## Chapter Four

## Finding and Discussion

In this chapter, the researcher discusses the finding of the data analysis. The findings are the results of data collection and data analyzed by using SPSS. These results from data collection are used to answer the research questions. The research questions are: 'What is student's reading habit on English book in EED in UMY?', 'how is students' grammatical mastery in EED of UMY?', and 'what is the correlation between reading habit on reading English book and students' grammatical mastery in EED of UMY?'. Afterward, the final data can reveal whether the findings correspond or not to the researcher hypothesis.

## Finding

Entire questionnaire items of the research. The results of questionnaires have been inputted in the SPSS program. At hand, the researcher already has descriptive statistic data that encode from raw data. The raw data of the questionnaires are displayed in the table below;

Table 13. Questionnaire of the research.

| No of items | Coding | Question |
| :---: | :---: | :--- |
| 1 | A1 | I read about three hours every day. |
| 3 | C3 | I read various kinds of reading text. |


| 4 | E4 | I have a good reading habit. |
| :---: | :---: | :--- |
| 6 | B6 | I have read English book since I was in elementary school. |
| 7 | A7 | I read about one hour every day. |
| 9 | C9 | I only read nonfiction texts such as newspaper, magazine, textbooks on <br> various books. |
| 14 | B14 | I have read English book since I was in university. |
| 16 | E16 | I have poor reading habit. |
| 18 | G18 | I read English because my parents provide me with a lot of English books. |
| 19 | G19 | I read English although my parents do not provide me with English books. |
| 20 | F20 | I read English for doing assignments. |
| 21 | H21 | I believe that reading can improve my grammar. |
| 22 | G22 | I have no motivation to read English book because English is difficult. |
| 24 | I read English book although it with. |  |
| 2 |  |  |

The table above shows how the questionnaire is encoded in SPSS version 22.
From the data above, the researcher is able to generalize descriptive statistic. The table descriptive statistic can be seen below.

Table 14. Descriptive statistics of questionnaire items

|  | N | Mean | Std. <br> Deviation | Ske | ness |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Statistic | Statistic | Statistic | Statistic | Std. Error |
| A1 | 102 | 2.44 | . 778 | . 200 | . 239 |
| C3 | 102 | 2.83 | . 564 | -. 699 | . 239 |
| E4 | 102 | 2.52 | . 767 | . 402 | . 239 |
| B6 | 102 | 2.95 | . 709 | -. 100 | . 239 |
| A7 | 102 | 2.66 | . 777 | . 041 | . 239 |
| C9 | 102 | 2.32 | . 692 | . 386 | . 239 |
| B14 | 102 | 2.33 | . 836 | . 027 | . 239 |
| E16 | 102 | 2.46 | . 817 | -. 484 | . 239 |
| G18 | 102 | 2.10 | . 589 | . 277 | . 239 |
| Q19 | 102 | 2.70 | . 701 | -. 556 | . 239 |
| F20 | 102 | 2.97 | . 737 | -. 709 | . 239 |
| H21 | 102 | 3.30 | . 642 | -. 603 | . 239 |
| G22 | 102 | 1.93 | . 707 | . 269 | . 239 |
| G24 | 102 | 2.86 | . 661 | -. 476 | . 239 |
| Valid N (listwise) | 102 |  |  |  |  |

Based on the table above, it displayed that 14 questionnaires are valid and they are normally distributed if the skewness value is between -1 and +1 . The data are normal since the skewness score of each item in the table indicates no skewness due to no range less than -1 or more than +1 .

The frequency of questionnaire items analysis. In this part, the researcher displayed frequency data of questionnaire items.

## The amount of reading practice

Table 15. A1 'I read about three hours every day.'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 9 | 8.8 | 8.8 | 8.8 |
| disagree | 48 | 47.1 | 47.1 | 55.9 |
| Disagree | 36 | 35.3 | 35.3 | 91.2 |
| Agree | 9 | 8.8 | 8.8 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

From the statement above, the table display that nine students (8.8\%) disagree (SD), 48 students (47.1\%) disagree (D), 36 students (35.3\%) agree (A), and nine students (8.8\%) strongly agree (SA) toward the statement. From the report
above, It means that by combining disagree and strongly disagree responses, 57 (55.9\%) students do not read English book for three hours every day. It means that half of students were not able to read for three hours per day.

Table 16. A7 'I read about one hour every day.'

