

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Data Presentation

On this data presentation, the writer describes about the result of research on the field that was collected by questionnaire and written test. The writer conducted a written test on May 25th, 2015 to the students with 20 questions of questionnaire for students' motivation in reading and 10 questions about students' achievement.

The purpose of this research is to get better understanding about students' achievement using authentic materials in reading, about motivation in reading, and to know the correlation between students' motivation and their achievement in reading by using authentic materials of the fourth semester students at the English Education Department, Faculty of Islamic Education and Teachers Training, IAIN Antasari Banjarmasin in academic year 2014/2015.

1. Students' Motivation in Reading at the Fourth Semester at the English Education Department, Faculty of Islamic Education and Teachers Training, IAIN Antasari Banjarmasin in Academic Year 2014/2015

To better understanding about the students' motivation in reading, the writer gave questionnaire to 52 students at the fourth semester at the English Education Department, Faculty of Islamic Education and Teachers Training at IAIN Antasari Banjarmasin in Academic Year 2014/2015.

The data about students' motivation in reading are classified into three categories. They are high category, average category, and low category as in the table below.

Table 4.1 Classification about Students' Motivation in Reading

Score of Questionnaire	Frequency	Category	Percentage
48 – 60	20	High	38.46%
34 – 47	30	Average	57.69%
20 – 33	2	Low	3.85%
	N = 52		100%

From the table classification above, it can be seen that 20 students (38.46%) are classified into high category in motivation 30 students (57.69%) are classified into average category and 2 students (3.85%) are classified into low category in their motivation in reading. Thus, it can be said that most of students' motivation is average category.

There are some indicators to support their motivation as presented some table in the next pages.

Table 4.2 The Frequency Distribution of Students who Like or dislike Reading

No	Statement	F	P
1	Agree	9	17.31%
2	Neutral	43	82.69%
3	Disagree	-	-
Total		52	100%

The table 4.2 shows that students who agree or like reading are 9 students (17.31%), who choose neutral are 43 students (82.69%), and no student who disagrees or dislikes reading.

Table 4.3 Frequency Distribution of Students who State Reading can Increase Ability in English

No	Statement	F	P
1	Agree	43	82.69%
2	Neutral	9	17.31%
3	Disagree	-	-
Total		52	100%

The data in the table 4.3 show that students who agree that reading could increase ability in English are 43 students (82.69%), students who choose neutral are 9 students (17.31%), and no student who disagrees that reading can increase ability in English.

Table 4.4 Frequency Distribution of Students who State Reading can Increase Students Knowledge

No	Statement	F	P
1	Agree	18	34.62%
2	Neutral	34	65.38%
3	Disagree	-	-
Total		52	100%

Table 4.4 shows that students who agree that reading can increase their knowledge are 18 students (34.62%), 34 students (65.38%) are neutral, and no student who disagrees that reading can increase students' knowledge.

Table 4.5 Frequency Distribution of Students who are Easier to Follow Reading Lesson

No	Statement	F	P
1	Agree	8	15.38%
2	Neutral	44	84.62%
3	Disagree	-	-
Total		52	100%

Table 4.5 shows that students who are easier to follow reading lesson are 8 students (15.38%), 44 students (84.62%) are neutral and no student who disagrees.

Table 4.6 Frequency Distribution of Students who Dislike to Repeat Reading Lesson at Home

No	Statement	F	P
1	Agree	9	17.31%
2	Neutral	30	57.69%
3	Disagree	13	25%
Total		52	100%

Table 4.6 shows that students dislike to repeat reading lesson at home are 9 students (17.31%), 30 students (57.69%) are neutral, 13 students (25%) disagree or like to repeat.

Table 4.7 Frequency Distribution of Students who Like to Help His Friends in Doing Reading Assignment.

No	Statement	F	P
1	Agree	11	21.15%
2	Neutral	36	69.23%
3	Disagree	5	9.62%
Total		52	100%

Table 4.7 shows that students who like helping his friends in doing reading assignment are 11 students (21.15%), students who neutral are 36 students (69.23%), and students who disagree are 5 students (9.62%).

