CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This information examined are results of test and questionnaire. Tests in this research contain of a reading comprehension test and vocabulary mastery test. Test was shown to get students' reading comprehension and students' vocabulary mastery. Then researcher shared a questionnaire to get the students' learning motivation.

1. Reading Comprehension

This research, the students' reading comprehension was dependent variable (Y). Objective tests are chosen by the researcher to understand the students' reading comprehension score. Subjective test was assessed in six indicators the reading. Students find the object that is describe, find the detailed information in the text, find the form of the text, find the topic, find the correct information, and find the incorrect information. The researcher used Google Form application to share the reading comprehension test. Getting method test was while the students answered question correctly student gotten 5, while answer was incorrect student gotten 0. Further down is gotten students' reading comprehension test.

Table 4.1

Score of Students' Reading Comprehension (Y Variable)

NUMBER	STUDENTS (N)	READING (Y)
1	A. SIFAUL QOLBI PAMUNGKAS	75
2	ABI TUHU KUSUMO	65
3	AGHIS SABIL HUDA	90
4	AHMAD FARIS SAHADEWA	75
5	AHMAD ZIDAN BARBARRA	100
6	DIKI AMIRUL BAHAR	70
7	DIMAS ANGGA MAHENDRA	80
8	FAZAL FAWAID FIDDIN AROFIK	95
9	M. AGUS SAIFUN NUHA	85
10	M. MALIK HIDAYATULLOH	85
11	MIRZA WAFIUDDIN	95
12	MOHAMAD LUTFI MUBAROK	80
13	MOHAMMAD NAJIB ZAMZAMI	85
14	MUHAMMAD DHIYAURROHMAN WILDANI	85
15	MUHAMMAD LUQMAN RADIYAN SYAH	90
16	MUHAMMAD NADZIF ASHAR	90
17	MUHAMMAD SAIQUL HADI	80
18	MUKHAMMAD FARUQ ABDUL HAKIM	85
19	NUR AHMAD ZAMZAMI	75
20	RENO ERWIN SYAH	70
21	AIDA SHILFINA UMMAH	70
22	ALIYATU ZZAIN AL MIROQ	75
23	ARIHNA SALSABILA MARDIANA	85
24	ASFIATUZ ZUHARO	50
25	AZKIYA NABILA FAZA	85
26	HAMIDA KILYANI PUTRI	95
27	HANNAH NASIMASSOBAH	90
28	KHODIJATUN NAFISAH	70
29	KURNIA NUR ARIANTI	80
30	LULU RAHMA WIJAYANTI	70
31	LUTFIYA ZAHRANNAJWA	100
32	NABILA ZAHLA	100
33	NAJWA RIZQI AMALYA	100
34	NISNIN ROIFAH	80
35	NISWATUL ULYA	100
36	REVA MULHAMA BIL IZZA	95
37	RIZQI RADIN SOLIHAH	100
38	SALISA ZALNA CHOIROLA	60
39	SITI ASNIATUL ROHIMAH	100
40	SITI NUR 'AINI AL FADHILA	65
N = 40		$\sum Y = 3325$

Figure 4.1

Descriptive Statistics of Reading Comprehension

Statistics

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score Reading	40	50	50	100	3325	83.12	1.999	12.643	159.856
Valid N (listwise)	40								

Based on information, concluded totalize gotten students' reading comprehension test was 3325. Through using IBM SPSS Statistics 23, presented was 83.12, and the standard deviation was 12.643. The lowest gotten of students' reading comprehension was 50 and highest gotten of students' reading comprehension was 100.

Figure 4.2

The Histogram the Students' Reading Comprehension Score
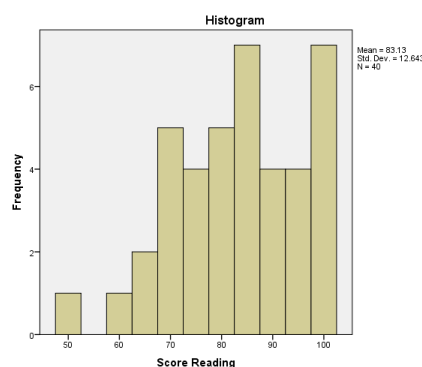
2. Vocabulary Mastery

In this research, vocabulary mastery is independent variable (X_1). Researcher carried out a written test to get students' vocabulary mastery score. Test was calculated since some indicators. These are word classes

and word meanings. Word classes consist of noun, verb and adjective. The word meaning consists of a synonym and antonym. The counting method test is the students answer the item correctly students gotten 5, but they answer item incorrectly, students gotten 0. The result of students' vocabulary mastery test can be seen as follows.

