

CHAPTER IV

FINDING AND DISCUSSIONS

Introduction

This chapter presents the result of this research, including the findings and its discussions. Through this chapter, the present study tries to present the answers of the research questions. As stated in Chapter I, the research questions are as follows:

1. What is the students' mastery of reading comprehension?
2. What is the students' mastery of vocabulary knowledge?
3. What is the correlation between the students' vocabulary mastery and their reading comprehension?

4.1 Students' Reading Comprehension

As presented in the previous chapter, the test result shows that achievement test is considered good and reliable to be administered to the participants. Regarding to this, the research instrument was administered and the result would be presented in the next sections.

Regarding to the research questions, there were several achievement test items that need to be reviewed. Then it was administered to participants, and the result was calculated to obtain the participants' raw scores and final scores (see Appendix B.1 and B.2). The participants' reading comprehension could be found out through the elaborated data below.

Based on the computation, the ability of students' reading comprehension in general is good. The score shown by the mean which is 71.71 (detailed calculation see appendix B.3). In detail, the students are grouped into 4 categories.

Table 4.1 Students' Ability in Reading Comprehension

Students	Score Range	Classification
S6, S8, S12, S15, S18, S22, S25, S27, S29, S30, S33	80 – 100	Excellent
S1, S2, S4, S16, S21, S23, S26, S28, S32	66 – 79	Good
S3, S7, S10, S11, S13, S19, S20, S24, S31, S34	56 – 65	Average
S5, S9, S14, S17,	30 – 55	Poor
-	0 – 29	Fail

The result shows that 11 students were included into excellent category. Most of the students included into excellent category, it indicated that most of the students have good reading abilities. They have abilities and strategies of reading. Almost all questions of reading can be answered by the students in this category. There were 9 students included into good category. This category shows that

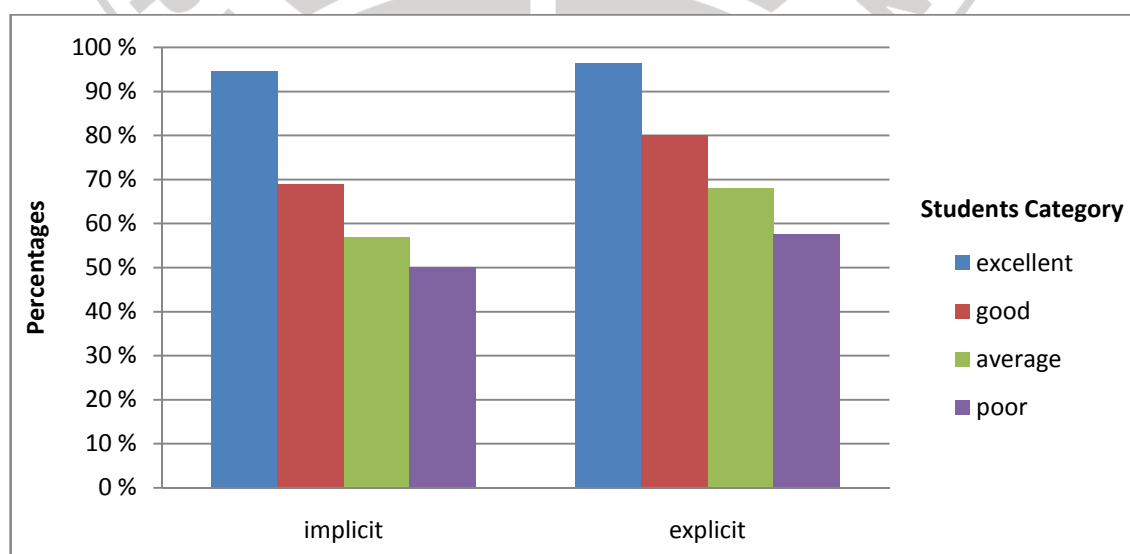
students have the ability to comprehend the texts but not as well as students in excellent category. There were 10 students included into average category. In this category, the ability and strategy of students in comprehending a text are not good enough. Especially on implicit questions, a lot of students cannot answer correctly. There were 4 students included into poor category.

