

Chapter Four

Findings and Discussion

This chapter presents the answers of the three research questions. The first research question is “How is the students’ adjustment level towards the learning environment at EED UMY batch 2015?”. The second is “How is the student’s speaking ability at EED UMY batch 2015?” and the third is “Is there a correlation between students’ adjustment towards the learning environment and students’ speaking ability at EED UMY Batch 2015?”. The discussion of the findings is also presented in this chapter.

Findings

Descriptive Statistics. This research was conducted at English Education Department, Muhammadiyah Yogyakarta University. The subject of the research was 41 students’ batch 2015. In the research there were two variables namely students’ adjustment ability toward the learning environment (x) and students’ speaking ability (y). From both variables then it was obtained further analysis test by using product moment correlation. to know the correlation between students’ adjustment ability toward the learning environment and their speaking ability. Before this analysis was presented, the researcher presented the descriptive statistic of both variables.

Students' Adjustment toward the Learning Environment. Descriptive statistics described the sample character used in the research and it was on Table 4.1 below:

| | N | Minimum | Maximum | Mean | Std Deviation |
|----------------------|----|---------|---------|-------|---------------|
| Students' Adjustment | 41 | 58.00 | 101.00 | 86.92 | 3.05 |

Source: Data of EED UMY Students' Adjustment batch 2015

According to the data analysis with computer software assistance, it was obtained mean variable of students' adjustment level toward the learning environment. The result showed that the mean score of students' adjustment was 86.92; the minimum score was 58.00 and maximum score was 101.00; along with deviation standard was 3.05. From the result of the descriptive statistics, the researcher could use the result for further analysis.

Baker and Siryk (1989) divided the students' adjustment ability into four dimensions, namely student's academic adjustment, students' commitment to achieve the goal, students' social adjustment, and students' personal emotion adjustment. The findings of each dimension were presented below.

Dimension of students' academic adjustment. The analysis result of frequency distribution for the dimension of students' academic adjustment could be seen on the following table:

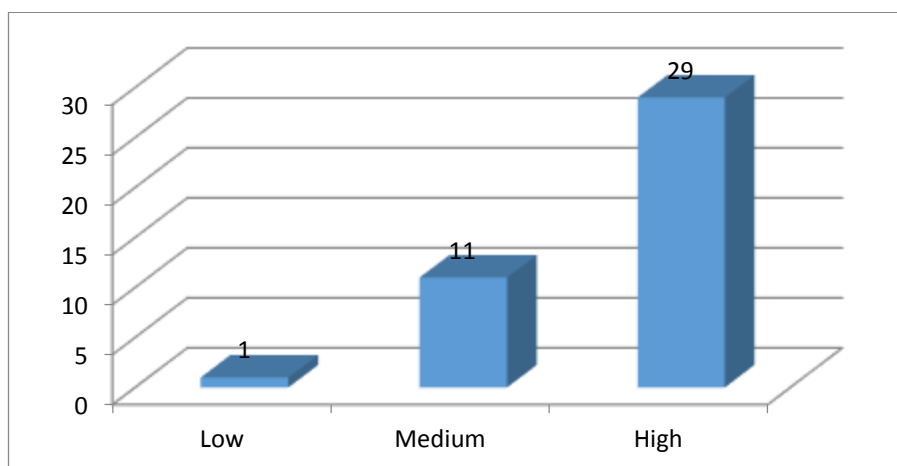
| Value | Frequency | Percent |
|-------------|-----------|--------------|
| High | 29 | 70.7% |
| Medium | 11 | 26.8% |
| Low | 1 | 2.4 |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Adjustment batch 2015

From the frequency distribution above, it could be created the histogram of students' academic adjustment ability as follows:

Figure 4.1

Histogram of Students' Academic Adjustment



Based on the table and histogram presented above, it was known that from 41 of students as the research sample, 70.7% students had category of high in the dimension of students' academic adjustment; 26,8% students were in the category of medium; and 2.4% students were in the category of low. Majority of the students (70.7%) were in the category of high which means the students of EED UMY batch 2015 had good ability in adjusting themselves towards the academic situation.

