**Chapter Four**

**Findings and Discussions**

This chapter describes the answer of three research questions. The first question is about the university students' reading habit at EED UMY Batch 2013. Second question is about the university students' reading achievement on TOEFL at EED UMY Batch 2013. The third question is about the correlation between university students' reading habits and their reading achievement on TOEFL at EED UMY Batch 2013. Then, the discussion is also explained in this chapter.

**Findings**

In this part, the researcher focused on three research questions. The findings are included the university students' reading habits, their reading achievement on TOEFL and the correlation between these two variables at EED UMY Batch 2013. Then, the findings were explained in the following discussion.

**The university students' reading habits at EED UMY Batch 2013**

In order to find the university students' reading habit level, the researcher gave questionnaires to the students of EED UMY Batch 2013. The questionnaires were about the reading habit in general both in their L1 and L2. The researcher took twenty - eight students from class B at sixth semester of EED UMY as the sample. The questionnaires consisted of thirty questions which has four options with different value. The options were such as four equaled always, three equaled

often, two equaled sometimes, and one equaled never. Furthermore, reading habit

was classified into seven categories such as the quantity of reading, the amount of

reading books, the purpose of reading, the frequency of reading, personal feeling

or personal interest amount book, self-motivation, and the quantity of library visit.

The findings of university students' reading habit are presented in the

following table.

| The university students' reading habits result | | | |
|---|---|---|---|
| No | Category | Percentage | Frequency |
| 1. | Very good | 102 – 120 | 0 |
| 2. | Good | 84 – 102 | 4 |
| 3. | Fair | 66 – 84 | 20 |
| 4. | Low | 48 – 66 | 4 |
| 5. | Very low | 30 – 48 | 0 |
| | Sum | | 28 |
| | Highest | | 120 |
| | Lowest | | 30 |
| | Means | | 75.86 |

Table 4.1 *The university students' reading habits result*

From the data above, from the total of twenty eight respondents, there are

four students who have good level of reading habit, twenty students who have fair

level and four students who have low level of reading habit. It means that more

than half students have fair reading habit. From the means value, it is found that

the means of students' reading habit level was 75.86. It can be said that most of

students have a fair reading habit both books in their first language and second

language. For the students' in low level, they needed some treatments and motivations to increase their reading habit.

**The university students' reading achievement on TOEFL at EED UMY Batch 2013**

To find the university students' reading achievement level, the data were collected from the score documentation of reading section in TOEFL that has done by students of EED UMY Batch 2013. The data were taken from the lecture who taught in International language testing course. The result can be seen from the table below.

| No | Category | Value | Frequency |
|---|---|---|---|
| | **Reading Achievement on TOEFL Result** | | |
| 1. | Very good | 40 - 50 | 0 |
| 2. | Good | 30 - 40 | 5 |
| 3. | Fair | 20 - 30 | 14 |
| 4. | Low | 10 - 20 | 8 |
| 5. | Very Low | 0 - 10 | 1 |
| | Sum | | 28 |
| | Highest | | 70 |
| | Lowest | | 20 |
| | Means | | 23 |

Table 4.2 *Reading Achievement on TOEFL Result*

From the data above, from the total of twenty eight respondents, there were five students who have good level, fourteen students who have fair level, eight students who have low level, and a student who have very low level in

reading TOEFL. It means that students' reading achievement on TOEFL of class B Batch 2013 have various level. Moreover, the researcher found that the means value of students' reading achievements on TOEFL was 23. It is shown that most of them are in the fair level which means they need to improve their reading achievement level. Additionally, there were also students who have in the low and very low level which means they need some treatment to develop their reading achievement level on TOEFL. It can be said that most of students are still less satisfied through their academic performances in reading section on TOEFL.

**The correlation between university students' reading habits and their reading achievement on TOEFL test at EED UMY Batch 2013**

For answering the correlation between university students' reading habits and their reading achievement on TOEFL, the researcher used SPSS version sixteenth which refers to the significance (two-tailed) value. It is because this research concerned on finding the relationship between two variables which is does not know the purpose of it either it is positive, neutral or negative.