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 5 | 4.9 | 4.9 | 4.9 |
| disagree | 39 | 38.2 | 38.2 | 43.1 |
| Disagree | 44 | 43.1 | 43.1 | 86.3 |
| Agree | 14 | 13.7 | 13.7 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above depicts that five students (4.9\%) strongly disagree, 39 students ( $38.2 \%$ ) disagree, 44 students ( $43,1 \%$ ) agree, and 14 students (13.7\%) strongly agree to read about one hour every day. From the explanation above, 58 students ( 56.8 \%) have one hour to read every day. So, it can be concluded that many students are able to read one hour per day.

## The length of time of having reading habit

Table 17. B6 'I have read English book since I was in elementary school.'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 1 | 1.0 | 1.0 | 1.0 |
| disagree | 25 | 24.5 | 24.5 | 25.5 |
| Disagree | 54 | 52.9 | 52.9 | 78.4 |
| Agree | 22 | 21.6 | 21.6 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above depicts that one student (1.0\%) do not read English book at elementary school and 25 students (24.5) do not read English book in elementary school. In contrast, 54 students (52.9\%) have read English book since elementary school, and 22 students (21.6\%). It can be concluded that 76 students ( $74.5 \%$ ) have started to read English book since in elementary school.

Table 18. B14 'I have read English book since I was in university'

|  | Frequency | Percent | Valid | Cumulative |
| :---: | :---: | :---: | :---: | :---: |
| Percent | Percent |  |  |  |


| Valid Strongly | 17 | 16.7 | 16.7 | 16.7 |
| :--- | ---: | ---: | ---: | ---: |
| disagree | 41 | 40.2 | 40.2 | 56.9 |
| Disagree | 37 | 36.3 | 36.3 | 93.1 |
| Agree | 7 | 6.9 | 6.9 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above shows that 17 students ( $16.7 \%$ ) who strongly disagree (SA) and 41 students ( $40.2 \%$ ) also disagree (D) to the statement. Moreover, 37 students (36.3\%) agree (A) that they read English book since in university and seven students (6.9\%) also strongly agree (SA) to the statement. The description above reveals that 44 students (42.12\%) read English book when they are studying in university. It means that, students read English book when they are active in university.

## The types of text read

Table 19. C3 'I read various kinds of reading texts'.

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :---: | ---: | ---: | ---: | ---: |
| Falid Strongly | 2 | 2.0 | 2.0 | 2.0 |
| disagree | 20 | 19.6 | 19.6 | 21.6 |
| Disagree | 73 | 71.6 | 71.6 | 93.1 |
| Agree |  |  |  |  |



From the table above, it show that two students (2.0\%) strongly disagree (SD) to the statement and 20 students (19.6) disagree (D). Whereas, 73 students (71.6\%) agree (A) to the statement and seven students (6.9\%), agree (A) to the statement as well. From the description above, 80 students (77.15\%) will able to read various kinds of reading texts. It means that, most of students were interested to read many kinds of English books.

Table 20. C9 'I only read nonfiction texts such as newspaper, magazine, textbooks on various books'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Falid Strongly | 8 | 7.8 | 7.8 | 7.8 |
| disagree | 58 | 56.9 | 56.9 | 64.7 |
| Disagree | 31 | 30.4 | 30.4 | 95.1 |
| Agree | 5 | 4.9 | 4.9 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above depicts that eight students (7.8\%) strongly disagree (SA) to the statement and 58 students ( $56.9 \%$ ) also disagree (A) toward the statement.

Moreover, 31 students (30.4\%) agree with the statement above and followed by five students ( $4.9 \%$ ) strongly agree to the statement. This report indicates that 36 students (34.13\%) only read nonfiction texts such as newspaper, magazine, and textbooks on various books.

The respondents' claim on their reading habit

Table 21. E4 'I have a good reading habit'.

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :---: | ---: | ---: | ---: | ---: |
| Valid Strongly | 5 | 4.9 | 4.9 | 4.9 |
| disagree | 51 | 50.0 | 50.0 | 54.9 |
| Disagree | 34 | 33.3 | 33.3 | 88.2 |
| Agree | 12 | 11.8 | 11.8 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above depicts that five students (4.9\%) strongly disagree (SD) with the statement and 51 students (50.0\%) disagree (D). Moreover, 34 students ( $33.3 \%$ ) agree (A) that they have a good reading habit and 12 students (11.8) strongly agree (SA) to the statement. It can be concluded that about 46 students (44.11\%) are deemed to have a good reading habit.

