

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. Finding

Based on the result of the SPSS, the description of the data presented in this section includes variable data of students reading habit (X) and student' 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. Students Reading Habit

The summery of descriptive statistics for students' reading habit can be seen in the following table:

Table 4.1 Table of Summary (Variable X)

Statistics		
Students Reading Habit		
N	Valid	76
	Missing	0
Mean		95.55
Std. Error of Mean		.559
Median		96.53 ^a
Mode		97
Std. Deviation		4.870
Variance		23.717
Range		19
Minimum		85
Maximum		104
Sum		7262

Source: Data Output IMB SPSS Statistic 21

The result shows that the score of variables of students reading habit was 85 up to 104. The average score of medians was 96.53 where the mean score was 95.55 and standard deviation was 4.870. The frequency distribution of students reading can be seen in the following table.

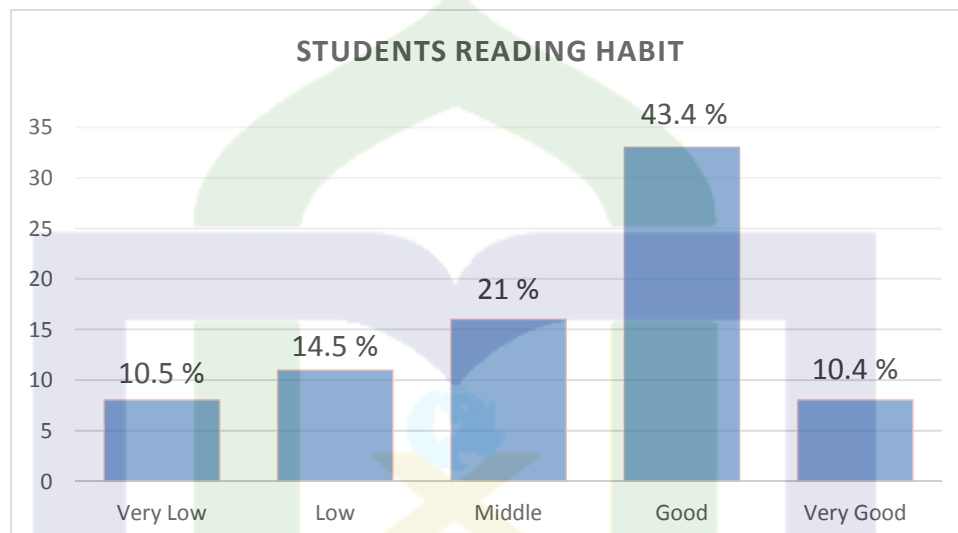
Table 4.2 Frequency Distribution of Reading Habit

No	Interval	Frequency	Percentage	Criteria
1.	85 – 88	8	10.5 %	Very Low
2.	89 – 92	11	14.5 %	Low
3.	93 – 96	16	21 %	Middle
4.	97 – 100	33	43.4 %	Good
5.	101 - 104	8	10.4 %	Very Good

Source: Data Output IMB SPSS Statistic 21

Based on the table above, the result of students reading habit show that, for the total score obtained by each respondent with the lowest score is 85 and has 8 frequencies (10.5 %) and the highest score is 104 having 8 frequencies (10.4).

Picture 4.1 Diagram Chart of Variable X (Reading Habit)



Source: Data Output Microsoft Excel 2016

Based on diagram above, it showed there was 10.5 % for very low score and 43.4 % for very good score.

Determining the category from score of the students reading habit was done using the percentage from criteria as follows:

Table 4.3 Classification Students Score

NO	Score	Classification
1	0,00 – 0,199	Very Low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Medium
4	0,60 – 0,799	High
5	0,80 – 1,000	Very High ⁵⁸

⁵⁸ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*.

The total variable score for students reading habit obtained from the research result was 7262. The numbers of items questionnaires were $27 \times 5 = 135$, because the number of the respondent was 76 then $135 \times 76 = 10.260$. Thus, students Reading Habit was $7262:10260 = 0.707$ or 70.7%. So, it could be concluded that students reading habit was high category.

2. Students Reading Comprehension

The summary of descriptive statistics for students reading comprehension can be seen in the following table:

Table 4.4 Table of Summary (Reading Comprehension)

N	Valid	76
	Missing	0
Mean		13.49
Std. Error of Mean		.143
Median		13.58 ^a
Mode		14 ^b
Std. Deviation		1.249
Variance		1.560
Range		5
Minimum		10
Maximum		15
Sum		1025

Source: Data Output IMB SPSS Statistic 21

The result shows that the score of variables of students reading habit was 10 up to 15. The average score of medians was 13.58 where the mean score was 13.49 and standard deviation was 1.249. The frequency distribution of students reading can be seen in the following table.

