

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

To know more about correlation between learning strategies in reading and the mastery in idiomatic expressions, the writer spread a questionnaire which consists of 16 questions for students to be answered. Then, to get more valid data about correlation between learning strategies in reading and the mastery in idiomatic expressions, the are tested by some idiomatic expressions question in order to know their ability in idiomatic expressions.

In order to make easier to know there is correlation or not of learning strategies in reading and the mastery in idiomatic expressions, the writer classify them by the result of the questionnaire which has spread to the students. It consist of 16 questions. It is conducted to know is the any correlation between learning strategies in reading and the mastery in idiomatic expressions or not.

To know the students' mastery in idiomatic expressions, the writer conducted a vocabulary test for them. The test consist of 20 questions. Every right answer will be scored 5 points and 0 points for wrong answer. As a result, if the students can answer right for all of the questions, the students can get the highest score is 100 points.

#### **1. Students' Learning Strategy in Reading**

Based on questionnaire which conducted by the writer, the writer get the result from the questionnaire as follow:

**Table 4.1. Frequencies of Likert Scale Response on Students' Learning Strategies in Reading**

Metacognitive

Number	E (5)	D (4)	C (3)	B (2)	A (1)
1	7.5%	32.5%	52.5%	2.5%	5%
2	2.5%	35%	52.5%	10%	0%
3	20%	35%	37.5%	7.5%	0%
4	12.5%	25%	50%	10%	2.5%

Cognitive

Number	E (5)	D (4)	C (3)	B (2)	A (1)
5	10%	25%	47.5	17.5%	0%
6	7.5%	47.5%	35%	7.5%	2.5%
7	15%	32.5%	40%	12.5	0%
8	30%	27.5%	32.5%	10%	0%
9	27.5%	27.5%	35%	10%	0%
10	12.5%	17.5%	45%	22.5%	2.5%
11	2.5%	20%	42.5%	25%	10%
12	30%	32.5%	27.5%	10%	0%
13	25%	22.5%	32.5%	10%	10%
14	22.5%	32.5%	27.5%	12.5	5%
15	25%	32.5%	35%	7.5%	0%
16	45%	30%	20%	5%	0%

The students high use of Learning Strategies in Reading is seen in the four strategies with the highest overall mean scores. These were question number 1, there are 40 % or 16 students use this strategies, and number 3 there are 55 % or 22 students use this strategies for metacognitive strategies. For cognitive strategies, these were question number 12, there are 62.5 % or 25 students use this strategies, and number 16 there are 75 % or 30 students use this strategies. All of this questions address learning strategies in reading:

Question 1: I read a lot in the language (Metacognitive)

Question 3: I find things to read that interest me (Metacognitive)

Question 12: I underline parts that seem important (cognitive)

Question 16: I use a dictionary to find the meaning (cognitive)

The questionnaire above consists of 16 statement that covers the learning strategies in reading. Each statement is followed by five-point Likert scale response, anchored by “Never”, “Rarely”, “Sometimes”, “Often”, and “Always”.

To get information about the score of the students’ questionnaire result can be seen in the table below:

**Table 4.2. The Result of Questionnaire about Students’ Learning Strategies in Reading**

Number	Score	Frequency	Total
1	43	1	43
2	46	2	92
3	48	1	48
4	49	3	147
5	51	4	204

6	52	1	52
7	53	3	159
8	54	2	108
9	55	2	110
10	56	5	280
11	58	1	58
12	59	4	236
13	60	2	120
14	61	1	61
15	63	1	63
16	64	2	128
17	65	2	130
18	67	1	67
19	68	1	68
20	70	1	70
TOTAL		40	2244

Based on students' questionnaire result of learning strategies in reading, it is found that the highest score is 70 and the lowest is 43 in the scoring scale 0-80. It was known that students' total score is 2244 and the mean of total score is:

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

$$M = \frac{2244}{40}$$

$$M = 56.1$$

To clarify the result and to find the Students' Learning Strategies in Reading, the writer classified the data into four categorize namely excellent, good, fair, and low, as the standard score of the questionnaire. The clarification of Students' Learning Strategies in Reading can be seen in the table as below:

**Table 4.3. The Result of Students' Percentage in Students' Learning Strategies in Reading**

No.	Score	Frequency	Percentage
1	70 - 80 (Excellent)	1	2.5%
2	60 - 69 (Good)	10	25%
3	50 - 59 (Fair)	22	55%
4	0 - 49 (Low)	7	17.5%
	<b>Total</b>	40	100%

The table shown that got score 70 - 80 (Excellent) are 1 students (2.5%), got score 60 - 69 (Good) are 10 students (25%), got score 50 - 59 (Fair) are 22 students (55%), got score 0 - 49 (Bad) are 7 students (17.5%).

The table above resulted that mean score of students' learning strategies in reading are in interval 50-59. So that, the writer concluded that students' learning strategies in reading at the sixth semester students of English Department IAIN Antasari Banjarmasin is in fair category.

The frequency distribution of the score of the students' learning strategies in reading with 4 length of interval and 7 numbers of classes and its histogram and polygon can be seen on the table and figures as follows:

**Table 4.4. The Data of Learning Strategies in Reading**

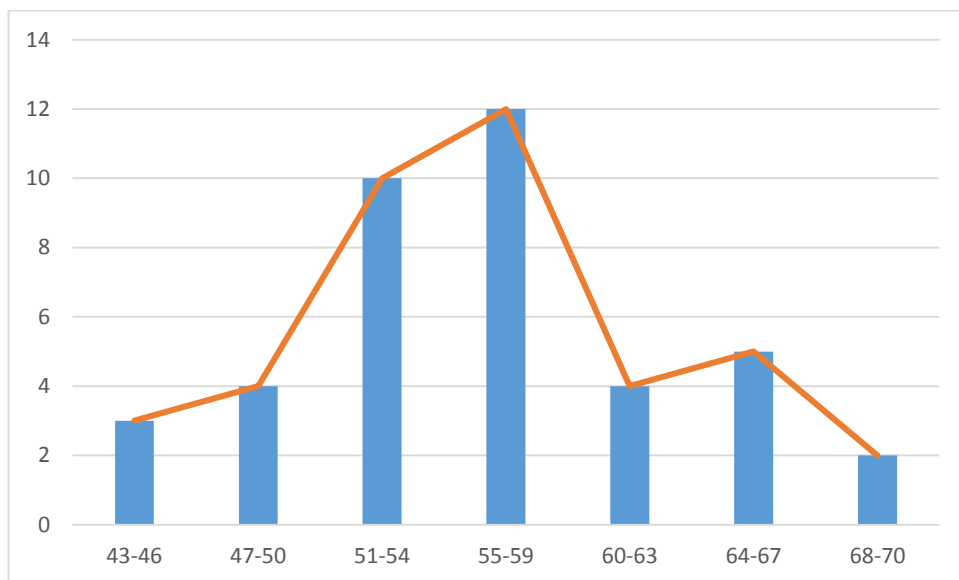
Number	Classification	Result
1.	The highest score	70
2.	The lowest score	43

3.	Score range (r)	$70 - 43 = 27$
4.	Class number	$1 + (3.3) \log n$ $= 1 + (3.3) \log 40$ $= 1 + 3.3 (1.60)$ $= 1 + 5.28$ $= 6.28$ $= 7$
5.	Interval	$r/\text{class number}$ $= 27/7$ $= 3.85 = 4$

**Table 4.5. The Frequency Distribution of Students' Learning Strategies in Reading**

Class limits	Frequency	Percentage
43-46	3	7.5%
47-50	4	10%
51-54	10	25%
55-59	12	30%
60-63	4	10%
64-67	5	12.5%
68-70	2	5%
	40	100%

**Figure 4.1 The Histogram and Polygon of Students' Learning Strategies in Reading**



The figure shown that in class limits 43 – 46 are 3 students (7.5%), in class limits 47 – 50 are 4 students (10%), in class limits 51 – 54 are 10 students (25%), in class limits 55 – 59 are 12 students (30%), in class limits 60 – 63 are 4 students (10%), in class limits 64 – 67 are 5 students (12.5%), in class limits 68 – 70 are 2 students (5%).

