Chapter Four

Results and Discussion

This study aimed to find out the correlation between the reading frequency and simple past tense mastery. To determine the students frequency of reading and simple past tense mastery, it can be seen from the data that collected. In this chapter, the researcher provides some data that have been collected. This chapter consists of a description of the data, results, and discussion.

Results

The researcher conducted this study at English Language Education Department (ELED) at a private university in Yogyakarta. The respondents of this research were 63 translating students. There were two variable which the researcher collected as the data. The first variable was the the frequency reading. The data shows in table below:

Table 4.1 Reading Frequency

	N	Min	Max	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Q1	63	1.00	4.00	188.00	3.0317	1.06208
Q2	63	1.00	4.00	191.00	2.9841	0.99177
Q3	63	1.00	5.00	191.00	3.0635	1.01398
Q4	63	1.00	4.00	193.00	3.0317	1.06208
Q5	63	1.00	5.00	210.00	3.3333	1.07763
Q6	63	1.00	5.00	214.00	3.3968	1.07072
Total	63	6.00	27.00	1.187.00	18.8408	6.27826
Valid N	63					

(listwise)						

The descriptive statistical analysis of 6 questionnaire items for the respondents was shown above. The maximum score that students get is 27. In other hand, the minimum score that the students get is 6 . The mean of frequency reading score respondents is 18.84 and the standard deviation is 6.27.

Table 4.2 Result of Students' Reading Frequency

Scale	Description	Frequency
$6 \leq x < 16.5$	Very Low	16
$16.5 \leq x < 27$	Low	45
$27 \leq x < 37.5$	Moderate	2
$37.5 \leq x < 48$	High	0
$48 \leq x < 58.5$	Very High	0
Total		63

As seen in the table above, there were 63 students filling in reading frequency questionnaire on Google form. Based on the results of questionnaire, the category was divided into three categories which are high, intermediate, and low. Then, the researcher found out that 2 students had moderate level of

frequency reading English short stories. Then there were 45 students had low level in reading English short stories level. And 16 students got very low level in reading English short stories. Therefore, most of ELED students at translating class batch 2016-2017 were in low level of frequency reading English short stories.

The second research question was investigated about "how is the students' simple pas tense mastery". The data was taken from a test which was distributed with questionnaire on ELED students' in translating class. Then, the researcher used the software application to find out the mean of ELED students' simple past tense score. Based on the result, there were minimum score is 50 and maximum score is 100.

Table 4.3 The students' Score of Simple Past Tense

	N	Min	Max	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
P1	63	50.00	100.00	5119.00	81.250	11.77883
Valid N (listwise)	63					

As seen in the table above, the mean score of students simple past tense score is 81,25. It means that based on classification categories (see table 3.2), and the level of students simple past tense mastery is in good to excellent category. Thus, the second research question was answered. The results show that ELED students in translating class had good to excellent in simple past tense mastery.

The last research question is "the correlation between the frequency English short stories and students' simple past tense mastery". Before analyzing the correlation between the two variables, the researcher tested the normality of the data. One-Sample Kolmogorov-Smirnov test was used to see the normality of the instruments.

Test of normality. To know the correlaton between variable X dan Y, the data should be in normal distribution. To know if the data in normal distribution, the researcher used Kolmogrov-Smirnov to analysis the data. The data have normal distribution is wheter the significant value <0.05.

Table 4.4 One-Sample Kolmogorov-Smirnov Test

		Q	P1
N		63	63
Normal Parameters[a,b]	Mean	19.0635	81.2540
	Std. Deviation	4.89856	11.77883
Most Extreme Differences	Absolute	.211	.120
	Positive	.125	.091
	Negative	-.211	-.120
Test Statistic		.211	.120
Asymp. Sig. (2-tailed)		.000[c]	.024[c]

The data in a normal distribution is wether the Sign.2 tailed is <0.05. The table above show the result from frequency and simple past tense was 0.024. Hence, it means that the data was in a normal distribution.

