

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

In this finding, the researcher presented and described the result of the on-field research that has been done in the English Department, fourth semester of STKIP PGRI Banjarmasin. The data are about the Reading achievement and students' learning strategy in reading.

The data of the research were obtained by conducting reading test and distributing questionnaires. To cover the respondents, the researcher conducted the test five times which lasted 60-90 minutes each test.

After the researcher conducts a research to investigate the correlation between students' reading achievement and learning strategies in reading, the data that have been obtained are classified based on the problem statements. Before being analyzed, the data are presented in the description as follows:

1. Students' Reading Achievement

These data about students' Reading achievement were obtained by conducting Reading test on fourth semester of STKIP PGRI Banjarmasin. The test took from Baron, *How to Prepare for the TOEFL* based on their syllabus. There are 4 texts and 25 questions (multiple choice).

Tabel 4.1 Students' Achievement in Reading test

Test Score	Category	
80-100	Very Good	1
70-79,9	Good	0
60-69,9	Fair	2
50-59,9	Poor	3
0-49,9	Very Poor	29
		35

The table above showed there are 1 students in very good category, 2 students in fair category, 3 students in poor category and 29 students in very poor category.

2. Students' Learning Strategy

These data about students' learning strategies were obtained by distributing questionnaires to the subject of the research. The questionnaires adapted from *Language Strategy Use Survey* developed by Andrew D. Cohen, Rebecca L. Oxford and Julie C. Chie. The questionnaire consists of eleven points of learning strategies in reading.

To detect how students' strategies in Reading class in fourth semester of English Department based on the result of questionnaire, it can be seen in this table:

Table 4.2. Students' Strategy in Reading

No	SRN	F	Strategy	
1	3061212066	0,6	Cognitive	Repeating, getting idea, using resources, summarizing
2	3061412001	0,8	Cognitive	Repeating, getting idea, using resources, summarizing
3	3061412003	0,7	Cognitive	Repeating, getting idea, using resources, summarizing
4	3061412004	1	Compensation	Guessing intelligently
5	3061412005	1	Compensation	Guessing intelligently
6	3061412006	0,7	Cognitive	Repeating, getting idea, using resources, summarizing
7	3061412008	0,7	Cognitive	Repeating, getting idea, using resources, summarizing
8	3061412010	1	Compensation	Guessing intelligently
9	3061412012	1	Compensation/Affective	Guessing intelligently/ Reading for pleasure
10	3061412013	0,75	Compensation	Guessing intelligently
11	3061412014	0,6	Cognitive	Repeating, getting idea, using resources, summarizing

Continuing table the students' learning strategies

12	3061412015	0,9	Cognitive	Repeating, getting idea, using resources, summarizing
13	3061412016	1	Affective	Reading for pleasure
14	3061412021	0,9	Cognitive	Repeating, getting idea, using resources, summarizing
15	3061412025	0,7	Cognitive	Repeating, getting idea, using resources, summarizing
16	3061412027	0,83	Metacognitive	Overviewing, paying attention, planning
17	3061412031	1	Affective	Reading for pleasure
18	3061412033	1	Affective	Reading for pleasure
19	3061212007	0,67	Metacognitive	Overviewing, paying attention, planning
20	3061312233	0,5	Metacognitive/Affective	Overviewing, paying attention, planning/ Reading for pleasure
21	3061412020	1	Affective	Reading for pleasure
22	3061412022	1	Metacognitive	Overviewing, paying attention, planning

Continuing table the students' learning strategies

23	3061412023	1	Compensation	Guessing intelligently
24	3061412034	0,75	Compensation	Guessing intelligently
25	3061412036	1	Affective	Reading for pleasure
26	3061412037	0,7	Cognitive	Repeating, getting idea, using resources, summarizing
27	3061412038	1	Affective	Reading for pleasure
28	3061412041	1	Affective	Reading for pleasure
29	3061412043	1	Affective	Reading for pleasure
30	3061412125	1	Affective	Reading for pleasure
31	3061412126	0,75	Compensation	Guessing intelligently
32	3061412144	0,67	Metacognitive	Overviewing, paying attention, planning
33	3061412153	0,67	Metacognitive	Overviewing, paying attention, planning

Continuing table the students' learning strategies

34	3061412254	1	Affective	Reading for pleasure
35	3061412221	0,75	Compensation	Guessing intelligently

The table above reveals that the students' strategies in learning reading on the categories are students 10 students use cognitive strategy, 8 students use compensation strategy, 10 students use affective strategy, 5 students use metacognitive strategy, 1 student uses compensation and affective strategies and 1 student uses metacognitive and affective strategies.