Table 4.8 Frequency Distribution of Students who State the Use Authentic Materials Makes Easy to understand in Reading Assignment

No	Statement	F	P
1	Agree	23	44.23%
2	Neutral	27	51.92%
3	Disagree	2	3.85%
Total		52	100%

Table 4.8 shows that students who use authentic materials in reading like novel, article, magazine, etc. to make easy in doing assignment are 23 students (4.23%), students who stated neutral are 27 students (51.92%), and only two students (3.85%) who disagree that the use of authentic materials in reading like novel, article, magazine, etc. to make easy in doing assignment.

Table 4.9 Frequency Distribution of Students who are Motivated in Learning English if the Materials in Reading Use Authentic Materials

No	Statement	F	P
1	Agree	9	17.31%

2	Neutral	41	78.84%
3	Disagree	2	3.85%
Total		52	100%

Table 4.9 shows that students who agree they are motivated in learning English if the materials in reading use authentic materials are 9 students (17.31%), students who neutral are 41 students (78.84%), and students who disagree are 2 students (3.85%).

Table 4.10 Frequency Distribution of Students who State Learning Reading by Using Authentic Materials Make Easier in Communication with Native Speaker

No	Statement	F	P
1	Agree	21	40.38%
2	Neutral	16	30.77%
3	Disagree	15	28.85%
Total		52	100%

Table 4.10 shows the statement who agree that learning reading by using authentic materials makes easier in communication with native speaker are 21 students (40.38%), students who stated neutral are 16 students (30.77%), and students who disagree are 15 students (28.85%).

Table 4.11 Frequency Distribution of Students who are Passive in Learning Reading if the Materials Use Authentic Materials

No	Statement	F	P
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1	Agree	10	19.23%
2	Neutral	8	15.38%
3	Disagree	34	65.39%
Total		52	100%

Table 4.11 shows that 10 students (19.23%) who are passive in learning reading if the materials use authentic materials, 8 students (12.38%) who are neutral, 34 students (65.39%) who disagree.

Table 4.12 Frequency Distribution of Students who Like Reading English Article by Using Authentic Materials

No	Statement	F	P
1	Agree	30	57.69%
2	Neutral	18	34.62%
3	Disagree	4	7.69%
Total		52	100%

Table 4.12 shows that students who like reading English article by using authentic materials are 30 students (57.69%), students stated who neutral are 18 students (34.62%), and students who disagree are 4 students (7.69%).

Table 4.13 Frequency Distribution of Students who State Their Interest in Learning Reading by Using Authentic Materials

No	Statement	F	P
1	Agree	19	36.54%
2	Neutral	25	48.08%
3	Disagree	8	15.38%

Total	52	100%
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Table 4.13 shows that students who are very interesting in learning reading by using authentic materials are 19 students (36.54%), students who stated neutral are 25 students (48.08%), and students who disagree are 8 students (15.38%).

Table 4.14 Frequency Distribution of Students who Like Reading English Website using Authentic Materials

No	Statement	F	P
1	Agree	21	40.38%
2	Neutral	29	55.77%
3	Disagree	2	3.85%
Total		52	100%

Table 4.14 shows that students who like reading English website whose authentic materials are 21 students (40.38%), students who stated neutral are 29 students (55.77%), and students who disagree are 2 students (3.85%).

Table 4.15 Frequency Distribution of Students who Dislike Reading English Article using Authentic Materials

No	Statement	F	P
1	Agree	10	19.23%
2	Neutral	17	32.69%

3	Disagree	25	48.08%
Total		52	100%

Table 4.15 shows that students who dislike reading English article whose authentic materials are 10 students (19.23%), students who stated neutral are 17 students (32.69%), and students who disagree are 25 students (48.08).