Table 4.2

Score of Students' Vocabulary Mastery (X Variable)

NUMBER	STUDENTS (N)	VOCABULARY (X_1)
1	A. SIFAUL QOLBI PAMUNGKAS	70
2	ABI TUHU KUSUMO	50
3	AGHIS SABIL HUDA	100
4	AHMAD FARIS SAHADEWA	90
5	AHMAD ZIDAN BARBARRA	90
6	DIKI AMIRUL BAHAR	70
7	DIMAS ANGGA MAHENDRA	45
8	FAZAL FAWAID FIDDIN AROFIK	60
9	M. AGUS SAIFUN NUHA	80
10	M. MALIK HIDAYATULLOH	30
11	MIRZA WAFIUDDIN	70
12	MOHAMAD LUTFI MUBAROK	55
13	MOHAMMAD NAJIB ZAMZAMI	75
14	MUHAMMAD DHIYAURROHMAN WILDANI	55
15	MUHAMMAD LUQMAN RADIYAN SYAH	45
16	MUHAMMAD NADZIF ASHAR	60
17	MUHAMMAD SAIQUL HADI	75
18	MUKHAMMAD FARUQ ABDUL HAKIM	85
19	NUR AHMAD ZAMZAMI	35
20	RENO ERWIN SYAH	50
21	AIDA SHILFINA UMMAH	45
22	ALIYATU ZZAIN AL MIROQ	75
23	ARIHNA SALSABILA MARDIANA	90
24	ASFIATUZ ZUHARO	15
25	AZKIYA NABILA FAZA	65
26	HAMIDA KILYANI PUTRI	75
27	HANNAH NASIMASSOBAH	90
28	KHODIJATUN NAFISAH	25
29	KURNIA NUR ARIANTI	35
30	LULU RAHMA WIJAYANTI	75
31	LUTFIYA ZAHRANNAJWA	90

32	NABILA ZAHLA	95
33	NAJWA RIZQI AMALYA	95
34	NISNIN ROIFAH	30
35	NISWATUL ULYA	85
36	REVA MULHAMA BIL IZZA	95
37	RIZQI RADIN SOLIHAH	90
38	SALISA ZALNA CHOIROLA	50
39	SITI ASNIATUL ROHIMAH	100
40	SITI NUR 'AINI AL FADHILA	45
N = 40		$\sum Y = 2655$

Figure 4.3

Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score Vocabulary	40	85	15	100	2655	66.38	3.695	23.370	546.138
Valid N (listwise)	40								

Create on the information concluded complete achieve students' vocabulary mastery test was 2575. Through using IBM SPSS Statistics 23, presented was 66.38, and the standard deviation was 23.370. Lowest achieve students' vocabulary mastery was 15 and highest achieve students' vocabulary mastery was 100.

Figure 4.4

The Histogram of the Students' Vocabulary Mastery Score
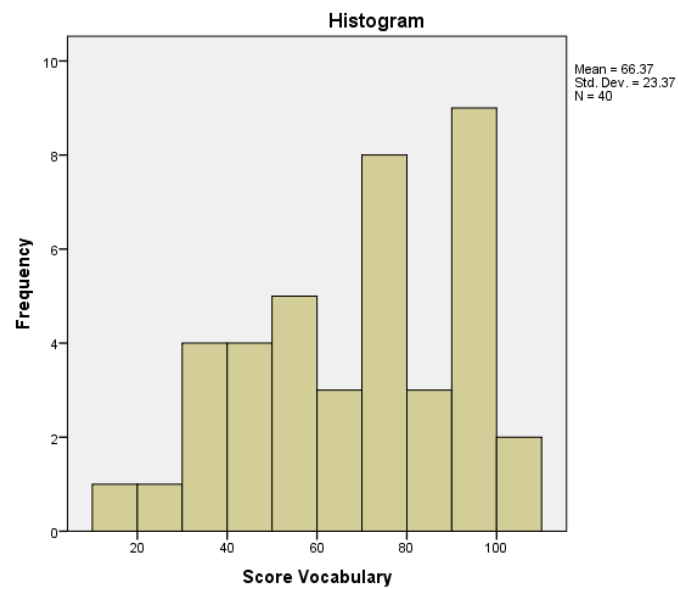
3. Learning Motivation

This research, learning motivation is the independent variable (X_2). The researcher was given a questionnaire to measure students' learning motivation. Test was calculated from some indicators. They are word classes and word meanings. Word classes consist of noun, verb and adjective. The word meaning consists of a synonym and antonym. Gotten method test is students answer question correctly they gotten 5, student answer question incorrectly they gotten 0. Result of students' vocabulary mastery test can be seen below.