Based on the result of the questionnaire above, it can be seen that the strategy mostly used by students were cognitive and affective strategies. It is as the higher frequency by 35 students are students used strategy.

3. Correlation between Learning Strategies used by the Students on the Fourth Semester of STKIP PGRI Banjarmasin and Their Reading Comprehension Ability

To find out the correlation between reading comprehension ability and learning strategies, the first step is to categorize the students' reading achievement into five categories, namely very good, good, fair, poor and very poor.

The data about of students' Reading were obtained by conducting reading test. The Reading test material was adapted from **Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Tests** by

Deborah Philips . The test is consists of twenty five questions. Based on the result of the research, the researcher found that the highest score for Reading test is 80, and the lowest score is 24 the accumulated result is. The test results and the learning strategies are shown in the following table:

Table 4.3. The Result of Students' Reading TOEFL Test and the learning strategies

Score	Category	F(x)	Strategy	F(y)
80-100	Very Good	1	Compensation	1
70-79,9	Good	0	-	0
60-69,9	Fair	2	Affective	2
50-59,9	Poor	3	Compensation	1
			Metacognitive	2
0-49,9	Very Poor	29	Cognitive	10
			Compensation	6
			Metacognitive	3
			Affective	8
			Compensation/Affective	1
			Metcognitive/Affective	1
		35		35

The table above showed that 1 student in very good category uses compensation strategy, no one in good category. After that there are 2 students in fair category use same strategy, affective strategy. In poor category there are 3 students, 1 student uses compensation category and 2 students use metacognitive strategy. And then there are 29 students in very poor category use 6 strategies: 10 students use cognitive strategy, 6 students use compensation strategy, 3 students use metacognitive, 8 students use affective strategy, 1 student uses 2 strategies, compensation and affective strategies. And also 1 student uses 2 strategies, metacognitive and effective strategies.

Table 4.4. The Students Test Result

No	SRN	Score	No	SRN	Score
1	3061212066	48	19	3061212007	52
2	3061412001	36	20	3061312233	24
3	3061412003	36	21	3061412020	40
4	3061412004	40	22	3061412022	28
5	3061412005	40	23	3061412023	28
6	3061412006	28	24	3061412034	44
7	3061412008	28	25	3061412036	40
8	3061412010	36	26	3061412037	36
9	3061412012	40	27	3061412038	40
10	3061412013	36	28	3061412041	48
11	3061412014	48	29	3061412043	64
12	3061412015	36	30	3061412125	48
13	3061412016	60	31	3061412126	52
14	3061412021	32	32	3061412144	52
15	3061412025	40	33	3061412153	44
16	3061412027	40	34	3061412254	44
17	3061412031	40	35	3061412221	80
18	3061412033	40			1468

The table above shows about total score the students' English Reading. to know the students' English Reading achievement generally, the researcher applies "mean" statistical formula below.

$$M = \frac{\sum X}{N}$$

$$M = \frac{1468}{35}$$

$$M = 41,94$$

Based on the result of the applied formula above, the total score 1468 of 35 students, and the mean score is 41,94. The mean score shows that the students Reading achievement level is very poor category.

After that, the next step is finding of common learning strategy used by students.

Tabel 4.5 The students' learning strategies

Strategy	F
Cognitive	10
Compensation	8
Affective	10
Metacognitive	5
Compensation/Affective	1
Metacognitive/Affective	1
	Total : 35 students

To know whether there is a correlation between students' learning strategies and their Reading comprehension or not, the data must be calculated with the "r" product moment formula. Before using the formula, initially, it must be found the value of r_{xy} :

Table 4.6. Value of "r" product moment Value of "r" product moment

No	X	Y	ΣXY	X^2	Y^2
1	48	0,6	28,8	2304	0,36
2	36	0,8	28,8	1296	0,64
3	36	0,7	25,2	1296	0,49
4	40	1	40	1600	1
5	40	1	40	1600	1
6	28	0,7	19,6	784	0,49
7	28	0,7	19,6	784	0,49
8	36	1	36	1296	1
9	40	1	40	1600	1
10	36	0,75	27	1296	0,5625
11	48	0,6	28,8	2304	0,36

Continuing table value of “r” product moment Value of “r” product moment

12	36	0,9	32,4	1296	0,81
13	60	1	60	3600	1
14	32	0,9	28,8	1024	0,81
15	40	0,7	28	1600	0,49
16	40	0,83	33,2	1600	0,6889
17	40	1	40	1600	1
18	40	1	40	1600	1
19	52	0,67	34,84	2704	0,4489
20	24	0,5	12	576	0,25
21	40	1	40	1600	1
22	28	1	28	784	1
23	28	1	28	784	1
24	44	0,75	33	1936	0,5625
25	40	1	40	1600	1
26	36	0,7	25,2	1296	0,49
27	40	1	40	1600	1
28	48	1	48	2304	1
29	64	1	64	4096	1
30	48	1	48	2304	1
31	52	0,75	39	2704	0,5625
32	52	0,67	34,84	2704	0,4489
33	44	0,67	29,48	1936	0,4489
34	44	1	44	1936	1
35	80	0,75	60	6400	0,5625
	1468	29,64	1244,56	65744	25,9656

