Chapter Four

Findings and Discussion

In this chapter, the researcher shows the findings and discussion of the research. The finding describes the result of the three research questions. Then, the discussion also describes the findings with detailed explanation.

Findings

Students' habit of reading journal article. First research question is "how is the habit of reading journal article of the students in EED of UMY batch 2013". There were 11 statements that reflected benefit of reading, frequency of reading and types of reading. The respondent responses are presented in the table below.

Table 4.1			
I read to add knowledge			
		Frequency	Percent
Valid	Strongly Agree	29	59.2
	Agree	20	40.8
	Total	49	100.0

Based on the statement "I read to add knowledge" most of the students chose strongly agree on the statement. It was 29 students (59%) and 20 students (41%) chose agree on the statement. It can be concluded that reading can add knowledge of students.

Table 4.2			
I employ various strategies in reading			
		Frequency	Percent
Valid	Strongly Agree	2	4.1
	Agree	28	57.1
	Disagree	14	28.6
	Strongly Disagree	5	10.2
	Total	49	100.0

From the table 4.2, the statement is "I employ various strategies in reading" showed that two students (4%) chose strongly agree about that statement. Then, 28 students chose agree, it is around 57%. There were 14 (29%) students chose disagree and five students (10%) chose strongly disagree for that statement. It proved that there is also students did not strategies in reading.

Table 4.3			
I read to language development, like vocabulary knowledge			
		Frequency	Percent
Valid	Strongly Agree	25	51.0
	Agree	22	44.9
	Disagree	2	4.1
	Total	49	100.0

Based on table 4.3, the statement is "I read to language development, like vocabulary knowledge" showed that 25 student (51%) chose strongly agree about that statement. Then, 22 students chose agree, it is around 45%. However, there were two students (4%) chose disagree for that statement. It proved that most of the students felt reading give positive contribution in language development.

Table 4.4			
I like reading to improve my spelling skills			
		Frequency	Percent
Valid	Strongly Agree	13	26.5
	Agree	24	49.0
	Disagree	11	22.4
	Strongly Disagree	1	2.0
	Total	49	100.0

In the statement "I like reading to improve my spelling skills", the finding showed that the biggest numbers of students chose agree. There were 24 students (49%). It is almost a half of total students who voted agree. While, only one student (2%) voted strongly disagree for that statement. However, there were 13 students (26%) who voted strongly agree and 11 students (22%) voted disagree for this statement.

Table 4.5 *I like reading in leisure time*		Frequency	Percent
Valid	Strongly Agree	10	20.4
	Agree	22	44.9
	Disagree	17	34.7
	Total	49	100.0

From the table above, there were 10 students (20%) chose strongly agree and 22 students (50%) chose agree. However, there were 17 students (35%) chose disagree for that statement. It can be concluded that most of the students like reading in leisure time.

Table 4.6 *I like reading under teacher guidance*		Frequency	Percent
Valid	Strongly Agree	4	8.2
	Agree	24	49.0
	Disagree	19	38.8
	Strongly Disagree	2	4.1
	Total	49	100.0

From the statement "I like reading under teacher guidance", the finding showed the biggest number of students agreed with that statement. There were 24

students (49%). It is followed by students who disagree, 19 students (39%). Then, four students (8%) who argued strongly agree and two students (4%) who argued strongly disagree with that statement. It can be concluded that students read by themselves.

Table 4.7			
I like reading in leisure and under teacher guidance			
		Frequency	Percent
Valid	Strongly Agree	4	8.2
	Agree	20	40.8
	Disagree	21	42.9
	Strongly Disagree	4	8.2
	Total	49	100.0

From the statement "I like reading in leisure and in teacher guidance", there were four students (8%) strongly agree and 20 students (40%) agree. Whereas, most of students stated disagree, 21 students (43%) and the last is students who stated strongly disagree, four students (8%). It can be concluded that students like reading in leisure, reading under teacher guidance or both of them.

Table 4.8		
I read an English journal article		
	Frequency	Percent
Valid	Strongly Agree	13	26.5
	Agree	30	61.2
	Disagree	6	12.2
	Total	49	100.0

As seen in table 4.8, the statement "I read an English journal article". The data showed that 30 students (61%) agree with that statement. It means that the students read an English journal article in the class. Then, 13 students (26%) said strongly agree and six students (12%) disagree about that statement.

Table 4.9		
I read an English journal article to acquire many new word		
	Frequency	Percent
Valid	Strongly Agree	16	32.7
	Agree	31	63.3
	Disagree	2	4.1
	Total	49	100.0

Based on the statement "I read an English journal article to acquire many new words", the finding showed that the biggest number of students agree, 31 students (63%). It is followed by students who argued strongly agree, 16 students

(33%). Then, two students (4%) argued disagree for that statement. It can be concluded that read an English journal article is a way to get many new word.