Dimension of commitment to achieve the goal. Analysis result of frequency distribution for the dimension of students' commitment to achieve the goal could be seen on the following table:

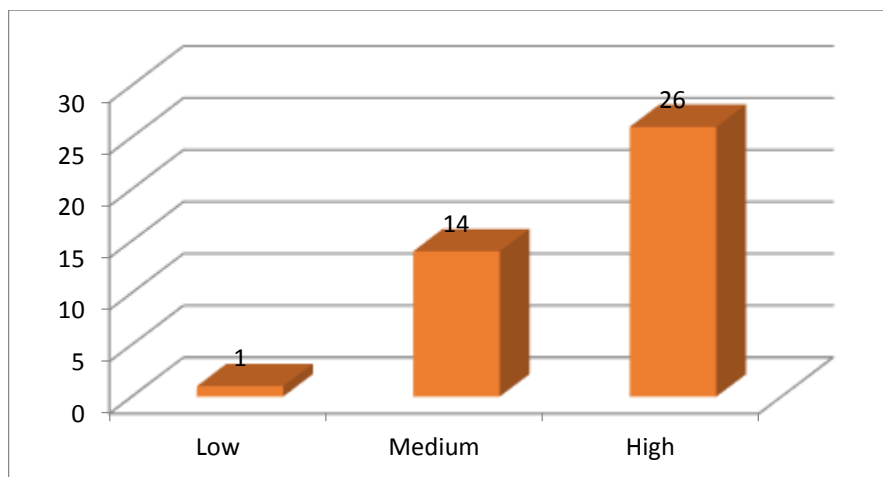
| Value | Frequency | Percent |
|-------------|-----------|--------------|
| High | 26 | 63.4% |
| Medium | 14 | 34.1% |
| Low | 1 | 2.4 |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Adjustment batch 2015

From the frequency distribution above, it could be created the histogram of students' commitment to achieve the goal as follows:

Figure 4.2.

Histogram of Students' Commitment to Achieve the Goal



Based on the table and histogram presented above, it was known that from 41 of students as the research sample, 63.4% students were in the category of high; 34.1% students were in the category of medium; and 2.4% students were in the category of low. Majority of the students (63.4%) were in the category of high

which means the students of EED UMY batch 2015 had good adjustment ability in the dimension of students' commitment to achieve the goal.

Dimension of students' social adjustment. The analysis result of frequency distribution for the dimension of students' social adjustment could be seen on the following table:

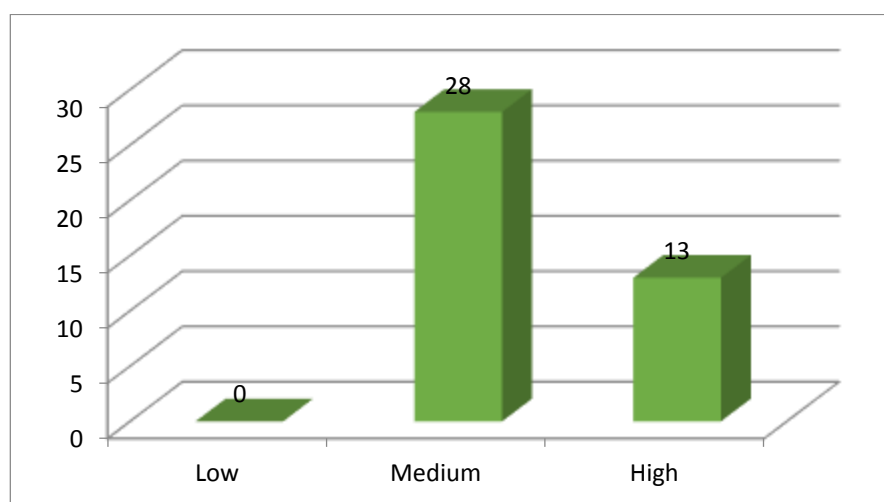
| Value | Frequency | Percent |
|---------------|-----------|--------------|
| High | 13 | 31.7% |
| Medium | 28 | 68.3% |
| Low | 0 | 0 |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Adjustment batch 2015

From the frequency distribution above, it could be created the histogram of students' social adjustment as follows:

Figure 4.3.

Histogram of Students' Social Adjustment



Based on the table and histogram presented above, it was known that from 41 of students as the research sample, 68.3% students were in the category of medium; and 31.7% students were in the category of high. Majority of the

students (68.3%) were in the category of medium which means the students of EED UMY batch 2015 had medium adjustment ability in the dimension of students' social adjustment.

