

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Research Findings

This chapter deals with the finding and discussion of the English reading habit of the sixth semester students of english department and the correlation between students' reading habit and their writing skill in essay.

1. Questionnaire Data Analysis

Thus distributing a questionnaire containing 20 statements to 37 respondents, a summary of the results is shown in Table 8.

Table 8							
<i>A Summary of the Result Questionnaire</i>							
No	Name	Score					Total Score
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	NDRP	8	2	5	5	0	77
2	SDUF	14	1	3	2	0	91
3	DNSL	3	11	5	1	0	74
4	RHNA	10	4	3	3	0	85
5	STFM	1	9	5	5	0	68
6	DNDK	2	2	5	1	10	47
7	MRAD	3	3	7	7	0	66
8	ANSLB	1	5	13	1	0	66
9	MLDHS	12	2	2	4	0	86

10	MHLLN	0	3	10	7	0	58
11	RZLA	8	4	6	1	1	78
12	RBRMR	3	6	10	1	0	71
13	ARNN	2	5	3	10	0	63
14	MHDR	7	6	3	3	1	75
15	NRAZ	0	11	2	4	3	65
16	NVHM	2	10	0	4	4	56
17	INTEW	0	5	12	3	0	58
18	MASR	0	3	5	11	1	56
19	RFHM	0	10	6	4	0	68
20	HNSZ	6	4	6	4	0	73
21	BSZL	4	3	9	4	0	69
22	NFHI	0	11	6	3	0	68
23	SFLP	1	8	5	6	0	66
24	PPAG	4	10	3	3	0	79
25	RMJN	1	9	8	2	0	73
26	AANJ	3	5	6	3	3	55
27	SVAY	0	9	2	9	0	62
28	NRIH	3	7	5	5	0	69
29	MJLR	3	7	4	6	0	65
30	MSYF	2	8	6	2	2	56
31	FTNO	1	5	12	2	0	59
32	SLYU	2	1	8	6	3	45
33	ANPT	4	5	3	7	1	70
34	GASH	0	3	14	3	0	60

35	SDNM	2	5	8	5	0	62
36	KHNI	1	3	7	8	1	52
37	IHBP	0	7	5	8	0	55

Based on the data from the questionnaire results shown in the previous table, then two stages of analysis were carried out on the data, namely validity test and reliability test.

a. Validity Test

The validity test was carried out with the help of Excel Windows 2016. Validity test is carried out to find out whether a questionnaire valid or not from each of these variables. Test the validity of this using Pearson Product Moment Correlation, which is a correlation between the questions and the total score. This test uses a significance level (α) = 0.05 which is commonly used and the number of samples (n) = 37 respondents so that it is stable is 0.325. Validity results testing is shown in Table 9.

Questionnaire Items	R _{count}	R _{table}	Conclusion
1	0.739	0.325	Valid
2	0.753	0.325	Valid
3	0.521	0.325	Valid
4	0.568	0.325	Valid
5	0.608	0.325	Valid

6	0.349	0.325	Valid
7	0.709	0.325	Valid
8	0.367	0.325	Valid
9	0.420	0.325	Valid
10	0.241	0.325	Invalid
11	0.699	0.325	Valid
12	0.783	0.325	Valid
13	0.191	0.325	Invalid
14	0.805	0.325	Valid
15	0.150	0.325	Invalid
16	0.658	0.325	Valid
17	0.168	0.325	Invalid
18	0.558	0.325	Valid
19	0.370	0.325	Valid
20	0.341	0.325	Valid

Based on Table 9, it can be seen that there are four questionnaire items that have an invalid status because the r-count value has a smaller value than the r-table value. Can be seen in table 10.