Table 22. E16 'I have poor reading habit.'

|  | Frequenc <br> y | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 16 | 15.7 | 15.7 | 15.7 |
| disagree | 28 | 27.5 | 27.5 | 43.1 |
| Disagree | 53 | 52.0 | 52.0 | 95.1 |
| Agree | 5 | 4.9 | 4.9 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above performs that 16 students (15.7\%) firm that they strongly disagree (SD) to have a poor reading habit, and 28 students (27.5\%), disagree (D). Around 53 students (52.0\%) agree (A) that they have poor reading habit and other five students (4.9\%) strongly disagree (SA) with the statement. This analysis was generalized that around 44 students ( $43.13 \%$ ) stated that they have good reading habit.

## The purpose of reading English text

Table 23. F20 'I read English for doing assignments'


| Valid Strongly | 5 | 4.9 | 4.9 | 4.9 |
| :--- | ---: | ---: | ---: | ---: |
| disagree | 14 | 13.7 | 13.7 | 18.6 |
| Disagree | 62 | 60.8 | 60.8 | 79.4 |
| Agree | 21 | 20.6 | 20.6 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above shows that five students (4.9\%) strongly disagree (SD) that they read English book just for doing assignment and other 14 students (13.7\%) also disagree with the statement. Moreover, there are 62 students (60.8\%) agree (A) that they read English book for doing assignment and other 21 students (20.6\%) strongly agree with the statements. From the report above, 83 students (80.14\%) read English book just for doing the assignment.

## The motivation of students to read English

Table 24. G18 'I read English because my parents provide me with a lot of

## English books'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Falid <br> Strongly <br> disagree | 12 | 11.8 | 11.8 | 11.8 |
|  |  |  |  |  |


| Disagree | 69 | 67.6 | 67.6 | 79.4 |
| :--- | ---: | ---: | ---: | ---: |
| Agree | 20 | 19.6 | 19.6 | 99.0 |
| Strongly agree | 1 | 1.0 | 1.0 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

The table above shows that 12 students (11.8\%) do not read English book because their parents do not provide English book to them and 69 students (67.6\%) as well have the same issue. Whereas 20 students (19.6\%) read English book as their parents provide them English book and one student (1.0\%) strongly agrees with the statement. This can be told that 21 students (20.6\%) are being provided English book by their parents.

Table 25. G19 'I read English although my parents do not provide me with

## English books'

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 6 | 5.9 | 5.9 | 5.9 |
| disagree | 27 | 26.5 | 26.5 | 32.4 |
| Disagree | 61 | 59.8 | 59.8 | 92.2 |
| Agree | 8 | 7.8 | 7.8 | 100.0 |
| Strongly agree |  |  |  |  |



The table above displays that six students (5.9\%) do not read English book if their parents do not provide them English book and other 27 students (26.5\%) also disagree (D) toward the statement. Differently, 61 students (59.8\%) agree (A) toward the statement, because they read English book as their parents provide them and other eight students (7.8\%) also strongly agree (SA) to the statement. From the report, it stated that 69 students (66.16\%) read English book as they have provided English book by their parents.

Table 26. G22 'I have no motivation to read English book because English is difficult'

|  |  |  | Valid <br> Prequency | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 28 | 27.5 | 27.5 | 27.5 |
| disagree | 54 | 52.9 | 52.9 | 80.4 |
| Disagree | 19 | 18.6 | 18.6 | 99.0 |
| Agree | 1 | 1.0 | 1.0 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above displays that 28 students (27.5\%) strongly disagree (SD) that they have no motivation to read English book as English is difficult and other 54 students (52.9\%) also disagree to the statement. Moreover, 19 students (18.6\%) agree (A) that they have no motivation to read English book because it is difficult and another one student (1.0\%) strongly agree with the statement above. Based on the description above, 82 students (79.14\%) have motivation to keep reading English book even though it is difficult.

Table 27. G24 'I read English book although it is difficult'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Valid Strongly | 3 | 2.9 | 2.9 | 2.9 |
| disagree | 21 | 20.6 | 20.6 | 23.5 |
| Disagree | 65 | 63.7 | 63.7 | 87.3 |
| Agree | 13 | 12.7 | 12.7 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

The table above shows that 3 students (2.9\%) will not read English book if it is difficult for them and it draws by other 21 students (20.6\%) who disagree (D) to the statement. Meanwhile, 65 students (63.7\%) agree (A) to keep reading English book although it is difficult and other 13 students (12.7\%) also agree toward the
statement. Based on the description above, 78 students (75.14\%) read English even though it is difficult.

