## CHAPTER IV

## FINDINGS AND DISCUSSION

## A. Findings

The research has been done at State Islamic University of Antasari Banjarmasin which is located on Jl. A. Yani, Km. 4,5 Banjarmasin. In data presentation, the writer describes the result of the on-field research that has been done in the fourth semester students at English Department of UIN Antasari Banjarmasin in academic year 2016/2017.

As mentioned in statement problem and objectives of the research, the writer would like to find out the ability of the fourth semester students in reading comprehension and paragraph writing ability, and to analyze the degree of correlation between students' achievement in reading comprehension as variable X and their paragraph writing ability as variable Y . The data are obtained on both variables by using test.

## 1. Measuring Validity and Reliability Test

In this research, the writer has done the try out test before conducted a good test for the sample of the research. Try out test was done to 15 students in the fourth semester, the students was chosen randomly from class A until class E. The tests which given to the students were multiple choice item for reading comprehension test and essay test for paragraph writing test. In reading test, it consisted of 20 questions of 5 passages. Every passage has 4 questions by options a,b,c,and d. While writing test, the
students were asked to write a comparative paragraph with chose one of some topics given. After that, the writer measures the validity and reliability test.

Based on the explanation on chapter III p.35-36, the writer used two kinds of validation that is construct validity and content validity. In calculated construct validity for reading comprehension test, the writer used IBM SPSS 22 version. The result can be seen on table 4.1.

Table 4.1 The Result of Validity Test in Reading Comprehension

| $\mathbf{N o}$ | $\mathbf{R}_{\mathbf{x}}$ | $\mathbf{R}_{\text {table }}$ <br> $\mathbf{( 5 \% )}$ | Explanation |
| :---: | :---: | :---: | :---: |
| 1 | 0,651 | 0,514 | Valid |
| 2 | 0,860 | 0,514 | Valid |
| 3 | 0,860 | 0,514 | Valid |
| 4 | 0,767 | 0,514 | Valid |
| 5 | 0,860 | 0,514 | Valid |
| 6 | 0,784 | 0,514 | Valid |
| 7 | 0,515 | 0,514 | Valid |
| 8 | 0,613 | 0,514 | Valid |
| 9 | 0,860 | 0,514 | Valid |
| 10 | 0,531 | 0,514 | Valid |
| 11 | 0,517 | 0,514 | Valid |
| 12 | 0,622 | 0,514 | Valid |
| 13 | 0,750 | 0,514 | Valid |
| 14 | 0,680 | 0,514 | Valid |
| 15 | 0,551 | 0,514 | Valid |
| 16 | 0,860 | 0,514 | Valid |
| 17 | 0,651 | 0,514 | Valid |
| 18 | 0,627 | 0,514 | Valid |
| 19 | 0,575 | 0,514 | Valid |
| 20 | 0,526 | 0,514 | Valid |

Based on table 4.1, it can be concluded that the $\mathrm{r}_{\mathrm{x}}$ value was higher than $\mathrm{r}_{\text {table }}$ at $5 \%$ significant value. It means that the test of reading comprehension is valid.

Table 4.2 The Result of Reliability Test in Reading Comprehension

| Variable | $\mathbf{R}_{\mathbf{x}}$ | $\mathbf{R}_{\text {table }} \mathbf{( 5 \% )}$ | Explanation |
| :---: | :---: | :---: | :---: |
| X | 0,715 | 0,514 | Reliable |

Based on table 4.2, it can be concluded that the $r_{x}$ value was higher than $r_{\text {table }}$ at 5 significant value. It means that the test of reading comprehension was reliable. For more information about reliability test in IBM SPSS 22 version, it can be sen on appendix 5.

For content validity, the writer has gathered the content related to the research such as learning material and syllabus of paragraph writing. The result of validity and reliablity for writing test was the students have learnt about a comparative text and they have wrote about comparative paragraph in some times of meeting. For more information, it can be seen on appendix 9 and 10.

