

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Result

1. Preliminary Analysis

a. Result of Reading Habits of English Texts

In this research, the researcher used a questionnaire to know the level of reading habits of English texts in the 10th grade of MA Ihyaul Ulum. This questionnaire is distributed to 80 students. It consists of 20 items and uses the Likert Scale rating with five options, of which the lower score is 1 and the higher is 5 per item.

Frequency distribution data from the results of the reading habit questionnaire were processed by using SPSS version 22.0. It is presented in the table below.

Table 4.1 Frequency Distribution of Reading Habits of English Texts Reading Habits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	2	2.5	2.5	2.5
34	1	1.3	1.3	3.8
35	1	1.3	1.3	5.0
36	1	1.3	1.3	6.3
38	1	1.3	1.3	7.5
40	2	2.5	2.5	10.0
42	2	2.5	2.5	12.5
43	1	1.3	1.3	13.8
46	5	6.3	6.3	20.0
48	1	1.3	1.3	21.3
49	1	1.3	1.3	22.5
50	1	1.3	1.3	23.8
51	2	2.5	2.5	26.3
52	2	2.5	2.5	28.8
53	2	2.5	2.5	31.3
55	2	2.5	2.5	33.8

58	3	3.8	3.8	37.5
59	1	1.3	1.3	38.8
61	5	6.3	6.3	45.0
62	2	2.5	2.5	47.5
65	3	3.8	3.8	51.3
66	3	3.8	3.8	55.0
68	1	1.3	1.3	56.3
69	7	8.8	8.8	65.0
70	1	1.3	1.3	66.3
72	4	5.0	5.0	71.3
73	1	1.3	1.3	72.5
74	1	1.3	1.3	73.8
76	1	1.3	1.3	75.0
77	1	1.3	1.3	76.3
78	6	7.5	7.5	83.8
79	1	1.3	1.3	85.0
80	2	2.5	2.5	87.5
81	1	1.3	1.3	88.8
82	1	1.3	1.3	90.0
83	1	1.3	1.3	91.3
85	2	2.5	2.5	93.8
87	2	2.5	2.5	96.3
89	2	2.5	2.5	98.8
91	1	1.3	1.3	100.0
Total	80	100.0	100.0	

Then, the researcher carried out the descriptive statistic by using SPSS 22.0 version. It is done to know the minimum score, maximum score, mean, variance, and standard deviation of the reading habits of English texts in the 10th grade of MA Ihyaul Ulum. The result of the descriptive statistic is as follows.

Table 4.2 Descriptive Statistic of Reading Habits of English Text Statistics

Reading Habits		
N	Valid	80
	Missing	0
Mean		63.04
Median		65.00
Std. Deviation		15.527
Variance		241.100
Minimum		32
Maximum		91
Sum		5043

The result of the data above shows that the minimum score of reading habits of English texts is 32, and the maximum is 91. The mean is 63.04 and the median is 65. And to know the level of reading habits of English texts in 10th grade of MA Ihyaul Ulum the researcher interpreted the interval value of reading habits of English texts in the table below:

Table 4.3 Interval Value of Reading Habits of English Texts

No	Interval	Category
1	91 – 100	Very High
2	81 – 90	High
3	72 – 80	Fair
4	63 – 71	Low
5	≥ 62	Very Low

Based on the table above, it can be interpreted that 38 students (47.5%) got a score between ≥ 62 in the very low category, 15 students (18.75%) got a score between 63 – 71 in the low category, 17 students (21.25%) got a score between 72 – 80 in the fair category, 9 students (11.25%) got a score between 81 – 90 in the high category, and 1 student (1.25%) got a score between 91–100 in the very high category.

b. Result of Simple Past Tense Mastery

To gain the data of simple past tense mastery the researcher used a test instrument. It is a multiple-choice test with 20 items. The correct answer gets a 1 score, and the wrong answer gets a 0 score. Then, the total correct answers are multiplied by 5, so if all the answers are correct, the score will be 100.