Dimension of Students' Personal-Emotional Adjustment. The analysis result of frequency distribution for the dimension of students' personal-emotional adjustment could be seen on the following table:

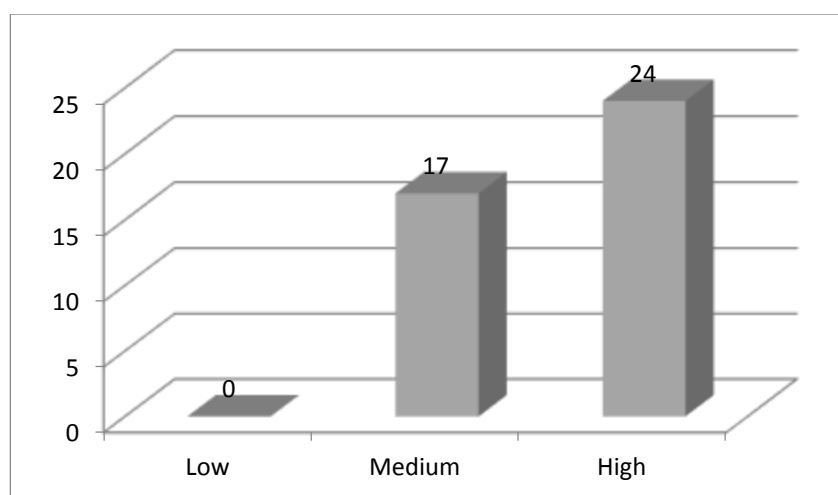
| Value | Frequency | Percent |
|-------------|-----------|--------------|
| High | 24 | 58.5% |
| Medium | 17 | 41.5% |
| Low | 0 | 0 |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Adjustment batch 2015

From the frequency distribution above, it could be created the histogram of students' personal-emotional adjustment as follows:

Figure 4.4.

Histogram of Students' Personal-Emotional Adjustment



Based on the table and histogram presented above, it was known that from 41 of students as the research sample, 58.5% students were in the category of

high; and 41.5% students were in the category of medium. Majority of the students (58.5%) were in the category of high which means the students of EED UMY batch 2015 had good ability in the dimension of students' personal-emotional adjustment.

By using the four dimensions above, the researcher analyzed the student's adjustment towards the learning environment at EED UMY. The analysis result was presented by table and histogram follows:

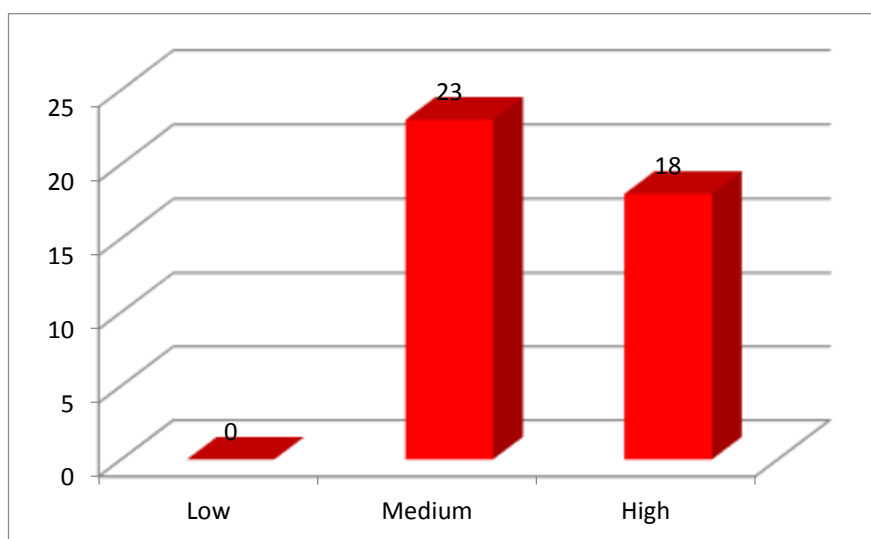
| Value | Frequency | Percent |
|---------------|-----------|--------------|
| High | 18 | 43.9% |
| Medium | 23 | 56.1% |
| Low | 0 | 0 |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Adjustment batch 2015

From the frequency distribution above, it could be created the histogram of students' adjustment ability as follows:

Figure 4.5.