In addition, to find the hypothesis of correlation, the data needed to be normal. The normality test can be seen in the following table.

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | Unstandardized Residual |
| N | | 28 |
| Normal Parameters[a] | Mean | .0000000 |
| | Std. Deviation | 7.02780852 |
| Most Extreme Differences | Absolute | .185 |
| | Positive | .076 |
| | Negative | -.185 |
| Kolmogorov-Smirnov Z | | .977 |
| Asymp. Sig. (2-tailed) | | .295 |
| a. Test distribution is Normal. | | |

Table 4.3 *The normality test*

The finding shows that the significance (two-tailed) value was 0.295 ≥ 0.05. It can be said that the data have normal distribution because the value have higher than the significance value. After that, the next was process of linearity data. It is shown in the following table.

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .419[a] | .176 | .144 | 7.162 |

a. Predictors: (Constant), reading achievement
b. Dependent Variable: reading habit

To find the linearity of the data, the researcher used r table hypothesis. The data were linier if r value > r table. In this research, the value of r table is 0.3739 which refers to twenty - eight respondents. The r table standard was attached in the appendix list. From the table above, it is found that the r value is 0.419 which means the data is linear. It is because r value was higher than r table standard.

After that, the next process was to identify the heteroscedasticity test. The result of this research can be seen from the following table.

**Scatterplot**

**Dependent Variable: reading habit**
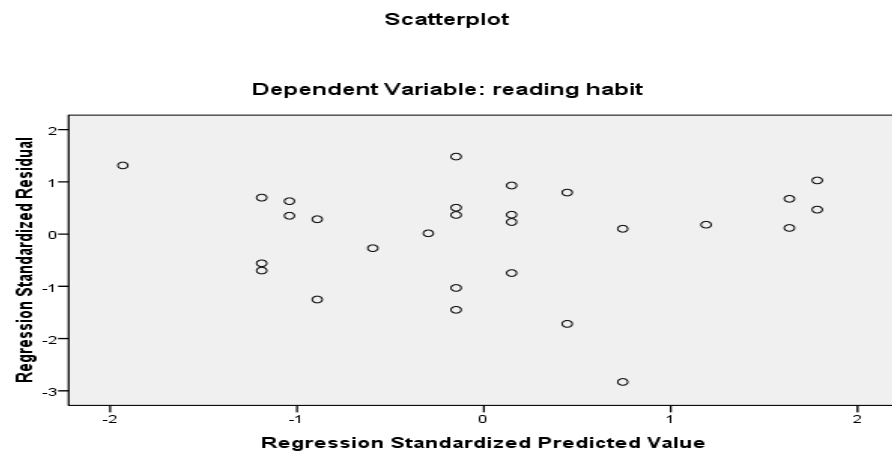


The finding confirms that this model was included into homoscedastic term. It can be explained that there was no problem in the heteroscedasticity test because the value of dependent variable was increased through the x value. It is also followed by the regression standardized residual value.

Moreover, it is shown that the data was suitable to do research on finding the correlation between university students' reading habits and their reading achievement on TOEFL. Thus to identify the correlation between these two variables were supposed to use Pearson-product moment correlation. Thus, the significance correlation value result was interpreted below.

**Correlations**

|  |  | reading habit | reading achievement |
|---|---|---|---|
| reading habit | Pearson Correlation | 1 | .419[*] |
|  | Sig. (2-tailed) |  | .026 |
|  | N | 28 | 28 |
| reading achievement | Pearson Correlation | .419[*] | 1 |
|  | Sig. (2-tailed) | .026 |  |
|  | N | 28 | 28 |

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

*T*able 4.4 *The correlations between reading habit and reading achievement*

From the table above, it is found that N (the respondent) was twenty eight people and the correlation value was 0.419*. The * value means the significance correlation value on 0.05 level with significance (two-tailed). To know the strength and the weakness of correlation value, it can be seen from the significance correlation value. The finding shows that the significance correlation value was 0.419 and it resembled to 0 (zero) which means that the correlation is low. According to Sugiono (2013) who have developed correlation criteria, the significance correlation between 0 – 0.5 is approached to low level. It can be said that the correlation between reading habit and reading achievement on TOEFL was low but it has linier correlation.

