CHAPTER IV

FINDING AND DISCUSSION

4.1. Research Finding

The researcher conducted the research in SMKN 1 Jepara in academic year 2018/2019. The researcher held the research by giving the test and questionnaire to the eleventh grade students at SMKN 1 Jepara. The test and questionnaire were given for two classes, class XI TKJ 1 that consist of 33 students for getting the data try out and class XI APHP 3 that consist of 25 students as the sample class for getting the main data of the research.

The data analyzed were the result of test and questionnaire. The result of the research were based on the score of questionnaire to know the students' reading interest and the scores of the test are to know the students' reading comprehension of eleventh grade students of SMKN 1 Jepara in academic year 2018/2019. In computing the data, the researcher was assisted by Microsoft Office Excel 2007 and IMB SPSS Statistics 20 and manual calculation.

The result of the data were presented in the form of mean, median, standard deviation, range, the maximum and minimum score summarized as follows. The data is obtained from normality testing by using SPSS.

	Reading Interest	Reading Comprehension
Mean	59,84	49,6
Median	59	48
Standard Deviation	8,48	15,14
Range	34	48
Maximum	76	72
Minimum	42	24

Table 4. 1 The Data of Two Variables

The data of each variable can be described as follows:

1. The Result of Students' Reading Interest Questionnaire

    The data of students' reading interest are obtained from questionnaire. The data was taken from 25 students as the sample of the research. From the data the highest score is 76 and the lowest score is 42 so the range of the score is 34 in the scale 1-100. From the computation of the data, the mean is 59,84, the median is 59, and the standard deviation is 8,48.

Interval	Frequency	Percent
42-47	3	12%
48-53	2	8%
54-59	8	32%
60-65	6	24%
76-71	3	12%
72-77	3	12%
Total	**25**	**100%**

Table 4. 2 Frequency Distribution of Students Reading Interest

    The result of frequency distribution of the score of Students' Reading Interest Questionnaire in the table above can be described in histogram as follows.

Reading Interest

■ Frequency
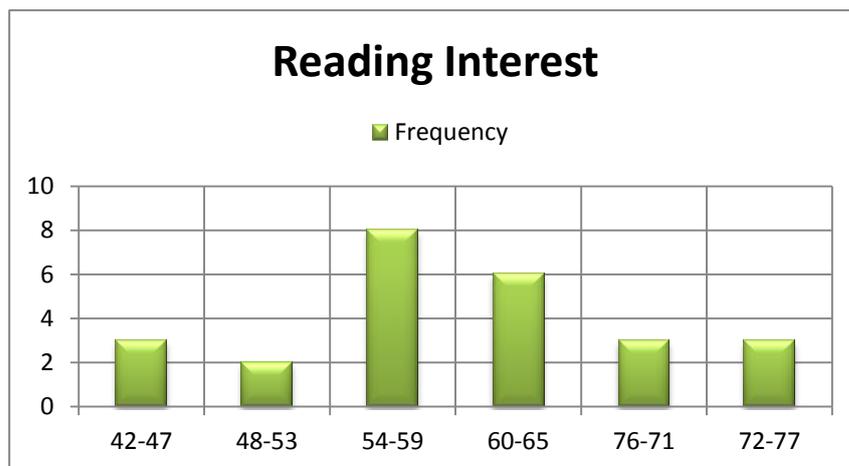
The category identification or the level of Students' Reading Interest in this research is divided into four categories. The calculation of the category as follows.

Very High   : X > (Mi + 1 x SDi)

High   : (Mi + 1 x SDi) > X ≥ Mi

Low   : Mi > X ≥ (Mi – 1 x SDi)

Very Low   : X < (Mi – 1 x SDi)

(Mardapi in Basyari, 2013:39)

X = score

Mi = Ideal Mean

SDi = Ideal Standard Deviation

Based on the data and the calculation, the category of students 'reading interest can be described as follows.

No.	Interval	Category	Frequency	Percent
1	> 64,66	Very High	6	24%
2	59 – 64,66	High	8	32%
3	53,34 – 59	Low	6	24%
4	< 53,34	Very Low	5	20%
Total			**25**	**100%**

Table 4. 3 Frequency of Students Reading Interest Categories

The result of the category identification of the Students' Reading Interest in the table above can be described in pie diagram as follows.
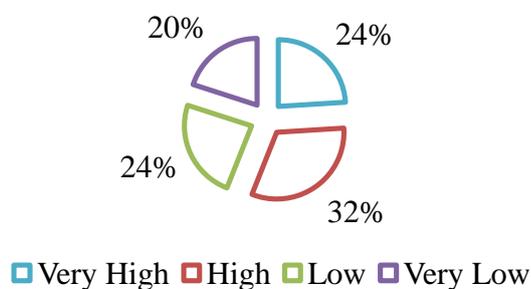
☐Very High ☐High ☐Low ☐Very Low