Table 4.2 Questions Category

Explicit questions	Implicit questions
Q2, Q8, Q13, Q14, Q16, Q17, Q19, Q21, Q22, Q23	Q1, Q3, Q4, Q5, Q7, Q12, Q18, Q27, Q28, Q32, Q34

Implicit questions were more difficult to answer, because students needed the ability to conclude the information in the text. The percentages in each category of students showed that implicit questions were more difficult. The chart below shows the percentage of students answering explicit and implicit question.

Figure 4.1 Types of Reading items



From the data of reading comprehension, implicit questions are more difficult to answer. It is proven that two implicit questions (question no 1 and 12) are included into difficult category, two implicit questions (question no 3 and 27) are included into moderate category and the rest of questions are included into easy category. In explicit questions, there is no question included into difficult category and only one question included into moderate category, which is question number nineteen which is about general truth. The rest of questions are included into easy category.

Background knowledge seems to help the students to understand the text. Hedgecock & Ferris (2009) state that background knowledge is unquestionably helpful for students in their reading, since it is necessary to have adequate knowledge to encounter a reading task. It is proven that in the second text (questions no 7 and 8) which is about cat and fourth text (questions no 16-23) which is about octopus. In the second text, there is 80,88% students could answer the questions correctly and 75,21% students could answer the fourth text correctly. The text about octopus and cat would be more familiar for the students than other text about Mr.Johan family (first text), someone's experience (third and sixth text) and research on animal (fifth text).

Table 4.3 Students Correct Answer Percentage

Texts	Students Correct answer Percentage
Fists text (question no 1-5)	66,47%
Second text (question no 7-8)	80,88%
Third text (question no 11-14)	66,91%
Fourth text (question no 16-19, 21-23)	75,21%
Fifth text (question no 26-29)	58,82%
Sixth text (question no 32-34)	67,65%

4.2 Students' Vocabulary Mastery

Based on the computation, the ability of students' vocabulary mastery in general is average. The score shown by the mean is 62,62 (detailed calculation see appendix B.3). In detail the participants' final scores in vocabulary mastery were classified in the table below.

Table 4.4 Students' Ability in vocabulary Mastery

Students	Score Range	Classification
S8, S12, S16, S18, S25, S27	80 – 100	Excellent
S1, S4, S5, S6, S11, S15, S22, S26, S29, S30, S33	66 – 79	Good
S14, S19, S28, S34	56 – 65	Average
S2, S3, S7, S9, S10, S13, S17, S20, S21, S23, S24, S31, S32	30 – 55	Poor
-	0 – 29	Fail

The result shows that 6 students were included into excellent category, 11 students were included into good category, 4 students were included into average category and 13 students were included into poor category. It indicates that the students' vocabulary knowledge in this study were not good enough. A lot of students were included into poor category.

Table 4.5 Questions Category

Synonym / Antonym	Completing sentence
Q6, Q10, Q15, Q20, Q24, Q25, Q30, Q31, Q35, Q36, Q39, Q40, Q44, Q47	Q37, Q38, Q41, Q42, Q43, Q45, Q48

