

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Data

In this chapter, the writer presents the data description of second grade students of English Department in IAIN Antasari Banjarmasin about their reading habit in English and vocabulary mastery. It can be seen in the following table:

Table 4.1 Students' Reading Habit and Vocabulary Mastery Scores

No	Students' Name	Reading Habit (X)	Vocabulary Mastery (Y)
1	A	57	76
2	B	56	64
3	C	53	60
4	D	61	68
5	E	55	68
6	F	63	64
7	G	72	80
8	H	72	88
9	I	70	80
10	J	65	64

<i>The Continued Table</i>			
No	Students' Name	Reading Habit (X)	Vocabulary Mastery (Y)
11	K	73	92
12	L	61	64
13	M	57	60
14	N	64	88
15	O	75	80
16	P	63	56
17	Q	68	76
18	R	66	64
19	S	56	72
20	T	65	80
21	U	63	72
22	V	63	68
23	W	60	64
24	X	42	56
25	Y	74	84
26	Z	76	76
27	AA	55	52
28	AB	64	68
29	AC	69	84

<i>The Continued Table</i>			
No	Students' Name	Reading Habit (X)	Vocabulary Mastery (Y)
30	AD	53	64
31	AE	64	76
32	AF	52	60
33	AG	53	72
34	AH	49	68
35	AI	67	72
36	AJ	73	60
37	AK	61	72
38	AL	61	72
39	AM	47	76
40	AN	61	68
41	AO	48	68
42	AP	59	76
N = 42		$\Sigma X = 2586$	$\Sigma Y = 2972$

2. Analysis of Data

- a. The analysis about reading habit in English on the second semester students of English Department in IAIN Antasari Banjarmasin.

The steps in analyzing students' reading habit are:

- 1) Making frequency distribution table
- 2) Determining M_X
- 3) Determining SD_X
- 4) Determining top up of reading habit score
- 5) Determining bottom of reading habit score
- 6) Making an analysis of students' reading habit

Table 4.2 Frequency Distribution of Students' Reading Habit

Score (X)	f	fX	X	x^2	fx^2
42	1	42	-19.57	382.98	382.98
47	1	47	-14.57	212.28	212.28
48	1	48	-13.57	184.14	184.14
49	1	49	-12.57	158.01	158.01
52	1	52	-9.57	91.58	91.58
53	3	159	-8.57	73.44	220.32
55	2	110	-6.57	43.16	86.32
56	2	112	-5.57	31.02	62.04
57	2	114	-4.57	20.88	41.76
59	1	59	-2.57	6.60	6.60
60	1	60	-1.57	2.46	2.46
61	5	305	-0.57	0.32	1.6

<i>The Continued Table</i>					
Score (X)	f	fX	X	x²	fx²
63	4	252	1.43	2.04	8.16
64	3	192	2.43	5.90	17.7
65	2	130	3.43	11.76	23.52
66	1	66	4.43	19.62	19.62
67	1	67	5.43	29.48	29.48
68	1	68	6.43	41.34	41.34
69	1	69	7.43	55.20	55.20
70	1	70	8.43	71.06	71.06
72	2	144	10.43	108.78	217.56
73	2	146	11.43	130.64	261.28
74	1	74	12.43	154.50	154.50
75	1	75	13.43	180.36	180.36
76	1	76	14.43	208.22	208.22
Total	N= 42	ΣfX = 2586			Σfx² = 2738.09

$$M_x = \frac{\Sigma fX}{N}$$

$$M_x = \frac{2586}{42}$$

$$M_x = 61.57$$

$$SD_x = \sqrt{\frac{\sum fx^2}{N}}$$

$$SD_x = \sqrt{\frac{2738,09}{42}}$$

$$SD_x = 8.07$$

After determine M_x and SD_x , the data is classified into three levels, namely; good, fair, and bad by determining top up and bottom of reading habit score.

$$\text{Top up of reading habit score} = M_x + 1 SD_x$$

$$= 61.57 + 1. 8.07$$

$$= 69.64$$

$$= 70$$

$$\text{Bottom of reading habit score} = M_x - 1 SD_x$$

$$= 61.57 - 1. 8.07$$

$$= 53.5$$

$$= 53$$

Table 4.3 Analysis of Students' Reading Habit Scores

Score	Frequency	Category	Percentage
> 70	7	Good	16.67%
53 – 70	30	Fair	71.43%
< 53	5	Bad	11.9%
Total	42		100%

- b. The analysis about vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin.

