

Chapter Four

Findings and Discussion

In this chapter, the researcher presents findings and discussion of the research. The findings answered the research questions related to this research. Then, in the discussion the researcher presents information related to the findings and theory in chapter two.

Finding

This research purposed to find out reading habits at English Education Department UMY, reveal achievement of English Education Department UMY students, and investigate the correlation between reading habits and learning achievement at English Education Department students. Subjects in this study were students at batch 2012 amounted to 53 people.

Validity and reliability test results. The validity and reliability of the instrument obtained is presented as follows.

Validity test. Validity test was used to determine the validity level of the research instruments. A valid instrument should have high validity. In contrast, instruments which are less valid means having a low validity. Validity test was conducted using Pearson correlation formula known as Product Moment Correlation.

Furthermore, the values of validity were checked with r table. Sugiono (2012) stated that the value of r table is 0,3, these value of r table was obtained regardless the number of cases. If the values of r count were greater than or equal to the values of r table, the items were declared valid. If the correlation

coefficient is low or less than r table, the items in question was said to be void or invalid. Items that fall or invalid items were eliminated and it cannot be used for further research. The calculation of validity test was using SPSS 13.0 and the test results were obtained as follows:

Table 4.1. Validity Test Results of Students English Reading Habits

Items	r count	r table	Statement
Item 1	0.511	0.3	Valid
Item 2	0.528	0.3	Valid
Item 3	0.453	0.3	Valid
Item 4	0.489	0.3	Valid
Item 5	0.453	0.3	Valid
Item 6	0.482	0.3	Valid
Item 7	0.495	0.3	Valid
Item 8	0.444	0.3	Valid
Item 9	0.402	0.3	Valid
Item 10	0.449	0.3	Valid
Item 11	0.574	0.3	Valid
Item 12	0.542	0.3	Valid
Item 13	0.500	0.3	Valid
Item 14	0.467	0.3	Valid
Item 15	0.463	0.3	Valid

Item 16	0.435	0.3	Valid
Item 17	0.446	0.3	Valid
Item 18	0.466	0.3	Valid
Item 19	0.474	0.3	Valid
Item 20	0.478	0.3	Valid

The table above shows that all the questions were declared valid, because the value of r count is greater than r table.

Reliability test. Reliability is an index indicates the extent to which the instrument can be trusted and relied upon. In this study, reliability test was also using SPSS version 13.0 by calculating Cronbach's Alpha values of the variables tested. If the value of Cronbach Alpha is greater than 0,600, the answer of respondents is stated reliable. The result of reliability test can be seen in the following table:

Table 4.2. Reliability Test Result

Variable	<i>Alpha Cronbach</i>	Statement
Students English Reading Habits	0,872	Reliable

Based on the table above, it can be obtained that the value of Cronbach Alpha 0, 872 is greater than the value of 0,600. Thus, the questionnaire in this study can be reliable.

Description of research data. Research data consisted of one independent variable that was the students' English reading habits (X) and the dependent variable that was the students' learning achievement (Y). In this section, the data of each variable that had been processed will be described. It is seen from the value of the maximum, minimum, average (mean) and standard deviation. Here are the details of the data processing that has been done with SPSS version 13.0.

Students' reading habits. Variable data of students English reading habits were obtained through a questionnaire consisting of 20 items with 53 students as the respondents. There were four alternative answers with the highest score of 5 and the lowest score of 1. Based on data from the variable of students English reading habits, it was obtained that the highest score was 97 and the lowest score was 46. The result from the analysis of value resulted the Mean (M) 72.7736, Median (Me) 72, Mode (Mo) 69, and Standard Deviation (SD) 10.25941.

Determination from the tendency of variables students' English reading habits, after the minimum value (xmin) and maximum value (Xmak) was revealed, then the next step was looking for the average value of the ideal (Mi) with the formula $Mi = \frac{1}{2} (Xmak + xmin)$. The next determination was to find for the standard deviation of the ideal (SDI) with the formula $SDI = \frac{1}{6} (Xmak - xmin)$. Based on the reference above, the ideal mean variable of students' reading habits was 60 and the ideal standard deviation was 13,3. Based on the calculation above, it can be categorized in three categories as follows:

Good : $X \geq M + SD$

Average : $M - SD \leq X < M + SD$

Poor : $X \leq M - SD$

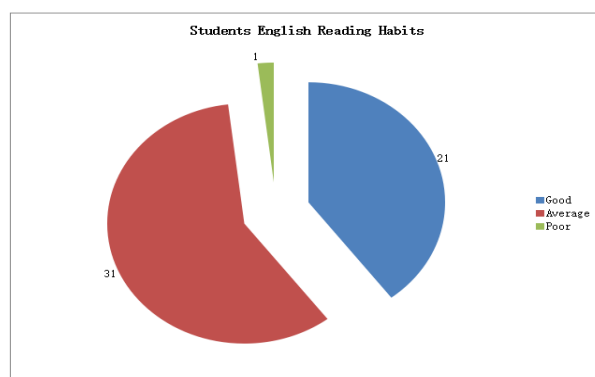
Based on these calculations, it can be made tendency distribution table as follows:

Table 4.3. Variable distribution Categorization of Students English Reading Habits

No	Score	Frequency		Category
		F	%	
1.	$X \geq 73,33$	21	39,6	Good
2.	$46,67 \leq X < 73,33$	31	58,5	Average
3.	$X < 46,67$	1	1,9	Poor
Total		53	100,0	

Based on the table above, pie chart can be described as follows:

Figure 4.1. Pie Chart of Students' English Reading Habits



Based on the table and pie chart above, the frequency of students' English reading habits in good category were 21 students (39.6%), frequency of students' English reading habits in average category were 31 students (58.5%), and frequency of students' English reading habits in the poor category was 1 student (1.9%). It can be concluded that the tendency of students' English reading habits was in the category of average (58.5%).

Students' learning achievement. The data of students' learning achievement were obtained through students' Grade Point Average' (GPA). Based on the data of students' learning achievement, it was obtained that the highest score was 3,90 and the lowest score was 1,55. The result of analysis was resulting the Mean (M) of 3,3017, median of 3,36, modus (Mo) of 3,34, and standard deviation of 0,45744.

Determination of the tendency from students' learning achievement variable was based on the categories to achieve performance in the academic guidelines of the Universitas Muhammadiyah Yogyakarta book about Education and Teaching consists of three levels. The classifications are:

Excellent/ Cumlaude	3,51-above
Good	2,76-3,50
Satisfying	2,00 -2,75

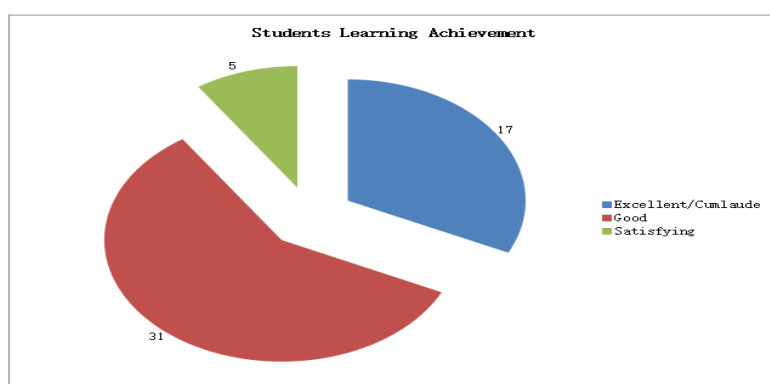
Based on these calculations, it can be made tendency distribution table as follows:

Table 4.4 Categorization of students' learning achievement variable

No	Score	Frequency		Category
		F	%	
1.	3,51-above	17	32,1	Excellent/Cumlaude
2.	2,76-3,50	31	58,5	Good
3.	2,00 -2,75	5	9,4	Satisfying
Total		53	100,0	

Based on the table above, it can be described by pie chart as follows:

Figure 4.1. Pie Chart of Students' Learning Achievement



Based on the table and pie chart above, the frequency of students' learning achievement on the excellent category / cumlaude was 17 students (32.1%), the frequency of students' learning achievement on the category of good was 31 students (58.5%), and students' learning achievement on the category of satisfying

was 5 students (9.4%). It can be concluded that students' learning achievement are in good level (58.5%).

Prerequisites test results analysis. Data analysis was conducted using the Pearson product moment correlation. Before analyzing the data to find correlations between variables, the assumption test namely normality test and linearity test were conducted. The implementation of normality test and linearity test were performed with SPSS 13.00 for Windows.

Normality test. Normality test was done to determine whether the data variable of research was normal or not. Normality test was using techniques of Kolmogorov-Smirnov analysis using SPSS 13 for windows. Normality test results for each variable of this research are presented below.

Table 4.5 Normality Test Results

Variable	Sig.	Statement
Students English reading habits (X)	0,183	Normal
Students learning achievement (Y)	0,063	Normal

Normality test results of the research showed that all research variables had a significance value greater than 0.05 in ($\text{sig} > 0.05$), so it can be concluded that all of the research variables were normally distributed.