## The beliefs of students about reading English text

Table 28. H21 'I believe that reading can improve my grammar'

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :--- | ---: | ---: | ---: | ---: |
| Falid Strongly | 1 | 1.0 | 1.0 | 1.0 |
| disagree | 7 | 6.9 | 6.9 | 7.8 |
| Disagree | 54 | 52.9 | 52.9 | 60.8 |
| Agree | 40 | 39.2 | 39.2 | 100.0 |
| Strongly agree | 102 | 100.0 | 100.0 |  |
| Total |  |  |  |  |

According to the table above, one student (1.0\%) strongly disagree (SD) that reading can improve the grammar, and other seven students (6.9\%) disagree toward the statement above. Meanwhile, 54 students (52.9\%) agree (A) that reading English can improve their grammar and other 40 students (59.2\%) strongly agree toward the statement. The description above shows that around 94 students ( $91.11 \%$ ) perceive that reading can improve their grammar.

EED of UMY students' reading habit on reading English book. All the frequency items of the questionnaires have already calculated through SPSS. After
that, it remains one step to calculate the mean from the total questionnaire. Therefore, to gain the total number of each item, the researcher uses Ms.Excel to calculate it. Afterward, the results are moved to SPSS and analyze it for finding the mean of the questionnaires. By that means, the results from SPSS computation can determine the level of students' reading habit in EED of UMY. See the table below.

Table 29. Frequency table of total score

|  | N | Minimum | Maximum | Mean | Std. Deviation |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Reading | 102 | 26 | 47 | 36.38 | 3.670 |
| Valid N |  |  |  |  |  |
| (listwise) | 102 |  |  |  |  |

The table above shows the result from the frequency of total score of reading habit. Based on table 7. 'The category of reading habit' reveals that students who have score $\leq 28.3$ are considered to have a low reading habit. Whereas students who have score in between, 28.4 - 36.6 are considered as moderate level. Moreover, students who reach score $\geq 36.7$ are considered to have a high reading habit. Based on the table above, students mean score lies on 36.38 which more than 36.7 .

Therefore, students of EED of UMY batch 2015 are considered to have high reading habit according to the category of reading habit on table 7 .

The entire of grammar test analysis. In this paragraph, the researcher shows several components of the test items, normality of the test question and displays the
frequency table of every item. Each frequency table is described by further explanation regarding the data inside the table. See several tables below.

Table 30. The component of grammar test

| No | Grammar components | Amount |
| :--- | :--- | :--- |
| 1 | (A) Modal auxiliary | $1,8,9,14,24$ |
| 2 | (B) Verb tense | $2,5,12,17,18,21$ |
| 3 | (C) Adverb and adjective | $3,4,6,7,10,11,13,15$ |
|  |  | $16,19,20,22,23,25$ |

Based on the table above, the components of the test underpinned the test questions in the research to encode the raw data to SPSS as the table below.

Table 31. The code of test items

| Number <br> of items | Coding | Questions |
| :---: | :---: | :--- |
| 1 | A1 | Fortunately, I .... working alone otherwise, I would have got really bored <br> at the night shift. |
| 2 | B2 | The contractors.......... the stadium when strike..........all construction. |


| 3 | C3 | He (correct, correctly) defined the terms. The answer sounded (correctly, correct). |
| :---: | :---: | :---: |
| 4 | C4 | She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to any situation. |
| 5 | B5 | Make sure you .........the electricity before you ...............mending this light switch. |
| 6 | C6 | It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous). |
| 7 | C7 | The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still. |
| 8 | A8 | Have you seen my denim jacket? I ......find it. |
| 9 | A9 | After the voyaging ship was wrecked during a storm at sea, unfortunately, only two of the men on board .... swim to the small island nearby. |
| 10 | C10 | Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect). |
| 11 | C11 | She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance. |
| 12 | B12 | The workers ........ to go on strike when the management ........ their demand for higher wages |


| 13 | C13 | He was a very (sensibly, sensible) person. He acted very (sensible, sensibly). |
| :---: | :---: | :---: |
| 14 | A14 | I don't know why she didn't ask me how to do it as I ---- her. |
| 15 | C15 | Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly). |
| 16 | C16 | Talk (softly, soft) or don't talk at all. The music played (softly, soft). |
| 17 | B17 | Most people.........being disturbed while they ....... |
| 18 | B18 | Andrea knows the material very (good, well). She always treats us (good, well). |
| 19 | C19 | You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis. |
| 20 | C20 | 20. In public pools, there ........... a much higher level of safety with trained lifeguards on duty whenever they ......... open. |
| 21 | B21 | The mechanic's tools were (well, good). The foreman said that his work was (good, well) done. |
| 22 | C22 | She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker. |
| 23 | C23 | Martin.......my tennis racket without asking my permission. I got really angry with him |
| 24 | A24 | The snow fell............against the roof of house. |
| 25 | C25 | 25. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements |

The table above shows how the data encode to SPSS. Afterward, the researcher analyze the data from the test items in order to generalize the normality of test. The normality table measures the normality of each items. See the table below.