Based on the hypothesis, it revealed that these two variables is not significance. It is because the significance value is 0.026. The formula of significance value is represented below:

$H_1$: There is a significant correlation between university students' reading habits and their reading achievement on TOEFL.

$H_0$: There is no significant correlation between university students' reading habits and their reading achievement on TOEFL.

Where:

$H_0$ is rejected if the sig. (two-tailed) value $< 0.05$, and then $H_0$ is accepted if the sig. (two-tailed) value $> 0.05$.

The finding shows that the sig. (two-tailed) is $0.026 > 0.05$ which means $H_0$ is accepted if the sig. (two-tailed) value $> 0.05$. It can be assumed that $H_0$ is accepted and $H_1$ is rejected. Then the finding found that there was no significance correlation between university students' reading habits and their reading achievement on TOEFL at EED UMY 2013.

Moreover, to know the proportion or ratio of variable variations, it can be identified by the statistic value of coefficient determination ($r^2$). When the correlation value between reading habit and reading achievement on TOEFL test was 0.419, then $r^2 = 0.419$ x $0.419 = 0.1755$ or $17.55\%$. It can be assumed that $27.55\%$ of reading achievement variations result can be explained by the reading habit level. It can be high or low level. Likewise, the rest of them or $82.45\%$ from the result is affected by others factors or error analysis.

**Discussion**

Recently, the result of first question found that there were four students who had good level of reading habit, twenty students who had fair level of reading habit and four students who had low level of reading habit. It can be identified that some of students have various level of reading habit both in their first language and second language such as good, fair and low level of reading habit.

From the means value, it is found that the average of students' reading habit level was 75.86. It can be said that most of students at EED UMY batch 2013 class B are in the moderate or fair level of reading habit or not particularly strong one. It can be identified that there are some possible indicators that affected reading habit. With the expectation of Grace and Emmanuel (2012), there were some categories of reading habits such as the non-readers who do not read for pleasure, the marginal readers who do reading for necessity, and the avid readers who love reading. It means that reading habit at EED UMY batch 2013 class B can be identified that they prefer reading for necessity.

Additionally, there were some categories that affected reading habit. Reading habit performance can be seen from the factors that supported readers during their reading activities. Some researcher like Wagner (2002), Chettri and Rout (2013), Sangkeo (1990) in Chettri and Rout (2013), and Wallance (1992) claimed that there were some indicators' to access reading habit such as the quantity of reading, reading amount of books, purpose of reading, frequency of reading, personal feeling or personal interest amount book, self-motivation, and quantity of library visit. It is clear that readers should have positive attitude towards their reading habit because they will comprehend their reading activity in academic performances.

The finding analysis of second question indicated that students reading achievement class B of EED UMY Batch 2013 has several levels. The researcher found that there were five students who had good level, fourteen students who had fair level, eight students who had low level, and a student who had very low level

in reading TOEFL. At the moment, the means value of students' reading achievements on TOEFL was 23. It is shown that most of them are in the fair level which means they need to improve their reading achievement level.

The result suggested that most of students were in the fair level through their reading achievement in TOEFL. From then on, students' reading achievement on TOEFL needed some improvement such as developing personal capability in their reading comprehension. In spite of Ghonsooly and Elahis' (2010) research, they suggested that reading achievement is affected by self-efficiency in reading comprehension.