Histogram of Students' Adjustment towards the Learning Environment



Based on the table and histogram above, there was 23 students (56.19%) who had medium adjustment ability. While, as many 18 students (43.9%) had high adjustment towards the learning environment. It means that most of the EED UMY's student batch 2015 had medium level of adjustment toward their learning environment. According to the result it can be deduced that EED students' batch 21015 had satisfying ability in maintaining their challenge in order to balance their personal and college environment. In line with Arkoff (in Sharma, 2012), a successful of students' adjustment is seen by their ability in maintain stability of personal and college environment to bring into better personal growth during their college life.

Speaking Ability. The second variable was students' speaking ability. The students' speaking ability was obtained from the documentation of final score on the subject *Listening and Speaking for Formal Setting* in 2nd semester 2015/2016. The researcher classified the students' score value into four levels in order to be easy in analyzed the data. Descriptive statistics described the sample character used in the research and it was on Table 4.1 below:

| | N | Minimum | Maximum | Mean | Std Deviation |
|------------------|----|---------|---------|------|---------------|
| Speaking Ability | 41 | 1.0 | 4.00 | 3.05 | 0.12 |

Source: Data of EED UMY Students' Speaking Score batch 2015

According to the data analysis with computer software assistance, it was obtained mean variable of students' speaking ability. The result showed that the mean score for the students' speaking was 3.05 with the maximum score 4.00 and

minimum score 1.00 and deviation standard was 3.05. Then, analysis result of frequency distribution for the students' speaking ability could be seen on the following table:

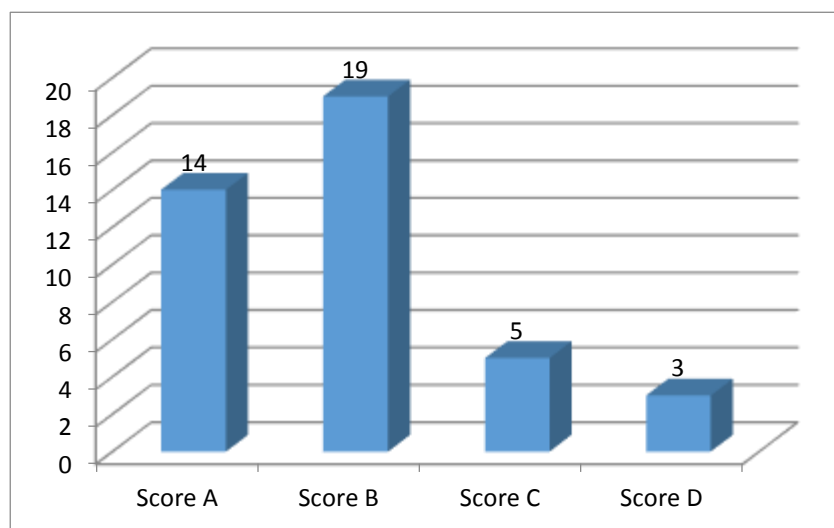
| Value | Frequency | Percent |
|-----------------|-----------|--------------|
| Very good (A) | 14 | 34.1% |
| Good (B) | 19 | 46.3% |
| Satisfying (C) | 5 | 12.2% |
| Low (D) | 3 | 7.3% |
| Total | 41 | 100% |

Source: Data of EED UMY Students' Speaking Score batch 2015

From the frequency distribution above, it could be created the histogram of students' speaking ability as follows:

Figure 4.6.

Histogram of Students' Speaking Ability at EED UMY batch 2015



Based on the table and histogram presented above, it was known that from 41 of students as the research sample, 46.3% students were in the category of good; 34.1% students were in the category of very good; 12.2% students were in the category of satisfying; and 7.3% students were in the category of low. It can

be concluded that majority of the students (46.3%) of EED UMY batch 2015 had good ability in their speaking skill.

Pre-condition Test Analysis. Data analysis was conducted by using correlation. Before conducting the data analysis to find out the correlation between two variables used in the research, the researcher did pre-condition test analysis, which comprised: linearity and normality tests. The analysis of pre-condition was conducted by *SPSS 20.00 for Windows*.

Linearity test. The purpose of linearity test is to find out whether the correlation between independent and dependent variables is linear or not. The criteria of linearity test is if the significance value is less than 0.05, then the correlation between the independent and dependent variables is linear. The summary of linearity test were presented follow:

| Variable | Sig. | Information |
|----------|-------|-------------|
| X → Y | 0.008 | Linear |

Source: Data calculated from SPSS 20.0 Version

From the result of linearity test on the table above, it can be deduced that both variables had significance value of less than 0,05 (sig<0,05). It means that both variables of the research were linear.