Table 4.16 Frequency Distribution of Students who Like Doing Guessing the Words from Context than Opening Dictionary in Reading Authentic Materials

No	Statement	F	P
1	Agree	27	51.92%
2	Neutral	15	28.85%
3	Disagree	10	19.23%
Total		52	100%

Table 4.16 shows that students who like doing guessing the words from context than opening dictionary in reading authentic materials are 27 students (51.92%), students who stated neutral are 15 students (28.85%), and students who disagree are 10 students (19.23%).

Table 4.17 Frequency Distribution of Students' Vocabulary Become Richer when Reading English Authentic Materials

No	Statement	F	P
1	Agree	32	61.54%
2	Neutral	20	38.46%
3	Disagree	-	-

Total	52	100%
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Table 4.17 shows that students who state that their vocabulary become richer when reading English authentic materials are 32 students (61.54%), students who stated neutral are 20 students (38.46%), and no student who disagree.

Table 4.18 Frequency Distribution of Students who Have No Spirit when the Teacher Uses Authentic Material for the Lesson

No	Statement	F	P
1	Agree	6	11.54%
2	Neutral	19	36.54%
3	Disagree	27	51.92%
Total		52	100%

Table 4.18 shows that students who state that they have no spirit when the teacher uses authentic material for the lesson are 6 students (11.54%), who stated neutral are 19 students (36.54%), and who disagree are 27 students (51.92%).

Table 4.19 Frequency Distribution of Students who State Using Authentic Materials in Teaching English doesn't Make Them unencumbered

No	Statement	F	P
1	Agree	22	42.31%
2	Neutral	29	55.77%
3	Disagree	1	1.92%
Total		52	100%

Table 4.19 shows that using authentic materials in teaching English doesn't make them unencumbered are 22 students (42.31%), students who stated neutral are 29 students (55.77%), and only one student (1.92%) who disagree.

Table 4.20 Frequency Distribution of Students who Learn by Using Authentic Materials for Improving Their Interest

No	Statement	F	P
1	Agree	28	53.85%
2	Neutral	22	42.03%
3	Disagree	2	3.85%
Total		52	100%

Table 4.20 shows that students who learn by using authentic material for improving their interest are 28 students (53.85%), who stated neutral are 22 students (42.03%), and students who disagree are 2 students (3.85%).

Table 4.21 Frequency Distribution of Students who Learn Reading by Using Authentic Materials is Effective for Improving Their English Skill

No	Statement	F	P
1	Agree	42	80.77%
2	Neutral	10	19.23%
3	Disagree	-	-
Total		52	100%

Table 4.21 shows there are 42 students (80.77%) who stated that learning reading by using authentic material is effective for improving their English skill, who stated neutral are 10 students (19.23%), and no student who disagrees about it.

From the explanation above, the writer makes a conclusion that almost all of students at the fourth semester at the English Education Department, the Faculty of Islamic Education and Teachers Training of IAIN Antasari Banjarmasin in academic year 2014/2015 have average motivation to learn in reading.

2. Students' Achievement in Reading by Using Authentic Materials at the Fourth Semester at the English Education Department, the Faculty of Islamic Education and Teachers Training of IAIN Antasari Banjarmasin in Academic Year 2014/2015.

To know about students' achievement in reading by using authentic materials at the fourth semester of English Education Department, the writer conducted a written test. The following table below provides the scores of their achievement test in reading.

Table 4.22 The Students' Achievement in Reading by Using Authentic Materials

No	Students Respondents	Reading Test Score
(1)	(2)	(3)
1	A	30
2	B	20
3	C	40
4	D	40
5	E	40
6	F	30
7	G	30
8	H	40
9	I	30
10	J	40
11	K	40
12	L	20
13	M	10
14	N	30
15	O	40
16	P	30
17	Q	20
18	R	30
19	S	30
20	T	20
21	U	20
22	V	30
23	W	50
24	X	30
25	Y	30
26	Z	40
27	AA	40

28	AB	30
29	AC	50
30	AD	60
31	AE	20
32	AF	40
33	AG	60
34	AH	50
35	AI	30
36	AJ	30
37	AK	50
38	AL	60
39	AM	40
40	AN	40
41	AO	60
42	AP	30
43	AQ	50
44	AR	40
45	AS	30
46	AT	30
47	AU	30
48	AV	40
49	AW	50
50	AX	20
51	AY	40
52	AZ	50

The data above are about reading test scores of the students' achievement. Every correct answer is scored 10 points and every incorrect answer is scored 0 point. The total correct scores are 100 points.

