

Chapter Four

Result and Discussion

In this chapter, the researcher presents the result and discussion of the research. The result was answer the research questions proposed in this research. Then, in the discussion, the researcher presents further information and relates the result to the theory reviewed in chapter two.

Results

This research aimed in the result out of the correlation between the students' reading aloud habit and their speaking skill at EED UMY. This chapter presents the result of this research. The result about the EED of UMY students' reading aloud habit, the EED of UMY students' speaking skills, and also the correlation between the students' reading aloud habit and their speaking skills at EED UMY.

Result 1: EED of UMY students' reading aloud habit. In this study, the researcher used categories of reading aloud habit as presented in the chapter three. In detail, the categories are presented as follows:

Scale	Description
0- 0.9	Never
1- 1.9	Occasionally
2- 2.9	Often
3- 4	Always

To know the reading aloud habit of EED of UMY students batch 2014, the researcher analyzed the data using descriptive statistic in SPSS 20.0 program. The

reading habit was 2.975. Based on the category of reading aloud habit (table 4.1), this score belongs to “often” category. It means that students of EED UMY batch 2014 often did reading aloud habit. The mean score of reading aloud habit can be seen in the table 4.2 below.

	Reading_alou d habit	Score_speaking skills
N Valid	132	132
Missing	0	0
Mean	2.975	60.306
Median	2.800	60.500
Mode	2.8	66.5
Std. Deviation	2.2270	8.0653
Minimum	1.3	15.3
Maximum	28.0	73.0

After discussing the mean score, here, the researcher described clearly the results of questionnaire items one by one. Below is the description of the questionnaire item results from the first item until the last item excluding statement number 10 because that statement was not reliable.

Statement 1. The statistical result for statement one showed that there are 7 respondents or 5.3% who answered strongly disagree (STS) and 61 respondents or 46.2% who answered disagree (TS). Furthermore, there are 48 respondents or 36.5% who answered agree (S) and 16 respondents or 12.1% who answered strongly agree (SS). In addition, the mean score of questionnaire item number one is 2.55 (see appendix E). It means that students of EED of UMY *often used*

reading aloud as a technique in reading because 2.55 lies on the “often” category.

The frequency table for statement one can be seen in the following table (table 4.3).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	5.3	5.3	5.3
Valid Disagree	61	46.2	46.2	51.5
Valid Agree	48	36.4	36.4	87.9
Valid Strongly agree	16	12.1	12.1	100.0
Total	132	100.0	100.0	

Statement 2. The result of descriptive statistics for statement two which is about “I usually read (book, article, journal, novel and others) with a loud voice”, showed that 10 respondents (7.6%) answered strongly agree (SS), 28 respondents (21.2%) answered agree (S), 86 respondents (65.2%) answered disagree (TS) and only 8 respondents (6.1%) answered strongly disagree (STS). Besides, the mean score of this statement is 2.30 (see appendix E). It means that students at EED of UMY *often reading* (book, article, journal, novel and others) *with loud voice* because the mean score lies in the “often” category. The detail result of statement two is presented in table 4.4 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	8	6.1	6.1	6.1
Valid Disagree	86	65.2	65.2	71.2
Valid Agree	28	21.2	21.2	92.4
Valid Strongly agree	10	7.6	7.6	100.0
Total	132	100.0	100.0	

Statement 3. In statement three, there are 13 respondents or 9.8% said strongly disagree (STS) and 87 respondents or 65.9% said disagree (TS) if the reading aloud is a routine practice that they do. Then, 28 respondents or 21.2% said agree (S), and only 4 respondents or 3.0% said strongly agree (SS) if the reading aloud is a routine practice that they do. The mean score of statement number three is 2.17 (see appendix E). This mean score belongs to the "often" category based on the category of reading aloud habit (table 4.1). It means that students at EED of UMY *often did reading aloud as a routine practice*. The detail result of statement three is presented in table 4.5 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	13	9.8	9.8	9.8
Valid Disagree	87	65.9	65.9	75.8
Valid Agree	28	21.2	21.2	97.0
Valid Strongly agree	4	3.0	3.0	100.0
Total	132	100.0	100.0	

Statement 4. The result of descriptive statistics for statement four are 5 respondents said strongly disagree (STS), 42 respondents said disagree (TS), 70 respondents said agree (S) and 15 respondents said strongly agree (SS). From the result, it is seen that 64.4% of the respondents said that reading aloud is a technique that they do to train their speaking fluency. Moreover, the mean score of statement number four is 2.17 (see appendix E) which belongs to the "often"

students at EED of UMY *often use reading aloud to train their speaking fluency.*