## 2. Scoring Students' Answer in Reading Comprehension and Paragraph

## Writing Test

a. Students' achievement in reading comprehension (X)

The data of reading comprehension were gathered by using objective test. It was consist 20 items of multiple choice in which each true answer had 5 (five) scores and 0 (zero) for false answer. The maximum score was 100 (one hundred). The test was given to 40 students in the fourth semester of English Department at Antasari State University Banjarmasin. The result or score of each students were presented of the following table:

Table 4.3 The Result of Studens' Achievement in Reading Comprehension

| No | SRN | Score | No | SRN | Score |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1501241549 | 70 | 21 | 1501240490 | 40 |
| 2 | 1501240498 | 50 | 22 | 1501240506 | 60 |
| 3 | 1501241546 | 60 | 23 | 1501240489 | 60 |
| 4 | 1501241572 | 70 | 24 | 1501240537 | 55 |
| 5 | 1501241513 | 50 | 25 | 1501241501 | 65 |
| 6 | 1501241512 | 65 | 26 | 1501241562 | 55 |
| 7 | 1501240511 | 85 | 27 | 1501240501 | 65 |
| 8 | 1501240507 | 60 | 28 | 1501241529 | 60 |
| 9 | 1501240499 | 60 | 29 | 1501241504 | 60 |
| 10 | 1501241498 | 60 | 30 | 1501240481 | 60 |
| 11 | 1501241576 | 60 | 31 | 1501240467 | 75 |
| 12 | 1501240462 | 30 | 32 | 1501240558 | 60 |
| 13 | 1501241559 | 25 | 33 | 1501240516 | 50 |
| 14 | 1501240557 | 65 | 34 | 1501241516 | 60 |
| 15 | 1501241502 | 50 | 35 | 1501240554 | 65 |
| 16 | 1501241510 | 40 | 36 | 1501241554 | 80 |
| 17 | 1501240550 | 30 | 37 | 1501240531 | 50 |
| 18 | 1501240467 | 60 | 38 | 1501240546 | 50 |
| 19 | 1501241545 | 40 | 39 | 1501240556 | 50 |
| 20 | 1501240545 | 50 | 40 | 1501240513 | 50 |
| Total |  |  |  |  | 2250 |
| Average |  |  |  |  | 56 |
| The highest score |  |  |  |  | 85 |
| The lowest score |  |  |  |  | 25 |

Based on the table 4.5, the writer calculated mean score of the students' ability in reading comprehension by statistically as following:
$M_{X}=\frac{\Sigma \mathrm{X}}{\mathrm{N}}$
$\mathrm{Mx}=$ Mean of reading comprehension score
$\sum \mathrm{X}=$ Total score of students' reading comprehension
$\mathrm{N} \quad=$ Total students of the respeondent

$$
\begin{aligned}
M_{X} & =\frac{\Sigma X}{\mathrm{~N}} \\
& =\frac{2250}{40} \\
& =56,2
\end{aligned}
$$

Based on the result of the applied the formula, the total score is 2250 of 40 students, and mean score is 56,2 which showed that the students' reading comprehension ability was enough category. Distribution of the students' scores can be seen in the following table:

Table. 4.4 The Frequency Distribution of Reading Score and Classification

| No | Score | Frequency | Percentage | Category |
| :---: | :---: | :---: | :---: | :---: |
| 1 | $80-100$ | 2 | $5 \%$ | Very Good |
| 2 | $66-79$ | 3 | $7,5 \%$ | Good |
| 3 | $56-65$ | 18 | $45 \%$ | Enough |
| 4 | $46-55$ | 11 | $27,5 \%$ | Low |
| 5 | $0-45$ | 6 | $15 \%$ | Fail |
| Total |  | 40 | $100 \%$ |  |

(Kasdi, 2006,p.21)

The table 4.4 reveals that 2 students (5\%) are in very good category of reading comprehension ability. 3 students (7,5\%) are in good category, 18 students (45\%) are in enough category, 11 students $(27,5 \%)$ are in low category, and 6 students (15\%) are in fail category.
b. Students' paragraph writing ablity (Y)

The writer took the result of the writing test from the students'writing ability. In the test, the students were asked to write a comparative paragraph by choosing the topic which one was given. It was given to 40 students in the fourth semester at English Department of UIN Antasari Banjarmasin. The test was assessed through writing rubric by Brown and Bailey ( 2010, p.286-287). The result of the test is presented in the follwing table:

Table 4.5 The Result of Students' Paragraph Wriing Ability

| NO | SRN | SCORE | NO | SRN | SCORE |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 1501241549 | 52 | 21 | 1501240490 | 25 |
| 2 | 1501240498 | 46 | 22 | 1501240506 | 43 |
| 3 | 1501241546 | 54 | 23 | 1501240489 | 49 |
| 4 | 1501241572 | 48 | 24 | 1501240537 | 44 |
| 5 | 1501241513 | 57 | 25 | 1501241501 | 82 |
| 6 | 1501241512 | 45 | 26 | 1501241562 | 55 |
| 7 | 1501240511 | 67 | 27 | 1501240501 | 60 |
| 8 | 1501240507 | 37 | 28 | 1501241529 | 50 |
| 9 | 1501240499 | 40 | 29 | 1501241504 | 56 |
| 10 | 1501241498 | 40 | 30 | 1501240481 | 60 |
| 11 | 1501241576 | 35 | 31 | 1501240467 | 58 |
| 12 | 1501240462 | 39 | 32 | 1501240558 | 55 |
| 13 | 1501241559 | 45 | 33 | 1501240516 | 54 |
| 14 | 1501240557 | 43 | 34 | 1501241516 | 65 |
| 15 | 1501241502 | 45 | 35 | 1501240554 | 50 |
| 16 | 1501241510 | 54 | 36 | 1501241554 | 50 |
| 17 | 1501240550 | 35 | 37 | 1501240531 | 60 |
| 18 | 1501240467 | 59 | 38 | 1501240546 | 52 |
| 19 | 1501241545 | 50 | 39 | 1501240556 | 55 |
| 20 | 1501240545 | 50 | 40 | 1501240513 | 58 |
|  |  |  |  |  |  |
|  | Total |  |  |  | 2022 |
|  | Average |  |  |  | 50,5 |
| The highest score |  |  |  |  | 82 |
| The lowest score |  |  |  |  | 25 |

Based on the table 4.7, the writer calculated mean score of the students' ability in wrting paragraph, by statistically as follow:

$$
M_{Y}=\frac{\Sigma Y}{\mathrm{~N}}
$$

MY = Mean of writing ability score
$\sum \mathrm{Y}=$ Total score of students' paragraph writing ability
$\mathrm{N}=$ Total students of the respeondent

$$
\begin{aligned}
M_{Y} & =\frac{\Sigma Y}{\mathrm{~N}} \\
& =\frac{2022}{40} \\
& =50,5
\end{aligned}
$$

Based on the result of the applied the formula, the total score was 2022 of 40 students, and mean score was 50,5 which showed that the students' paragraph writing ability was low category. Distribution of their scores in paragraph writing can also be seen in the following table:

Table. 4.6 The Frequency Distribution of Writing Score and Classification

| No | Score | Frequency | Percentage | Category |
| :---: | :---: | :---: | :---: | :---: |
| 1 | $80-100$ | 1 | $2,5 \%$ | Very Good |
| 2 | $66-79$ | - | - | Good |
| 3 | $56-65$ | 10 | $25 \%$ | Enough |
| 4 | $46-55$ | 16 | $40 \%$ | Low |
| 5 | $0-45$ | 13 | $32,5 \%$ | Fail |
| Total |  | 40 | $100 \%$ |  |

(Kasdi, 2006,p.21)

The table 4.6 revealed that there is 1 student $(2,5 \%)$ who got very good category in paragraph writing ability. There is not student in good
category, 10 students ( $25 \%$ ) who got enough category, 16 students ( $40 \%$ ) who got low category, and 13 students ( $32,5 \%$ ) who got fail category.