Regarding to the third question, the researcher found that there is no significance relationship between university students' reading habit and their reading achievement on TOEFL. It was because the number of sig. (two-tailed) is $0.026 > 0.05$ which means $H_0$ is accepted and $H_1$ is rejected. Then, it became a good understanding that students' reading habit and their reading achievement on TOEFL was not related each other because the relation was in the low level.

The correlation between reading habit and reading achievement on TOEFL was unstable because these two variables were in the fair level. The researcher noticed that reading habit was influenced by the collaboration between first language and second language skills. According to Morvay (2015), reading habit in L1 was transferable into L2 reading ability as long as the readers have a good reading habit in L1. What is needed was high level because readers who have a good reading in L1 are able to comprehend reading second language. It can be considered that students required having a high level or high skill in reading L1

and knowing the L2 proficiency skills. It means that having reading habits proficiency in L1 and L2 is important in order easy to transfer into their reading L2 skills.

Moreover, students need to have a good reading habits because they will comprehend their reading both in their first language and second language. It is in line with Yamashita (2004) who indicated that L1 reading skills were transferable into L2 reading skill although their L2 reading competence was low. Also, Ögeyik and Akyay (2009) stated that people who have a good reading habit can transfer unconsciously to their second language skill. Generally, if students' reading habit was in high level, it can be transferred easily to second language reading skill.

Furthermore, in conducting the data there was no significant correlation between students reading habits and their reading achievement on TOEFL. It is shown that students' reading habit and their reading achievement in TOEFL was fair. They have fair reading habit because there are some possible factors. According to literature review, the researcher investigated that they do reading for necessity. It was supported by Ochanya (2010) who claimed that the purpose of reading habit refers to concentration. It can be said that readers do reading for academic purpose because it provided a desire outcome. Then, students need to know their desire in reading skill which means that readers need to understand their personal feeling and have a good reading habit. This is in line with Wallace (1992), having good reading habit was depending on personal reason which provided reading for pleasure. Then, it can be said that students who have good reading habit, they have good feeling in reading.

In addition, readers who enjoy their reading will be easy to choose their own texts. They will choose text based on their preference with easy vocabulary. When readers are easy to choose their own text, it can motivate them to do reading in their leisure time. In accordance with Ögeyik and Akyay (2009), readers through reading habits can choose their reading texts. In choosing texts, readers are able to select depending on their preference.

Besides, the finding of student's reading achievements in TOEFL was fair level which means this result showed that there are possible factors that affected these result. According to the literature review in chapter two, the researcher investigated that there are some characteristics of reading section in TOEFL. First, the text was written in English language and there were unfamiliar words. Students needed to comprehend the vocabulary that they found in every paragraph in reading section. Second, there were various types of text in reading section on TOEFL such as exposition, argumentation, and historical texts. Third, the context of the text was academic writing. This is in line with Gorelova, Zalyaeva and Sungatullina (2015) who stated that the texts in reading section of TOEFL were divided into several types such as basic text and factual text. They also argued that students needed to master their vocabulary skill.

By chance, the question in reading section on TOEFL was referred to the reading passage. First, the readers needed to understand the main point of the reading passage and the content of the reading passage. Second, they needed to find out the facts and issues that occurred in the reading passage. Third, they also needed to find all of information that correlated between question and the reading

passage. This was supported by Enright and Scheld (2000) who have specified that the purpose of reading section in TOEFL was to find out the fact of the reading passage. It can be concluded that reading in TOEFL was quite difficult because students need to be aware about the context of the text and the passage of it.

The result showed that there was no significant correlation between those two variables, it can be said that reading habit and reading achievement on TOEFL has linear correlation. Acheaw (2014) concluded that there is a direct correlation between reading habits and academic performance. It can be identified that reading habit has close relations with academic performance but it is found in general achievement. Moreover, this research was more specific on reading achievement on TOEFL, then it can be concluded that the correlation between those two variables was linear. It means that this research can be continued by other researchers with the similar theme. It is because the result showed that these two variables is correlated with each other but the correlation is low.