The detail result of statement four is presented in table 4.6 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	3.8	3.8	3.8
Valid Disagree	42	31.8	31.8	35.6
Valid Agree	70	53.0	53.0	88.6
Valid Strongly agree	15	11.4	11.4	100.0
Valid Total	132	100.0	100.0	

Statement 5. For statement five which is about “When reading aloud, I pay attention to the pronunciation in the text”, the result showed that there are 16 respondents who said disagree (TS), 88 respondents who said agree (S), 28 respondents who said strongly agree (SS) and none of the respondent said strongly disagree (STS). From the result, it is seen that 87.9% of the respondents said that when reading aloud, they paid attention to the pronunciation in the text. Then, the mean score of this statement is 3.09 (see appendix E). According to the mean score, it revealed that students at EED of UMY *always paid attention to the pronunciation* when reading aloud because 3.09 lies in the “always” category. The

Detail result of statement five is presented in table 4.7 below

Table 4.7
Statement 5
When reading aloud, I pay attention to the pronunciation in the text.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	16	12.1	12.1	12.1
Valid Agree	88	66.7	66.7	78.8
Valid Strongly agree	28	21.2	21.2	100.0
Total	132	100.0	100.0	

Statement 6. In statement six, there are 18 respondents or 13.6% said strongly agree (SS), 84 respondents or 63.6% said agree (S), 29 respondents or 22.0% said disagree (TS) and only one respondent or 0.8% said strongly disagree (STS). Based on the percentage, 77.2 % of the respondents paid attention to intonation when they read aloud. Besides, the mean score of this statement is 2.90 (see appendix E). This mean score belongs to the “often” category based on the category of reading aloud habit (table 4.1). It means that students at EED of UMY often paid attention to the intonation when reading aloud. The detail result of statement six is presented in table 4.8 below.

Table 4.8
Statement 6
When reading aloud, I pay attention to the intonation in the text.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.8	.8	.8
Valid Disagree	29	22.0	22.0	22.7
Valid Agree	84	63.6	63.6	86.4
Valid Strongly agree	18	13.6	13.6	100.0
Total	132	100.0	100.0	

Statement 7. The result of descriptive statistics for statement seven which is about “When reading aloud, I pay attention to the stress in the text” showed that there are 12.1% or 16 respondents who said strongly agree (SS) and 66.7% or 88 respondents who said agree (S). Meanwhile, 20.5% or 27 respondents said disagree (TS) and only one respondent who said strongly disagree (STS). Based on the percentage, 78.8 % of the respondents paid attention to the stress when they reading aloud. Moreover, the mean score of statement number seven is 2.90 (see appendix E). The mean score showed that students at EED of UMY *often paid attention to stress when reading aloud* because 2.90 is belong to “often” category. Detail result of statement seven can be seen on the table 4.9 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.8	.8	.8
Valid Disagree	27	20.5	20.5	21.2
Valid Agree	88	66.7	66.7	87.9
Valid Strongly agree	16	12.1	12.1	100.0
Valid Total	132	100.0	100.0	

Statement 8. In statement eight, there are 21 respondents (15.9%) answered strongly agree (SS), 99 respondents (75%) answered agree (S), 11 respondents (8.3%) answered disagree (TS) and only one respondent (0.8%) answered strongly disagree (STS). Those percentages presented that 90.9% of the respondents paid attention to the punctuation when they read aloud. Then, the mean score of statement number eight is 3.06 (see appendix E) which belongs to

means that students at EED of UMY *always paid attention to the punctuation when reading aloud*. The detail result can be seen on the table 4.10 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	.8	.8	.8
Disagree	11	8.3	8.3	9.1
Agree	99	75.0	75.0	84.1
Strongly agree	21	15.9	15.9	100.0
Total	132	100.0	100.0	

Statement 9. The result of descriptive statistics for statement nine which is about, "When reading aloud, I pay attention to the new vocabulary that i do not know before" showed that there are 26 respondents (19.7%) said strongly agree (SS), 97 respondents (73.5%) said agree (S), 8 respondents (6.1%) said disagree (TS) and only one respondent (0.8%) said strongly disagree (STS). Based on the percentage, 93.2 % of the respondents paid attention to the new vocabulary that they do not know before when they are reading aloud. Then, the mean score of statement 9 is 3.12 (see appendix E). This mean score belongs to the "always" category based on the category of reading aloud habit (table 4.1). It means that students at EED of UMY *always paid attention to new vocabulary that they do not know before when reading aloud*. The detail result of statement nine is presented in table 4.11 below.