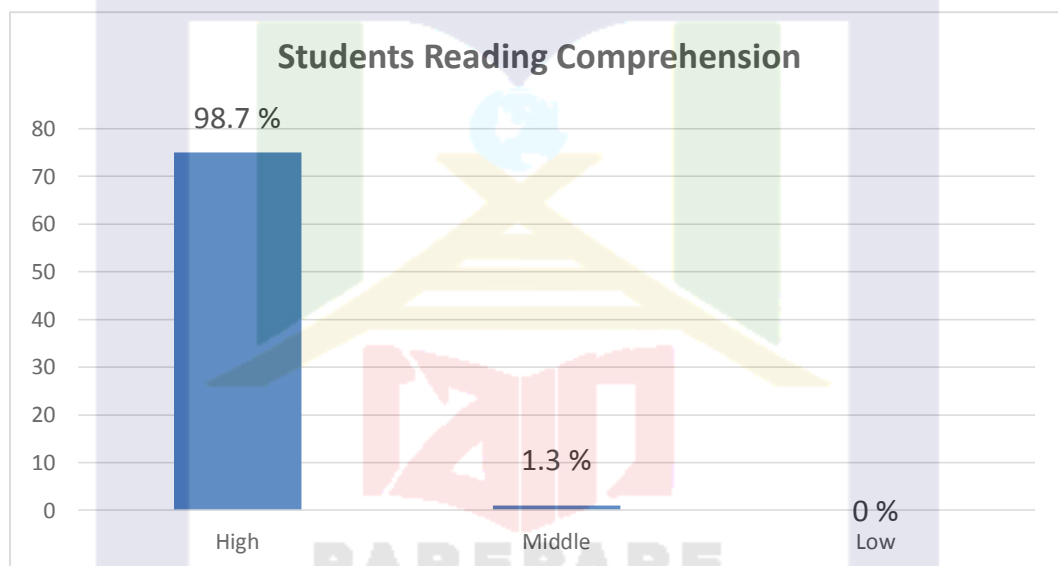
Table 4.5 Frequency Distribution of Reading Comprehension

No	Interval	Frequency	Percentage	Criteria
1.	15 – 11	75	98.7 %	High
2.	10 – 5	1	1.3 %	Middle
3.	5 – 0	0	0 %	Low

Source: Data Output IMB SPSS Statistic 21

Based on the table above, the result of students reading habit show that, for the total score obtained by each respondent with the lowest score is 0 and has 0 frequencies (0 %) and the highest score is 15 having 75 frequencies (98.7 %).

Picture 4.2 Diagram Chart of Variable X (Reading Comprehension)



Source: Data Output Microsoft Excel 2016

Based on diagram above, it showed there was 0 % for low score and 98.7 % for very high score.

Determining the category from score of the students reading comprehension was done using the percentage from criteria as follows:

Table 4.6 Classification Students Score

NO	Score	Classification
1	0,00 – 0,199	Very Low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Medium
4	0,60 – 0,799	High
5	0,80 – 1,000	Very High ⁵⁹

The total variable score for students reading comprehension obtained from the research results was 1025 the theoretical score of this variable for each respondent was 15 because the number of respondents was 76 people, then the criterion score was $15 \times 76 = 1.140$. Thus, the students reading comprehension $1025:1140 = 0,899$ or 89.9 % of the criteria set. Therefore, it can be concluded students' reading comprehension was in very high category.

B. Testing Data Analysis Requirements

1. Testing Normality of Data

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 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 $< 0,05$

⁵⁹ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*.

Table 4.7 Normality Test Using the Kolmogorov-Smirnov Test Analysis

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		76
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.92736440
Most Extreme Differences	Absolute	.060
	Positive	.060
	Negative	-.059
Kolmogorov-Smirnov Z		.523
Asymp. Sig. (2-tailed)		.947

a. Test distribution is Normal.

b. Calculated from data.

Source: Data Output IMB SPSS Statistic 21

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 the research data is normally distributed. Conversely, if the significance value (sig) <0.05 , then the research data is not normally distributed. The significant value (sig) shows $0.947 > 0.05$, this means that the frequency distribution comes from a population normally distributed.

2. Testing Linearity of Data

Linearity test is carried out and to determine whether the two variables have the relationship is linear or not linear in significance. Linearity test was performed using the Test for Linearity on SPSS Statistic 21 for Windows with see the significance value of deviation from linearity ≥ 0.05 .