Table 4.3

Score of Students' Learning Motivation (X Variable)

NUMBER	STUDENTS (N)	MOTIVATION (X_2)
1	A. SIFAUL QOLBI PAMUNGKAS	75
2	ABI TUHU KUSUMO	51
3	AGHIS SABIL HUDA	80
4	AHMAD FARIS SAHADEWA	85
5	AHMAD ZIDAN BARBARRA	100
6	DIKI AMIRUL BAHAR	85
7	DIMAS ANGGA MAHENDRA	85
8	FAZAL FAWAID FIDDIN AROFIK	90
9	M. AGUS SAIFUN NUHA	90
10	M. MALIK HIDAYATULLOH	80
11	MIRZA WAFIUDDIN	70
12	MOHAMAD LUTFI MUBAROK	80
13	MOHAMMAD NAJIB ZAMZAMI	85
14	MUHAMMAD DHIYAURROHMAN WILDANI	78
15	MUHAMMAD LUQMAN RADIYAN SYAH	58
16	MUHAMMAD NADZIF ASHAR	61
17	MUHAMMAD SAIQUL HADI	81
18	MUKHAMMAD FARUQ ABDUL HAKIM	100
19	NUR AHMAD ZAMZAMI	58
20	RENO ERWIN SYAH	72
21	AIDA SHILFINA UMMAH	69
22	ALIYATU ZZAIN AL MIROQ	86
23	ARIHNA SALSABILA MARDIANA	94
24	ASFIATUZ ZUHARO	48
25	AZKIYA NABILA FAZA	100
26	HAMIDA KILYANI PUTRI	96
27	HANNAH NASIMASSOBAH	96
28	KHODIJATUN NAFISAH	71
29	KURNIA NUR ARIANTI	95
30	LULU RAHMA WIJAYANTI	64
31	LUTFIYA ZAHRANNAJWA	75
32	NABILA ZAHLA	100
33	NAJWA RIZQI AMALYA	100
34	NISNIN ROIFAH	64
35	NISWATUL ULYA	100
36	REVA MULHAMA BIL IZZA	75
37	RIZQI RADIN SOLIHAH	80
38	SALISA ZALNA CHOIROLA	70
39	SITI ASNIATUL ROHIMAH	100
40	SITI NUR 'AINI AL FADHILA	65
N = 40		$\sum Y = 3212$

Figure 4.5

Descriptive Statistics of Learning Motivation

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Score Motivation	40	52	48	100	3212	80.30	2.340	14.800	219.036
Valid N (listwise)	40								

Based on the data, concluded totalize achieve of students' learning motivation test was 3212. By using IBM SPSS Statistics 23 was 80.30, and the standard deviation was 14.800. The lowest achieve of students' vocabulary mastery was 48 and highest achieve students' vocabulary mastery was 100.

Figure 4.6

The Histogram of the Students' Learning Motivation Score
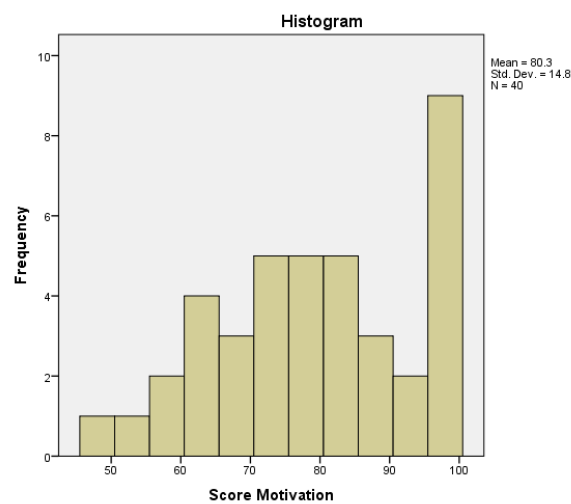
B. Testing of Pre-requirement Analysis

In this research, before the researcher analyses data is needed to test data. Test contains normality and linearity. The researcher was describing normality and linearity.