## **2. Students' Idiomatic Expression Mastery**

While based on test has been conducted, for the highest score is 95 and 40 for the lowest score. The accumulated score is 2900. The more detail data can be seen on the following table.

**Table 4.6. The Result of Students' Idiomatic Expression Test**

Number	Score	Frequency	Total
1	40	1	40
2	45	1	45
3	50	1	50
4	55	1	55
5	60	3	180
6	65	8	520
7	70	10	700
8	75	3	225
9	80	1	80
10	85	1	85
11	90	6	540
12	95	4	380
TOTAL		40	2900

Based on students' test result of idiomatic expression, it is found that the highest score is 95 and the lowest is 40 in the scoring scale 0-100. It was known that students' total score is 2900 and the mean of total score is:

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

$$M = \frac{2900}{40}$$

$$M = 72.5$$

To clarify the result and to find the Students' Mastery in Idiomatic Expression Test, the writer classified the data into five categorize namely excellent, good, fair, low and very low, as the standard score of the test. The clarification of Students' Mastery in Idiomatic Expression Test can be seen in the table as below:

**Table 4.7. The Result of Students' Percentage in Idiomatic Expression Test**

No.	Score	Frequency	Percentage
1	80 – 100 (Excellent)	12	30%
2	70 – 79 (Good)	13	32.5%
3	60 – 69 (Fair)	11	27.5%
4	50 – 59 (Low)	2	5%
5	0 – 49 (Very Low)	2	5%
	<b>Total</b>	40	100%

The table shown that got score 80 – 100 (Excellent) are 12 students (30%), got score 70 – 79 (Good) are 13 students (32.5%), got score 60 – 69 (Fair) are 11 students (27.5%), got score 50 – 59 (Low) are 2 students (5%), got score 0 – 49 (Very Low) are 2 students (5%).

The table above resulted that mean score of students' mastery in idiomatic expression are in interval 70 – 79. So that, the writer concluded that students' mastery in idiomatic expression at the sixth semester students of English Department IAIN Antasari Banjarmasin is in good category.

The frequency distribution of the score of the students' mastery in idiomatic expression with 9 length of interval and 6 numbers of classes and its histogram and polygon can be seen on the table and figures as follows:

**Table 4.8. The Data of Idiomatic Expression**

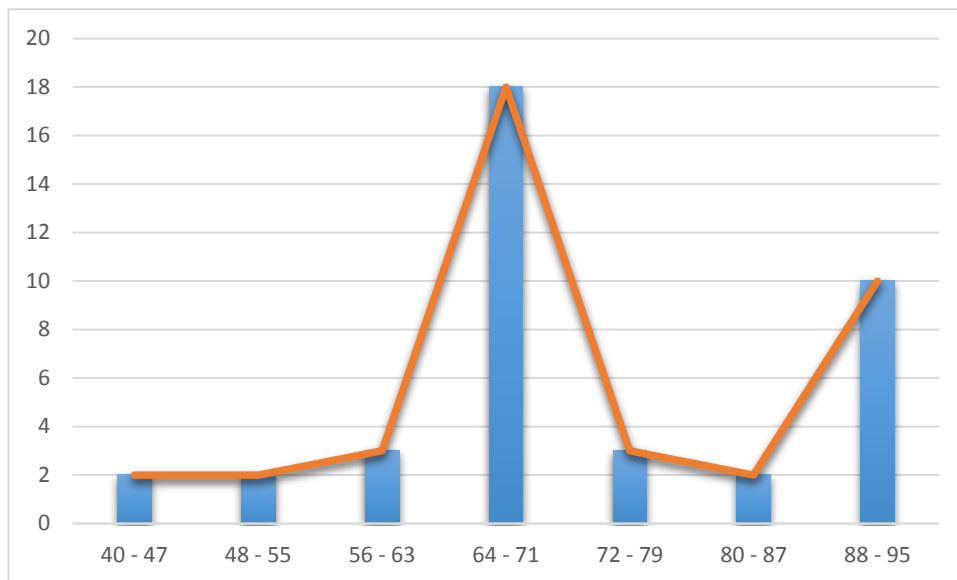
Number	Classification	Result
1.	The highest score	95
2.	The lowest score	40
3.	Score range (r)	$95 - 40 = 55$