Linearity test. The purpose of linearity test was to determine the linear relationship between independent variables and the dependent variable. The criteria of linearity testing was if the significance value was greater than 0.05, the

relationship between independent variables and the dependent variable is linear.

Linearity test summary results are presented below:

Table 4.6 Linearity Test Results

Variable	Sig.	Statement
X → Y	0,551	Linier

Linearity test results based on the table above shows that the significance was greater than 0.05 (sig > 0.05). This indicates that all of the variables were linear.

Hypothesis testing. In this research, the hypothesis testing was conducted using product moment correlation analysis. Product moment correlation analysis was conducted using SPSS 13.00 for windows. The summary results of product moment correlation analysis was presented below.

Table 4.7. The summary of product moment correlation results

Correlation	r count	r table	R ²	Significance	Summary
X1 · Y	0,694	0,202	0,482	0,000	significant

Product moment correlation test result showed that value of r count was 0.694, the value of r table was 0.279 with significance 0.000 less than 0.05 (0.000 < 0.05). Hence, that the value of r count was greater than r table and the significance value was less than 0.05, hypothesis which stated "there is a significant relationship between students English reading habits and students

learning achievement" (Ha) was accepted. The value of r count from product moment correlation was 0.694, it shows that there was a relationship in the strong category because it was in between 0.60-0.799.

Based on the calculation in SPSS, it also showed the coefficient of determination (R²). The coefficient of determination indicated the accuracy level of the regression line. The result of data analysis showed that R² was 0.482. This value means that 48,2% change in the students learning achievement can be explained by students English reading habits, while the remaining 51,8% was influenced by other factors that were not examined.

Dominant factor testing. The value of each independent and dependent variable in this research can be seen in the following table.

Table 4.8. Dominant factor testing of reading habits

Indicator	Contribution
Effect of reading habits	54.4 %
Internal factor of reading habits	0.4 %
External factor of reading habits	7.1 %
Total	61.9 %

Based on the table above, it shows that all of the indicator of contributing factors toward reading habits in terms of the effect of reading habits and influencing factors of reading habits (internal and external factors) was 61.9%.

The category of effect on reading habit was 54.4%, category of internal factor was 0.4%, and the category of external factor was 7.1%. Based on the result above, it can be concluded that the contributing factors toward reading habits in terms of the effect of reading habits were the dominant factor that affecting students' learning achievement.

Discussion

This study was purposed to find out the reading habits at English Education Department UMY, to reveal the achievement of English Education Department UMY students, and to investigate the correlation between reading habits and learning achievement at English Education Department students. Based on the research data analysis, a discussion about the results was conducted.

Reading habits at English education department UMY. Based on the results of descriptive analysis, it was known that the frequency of students' English reading habits were at the category of good that consisted of 21 students (39.6%), frequency of students' English reading habits at the category of average was 31 students (58.5%), and frequency of students English reading habits in the poor category was 1 students (1.9%). It could be concluded that the tendency of students' English reading habits was in average category (58.5%).

Reading is one part in language learning to achieve students' success as language learners. "Reading is the identification of the symbols and the association of appropriate meaning with them" (Acheaw & Larson, 2014, p.5). Reading is a sequence of words that form a meaning. Reading English text is

needed to consider about the identification of sentence. Language learner who lives in a country that implements English as a foreign language is very important to identify the sentence. The reason is the differences of pattern in a sentence, for example between Bahasa and English. Students are needed to translate the sentence from English to Bahasa in reading. The identification of the sentence will help students in comprehension for understanding the meaning in reading.

Yoke, Anuar and Vasuthavan (2008) found “internal and external factors do play a role in nurturing the habit of reading” (p. 5). It is important for the students to know internal and external factor of reading habits. According to Widiastuti (2012), motivation is a conscious effort to move, steer and maintain a person's behavior that he was compelled to act to do something so as to achieve a certain result or goal. According to Amri (2011), “motivation to learn is the spirit that arises when studying” (p.3). Motivation can encourage students to have a passion in learning achievement. Motivation will help students in achieving their goals in studying.

Sani, Chik, Nik, and Raslee (2011) mentioned that “it is important for educators to motivate their students to read because many students are at risk of reading failure due to their lack of motivation” (p.32). Amri (2011) stated that “those who lack motivation are usually lazy and lacking passion for college or learn” (p.3). Based on Widiastuti’s research (2012), learning motivation has an influence on students’ English learning achievement. Issa, Aliyu, Akangbe and Adedeci (2012) found “one of the many problems students face nowadays is not their inability to read but their lack of interest” (p.473). Students have the ability

to read, but students do not have interest in reading.

