

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

In chapter I the researcher has stated that the objectives of this research are to know the ability of the eleventh grade students of SMA GIB Kal-Sel in academic year 2009/2010 in vocabulary mastery and reading comprehension ability, and to find out the degree of correlation between the students vocabulary mastery as the independent variable (variable X) and the students reading comprehension ability as the dependent variable (variable Y).

From the data gathered, the researcher classifies the students' test score in several levels; they are very good, good, moderate, bad, and very bad. And for the result it can be seen in the appendix I.

From the Percentage of students who made corect answer, the researcher also cassified them into several level of Percentage, they are very high, high, medium, low, and very low.(see table 4).

Based on the data analisys. The vocabuary mastery of the eleventh grade students of SMA GIBS Kal-Sel in academic year 2013/2014 is good. The mean score of the students' vocabulary achievement is 73.4 with the category of definition is high, synonym is high, antonym is high, context is high, and idiom is high. The highest score is 95 and the lowest score is 45.

The reading comprehension ability of the eleventh grade students of SMA GIBS Kal-Sel in academic year 2013/2014 is good. The mean score of the students' reading comprehension achievement is 70.8 with the category of reading

for main idea is high, reading for detail information is very high, guessing meaning from context is high, making inference is medium, restatement is high, and drawing conclusion is medium. The highest score is 90 and the lowest score is 40.

### **B. Students' Vocabulary Mastery (Variable X)**

The result of the vocabulary test can be seen in table of students' vocabulary mastery. From 96 students who are the research subject of the test they were 42 students (43.75 %) are very good, 27 students (28.13 %) are good, and 23 students (23.96%) are moderate, 3 students (3.13 %) are bad and only 1 student (1.04%) is very bad. Researcher found the highest score is 95 and the lowest score is 45.

**Table 6. The percentage of total score students' matery in vocabulary**

<b>Vocabulary Predicate</b>	<b>Total Students</b>	<b>Percentages</b>
Very good	42	43.75 %
Good	27	28.13 %
Moderate	23	23.96 %
Bad	3	3.13 %
Very Bad	1	1.04%)
<b>Total</b>	<b>96</b>	<b>100 %</b>

### **C. Students' Reading Comprehension Ability (Variable Y)**

The result of the reading comprehension test can be seen in the table of students' reading comprehension (see appendix V). From 31 students who

become the research subject of the test were 28 students (29.17 %) are very good, 38 students (39.58%) are good, 21 students (21.88%) are moderate, 8 students (8.33%) are bad, and only 1 students (1.04%) are very bad. The highest score is 90 and the lowest score is 40.

**Table 7. The percentage of total score students' ability in reading comprehension**

<b>Reading Comprehension Predicate</b>	<b>Total Students</b>	<b>Percentages</b>
Very good	28	29.17 %
Good	38	39.58 %
Moderate	21	21.88 %
Bad	8	8.33 %
Very Bad	1	1.04 %
Total	96	100%

#### **D. Description of Research Result**

##### **1. Description of Vocabulary Test**

In chapter III, the researcher distributed the vocabulary test that consist of 20 items into five materials as chatagory, they are definition, synonym, antonym, homonym, and idiom. In order to get description of students' mastery on the category of vocabulary researcher calculated the percentages based on the total correct and in incorrect answer which are made by all subject. There are five data tables that will describe the students' vocabulary mastery.

##### **a. Students' Mastery on Definition.**

The first table below is a table of students' mastery on definition. There are four items are tested. On items 2,4, 8 and 18 they can answer good. Because

almost all of the percentage of the students is high, the correct answer is more than 70 %.

**Table 8. Students correct answer and incorrect answer based on the category of vocabulary; Definition.**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Definition</b>	2	69	71.88	27	28.13
	4	72	75	24	25
	8	68	70.83	28	29.17
	18	70	72.92	26	27.08

The percentage of students who made correct answer from the items is high because based on the percentages of correct items there are 71.88%, 75%, 70.83% and 72.92 for the items 2,4, 8and 18. So, from the data above the researcher can conclude that students' vocabulary mastery in definition is high with the average percentage of total scores is 72.66%.