## 3. Measuring AssumptionTest

The writer measured the assumption test that is the normality test and linearity test by using IBM SPSS 22 version.
a. Normality Test

In this research, the writer measured the normality test used Kolmogorov-Smirnov of IBM SPSS 22 version. The result of normality test was described as following table:

Table 4.7 The Result of Normality Test

| Variable | Significance | $(\boldsymbol{\alpha})$ value | Criteria |
| :---: | :---: | :---: | :---: |
| X | 0,100 | 0,05 | Normal |
| Y | 0,200 | 0,05 | Normal |

Based on the result, it shows that the value of variable $X(0,100)$ and the value of variable $\mathrm{Y}(0,200)$ are higher than the significant value $(0,05)$. Therefore, it can be concluded that the data is normal. For more information about the result, it can be seen in the appendix 6 .
b. Linearity Test

In this research, the writer measured the linearity test used IBM SPSS 22 version. The result of linearity test was described in the following table:

Table 4.8 The Result of Linearity Test

| Variable | Significance | $(\boldsymbol{\alpha})$ value | Criteria |
| :---: | :---: | :---: | :---: |
| XY | 0,391 | 0,05 | Linear |

The result of linearity test between students' achievement in reading comprehension (X) and students' paragraph writing ability (Y) showed that the significant value 0,391 which was higher than 0,05 . Therefore, it can be concluded that variable X and variable Y is linear. For more information about the result, it can be seen in the appendix 6 .

Because of the data were normal and linear, the writer can be used Pearson product moment formula to analyze the correlation between studens' achievemnet in reading comprehension and their paragraph writing ability in the fourth semester at English Department of UIN Antasari Banjarmasin in academic year 2016/2017.
4. Analyzing The Correlation Between Students' Achievement in Reading Comprehension and Their Paragraph Writing Ability

It has been mentioned before, the data were gained from the students' score of reading comprehension test and paragraph writing test. The next step in this research is the writer to analyze the correlation between two variables by finding the $\mathrm{X}, \mathrm{Y}, \mathrm{XY}, \mathrm{X}^{2}, \mathrm{Y}^{2}$ of the data. They were seen in the following table:

Table 4.9 Working table of Correlation Analysis

| NO | X | Y | X ${ }^{2}$ | $\mathbf{Y}^{2}$ | XY |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | 70 | 52 | 4900 | 2704 | 3640 |
| 2 | 50 | 46 | 2500 | 2116 | 2300 |
| 3 | 60 | 54 | 3600 | 2916 | 3240 |
| 4 | 70 | 48 | 4900 | 2304 | 3360 |
| 5 | 50 | 57 | 2500 | 3249 | 2850 |
| 6 | 65 | 45 | 4225 | 2025 | 2925 |
| 7 | 85 | 67 | 7225 | 4489 | 5695 |
| 8 | 60 | 37 | 3600 | 1369 | 2220 |
| 9 | 60 | 40 | 3600 | 1600 | 2400 |
| 10 | 60 | 40 | 3600 | 1600 | 2400 |
| 11 | 60 | 35 | 3600 | 1225 | 2100 |
| 12 | 30 | 39 | 900 | 1521 | 1170 |
| 13 | 25 | 45 | 625 | 2025 | 1125 |
| 14 | 65 | 43 | 4225 | 1849 | 2795 |
| 15 | 50 | 45 | 2500 | 2025 | 2250 |
| 16 | 40 | 54 | 1600 | 2916 | 2160 |
| 17 | 30 | 35 | 900 | 1225 | 1050 |
| 18 | 60 | 59 | 3600 | 3481 | 3540 |
| 19 | 40 | 50 | 1600 | 2500 | 2000 |
| 20 | 50 | 50 | 2500 | 2500 | 2500 |
| 21 | 40 | 25 | 1600 | 625 | 1000 |
| 22 | 60 | 43 | 3600 | 1849 | 2580 |
| 23 | 60 | 49 | 3600 | 2401 | 2940 |
| 24 | 55 | 44 | 3025 | 1936 | 2420 |
| 25 | 65 | 82 | 4225 | 6724 | 5330 |
| 26 | 55 | 55 | 3025 | 3025 | 3025 |
| 27 | 65 | 60 | 4225 | 3600 | 3900 |
| 28 | 60 | 50 | 3600 | 2500 | 3000 |
| 29 | 60 | 56 | 3600 | 3136 | 3360 |
| 30 | 60 | 60 | 3600 | 3600 | 3600 |
| 31 | 75 | 58 | 5625 | 3364 | 4350 |
| 32 | 60 | 55 | 3600 | 3025 | 3300 |
| 33 | 50 | 54 | 2500 | 2916 | 2700 |
| 34 | 60 | 65 | 3600 | 4225 | 3900 |
| 35 | 65 | 50 | 4225 | 2500 | 3250 |
| 36 | 80 | 50 | 6400 | 2500 | 4000 |
| 37 | 50 | 60 | 2500 | 3600 | 3000 |
| 38 | 50 | 52 | 2500 | 2704 | 2600 |