Hypothesis test. This test is to answer the hypothesis about the correlation between the frequency English short stories and students' simple past tense mastery. This test was to prove the hypothesis of this study. The correlation

between two variables was identified using Pearson Product Moment Correlation

(r). The correlation result is presented below:

Table 4.5 The Correlation

		Q	P1
RESULT	Pearson Correlation	1	-087
	Sig. (2-tailed)		499
	N	63	63
P1	Pearson Correlation	-.087	1
	Sig. (2-tailed)	.499	
	N	63	63

The result from table above shows that the correlation is 0.087. It means

that the correlation between the students' reading frequency and simple past tense

mastery based on the table 3.8 is very low. Based on the result in r table for N 63

and the significance level is 5%, the value of r table is 0.248. After the researcher

calculated the r table and the r counted, r counted is higher than r table that is

0.248 > 0.087. From the result, it shows that there is correlation between the

frequency English short stories and students simple past tense mastery. Therefore,

the hypothesis showed that there is correlation between the frequency English

short stories and students simple past tense mastery is accepted.

Discussion

This part described the discussion based on the result of three research

questions in this study. The first question is about the frequency English short

stories. The second question is about students' simple past tense mastery. Then, last question is about the correlation the frequency English short stories and student simple past tense mastery.

The frequency of reading English short stories. In this part the researcher explains the result from frequency of students in reading English short stories. To collect the data, the researcher using questionnaire that distributed into 2 classes at Translating class. From the total of 63 respondents, the student get 27 as the highest score. In other hand, the student minimum score is 6. The mean score of student frequency reading is 18.84. Based on Supranto (2000), the score 27 is categorize moderate. In this context, moderate category is the students' frequency on reading English short stories within 3 hours in class or outside of the class in a week.

Based on the finding, the students had low level of frequency. It means that students have low frequency in reading English short stories. Students with low level of frequency reading English short story could happen because usually in short story used a native language which is it difficult to understand the meaning. It is in line with Pardede (2011) who mentioned the reason why the students who got low frequency in reading English short stories is because they have difficulty to understand the meaning of the words because some short story is created by native and they used uncommon language. Hence, the students not interested to read English short stories and it make students' frequency is relatively low.

Students' simple past tense mastery. In this section the researcher describes the result from students' simple past tense mastery. The researcher used the students score from test. The respondent of this research is 63. The items are 20, And each item has 5 point. Then, from the data result if the highest score is 100. It is categorize into an excellent in simple past tense mastery. The lowest score is 50, which is categorized into poor. The mean from student'simple past tense mastery is 81.250. It is categorizing into good in simple past tense mastery.

Based on the data, the result of the mean students' simple past tense mastery categorize into good level. It means that students understand used simple past tense and used the component of simple past tense. The students got low level in simple past tense, it means that they cannot arrange and change the word into good sentences to produce the clear meaning used simple past tense. This statement also in line with Debata (2013) who stated that grammar is a study of words which guide people to combine the words to be good sentences. Which is simple past tense is a part of grammar.

The correlation between the frequency of reading English short stories and students simple past tense mastery. The last research question is about "what is the correlation between the frequency English short stories and students' simple past tense mastery". The significance value of data normality was on 0.024. The value of 0.024 is less than 0.05 (0.024 < 0.05), hence the data of this research was in normal distribution.

The result of the correlation between two variables showed that the Pearson correlation value (r-value) on 0.087. It means that the correlation between

the students' reading frequency and simple past tense mastery based on the table 3.7 is very low. Based on the result in r table for N 63 and the researcher used the significance level is 5%, the value of r table is 0.248. based on the result that have been calculated, it showed that r counted is higher than r table that is 0.248 > 0.087.

From the result, it shows that there is correlation between the frequency English short stories and students simple past tense mastery, although the correlation is very low. In this case, the score from students' frequency English short stories is low rather than the score from students' simple past tense mastery. The lowest score in frequency English short story will not always be followed by simple past tense mastery. It can be concluded that there is no correlation between the frequency of reading English short stories and students' simple past tense mastery.

Thus, it is in line with Setyaningsih (2013) who stated that there is no significant correlation between the mastery of students' grammar and reading ability. The correlation is not based on cause and effect. It means that if students have low frequency of reading, it does not mean that the students are poor in grammar. Also, there are some students who get low score in grammar but they have high score of reading English short stories.