Table 4. 11
Statement 9
When reading aloud, I pay attention to the new vocabulary that i do not know before.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	.8	.8	.8
Disagree	8	6.1	6.1	6.8
Valid Agree	97	73.5	73.5	80.3
Strongly agree	26	19.7	19.7	100.0
Total	132	100.0	100.0	

Statement 11. The statistical result for statement 11 showed that there are 7 respondents (5.3%) strongly agree (SS), 85 respondents (64.4%) agree (S), 40 respondents (30.3%) disagree (TS) and none of the respondent strongly disagree (STS). Based on the percentage, 69.7% of the respondents paid attention to the tempo when they reading aloud. Then, the mean score of this statement is 2.75 (see appendix E) which belongs to “often” category. It means that students at EED of UMY *often paid attention to the tempo when reading aloud.* The detail result of statement eleven is presented in table 4.12 above.

Table 4.12
Statement 11
When reading aloud, I pay attention to the tempo in the text.

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	40	30.3	30.3	30.3
Valid Agree	85	64.4	64.4	94.7
Strongly agree	7	5.3	5.3	100.0
Total	132	100.0	100.0	

Statement 12. The result of descriptive statistics for statement 12 which is about “When reading aloud, I pay attention to the pitch like using high pitch when the reading context in angry situation” showed that there are 18 respondents

(13.6%) who strongly disagree (SS) and 70 respondents (50.8%) who said agree

(S). Furthermore, 34 respondents (25.8%) who said disagree (TS) and only one respondent who said strongly disagree (STS). From those percentage, 73.4% of the respondents paid attention on the pitch when reading aloud. Then, the mean score of statement 12 is 2.86 (see appendix E) which belongs to the “often” category based on the category of reading aloud habit (table 4.1). It means that students at EED of UMY *often paid attention to the pitch when reading aloud*. The detail result of statement twelve is presented in table 4.13 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	1	.8	.8	.8
Disagree	34	25.8	25.8	26.5
Agree	79	59.8	59.8	86.4
Strongly agree	18	13.6	13.6	100.0
Total	132	100.0	100.0	

Result 2: EED of UMY students' speaking skills. The second research question in this research is how the EED of UMY students' speaking skills is. There are three categories of students' speaking skills based on the speaking score that researcher made based on Suprpto (2000) formulation as explained in chapter three. The categories of students' speaking skills can be seen on the table 4.14 below.

Scale	Description
15.25- 34.5	Low
34.6- 53.75	Moderate
53.76- 73	High

Based on the categories speaking skills score in the table 4.14 above, the data from the students' speaking skills score showed that there were 2 respondents or 1.5% of students had low speaking skills, 13 respondents or 9.8% of students had moderate speaking skills and 117 respondents or 88.6% of students had high speaking skills. It can be concluded that most of students at EED of UMY batch 2014 have high level of speaking skills. In detail, the result of students' speaking skills can be seen in table 4.15 below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15,25-34,5	2	1.5 %	1.5%	1.5%
	34,6-53,75	13	9.8 %	9.8%	11.4%
	53,76-73	117	88.6 %	88.6%	100.0%
	Total	132	100.0 %	100.0%	

Then, the mean score of speaking skills score is 60.3. Based on the categories of students' speaking skill score, the score belongs to the "high" category. It means that students of EED UMY batch 2014 had high level of speaking skills. The mean score of students' speaking skills score is presented in table 4.16 below.

		Reading_aloud habit	Score_speaking skill
N	Valid	132	132
	Missing	0	0
Mean		2.975	60.306
Median		2.800	60.500
Mode		2.8	66.5
Std. Deviation		2.2270	8.0653
Minimum		1.3	15.3
Maximum		28.0	73.0

Result 3: The correlation between students' reading aloud habit and their speaking skills at EED of UMY. Before analyzing the correlation between students' reading aloud habit and their speaking skills at EED of UMY, the research analyzed the normality and homogeneity of the data.

Normality of the data. The normality of the questionnaire item was seen from the skewness score in descriptive statistics. The data can be said normal when the range of the data in the curve's -1 until +1. In this research, the result showed that all of the data is normal because the skewness score of each questionnaire item in the curve's -1 until +1. The skewness of this research is presented in table 4.17 bellow.