Normality test. The purpose of the normality test is to find out whether the sample investigated has normal distribution or not. Criteria of normality test is if the significance value is higher than 0,05 (p>5%) then it can be said as normal distribution. The result of normality test are presented as follows:

| Variable | KSZ | Sig. | Information |
|------------------------------|-------|-------|-------------|
| Students' Adjustment Ability | 0.721 | 0.676 | Normal |
| Students' Speaking Ability | 1.320 | 0.061 | Normal |

Source: Data calculated from SPSS 20.0 Version

From the normality test of the students' adjustment ability (X) variable, the researcher found that the Kolmogorov-Smirnov Z value was 0.721 with 0.676 probability. Since p was larger than $\alpha = 0.05$, it can be said that the distribution of the students' adjustment ability (X) was normal. The normality test of the students' speaking ability (Y) variable found that the Kolmogorov-Smirnov Z value was 1.320 with 0.061 of probability. Since p was larger than $\alpha = 0.05$, it can be said that the distribution of the students' adjustment ability (X) was normal.

Hypothesis Test. This analysis was to answer the third question of the research, '*Is there any correlation between students' adjustment ability and their speaking skill at EED UMY batch 2015?*'. This analysis was also to prove the hypothesis that the researcher had proposed before. In order to know the analysis of the result clearly, this research used cross tabulation to see the correlation between students' adjustment ability and their speaking skill at EED UMY Batch 2012 that was presented on the table as follow:

| Independent variable | Dependent variable | N | Pearson correlation | Sig. |
|----------------------|--------------------|----|---------------------|-------|
| Students' Adjustment | Students' Speaking | 41 | 0.437 | 0.004 |

Source: Data calculated from SPSS 20.0 Version

On the table, it was obtained the correlation coefficient 0.437 by the significance value 0.004. Based on the data above it could be conducted the hypothesis testing by comparing significance value (p-value).

In this research, the correlation coefficient was 0.437 with the significance value 0.004. Due to the significance value is less 5% ($p=0.05$) then the null hypothesis was rejected and the alternative hypothesis was accepted. The correlation coefficient is positive which means there is a correlation between students' adjustment in the learning environment and their speaking ability at EED UMY batch 2015. The implication is when the students' adjustment ability is high, the students' speaking ability is also good and vice versa.

In addition, the strength and weakness of correlation could be determined by the value of significance correlation. The result showed that the significance correlation is 0.437, which was in the interval $+.30$ to $+.49$. Cohen (1988) stated in this interval, the value of significance correlation is considered as medium level.

Furthermore, to analyze the result deeper, the students' adjustment ability, the students' speaking ability and correlation both variables would be explained in the discussion section.

Discussion

This research aimed to answer three research questions in the previous chapter to compare and analyze based on the literature review. First, the research aimed to discuss student's adjustment toward the learning environment at EED UMY batch 2015 and second, the students' speaking ability at EED UMY batch 2015. The last discussion deals with the correlation between students' adjustment toward the learning environment and their speaking ability at EED UMY batch 2015.

Students' Adjustment toward the learning environment at EED UMY batch 2015. This research revealed that the EED students' adjustment ability toward the learning environment was categorized in the medium level. It was presented that the most EED students (56.1%) were in the medium and 43.9% were in good adjustment ability in general. According to Baker & Siryk (1989), adjustment ability has four dimension which was also analyzed in the research. Based on the computation, on the dimension category of students' academic adjustment, the EED students (70.0%) had good ability in adjusting themselves towards the academic situation. For the dimension of students' commitment to achieve the goal, the EED students (63.4%) were in good ability to attach themselves in achieving the goal of academic. For the dimension of students' social adjustment, the EED students (68.3%) had medium ability in adjusting themselves toward the social environment in the college. The last, for the dimension of students' personal-emotional adjustment, the EED students (58.5%)

mostly were in category high to adjust their personal-emotion to fit in with the learning environment.

Students' adjustment is a main principle for the freshmen students. Overall, the EED students' batch 2015/2016 had medium ability to adjust themselves toward the learning environment. Their medium ability in the general adjustment showed that the students were able to build self-confidence and manage the self-ability in facing the study challenge, along with adjusting themselves in class situation and college system. Eventually, EED students' batch were success to balance their college environment, college system and their personal-emotion. The result was in line with Arkoff (in Sharma, 2012) that the success of students' adjustment is seen by their ability in maintaining stability of personal and college environment to bring into better personal growth during their college life.