| 39 | 50 | 55 | 2500 | 3025 | 2750 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 40 | 50 | 58 | 2500 | 3364 | 2900 |
| $\Sigma$ | 2250 | 2022 | 132750 | 106258 | 115625 |

$$
\begin{aligned}
\mathrm{r}_{\mathrm{Xy}} & =\frac{\mathrm{N} \Sigma \mathrm{XY}-(\Sigma \mathrm{X})(\Sigma \Upsilon)}{\sqrt{\left\{\mathrm{N} \Sigma \mathrm{X}^{2}-(\Sigma \mathrm{X})^{2}\right\}\left\{\mathrm{N} \Sigma \Upsilon^{2}-(\Sigma \Upsilon)^{2}\right\}}} \\
& =\frac{40 \times 115625-2250 \times 2022}{\sqrt{\left\{40 \times 132750-2250^{2}\right\}\left\{40 \times 106258-2022^{2}\right\}}} \\
& =\frac{4625000-4549500}{\sqrt{\{5310000-5062500\}\{4250320-4088484\}}} \\
& =\frac{75500}{\sqrt{\{247500\}\{161836\}}} \\
& =\frac{75500}{\sqrt{40054410000}} \\
& =\frac{75500}{200135,97877443} \\
& =0,377
\end{aligned}
$$

Based on the calculation, the value of Pearson correlation ( $\mathrm{r}_{\mathrm{xy}}$ ) is 0,377 . Furthermore, the value of $r_{x y}(0,377)$ is compared to the value of $r_{\text {table }}$ with the significant value 0,05 with $\mathrm{df}=38$.

$$
\begin{aligned}
\mathrm{df} \quad & =\mathrm{N}-\mathrm{k} \\
& =40-2=38
\end{aligned}
$$

Therefore, by looking the table of product moment at significant value 0,05 with $\mathrm{df}=38$, the value of $\mathrm{r}_{\text {table }}$ is 0,320 . Based on the findings, the value of Pearson correlation ( $\mathrm{r}_{\mathrm{xy}}$ ) between students' achievement in reading comprehension and their paragraph writing ability is 0,377 which is the value of $\mathrm{r}_{\text {table }}$ at significant value 0,05 with $\mathrm{df}=38$ was 0,320 . It can be concluded that $r_{x y}(0,377)>r_{\text {table }}(0,320)$ which means there is correlation between students' achievement in reading comprehension and their paragraph writing ability. Moreover, the result of analysis can be seen in the following table:

Table 4.10 Correlation between Reading Comprehension and Paragraph Writing Ability

| Correlations |  |  |  |
| :--- | :--- | ---: | ---: |
| Reading   <br> Comprehension Pearson Reading <br> Comprehension <br>  Correlation Priting <br> Ability <br>  Sig. (2-tailed) 1 | , $377^{*}$ |  |  |
|  | N | 40 | , 016 |
| Paragraph Writing | Pearson | 40 |  |
| Ability | Correlation | , $377^{*}$ | 1 |
|  | Sig. (2-tailed) | , 016 |  |
|  | N | 40 | 40 |

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table 4.10, the value of correlation between reading comprehension and paragraph writing ability is 0,377 which means there is correlation between students' achievement in reading comprehension and their
paragraph writing ability. Moreover, the value of sig (2-tailed) is 0,016 which means $0,016<0,05$. Therefore, the correlation is significant.

## B. Discussion

Based on the findings, the writer found some information about how students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Department of UIN Antasari Banjarmasin in academic year 2016/2017. In addition, the writer also found the correlation between them.

