

CHAPTER 4

RESULTS

The purpose of this study was to investigate whether and why Incidental Vocabulary Learning will increase the academic reading ability of the college students, and to find out the attitudes of the students regarding the Incidental Vocabulary Learning environment. The data were collected from August 1 to September 7, 2011. The program of Statistical Package for the Social Science (SPSS) was used to analyze the values of means and the standard deviations of the pretest and posttest. The research results indicated that the students' academic reading ability in English increased after learning through Incidental Vocabulary Learning.

This chapter presents the data analysis of the study as follows:

1. The results of pretest and posttest
2. The results of questionnaire on attitude

4.1 The pretest and posttest results

Table 1: Result of pretest and posttest in mean and standard deviation

	N	Total	Minimum	Maximum	Mean(μ)	Std. Deviation(σ)
pretest	30	42	12.00	36.00	25.9667	6.49925
posttest	30	42	21.00	40.00	31.4000	4.94522
Valid N (listwise)	30					

Table 1 shows the difference of the mean (μ) and standard deviation (σ) of the pretest and posttest of the students. The mean value of the pretest is 25.9 with a

standard deviation of 6.4. The lowest score of the pretest is 12 while the highest one is 36. The posttest score, on the other hand, has a higher mean value of 31.4 with the standard deviation of 4.9. The minimum score of the posttest is 21 while the maximum rises to 40. The mean of the posttest is higher than that of the pretest. From table 1, it is evident that the students are able to attain achievement in reading academic English in an Incidental Vocabulary Learning classroom.

Table 2: Result of pretest and posttest in percentage

	N	Total	Mean (μ)	Std. Deviation(σ)	%
pretest	30	42	25.9667	6.49925	61.83
posttest	30	42	31.4000	4.94522	74.76
Valid N (list wise)	30				

Table 2 shows the difference in percentage between pretest and posttest. The percentage of the pretest is 61.83 while that of the posttest is 74.76. Based on the TOEFL[®], the satisfactory percentage is 66.66. This means before the after instructional lessons through Incidental Vocabulary Learning, the score percentage is dissatisfactory. After the lessons, the percentage of the posttest goes beyond the satisfactory percentage. In other words, the table displays significant effectiveness of the students' ability in English academic reading. Moreover, the posttest percentage is 74.76 which is above the set satisfactory of 66.66%

Table 3: Table of procession of the students

Students	Pretest Scores (42)	Percentage (%)	Posttest Scores (42)	Percentage (%)
1	28	66.66	35	83.33
2	33	78.57	36	85.71
3	32	76.19	38	90.47
4	30	71.42	35	83.33

Table 3: Table of procession of the students (cont.)

Students	Pretest Scores (42)	Percentage (%)	Posttest Scores (42)	Percentage (%)
5	32	76.19	35	83.33
6	29	69.05	31	73.81
7	22	52.38	29	69.05
8	28	66.67	33	78.57
9	27	64.29	35	83.33
10	17	40.48	23	54.76
11	16	38.10	21	50.00
12	24	57.14	32	76.19
13	21	50.00	28	66.67
14	18	42.86	24	57.14
15	25	59.52	29	69.05
16	12	28.57	22	52.38
17	18	42.86	29	69.05
18	36	85.71	40	95.24
19	27	64.29	31	73.81
20	33	78.57	34	80.95
21	27	64.29	28	66.67
22	31	73.81	34	80.95
23	16	38.10	23	54.76
24	34	80.95	36	85.71
25	26	61.90	34	80.95
26	29	69.05	34	80.95
27	26	61.90	33	78.57
28	34	80.95	37	88.10
29	31	73.81	34	80.95
30	17	40.48	26	61.90

Table 3 shows the pretest and posttest scores which illustrate the students' process. From the table, it can be seen clearly that each student progressed. Also, the percentage of the pretest and posttest represents the students' progression in their academic English reading ability. However, not every student achieves that satisfactory percentage at 66.66. In fact, out of 30 students 6 did not achieve that satisfactory percentage. Overall, it is concluded from the table that the instruction based on Incidental Vocabulary Learning increases the students' ability in English academic reading.

4.2 The attitude questionnaire results

Table 4: Table of Students' attitude

No	Statement of Opinion	Mean (μ)	Standard Deviation (σ)
1	I am happy with my in-class performance e.g. exercises, homework.	4.40	0.85501
2	I enjoy working with peers when it comes to reading academic English.	4.23	0.81720
3	I feel more confident reading academic English.	4.63	0.61495
4	I enjoy reading long passages in English.	3.53	1.04166
5	I am confident to read academic English using a dictionary.	4.60	0.56324
6	I am willing to look up meanings of words from a dictionary.	4.43	0.62606
7	I enjoy vocabulary learning.	4.20	0.96132
8	I feel more comfortable in my reading when I make notes.	4.43	0.72793

**Table 4: Table of Students' attitude (cont.)**

No	Statement of Opinion	Mean (μ)	Standard Deviation (σ)
9	I love the learning atmosphere.	4.83	0.37905
10	I am satisfied with my test results.	4.40	0.93218
11	I want to advance my English.	4.97	0.18257
12	I want to read more academic English passages in order Gain vocabulary.	4.73	0.52083
Total		4.45	0.68517

This table reveals the students' attitudes toward learning through Incidental Vocabulary Learning. Overall, they have a positive attitude (4.45). The students have very positive attitude toward advancing their English (4.97), the learning atmosphere (4.83), reading academic English to gain vocabulary (4.73), their confidence in reading academic English (4.63) and reading academic English using a dictionary (4.60), as well as, reading long passages in English (3.53). The students have positive attitude words looking up meanings of words from a dictionary and making notes while reading (4.43). They also have positive attitude toward their test results and their in-class performances (4.40), working with peers (4.23), and vocabulary learning (4.20). In summary, the students' attitude toward Incidental Vocabulary Learning ranges from positive to very positive. From the total mean 4.45, it can be concluded that students have positive attitude toward Incidental Vocabulary Learning.