

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

1. The Description of Data

In this chapter, the writer presents the description of data of second grade students of Mts Darul Hijrah Putra, to find out the correlation between students' vocabulary mastery and their reading comprehension ability by using Pearson Product Moment formula. The data can be seen in the following table.

Table 4.1 Data of Students Population

No.	Students` Code	Class
1	AAR	II A
2	INIP	II A
3	MA	II A
4	MBA	II A
5	MK	II A
6	MZA	II A
7	RAR	II A
8	AAB	II B
9	ARB	II B
10	JAS	II B
11	MH	II B
12	MK	II B
13	MMA	II B
14	MNA	II B
15	MTN	II B
16	AS	II C
17	MR	II C
18	ADS	II C
19	ANA	II C
20	AH	II C
21	AIS	II C
22	MF	II C
23	ABD	II D

24	AN	II D
25	FI	II D
26	MS	II D
27	NA	II D
28	TW	II D

The table 4.1 shows the name of 28 students who become research participant, and they are taken from 4 classes.

Table 4.2 Students` Score of Vocabulary Mastery Test

No.	Students Code	Vocabulary Mastery Test Score
1	AAR	70
2	INIP	85
3	MA	45
4	MBA	100
5	MKR	85
6	MZA	90
7	RAR	80
8	AAB	85
9	ARB	100
10	JAS	65
11	MH	95
12	MK	100
13	MMA	95
14	MNA	90
15	MTN	90
16	AS	70
17	MR	60
18	ADS	60
19	ANA	65
20	AH	50
21	AIS	50
22	MF	65
23	ABD	50
24	AN	75

25	FI	60
26	MS	60
27	NA	55
28	TW	55
TOTAL		2.05

Based on the table 4.2, it can be seen that the accumulation of students' score of vocabulary test was 2.050 within the highest score was 100 and the lowest score was 45.

Table 4.3 Students' Score of Reading Ability Test

No.	Students Code	Reading Ability Test Score
1	AAR	75
2	INIP	50
3	MA	55
4	MBA	80
5	MKR	85
6	MZA	65
7	RAR	70
8	AAB	80
9	ARB	90
10	JAS	75
11	MH	80
12	MK	65
13	MMA	80
14	MNA	95
15	MTN	90
16	AS	50
17	MR	50
18	ADS	60
19	ANA	65
20	AH	60
21	AIS	65
22	MF	60

23	ABD	50
24	AN	60
25	FI	60
26	MS	60
27	NA	40
28	TW	40
TOTAL		1.855

Based on the table 4.3, it can be seen that the accumulation of students' score of reading test was 1.855 within the highest score was 95 and the lowest score was 40.

2. Analysis of Data

In this research, to present the result of this research, the researcher uses statistical method. In which the data was analyzed by using Pearson Product Moment formula. Variable x was used to represent the score of vocabulary test and variable y was used to represent the score of reading test. Then, the hypothesis was examined using Pearson Product Moment coefficient correlation. Before analyzing the data, the researcher presented the table description of correlation as below.

Table 4.4

The Correlation between Vocabulary Mastery (x) and reading comprehension ability (y) table.

No.	Students Code	VT Score (X)	RT Score (Y)	$(X - \bar{x})$ X	$(Y - \bar{y})$ Y	x^2	y^2	xy
1	AAR	70	75	-3.22	8.75	10.37	76.57	-28.18
2	INIP	85	50	11.78	-16.25	138.77	264.07	-191.43

