

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The study has been done at UIN Antasari Banjarmasin. It is located on Jl. A. Yani KM. 4,5 Banjarmasin 70234. In this data presentation, the writer presents and describes the result of the on-field research that has been done in the fifth semester students of English Department at UIN Antasari Banjarmasin. The data are about the vocabulary mastery and paragraph writing skill.

1. Students' Vocabulary Mastery (X).

The writer took the result of the test from the fifth semester students of English Department of Tarbiyah and Teacher Training at UIN Antasari Banjarmasin. The data of Vocabulary Mastery were collected by using vocabulary test. It was conducted to 24 students of fifth semester students of English Department at UIN Antasari Banjarmasin. The results of each student are presented in the following table:

Table 4. 1 The Result of the Fifth Semester Students Vocabulary Mastery

No.	Participant	Score
1.	S1	75
2.	S2	80

<i>Continued Table</i>		
3.	S3	78
4.	S4	72
5.	S5	85
6.	S6	71
7.	S7	80
8.	S8	75
9.	S9	70
10.	S10	63
11.	S11	76
12.	S12	74
13.	S13	85
14.	S14	75
15.	S15	80
16.	S16	90
17.	S17	72
18.	S18	70
19.	S19	75
20.	S20	80
21.	S21	85
22.	S22	95

<i>Continued Table</i>		
23.	S23	67
24.	S24	86
Total		1859
Average		77.4
The lowest score		63
The highest score		95

To know the students' Vocabulary Mastery, the writer applies "mean" statistical formula below:

$$M = \frac{\sum X}{N}$$

N

M = Mean

$\sum X$ = total score

N = total number of respondents

$$M = \frac{\sum X}{N}$$

N

$$= \frac{1859}{24}$$

24

$$= 77.4$$

After the writer did the test, the writer had the vocabulary mastery result. Based on the table above, the writer gets scores from the test about vocabulary mastery. The highest score is 95 and the lowest score is 63. The overall mean score here is 77.4 which are interpreted as good category.

To know the vocabulary mastery of the students. The writer was interpreting the scores by using the categories which is submitted by Harris (1969) as cited in Mawaddah (2015, p. 39).

Table 4.2 Analysis of Students Vocabulary Mastery' Test Scores

No.	Score	Frequency	Percentage	Category
1.	91-100	1 students	2.4%	Excellent
2.	81- 90	5 students	14.3%	Very Good
3.	71- 80	13 students	30.1%	Good
4.	61- 70	4 students	9.5%	Fair
5.	51- 60	-	-	Low
6.	0- 50	-	-	Very Low
Total		24 students	100%	

The table above reveals that students Vocabulary Mastery based on the categories are 1 students are in excellent (2.4%), 6 students are in very good category (14.3%), 13 students are in good category (30.1%), 4 students are in fair category (9.54%).

2. Students' Paragraph Writing Skill (Y)

The writer took the result of the test from the fifth semester students of English Department at UIN Antasari Banjarmasin. The test consists of Paragraph Writing Skill that asks students to write a descriptive text. It was given to 24 students of fifth semester students of English Department. The results of each student are presented in the following table:

Table 4.3 The Result of the Fifth Semester Students Paragraph Writing Skill

No.	Participant	Score					Total score
		Content	Organization	Vocabulary	Grammar	Mechanic	
1.	S1	21	14	15	17	3	70
2.	S2	18	16	14	15	3	66
3.	S3	18	17	16	17	3	71
4.	S4	18	17	13	17	2	67
5.	S5	20	15	16	19	3	73
6.	S6	18	15	15	17	3	68
7.	S7	19	16	14	18	3	70
8.	S8	22	16	16	17	4	75
9.	S9	20	16	15	18	3	72
10.	S10	23	15	16	17	4	75
11.	S11	19	16	15	17	3	70

<i>Continued Table</i>							
12.	S12	17	14	14	16	3	64
13.	S13	18	16	18	18	3	73
14.	S14	18	17	18	16	3	72
15.	S15	22	17	19	19	4	81
16.	S16	22	18	20	18	4	82
17.	S17	17	15	19	17	3	71
18.	S18	22	17	19	18	4	80
19.	S19	17	13	15	17	3	65
20.	S20	22	17	19	20	5	83
21.	S21	18	15	17	18	3	72
22.	S22	26	17	20	22	5	90
23.	S23	18	17	18	19	3	75
24.	S24	22	17	19	19	5	82
Total							1475
Average							61,4
The lowest score							64
The highest score							90