After collecting and assessing data of the simple past tense mastery in 10th grade of MA Ihyaul Ulum, the researcher processed the frequency distribution of the data. The frequency distribution of simple past tense mastery was processed by using the SPSS program 22.0 version. The result of the analysis frequency distribution data of simple past tense mastery is in the following table.

Table 4.4 Frequency Distribution of Simple Past Tense Mastery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25	5	6.3	6.3	6.3
30	4	5.0	5.0	11.3
35	4	5.0	5.0	16.3
40	3	3.8	3.8	20.0
45	7	8.8	8.8	28.8
50	4	5.0	5.0	33.8
55	5	6.3	6.3	40.0
60	7	8.8	8.8	48.8
65	7	8.8	8.8	57.5
70	7	8.8	8.8	66.3
75	6	7.5	7.5	73.8
80	5	6.3	6.3	80.0
85	8	10.0	10.0	90.0
90	8	10.0	10.0	100.0
Total	80	100.0	100.0	

The table above shows that from 80 samples, 5 students got a score of 25 (6.3%), 4 students got a score of 30 (5%), 4 students got a score of 35 (5%), 3 students got a score of 40 (3.8%), 7 students got a score of 45 (8.8%), 4 students got a score of 50 (5%), 5 students got a score of 55

(6.3%), 7 students got a score of 60 (8.8%), 7 students got a score of 65 (8.8%), 7 students got a score of 70 (8.8%), 6 students got a score of 75 (7.5%), 5 students got a score of 80 (6.3%), 8 students got a score of 85 (10%), 8 students got a score of 90 (10%).

Furthermore, the mean, minimum, and maximum scores can be shown in the descriptive statistic of the data. The researcher used the SPSS program version 22.0 to analyze the descriptive statistic. The result is in the following table;

Table 4.5 Descriptive Statistic of Simple Past Tense Mastery Statistics
Simple Past Tense Mastery

N	Valid	80
	Missing	0
Mean		61.38
Median		65.00
Std. Deviation		20.063
Variance		402.516
Minimum		25
Maximum		90
Sum		4910

Based on the table above shows that the lowest score on the simple past tense mastery test is 25, and the highest score is 90. The mean is 61.3, the median is 65, and the standard deviation is 20.063. In addition, the researcher interpreted the interval value of simple past tense as in the following table.

Table 4.6 Interval Value of Simple Past Tense Mastery

No	Interval	Category
1	91 – 100	Very High
2	81 – 90	High
3	71 – 80	Fair
4	61 – 70	Low
5	≥ 60	Very Low

Based on the table above, it can be interpreted that 39 students (48.75%) got a score ≥ 60 in the very low category, 14 students (17.5%) got a score between 61 – 70 in the low category, 11 students (13.75%) got a score between 71 – 80

in the fair category, 16 students (20%) got a score between 81 – 90 in the high category, and there is no student got a score in the very high category.

2. Prerequisite Test

a. Validity Test

The validity test of the instrument is one of the requirements before doing the hypothesis test. It is done to make sure the instrument is appropriate to collect the data. In this research, both of the instruments have been tested for content validity by expert judgments, and also validity tests by using the SPSS program.

The Instruments have been tested by expert lecturers, they are Mrs. Azizah Maulina Erzad, M.Pd, and Mrs. Ida Vera Sophia, M.Pd. And both of the instruments are approved by adding some suggestions.

For the questionnaire, Mrs. Ida suggested choosing the appropriate diction and words. And for the test, they gave suggestions on grammar and adjusted the number of questions based on indicators. Then the instruments were completed according to the expert suggestions.

Besides that, the instruments have tested the validity by using the SPSS program version 22.0. The item of the instrument is valid when the *r-value* > *r-table*. The try-out sample to test the validity is 30, with a level of significance of 5%. So, the *r-table* with N = 30 and $\alpha = 0.05$ is 0.361. If the *r-value* > 0.361 then the item is valid. The result of the validity test is shown in the following table.