The steps in analyzing vocabulary mastery are:

- 1) Making frequency distribution table
- 2) Determining M_Y
- 3) Interpreting the scores by using the categories which is submitted by

David p. Harris (1969, p.134)

Table 4.4 Frequency Distribution of Student' Vocabulary Mastery

Score (Y)	F	fY	Percentage
52	1	52	2.4%
56	2	112	4.8%
60	4	240	9.5%
64	7	448	16.7%

The Continued Table

Score (Y)	F	fY	Percentage
68	7	476	16.7%
72	6	432	14.3%
76	6	456	14.3%
80	4	320	9.5%
84	2	168	4.8%
88	2	176	4.8%
92	1	92	2.4%
Total	N = 42	2972	100%

$$M_Y = \frac{\sum fY}{N}$$

$$M_Y = \frac{2972}{42}$$

$$M_Y = 70.76$$

Table 4.5 Analysis of Students' Vocabulary Mastery Scores

Score	Frequency	Category	Percentage
80 – 100	9	Excellent	21.43%
70 – 79	12	Good	28.57%
60 – 69	18	Fair	42.86%

<i>The Continued Table</i>			
Score	Frequency	Category	Percentage
50 – 59	3	Low	7.14%
0 – 49	0	Poor	0%
Total	42		100%

- c. The Analysis about the correlation between reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin.

The steps in analyzing the correlation are:

- 1) Doing normality test and linearity test
- 2) Making frequency distribution table
- 3) Determining ΣX , ΣY , ΣXY , ΣX^2 , and ΣY^2
- 4) Applying the formula of product moment correlation
- 5) Comparing r_{xy} with r_t with significant value 0.05

First, the researcher does prerequisite test (normality test and linearity test) by using SPSS 21. These are the results of normality test and linearity test.

Table 4.6 Result of Normality Test

Variable	Significance	Criteria
X	0.200	Normal
Y	0.167	Normal

Based on the result, it shows that the value of variable X (0.200) and the value of variable Y (0.167) are higher than 0.05. So, it can be concluded that the data are normal. For more information about the result, it can be seen in the appendix.

Table 4.7 Result of Linearity Test

Variable	Significance	Criteria
X*Y	0.522	Linear

The result of linearity test between reading habit in English (X) and vocabulary mastery (Y) above shows that the significance value = 0.522 which is higher than 0.05. Therefore, it can be concluded that variable X and variable Y is linear. For more information about the result, it can be seen in the appendix.

Because of the data are normal and linear, the researcher can use Pearson product moment formula in order to know the correlation between reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin.

Table 4.8 Frequency Distribution of Pearson Product Moment Correlation

No	Students' Name	X	Y	XY	X ²	Y ²
1	A	57	76	4332	3249	5776
2	B	56	64	3584	3136	4096

<i>The Continued Table</i>						
No	Students' Name	X	Y	XY	X²	Y²
3	C	53	60	3180	2809	3600
4	D	61	68	4148	3721	4624
5	E	55	68	3740	3025	4624
6	F	63	64	4032	3969	4096
7	G	72	80	5760	5184	6400
8	H	72	88	6336	5184	7744
9	I	70	80	5600	4900	6400
10	J	65	64	4160	4225	4096
11	K	73	92	6716	5329	8464
12	L	61	64	3904	3721	4096
13	M	57	60	3420	3249	3600
14	N	64	88	5632	4096	7744
15	O	75	80	6000	5625	6400
16	P	63	56	3528	3969	3136
17	Q	68	76	5168	4624	5776
18	R	66	64	4224	4356	4096
19	S	56	72	4032	3136	5184
20	T	65	80	5200	4225	6400
21	U	63	72	4536	3969	5184

<i>The Continued Table</i>						
No	Students' Name	X	Y	XY	X²	Y²
22	V	63	68	4284	3969	4624
23	W	60	64	3840	3600	4096
24	X	42	56	2352	1764	3136
25	Y	74	84	6216	5476	7056
26	Z	76	76	5776	5776	5776
27	AA	55	52	2860	3025	2704
28	AB	64	68	4352	4096	4624
29	AC	69	84	5796	4761	7056
30	AD	53	64	3392	2809	4096
31	AE	64	76	4864	4096	5776
32	AF	52	60	3120	2704	3600
33	AG	53	72	3816	2809	5184
34	AH	49	68	3332	2401	4624
35	AI	67	72	4824	4489	5184
36	AJ	73	60	4380	5329	3600
37	AK	61	72	4392	3721	5184
38	AL	61	72	4392	3721	5184
39	AM	47	76	3572	2209	5776
40	AN	61	68	4148	3721	4624

<i>The Continued Table</i>						
No	Students' Name	X	Y	XY	X ²	Y ²
41	AO	48	68	3264	2304	4624
42	AP	59	76	4484	3481	5776
Total		ΣX = 2586	ΣY = 2972	ΣXY = 184688	ΣX² = 161962	ΣY² = 213840

Based on the table above, the researcher gets $\Sigma X = 2586$, $\Sigma Y = 2972$, $\Sigma XY = 184688$, $\Sigma X^2 = 161962$, $\Sigma Y^2 = 213840$. After that, the scores are calculated by using product moment formula.