Table 10		
<i>The Result Validity of Statements</i>		
Conclusion	Number of Question	Total Number of Question
Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 18, 19, 20	16

Invalid	10, 13, 15, 17	4
	Total	20

Based on the distribution of the table above, the writer found there were 4 items were in valid they were item 10, item 13, item 15, and item 17, and there were 16 items were valid. So, the writer used 16 items for the research instrument.

b. Reliability Test

Reliability tests were carried out on instruments that previously been declared valid. A variable is said to be valid if answers to questions are always consistent. To measure reliability by using statistical test is Cronbach Alpha (α). A variable said to be reliable if it has a Cronbach Alpha value of more than 0.6. To test the reliability of the instrument, an analysis was carried out with the help of SPSS version 16. Reliability results testing for the results of the questionnaire can be seen in Table 11:

Table 11. *Cronbach Alpha Reliability Test Results*

Cronbach's Alpha	N of Items
.881	16

Based on the results of the reliability test in Table 4.3, the value of than is 0.881. The results are declared reliable because > 0.6 . Based on these results, it can concluded that, all statements in the questionnaire was declared reliable.

c. Reading Habit Questionnaire Tabulation

The following will describe the tabulation results with the frequency of each respondent's answer along with the percentage of each question item from this table 12:

No	Question	(SA)	(A)	(N)	(D)	(SD)	Interpretation
1	Students enjoy reading long reading such as novels, magazines, essays, newspapers, English journals	10,81%	32,43%	45,94%	5,40%	5,40%	Students are neutral in enjoying reading long reading such as novels, magazines, essays, newspapers, English journals.
2	When students are bored, students read long readings speak English as one of the activities that reduce boredom	8,10%	27,02%	32,43%	27,02%	5,40%	Students are neutral when students are bored, students read long readings speak English as one of the activities that reduce boredom.
3	Students think that reading long stories in English is more fun than reading short stories in English	2,70%	18,91%	40,54%	29,72%	8,10%	Students are agree think that reading long stories in English is more fun than reading short stories in English.
4	Students take time to read reading speak English for (min 3x a week)	16,21%	24,32%	27,02%	29,72%	2,70%	Students are disagree take time to read reading speak English for (min 3x a week)
5	Every day students provide time (min 15-30 minutes) to read English literature.	5,40%	13,51%	43,24%	35,13%	2,70%	Students are neutral Every day provide time (min 15-30 minutes) to read English literature.
6	Students usually access language reading resources English online	45,94%	51,35%	2,70%	0%	0%	Students are agree usually access language reading resources English online.
7	Students like to read other people's essays	29,72%	48,64%	16,21%	5,40%	0%	Students are agree like to read other people's essays.
8	Students usually get English readings from borrowing	2,70%	10,81%	37,83%	37,83%	10,81%	Students between neutral and disagree usually get English

							readings from borrowing.
9	Students like reading language fiction reading English	27,02%	54,05%	10,81%	8,10%	0%	Students are agree love reading language fiction reading English.
10	Students have read at least 3 other people's essays speak English for this.	27,02%	35,13%	21,62%	10,81%	5,40%	Students are agree have read at least 3 other people's essays speak English for this.
11	Students read long texts in English because it is their hobby	10,81%	18,91%	32,43%	27,02%	10,81%	Students are neutral read long texts in English because it is hobby.
12	Students reading English for spending free time.	18,91%	18,91%	35,13%	24,32%	2,70%	Students are neutral reading English for spending free time.
13	Students usually read English literature at home	29,72%	43,24%	24,32%	2,70%	0%	Students are agree usually read English literature at home.
14	Students usually read English reading at night	16,21%	35,13%	37,83%	8,10%	2,70%	Students are neutral usually read English reading at night.
15	Students feel pressured every time they read English texts	5,40%	18,91%	29,72%	45,94%	0%	students are disagree feel pressured every time they read English texts.
16	Students are not motivated to read English text because it is difficult to understand	5,40%	5,40%	18,91%	64,86%	5,40%	students are disagree motivated to read English text because it is difficult to understand.

2. Document Data Analysis

For this stage, the researcher asked for a list of student scores from the lecturer who taught essay courses in the past semester. In the list of scores there are four parts of the score, namely assignment scores, mid-semester exam scores, final

test scores and student final scores. Students' final grades are obtained from the division between assignment scores, mid-semester test scores and final test scores can be seen on table 13.