Table 4.7 The Validity of Reading Habits of English Texts Questionnaire

No	<i>r-value</i>	Result
1	0.683	Valid
2	0.665	Valid
3	0.828	Valid
4	0.678	Valid
5	0.693	Valid
6	0.400	Valid
7	0.835	Valid
8	0.724	Valid
9	0.645	Valid
10	0.585	Valid
11	0.557	Valid

12	0.854	Valid
13	0.708	Valid
14	0.863	Valid
15	0.572	Valid
16	0.706	Valid
17	0.816	Valid
18	0.632	Valid
19	0.899	Valid
20	0.837	Valid

The table shows that all the items have the *r-value* higher than the *r-table* (> 0.361). So, all the items of reading habits of English text questionnaires are valid. Then, the result for the validity test of the simple past tense mastery test is as follows.

Table 4.8 The Validity of Simple Past Tense Mastery

No	<i>r-value</i>	Result
1	0.454	Valid
2	0.419	Valid
3	0.374	Valid
4	0.593	Valid
5	0.439	Valid
6	0.405	Valid
7	0.366	Valid
8	0.491	Valid
9	0.460	Valid
10	0.400	Valid
11	0.607	Valid
12	0.406	Valid
13	0.507	Valid
14	0.427	Valid
15	0.653	Valid
16	0.488	Valid
17	0.460	Valid
18	0.373	Valid
19	0.535	Valid
20	0.629	Valid

From the table, all of the 20 items of the simple past tense mastery test have the *r-value* higher than the *r-table* ($>$)

0.361). It indicated that the whole items of simple past tense mastery are valid.

b. Reliability Test

The reliability of the instrument starts from its consistency in measure. The reliability test is processed by using the SPSS program version 22.0. The instrument is said to be reliable when the coefficient value in the Cronbach Alpha testing process (α) is higher than 0.60. The result of the reliability test of reading habits of English texts is as follows.

Table 4.9 Reliability of Reading habits of English Texts Reliability Statistics

Cronbach's Alpha	N of Items
.943	20

The table shows that the coefficient value in Alpha Cronbach is 0.943. If the $\alpha > 0.60$, then the item is reliable. Conversely, if $\alpha < 0.60$ it is unreliable. Meanwhile, the result was $0.943 > 0.06$, so the instrument of reading habits of English texts is reliable. Then the result of the reliability test of simple past tense mastery is in the following table.

Table 4.10 Reliability of Simple Past Tense Mastery Reliability Statistics

Cronbach's Alpha	N of Items
.819	20

Based on the table above, the Alpha Cronbach coefficient value is 0.819. This value is higher than 0.06 ($0.819 > 0.06$). It indicated that the test instrument of simple past tense mastery is reliable. Both of the instruments are reliable, which means the instruments have consistency in measure, so they can be used to collect the data.

c. Normality Test

The normality test is aimed to find out whether the data distribution is normal or not. The researcher used the Kolmogorov-Smirnov test by using SPSS 22.0. The steps of the normality test are as follows.

- 1) H_0 : The sample is from a normal distribution
 H_a : The sample is not from a normal distribution
- 2) $\alpha = 0.05$
- 3) The result

**Table 4.11 Result of Normality Test
Tests of Normality**

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Reading Habits	.087	80	.200*
Simple Past Tense Mastery	.091	80	.096

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

a. Lilliefors Significance Correction

4) Decision

If Sig. > α , then H_0 is accepted

If Sig. < α , then H_0 is rejected

Reached from the table above, shows that the significance of reading habits is $0.2 > 0.05$, so H_0 is accepted. And the significance of simple past tense mastery is $0.96 > 0.05$, so H_0 is accepted.