1. Normality Test

The normality test is to get the population is in a normal distribution or not. The researcher used Kolmogorov-Smirnov to try the normality.

Figure 4.7

Normality test of Reading Comprehension

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Reading	.109	40	.200[*]	.946	40	.054

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According result above normality test, researcher decided reading comprehension is a normal distribution. It interpreted normal distribution because values are greater than 0.05. The significance value is 0.200 according Kolmogorov-Smirnov and significance value is 0,054 based on Shapiro-Wilk. So, the data is normal.

Figure 4.8

Normality test of Vocabulary Mastery

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Vocabulary	.119	40	.160	.945	40	.052

a. Lilliefors Significance Correction

According result beyond about normality test, the researcher interpreted the vocabulary mastery is in a normal distribution. It is normal distribution because values are greater than 0.05. The significance value is 0.160 according Kolmogorov-Smirnov and the significance value is 0,052 based on Shapiro-Wilk. So, the data is normal.

Figure 4.9

Normality test of Learning Motivation

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Motivation	.098	40	.200[*]	.947	40	.061

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

According above about normality test, researcher concluded learning motivation is a normal distribution. It is normal distribution because values are greater than 0.05. The significance value is 0.200 according Kolmogorov-Smirnov and significance value is 0,061 based on Shapiro-Wilk. So, the data is normal.

2. Linearity Test

    a. Reading Comprehension and Vocabulary Mastery

Figure 4.10

Linearity of Reading Comprehension and Vocabulary Mastery

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Score Reading * Score Vocabulary	Between Groups	(Combined)	4333.125	15	288.875	3.647	.002
		Linearity	2696.228	1	2696.228	34.035	.000
		Deviation from Linearity	1636.897	14	116.921	1.476	.195
	Within Groups		1901.250	24	79.219		
	Total		6234.375	39			

According above, the result of significance calculated through ANOVA table is 0,195. It can be interpreted data is linear for the reason the significance is bigger than 0.05.

    b. Reading Comprehension and Learning Motivation

Figure 4.11

Linearity of Reading Comprehension and Learning Motivation

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Score Reading * Score Motivation	Between Groups	(Combined)	4381.696	20	219.085	2.247	.042
		Linearity	2268.918	1	2268.918	23.269	.000
		Deviation from Linearity	2112.778	19	111.199	1.140	.389
	Within Groups		1852.679	19	97.509		
	Total		6234.375	39			

According above, the result of the significance calculated through ANOVA table is 0,389. It can be interpreted data is linear for the reason the significance is bigger than 0.05.

C. Hypothesis Testing

Researcher applied null hypothesis (H_0) state there is no positive correlation between the student vocabulary mastery (X_1), learning motivation (X_2) and their reading comprehension (Y), in contrast to the alternative hypothesis (H_1) state there is a positive correlation between the student vocabulary mastery (X_1), learning motivation (X_2) and their reading comprehension (Y). Researcher states certain statements as follows:

a) If the result of the calculation r_{xy} is lower than r value or $r_{xy} < r$ value, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

b) If the result of the calculation r_{xy} is higher than r value or $r_{xy} < r$ value, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Figure 4.12

Correlation between Vocabulary Mastery, Learning Motivation and Reading Comprehension

Correlations

			Reading	Vocabulary	Motivation
Spearman's rho	Reading	Correlation Coefficient	1.000	.655[**]	.557[**]
		Sig. (2-tailed)	.	.000	.000
		N	40	40	40
	Vocabulary	Correlation Coefficient	.655[**]	1.000	.603[**]
		Sig. (2-tailed)	.000	.	.000
		N	40	40	40
	Motivation	Correlation Coefficient	.557[**]	.603[**]	1.000
		Sig. (2-tailed)	.000	.000	.
		N	40	40	40

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

Significant above is 0.000. Can be concluded the correlation between vocabulary mastery, learning motivation and reading comprehension is significant because 0.000 < 0.05. So, null the hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. Conclusion is there is a positive correlation between vocabulary mastery, learning motivation and reading comprehension of the second grade student of MTsN Sunan Kalijogo Mojo in academic year of 2020/2021.

