

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter contains finding and its discussion. The finding was the students' score obtained through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given that will be explained more details.

#### A. Research Findings

Based on the result of the SPSS, the description of the data presented in this section includes variable data of students' self-esteem (X) and students' reading comprehension (Y). The values that have been presented after processing from raw data used descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable is presented as follow:

##### 1. The Level of Students Self-Esteem

The summary of descriptive statistics for students' Self-esteem can be seen in the following table:

Table 4.1 The Summary of Descriptive Statistic (Variable X)  
**Statistics**

self-esteem

N	Valid	76
	Missing	0
Mean		99,11
Std. Error of Mean		,486
Median		100,00
Mode		100
Std. Deviation		4,238
Variance		17,962
Skewness		-,558
Std. Error of Skewness		,276
Kurtosis		1,815
Std. Error of Kurtosis		,545
Range		25
Minimum		86
Maximum		111
Sum		7532

Source: Output Data of SPSS Statistic IMB 21

The result showed that the score of variables of students' self-esteem was 86 up to 111. The average score of medians was 100 where the mean score was 99,11 and standard deviation was 4,238. The frequency distribution of students' self-esteem can be seen in the following table.

Table 4.2 Frequency Distribution of (Variable X)

self-esteem

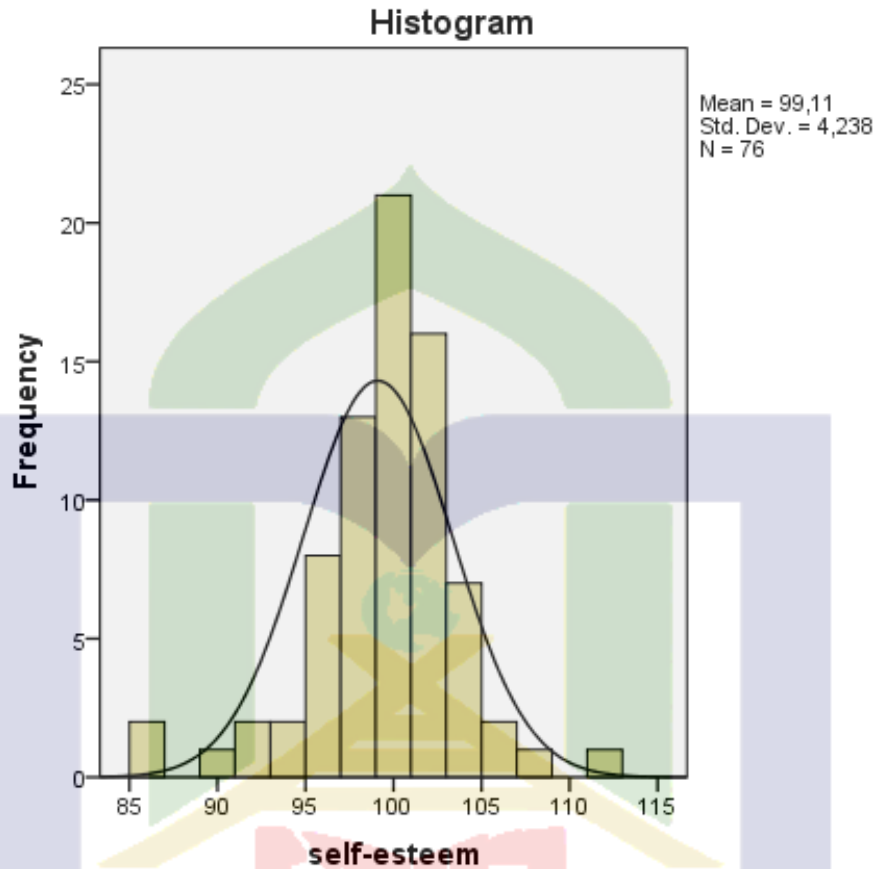
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	86	2,6	2,6	2,6
	90	1,3	1,3	3,9
	91	1,3	1,3	5,3
	92	1,3	1,3	6,6

94	2	2,6	2,6	9,2
95	7	9,2	9,2	18,4
96	1	1,3	1,3	19,7
97	11	14,5	14,5	34,2
98	2	2,6	2,6	36,8
99	8	10,5	10,5	47,4
100	13	17,1	17,1	64,5
101	5	6,6	6,6	71,1
102	11	14,5	14,5	85,5
103	2	2,6	2,6	88,2
104	5	6,6	6,6	94,7
105	1	1,3	1,3	96,1
106	1	1,3	1,3	97,4
108	1	1,3	1,3	98,7
111	1	1,3	1,3	100,0
Total	76	100,0	100,0	

*Source: Output Data of SPSS Statistic IMB 21*

Based on the frequency distribution, for the total score obtained by each respondent with a value of 10 have 7 frequency (9,2%), a value 14, have 10 frequencies (13,2%), while a value of 12, have 15 frequencies (19,7%), a value of 13, have 19 frequencies (25,0%), a value of 11, have 25 frequencies (32,9%), This variable histogram can be shown in the following graph.