Table 32. Descriptive statistics of grammar item

|  | N | Mean | Std. Deviation | Skewness |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Statistic | Statistic | Statistic | Statistic | Std. Error |
| B2 | 102 | . 52 | . 502 | -. 080 | . 239 |
| C3 | 102 | . 55 | . 500 | -. 200 | . 239 |
| B5 | 102 | . 55 | . 500 | -. 200 | . 239 |
| C6 | 102 | . 60 | . 493 | -. 406 | . 239 |
| C7 | 102 | . 60 | . 493 | -. 406 | . 239 |
| A9 | 102 | . 53 | . 502 | -. 120 | . 239 |
| C10 | 102 | . 71 | . 458 | -. 917 | . 239 |
| B12 | 102 | . 40 | . 512 | . 630 | . 239 |
| C13 | 102 | . 45 | . 519 | . 416 | . 239 |
| A14 | 102 | . 37 | . 486 | . 535 | . 239 |
| C16 | 102 | . 57 | . 498 | -. 281 | . 239 |
| B17 | 102 | . 66 | . 477 | -. 671 | . 239 |
| C19 | 102 | . 63 | . 486 | -. 535 | . 239 |
| C20 | 102 | . 30 | . 462 | . 865 | . 239 |


| B21 | 102 | .68 | .491 | -.507 | .239 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| C22 | 102 | .66 | .477 | -.671 | .239 |
| Q23 | 102 | .52 | .502 | -.080 | .239 |
| A24 | 102 | .58 | .516 | -.101 | .239 |
| C25 | 102 | .29 | .458 | .917 | .239 |
| Valid N | 102 |  |  |  |  |
| (listwise) |  |  |  |  |  |

Based on the table above, the normality of each items is normal. The range of the normality can be seen in the skewness value. There are some items, which is not normal because the range is bigger than -1 . Therefore, the researcher eliminate those items to make items look normal thoroughly. By that means, each item above is normal as the score lies between -1 and +1 .

Grammar test item frequency analysis. On the several tables below, the description of each item test is explained that based on the data on the table. There are 25 question items, which are divided into three dimensions. See the tables below. Modal auxiliary verb

Table 33. A9. Question number 9

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :---: | :---: | :---: | :---: | :---: |
| Valid Correct | 54 | 52.9 | 52.9 | 52.9 |



Based on the table above, the researcher concluded that the answers to 54 students (52.9\%) were correct and 48 students ( $47.1 \%$ ) were not able to give the correct answer. It means that 54 students (52.9\%) out 102 students of EED of UMY batch 2015 can answer the test on the modal auxiliary verb in the question number 9 .

Table 34. A14. Question number 14

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 38 | 37.3 | 37.3 | 37.3 |
| Incorrect | 64 | 62.7 | 62.7 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 38 students (37.3\%) were able to answer the question with the correct answer and 64 students (62.7\%) were provided incorrect answers. It means $62.7 \%$ students of EED of UMY batch 2015 are not able to give the correct answer to the question number 14.

Table 35. A24. Question number 24

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 57 | 55.9 | 55.9 | 55.9 |
| Incorrect | 45 | 44.1 | 44.1 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 57 students (55.9\%) were able to answer the question correctly and 45 students ( $44.1 \%$ ) were not able to give the correct answer. It means $55.9 \%$ students of EED of UMY batch 2015 can provide the correct answer of the modal auxiliary verb in the question number 24 .

## Verb tense

Table 36. B2. Questionnaire number 4

|  |  |  |  | Cumulative |
| :---: | ---: | ---: | ---: | ---: |
| Frequency | Percent | Valid Percent | Percent |  |
| Valid Correct | 53 | 52.0 | 52.0 | 52.0 |
| Incorrect | 49 | 48.0 | 48.0 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 53 students (52.0\%) were able to provide the correct answer of the question and 49 students ( $48.0 \%$ ) were unable to provide the correct answer. It can be concluded that $52.0 \%$ students of EED
of UMY batch 2015 are able to give the correct answer from verb tense question in the question number 4.