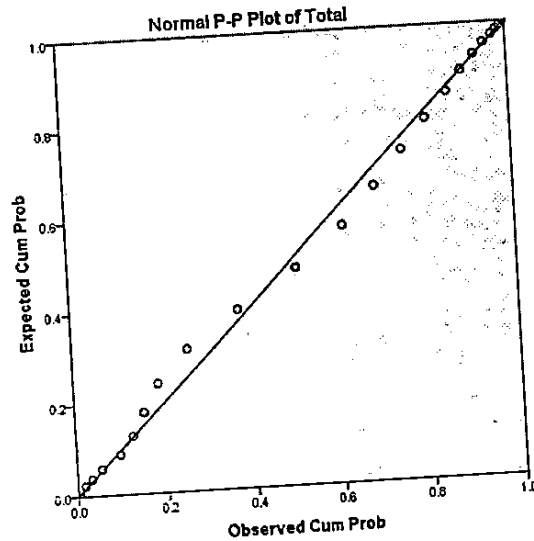
Tabel 4.17
Descriptive statistic

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N Valid	132	132	132	132	132	132	132	132	132	132	132	132
Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean	2.55	2.30	2.17	2.72	3.09	2.90	2.90	3.06	3.12	2.77	2.75	2.86
Median	2.00	2.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode	2	2	2	3	3	3	3	3	3	3	3	3
Skewness	.270	.871	.560	-.172	.008	-.139	-.202	-.246	-.180	-.250	-.090	-.052
Std. Error of Skewness	.211	.211	.211	.211	.211	.211	.211	.211	.211	.211	.211	.211
Kurtosis	-.442	.739	.947	-.113	.043	.172	.487	2.182	2.036	.196	-.323	-.151
Std. Error of Kurtosis	.419	.419	.419	.419	.419	.419	.419	.419	.419	.419	.419	.419
Range	3	3	3	3	2	3	3	3	3	3	2	3
Minimum	1	1	1	1	2	1	1	1	1	1	2	1
Maximum	4	4	4	4	4	4	4	4	4	4	4	4
Sum	337	304	287	359	408	383	383	404	412	366	363	378

Another way to test the normality of the data is by analyzing the data distributions using P-P plot through SPSS program. The data can be said normal when the data fit together in one line. The result of the data distribution of each

questionnaire item is presented in Figure 4.1 below.

Figure 4.1 Graphic Analysis of Normality Test



Based on the graphic analysis from the P-P plot test result, the data plots are very close to the diagonal line. It means that the data were normally distributed.

Homogeneity of the data. In order to find out the homogeneity of the data, the researcher analyzed the data used ANNOVA (F test) to see whether the proportions for a variable are equal when several samples are selected from different population. The result of the homogeneity test is presented in the table 4.18 below.

Table 4.18: Test of Homogeneity of Variances

Total			
Levene Statistic	df1	df2	Sig.
.759	2	129	.470

Based on the table, the Sig is 0.470 (p -value > 0.05) which means that the variances are equal. In conclusion, the population from which the groups were sampled has equal variances or homogeneous.

The correlation between students' reading aloud habit and their speaking skills at EED of UMY. The third research question of this research is what the correlation between students' reading aloud habit and their speaking skills at EED of UMY is. To investigate the correlation between students' reading aloud habit and their speaking skills, the researcher used Pearson product moment correlation coefficient (r) analysis. The result from the analysis is presented in table 4.19 below.

Table 4.19
The correlation test result

		Reading_alou d habit	Score_speaking_ skill
	Pearson Correlation	1	.165
Reading_aloud_habit	Sig. (2-tailed)		.059
	N	132	132
	Pearson Correlation	.165	1
Score_speaking_skill	Sig. (2-tailed)	.059	
	N	132	132

According to Cohen et.al (2011) table above explained three points namely correlation coefficient, the significance level and sample size. The correlation coefficient is based on the 'Pearson Correlation' score, while the 'Sig.' presents the significance level and the 'N' shows the sample size. Based on the table 4.19 above, the correlation coefficient of this study is 0.165. According to Sugiyono (2011), that score is included to very low correlation because it lies between 0.00-0.100. The correlation criteria value based on Sugiyono (2011) can

Table 4.20 <i>The correlation criteria value</i>	
Interval of coefficient	The Level of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong
<i>Source: Sugiyono (2011)</i>	

Then, the result of the person correlation score also showed that there is a positive correlation between independent and dependent variables. It is based on the Cohen et.al. (2011) that a positive correlation is indicated with a plus sign and negative correlations are prefaced with a minus sign. From the result, can be conclude that the H_1 (the alternative hypothesis) is accepted and the H_0 (the null hypothesis) is rejected. However the strength of the correlation between reading aloud habit and speaking skills are very low.