Figure 4.2 Types of Vocabulary items

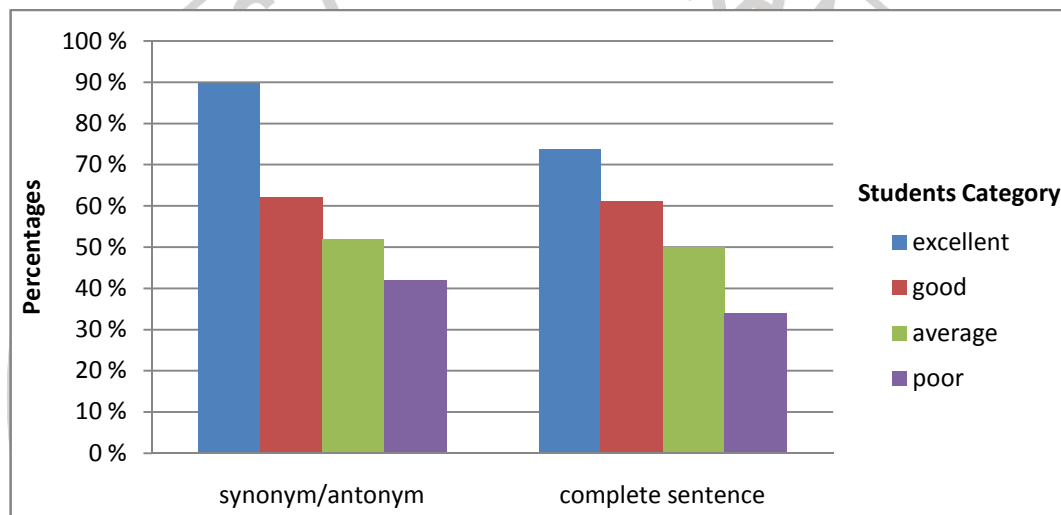


Figure above shows that students have difficulties in completing the sentence. The percentage of completing the sentence from all categories of students is the lowest. It may be caused by the synonym/antonym test items, students only need to know one word in the question for example question number 15. See the question below:

“I was too tired but I was happy”. The underlined word has the same meaning as?”

The students only need to know the synonym of “*tired*”. They do not need to understand the meaning of other words. It makes them easy to answer the question.

It is different with the completing sentence item test. They need to understand all the words in the question sentence. For example question number 41. See the question below.

“My name is Charley. I am a from the Surabaya Post. May I interview you about your company?”

In this question students need to know all the words in the sentence. That is why completing sentence is more difficult to answer than synonym/antonym question.

4.3 Correlation Coefficient

Data from achievement test were firstly computed by utilizing SPSS 16 (Statistical Package for Social Sciences) with equations of *Kolmogorov-Smirnov* and *Saphiro-Wilk*, in order to find out the normality distribution as it is necessary to find out whether the data is normally distributed or not. The result of normality distribution of the data is presented in Table 4.6 below

Table 4.6 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score vocabulary	.123	34	.200 [*]	.955	34	.173
reading	.158	34	.313	.926	34	.246

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The result above shows that the significance of students' vocabulary scores falls in **0.200** according to the equation of *Kolmogorov-Smirnov* and **0.173** according to the equation of *Saphiro-Wilk*. On the other hand, the significance of students reading comprehension scores decrease to **0.313** according to the equation of *Kolmogorov-Smirnov* and **0.246** according to the equation of *Saphiro-Wilk*.

In this study, deciding the normality comes upon the level of significance at **0.05**. Regarding to this, both of vocabulary scores' significances are higher than **0.05**, which is **0.200 > 0.05** and **0.173 > 0.05**. The data were considered to be normally distributed since its significance was higher than level of significance (Coolidge, 2000, p.177). Also, the significances of English scores were higher than **0.05**, which is **0.313 > 0.05** and **0.246 > 0.05**. It was also considered to be normally distributed since its significance was higher than level of significance (Coolidge, 2000).

The result above shows that both of data from vocabulary and reading comprehension scores are normally distributed. Thus the Pearson Product

Moment formula was employed to calculate the coefficient correlation, as it is a correlation formula for parametric statistic and interval data (Sudjana, 1996).

As stated above, the computation of correlation employed the Pearson Product Moment formula (Sudjana, 1996). Before calculating the correlation, it was necessary to distribute the variables in tabulation form to make it easier in calculating the variables (see Appendix B.4).

After calculating the data, it was found that the correlation coefficient (r) is **0.7205**, and then it was necessary to find out its strength to follow Arikunto (2003).

Table 4.7 Correlation Coefficient Interpretation

Raw Score	Interpretation
0.8 – 1.0	Very strong
0.6 – 0.8	Strong
0.4 – 0.6	Moderate
0.2 – 0.4	Weak
0.0 – 0.2	Very weak

(Arikunto, 2003)

From the description above, it could be concluded that correlation coefficient is strong. It means that there is strong relation between students' reading comprehension and vocabulary mastery.