Table 4.8 Linearity Test

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.	
Reading Comprehension* Reading Habit	Between Groups	(Combined)	68.404	15	4.560	5.632	.000
		Linearity	52.486	1	52.486	64.822	.000
		Deviation from Linearity	15.918	14	1.137	1.404	.180
	Within Groups		48.582	60	.810		
	Total		116.987	75			

Source: Data Output IMB SPSS Statistic 21

Based on the table above, it can be seen that the significance value of the correlation between student reading habit and students reading comprehension, namely $0.180 > 0.05$ thus it can be stated that the data has a linear pattern at the significance level $\alpha = 5\%$.

C. Hypothesis Testing

Hypothesis testing contains the truth obtained from the sample research. Statistical techniques are used to determine the correlation between students reading habit and students reading comprehension.

Table 4.9 Test of Correlations

Correlation between Students Reading Habit and Students Reading Comprehension	R	Sig r
	0.670**	0.000

Source: Data Output IMB SPSS Statistic 21

The results of the pearson product moment correlation show that the correlation show that the correlation results are 0,670 with a significance level of 0,000. Furthermore, the value of the correlation coefficient (r_{count}) from the results of

the correlation analysis test was compared with r_{table} . Based on the test criteria, if $r_{count} > r_{table}$ then H_a is accepted and H_o is rejected, and vice versa if $r_{count} < r_{table}$ then H_a is rejected and H_o is accepted. With an alpha value of 0,05 (5%), the r_{table} is 0,220, based on the test results product moment correlation is obtained r_{count} of 0,670 $>$ 0,220 at a significant level of 5 %, so that H_o is rejected and H_a is accepted. This means that there is a significance correlation between students reading habit and students reading comprehension.

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

Table 4.10 Guidelines for Interpretation of the Correlation Coefficient

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 ⁶⁰

The correlation result above is 0.670 which is included in the level of the correlation is strong. This means that the reading habit has a strong correlation between reading comprehension at the second grade of SMAN 4 Parepare.

D. Discussion of Research Results

The research results will be explained in detail after describing the lines general regarding the research variables namely students reading habit (X) and reading comprehension. Reading habits are a students routine reading activity for

⁶⁰ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D.*

obtains the message, instrument or knowledge to be conveyed author. Reading habits include four aspects, namely time, willingness, motivation and environment.

Reading comprehension is the ability of the students to interpret and understand the facts and information expressed in the reading.

This research was conducted at SMAN 4 Parepare by amount population as many as 312 students and the sample was 76 participants students with the sampling technique in this study using techniques Random Sampling, which is a random sampling technique regardless of the existing strata in the population. Techniques and instruments data collection in this study using a questionnaire and test. Data which is then collected and then tested the data analysis requirements in the form of tests data normality and linearity test. After fulfilling the test data analysis requirements, next is to test the proposed research hypothesis.

Based on the data analysis test, the values for each variable as follows:

1. Students Reading Habit

Before explaining the result of research, firstly the researcher described that students reading habit should adapt it in teaching English as a foreign Language. Reading was the activity to transfer knowledge from test to a reader. The students reading habit can be used to improve the learning process of students, and can be tailored to the objectives to be achieved by learning in various subjects. the gaining an affective reading habit, Julio Cesar summarized six aspects of reading habit, they are; reading frequency, books read, time spent on academic reading, time spent on

nonacademic reading, motives in the family environments motives in the academic environment.⁶¹

Based on the results of descriptive statistical analysis that has been done, the score of reading habit variable between 85 to 104, the average value (mean) equal to 95.55, median 96.53, mode 97, variance 23.717, standard deviation 4.870, the difference between the minimum and maximum (range) values is 19, the minimum value of 85, the maximum value of 104, and the total amount (sum) of 7262.

Based on data in the frequency distribution table, when compared with the mean score 95.55 indicates that the score of students reading habit below the average was 70 respondents (92.2%), while the students score based on the average score was 0 people (0%), while the score of students' reading habit above the average score was 6 respondents (7.8%). Based on data analysis testing, test results of reading habit 0.707 or 70.7% of the specified criteria. From the results calculation obtained the reading habit 70.7% of the criteria set and belong to the strong category.

The results of the calculation and discussion above, this study measures the level of reading habits based on the theoretical foundation proposed by Tampubolon which states that reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time. If effort to establish reading habit, some aspects need to be considered in broad outline is a combination of desire and motivation.

Reading habit was an activity routinely carried out in the process of punishment to achieve an understanding of information and information obtained

⁶¹Julio Cesar GaliceaGaona, *Relationship Between Reading Habit Researcher Library and Academic Performance in A Sample of Psychology Students*, Revista De La Education Superior Jurnal (Vol.XI (1), No. 157, 2011).

through symbols that were either written or not. Reading activities not only require the mouth to spell and the eyes to see, but the reading activity requires the brain to do understanding activities. Which was the brain and cognitive activity was located far away and hidden from eye activity and other senses. These showed that reading habit was a cognitive activity which cannot be seen only by the senses. Cognitive activity would not be visible if we did not explore it.

Students who have the habit of reading give greater attention to reading. Many students develop reading habits because of the attention, encouragement, and other efforts obtained from parents, teachers, and other parties that can influence. Reading habits in students are formed from four indicators, namely frequency (reading time), desires (willingness to read), motivation to read, and environment. Reading is an ability that must be possessed by everyone, especially for students who are still actively sitting on education. Reading can give knowledge that has never been obtained before. Thus it can be concluded that the better the students reading habits, the better their reading comprehension.

2. Students Reading Comprehension

Before explaining the result of research, firstly the researcher described that Reading comprehension is students proficiency when reading and the process of making meaning from text. Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Reading comprehension is the essence of reading itself. Reading comprehension called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means that they do not do reading comprehension.

Based on the results of descriptive statistical analysis that has been done, the score of reading comprehension variable between 10 to 15, the average value (mean) equal to 13.49, median 13.58, mode 14, variance 1.560, standard deviation 1.249, the difference between the minimum and maximum (range) values is 5, the minimum value of 10, the maximum value of 15, and the total amount (sum) of 1025.

Based on data in the frequency distribution table, when compared with the mean score 13.49 indicates that the score of students reading comprehension below the average was 4 respondents (5.2%), while the students score based on the average score was 0 people (0%), while the score of students reading comprehension above the average score was 72 respondents (94.8%). Based on data analysis testing, test results of reading comprehension 0.899 or 89.9% of the specified criteria. From the results calculation obtained the reading comprehension 89.9% of the criteria set and belong to the very strong category.

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 massage.⁶² 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

⁶²Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006.

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 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. Thus, it could be concluded that the better the students habits in reading, the better understanding of their reading.

3. The Correlation between Students Reading Habit 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 reading habit 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 0.670 or 67.0% so that it can concluded that the magnitude of the reading habit and reading comprehension by 67.0% is included in the level of the relationship strong. This means that the reading habit has a strong relationship against the reading comprehension at the second grade of SMAN 4

Parepare. Temporary value The coefficient of determination is $R^2 = 0.449$, this shows that the variable students reading habit relates to student reading comprehension amounted to 44% while the rest is determined by the relationship of other variables which are not observed in this study.

The result of the correlation calculation above, this study proved that students reading habit have a significant correlation with students reading comprehension, as well as achievement of scores of students who rank highest in reading comprehension test in explanation text supported by high value productions in reading habit questioners. This is accordance with theoretical study that students who always grow the reading habit. He will increasingly master the reading and reading comprehension level will also increase.

Between reading habits with reading comprehension is very closely related. A good reader is a reader who really understands what he is reading. This requires attention or concentration and an ability that is intimately connected with intent. This requires knowledge of words and responsiveness to part organizations as a whole. Experience shows that students who have good vocabulary, adequate vocabulary, and skills in summarizing and summarizing will not encounter difficulties in understanding.

Comprehension is greatly helped by reflection or thoughts on what is read. Real understanding is not perfect until such thoughts or reflections take place. At school, preparation for the exam demands this reflection and transforming (reading) activities into learning (activities). By Reading, students will get a variety of information that has never been obtained before. Therefore, reading is a window to

the world, whoever opens the window can see and know everything that happens, both the events that occurred in the past, now, and even in the future.

What is the meaning of a reader, when reading a reading or discourse without understanding what is written in the reading. For this reason, reading comprehension skills need to be trained for all students. Reading comprehension is an ability to understand information or discourse conveyed by other parties through writing. There are several things that need to be considered in reading comprehension, including the accuracy of understanding words, meanings, and choice of words.

Reading activities need to be accustomed from an early age, first namely from children to recognize letters. Make reading activities as necessity and pleasant thing for students. Reading can be done anywhere and anytime provided there is desire and motivation. Reading does not only apply when in school and library, reading can also be done in other public places such as in the park. So that, course it requires perseverance and practice continuously to practice reading habits so that reading skills, especially reading comprehension can be achieve.

Students who have developed reading habits have more vocabulary collections and more effective reading techniques (reading on units of ideas rather than reading word for word) than students who are not used to reading, and automatically they will have more understanding than students the unusual reading. So, the more often students are accustomed to reading, the better the reading comprehension will be.