Based on the diagram showed that the eleventh grade student of SMKN 1 Jepara in academic year 2018/2019 that students who have Very High Reading Interest is 24%, High Reading Interest is 32%, Low Reading Interest is 24%, and Very Low Reading Interest is 20%.
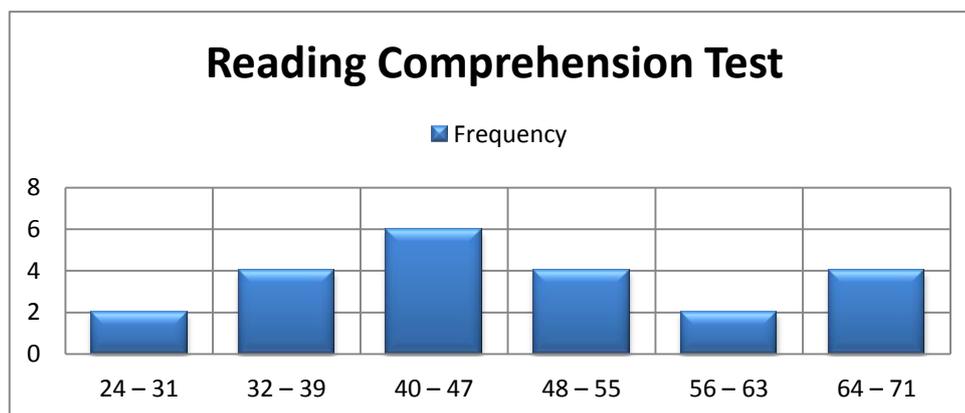
2. The Result of Students' Reading Comprehension Test

The data of students' reading comprehension are obtained from test. The data was taken from 25 students as the sample of the research. From the data the highest score is 72 and the lowest score is 24 so the range of the score is 48 in the scale 1-100. From the computation of the data, the mean is 49,6, the median is 48, and the standard deviation is 15,14.

Interval	Frequency	Percent
24 – 31	2	8%
32 – 39	4	16%
40 – 47	6	24%
48 – 55	4	16%
56 – 63	2	8%
64 – 71	4	16%
72 – 79	3	12%
Total	**25**	**100%**

Table 4. 4 Frequency Distribution of Students Reading Comprehension Score

The result of frequency distribution of the score of Students'
Reading Comprehension Test in the table above can be described in
histogram as follows.

Reading Comprehension Test

■ Frequency

The category identification or the level of Students' Reading
Comprehension in this research is divided into four categories. The
calculation of the category as follows.

Very High   : X > (Mi + 1 x SDi)

High   : (Mi + 1 x SDi) > X ≥ Mi

Low   : Mi > X ≥ (Mi – 1 x SDi)

Very Low   : X < (Mi – 1 x SDi)

(Mardapi in Basyari, 2013:39)

X = score

Mi = Ideal Mean

SDi = Ideal Standard Deviation

Based on the data and the calculation, the category of students'
reading comprehension can be described as follows.

No.	Interval	Category	Frequency	Percent
1	> 56	Very High	9	36%
2	48 – 56	High	4	16%
3	40 – 48	Low	6	24%
4	< 40	Very Low	6	24%
Total			25	100%

Table 4. 5 Frequency of Students Reading Comprehension Categories

The result of the category identification of the Students' Reading Comprehension in the table above can be described in pie diagram as follows.
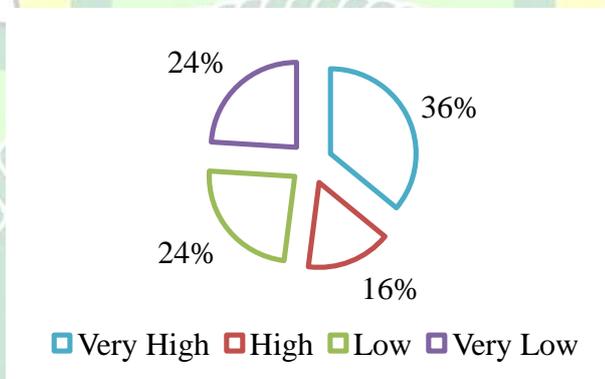
Based on the diagram showed that the eleventh grade student of SMKN 1 Jepara in academic year 2018/2019 that Very High Reading Comprehension is 36%, High Reading Comprehension is 16%, Low Reading Comprehension is 24%, and Very Low Reading Comprehension is 24%.

4.2. The Data Analysis

Before hypotheses testing, the researcher needs to test normality and linearity of the variables of the data.

1. Normality Testing

   There are two variables in this research, students' reading interest and students' reading comprehension. In computing the data, the

researcher was assisted by SPSS 20. The computation result for the normality testing can be seen at the appendix 8 The criteria of normality testing of each variable are seen from the significance value (sig.).

In normality testing, the researcher uses Sig. in **Kolmogorov-Smirnov[a]** if the data **more than 50**. If the data less than 50, the researcher uses Sig. in **Shapiro-Wilk** (Sarjono and Julianita, 2011:64). If the sig.>0,05 it says that normal. The analysis result of normality testing can be summarized as follows:

No.	Variable	Significance	Conclusion
1.	Reading Interest	0,887	Normal
2.	Reading Comprehension	0,14	Normal

Table 4. 6 Summary of Normality Testing Result

From the table above can be known that the variable data of students' reading interest (X) and students' reading comprehension (Y) are normal distribution, because the significance is more than 0,05.