However, the result showed that the EED students' batch 2015 were in the category medium for the dimension of social adjustment. This result was quite different from the other dimensions that were in category good. Social adjustment refers to the students' ability to deal with interpersonal, social demands and cultural values in their college environment. Baker and Siryk (1989) explained more that social adjustment was determined by some aspects, such as participation in extracurricular, frequency of leaving campus to visit home, a number of contact with family and friends at home, number a close friends, length of friendship, involvement in romantic relationship and interpersonal/occupational competence.

Students' batch 2015 of EED UMY was the freshmen student who faced the transition from the high school into higher school or college. To obtain learning motivation, the freshmen students had to face some challenges, in particular in their social environment. Probably, the students had a chance to learn new thing and meet new people to improve their personal development, but not all the EED students were able to do it during the transition process. Talebloo and Baki (2013) powered that the freshmen students face the challenges, such as problem related to facilities, social environment and academic system. Whereas, in the case, environment helps the students build contribution and participation in the classroom as well as their initiative of their actions in the classroom.

For the highlight, the category medium of the social adjustment dimension experienced by the EED students' batch 2015 showed that the students were still in the process of social and emotional transition from the high school into the college environments. This is not a negative circumstance because the students were in the process of adjustment to establish their identity in the classroom as well as to fit in with uncommon environment. They were trying to interact with their classmates, lectures and social activities to determine their ability in social environment. The result was in line with Sharma (2012) that stated adjustment concerned with social and emotional changes as the students' major task to manage moods and express their ability appropriately in social interaction of the college.

Overall, the result of adjustment showed in the category medium and was similar with the previous research by Al-khatib, et.al (2012). The research

discovered that the degree of students' adjustment to college life was medium and there is no statistically significant differences ($\alpha = 0,05$) on the scale of adjustment to college attribute to college, gender, study level, and the interactions between them. Both research discovered different result in certain dimension developed by Baker & Siryk (1989), but the result of four dimensions from both researches showed rationale reason whether the students adjust the learning environment successfully or not.

Speaking Ability of the Students' of EED UMY batch 2015. The research discovered that the EED students' speaking ability was mostly in the category good (46.3%); 34.1% students were in the very good category; 12.2% students were in the category satisfying; and 7.3% students were in the category low. According to the descriptive statistics, the students' speaking score at the end of 2nd semester for the subject of *Listening and Speaking for Formal* was revealed by the mean score which was 3.05 with the maximum score 4.00 and minimum score 1.00, and deviation standard was 3.05. The mean score was on the class interval 1.00 to 4.00 which means the students' speaking ability of EED UMY had medium speaking level.

From the finding, it was revealed that averagely the students had medium score, however it described that the students still had good ability in speaking competency. Speaking is categorized into production skill in learning English. In this learning students are demanded to be able to utter a communication in oral communication. In accordance with Harmer (2001), speaking is an activity or

assignment that demands the students to communicate, express thought, ideas or feeling orally.

To fulfill the demand, the students were reinforced to use English frequently, especially in speaking. The frequent use of English speaking in the classroom will encourage the students to be accustomed to use English as communication tool. This result supports the research by Tuan and Mai (2005), whereby English is considered as better medium of instruction rather than using mother language in the classroom. By this statement, it can be concluded that the students would have lack ability in speaking English if they tended to use mother tongue in the classroom.

Besides the frequent use of English in speaking, teaching technique may also influence the students' ability in English speaking. Technique that the lecturer used in the classroom may become the students' motivation to be more active in the classroom participation. The students' participation is one of the factor of the responsive classroom which means the students will use their English more. To encourage students' willingness to speak English in the classroom, teacher can use specific teaching technique, such as debate and peer assessment. As Fauzan (2016) stated that, the technique is adequate to improve students' fluency in speaking. More students practice speaking in the classroom, more they improve their fluency as well as their confidences. This statement agree with what Bashir, Azeem and Dogar (2011) said that the interactive technique in the classroom engages the teacher and students promote questioning and answering in two-ways communication of English.