4.4 Testing the Suggested Hypothesis

Finally, the process came to the testing of suggested hypothesis. As stated in chapter one, this study suggested the alternative hypothesis (H_a): there is a

correlation between students' reading comprehension and their vocabulary mastery. In testing the hypothesis, it needed to calculate the *t obtained*. The *t critical* is 2.042 (see appendix B.5). Since this study used a two-tailed test of significance, then the hypothesis area is illustrated in two ways.

The alternative hypothesis (H_a) was approved that if the *t obtained* falls in H_a approved area, and the alternative hypothesis (H_a) is rejected if the *t critical* falls in H_a rejected area (Sudjana,1996; Arikunto, 2003). The calculation is presented below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{4.075148}{\sqrt{0.2795}}$$

$$t = \frac{0.7205\sqrt{34-2}}{\sqrt{1-(0.7205)^2}}$$

$$t = \frac{4.075148}{0.5286}$$

$$t = \frac{0.7205\sqrt{32}}{\sqrt{1-0.51912}}$$

$$t = 5.872$$

if $\alpha = 0.05$ and $n = 34$, from the table distribution *t critical* is 2.042 (see appendix B.5). The *t obtained* $5.872 > 2.042$. it means that H_a is accepted and H_o is rejected.

4.5 Discussion

As described in previous chapter, the aims of this study are to analyze the students' achievement of reading comprehension and vocabulary mastery, and correlation between students' reading comprehension and their vocabulary mastery.

The result shows that students are good in reading comprehension test while they face some difficulties in vocabulary mastery test. The questions in reading comprehension test mostly are explicit questions. So, they can answer more easily because clearly stated in the text. Day and Park (2005) state that a straightforward question such as facts, dates, times, locations are easier to be answered than a not straightforward question. Students must use information from various part of the text and combine them to understand an implicit question. One of the examples of explicit question is number thirteen. See the question bellow.

“Where did they buy shirts and dresses?”

This question can be answered directly from the text. 32 students chose the right answer.

One of the examples of implicit question is number one. See the question bellow.

“According to the text , we know that Mr.Johan’s hair is?”

In this question students must use their understanding of the text to get the right answer. This question seems difficult for the students, because a lot of students had wrong answer. However the students had the ability to guess the answer when they had background knowledge about the text for example the text about octopus (question no 16-25), students could guess the options more effectively.

Regarding to the result above, it could be concluded that the students reading comprehension was satisfying. 32,35% students were classified into excellent category. 26,47% students were classified into good category, 29,41% students were classified into average category and 11,76% students were classified into excellent category. It seems that a lot of students had excellent score in reading comprehension test. Nevertheless, the students' vocabulary mastery was not good enough. The score was classified into average category. 17,64% students were classified into excellent category, 32,35% students were classified into good category, 11,76% students were classified into average category and 38,23% students were classified into poor category. It seems that most of the students were classified into poor category in vocabulary test.

The use of synonym, antonym and completing the sentence seem difficult for the students because in this vocabulary test when the students did not know the meaning of the word they would not know the answer. Many students were categorized into poor category. It may be caused that students were not familiar with the vocabulary test items. For example question no 15.

"I was too tired but I was happy"

In this question, students were not capable to answer the synonym of "tired" word. The synonym of "tired" which is "exhausted" seemed not familiar for the students. So, many students had wrong answer.

It looks like many students were not familiar in the multiple choice option in the vocabulary test. So many students got poor score in vocabulary test.

The result of the third research question has been answered that there is a correlation between students' reading comprehension and vocabulary mastery. It could be considered as a strong correlation since the result was included into strong category (Arikunto, 2003). In addition to the ability of students' vocabulary mastery, the strategy and background knowledge of the text help students comprehend the text.

In improving students reading comprehension, teacher should teach vocabulary to their students since vocabulary has strong relationship with reading comprehension. Having a lot of vocabulary makes the students understand the text easily. Although strategy of reading and experience of students help them in comprehend a text, but vocabulary mastery is more important in helping the students to comprehend the text. It is in line with Hirsch (2003) who describe that knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean.