CHAPTER IV

FINDING AND DISCUSSSION

This chapter covers the resut of the study. It is discusses the research findings which includes data presentation and data aanliysis of the studens' reading habit in English and reading comprehension, and also discussion which concerning to the students' reading habit in English and reading comprehension.

A. **Research Findings**

1. **Data Presentation**

In order to get the necessary data related to the two variables in this study that were" reading habit in English and reading comprehension". The researcher gave the questionnaire to the students and asked documentation UAS score of the second semester of students English education at IAIN Tulungagung, academic year 2013/2014. The second semester of English program has 4 (four) classes (A,B,C and D)which consist of 120 students. The researcher took 30 students as the sample to represent the population. The presentation data of both instruments can be seen as follows:

a. **Description of Students' Habit in English**

To find out the students' reading habit in English, the researcher collected the data by conducting questionnaire and gave it to the students.

The questionnaire here consisted of 20 (twenty) question with four (4) options. To give score of the answer, the researcher gave four alternative answers with different value. The researcher gave 5 point for answer A (Always), 4 points for answer B (Often), 3 points for answer C (Sometimes), and 2 points for answers D (Never). The questionnaire was about the students' habit in English. The highest score was 100 points, and the lowest level score was 20 points. After scoring the questionnaire result, the researcher presented score list of questionnaire as follows:

Table 4.1 the score of students' habit in English

No	RESPONDENTS	QUESTIONNAIRE SCORE
1	A	78
2	B	63
3	C	62
4	D	83
5	E	73
6	F	81
7	G	83
8	H	68
9	I	63
10	J	57
11	K	59
12	L	71
13	M	69
14	N	65

Continuation

15	O	63
16	P	67
17	Q	64
18	R	62
19	S	60
20	T	71
21	U	71
22	V	67
23	W	67
24	X	65
25	Y	75
26	Z	70
27	AA	76
28	AB	77
29	AC	84
30	AD	67
TOTAL SCORE		2081
Max. Score		84
Min. Score		57

From the table above, it can be seen that the total score of habit in English was **2081** with the maximum score was **84** and the minimum score was **57**.

b. Description of Students' Reading Comprehension

To find out the students' reading comprehension, the researcher collected the data which is gotten from the result of reading test. Here, the researcher presented the list of the reading score as below:

Table 4.2 The Score Of Students Reading Test

NO	RESPONDENTS	READING SCORE
1	A	87
2	B	75
3	C	65
4	D	93
5	E	90
6	F	90
7	G	93
8	H	67
9	I	67
10	J	49
11	K	53
12	L	90
13	M	85
14	N	71
15	O	45
16	P	88
17	Q	77
18	R	77

19	S	61
20	T	58
21	U	60
22	V	83
23	W	75
24	X	87
25	Y	88
26	Z	52
27	AA	70
28	AB	90
29	AC	95
30	AD	45
TOTAL SCORE		2226
Max. Score		95
Min. score		45

From the table above, it can seen that the total score of reading comprehension was **2226** with the maximum score was **95** and the minimum score was **95.**

2. **Data Analysis**

    a. **Analysis of the students' habit in English**

    From the data of students' habit score stated in the score of questionnaire above, the researcher analyzed the mean of variable X "The students' habit in English" by using Mean formulation as below:

$$M_X = \frac{\sum x}{N}$$

    Based on the data presented, the calculation was as follow:

M_x = Mean of variable X

$\sum x = 2081$

$N = 30$

$$M_x = \frac{2081}{30}$$

$M_x = 69.4$

    The result of calculation above showed that mean score was **69.4**

    b. **Analysis of students' reading comprehension**

    From the data of students' reading score stated in the table score of reading test above, the researcher analyzed the mean of variable Y "The students' reading comprehension" by using Mean formula as below:

$$M_y = \frac{\sum y}{N}$$

    Based on the data presented, the calculation was as follow:

M_y = Mean of variable Y

$\sum y = 2226$

$N = 30$

$M_y = \dfrac{2226}{30}$

$M_y = 74.2$

The result of calculation above showed that mean score was **74.2**

c. **Analysis on the Correlation between Reading habit in English and reading comprehension**

In this study, to interpret the result of this research, the researcher used statistical method, in which the data was analyzed by using Pearson Product Moment Formula. Variable X was used to represent the score of habit in English and variable Y used to represent the score of reading comprehension. Then, the hypothesis will be tasted by using Pearson Product Moment Coefficient Correlation.

Before analyzing the data, the researcher presented the description of the correlation as below:

Table 4.3 the correlation between students' habit in English and reading comprehension.

No	RESPONDENTS	X	Y	X^2	Y^2	X.Y
1	A	78	87	6084	7569	6786
2	B	63	75	3969	5625	4725
3	C	62	65	3844	4225	4030

4	D	83	93	6889	8649	7719
5	E	73	90	5329	8100	6570
6	F	81	90	6561	8100	7290
7	G	83	93	6889	8649	7719
8	H	68	67	4624	4489	4556
9	I	63	67	3969	4489	4221
10	J	57	49	3249	2401	2793
11	K	59	53	3481	2809	3127
12	L	71	90	5041	8100	6390
13	M	69	85	4761	7225	5865
14	N	65	71	4225	5041	4615
15	O	63	45	3969	2025	2835
16	P	67	88	4489	7744	5896
17	Q	64	77	4096	5925	4928
18	R	62	77	3844	5925	4774
19	S	60	61	3600	3721	3660
20	T	71	58	5041	3364	4118
21	U	71	60	5041	3600	4260
22	V	67	83	4489	6889	5561
23	W	67	75	4489	5625	5025
24	X	65	87	4225	7569	5655
25	Y	75	88	5625	7744	6600
26	Z	70	52	4900	2704	3640

27	AA	760	7	5776	4900	5320
28	AB	77	90	5929	8100	6930
29	AC	84	95	7056	9025	7980
30	AD	67	45	4489	2025	3015
	TOTAL	2081	2226	145973	172364	156603

From the table above, the correlation between two variables can be calculated by using the Pearson Product Moment formula bellow:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

The data were analyzed based on the table of correlation above,

Based on the table above, it was found that:

r_{xy} = correlation between variable X and Y

$N = 30$

$\sum xy = 156603$

$\sum x = 2081$

$\sum y = 2226$

$\sum x^2 = 145973$

$\sum y^2 = 172364$

$$r_{xy} = \frac{30 \times 156603 - 2081 \times 2226}{\sqrt{\{30 \times 145973 - (2081)^2\}\{30 \times 172364 - (2226)^2\}}}$$

$$r_{xy} = \frac{65784}{\sqrt{10496277876}}$$

$$r_{xy} = \frac{65784}{102451.34}$$

$$r_{xy} = 0.642$$

This result of the formula above showed that the correlation (r_{xy}) betweeb raeding habit in English and reading comprehension of the students was 0.642. And hypothesis was tasted by using r table of Pearson Product Moment Coefficent as bellow:

Table 4.4 r-table of Pearson Product Moment

N	r-table of Pearson Product Moment	
	Significant Level	
	5%	1%
30	0.349	0.499

From the table above, it can be seen that r_t at the significant level 5% is 0.349 and r_t at the sgnificant level 1% is 0.499. Therefore, it can be said that r_{xy} that was 0.642 is greater than both r_t in the level 5% and 1%.

This meant that the correlation betweeb reading habit in English and raeding comprehension of students is significant. Thus, the proposed null hypothesis which stated that " there is no significant

correlation between reading habit in English and reading comprehension" was rejected, and the alternative hypothesis which stated that " There is significant correlation between reading habit in English and reading comprehension" was accepted.

Considering high or low the significant correlation between those two variables should be consulted to the interpretation table of significant level as below:

Tables 4.5 The interpretation table of the value

The value of "r"	Interpretation
Between 0,800 up to 1,00	High
Between 0,600 up to 0,800	Fair
Between 0,400 up to 0,600	A bit low
Between 0,200 up to 0,400	Low
Between 0,00 up to 0,200	Very low (there is no correlation)

The correlation coefficient obtained from the formula of Pearson Pearson Product Moment is 0.642. After it is consulted to the interpretation table of significant level, the score was in the interval 0.600 up to 0.800. It means that the correlation of this research was significant a fair.

B. Discussion

Related to the research findings above, it was found that the students' reading habit in English gave good effect on the students' reading

comprehension. Moreover, habit and comprehension can be used to motivate students to create a positive and relaxing environment in the classroom.

Based on the result of analysis on the answer of the questionnaire, it is known that some students have good reading habit in English and some others have low habit in English. From the analysis of the students reading comprehension, it is known that some students have good reading comprehension and some others have low reading comprehension.

The researcher finding showed that the result computing the correlation between reading habit in English and reading comprehension is greater than r_t table of Product Moment. It means that null hypothesis which stated that "There is no significant correlation between reading habit in English and reading comprehension" is rejected, and the alternative which stated that "There is significant correlation between reading habit in English and reading comprehension" is rejected, and the alternative which stated that "There is significant correlation between reading habit in English and reading comprehension" is accepted. In other words, students who have good reading habit in English tend to have good reading comprehension, and vice verse. Practically, habit in English can help students in familiarizing vocabularies, in terms of the numbers of vocabularies they can master and their ability to pronoun English words which support their reading skill.