To know the frequency and the percentage of reading test scores can be seen in the next table.

Table 4.23 The Frequency of Students' Achievement in Reading Test Score

No	Students' Reading Test Score	Frequency	Fx
(1)	(2)	(3)	(4)
1	60	4	240
2	50	7	350
3	40	15	600
4	30	18	540
5	20	7	140
6	10	1	10
Total		N=52	1.880
Mean	36.15		

Based on the table above, it can be seen that the highest of reading test score are 60 in four frequencies and the lowest score are 10 in one frequency. The total scores of reading test are 1.880 and the mean of reading test score is 36.15. Thus, their reading achievement is categorized low.

B. Discussion

In this writing, the writer will calculate the result of the research on the field based on data presentation and then the writer will analyze the result to know about the correlation between the students motivation in reading and their achievement in reading using authentic materials at the fourth semester of the English Education Department, the Faculty of Islamic Education and Teachers Training of IAIN Antasari Banjarmasin in academic year 2014/2015. The writer divides the description based on the problem statements which are stated on the chapter 1.

1. Students' Motivation

To know students' motivation in reading, the writer uses questionnaire to recall the students' motivation in reading consisting of 20 items. Furthermore, the result of questionnaire can be known by students' motivation score in reading that is 38.46% or 20 students get high category, 57.69% or 30 students get average category and 3.85% or 2 students get low category. Therefore, the category of students' motivation in reading is average category.

2. Students' Achievement Using Authentic Materials in Reading

To decide the level of the students' achievement using authentic materials in reading, the writer classifies the data into 5 categories, they are excellent, good, fair, low and poor. The result

of the data about students' achievement using authentic materials in reading, there 1.92% or 1 students who got poor level, 25 (48.08) students who got low level, 22 (42.31%) students who got fair level, 4 students got good level (7.69%) and no one or 0% got excellent level. By looking the table 4.23, the mean of students' achievement using authentic materials in reading is 36.15. Therefore, the category of students' achievement in reading is low level.

3. Correlation between Students' Motivation and Students' Achievement Using Authentic Materials in Reading

To analyze the correlation between students' motivation and students' achievement using authentic materials in reading, some steps are done by the writer as follows:

a. Classifying Students' Motivation in Reading

Table 4.24 The Classification of Students' Motivation in Reading

	High	Medium	Low
(0)	(1)	(2)	(3)
1	20	30	20
2	40	50	40
3	40	40	
4	30	30	
5	40	40	
6	30	20	
7	40	10	
8	30	30	
9	40	20	
10	30	30	
11	30	20	
12	40	20	
13	50	30	
14	40	50	
15	60	30	
16	40	40	
17	30	40	
18	30	30	
19	50	50	
20	20	60	
21		60	
22		50	
23		30	
24		30	
25		60	
26		30	
27		50	
28		30	
29		40	
30		40	

From the table, it can be understood that the total scores of high level of students' motivation in reading is 730 from 20 students and the mean of the total score is 36.5. The total scores of average level of students' motivation in reading is

1.090 from 30 students and the mean of the total score is 36.33. The total score of low level students' motivation in reading is 60 from 2 students and the mean of the total score is 30. On the above, based on the table of raw score variable of students' motivation in reading it is known that the mean of students' motivation is 46.02 (See appendix 11), which categorized in average.

b. Making Working r_{ser}

Table 4.25 Working r Serial

Category	N	P	O	$(-)^{ii}$	$(-)^2$	$\underline{(-)^2}$	M	$(-)(c)$
High	20	0.38	0	+0.38076	0.144978	0.381521	36.5	+13.89774
Medium	30	0.58	0.38076	-0.29459	0.086783	0.149626	36.33	-10.702454
Low	2	0.04	0.08617	-0.08617	0.007425	0.185625	30	-2.5851
	52	1.00	0	-	-	0.716772	-	0.610186

c. Determining SD_{tot} :