## 1. Students' Achievement in Reading Comprehension

Based on the findings of reading comprehension test, the writer found that average students have enough score category. From 40 students can be classified: 6 students (15\%) who got score $0-45$ (fail category), 11 students (27,5\%) who got score 46 - 55 (low category), 18 students (45\%) who got score 56-65 (enough category), 3 students ( $7,5 \%$ ) who got score $66-79$ (good category), and 2 students (5\%) who got score 80 - 100 (very good category).

From the test, the writer knew the students ability in answering the test. By their understanding about the text, they were able to answer the questions correctly. The problems are that the students may be not already yet to face the test and they also have different ability in mastering English
because each class has taught with different teacher. Automatically, the students have given different way in learning English. They sometimes have a little difficulty in finding main idea or topic sentence. However, some students also have difficulties in answering the questions in which the answers can be found on the text. It can be said that some students still did not understand yet about the technique and strategy to comprehend the text. Thus, it might be as factors of students ability in understanding the question items.

## 2. Students' Ability in Writing Paragraph.

From the statistical measurement of 40 students, the writer found that average students have low score category in paragraph writing ability. It can be classified: 13 students ( $32,5 \%$ ) who got score $0-45$ (fail category), 16 students (40\%) who got score 46 - 55 (low category), 10 students ( $25 \%$ ) who got score 56-65 (enough category), and 1 student ( $2,5 \%$ ) who got score $80-$ 100 (very good category).

The students also have low category score in paragraph writing ability. The test made students think hardly how to write and how to compare two things in a writing that will they tell for the reader. Though they are often to write English writing in writing course, they still have difficulties to write and to think what would they be write. For example, when the students asked to write a comparative paragraph, some of them did not know what the type is, but actually the case was they had learnt at this semester. Some of students also did not write the introduction and conclusion of the paragraph well.
3. The Correlation between Students' Achievement in Reading Comprehensin and Their Paragraph Writing Ability.

The writer also found there was a correlation or not between students' achievement in reading comprehension and their paragraph writing ability. The findings shows the value of Pearson correlation $\left(r_{\mathrm{xy}}\right)$ between reading comprehension and paragraph writing ability is 0,377 , while the value of $r_{\text {table }}$ at significant value 0,05 with $\mathrm{df}=38$ was 0,320 . Therefore, $\mathrm{r}_{\mathrm{xy}}(0,377)$ $>\mathrm{r}_{\text {table }}(0,320)$ which means there was a correlation between variable X and variable Y . The $\mathrm{r}_{\mathrm{xy}}$ value $(0,377)$ was low category, it based on the correlation index number $(0,20-0,399)$, for more information, see table 3.5 of correlation interpretation. In addition, the value of $\mathrm{r}_{\mathrm{xy}}(+0,377)$ was positive, which means there was positive correlation between variable X and variable Y . Moreover, based on the table of correlation with IBM SPSS 22 version (Table 4.8), the value of significant correlation or Sig. (2tailed) was 0,016 . It can be concluded that the value of significant correlation $(0,016)<0,05$ which means that the correlation was significant. Thus, Ha was accepted and H0 was rejected. Based on the findings, the writer found that there was a positive low significant correlation between students' achievement in reading comprehension and their paragraph writing ability in the fourth semester at English Deapartment of UIN Antasari Banjarmasin.

In conclusion, based on data analysis, it shows that the effect of reading comprehension and paragraph writing is low. The test of reading comprehension made students quitely in answering the test and made them to
be more carefully in choosing the answer. The writer saw that sudents hardly in doing the test. According to Kanan (2009, p. 2) to learn English language requires constant practice. The kind of feeling that prevails among students was that is not possible to achieve fluency or mastery over English language. Therefore, if the students have good in reading comprehension, it will affect on their paragraph writing.

According to Nelson and Calfee (1998) in Ming Yueh Shen (2009) said that both reading and writing required learners to actively involve in construction meaning. So, between reading and writing can not be separated each other. In reading comprehension, the students must be known the meaning of word, phrase and sentence on the text, so that they could answer the reading test well. It similar for writing, when students wanted to write, they must have many vocabularies which were poured in their writing. Wilson ( 1981, p.279) stated that the relationship between reading and writing is based on communication. Both processes should develop as a natural extension of the child is need to communicate. Thus, reading and writing have relation and mutual communicated each other.

