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Chapter Four

Findings and Discussion

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Findings

In this part, the writer presents the findings of three research questions of this research.

The frequency of ELED UMY students' use of dictionary in the process of learning English. The first research question of this research is "How frequent do students of ELED UMY use dictionary in the process of learning English?". The data were collected from 31 students of ELED of UMY batch 2014. The writer categorized students' frequency of using dictionary into four categories with interval 1. There were never, sometimes, frequent and very frequent categories.

The frequency of ELED UMY students' use of dictionary in the process of learning English	Frequency	Percent
0.00 – 1.00 : Never	0	0
1.01 – 2.00 : Sometimes	0	0
2.01 – 3.00 : Frequent	20	64
3.01 – 4.00 : Very frequent	11	36
Total	38	100

Based on the frequency of ELED UMY students' use of dictionary in the process of learning English above, the result shows that there are twenty students (64%) who were frequent in use the dictionary. Then, there are eleven students (36%) who were very frequent in use the dictionary.

The frequency of EED UMY students' use of dictionary in the process of learning English

Mean =2.86
Std. Dev. =0.353
N =31

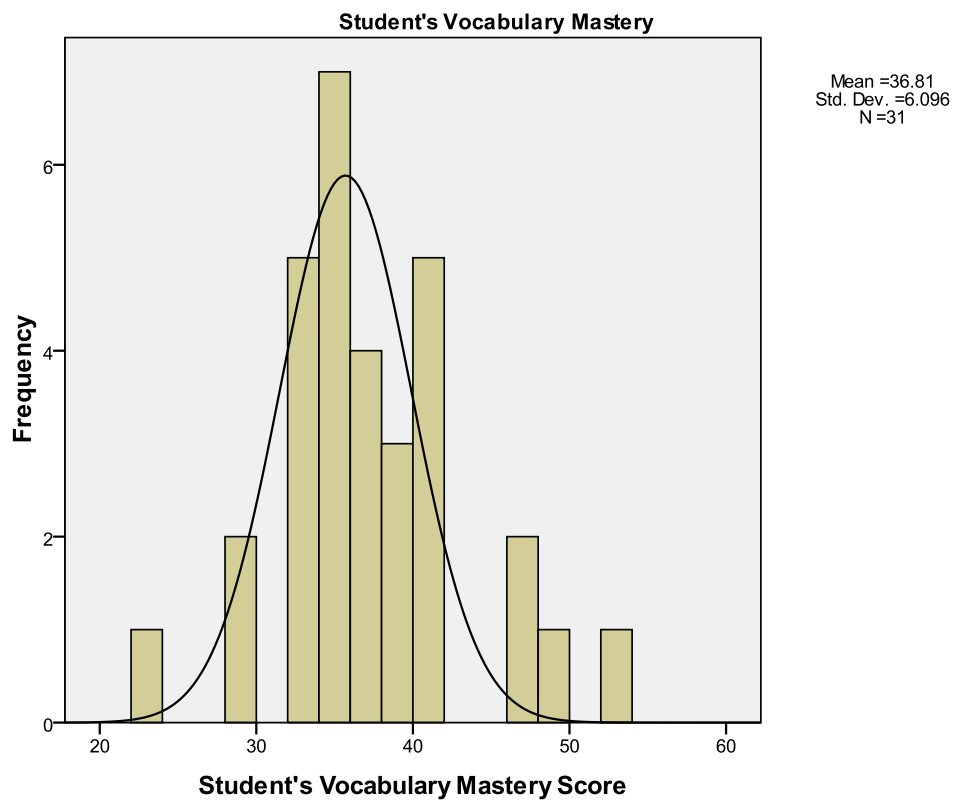**The frequency of EED UMY students' use of dictionary in the process of learning English**
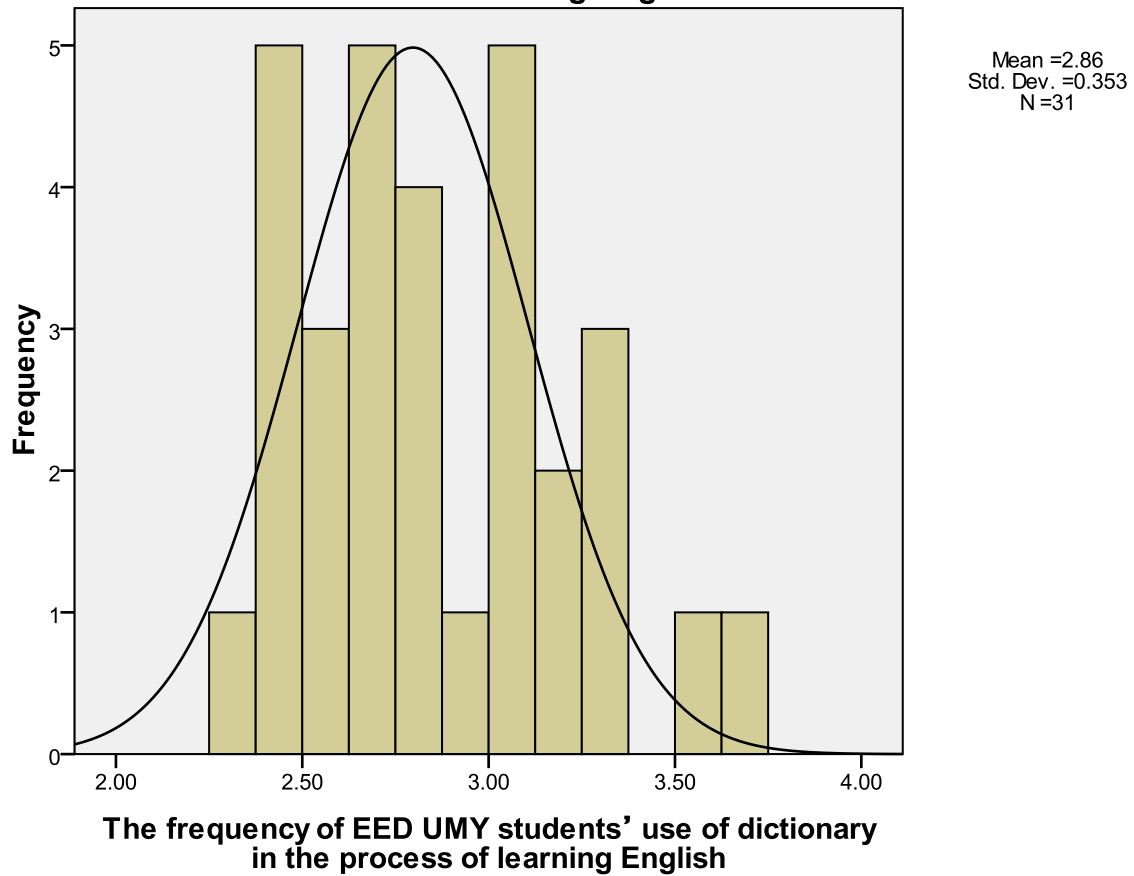
The result shows that the mean value of frequency of student's use of dictionary is 2.86. Afterward, students' frequency on using the dictionary is on frequent level. Then, the histogram also describes that most of ELED of UMY batch 2014 students are in frequent level (2.01 – 3.00).

The ELED of UMY student's vocabulary mastery. The second research question of this research is "How is the ELED of UMY students' vocabulary mastery?". The data were collected from 31 students of ELED of UMY batch 2014. The data presented that the minimum score was 23 and the maximum score was 52. The writer categorized students' vocabulary mastery into four categories with interval 12. There were very poor, poor, fair, good and excellent categories.

The Category of Students'	Frequency	Percent

Vocabulary Mastery		
48.01 – 60.00 : Excellent	2	6
36.01 – 48.00 : Good	11	36
24.01 – 36.00 : Fair	17	55
12.01 – 24.00 : Poor	1	3
0.00 – 12.00 : Very Poor	0	0
Total	31	100

Based on the categories of students' paraphrasing score above, the result shows that there are one student (3%) who have poor score, seventeen students (55%) who have fair score, eleven students (36%) who have good score, and two students (6%) who have excellent score.

Student's Vocabulary Mastery

Mean =36.81
Std. Dev. =6.096
N =31

Frequency

Student's Vocabulary Mastery Score

The result shows that the value of students' vocabulary score mean is 36.81. Afterward, based on the category of students' vocabulary mastery score, students' vocabulary score was on the good level. Then, the histogram also describes that most of ELED of UMY batch 2014 students have good score in vocabulary mastery score.

The correlation between the use of dictionary and students' vocabulary mastery at ELED UMY. The third research question of this research is about the correlation between the use of dictionary and students' vocabulary mastery at ELED UMY. The writer used SPSS 17 in order to test it. This test was done to prove whether the hypothesis of this research is acceptable or not. The correlation between the use of dictionary and students' vocabulary mastery at ELED UMY was identified using Pearson Product Moment Correlation (r). The table below shows the result of the test.

Independent Variable (X)	Dependent Variable (Y)	N	Pearson Correlation (r)	Sig. (p)
The frequency of ELED UMY students' use of dictionary	Students' Vocabulary Mastery	31	-0.147	0.429

From the table above, it shows that the total sample (N) was 31, the Pearson correlation value is -0.147, and the significance value (ρ-value) is 0.429. Since the significant value was not 0, so there is a correlation between the use of dictionary and students' vocabulary mastery at ELED UMY. Moreover, the hypothesis of this research is accepted. The finding above shows that significant value of this research was 0.429. It means that there is no significant correlation between the use of dictionary and students' vocabulary mastery at ELED UMY.

The correlation proportion can be seen from Pearson correlation value (r-value). The table above showed that r value was -0.147. The correlation level 0.410 was on very low correlation level (0.00-0.199). The negative sign in Pearson correlation value showed that

there is a negative correlation. It can be concluded that there is a negative correlation between the use of dictionary and students' vocabulary mastery at ELED UMY which in very low correlation level.

Discussion

In this part, the writer presents the discussion of three research questions of this research.

The frequency of ELED UMY students' use of dictionary in the process of learning English. The first research question of this research is about how the frequency of ELED UMY students' use of dictionary in the process of learning English is. The result showed that the mean score of students' frequency of using the dictionary was 2.86. Based on the categories, score 2.01 – 3.00 was on the "frequent" category. Hence, it can be concluded that ELED UMY students' frequent use of dictionary in the process of learning English. The result supports Knight's (1994) theory that dictionaries are useful than guessing. The questionnaire result of this research also supports Rahman's (2012) theory about the benefits of using dictionary that can provide precise articulation of the words, providing the word buildings or part of speech, and providing the origin words.

ELED of UMY students' vocabulary mastery. The second research question of this research is about how ELED of UMY students' vocabulary mastery is. The result showed that the mean score of students' vocabulary score was 36.81. Based on the categories of vocabulary score, the score 36.01 – 48.00 are in the "good" category. Hence, it can be concluded that ELED of UMY students have good level of vocabulary mastery.

The correlation between the use of dictionary and students' vocabulary mastery at ELED UMY. The result showed that the Pearson correlation value was -0.147. It means that there is a correlation between ELED of UMY students' frequent in using dictionary and their vocabulary mastery. The negative sign means that the correlation of both variables is

negative correlation. Negative correlation means the more frequent students use the dictionary, the lower vocabulary mastery they get. Furthermore, based on the criteria correlation value, the strength of the correlation was in low level (0.00-0.199). because the result was only 0.147. Low correlation means that the relationship between both variables is not strong enough.

From the result above, it can be concluded that the hypothesis of this research, there is a correlation between the use of dictionary and students' vocabulary mastery at ELED UMY, is accepted. Even the students' frequent in using dictionary was in frequent category while the students' vocabulary mastery was in good category, it was found that there is a negative correlation between both variables. It seems like it happened because the students' vocabulary mastery is not much enough compared with students frequent of using the dictionary. It seems like if the result of students' vocabulary mastery is higher than it was the result of the correlation of both variables will be different.