as showed by the value 0,055 (Sig 2-tailed). Regarding the significance correlation between reading English novel habit and English sentence structure mastery, the significance was 0,202. According to Sugiyono (2003), the significance of 0,202 is considered not significant in the correlation term. Besides, the students with low level of reading English novel habit might have high English sentence structure mastery. In other words, with low reading English novel habit, the students could master the English sentence structure well. Richards and Renandya (2002) pointed out that without a good knowledge English sentence structure of grammar, learners' language development will be severely constrained. Although grammar is a description concerning the structure of the language or how to combine the units such as phrases or words to produce

sentence in accordance with the rules of the language (Richard in Haryanto, 2007), it does not mean that it reflects the reading habit. Therefore, it could be understood that the strong correlation between students' reading English novel habit and students' English sentence structure mastery did not happen in this study. Obgodo (2010) identified that three main types of reading such as hobby, recreation, and concentration. Moreover, in this study, reading English novel habit did not have strong correlation which might be caused the students' reading English novel just for class concentration in passing the subject. From the statement mentioned, the students' reading English novel occurred because the students felt perforced during the reading activity in the classroom.