Table 13					
<i>Essay Writing Score</i>					
No	Name	Midtest	Assvalue	Ftest	Final Score
1	NDRP	78	80	78	78.6
2	SDUF	78	82	85	82
3	DNSL	78	82	80	80
4	RHNA	78	82	82	80.8
5	STFM	82	82	82	82
6	DNDK	78	80	78	78.6
7	MRAD	82	80	80	80.6
8	ANSLB	80	80	82	80.8
9	MLDHS	85	82	78	81.3
10	MHLLN	80	82	80	80.6
11	RZLA	76	80	78	78
12	RBRMR	70	80	72	73.8
13	ARNN	85	85	85	85
14	MHDR	72	80	78	76.8
15	NRAZ	78	80	78	78.6
16	NVHM	85	85	85	85
17	INTEW	76	80	78	78
18	MASR	76	80	78	78
19	RFHM	75	80	80	78.5

20	HNSZ	76	82	76	77.2
21	BSZL	78	80	85	81.4
22	NFHI	78	85	80	80.9
23	SFLP	70	80	72	73.8
24	PPAG	80	80	82	80.8
25	RMJN	75	82	85	81.1
26	AANJ	76	80	80	78.8
27	SVAY	85	80	85	83.5
28	NRIH	75	80	78	77.7
29	MJLR	72	80	78	76.8
30	MSYF	76	80	85	80.8
31	FTNO	80	80	85	82
32	SLYU	78	82	75	78.2
33	ANPT	77	80	78	78.3
34	GASH	80	82	82	81.4
35	SDNM	72	80	75	75.6
36	KHNI	72	80	72	74.4
37	IHBP	80	82	82	81.4

3. Correlation Analysis

Before conducting a correlation analysis, a correlation prerequisite test is carried out first carried out, namely the normality test.

a. Normality Test

The normality test in this study used the one sample Kolmogorov-Smirnov test for normality. A data distribution said to be normally distributed if

it has a significance value of > 0.05 and the regression equation is said to be good if it has 50 independent variable data and the dependent variable data has a normal distribution or not for normality, the analysis was carried out with the help of SPSS version 16. Data normality test results the distribution can be seen in the table 14.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.71970845
Most Extreme Differences	Absolute	.140
	Positive	.090
	Negative	-.140
Kolmogorov-Smirnov Z		.853
Asymp. Sig. (2-tailed)		.461

Based on table 29, the significance level for the reading variable is 0.461 or greater than 0.05. So that the distribution of data on the reading habit variable is declared to be normally distributed.

b. Linearity

Linearity test is used to determine the linearity of the data, namely whether two or more variables tested has a linear relationship or not. Test this usually used as a prerequisite in correlation or linear analysis regression. The basis for decision making in the linearity test is if two variables have a linear relationship if the deviation for linearity is > 0.05 and if it is < 0.05 then the two variables are not linear. This linearity test was carried out using SPSS version 16. The results of the linearity of the data are shown in Table 15.

	Sum of Squares	df	Mean Square	F	Sig.
Essay Writing * Reading Habit	144.512	18	8.028	1.186	.361
Between Groups					
Linearity	.128	1	.128	.019	.892
Deviation from Linearity	144.384	17	8.493	1.254	.318
Within Groups	121.863	18	6.770		
Total	266.376	36			

Based on table 15, the significance level of deviation from linearity is 0.318 or > 0.05 . So it can be concluded that there is a significant linear relationship between the variables of reading habits and essay writing skills. The basis for decision making in the linearity test is if probability value > 0.05 then the relationship between the two variables is linear.

c. Variable Analysis

1) Reading Habit

To analyze data from reading habits, descriptive statistics were carried out, which was carried out by the process of making a frequency distribution table as follows:

Table 16		
Reading Habit Frequency		
No	Name	Score
		(X)
1	NDRP	66

2	SDUF	75
3	DNSL	60
4	RHNA	68
5	STFM	54
6	DNDK	35
7	MRAD	54
8	ANSLB	53
9	MLDHS	72
10	MHLLN	45
11	RZLA	66
12	RBRMR	57
13	ARNN	48
14	MHDR	67
15	NRAZ	55
16	NVHM	44
17	INTEW	45
18	MASR	44
19	RFHM	53
20	HNSZ	61
21	BSZL	53
22	NFHI	54
23	SFLP	57
24	PPAG	66
25	RMJN	61
26	AANJ	50