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{42 \times 184688 - 2586 \times 2972}{\sqrt{[42 \times 161962 - 2586^2][42 \times 213840 - 2972^2]}}$$

$$r_{xy} = \frac{7756896 - 7685592}{\sqrt{[6802404 - 6687396][8981280 - 8832784]}}$$

$$r_{xy} = \frac{71304}{\sqrt{115008 \times 148496}}$$

$$r_{xy} = \frac{71304}{\sqrt{17078227968}}$$

$$r_{xy} = \frac{71304}{130683,69}$$

$$r_{xy} = 0,546$$

Based on the calculation above, the value of Pearson correlation (r_{xy}) is 0.546. Furthermore, the value of r_{xy} (0.546) is compared with the value of r_{table} at the significant value 0.05 with $df = 40$.

$$\begin{aligned} df &= N - nr \\ &= 42 - 2 = 40 \end{aligned}$$

So, by looking the table of product moment at significant value 0.05 with $df= 40$, the value of r_{table} is 0.304.

B. Discussion

Based on the findings, the researcher found some information about how the reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin. In addition, the researcher also found the correlation between them.

1. Reading Habit in English on The Second Semester Students of English Department in IAIN Antasari Banjarmasin

Based on the findings of the reading habit in English, averagely the students have fair reading habit which there are 30 of 42 students or 71.43% got score between 53 and 70. Furthermore, only 7 students or 16.67% have good reading habit who got score more than 70 and 5 students or 11.9% have bad reading habit who got score less than 53.

From the questionnaire, the researcher found that almost the students did not read English books everyday but they are aware that reading a lot of English books will improve their English and their knowledge. Thanuskodi (2011, p.1) said that

there are several benefits of reading and the impact of reading in people's lives. "A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion." The students also reluctant to read English fiction books such as novel or comic because they consider that language and book thickness influence their reading attitude. Fishbein and Ajzen (1975, p.1) says "attitude seems to play an important role in affecting one's reading performance." Most of the students read English books because of their lecturer's command. They are also aware that read a lot of English book will be useful for their academic success. In addition, mostly students' parents did not buy English book for their children. However, the students' family give motivations in order to the students have knowledge about English. Bourdieu (1986, p.58) says that "Facilities and reading environment which are conducive at home that helps in the nurturing of reading habit. Children with better reading facility will achieve higher reading ability." Krashen (1996, pp.51-54) believed that reading habit could be nurtured at an early age. There would naturally be differences in interests between individuals of different age, gender and greatly influenced by internal factors such as the home, motivation and attitude as well as external factors such as peers, schools, teachers, and the library facilities available to the individuals.

2. Vocabulary Mastery on The Second Semester Students of English Department in IAIN Antasari Banjarmasin

From the statistical measurement, the researcher found that there are no students who got score less than 50 (poor category). Furthermore, there are 3 students (7.14%) who got score between 50 and 59 (low category); 18 students (42.86%) who got score between 60 and 69 (fair category); 12 students (28.57%) who got score between 70 and 79 (good category); and 9 students (21.43%) who got score between 80 and 100 (excellent category). Moreover, based on the mean of the students' vocabulary mastery scores which is 70.76, it can be concluded that vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin is in good category.

From the test, mostly students have difficulties in answering the questions about word definitions. Some of them were also still confused about part of speech and collocation. However, they could answer well the questions about word and grammar and the question about affixes (word formation). In addition, they understand about idiom. Therefore, the students should more improve their vocabulary mastery. Celcie Murcia (2001, p.285) says "vocabulary is central to language acquisition, where the language is first, second, or foreign

3. The Correlation between Reading Habit in English dan Vocabulary Mastery on The Second Semester Students of English Department in IAIN Antasari Banjarmasin

The researcher also found the information about whether there is a correlation or not between reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin. Based on the findings, the value of Pearson correlation (r_{xy}) between reading habit and vocabulary mastery is 0.546 and the value of r_{table} at significant value 0.05 with $df= 40$ is 0.304. So, it can be concluded that $r_{xy} (0.546) > r_{table} (0.304)$ which means there is a significant correlation. It means H_a is accepted and H_o is rejected. In addition, the value of $r_{xy} (+0.546)$ is positive. It means there is a positive correlation between reading habit in English and vocabulary mastery. On the other hand, if the students have good reading habit in English, their vocabulary mastery is also good and vice versa. Moreover, based on the correlation index number, the value of $r_{xy} (0.546)$ is on medium correlation (between 0.40 and 0.70). It means there is a medium correlation between variable X and variable Y. Based on the findings of this research, the researcher found that there is a significant positive medium correlation between reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin. Therefore, the result of this research supports the statement of Cunningham and Stanovich (1998, p.8) which they say that “reading volume both inside and outside the school has a significant impact on the development of

reading speed and fluency, vocabulary, general knowledge overall verbal ability and academic achievements.” In addition Issa et.al (2012, p.472) say as follows:

“Central to the concept of reading is its dependence on the readers’ memory and experience in order to understand what is read. It also involves how well a reader remembers, uses and reacts to the materials read; stressing such skills as word recognition, vocabulary development and comprehension.”

In conclusion, Students cannot understand what they are reading without knowing what most of the words mean. Without building a large vocabulary, students cannot read successfully. Students need to know the meanings of individual words. They should construct an understanding of the text by assembling and making sense of the words in context. They also need to learn new vocabulary in order to gain new knowledge of specific subject matter. They should understand that vocabulary mastery is important aspect in learning a foreign language.