Table 37. B5. Question number 5

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 57 | 55.9 | 55.9 | 55.9 |
| Incorrect | 45 | 44.1 | 44.1 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 45 students (44.1\%) were unable to give the correct answer to the question and other 57 students (55.9) were able to contribute the correct answer. It means $55.9 \%$ students of EED of UMY batch 2015 are able to answer verb tense in the question number 5.

Table 38. B12. Question number 12

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 39 | 38.2 | 38.2 | 38.2 |
| Incorrect | 63 | 61.8 | 61.8 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 63 students (61.8\%) were unable to answer the question and 39 students ( $38.2 \%$ ) were able to provide the correct answer. It means $38.2 \%$ students of EED of UMY batch 2015 can contribute the correct answer in the question number 12.

Table 39. B17. Question number 17

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| :---: | ---: | ---: | ---: | ---: |
| Valid Correct | 67 | 65.7 | 65.7 | 65.7 |
| Incorrect | 35 | 34.3 | 34.3 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 67 students (65.7\%) were able to provide the correct answer and 35 students ( $34.3 \%$ ) were unable to contribute the correct answer. It means $65.7 \%$ students of EED of UMY batch 2015 can give the correct answer from verb tenses' question in the question number 17.

Table 40. B21. Question number 21

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 67 | 65.7 | 65.7 | 65.7 |
| Incorrect | 35 | 34.3 | 34.3 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded 67 students (65.7) were able to answer the question correctly, and 34 students (33.3\%) were unable to answer the question with the correct answer. It means $65.7 \%$ students of EED of UMY batch 2015 can answer the question of verb tense in the question number 21.

## Adverb and adjective

Table 41. C3. Question number 3

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 57 | 55.9 | 55.9 | 55.9 |
| Incorrect | 45 | 44.1 | 44.1 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded 57 students (55.9\%) were able to give the correct answer, and 45 students (44.1\%) were unable to contribute the correct answer. It means $55.9 \%$ students of EED of UMY batch 2015 are able to answer adverb and adjective question in the question number 3 .

Table 42. C6. Question number 6

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 61 | 59.8 | 59.8 | 59.8 |
| Incorrect | 41 | 40.2 | 40.2 | 100.0 |



Based on the table above, the researcher concluded that 61 students (59.8\%) were able to give the correct answer, meanwhile 41 students (40.2\%) were not. It means $59.8 \%$ students of EED of UMY batch 2015 are able to answer the question of adverb and adjective correctly in the question number 6.

Table 43. C7. Question number 7

|  |  |  | Valid <br> Frequency | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 61 | 59.8 | 59.8 | 59.8 |
| Incorrect | 41 | 40.2 | 40.2 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 61 students (59.8\%) were able to give the correct answer and 41 students (40.2\%) were unable to answer the question correctly. It means $59.8 \%$ students can answer the question of adverb and adjective in the question number 7

Table 44. C10. Question number 10

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 72 | 70.6 | 70.6 | 70.6 |
| Incorrect | 30 | 29.4 | 29.4 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 72 students (70.6\%) were able to answer the question and 30 students ( $29.4 \%$ ) were unable to answer the question correctly. It means $70.6 \%$ students of EED of UMY batch 2015 are able to give the correct answer to the question adverb and adjective in the question number 10.

Table 45. C13. Question number 13

|  |  |  | Valid <br> Fercent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 44 | 43.1 | 43.1 | 43.1 |
| Incorrect | 58 | 56.9 | 56.9 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 44 students (43.1\%) were able to provide the correct answer to the question and 58 students ( $56.9 \%$ ) were unable to answer the question correctly. It means $56.9 \%$ students of EED of UMY are not able to give the correct answer of the question from adverb and adjective in the
question number 13. It can be concluded that they have low understanding in adverb and adjective.

Table 46. C16. Question number 16

|  |  |  | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 58 | 56.9 | 56.9 | 56.9 |
| Incorrect | 44 | 43.1 | 43.1 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 58 students (56.9\%) were able to provide the correct answer and 44 students (43.1\%) were unable to give the correct answer from the question. It means $56.9 \%$ students of EED of UMY are able to answer the question of adverb and adjective correctly in the question number 16.

Table 47. C19. Question number 19

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 64 | 62.7 | 62.7 | 62.7 |
| Incorrect | 38 | 37.3 | 37.3 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 64 students (62.7\%) were able to answer the question correctly and 38 students (37.3\%) were not able to provide the correct answer. It means $62.7 \%$ students of EED of UMY batch 2015 are able to answer the question of adverb and adjective in the question number 19 correctly.