27	SVAY	48
28	NRIH	57
29	MJLR	53
30	MSYF	47
31	FTNO	53
32	SLYU	36
33	ANPT	60
34	GASH	51
35	SDNM	53
36	KHNI	44
37	IHBP	47

From the table above, the writer will look for the category of interval class, in the following way:

$$i = R / K$$

To find the class length (K), in the following way:

$$K = 1 + 3,3 \text{ Log } N$$

$$K = 1 + 3.3 \text{ Log } 37$$

$$K = 1 + 3.3 \times 1.57$$

$$K = 1 + 5.181$$

$$K = 6.181 \text{ Rounded to } 6$$

To find the Class Range (R), in the following way:

$$R = \text{Largest Data} - \text{Smallest Data}$$

$$R = 75 - 35$$

$$R = 40$$

Then we get the value of interval

$$i = R/K$$

$$i = 40/6$$

$$i = 6.6 \text{ Rounded to } 7$$

Based on the results above, the interval value is 7, so the writer can create a data table for reading habit variables.

Score	Frequency (N)	Class Limit	The Midpoint (X)	NX
35 – 41	2	34,5 – 41,5	38	76
42 – 48	9	41,5 – 48,5	45	405
49 – 55	12	48,5 – 55,5	52	624
56 – 62	7	55,5 – 62,5	59	413
63 – 69	5	62,5 – 69,5	66	330
70 – 76	2	69,5 – 75,5	73	146
Σ	37			1.994

From the table above, we can find the average value (mean) for reading

habit in the following way:

$$\text{Mean} = \Sigma NX / \Sigma X$$

$$\text{Mean} = 1.994 / 37$$

$$\text{Mean} = 53.8918$$

The average value of the reading habit variable is 54, meaning that the level of reading habit is in the fair category.

Score	Range Criteria
60-80	Good

38-59	Fair
16-37	Low

2) Essay Writing

To analyze the data from the essay writing, descriptive statistics were carried out, which was carried out by the process of making a frequency distribution table as follows:

No	Name	Score (X)
1	NDRP	78,6
2	SDUF	82
3	DNSL	80
4	RHNA	80,8
5	STFM	82
6	DNDK	78,6
7	MRAD	80,6
8	ANSLB	80,8
9	MLDHS	81,3
10	MHLLN	80,6
11	RZLA	78
12	RBRMR	73,8
13	ARNN	85
14	MHDR	76,8

15	NRAZ	78,6
16	NVHM	85
17	INTEW	78
18	MASR	78
19	RFHM	78,5
20	HNSZ	77,2
21	BSZL	81,4
22	NFHI	80,9
23	SFLP	73,8
24	PPAG	80,8
25	RMJN	81,1
26	AANJ	78,8
27	SVAY	83,5
28	NRIH	77,7
29	MJLR	76,8
30	MSYF	80,8
31	FTNO	82
32	SLYU	78,2
33	ANPT	78,3
34	GASH	81,4
35	SDNM	75,6
36	KHNI	74,4
37	IHBP	81,4

From the table above, the writer will look for the category of interval class, in the following way:

$$i = R / K$$

To find the class length (K), in the following way:

$$K = 1 + 3,3 \text{ Log } N$$

$$K = 1 + 3.3 \text{ Log } 37$$

$$K = 1 + 3.3 \times 1.57$$

$$K = 1 + 5.181$$

$$K = 6.181 \text{ Rounded to } 6$$

To find the Class Range (R), in the following way:

$$R = \text{Largest Data} - \text{Smallest Data}$$

$$R = 85 - 74$$

$$R = 11$$

Then we get the value of interval

$$i = R/K$$

$$i = 11/6$$

$$i = 1.8 \text{ Rounded } 2$$

Based on the results above, the interval value is 2, so the writer can create a data table for essay writing variables.