The Correlation between Students' Adjustment Ability and Their Speaking Ability at EED UMY Batch 2015. This is the highlight discussion of the research to answer the last question, "Is there any correlation between the students' adjustment ability in the learning environment and their speaking ability at EED UMY batch 2015. This research discovered that there is correlation between students' adjustment ability in the learning environment and their speaking ability at EED UMY 2015. It is verified by the correlation coefficient of 0.437 with the significance value 0.004. Due to the significance value is less 5% ($p=0.05$) then the null hypothesis was rejected and the alternative hypothesis was accepted. The correlation coefficient is positive which means there is a correlation between students' adjustment in the learning environment and their speaking ability at EED UMY batch 2015. The implication is when the students' adjustment ability is high, the students' speaking ability is also good and vice versa.

In addition, the strength and weakness of correlation could be determined by the value of significance correlation. The result showed that the significance correlation is 0.437, which was in the interval $+.30$ to $+.49$. Cohen (1988) stated in this interval, the value of significance correlation is considered as medium level. Furthermore, the researcher described the correlation explicitly by the crosstab as follow:

| | | | Speaking | | | | Total |
|------------|--------|------------|-------------|-------------|------------|-----------|-------------|
| | | | A | B | C | D | |
| Adjustment | Medium | Count % | 6 14.6% | 10 24.4% | 4 9.8% | 3 7.3% | 23 56.1% |
| | High | Count % | 8 19.5 | 9 22.0% | 1 2.4% | 0 .0% | 18 43.9% |
| Total | | Count % | 14 34.1% | 19 46.3% | 5 12.2% | 3 7.3% | |

Resource: Result of SPSS 20.00 for Windows 2016

The result shows some students who have high adjustment ability can gain their speaking ability. It can be seen from statistics data that there are nine students (22.5%) who have score B of speaking, eight students (19,5%) who have speaking score A, and only one students (2.4%) with score C of speaking that had high adjustment. However, mostly, the 10 students (24.4%) had medium adjustment ability with their speaking score of B. There are many students in the medium level and good speaking score. This implies that though the students are in the medium level of adjustment ability they still can get good speaking score. The fact is powered by the strength of correlation that shows 0.437 which means the strength is in medium level.

Adjustment ability has the correlation with speaking ability because students with good adjustment will have good performance in their speaking in the classroom indicated by their achievement score either in general or in specific competences. The students will courage their ability to fit in with their learning environment whether they have opportunity or challenge in it.

This research is reinforced by Ismail, Mohamed, Ali and Xuan (2015), which stated that there is positive correlation between the social adjustment and practice of Arabic language. Practice of second language depends on how the students are success in their social adjustment. This situation will influence their ability in interacting and participating in an academic situation, moreover the students need to build a relationship with peers, lecturers, neighbors to practice language and talk to them in second language.

This research implicitly supported Loekomo and Joltuwu (2011), which state that there is significant relationship between students' self-adjustment and their GPA. Similar with speaking score, GPA is an indicator of students' performance. When the students commit to achieve good score in performance they will adjust themselves to the learning environment and system along with build interaction with the other in academic environment, such as the use of interactive technique for teaching-learning process (Abdullah, et.al, 2012; Bashir, et.al, 2011; & Tuan & Mai, 2005;), peer (Fassinger in Abdullah, et.al, 2012 and Tuan & Mai, 2005), lecturers and academic staff (Tuan & Mai, 2005).

This research is also in line with Yildirim (2014) who suggests that it was necessary to conduct further research on the correlation between specific language ability with the students' adjustment towards college, social and performance. By adjusting themselves in the learning environment the students can lift up their intra-personal and inter-personal along with enhance their ability in language proficiency, particularly in speaking ability. Moreover, for the freshmen students, adjustment is challenging and will influence their speaking success. In line with

Andrade (2006), the adjustment challenge might occur on several variables such as language proficiency, study habits, educational background and personal characteristic.

Considering that speaking is more immediately and risk taken in oral language, then the students' speaking success will be influenced by their adjustment ability. This adjustment process is to make the student feel comfortable with their environment to build up confidence and enthusiasm. Similar to Djanurombang (2015) and Tuan & May (2005) who state that the comfort feeling the students have will encourage them into good self-confidence and motivation to speak in English. That feeling is generated by some factors such as culture and society around the students and the learning environment.

Essentially, the high level of students' adjustment in the learning environment can reinforce their commitment to enhance their capability to achieve good score of speaking. In contrast, the failing of students' adjustment will demotivate them to achieve their academic competence, particularly in speaking skill. Therefore, adjustment is very important, whether successful or not it will influence the students' success in language achievement.