Table 4.10 *I read an English journal article to help my assignment in reading subject*			
		Frequency	Percent
Valid	Strongly Agree	13	26.5
	Agree	23	46.9
	Disagree	13	26.5
	Total	49	100.0

Based on the statement "I read an English journal article to help my assignment in reading subject" showed that 23 students (47%) agree and 13 students (26%) disagree. The last is students who said strongly agree, it is same with students who said disagree. There were 13 students (26%) said strongly agree that read an English journal article to help their assignment in reading subject.

Table 4.11

I read an English journal article at least one article every day

		Frequency	Percent
Valid	Strongly Agree	1	2.0
	Agree	11	22.4
	Disagree	33	67.3
	Strongly Disagree	4	8.2
	Total	49	100.0

The statement "I read an English journal article at least one article every day", the finding showed that the biggest number of students is argued disagree, 33 students (67%). It is followed by students who agree, 11 students (22%). Then, four students (8%) argued strongly disagree and only one student (1%) argued strongly agree on that statement. It can be concluded that not to all of students read an English journal article at least one article every day.

Table 4.12

Average

		Frequency	Percent
Valid	Strongly Agree	2	4.1
	Agree	44	89.8
	Disagree	3	6.1
	Total	49	100.0

Based on the average above, it can be seen that there are 44 students (90%) chose agree. It almost from the total 49 respondents who chose agree. Then, it followed by three students (6%) who chose disagree and only two students (4%) who chose strongly agree. It can be concluded that the reading habit of students is not bad because the average is almost from the total 49 respondents. It is supported by the mean value 2.02. Based on the criteria of mean value is belong to in the average category of reading habit. The mean value was presented in the figure below.

Figure 4.1

The histogram of the habit of reading journal article
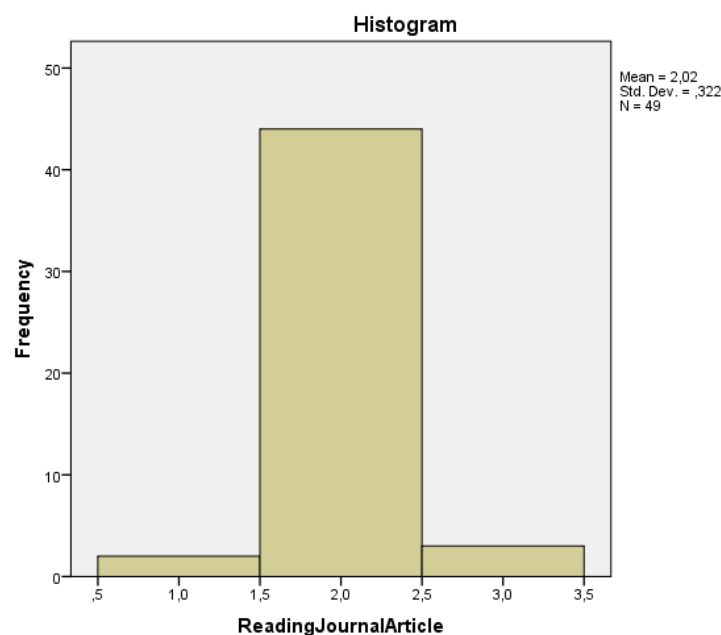
Students' vocabulary mastery. The second research question is "how is the vocabulary mastery of the students in EED of UMY batch 2013". There were 35 numbers of words that reflected vocabulary test. The result of vocabulary test was presented in the table below.

Table 4.13 Finding vocabulary test		
Category	Frequency	Percent
Very low	9	18.4
Low	16	32.7
Fair	17	34.7
Good	4	8.2
Excellent	3	6.1
Total	49	100.0

Based on the table above, it showed that there were 17 students (35%) which were included in the fair category. It followed by 16 students (33%) which were included in the low category. There were nine students (18%) which were included in the very low category. Then, there were four students (8%) which were included in the good category and three students (6%) which were included in the excellent category. It can be concluded that vocabulary mastery of students of EED of UMY batch 2013 is fair.

The correlation between the habit of reading journal article and their vocabulary mastery. The third research question is "is there correlation between the habit of reading journal articles and 2013 EED of UMY students' vocabulary mastery". The researcher used SPSS version 22 refers to the Pearson correlation and probability value. Before analyzing the data to find correlation between

variables, the assumption test namely normality and linearity test were conducted.

The normality test of this research was presents in the table 4.14 and 4.15 below.

Table 4.14
Tests of Normality
(Habit of reading journal article)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Habit of reading journal article	,121	49	,070	,969	49	,223

Table 4.15
Tests of Normality
(Vocabulary mastery)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk			
	Statistic	Df	Sig.	Statistic	df	Sig.	
Vocabulary mastery	,106	49	,200[*]	,937	49	,011	

Normality test result of the research showed that all research variables such as habit of reading journal article and vocabulary mastery was normal. The significant values the habit of reading journal article were 0.070 and 0.223. Thus, the significant values of vocabulary mastery were 0.200 and 0.011. The significant values of greater than 0.05 in (sig > 0.05), it can be concluded that all of the variables in this research were normally distributed.

Another way to test the data was by analyzing the data distribution using linearity test. The data can be said normal when the data fit together in one line. The result of the data distribution variables between two variables were presented in figure 4.2 below.