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{35 \times 1244,56 - (1468)(29,64)}{\sqrt{\{35 \times 65744 - (1468)^2\} \{35 \times 25,9656 - (29,64)^2\}}}$$

$$r_{xy} = \frac{43559,6 - 43511,52}{\sqrt{\{2301040 - 2155024\} \{908,796 - 878,5296\}}}$$

$$r_{xy} = \frac{48,08}{\sqrt{\{146016\} \{30,2664\}}}$$

$$r_{xy} = \frac{48,08}{\sqrt{4419378,6624}}$$

$$r_{xy} = \frac{48,08}{2102,23}$$

$$r_{xy} = 0,023$$

Therefore, it is known that the “r” product moment value of the calculation above is 0, 023. After finding the result of the calculation by using calculation formula, the researcher re-calculate the data by using *Statistical Package for the Social Science (SPSS) 22* in order to confirm the calculation result, the result is 0,023. The result from the SPSS is seen in the following table:

Correlations			
		Nilai	Strategi
Nilai	Pearson Correlation	1	,023
	Sig. (2-tailed)		,896
	N	35	35
Strategi	Pearson Correlation	,023	1
	Sig. (2-tailed)	,896	
	N	35	35

B. Discussion

After all obtained data are presented, they are also needed to be analyzed. To analyze the data, the researcher divides the description based on the problem statements which are stated on the chapter 1.

1. Students' Reading Achievement

Based on the test, Reading TOEFL Test consist of 25 questions, there are 1 students in very good category, 2 students in fair category, 3 students in poor category and 29 students in very poor category. It means that more than half of the English students on fourth semester of STKIP PGRI Banjarmasin have low score in their reading test. However just 1 students can get highest score.

2. Common of Strategies Mostly used by Student in Reading

From the result of questionnaire that have been discussed, the higher frequency of strategy used by student is cognitive and affective strategies. It is indicated that ten students use cognitive strategy and ten students use affective strategy.

- a. Cognitive strategies (which relate how students think about their learning):
 1. Practicing
 - a) repeating, saying or doing something over and over. Repeation might also mean reading a passage more than once to understand it. Or reading it several times with different purpose in mind (general idea, prediction, reading for details, write down the questions, etc). In this strategy readers usually read a story or dialogue several times until they understand.
 2. Receiving and sending messages.
 - a) Getting the idea quickly, helps the reader hone in on what they need to understand and disregard the rest. 2 techniques. Skimming

and scanning. Skimming involves searching for the main ideas the speaker wants to get across. Scanning means searching for specific details of interest to the learner. It means the readers make a point to read and when the readers want to get the main idea by skimming an academic text.

- b) Using resources for receiving and sending messages, this strategy involves using resources to find out the meaning of what is heard or read in the new language. Dictionary, word lists, grammar books, and phrases books may be valuable. Non-print resources may include tapes, dvds, cds, radio, museums, exhibitions, and internet resources. It means the readers to use dictionary so the readers can get the detailed sense of what individual words mean.

3. Creating for structure for input and output.

- a) Summarizing, making a summary or abstract of a longer passage.
It means the readers make summary either in their mind.

b. Affective Strategies (relating do students' feelings)

Affective strategies identifying one's mood and anxiety level, or to regulate emotion, attitudes, and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading materials. (e.g. self-encouragement, anxiety reduction).
Meanwhile, in this strategy readers can read for pleasure and enjoyment.

3. Correlation between Students's Reading Achievement and Learning Strategies used by the Students on the Fourth Semester of English Department STKIP PGRI Banjarmasin

Based on the result above, the “r” product moment that has been obtained is consulted with the critical value table of r Product Moment (Sudijono. 2014, p. 193). In this research, the number of subjects is 35 in 5% is 0,325 and 1% is 0,418.

$$r_{xy} = 0,023$$

$$r_{table} = (5\%) 0,325$$

$$(1\%) 0,418$$

So, $r_{xy} < r_{table}$. $0,023 < 0,325$ or $0,023 < 0,418$. It means the hypothesis null (Ho) is accepted and hypothesis alternative (Ha) denied. It means there is no significant correlation between students' reading achievement and learning strategies on fourth semester of STKIP PGRI Banjarmasin.