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;

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

Table 13. Questionnaire of the research.

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 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	G24	I read English book although it with.

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.

			Std.		
	Ν	Mean	Deviation	Skev	wness
	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				

 Table 14. Descriptive statistics of questionnaire items

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

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly				
	disagree	9	8.8	8.8	8.8
	Disagree	48	47.1	47.1	55.9
	Agree	36	35.3	35.3	91.2
	Strongly agree	9	8.8	8.8	100.0
	Total	102	100.0	100.0	

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

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly	~	1.0	1.0	1.0
	disagree	5	4.9	4.9	4.9
	Disagree	39	38.2	38.2	43.1
	Agree	44	43.1	43.1	86.3
	Strongly agree	14	13.7	13.7	100.0
	Total	102	100.0	100.0	

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

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

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly	1	1.0	1.0	1.0
	disagree	1	1.0	1.0	1.0
	Disagree	25	24.5	24.5	25.5
	Agree	54	52.9	52.9	78.4
	Strongly agree	22	21.6	21.6	100.0
	Total	102	100.0	100.0	

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

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'

		Valid	Cumulative
Frequency	Percent	Percent	Percent

Valid	Strongly	17	167	16.7	16.7
	disagree	17	10.7	10.7	10.7
	Disagree	41	40.2	40.2	56.9
	Agree	37	36.3	36.3	93.1
	Strongly agree	7	6.9	6.9	100.0
	Total	102	100.0	100.0	

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

			-	Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly	2	2.0	2.0	2.0
disa	disagree	2	2.0	2.0	2.0
	Disagree	20	19.6	19.6	21.6
	Agree	73	71.6	71.6	93.1

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

Strongly agree	7	6.9	6.9	100.0
Total	102	100.0	100.0	

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	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly			- 0	- 0
	disagree	8	7.8	7.8	7.8
	Disagree	58	56.9	56.9	64.7
	Agree	31	30.4	30.4	95.1
	Strongly agree	5	4.9	4.9	100.0
	Total	102	100.0	100.0	

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

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid Strongly	~	1.0	1.0	1.0
disagree	5	4.9	4.9	4.9
Disagree	51	50.0	50.0	54.9
Agree	34	33.3	33.3	88.2
Strongly agree	12	11.8	11.8	100.0
Total	102	100.0	100.0	

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

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.

		Frequenc	-	Valid	Cumulative
		У	Percent	Percent	Percent
Valid	Strongly	16	157	15.7	15 7
	disagree	16	15.7	15.7	15.7
	Disagree	28	27.5	27.5	43.1
	Agree	53	52.0	52.0	95.1
	Strongly agree	5	4.9	4.9	100.0
	Total	102	100.0	100.0	

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

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	Cumulative
Frequency	Percent	Percent	Percent

Valid	Strongly	5	1 9	19	1 9
	disagree	5	4.7	7.7	н .2
	Disagree	14	13.7	13.7	18.6
	Agree	62	60.8	60.8	79.4
	Strongly agree	21	20.6	20.6	100.0
	Total	102	100.0	100.0	

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 ofEnglish books'

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid Strongly	12	11.8	11.8	11.8
disagree				

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 withEnglish books'

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly	6	5.0	5.0	5.0
	disagree	0	5.9	5.9	5.9
	Disagree	27	26.5	26.5	32.4
	Agree	61	59.8	59.8	92.2
	Strongly agree	8	7.8	7.8	100.0

Total	102	100.0	100.0	
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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	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly				
	disagree	28	27.5	27.5	27.5
	Disagree	54	52.9	52.9	80.4
	Agree	19	18.6	18.6	99.0
	Strongly agree	1	1.0	1.0	100.0
	Total	102	100.0	100.0	

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly	2	2.0	2.0	2.0
	disagree	3	2.9	2.9	2.9
	Disagree	21	20.6	20.6	23.5
	Agree	65	63.7	63.7	87.3
	Strongly agree	13	12.7	12.7	100.0
	Total	102	100.0	100.0	

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

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

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Strongly				
	disagree	1	1.0	1.0	1.0
	Disagree	7	6.9	6.9	7.8
	Agree	54	52.9	52.9	60.8
	Strongly agree	40	39.2	39.2	100.0
	Total	102	100.0	100.0	

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

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.

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

Table 29. Frequency table of total score

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 ≤ 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 ≥ 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.