5) Conclusion

The data on reading habits of English texts is from a normally distributed population. And the data of simple past tense mastery is from a normally distributed population.

d. Linearity Test

The linearity test is carried out to know whether there is a significant linear relationship between the reading habits of English texts (X) and simple past tense mastery (Y) or not. It is done by using the SPSS program version 22.0. The steps of the linearity test are as follows.

1) H_0 : The relationship between variable X and variable Y is linear

H_a : The relationship between variable X and variable Y is not linear

2) $\alpha = 0.05$

3) The result

Table 4.12 The Result of the linearity Test ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Simple Past Tense Mastery *	Betw een Group s	29528.452	39	757.140	13.340	.000
Reading Habits	Lineari ty Deviat ion from Lineari ty	28236.460	1	28236.460	497.494	.000
		1291.992	38	34.000	.599	.942
Within Groups		2270.298	40	56.757		
Total		31798.750	79			

4) Decision

If Sig. > α , then H_0 is accepted

If Sig. < α , then H_0 is rejected

Reached from the table above, shows that the significance of reading habits is $0.942 > 0.05$, so H_0 is accepted.

5) Conclusion

Based on the analysis above, the relationship between the data on reading habits of English texts (X) and simple past tense mastery (Y) is linear.

3. Hypothesis Test

After carrying out the prerequisite test, the researcher tested the hypothesis. It is the main statistical analysis to determine the correlation between reading habits of English texts and simple past tense mastery. The researcher used Pearson Product Moment to test the hypothesis. It is done by using the SPSS program version 22.0. The steps of the correlational test are as follows.

- a. H_0 : There is no correlation between students' reading habits of English texts and students' mastery of simple past tense.

H_a : There is a correlation between students' reading habits of English texts and students' mastery of simple past tense.

- b. $\alpha = 0.05$
- c. The result

Table 4.13 The Result of Hypothesis Test Correlations

		Reading Habits	Simple Past Tense Mastery
Reading Habits	Pearson Correlation	1	.942**
	Sig. (2-tailed)		.000
	N	80	80
Simple Past Tense Mastery	Pearson Correlation	.942**	1
	Sig. (2-tailed)	.000	
	N	80	80

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

- d. Decision

If Sig. > α , then H_0 is accepted

If Sig. < α , then H_0 is rejected

The result above shows the significance is 0.00. It is lower than 0.05 ($0.00 < 0.05$). It indicated that H_0 is rejected and H_a is accepted. And the coefficient correlation is 0.942, which is in the range of 0.90 – 1.00, so the level of correlation is a very strong positive correlation.

- e. Conclusion

The analysis above shows that There is a correlation between students' reading habits of English texts and students' mastery of simple past tense. In addition, it is a positive correlation, and at the level of a very strong correlation.

B. Discussion

After collecting, assessing, and analyzing the existing data, the results were obtained from each variable. In the frequency distribution of reading habit of English texts in 10th grade of MA Ihyaul Ulum, it was found that the highest score was 91 and the lowest score was 32. Then, the descriptive statistics indicated that the mean score was 63.04. Based on this mean the researcher interpreted the interval value to determine the student's level of reading habits of English texts. Of the 80 respondents, 53 students got a score in the range and below the mean score, and 27 students got a score above the mean score. It

indicates the category of reading habits of English texts in the 10th grade of MA Ihyaul Ulum is in a low category.

The results of the reading habits of English texts questionnaire showed that students have an interest in reading English texts, but they have a low supportive environment. It makes the score of reading habits of English texts low. Sari et. al, state that the influencing factors of habit are interests, motivation, and environment. The factors cannot be separated.¹ The influencing factors of reading habits above are related to each other in building the reading habit in a person.