Figure 4.2

Graphic analysis of linearity
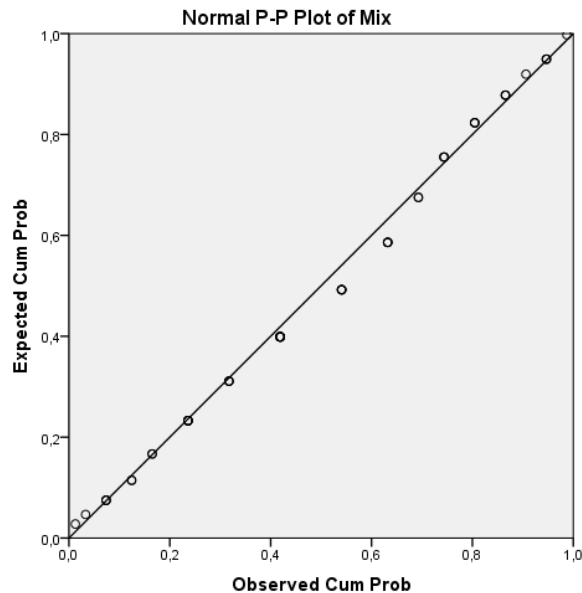
Furthermore, according to Sugiyono (2011) there are five categories of correlation. The result of the Pearson correlation is 0.090. It means that the result included to very low correlation because the coefficient interval between value 0.00-0.199. Thus, the correlation was not significant if the probability value is >0.05 and it was significant if the probability value is <0.05. The result of probability value is 0.537. It means that the result of probability value is >0.05, whereas Ho (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected. It can be concluded that there is no significant correlation between the habit of reading journal articles and 2013 EED of UMY students' vocabulary mastery. The correlation value was presented in the table below.

Table 4.16			
Correlations Value			
		Reading Journal Article	Vocabulary Mastery
Reading Journal Article	Pearson Correlation	1	.090
	Sig. (2-tailed)		.537
	N	49	49
Vocabulary Mastery	Pearson Correlation	.090	1
	Sig. (2-tailed)	.537	
	N	49	49

Discussion

The researcher did the research to get the result of the habit of reading journal article and vocabulary mastery. Furthermore, after got the data the researcher analyzed the data then explained the calculation. In this part explain the discussion about previous result.

Students' habit of reading journal article. The researcher got the data of the habit of reading journal article by using the questionnaire values. This research found that the reading habit of journal article of students is average. It can be known from the mean value is 2.02. There were 44 out of 49 students (90%) chose agree. Then, it followed by 3 students (6%) who chose disagree and only 2 students (4%) who chose strongly agree. It can be concluded that the reading habit of students is in the average category.

According to Thanuskodi (2011) the activity becomes a habit when it is done frequently, repeatedly and constantly. It means that the activity which is done continuously and frequently will become a behavior or routine. It supported the result of the questionnaire that explained students read an English journal article. However, half of students did not read an English journal article at least one article every day.

Students' vocabulary mastery. In this research the researcher used vocabulary test which has many categories. Based on the vocabulary test, showed that there were 17 students (35%) which were included in the fair category, biggest than the other frequency. Then, it followed by16 students (33%) which were included in the low category. There were 9 students (18%) included in the very low category, 4 students (8%) were included in the good category and 3 students (6%) which were included in the excellent category. It can be concluded that the vocabulary mastery of students of EED of UMY batch 2013 is fair.

Hirsch (2003) stated that knowing at least 90 percent words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. It can be concluded that to have vocabulary mastery the students should read more to know the unfamiliar word. This is supported by the categories result, it showed that vocabulary mastery of students of EED of UMY batch 2013 in fair category.

The correlation between the habit of reading journal article and their vocabulary mastery. The result showed that the probability value is 0.537. It means that the result of probability value is >0.05, Ho (null hypothesis) is

accepted and Ha (alternative hypothesis) is rejected. However, the correlation between the habit of reading journal articles and 2013 EED of UMY students' vocabulary mastery is in the very low category. The result of the Pearson correlation is 0.090. It means that the result included to in the very low correlation because the coefficient interval between value 0.00-0.199. Based on probability value and Pearson correlation, it can be concluded that there is no significant correlation between the habit of reading journal articles and 2013 EED of UMY students' vocabulary mastery.

In spite of theory and previous research between the habit of reading journal articles and vocabulary mastery has significant correlation, this research has no significant correlation. It means that the habit of reading journal articles was increase, the vocabulary mastery was not certainly increase or opposite. That is happen because there are factors which is influence the finding. The possible factor that cause of the research has no correlation is the validity instrument. The researcher assumes that the instrument inapplicable such as vocabulary test. The vocabulary test adapted from Meara who basically learnt British language. However, basically accent that used in EED of UMY is America language, so it makes the instrument difficult to answer by the respondent. The other factor is contextual the students. Every student has different skill about the reading and vocabulary. There are students who rare reading but their vocabulary is good. Thus, there are the students who often reading but their vocabulary is not increase. It can be concluded that the habit of reading journal articles not definitely increase of the students' vocabulary.