Figure 4.1 Histogram of Students' Self-Esteem (Variable X).



Source: Output Data of SPSS Statistic IMB 21

Based on the data shown in the frequency distribution table above, when compared with the average value of 99.11, it shows that the score of students' self-esteem is below the group average of 76 respondents (98.5%), while those in the average score as many as 0 respondents (0%), and those who were above the average group were 1 respondents (1.3%). The determination of the category and score of students' self-esteem on the religiosity of students can be considered in the guideline table to provide an interpretation of the following correlation coefficient.

Table 4.3 Guidelines for interval the score of respondent

Interval	Category
0,00 – 0,199	Very Low
0,20 – 1,399	Low
0,040 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,000	Very High <sup>45</sup>

The total score of students' self-esteem variables obtained from the research results was 7532, the highest theoretical score of this variable for each respondent was  $27 \times 5 = 135$ . The number 27 was taken from the number of statement items that had been tested for validity or statements given to the respondent while the number 5 was taken from the number of alternative answers in the statement or questionnaire distributed to respondents. Because the number of respondents is 76 people, the criterion score is  $135 \times 76 = 10,260$ . So that the level of religious activity is  $7532 : 10260 = 0,734$  or 73.4% of the criteria set so that the level of students' self-esteem is in the high.

## 2. The Level of Students' Reading Comprehension

In the first descriptive statistics looked for the summery of descriptive statistics for students' reading comprehension could be seen in the following table.

<sup>45</sup>Sugiono, *Metode penelitian Pendidikan* (cet. 1. Ed. 3; Bandung: Alfabeta, 2009)

Table 4.4 The Summary of Descriptive Statistic (variable Y)  
**Statistics**

Reading comprehension

N	Valid	76
	Missing	0
Mean		12,00
Std. Error of Mean		,140
Median		12,00
Mode		11
Std. Deviation		1,222
Variance		1,493
Skewness		,135
Std. Error of Skewness		,276
Kurtosis		-1,077
Std. Error of Kurtosis		,545
Range		4
Minimum		10
Maximum		14
Sum		912

Source: Output Data of SPSS Statistic IMB 21

The result showed that the score of variables of students' reading comprehension was 10 up to 14. The average score of medians was 12.00 where the mean score was 12,00 and standard deviation was 1,222. The frequency distribution of students' reading comprehension can be seen in the following table.

Table 4.5 Frequency Distribution of Variable  
**Reading comprehension**

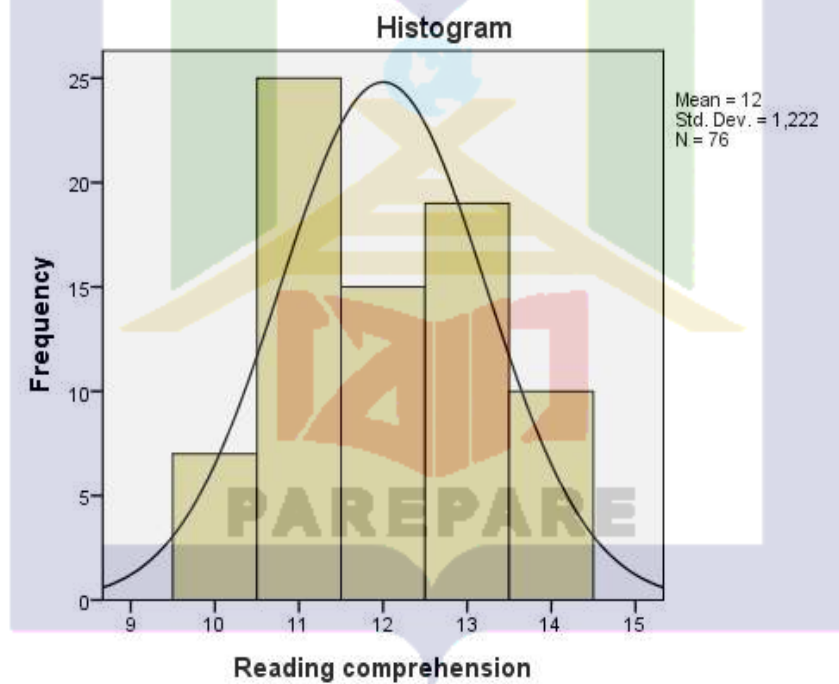
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	7	9,2	9,2
	11	25	32,9	42,1
	12	15	19,7	61,8
	13	19	25,0	86,8