Score	Frequency (N)	Class Limit	The Midpoint (X)	NX
74 – 75	3	73,5 – 75,5	74,5	223,5
76 – 77	4	75,5 – 77,5	76,5	306
78 – 79	11	77,5 – 79,5	78,5	863,5
80 – 81	13	79,5 – 81,5	80,5	1.046,5

82 – 83	3	81,5 – 83,5	82,5	247,5
84 – 85	3	83,5 – 85,5	84,5	253,5
Σ	37			2.940,5

From the table above we can find the average value (mean) for the essay writing variable in the following way:

$$\text{Mean} = \frac{\sum NX}{\sum X}$$

$$\text{Mean} = 2.940,5 / 37$$

$$\text{Mean} = 79.47$$

The average value of the essay writing variable is 79, meaning that the essay writing level is in the good category.

Table 21	
<i>The Score Range of Criteria</i>	
Score	Range Criteria
86-100	Very Good
76-85	Good
56-65	Fair
10-55	Poor

Source: Nurgiyantoro (2005, p. 253)

d. Correlation Test Analysis

The correlation test analysis method used in this analysis is the Pearson correlation test. This analysis is included in the non-parametric analysis. Pearson's non-parametric analysis was chosen because the data were normally distributed according to the results of the test table above using the Kolmogorov-Smirnov one sample test. The analysis was carried out with the help of SPSS

version 16. The results were then compared with the interval table shown in Table 22.

Table 22 <i>Correlation Coefficient Table</i>	
Correlation coefficient (r)	Interpretation
0.00-0.20	Very low correlation
0.21-0.40	Low correlation
0.41-0.70	Moderate correlation
0.71-0.90	High correlation
0.91-1.00	Very high correlation

The results of the correlation coefficient of Pearson the correlation test will be compared with table 37 to find out how much relationship criteria. The correlation range in this formula is 1.00 to 0.00, where 1.00 represents a strong correlation between the two variable and 0.00 indicates no correlation at all. Spearman correlation test is shown in Table 23.

	Reading Habit	Essay Writing
Reading Habit Pearson Correlation	1	-.018
Sig. (2-tailed)		.914
N	37	37
Essay Writing Pearson Correlation	-.018	1
Sig. (2-tailed)	.914	
N	37	37

Based on the table the resulting correlation coefficient is -0.018, this result indicates that the correlation coefficient falls into the very low correlation

interpretation with intervals 0.00-0.20. In other words, the correlation between reading habits and writing skill in essay for students of the sixth semester English study program has a very low correlation. Very low correlation means students' reading habits and essay writing skills are between very low correlations so that the effect is not too strong and can be said to be still below average. the data above showed that the null hypothesis (H_0) was accepted and research hypothesis (H_1) rejected.

B. Discussion

Before discussing the results of this study, the researcher will first explain focus of his research. This research was conducted at Antasari State Islamic University Banjarmasin. The sample from this study was the sixth semester student of English education major in the 2019/2020 academic year which consisted of four classes with a total population of 103 students. Then the researcher selected participants by random sampling and obtained 37 students from the four classes. The data collection instrument used in this study was a questionnaire and documentation. Based on the formulation of the problem contained in the first chapter, how are English reading habits and whether there is a relationship between students' reading habits and their writing skills in essays for sixth semester students majoring in English education at UIN Antasari Banjarmasin for the 2019/2020 academic year. After the researcher collected data analysis, the researcher then described some of the results that have been carried out by researcher are as follows:

1. Reading Habit

Reading habits refer to an automatic process when the reader reads textual unconsciously derived material and meaning. Zwiers also provides additional the habit of reading is an unconscious mind that appears constantly to make proficient

readers actively develop the meaning of reading texts (2004, p. 3). From the results of the data in the study above, the findings of the reading habits of the sixth semester students majoring in TBI at UIN Antasari are included in the fair category with a score of 54. In addition, the researcher analyzed data on the reading habits of the selected students using questions in the form of a questionnaire. In which the researcher has broken down and adjusted the questions based on the indicators of the students' reading habits described by Gaona & Gonzalez (2011) in chapter two which explains that the indicators are reading habits.