Meanwhile, in the simple past tense mastery data, its frequency distribution showed that the highest score is 89 and the lowest score is 25. And in the descriptive statistics indicated the mean score is 61.03. Based on the mean score, 39 students got scores below the mean score. It can be interpreted that simple past tense mastery of English text of 10th grade students at MA Ihyaul Ulum is in a low category. Fitria stated that the simple past tense is the form of a verb that describes an action that happened in the past.² And the test showed that most of the students who scored low had difficulty in constructing the correct sentence structure of simple past tense.

After analyzing the data from both variables, the researcher analyzes the prerequisite test before carrying out the hypothesis test. In the normality test, it was found that the significance was 0.2 for reading habits of English texts and 0.946 for simple past tense mastery. Both of the data are higher than 0.05, so the data is from the normal population distribution. And on the linearity test, the deviation of linearity is $0.942 > 0.05$, which means that the X and Y variables have a linear relationship.

Because the prerequisite tests are appropriate, the next test can be carried out, namely is the hypothesis test. It aims to find out the correlation between students' reading habits of English texts and simple past tense mastery. According to Changci the impact of reading habits on language learning outcomes is intimate and great and it is worth the efforts.³ It means that reading habits is one of the

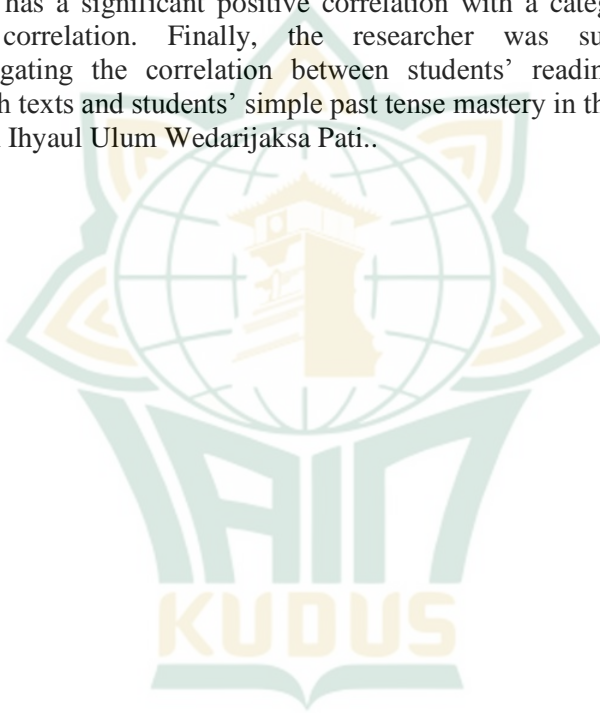
¹ Dewi Mustika Sari et al., The Effects of Grammar Mastery and Reading Habit On Students' Writing Skills in Recount Text *INFERENCE: Journal of English Language Teaching* vol. 2, no. 3, (2020): 213

² Tira Nur Fitria, An Analysis of Regular and Irregular Verbs in Students' Essay Writing, *LLT Journal: A Journal on Language and Language Learning* vol. 24, no. 01 (2021): 276

³ I Ching Nonie Chiang, Reading Habits, Language Learning Achievements, and Principles for Deep Knowledge, *Linguistics and Literature Studies*, Vol.4 No. 3 (2016): 211

essential things in language acquisition, including the English language. Reading is a model of language, reading texts provides an opportunity to study language for example; vocabulary, grammar, punctuation and how to construct sentence, paragraph and text⁴. So, reading habits can influence the grammar mastery, indirectly it may be correlated with the simple past tense mastery.

In the hypothesis test, it was found that $\text{sig } 0.00 < 0.05$ with a coefficient correlation is 0.964. It means that there is a correlation between reading habits of English texts and simple past tense mastery which has a significant positive correlation with a category of very high correlation. Finally, the researcher was successful in investigating the correlation between students' reading habits of English texts and students' simple past tense mastery in the 10th grade of MA Ihyaul Ulum Wedarijaksa Pati..



⁴ Stephen D Krashen, *The Power of Reading*, Libraries Unlimited (2010): 37