Figure 4.13

Model Summary of Vocabulary Mastery, Learning Motivation and Reading Comprehension

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.703ᵃ	.495	.467	9.228	.495	18.103	2	37	.000

a. Predictors: (Constant), Motivation, Vocabulary

Accor above by applying *IBM SPSS Statistics Version 23*, it is found significant F Change is 0.000 < 0.05 or H_0 is rejected and H_1 is accepted. Value R Square Change is 0.495. Can be concluded variables had correlation. According to Sugiyono (2017: 231) states the criteria of the correlation coefficients is moderate correlation.

D. Discussion

In this research, the purposes is to get there is correlation between the student vocabulary mastery and learning motivation toward their reading comprehension of MTsN Sunan Kalijogo Mojo. The researcher chose quantitative research in this study. The test and questionnaire were applied as instruments this research. Test instrument was used toward test reading comprehension and vocabulary mastery students. Questionnaire instrument was applied to test student's learning motivation. The total populations are 451 students divided into 12 classes. But, in this researcher not all classes are used to research. The researcher used purposive sampling, and the sample is VIII-C of the second grade student of MTsN Sunan Kalijogo Mojo in academic year of 2020/2021.

Tornburry (2002: 13) quoted by David Wilkins states that lacking sentence structure extremely small be able to transferred, devoid of words nobody be able transferred. This shows learning vocabulary is almost more principle than learning grammar. Researcher has 20 questions in each variable. Questions are in form of multiple choices for reading comprehension test and vocabulary test. The questions are in the form of a questionnaire for a learning motivation test. In the reading comprehension test the researcher took 6 indicators. In the vocabulary test the researcher took 5 indicators, and in the learning motivation the researcher took 2 indicators, these are positive statement and negative statement.

The instruments have been tested reliability and validity test after being tested on students. Based on *IBM SPSS 23.0*, the values of the reliability test interpreted the reading comprehension is 0.733, value the reliability test of vocabulary mastery is 0.750, and value the reliability test of learning motivation is 0.768. The instrument of reading comprehension test has all items valid, the instrument of vocabulary mastery test has all items valid, and the instrument of learning motivation test has all questions were valid.

Before looking for the value correlation in all variables, the researcher looks for normality, linearity, and correlation. Based on IBM SPSS 23.0 the normality value of reading comprehension were 0,200 based on the Kolmogorov-Smirnov and 0,054 based on Shapiro-Wilk, the value of vocabulary mastery were 0.160 based on the Kolmogorov-Smirnov and 0,052 based on Shapiro-Wilk, and the value of learning motivation were 0,200 based on the Kolmogorov-Smirnov and 0,061 based on Shapiro-Wilk. The linearity of reading comprehension and vocabulary mastery is 0,195 and the linearity of reading comprehension and learning motivation is 0.389. The correlation value among vocabulary mastery, learning motivation and reading comprehension is 0.000. Since the data beyond, researcher concluded that all variables are normality, linearity, and correlation.

Karen (2015) in the dissertation states that the integral factors to reading comprehension are memorial, word, intelligence, information acknowledgment, reading schemes, and learning motivation in reading comprehension. Aimed at the statement, vocabulary and motivation are the

factors of successful reading comprehension. Based on *IBM SPSS 23.0*, the researcher got the mean of the reading comprehension is 83.12 and standard deviation was 12.643. The mean of vocabulary mastery was 66.38 and standard deviation was 23.370. The mean of learning motivation was 80.30 and standard deviation was 14.800. Each variable has different scores. Every variable has different mean, standard deviation, median, etc.

In the previous study from Yolanda (2016) entitled "The Correlation Study of Students' Motivation and Students' Vocabulary Mastery toward Reading Comprehension at SMPN 31 Bandar Lampung" states that any positive correlation among students' motivation and reading comprehension, and any positive significant between vocabulary mastery and reading comprehension. In the previous study above, the support for this research was given. Can be interpreted vocabulary mastery, learning motivation and reading comprehension have a positive significant.

Based on results beyond, the researcher interpreted all variables have significant. Vocabulary mastery and learning motivation have a positive correlation toward reading comprehension. According to Sugiyono (2017: 231) states the criteria of the correlation coefficients is 0.495 so it can be concluded that moderate correlation.