Discussion

EED of UMY students' reading aloud habit. The first research question of this research is about how the EED of UMY students' reading aloud habit is. The mean score of questionnaire items related to the students' reading habit was 2.975. This score belongs to "often" category. It means that *students at EED of UMY batch 2014 often did reading aloud habit*. The mean score of reading aloud

1.14. The result can be seen in the table 4.21 below.

Table 4.21
The descriptive statistic table

	Reading_aloud habit	Score_speaking skill
N	Valid	132
	Missing	0
Mean	2.975	60.306
Median	2.800	60.500
Mode	2.8	66.5
Std. Deviation	2.2270	8.0653
Minimum	1.3	15.3
Maximum	28.0	73.0

Considering the result of the reading aloud habit, students at EED of UMY batch 2014 had reading aloud habit because they often do reading aloud which can be seen from mean score of reading aloud habit. It is supported by verplanker (2012) statement, where habit is a thing that people do regularly as a practice and custom.

Then, based on the descriptive statistic table, it can be seen that students of EED UMY batch 2014 always paid attention to the three aspects of reading aloud which are the pronunciation, punctuation and vocabulary. It was based on the mean scores of questionnaire items related to pronunciation, punctuation and vocabulary which belong to "always" category.

The mean score of questionnaire item related to pronunciation was 3.09 which belong to "always" category. It showed that students at EED of UMY batch 2014 always paid attention to the pronunciation when reading aloud. By reading aloud, students can practice their pronunciation. According to Hanxiong (2009)

Besides, the mean scores of questionnaire items related to the punctuation is 3.06 which belongs to "always" category. The result showed that students at EED of UMY batch 2014 always paid attention to the punctuation when reading aloud. By reading aloud, students became more aware with pronunciation. It line with Hall (2008) where, reading aloud gives students opportunity to hear the instructor model fluency and expression in reading technical such as intonation, face expression and attention to punctuation reader.

Then, the mean scores of the questionnaire items related to vocabulary is 3.12 which belongs to "always" category also. It means that students at EED of UMY batch 2014 always paid attention to the new vocabulary when reading aloud. By paying attention to the vocabulary while reading aloud, the students' vocabulary is improved. The result is supported by Ramirez (2006) that reading aloud can increase the number of students' vocabulary.

EED of UMY students' speaking skills. The result showed that the mean score of students' speaking skills score is 60.3. Based on the categories in speaking skills, the score belongs to the "high" category. It means that students at EED of UMY batch 2014 had high level of speaking skills. The mean score of students' speaking skill score is presented in table 4.22 below.

Table 4.22
The descriptive statistic table

	Reading_aloud habit	Score_speaking skill
N	132	132
Valid	132	132
Missing	0	0
Mean	2.975	60.306
Median	2.800	60.500
Mode	2.8	66.5
Std. Deviation	2.2270	8.0653
Minimum	1.3	15.3
Maximum	28.0	73.0

Considering the result of the mean score of the students' speaking skill score, can be conclude that students at EED of UMY batch 2014 have high level of speaking skills. Here, the researcher can assume that they have done a successful oral communication. According to Nunan (1991), some characteristics of successful oral communication are have the ability to articulate phonological features of the language comprehensibly, master the stress, rhythm and intonation patterns, use acceptable language in speaking, good in listening, have transactional and interpersonal skills and also have skills in negotiating purposes for conversations.

The correlation between students' reading aloud habit and their speaking skills at EED of UMY batch 2014. The result of this study showed that there is a positive correlation between students' reading aloud habit and their speaking skills at EED of UMY batch 2014. However, the strength of the correlation is very low correlation. Through the correlation criteria value stated by Sugiyono (2003), it was clear that the correlation score of the two variables belong to the "very low" criteria with the correlation significance value was

of EED UMY is influenced by other techniques and the reading aloud in EED of UMY increase other aspects such as pronunciation, punctuation and students' vocabulary. The result means that the H_1 (the alternative hypothesis) is accepted and the H_0 (the null hypothesis) is rejected. The Pearson Correlation (r) result is presented in table 4.22 below.

		Reading_aloud_habit	Score_speaking_skill
Reading_aloud_habit	Pearson Correlation	1	.165
	Sig. (2-tailed)		.059
	N	132	132
Score_speaking_skill	Pearson Correlation	.165	1
	Sig. (2-tailed)	.059	
	N	132	132