To search SD_{tot} the writer gets result as follows:

Table 4.26 Working Table to Search SD_{tot}

X	F	fX	x^2
60	4	240	14400
50	7	350	17500
40	15	600	24000
30	18	540	16200
20	7	140	2800
10	1	10	100
N= 52		$\Sigma = 1.880$	$\Sigma x^2 = 75.000$

$$= \sqrt{\frac{\Sigma x^2}{N} - \left(\frac{\Sigma x}{N}\right)^2}$$

$$= \sqrt{\frac{75.000}{52} + \left(\frac{1.880}{52}\right)^2}$$

$$= \sqrt{1442.31 - 36.15^2}$$

$$= \sqrt{1442.31 - 1306.82}$$

$$= \sqrt{135.49}$$

$$= 11.64$$

Based on the calculation above, the writer gets total of standard deviation is 11.64.

d. Using the Coefficient Triserial Correlation Formula

$$= \frac{\Sigma (x - \bar{x})(y - \bar{y})}{\Sigma \left\{ (x - \bar{x})^2 \right\}}$$

$$= \frac{0.610186}{11.64 (0.716772)}$$

$$= \frac{0.610186}{8.343226}$$

$$= 0.073$$

Based on the calculation above, it can be understood that coefficient correlation between students' motivation in reading and students' achievement using authentic materials is 0.073. The rate of coefficient correlation indicates toward negative correlation.

e. Correlated by Correlation because of Chotomisasi Formula

The coefficient correlation that be obtained by *triserial* (r_{tr}) formula viewed overestimated that real r , so it should be corrected by using formula below:

$$\begin{aligned}
 r &= \sqrt{\frac{\sum[(C - \bar{C})^2]}{n}} \\
 &= 0.073 \sqrt{0.716772} \\
 &= 0.073 \times 0.846624 \\
 &= 0.062
 \end{aligned}$$

f. Corrected by Using Table Chotomisasi

Thereby $r = 0.062$ which considered underestimated compared with r Product Moment and it should be corrected by using table chotomisasi. Because the chotomisasi triserial in this research using 3 categories, therefore $r = 0.062$, whereas the correlation factor is 1.037. So, the result $(0.046) (1.037) = 0.048$, $r = 0.048$.

g. Consulted to the Table of Critic r Product Moment

is consulted to the table of Critic r Product Moment:

- a) In the degree of significance 95% = 0.279
- b) In the degree of significance 99% = 0.361

Therefore, by taking the degree of significance, of 1% degree:

$$= 0.048 < = 0.361$$

Finally, it can be said that there is a negative correlation between students' motivation in reading and their achievement in reading using authentic materials at the fourth semester at the English Education Department the Faculty of Islamic Education and Teachers Training of IAIN Antasari Banjarmasin in academic year 2014/2015. The conclusion that can be taken is:

1. Alternative hypothesis (H_1)

There is a significant correlation between students' motivation in reading and their achievement in reading using authentic materials is not accepted.

2. Null hypothesis (H_0)

There is no significant correlation between students' motivation in reading and their students' achievement in reading using authentic materials is accepted.

The alternative hypothesis (H_1) is not accepted because $t_{count} < t_{table}$ and the null hypothesis (H_0) is accepted. Thus, there is no positive correlation that convincing between variable X and variable Y. If the $r_{count} = 0.048$ is interpreted to rough standard, it is in low

category. So, there is no positive correlation (negative correlation) between students' motivation in reading and their achievement in reading using authentic materials at the fourth semester at the English Education Department, the Faculty of Islamic Education and Teachers Training of IAIN Antasari Banjarmasin in academic year 2014/2015. It indicates that students' motivation in reading does not have any influence on the students' achievement in reading using authentic materials.