 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
 16,19,20,22,23,25

 Table 30. The component of grammar test

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.

Number		
of items	Coding	Questions
		Fortunately, I working alone otherwise, I would have got really bored
1	A1	at the night shift.
2	B2	The contractors the stadium when strikeall construction.

2		He (correct, correctly) defined the terms. The answer sounded (correctly,
3	C3	correct).
		She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to
4	C4	any situation.
5		Make sure youthe electricity before youmending this
5	В5	light switch.
		It was a (dangerously, dangerous) lake to swim in. The man was
6		(dangerous, dangerously) drunk. The gas smelled (dangerously,
	C6	dangerous).
7		The stillness of the tomb was (awfully, awful). The tomb was (awfully,
/	C7	awful) still.
8	A8	Have you seen my denim jacket? Ifind it.
		After the voyaging ship was wrecked during a storm at sea,
9		unfortunately, only two of the men on board swim to the small island
	A9	nearby.
10		Her voice sounds (beautifully, beautiful). She sang the song (exact,
10	C10	exactly) as it was written. We heard it (perfectly, perfect).
11		She performed (magnificent, magnificently). It was a (magnificent,
11	C11	magnificently) beautiful performance.
10		The workers to go on strike when the management their
12	B12	demand for higher wages

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

	Ν	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
B2	102	.52	.502	080	.239
C3	102	.55	.500	200	.239
В5	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

Table 32. Descriptive statistics of grammar item

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)	102				

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

Ta	ble	33.	A9.	Question	num	ber	9
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			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid Correct	54	52.9	52.9	52.9

Incorrect	48	47.1	47.1	100.0
Total	102	100.0	100.0	

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	Cumulative
		Frequency	Percent	Percent	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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	57	55.9	55.9	55.9
	Incorrect Total	45 102	44.1 100.0	44.1 100.0	100.0
	1.000	102	100.0	10010	

Table 35. A24. Question number 24

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	57	55.9	55.9	55.9
	Incorrect	45	44.1	44.1	100.0
	Total	102	100.0	100.0	

Table 37. B5. Question number 5

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	39	38.2	38.2	38.2
	Incorrect	63	61.8	61.8	100.0
	Total	102	100.0	100.0	

Table 38. B12. Question number 12

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	67	65.7	65.7	65.7
	Incorrect	35	34.3	34.3	100.0
	Total	102	100.0	100.0	

Table 39. B17. Question number 17

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	Cumulative
		Frequency	Percent	Percent	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

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	57	55.9	55.9	55.9
	Incorrect	45	44.1	44.1	100.0
	Total	102	100.0	100.0	

 Table 41. C3. Question number 3

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	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	61	59.8	59.8	59.8
	Incorrect	41	40.2	40.2	100.0

Total	102	100.0	100.0	
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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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	61	59.8	59.8	59.8
	Incorrect	41	40.2	40.2	100.0
	Total	102	100.0	100.0	

 Table 43. C7. Question number 7

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	Cumulative
		Frequency	Percent	Percent	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.

Valid Cumulative Frequency Percent Percent Percent Valid Correct 44 43.1 43.1 43.1 Incorrect 58 56.9 56.9 100.0 Total 102 100.0 100.0

Table 45. C13. Question number 13

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	58	56.9	56.9	56.9
	Incorrect	44	43.1	43.1	100.0
	Total	102	100.0	100.0	

Table 46. C16. Question number 16

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

-				Valid	Cumulative
		Frequency	Percent	Percent	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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	31	30.4	30.4	30.4
	Incorrect	71	69.6	69.6	100.0
	Total	102	100.0	100.0	

Table 48. C20. Question number 20

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	Cumulative
	Frequency	Percent	Percent	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 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.

_				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	53	52.0	52.0	52.0
	T (10	40.0	10.0	100.0
	Incorrect	49	48.0	48.0	100.0
	Total	102	100.0	100.0	

Table 50. C23. Question number 23

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.

				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Correct	30	29.4	29.4	29.4
	Incorrect	72	70.6	70.6	100.0
	Total	102	100.0	100.0	

Table 51. C25. Question number 25

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

					Std.
	Ν	Minimum	Maximum	Mean	Deviation
Total	102	29	47	38.08	3.832
Valid N (listwise)	102				

 Table 52. Frequency table of total score

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

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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
	Ν	102	102
grammar1	Pearson Correlation	.077	1
	Sig. (2-tailed)	.441	
	Ν	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.