14	10	13,2	13,2	100,0
Total	76	100,0	100,0	

Source: Output Data of SPSS Statistic IMB 21

Based on the frequency distribution, for the total score obtained by each respondent a value of 15 have 1 frequencies (1,3%), while a value of 14 have 4 frequencies (5,3%), a value of 10 have 10 frequencies (13,2%), a value of 12 have 14 frequencies (18,4%), a value of 13 have 19 frequencies (25,0%), a value of 11 have 28 frequencies (36,8%). This variable histogram can be shown in the following graph.

Figure 4.2 Histogram of Students' Reading Comprehension (Variable Y).



Source: Output Data of SPSS Statistic IMB 21

Based on the data shown in the frequency distribution table above, when compared with the average value of 12,00 it shows that the score of religious activity

is below the group average of 7 respondents (9.2%), while those in the average score as many as 0 respondents (0%), and those who were above the average group were 69 respondents (90.8%). The determination of the category and score of religious activity on the religiosity of students can be considered in the guideline table to provide an interpretation of the following correlation coefficient.

Table 4.6 Guidelines for Interpreting the Score of Respondents.

NO.	Percentage (%)	Relationship level
1	90% - 100%	very high category
2	80% - 89%	high category
3	70% - 79%	medium category
4	60% - 69%	low category
5	0% - 59%	very low category. <sup>46</sup>

The total variable score for students' reading comprehension obtained from the research results was 894, the theoretical score of this variable for each respondent was 15 because the number of respondents was 76 people, then the criterion score was  $15 \times 76 = 1140$ . Thus, the students' ability in arranging compound sentences  $912 : 1140 = 0,80$  or 80 % of the criteria set. Therefore, it can be concluded students' reading comprehension was in high category.

## B. Testing Data Analysis Requirements

### 1. Data Normality Test

Testing normality data of variables to measure is every variable used in the research include in category normal distribution or not. If data include in normal distribution we can continue to testing hypotheses in analysis parametric. Criteria in

<sup>46</sup>Suharsimi Arikunto, *Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1986)



testing normality of data is, if significance value  $> 0,05$ . The result as follow on the table:

Criteria of testing as follow:

Normal distribution : If value of significance  $> 0,05$

Unnormal distribution : If value of significance  $< 0,05$

Table 4.7 One-Sample Kolmogorov-Smirnov Test Normality Test

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		76
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	1,04758682
	Absolute	,115
Most Extreme Differences	Positive	,086
	Negative	-,115
Kolmogorov-Smirnov Z		1,001
Asymp. Sig. (2-tailed)		,269

a. Test distribution is Normal.

b. Calculated from data.

The test criteria are taken based on the probability value with the IMB SPSS Statistic 21 application. If the significance value (sig)  $> 0.05$ , then research data is normally distributed. Conversely, if the significance value (sig)  $< 0.05$ , then the research data were not normally distributed. The significance value (sig) shows  $0,269 > 0,05$  then this means that the frequency distribution comes from populations that are normally distributed.

## 2. Data Linearity Test

Linearity test is intended to determine the relationship pattern of the independent variable and the dependent variable whether it is linear or not. The

linearity test can be determined using the F test, the data is processed using the help of the SPSS version 21 program by looking at the significance of the deviation from linearity of the linear F test. The complete calculation is attached as follows is presented the linearity test table:

Table 4.8 Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehen sion * Self- esteem	(Combined )		50,395	18	2,800	2,590	,003
	Between	Linearity	29,692	1	29,692	27,473	,000
	Groups	Deviation from Linearity	20,703	17	1,218	1,127	,353
	Within	Groups	61,605	57	1,081		
	Total		112,000	75			

Source: Output Data of SPSS Statistic IMB 21

Based on the linearity test in the table above, because the test is taken based on the probability value with the IMB SPSS Statistic 21 application . If the probability of linear deviation (sig deviation from linearity ) is 0.05, then the data has a linear pattern. Conversely, if the probability of linear deviation (sig deviation from linearity )  $< 0.05$ , then the data is not linear.<sup>47</sup> Significance value (sig deviation from linearity) variable X and Y are  $0,353 > 0.05$ , so it can be concluded that the relationship variable X (self-esteem) and variable Y (reading comprehension) is linear patterned data.