To know the students writing skill test, the writer applies “mean” statistical formula below:

$$M = \frac{\sum X}{N}$$

N

M = Mean

$\sum X$ = total score

N = total number of respondents

$$M = \frac{\sum X}{N}$$

N

$$= \frac{1475}{24}$$

24

$$= 77.4$$

After the writer did the test, the writer had the paragraph writing skill result. Based on the table above, the writer gets scores from the test about vocabulary mastery. The highest score is 90 and the lowest score is 64. The overall mean score here is 61.4 which are interpreted as good category.

To know the students paragraph writing skill, The writer was interpreting the scores by using the categories which is submitted by Harris (1969) as cited in Mawaddah (2015, p. 39).

Table 4.4 Analysis of Students' Writing Skill Test scores

No.	Score	Frequency	Percentage	Category
1.	91-100	-	-	Excellent
2.	81- 90	6 students	14.3%	Very Good
3.	71- 80	11 students	26.2%	Good
4.	61- 70	7 students	16.7%	Fair
5.	51- 60	-	-	Low
6.	Less than 50	-	-	Very Low
Total		24 students	100%	

The table above reveals that students paragraph writing skill based on the categories are 6 students are in very good category (14.3%), 11 students are in good category (26.2%), and 7 students are in fair category (16.7%).

3. Correlation between Vocabulary Mastery and Paragraph Writing Skill

It has been mentioned before, the data gained from the students score of Vocabulary Mastery test and paragraph writing skill test. The next step in this research is finding the XY , X^2 , Y^2 of the data. They are seen in the following table:

Table 4.5 Working Table of Data Analysis

No.	X	Y	XY	X ²	Y ²
1	75	70	5250	5625	4900
2	80	66	5280	6400	4356
3	78	71	5538	6084	5041
4	72	67	4824	5184	4489
5	85	73	6205	7225	5329
6	71	68	4828	5041	4624
7	80	70	5600	6400	4900
8	75	75	5625	5625	5625
9	70	72	5040	4900	5184
10	63	75	4725	3969	5625
11	76	70	5320	5776	4900
12	74	64	4736	5476	4096
13	85	73	6205	7225	5329
14	75	72	5400	5625	5184
15	80	81	6480	6400	6561
16	90	82	7380	8100	6724
17	72	71	5112	5184	5041
18	70	80	5600	4900	6400
19	75	65	4875	5625	4225

20	80	83	6640	6400	6889
21	85	72	6120	7225	7225
22	95	90	8550	9025	8100
23	67	75	5025	4489	5625
24	86	82	7052	7396	6724
N=24	$\Sigma X=1856$	$\Sigma Y=1475$	$\Sigma XY=137410$	$\Sigma X^2=145299$	$\Sigma Y^2=133096$

The next step is analyzing the data by using Pearson Product Moment Correlation.

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

where:

r_{xy} = The correlation coefficient between correlated variable X and variable Y

X = sum of score in X distribution

Y = sum of score in Y distribution

XY = sum of multiplication of X and Y

X^2 = sum of X quadrate

Y^2 = sum of Y quadrate

The result is a follow:

$$N = 24$$

$$\sum X = 1856$$

$$\sum Y = 1475$$

$$\sum XY = 137410$$

$$\sum X^2 = 145299$$

$$\sum Y^2 = 133096$$

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{137410}{\sqrt{(145299)(133096)}}$$

$$r_{xy} = \frac{137410}{\sqrt{(19338715704)}}$$

$$r_{xy} = \frac{137410}{13906371095292}$$

$$r_{xy} = 0,099$$

This is the result of the correlation from the data derived from variable X and Y. After using Pearson product moment, the final result is $r_{xy} = 0,099$.

After the finding the result of the calculation by using correlation formula, the researcher re-calculates the data by using the *Statistical Package for the Social Science (SPSS) window* program in order to confirm the calculation result, and the result is 0.099, which is the roundness of 0.099 (see appendix).