2. Linearity Testing

Linearity test is used to know whether the variable is suitable with the linear line or not (Sarjono and Julianita, 2011:53). In computing the data, the researcher was assisted by SPSS 20. The computation result for the linearity testing can be seen at the appendix 8 The criteria of linearity testing of each variable are seen from the significance value (sig.) in *Deviation from Linearity* of ANOVA Table. If the sig. > 0,05 it says that the correlation between variable is linear. The analysis result of linearity testing can be summarized as follows:

Variable	Significance	Conclusion
X * Y	0,359	Linear

Table 4. 7 Summary of Linearity Testing Result

From the table above can be known that the variable data of students' reading interest (X) and students' reading comprehension (Y) are linear distribution, because the significance value more than 0,05.

3. Hypothesis Testing

Hypothesis testing is used to find out whether there is positive correlation between students' reading interest and reading comprehension. The researcher analyzed the collected data by using *Pearson Product Moment Correlation* assisted by SPSS 20. The variables in this research are students' reading interest (X) and students' reading comprehension (Y). In this hypothesis testing used significance 0,05 or 5%. The result of the Pearson Correlation Product Moment is as follows.

Correlations		Reading_Interest	Reading_Comprehension
Reading_Interest	Pearson Correlation	1	,055
	Sig. (2-tailed)		,793
	N	25	25
Reading_Comprehension	Pearson Correlation	,055	1
	Sig. (2-tailed)	,793	
	N	25	25

Table 4. 8 Correlation result

Sarwono (2006: 87) There are the categories of the correlation:

0 – 0,25   : Very Weak Correlation

>0,25 – 0,50   : Enough Correlation

>0,50 – 0,75   : Strong Correlation

>0,75 – 1   : Very Strong Correlation

Based on the result, the correlation between students' reading interest and reading comprehension is 0,055, and r table is 0,34 (sig. 0,05). It can be known that rxy is less than r table (0,055 < 0,34). It means that there is no correlation between both variables. It also can be said that the category is Very Weak Correlation, it means reading interest gives weak contribution in reading comprehension.

- Significance correlation

  The significance correlation between the variable can be seen from the significance value of the table. If the significance < 0,05 it means that there is significant correlation between the variable. Then, if the significance > 0,05 it means that there is no significant correlation between the variable.

  The statistical hypothesis is:

  Ha : sig. < 0,05. It means there is significance correlation between students' reading interest (X) and reading comprehension (Y)

  Ho : sig. > 0,05. It means there is no significant correlation between students' reading interest (X) and reading comprehension (Y).

  From the table, showed that the significance is 0,793 it means more than 0,05 (0,793 > 0,05) it can be said that there is no significance correlation between students' reading interest and reading comprehension. In another word, Ho is accepted and Ha is refused.

To determine the percentage of the role of independent variables to dependent variable can be calculated by the determination coefficient formula (Sarwono, 2006: 89).

$KD = r^2$ x 100%   KD $= 0,055^2$ x 100%

r   : correlation $= 0,3\%$

The conclusion is the determination coefficient of reading interest toward reading comprehension is 0,3%.

4.3. Discussion

In this subchapter, the researcher will discuss about the result of the description analysis and the correlational analysis. The description analysis consist of the data of students' reading interest and reading comprehension. While the correlational analysis consist of the result of one hypothesis testing.

The first is the description analysis of the students' reading interest. From the table 4.1 above, it can be known that the mean score of the students' reading interest is 59,84. It means that the mean score of students' reading interest is in low level. Djiwandono in Astomo (2017) said that the category of the score level are as follow: Score 50-64 is low level, score 65-80 is in enough level, and score 81-100 is in high level. It can be said that the students of XI APHP 3 of SMKN 1 Jepara in acdemic year 2018/2019 have low reading interest.

The second is the description analysis of the students reading comprehension. From the table 4.1 before, it can be known that the mean score of the students' reading interest is 49,6. It means that the mean score of

students' reading interest is in very low level. It can be said that the students of XI APHP 3 of SMKN 1 Jepara in acdemic year 2018/2019 have very low reading interest.

The result of the hypothesis testing showed that students' reading interest are not important factors for reading comprehension. It can be seen the contribution they gave to the reading comprehension. From hypothesis testing, it was found that there is no correlation between students reading interest (X) and reading comprehension (Y). It means that the hypothesis is rejected. Based on the result of product moment correlation analysis, the correlation coefficient between reading interest and reading comprehension lower than r table (0,055 < 0.34). The value of significance testing also showed that the correlation between reading interest and reading comprehension is not significant, because significance is higher than 0,05 (0,793 > 0,05).

The result showed that reading interest is not the best factor for the success of reading comprehension. Fahrurrozi stated that low reading comprehension can be influenced by various factors, liked students' low interest in reading (Fahrurrozi, 2017). This statement is different with the result that low reading interest cannot be the reason for low reading comprehension. The result also showed that reading comprehension is more influenced by another factors than reading interest. In conclusion, students' reading interest have no contributes to reading comprehension.