4.	Class number	$1 + (3.3) \log n$ $= 1 + (3.3) \log 40$ $= 1 + 3.3 (1.60)$ $= 1 + 5.28$ $= 6.28$ $= 7$
5.	Interval	$r/\text{class number}$ $= 55/7$ $= 7.85 = 8$

**Table 4.9. The Frequency Distribution of Idiomatic Expression**

Class Limits	Frequency	Percentage
40 – 47	2	5%
48 – 55	2	5%
56 – 63	3	7.5%
64 – 71	18	45%
72 – 79	3	7.5%
80 – 87	2	5%
88 – 95	10	25%
Total	40	100%

**Figure 4.2 The Histogram and Polygon of Idiomatic Expression Mastery**



The figure shown that in class limits 40 – 47 are 2 students (5%), in class limits 48 – 55 are 2 students (5%), in class limits 56 – 63 are 3 students (7.5%), in class limits 64 – 71 are 18 students (45%), in class limits 72 – 79 are 3 students (7.5%), in class limits 80 – 87 are 2 students (5%), in class limits 88 – 95 are 10 students (25%).

### **3. Correlation between Learning Strategies in Reading and The Mastery in Idiomatic Expressions at The Sixth Semester Students of English Department IAIN Antasari Banjarmasin**

It has been mention before, the data gained from the students' score of questionnaire and 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 4.10. Working Table of Data Analysis**

<b>Number</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	59	70	3481	4900	4130
2	64	95	4096	9025	6080
3	59	70	3481	4900	4130
4	60	75	3600	5625	4500
5	49	65	2401	4225	3185
6	51	80	2601	6400	4080
7	49	90	2401	8100	4410
8	61	90	3721	8100	5490
9	60	50	3600	2500	3000
10	54	70	2916	4900	3780
11	46	40	2116	1600	1840
12	46	65	2116	4225	2990
13	49	65	2401	4225	3185
14	65	65	4225	4225	4225
15	56	70	3136	4900	3920
16	67	65	4489	4225	4355
17	43	65	1849	4225	2795
18	53	95	2809	9025	5035
19	53	60	2809	3600	3180
20	70	70	4900	4900	4900
21	56	90	3136	8100	5040
22	56	70	3136	4900	3920
23	51	55	2601	3025	2805
24	48	60	2304	3600	2880
25	51	70	2601	4900	3570
26	64	90	4096	8100	5760

27	52	70	2704	4900	3640
28	58	45	3364	2025	2610
29	56	75	3136	5625	4200
30	56	65	3136	4225	3640
31	55	60	3025	3600	3300
32	63	65	3969	4225	4095
33	55	70	3025	4900	3850
34	53	85	2809	7225	4505
35	54	90	2916	8100	4860
36	59	95	3481	9025	5605
37	68	70	4624	4900	4760
38	59	75	3481	5625	4425
39	51	90	2601	8100	4590
40	65	95	4225	9025	6175
<b>Total</b>	<b>2244</b>	<b>2900</b>	<b>127518</b>	<b>217950</b>	<b>163440</b>

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

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{NX^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  : coefficient of correlation between X variable and Y variable

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 square

$\sum Y^2$  : sum of Y quadrate

The result is a follow:

$N$  : 40

$\sum X$  : 2244

$\sum Y$  : 2900

$\sum X^2$  : 127518

$\sum Y^2$  : 217950

$\sum XY$  : 163440

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{NX^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{40.163440 - 2244.2900}{\sqrt{\{40.127518 - (2244)^2\} \{40.217950 - (2900)^2\}}}$$

$$r_{xy} = \frac{6537600 - 6507600}{\sqrt{\{5100720 - 5035536\} \{8718000 - 8410000\}}}$$

$$r_{xy} = \frac{30000}{\sqrt{65184.308000}}$$

$$r_{xy} = \frac{30000}{\sqrt{20076672000}}$$

$$r_{xy} = \frac{30000}{141692,173}$$

$$r_{xy} = 0,212$$

This is the result of the calculation from the data derived from variable X and Y. After using pearson product moment, the final result is  $r_{xy} = 0,212$ .

After finding the result of the calculation by using correlation formula, the data by using Statistical Product and Service Solution (SPSS) 19.0 will be re-calculated in order to confirm the calculation result, and the result is 0.212. The result from SPSS 19.0 can be seen in the following table :

**Table 4.11 SPSS 19.0 Correlation Between Learning Strategies in Reading and The Mastery in Idiomatic Expressions**

Correlations		
	X	Y
X		
Pearson Correlation	1	,212
Sig. (2-tailed)		,190
N	40	40
Y		
Pearson Correlation	,212	1
Sig. (2-tailed)	,190	
N	40	40

## B. Discussion

Based on the result of the calculation in the findings, it is known that  $r_{xy}$  of Learning Strategies in Reading and The Mastery in Idiomatic Expressions is 0.212. To test the hypothesis of the research there are two steps that the writer have performed, it can be known whether there is a significant correlation or not. Firstly, the writer consulted to the table of product moment. More detail about table of product moment can be seen in the appendix. Then found out that the “ $r$ ” value for  $N = 40$  is 0.312 for 5% significance degree. It is clear that  $r_{xy} < r_t$ .

$$r_{xy} = 0.212$$

$$r_t = 0.312$$

$$r_{xy} < r_t$$

It means, that the hypothesis alternatif ( $H_a$ ) is denied and hypothesis null ( $H_0$ ) is accepted. It means there is no significance correlation between students' Learning Strategies in Reading and The Mastery in Idiomatic Expressions.

Secondly, in order to confirm the first step, the writer consulted to table of standard classification of correlation degree below:

**Table 4.12. Standard Categories of “r” Product Moment Value**

The score of “r” product moment ( $r_{xy}$ )	Interpretation
0.00-0.19	There is a relationship between X and Y, but the correlation is very week or little so it is ignored or it is considered no correlation in this rating.
0.20-0.39	There is a relationship between X and Y, but it is weak or little.
0.40-0.69	There is a relationship between X and Y. The value is medium.
0.70-0.89	There is high relationship between X and Y.

0.90-1.00	There is very high relationship between X and Y.
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From the table above, it is seen that the  $r_{xy}$  of Learning Strategies in Reading and The Mastery in Idiomatic Expressions 0.212. It means that the correlation between variable X and variable Y in this research is weak or little.

By using SPSS, the writer finds that the result of significance is 0.190. It is means that significance  $> 0.05$ , it means that there is no significant correlation between those two variables, or in the other word the writer can conclude that there is no correlation between students' Learning Strategies in Reading and The Mastery in Idiomatic Expressions, and for the alternative hypothesis ( $H_a$ ) in this study; there is a correlation between students' Learning Strategies in Reading and The Mastery in Idiomatic Expressions is rejected and the zero hypothesis ( $H_o$ ) in this study; there is no correlation between students' Learning Strategies in Reading and The Mastery in Idiomatic Expressions is accepted. So, the writer can say that students' Learning Strategies in Reading cannot improve significantly the students' Mastery in Idiomatic Expressions.