Based on the result of the calculation above, it is known that r_{xy} is 0.099. To test the hypothesis of the research there are two steps that the researcher have performed. Firstly, the researcher consulted to the table of standard classification of correlation degree below:

Table 4.6 Standard Categories of “r” Product Moment Value

The value of “r” Pearson Product Moment (r_{xy})	Interpretation
0,80-1,000	There is very strong correlation between variable X and variable Y
0,60-0,799	There is a strong correlation between variable X and variable Y
0,40-0,599	There is a fair or moderate correlation between variable X and variable Y
0,20-0,399	There is a weak correlation between variable X and variable Y
0,00-0,199	There is no correlation between variable X and variable Y

From the table above, it is seen that the r_{xy} 0,099 means that the correlation between variable X and variable Y in this research is very weak. It means there is no correlation between variable X and variable Y in this research.

Secondly, based on the calculation above, the value of Pearson correlation (r_{xy}) is 0.099. Furthermore, the value of r_{xy} (0.099) is compared with the value of r_{table} at the significant value 0.05 with $df = 26$.

$$\begin{aligned} Df &= N - nr \\ &= 26 - 2 = 24 \end{aligned}$$

So, by looking the table of product moment at significant value 0.05 with $df = 24$, the value of r_{table} is 0.338. It is clear that $r_{xy} < r_t$.

$$r_{xy} = 0.099$$

$$r_t = 0.338$$

$$r_{xy} > r_t = 0.099 > 0.338$$

It means that the hypothesis null (H_0) is denied and hypothesis alternative (H_a) is no accepted. Therefore, the conclusion is that there is no correlation between vocabulary mastery and paragraph writing skill.

B. Discussion

Based on the findings, the researcher found some information about how the vocabulary mastery and paragraph writing skill on the fifth semester students of English Department in UIN Antasari Banjarmasin. In addition, the researcher also found the correlation between them.

1. Vocabulary mastery of the fifth semester students of English Department of UIN Antasari Banjarmasin

Based on the findings vocabulary mastery test of the students of the fifth semester students of English Department of UIN Antasari Banjarmasin academic years 2016/2017. The writer found that there are no students who got score less than 50. Furthermore, there are 4 students who got score between 61 and 70; 13 students who got score 71 and 80; 6 students who got score between 81 and 90; 1 student who got score between 91 and 100. Thus, the total score of students' vocabulary mastery is 1859 from 24 students and the mean score is 77.4

From the test, the students still have difficulties in answering the questions. Therefore, the students should more improve their vocabulary mastery. Based on Celcie Murca (2001, p.285) says "vocabulary is central to language acquisition, where the language is first, second, or foreign.

2. Writing skill of the fifth semester students of English Department of UIN Antasari Banjarmasin

From the statistical measurement, the writer found that there are no students who got score less than 50 (very poor category). Furthermore, there are 7 students who got score between 61 and 70; 11 students who got score 71 and 80; 6 students who got score between 81 and 90. Thus, the total score of students' writing skill is 1475 from 24 students and the mean score is 61.4. It can be concluded that writing skill of the fifth semester students of English Department of UIN Antasari Banjarmasin is in fair category.

3. The Correlation between vocabulary mastery and paragraph writing skill of the fifth semester students of English Department of UIN Antasari Banjarmasin

The writer also found the information about whether there is a Correlation between vocabulary mastery and paragraph writing skill of the fifth semester students of English Department of UIN Antasari Banjarmasin. Based on the findings, the value of Pearson correlation (r_{xy}) between vocabulary mastery and paragraph writing skill is 0.099 and the value of r_{table} at significant value 0.05 with $df= 24$ is 0.304. So, it can be concluded that $r_{xy} (0.099) > r_{table} (0.338)$ 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} (-0.099) is negative. It means there is a negative correlation between vocabulary mastery and paragraph writing skill on the fifth semester students of English Department at UIN Antasari Banjarmasin.

According to Richard (2002, p.255) vocabulary is core component of language proficiency and provides much of the basic how well learners speak, listen, read, and write. Next according to Jack C. Richards and Willy A. Renandya, "Writing is the most difficult skill for second language learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It means that the students get benefits from vocabulary to support in a process of paragraph writing skill in

English foreign language. Some studies had revealed that vocabulary mastery have some effects and relationships with writing ability, the students who have higher size or mastery in vocabulary may learn and practice to write English well (Siok H. Lee and James Muncie, 2006). From the result of this research, the writer concludes that vocabulary mastery does not influence students' paragraph writing skill.