3	MA	45	55	-28.22	-11.25	796.37	126.57	317.48
4	MBA	100	80	26.78	13.75	717.17	189.06	368.23
5	MKR	85	85	11.78	18.75	138.77	351.56	220.88
6	MZA	90	65	16.78	-1.25	281.57	1.56	-20.98
7	RAR	80	70	6.78	3.75	45.97	14.06	25.43
8	AAB	85	80	11.78	13.75	138.77	189.06	161.98
9	ARB	100	90	26.78	23.75	717.17	564.06	636.03
10	JAS	65	75	-8.22	8.75	67.57	76.57	-71.93
11	MH	95	80	21.78	13.75	474.37	189.06	299.48
12	MK	100	65	26.78	-1.25	717.17	1.56	-33.48
13	MMA	95	80	21.78	13.75	474.37	189.06	299.48
14	MNA	90	95	16.78	28.75	281.57	826.56	482.43
15	MTN	90	90	16.78	23.75	281.57	564.06	398.53
16	AS	70	50	-3.22	-16.25	10.37	264.06	52.33
17	MR	60	50	-13.22	-16.25	174.77	264.06	214.83
18	ADS	60	60	-13.22	-6.25	174.77	39.06	82.63
19	ANA	65	65	-8.22	-1.25	67.57	1.56	10.28
20	AH	50	60	-23.22	-6.25	539.17	39.06	145.13
21	AIS	50	65	-23.22	-1.25	539.17	1.56	29.03
22	MF	65	60	-8.22	-6.25	67.57	39.06	51.38
23	ABD	50	50	-23.22	-16.25	539.17	264.06	377.33
24	AN	75	60	1.78	-6.25	3.17	39.06	-11.13
25	FI	60	60	-13.22	-6.25	174.77	39.06	82.63
26	MS	60	60	-13.22	-6.25	174.77	39.06	82.63
27	NA	55	40	-18.22	-26.25	331.97	689.06	478.28
28	TW	55	40	-18.22	-26.25	331.97	689.06	478.28
		$\Sigma =$ 2.050 $\bar{x} =$ 73.22	$\Sigma =$ 1.855 $\bar{y} =$ 66.25	$\Sigma =$ -0,16	$\Sigma =$ 0,1	$\Sigma =$ 8,410.76	$\Sigma =$ 6,031.22	$\Sigma =$ 4,937.58

Based on the table above, To find out high or low the influence of the students' vocabulary to their reading comprehension ability, the researcher uses a Pearson product moment correlations as below :

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

$$\sum xy = 4,937,58$$

$$\sum x^2 = 8,410,76$$

$$\sum y^2 = 6,031,22$$

$$r_{xy} = \frac{4.937,58}{\sqrt{8.410,76 \cdot 6.031,22}}$$

$$= \frac{4.937,58}{\sqrt{50.727.143,9}}$$

$$= \frac{4.937,58}{7.122,29}$$

$$= 0,69$$

Considering high or low the significant correlation between those two variables should be consulted to the interpretation table of significant level from Sugiyono as below :

Table 4.5

An Interpretation Toward A Correlation

Interval	Correlation Degree
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

Sugiyono (2015 p : 231)

The correlation significant obtained from the formula of Pearson Product Moment is 0,69. After it is consulted to the interpretation table of significant level, the score was in the interval 0,60 – 0,799. It means that the correlation between

the students' vocabulary mastery (x) to their reading comprehension ability (y) is Strong.

After found the result of coefficient correlation is 0,69, and the interval is 0,60 – 0,799 it means that the connection degree is strong. So, this meant there is a correlation degree between students' vocabulary mastery and reading comprehension ability even though in level strong. The null hypothesis that stated "There is no a significant correlation between vocabulary mastery and reading comprehension ability" was rejected, and alternative hypothesis that stated "There is a significant correlation between vocabulary mastery and reading comprehension ability" was accepted.

B. Discussion

Related to the research finding above, it was found there is strong correlation in the correlation Between Vocabulary Mastery and Reading Comprehension Ability of Second Grade students of MTs Darul Hijrah Putra Martapura School Year 2018/2019. The correlation coefficient obtained from the formula of Pearson Product Moment is 0,69. After it is consulted to the interpretation table of significant level from Sugiyono, the score was in the interval 0,60 – 0,799. It meant that students' vocabulary mastery gave good enough effect on students' reading comprehension ability

Based on the result of analysis on the answer of the test questions, it is known that some students have good vocabulary mastery and some others have less vocabulary mastery. From the analysis of students reading comprehension

ability, it is known that some students have good reading comprehension ability and some others less reading comprehension ability.

The researcher found the result of computing the correlation between students` vocabulary mastery and reading comprehension ability showed that there is strong correlation significant between these two variables. It meant that the null hypothesis that stated “There is no a significant correlation between vocabulary mastery and reading comprehension ability” was rejected, and alternative hypothesis that stated “There is a significant correlation between vocabulary mastery and reading comprehension ability” was accepted.

The addition of a student vocabulary is generally considered an important part, both from learning a language or developing its ability in a language that is already mastered. School students are often taught new words as part of a particular subject. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. Thornbury (2002 P: 13).

In conclusion, this chapter has already explained all about findings and discussion conducted by the researcher. Next, chapter five will discuss about conclusion of this present study and suggestion for the teachers, the students, and also for the further researcher.