<sup>47</sup>Syofian Siregar, *Parametric Statistics for Quantitative Research Completed with Comparison of Manual Calculations and SPSS Version 17* (Cet; 1 Jakarta: Bumi Aksara, 2013)

### C. Hypothesis Testing

Table 4.9 Results of the pearson *product moment* correlation test

		Self-esteem	Reading comprehension
Self-esteem	Pearson Correlation	1	,515**
	Sig. (2-tailed)		,000
	N	76	76
Reading comprehension	Pearson Correlation	,515**	1
	Sig. (2-tailed)	,000	
	N	76	76

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Output Data of SPSS Statistic IMB 21*

Based on the table above shows that the results of the correlation coefficient of 0,515 with a significance of 0,000. Then the hypothesis testing is carried out with a significance level with an alpha value of 0,005. Based on the rules testing if the significance  $< 0,005$  then  $H_a$  is accepted and  $H_0$  is rejected, likewise conversely, if the significance  $> 0,005$  then  $H_a$  is rejected and  $H_0$  is accepted. Score the significance obtained is 0.000, indicating  $0.000 < 0.005$  then  $H_a$  is accepted and  $H_0$  is rejected means that there is a relationship between students' self-esteem and students' reading comprehension.

The results of the Pearson product moment correlation show that the results The correlation is 0.515 with a significance level of 0,000. Furthermore, the coefficient value the the correlation ( $r_{count}$ ) results of the correlation analysis test criteria, if  $r_{count} > r_{table}$  then  $H_a$  is accepted and  $H_0$  is rejected, if  $r_{count} < r_{table}$  then  $H_a$  is rejected and  $H_0$  is accepted. With value alpha of 0.05 (5%), then  $r_{table}$  is 0,220, Based

on the result of the person product moment correlation test above, the  $r_{count}$  is 0,515 . 0,220 at 5% significant level, so that  $H_0$  is rejected and  $H_a$  is accepted. A conclusion was drawn that, there is relationship between students' self-esteem and students' reading comprehension at the second grade of SMA Negeri 4 Parepare

This is to determine the magnitude of the correlation between students self-esteem and reading comprehension, it must see interpretation guidelines the correlation coefficient is brought about this:

Table 4.11 Guidelines for interpretation of correlation coefficients<sup>48</sup>

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

The result of the *Pearson product moment* correlation above is 0.515 is in the interval coefficient from 0.40 to 0, 599 is included in the medium relationship level. This means that the students' self-esteem has a medium relationship with students' reading comprehension at the second grade of SMA Negeri 4 Pareprea.

#### D. Model Summary

Tabel 4.12 Model Summary

##### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1				

<sup>48</sup>Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, (Cet.X.X Bandung: Alfabeta)

1	,515 <sup>a</sup>	,265	,255	1,055
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a. Predictors: (Constant), Self-esteem

b. Dependent Variable: Reading comprehension

As for the coefficient of determination from the second row, namely R Square = 0.265, this indicates that the variable students' self-esteem is related to students' reading comprehension 26% and ready by other factors outside of this study.

### **E. Discussion**

In this part the researcher explained the discussion of the correlation between students' self-esteem and students' reading comprehension at the second grade of SMA Negeri 4 Pare pare. This research did on 15 december 2020. The researcher had been prepared the questionnaire and reading test to give the students for answering. Because during pandemic every student have to study from home, the researcher made collaboration with the teacher to give a little explanation to the students in whatsapp group about the instrument and what they would do with instrument. So, the students would not be confused how to answer the test.

#### **1. The Result of Questionnaire about Students' Self-Esteem**

Based on the results of descriptive statistical analysis that has been done, the score of self-esteem variable between 86 to 111, the average value (mean) equal to 99.11, median 100.00, mode 100, variance 17.962, standard deviation 4.238, the difference between the minimum and maximum ( range ) values is 25, the minimum value of 86, the maximum value of 111, and the total amount ( sum ) of 7532.

Based on data in the frequency distribution table, when compared with the mean score 99.11 indicates that the score of students' self-esteem below the average was 75 respondents (98.5%), while the students' score based on the average score was 0 people (0%), while the score of students' self-esteem above the average score

was 1 respondents (1.3%). Based on data analysis testing, test resultd students' self-esteem 0,734 Or 73,4% of specified criteria. From calculation results obtained the percentage of self-esteem 73,4% of the criteria set and include in the high category because it is in the value interval coefficient 0,60 – 0,799

The results of the calculation and discussion above supported the theory putted forward by to rosenberg, self-esteem is one's positive or negative attitude towards oneself and one's own thoughts and feeling overall in relation to oneself. Self-esteem implies and awarenes of ones's emotional evaluation of ones's self-worth<sup>49</sup>. And distinguishing self-esteem into two dimensions, namely high self-esteem and low-esteem, which from the reseults of the research that has been done it can be said that the second grade students of SMA Negeri 4 Parepare have high self-esteem.