The first indicator is attitude toward, there are about 40% of students who choose neutral on the question whether they enjoy long English reading and use their free time to read, besides that, there are about 50% of students who answered disagree when asked whether they felt pressured and unmotivated when reading long English texts. Based on the analysis of reading frequency indicators, it was concluded that as many as 29% of participants said that they did not agree to read English readings three times a week. This means that their reading frequency in a week is still lacking and there are around 40% of students who answered neutrally by taking their time to read every day. Then based on the analysis of books read, there are as many as 51% of students accessing English reading via online this means that students use technology in their reading, and as many as 37% of students answered between agree and neutral that they read English readings from borrowing then as many as 54% of students said that they have read at least 3 other people's essays, this means that they have experience in essay writing. Then the last one on the motivation indicator, there were about 30% of students answered neutrally that they read English reading as a hobby and filled their free time at

home. This means that there are students in the moderate category when reading at home and on campus.

The result of study is relevant to Hairina, Imadduddin, & Komalasari, (2021) who conducted research at UIN Antasari they found that interest in reading UIN Antasari students was in the low category, namely 78.69% of participants had low reading habit and 21,31% of participants had good category reading habit. According to them, students' lack of interest in reading in general is caused by two factors, namely internal and external, internal factors in the form of interest, reading habits, awareness and motivation problems besides external factors also in the form of environment, technology and social media which are increasingly attractive, which may cause them to lack interest. in reading. In addition, the results of this study are different from the research of Khalisa (2018) which also investigated the English reading habit of students in SMAN 4 Banda Aceh city. The study showed that a good reading habit with the results of the reading habit score of 69 and is in the good category supported by their motivation in reading English and their eagerness to spend time in reading various types of English text regularly.

2. Correlation between Students' Reading Habit and Writing Skill in Essay

Reading is a skill that is interconnected with writing skills as a productive activity because they have the same essential purpose Billen (2014). From reading a book readers increase their knowledge and develop their critical thinking. It affects the way they organize ideas that help students improve their writing skills. This is in line with Harl (2013) he asserts that reading is obtaining meaning from a text while writing is a process when meaning is produced.

In this study, the measurement of the Correlation Coefficient Formula by Pearson showed that students' reading habits had a very low correlation with

students' writing abilities. It was concluded from the calculation results of the Correlation Coefficient Formula. The result is -0.018, these results indicate that the correlation coefficient falls into the interval 0.00-0.20 with a very low correlation interpretation. In other words, it can be concluded that there is a very low correlation between students' reading habits and their writing skill in essay. This result can be strengthened by the results of the average reading habit value of students, some of them have low reading habit values but their high essay writing scores can be one of the factors why the correlation value between the two variables is very low. In another reason from Perdana (2013) said that there are several factors that affect a person's writing skills, namely: facilities and tools available, the writer's social environment, interest, motivation, and intelligence.

The results of this study are also relevant to the findings of Aprilia (2021) who examined the correlation between students' reading habits and their abilities of writing narrative texts in the second semester of IAIN Bengkulu with the result that there was a very low relationship between students' reading habits and their ability to write narrative texts. Write narrative text. It is proven by the calculation results of Spearman's Non-Parametric Correlation Test Results which show 0.136. These results indicate that the correlation coefficient falls into the interval 0.00-0.20 with a very low correlation interpretation, but the scores for the reading habit and writing test narratives show quite good results. Therefore, it can be concluded that the relationship between reading and writing narrative skills, the test has a very low relationship, it could be another factor affecting the research variable.

However, the findings of Safitri (2018) who conducted the study about reading habits and its effect on academic writing skills a study of master degree at the Faculty of Teachers Training and Education at Sebelas Maret University

contradicted the results of this study with 60% participants thought that reading habit provided a great effect in their academic writing skill and 20% participant thought that reading gave big effect and the rest 20% participant thought that reading had sufficient effect in their academic writing skill. In addition, they also say that reading is very important because it can build inspiration/ideas, make critical analysis, increase knowledge, enrich diction, collect detailed information, strengthen theory, improve writing quality, etc.