Table 48. C20. Question number 20

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Valid Correct | 31 | 30.4 | 30.4 | 30.4 |
| Incorrect | 71 | 69.6 | 69.6 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded that 31 students (30.4\%) were able to contribute the correct answer and 71 students (69.6) were unable to provide the correct answer. It means 69.6\% students of EED of UMY batch 2015 are able to answer the question of adverb and adjective in the question number 20 correctly.

Table 49. C 22. Question number 22

|  |  |  | Valid |  |
| :--- | ---: | ---: | ---: | ---: |
| Frequency | Percent | Cumulative <br> Percent |  |  |
| Palid Correct | 67 | 65.7 | 65.7 | 65.7 |



Based on the table above, the researcher concluded that 67 students (65.7\%) were able to answer the question correctly and 35 students (34.3) students were unable to give the correct answer to the question. It means $65.7 \%$ students of EED of UMY batch 2015 are capable of contributing the correct answer of adverb an adjectives' question in number 22.

Table 50. C23. Question number 23

|  | Frequency | Percent | Valid <br> Percent | Cumulative <br> Percent |
| :---: | :---: | :---: | :---: | :---: |
| Valid Correct | 53 | 52.0 | 52.0 | 52.0 |
| Incorrect | 49 | 48.0 | 48.0 | 100.0 |
| Total | 102 | 100.0 | 100.0 |  |

Based on the table above, the researcher concluded 53 students ( $52.0 \%$ ) were able to answer the question correctly and 49 students (48.0\%) were unable to give the correct answer of the question. It means $52.0 \%$ students of EED of UMY batch 2015 are able to answer the question of adverb and adjective in the number 23 correctly.

Table 51. C25. Question number 25

|  |  |  | Valid <br> Frequency | Cumulative <br> Percent |
| ---: | ---: | ---: | ---: | ---: |
| Parcent |  |  |  |  |

Based on the table above, the researcher concluded that 30 students (29.4\%) were able to contribute the correct answer and 72 students ( $70.6 \%$ ) were provided the incorrect answers. It means only 30 students of EED of UMY batch 2015 are able to give the correct answer of adverb and adjective question in the question number 25

The level of EED of UMY students' grammar mastery. The researcher already calculates the data and produce the frequency of the test based on 25 items above. To generalize the level of students' grammar, the researcher divided the level into 3 levels, 'low,' 'moderate,' and high. In determining the level, the research analyzes the total score of frequency. See the table below

Table 52. Frequency table of total score

|  | N | Minimum | Maximum | Mean | Deviation |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Total | 102 | 29 | 47 | 38.08 | 3.832 |
| Valid N | 102 |  |  |  |  |
| (listwise) |  |  |  |  |  |

Based on the table above, the grammar of students of EED of UMY batch 2015 falls in the range 38.08. As it has displayed on Table 8, the category divided into three levels. The first level is considered as low level if the value is $\leq 27-38.3$ and the value of $3.4-49.9$ is deemed as middle level, and the last is $50-61$ as a high level of grammar mastery. By that classification, the grammar of students of EED of UMY that lies on range $\leq 27-38.3$ in considered having a low level of grammar mastery.

The correlation between reading habit on reading English books and students' grammatical mastery at EED of UMY. All data of the questionnaire and grammar test have already executed and analyzed through SPSS. The result of analysis produces the total frequency of the data from both items in each variables. The researcher associates both results to be analyzed to prove the hypothesis on the correlation between reading habit and grammatical mastery and its significance. Meanwhile, the researcher uses SPSS version 22 by activating Pearson Product Moment in finding the correlation.

The finding displays that the result of the analysis is 0.077 and significance level falls on value 0.441 sig ( 2 tailed). It means that the result of analysis with value 0.77 has very low correlation and almost has no correlation. Whereas, the significance level value lies on 0.441 . It constitutes that the significance level is low and not significant. Therefore, the researcher draw a conclusion from the finding that
reveals Ho (null hypothesis) is accepted because the probability value at 0.77 is very low and it also display low significance level at 0.441 . This finding indicates that the increase of students' reading habit is not followed by the students' grammatical mastery. See the table below.