#### **b. Student's Mastery on Synonym**

The second table below is a table of mastery on synonym. There are five items are tested (7, 9, 13, 17). And the result showed that on items 9 and 13 they can answer this item successfully. and on item 7, 17 they answer the items quite good.

**Table 9. Students correct answer and incorrect answer based on the category of vocabulary; Synonym**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Synonym</b>	7	76	79.17	20	20.83
	9	78	81.25	18	18.75
	13	82	85.42	14	14.58
	17	59	61.46	37	38.54

It can be seen from the table that percentages of correct answer made by students in answering synonymous questions 9 and 13 are very high (81.25%, 85.42%) and on item 7 and 17 is high (79.17 %) and (61.46). it can be concluded that the students vocabulary mastery on synonym is high with the average percentage of total scores is 76.83%.

### **c. Students' Mastery on Antonym**

The percentage of students who made correct answer are high (76.04%, 64.58, 71.88 and 72.92%) for items 1,3,10 and 16. Based on the percentages researcher concluded that students' mastery in identifying antonymous word is high with the average percentage of total scores is 71.36%. It can be seen in table below:

**Table 10. Students correct answer and incorrect answer based on the category of vocabulary; Antonym**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Antonym</b>	1	73	76.04	23	23.96

	3	62	64.58	34	35.42
	10	69	71.88	27	28.13
	16	70	72.92	26	27.08

**c. Students' Mastery on Context**

**Table 11. Students correct answer and incorrect answer based on the category of vocabulary; Context.**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Context</b>	6	78	81.25	18	18.75
	11	68	70.83	28	29.17
	15	77	80.21	19	19.79
	19	80	83.33	16	16.67

From the table above it can be seen that the percentages of the students who made correct answer for the three items (6, 15, 19) are very high (81.25%, 80.21%, and 83.33%) and item 11 (70.83%) is high. Most the students can answer the items correctly. From the data above the researcher can conclude that the students' mastery in identifying context words are high with the average percentage of total scores is 78.91%.

**d. Students' Mastery on Idiom**

The last table for vocabulary mastery is about students' mastery on idiom. There are four items are tested (5,12,14,20). On items 5 (39.58%) are low. and on items 12, 14 and 20 are high, the percentages are 78.13%. 78.13% and 72.92%.

**Table 12. Students correct answer and incorrect answer based on the category of vocabulary; Idiom**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Idiom</b>	5	38	39.58	58	60.42
	12	75	78.13	21	21.88
	14	75	78.13	21	21.88
	20	70	72.92	26	27.08

The percentages of students who made correct answer are high. Most of the students can answer on items 12, 14 and 20 (78.13%, 78.13 and 72.92%) well enough, while on item 5 the percentages of correct answer are 39.58%. The percentages of students who made correct answer is high with the average percentage of total scores is 65.68%. Item 5 is about idiom. Many of the students do not know about this idiom “My great grandpa is *as old as the hills*” many of the students considered that grandpa’s age same like hill’s age, so they answer “b”. Actually this idiom means grandpa’s age is very old.

## **2. Description of Reading Comprehension Test**

In chapter III, the researcher distributed the reading comprehension test that consist of 20 items into six materials as category, they are reading for main idea, reading for details information, guessing meaning from the context, making inference, restatement, and drawing conclusion. In order to get description of students mastery in on the category of vocabulary researcher calculated the

percentages based on the total correct and incorrect answer which are made by all subjects.

**a. Students' Ability on Reading for Main Idea**

The following table below is about students' ability on reading for main idea. There are five items. The percentages of students who made correct answer are high

**Table 13. Students correct answer and incorrect answer based on the category of reading comprehension; Reading for main idea**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Reading for main idea</b>	1	78	81.25	18	18.75
	5	84	87.5	12	12.5
	7	75	78.13	21	21.88
	13	34	35.42	62	64.58
	14	74	77.08	22	22.92

There are five items are tested (1, 5, 7, 13, 14). On items 1 and 5 the percentages are very high (81.25 and 87.5) , and items 7 and 14 the percentages of students' who made correct answer are high (78.13%, 77.08%). While on item 13 the percentages of students' correct answer is low (35.42). So, from the table the researcher can conclude that the students' ability in reading for main idea is high with the average percentage of total scores is 71.88%.

**b. Students ' Ability on Reading for Details Information**

Next table below is about students' ability on reading for details information. There are five items were tested. The percentages on all of the items



are very high. On items 4, 10, 15, 17 and 18 are very high (82.29%, 84.38%, 88.54%, 89.58%, 94.79%)

**Table 14. Students correct answer and incorrect answer based on the category of reading comprehension; Reading for detail information**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Reading for details information</b>	4	79	82.29	17	17.71
	10	81	84.38	15	15.63
	15	85	88.54	11	11.46
	17	86	89.58	10	10.42
	18	91	94.79	5	5.21

From the table above it can be seen that percentages of students who made correct answer on items items 4, 10, 15, 17 and 18 are very high (82.29%, 84.38%, 88.54%, 89.58%, 94.79%). From the table above the researcher can conclude that the students' ability in reading for details information is very high with the average percentage of total scores is 82.29%. Many of the students can answer correctly.

### **c. Students' Ability on Guessing Meaning from Context**

Next table is about students' ability on guessing meaning from context. There is an item was tested (19). From that item resulted 19 students (61.30%) who made correct answer.

**Table 15. Students correct answer and incorrect answer based on the category of reading comprehension; Guessing meaning from the context.**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Guessing meaning from context</b>	19	66	68.75	30	31.25

The percentage of students who made correct answer in this item (19) is high (61.30%) with the percentage of the incorrect answer is 38.71%. From the table above the researcher concluded that the students' ability in guessing meaning from context is high with the average percentage of total scores is 68.75%.

#### **d. Students' Ability in Making Inference**

Next table is about students' ability on making inference. There are 4 items are tested. The percentages on items 2, 3 and 20 of students who made correct answer are medium, on item 12 is high.

**Table 16. Students correct answer and incorrect answer based on the category of reading comprehension; Making inference**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Making inference</b>	2	44	45.83	52	54.17
	3	42	43.75	54	56.25
	12	73	76.04	23	23.96

	20	47	48.96	49	51.04
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From the table above it can be seen the percentages of students who made correct answer are medium. The percentages of students who made correct answer for items 2, 3 and 20 (45.83%, 43.75%, and 48.96% ) are medium and the students who made correct answer for item 12 is high (76.04%). So, from the table above the researcher can conclude that the students' ability in making inference is medium with the average percentage of total scores is 53.65%.

#### e. Students' Ability on Restatement

Next following table is about students' ability on restatement. There are 4 items are tested. The result shows that the students can answer the items well. It can be seen that the percentages for item 11 are very high. And for items 6, 8, 16 are high.

**Table 17. Students correct answer and incorrect answer based on the category of reading comprehension; Restatement**

Material	Item(s)	Total of correct answer(s)	%	Total of incorrect answer(s)	%
<b>Restatement</b>	6	61	63.54	35	36.46
	8	66	68.75	30	31.25
	11	83	86.46	13	13.54
	16	64	66.67	32	33.33

The percentages of students who made correct answer are very high (86.46%) on item 11, while on items (6, 8 and 16) are high with percentages (63.54%, 68.75% and 66.67 ). From the table the researcher can conclude that

students' mastery in reading restatement is high with the average percentage of total scores is 71.36%.

#### **f. Students' Ability on Drawing Conclusion**

The last table is about students' ability on drawing conclusion. There is an item is tested, and the result there are 46 students (47.92%) who can answer the item correctly.

**Table 18. Students correct answer and incorrect answer based on the category of reading comprehension; Drawing conclusion.**

<b>Material</b>	<b>Item(s)</b>	<b>Total of correct answer(s)</b>	<b>%</b>	<b>Total of incorrect answer(s)</b>	<b>%</b>
<b>Drawing conclusion</b>	9	46	47.92	50	52.08

The percentages of students who made correct answer in this item (9) is 47.92% with the percentage of incorrect answer is 52.08%. From the table above the researcher concluded that the students' ability in drawing conclusion is medium with the average percentage of total scores is 47.92%.

#### **E. Discussion**

Based on the result of data, it can be seen that from the 5 categories of the vocabulary test, most errors are made by students in idiom category. Their mean percentage of total scores is 65.68%. But in other vocabulary categories (synonym, antonym, homonym, and idiom) they did the items well, because all of the categories is high. While the reading comprehension test, most errors are made by students in reading for making inference and drawing conclusion. The average

percentage of total scores for making inference is 53.65% with medium category. While the average percentage of total scores for drawing conclusion is 42.92 with category is medium. Yet, in other categories (reading for main idea, guessing meaning from the context, restatement, and drawing conclusion) they did the items well with categories high. And reading for details information the average percentage of total scores for making inference is 82.29% with very high category

### F. Hypothesis Test

In this research there is a hypothesis to be tested; there is a significant correlation between the students' vocabulary mastery (X) and students' reading comprehension ability.

Correlation between variable X and Y:

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

Where:

r : Coefficient Correlation between x and y

N : Number of students

X : Total score of vocabulary

Y : Total score of Reading comprehension.

Based on the calculation by using Pearson 's product –moment formula, researcher found out that the coefficient correlation ( $r_{xy}$ ). Between vocabulary mastery (X) and reading comprehension ability (Y) is 0.344 (see Appendix ). The result of  $r_{xy}$  more than the critical value of r Product-moment with N: 96 df in 5 % fault significant is 0.207 and its degree of correlation in 1 % fault is 0.263. For

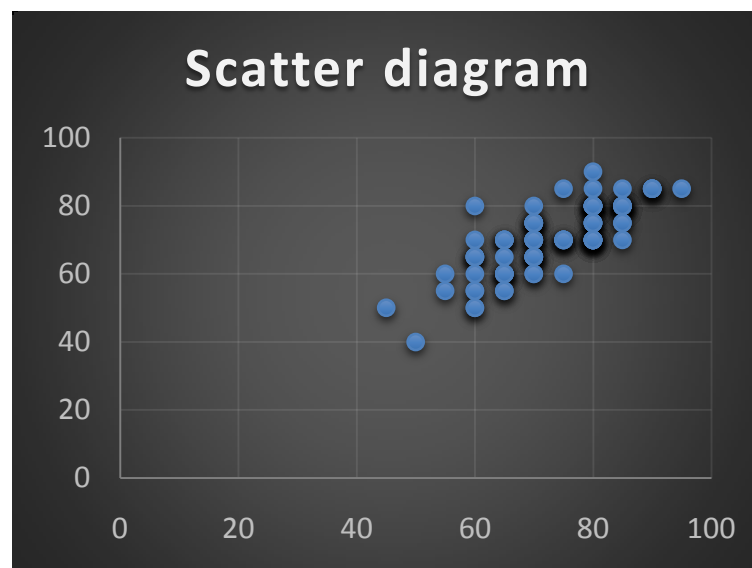
this reason, it can be concluded that “the hypothesis alternative (Ha) is accepted and Hypothesis Null (Ho) is denied”. There is a correlation between vocabulary mastery and reading comprehension ability. And after consulting the result with the table interpretation below, we can know that the correlation between vocabulary mastery and reading comprehension ability of the eleventh grade students of SMA GIBS Kal-sel is low correlation.

**Table 19. Interpretation of “r”**

Score of “r”	Interpretation
0.80 – 1.00	Very high correlation
0.60 – 0.79	High correlation
0.40 – 0.59	Moderate correlation
0.20 – 0.39	Low correlation
0.00 – 0.19	No correlation at all

In order to know the correlation between vocabulary mastery and reading comprehension ability in chart, the researcher uses scatter diagram.

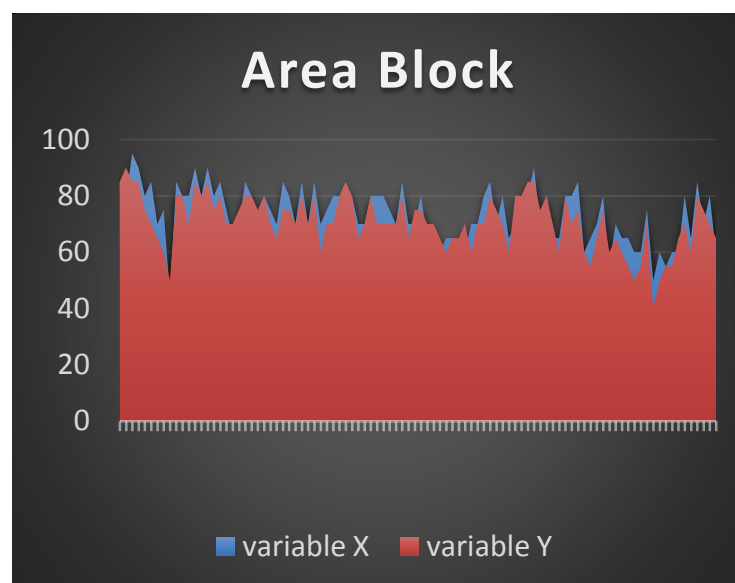
Chart of correlation between variable X and Y (using scatter diagram)



According to arikunto (2006: 277), he said that if the points are forming an angle rising line, it shows there is a high and possitive correlation. And it means there is a tight relation between two variable are correlated. But in this study From the chart above, it can be seen that there is a positive and low relation between variable X (vocabulary mastery) and variable Y (reading comprehension ability). Because there is a raising line from left to the right and the points are not really closed each other.

Besides that the researcher also using another chart (area block chart) to make sure how far the students' vocabulary mastery influences to their reading comprehension ability.

Chat of correlation X and Y using area block



From the other chart above, it can be seen that between variable X (vocabulary mastery) and variable Y (reading comprehension ability) there is a weak relation. Lower in vocabulary mastery results lower in reading

comprehension ability, either higher in vocabulary mastery results in reading comprehension ability.

### **G. Statistic Data**

In this research, the number of respondent is 96, by looking at the table of coefficient correlation degree of Pearson Product Moment, the table degree of correlation for 96 df in 5 % fault significant is 0.207 and its degree of correlation in 1 % fault is 0.263. And from the result of data, the calculation of correlation between variable X (students' vocabulary mastery) and variable Y (students' reading comprehension ability), the researcher get  $r = 0.344$ , Value of 'r'. Because the  $r = 0.344$  is more than 0.207 and 0.263, the hypothesis alternative (Ha) is accepted and Hypothesis Null (Ho) is denied. It means there is a correlation between students' vocabulary mastery and reading comprehension ability. From that data, we can see that the vocabulary mastery giving to the students an influencing effect to their reading comprehension ability. And the less vocabulary mastery they had, the lower reading comprehension can be reached by them.

### **H. Research Result Interpretation**

Based on the calculation, the result of the research can be interpreted that there is a correlation between students' vocabulary mastery and students' reading comprehension ability. Although after consulting the result with the table interpretation, the correlation is low. It is caused by the mean score of students mastery in vocabulary is quite higher than the mean score of students ability in reading comprehension. Students still have some difficulties in reading



comprehension ability as the researcher wrote in the chapter II there are some cause of students' difficulties in reading. Scholten (2003:75) stated that there are common causes of reading comprehension difficulties/problems, they are students is poor on vocabulary knowledge, students still have trouble in making visual pictures, students do not taking in the information deeply enough and students do not connect new information with prior knowledge. Those are some causes that can make problems in students reading comprehension ability and should be the consideration for the teacher in their teaching learning process of reading comprehension.