## 2. The Result of Reading comprehension Test

Based on the results of descriptive statistical analysis that has been done, the score of self-esteem variable between 10 to 14, the average value (mean) equal to 12.00, median 12.00, mode 11, variance 1.493, standard deviation 1.222, the difference between the minimum and maximum ( range ) values is 4, the minimum value of 10, the maximum value of 14, and the total amount ( sum ) of 912.

Based on data in the frequency distribution table, when compared with the mean score 12.00 indicates that the score of students' reading comprehension below the average was 7 respondents (9.2%), while the students' score based on the average score was 0 people (0%), while the score of students' self-esteem above the average score was 69 respondents (90.8%).Based on data analysis testing, test resultd

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<sup>49</sup>M. Rosenberg, *Society and The Adolescent Self-Image* (Princeton, NJ: Princeton University Press, 1965). P. 27.

students' self-esteem 0,80 Or 80% of specified criteria. From calculation results obtained the percentage of self-esteem 80% of the criteria set and include in the high category because it is in the value interval coefficient 80% - 89%.

The results of the calculation and discussion above supported the theory putted forward Suparman states in order to know the important of reading in teaching process, reading is contraction of involves the reader connecting information from the written message.<sup>50</sup> That are several aspect of reading comprehension skills that should be mastered by reader to comprehend the text: main idea, finding topic, detail information in the text, identify reference, draw inferences, guess word meaning based on context. Understanding requires mastery of vocabulary and is familiar with the basic structure in writing (sentences, paragraphs, and grammar). The ability of each person to understand what is read differently. This depends on the vocabulary possessed, interests, eye reach, speed of interpretation, background of previous experiences, intellectual abilities, familiarity with the ideas being read, the purpose of reading, and the flexibility to regulate speed. With a lot of reading and increasingly varied the type of reading more words will be read and more to reach understanding.

The situation around the reader also affected the activity of understanding one's reading. A receptive activity examining the contents of the reading text requires a calm environment situation. A calm situation made the reader more easily recognized each sound symbol, gave meaning, and was able to respond to the contents of the reading quickly. Things to consider in reading comprehension were reading material. Reading material that has a high degree of difficulty would be an

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<sup>50</sup> Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006

obstacle for readers in understanding reading material. Instead students would be able to understand well the reading material that was relatively easy. These aspects could make a good contribution to the level of reading comprehension skills.

3. The Correlation between students' self-esteem and students' reading comprehension.

According to the results of research conducted at SMAN 4 Parepare It is known that there is a correlation between the students self-esteem and students reading comprehension. This is evidenced by the results of research that show that the significance value is  $0.000 < 0.005$  and it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, with a correlation result of 0.515 or 51.5% so that it can concluded that the magnitude of the self-esteem and reading comprehension by 51.5% is included in the level of the relationship medium. This means that the self-esteem has a medium relationship against the reading comprehension at the second grade of SMAN 4 Parepare. Temporary value The coefficient of determination is  $R^2 = 0.265$ , this shows that the variable students self-esteem relates to student reading comprehension amounted to 26.5 % while the rest is influenced by other factors outside of this study.

The students with high self-esteem were more confident than those with low self-esteem and they trust their own capability, so that, they could decide the answer of the questions by themselves. Besides that, the students with low self-esteem could not believe that they could answer the question correctly, so, they got difficulties to answer the questions but they could not try to solve their problem by themselves. They tried to avoid their problems.

On the other hand, the students with high self-esteem would try to solve their



faced problems. For example, when the students with high self-esteem got difficulties to understand the meaning of word in the exercise, they would try to know the meaning of the word by consulting dictionary or asking the teacher if they did not find the meaning of word on the dictionary. If they got difficulties to find the main idea of the text, they would try to read all of the sentences and looked for what thing that were told more in the text; they would not think to The students with high self-esteem also got good reading comprehension scores because they had more self-confidence than the low students. As the explanation above, the students with high self-esteem would be more confident than the students with low self-esteem and they would have high motivation in learning, so that, they had a desire to improve their ability especially in foreign language learning.

Self-esteem influences not only students' self-confidence but also their motivation in their learning process. The students with high self-esteem have more motivation to learn, so that, it helps the students to improve their achievement. For example, the students with high self-esteem make students have high motivation they would be curiosity students and they always try to get the knowledge from their teacher or their textbooks.