Table 53. The Correlation between the Reading Habit on Reading English Book and Students' Grammatical mastery at EED of UMY

|  |  | reading1 | grammar1 |
| :--- | :--- | ---: | ---: |
| reading1 | Pearson Correlation | 1 | .077 |
|  | Sig. (2-tailed) |  | .441 |
|  | N | 102 | 102 |
| grammar1 | Pearson Correlation | .077 | 1 |
|  | Sig. (2-tailed) | .441 |  |
|  | N | 102 | 102 |

## Discussion

Students' reading habit on reading English book. The reading habit at EED of UMY is categorized as moderate level as the value lies on 36.38 . The value is the result from the frequency table that represents seven components of the questionnaire. The first is the amount of reading practice, which displays that 36 (35\%) out 100 students of EED of UMY have a length of time of reading about 3 hours per day and 44 (43.1\%) students agree to read English one hour per day. The
rest $21.9 \%$ is considered not to read English book for more than one hour per day or not read English book at all. The result above represent that almost $78 \%$ of students averagely have more than one or two hours. It is in line to Akande (2007), he said that students at university spent between 1-2 hours per day. The second is the length of time of reading habit, which shows that $54 \%$ students of EED of UMY have started to read English book since they were in elementary school and university. It means that students maintain their reading habit that starts from elementary school and university. The third is types of text to read which perform that $71.6 \%$ students of EED of UMY read various kind of English texts and $30.4 \%$ of students only read non-fiction texts. It is supported by Long and Richard (1971), he revealed that extensive reading "occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words" (p. 216). The value illustrates that students of EED of UMY refer to read various kinds of English books. The forth is that the respondents' claim on their reading habit, which shows that $44 \%$ students of EED of UMY agree to have a good reading habit and $56 \%$ disagree to have a good reading habit. The fifth is the purpose of reading English text, which perform that $81.4 \%$ students read English text for doing an assignment and the rest $18.6 \%$ read English book for entertain, seeking information and other. The sixth is the motivation of students to read English. The students averagely have high motivation in reading. The $63.7 \%$ of students still have motivation to read English book even though English is difficult and $67.6 \%$ students of EED of UMY agree that they read English book even though parents do not provide English book to read. It means that students of EED of UMY
is independent readers. They are not waiting for the books given by anyone, but they look for the books they wanted to read. Therefore, based on the several results from the table frequency, the researcher concludes that students of EED of UMY batch 2015 have good reading habit overall.

Students' grammatical mastery of EED of UMY batch 2015. Based on the result above, the total score of frequency table of grammar mastery lies on 38.08. It implies that students' grammar mastery is low, which based on the category scale from $\leq 27-38.3$. The result above is measured from three components of the test that are modal auxiliary (A), verb tense (B), adverb and adjective (C). Firstly, on the three questions of auxiliary verb, the researcher determines the mean of the total score from the answers. There are $54(52.9 \%)$ students correct in answering the first question, $38(37.3 \%)$ students are incorrect to answer the second questions, and $57(55.9 \%)$ students distribute the correct answer. Then, from the accumulation score, the mean of the total score is $49.9 \%$, which means that only 51 students of EED of UMY are able to give correct answer to the question of modal auxiliary. Secondly, there are five questions in the component of verb tense. The researcher accumulates the total of the correct answer, and the result reveals that only 57 students (55.5\%) out of 102 of EED of UMY batch 2015 are able to give the correct answer. Thirdly, in the adverb and adjective, there are eleven questions. The researcher accumulates the total of the correct answer from eleven questions. It performs that only 54 (53.3\%) students of EED of UMY batch 2015 can answer the question of adverb and adjective. Overall, it is related to Eastwood (1994), he said that the to understand the grammar, readers should mastery words, clause, sentence elements and tenses.

## The correlation between reading habit on reading English book and

 students' grammatical mastery. This research reveals the result that students of EED of UMY have good reading habit, but it is not followed by their grammatical mastery. The value of the correlation falls on 0.077 , which indicates that the correlation is categorized as having low correlation or almost have no correlation. It is in line with the significance level value, which display the value 0.441 . It means that the correlation number is not significant. It can be concluded that students of EED of UMY batch 2015 have good reading habit on English reading book, but it does not increase their grammatical mastery.From this finding, the researcher figures out the probability of why this finding can happen. The researcher conclude that to increase the grammatical mastery need specific learning. In increasing the grammatical mastery, students should learn the component of grammar not by reading only. This finding also in line with other research Setiyaningsih (2013) which the title 'The correlation study between students' grammar mastery and their reading ability at the eighth grade students of junior high school 12 Purworejo in academic year 2012/2013. The result of this research reveals that there is no correlation between both variables. Other researcher conducts the research, which title 'The Correlation between Reading Habit and Grammar Mastery at English Education Department Batch 2012 of Universitas Muhammadiyah Yogyakarta". This research was conducted by Nurfadhilah in 2015. In the result of this study also reveals that there is no correlation between reading habit and grammar mastery.