The external factor of reading habit are derived from student's environment include of home and school environment. According to Iftanti (2015), the success of students in reading habits encouraged by some factors such as students' home environment including parental influence, parental involvement and environmental influence. It means that students environment have influence in establishing good reading habits for students. According to Iftanti (2015), "a habit of reading is not only constructed in an individual but also is influenced by some external factors such as environment, education, social background, and facilities" (p.366). The environmental factor of students can give student impact in reading habits. The external factors of students school environment are include of teaching methods, teachers and school facilities (Iftanti, 2015).

Reading is something that gives benefit of the readers. The information and knowledge will be obtained by the students after reading. "Through reading, students acquire knowledge, information, and improve vocabulary" (Inderjit, 2014, p.71). Reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students.

Additionally, problem solving can be obtained by students from their reading habits. The information that students have gotten from their reading habits can help them solve the problem. The problem solving can help students in

life. “Reading is a cornerstone for success not just in schools but throughout life” (Inderjit, 2014, p.71). Reading can provide an important role for the success of students’ life in the future. “Reading contributes significantly to job success, career development, and ability to respond to change” (Inderjit, 2014, p.71). One role to achieve students’ success is based on the willingness of students. The improving students’ skill in reading is important to be applied by students. After the students graduated from university, the next students’ goal is to get a job. According to Strauss’ (2008), students learn a language because it will be useful for certain goals such as getting a job. It cannot be denied that one of the goals of students learn in university is to get a job.

Moreover, reading habit can also help students to learn a language. “In learning English as a second or foreign language, asserted that reading is the most important skill to master. Reading in English would undoubtedly help learner to be proficient in the language as language can be learned through reading” (Inderjit, 2014, p.72). In Indonesia, English is taught as a foreign language. It is important for the students to master an English language which can give a lot of benefits for students. Language is taught for students as a tool to communicate with another person. English is *lingua franca*, it means that English is used to communicate with the other people who uses different language. English language can help students to understand about English speaking people. By reading, students can improve students’ skill in learning language.

Learning achievement of English education department at UMY

students. Based on the results of descriptive analysis, it was known that the frequency of students' learning achievement in the excellent category / cumlaude were 17 students (32.1%), frequency of students' learning achievement in the category of good were 31 students (58.5%), and students' learning achievement in the category of satisfying were 5 students (9.4%). It could be concluded that the tendency of students' learning achievement are in good level (58.5%).

Learning achievement was one of the ways to measure the level of the students. Achievement can measure about how much students can master about English. Bashir and Mattoo (2012) cited on Acheaw and Larson (2014) stated that academic achievement means how much knowledge the individual has acquired from the school. Learning achievements can also be regarded as the evaluation results to students as long as they follow the learning process in the university. Students can measure their reading skill by using learning achievement. Learning achievement can also see the level of students in reading skill. By students know their learning achievement, it can help students increase their reading skill.

To know the learning achievement of students is needed to measure their academic performance. To measure the students' success can be seen in the learning process. Learning achievement cannot be separated from the learning process because learning achievement of GPA measured from student's activity during learning process. Robert (2013) stated that GPA as the average grade obtained by dividing the total quality points earned by the total quality hours for courses.

The correlation between reading habits and learning achievement at English education department students. The result of product moment correlation test stated that the value of r count was 0.694, the value of r table was 0.279, with the significance of 0.000 was less than 0.05 ($0.000 < 0.05$). Therefore, the value of r count was greater than r table and the significance value was less than 0.05. So, the hypothesis which states "there is a significant relationship between students' English reading habits and students' learning achievement" is proven. The coefficient of determination indicated the accuracy level of regression line. The data analysis result showed that R^2 was 0.482. This value mean that 48.2% change in the variable of students' learning achievement can be explained by students' English reading habits, while the remaining 51.8% was influenced by other unexamined factors.

"Reading habits have effect on academic performance and there is a direct relationship between reading habits and academic performance" (Acheaw & Larson, 2014, p.19). Reading habits give effect on the learning achievement of students, it cannot be separated from the benefit of reading for students. The information and knowledge that students have got from reading habits can help students in their learning process.

Based on the related research, Issa, Aliyu, et al., (2012) found the perception of reading influence on academic performance in Federal Polytechnic Nigeria. The total of respondents were 246. The result showed that 105 students strongly agreed that reading influenced the academic performance. Students had known the important of reading habits for their learning achievement.

The other related research which supported the correlation between students' reading habits and students' learning achievement was the research from Aheaw & Larson (2014). A study of students of Koforidua Polytechnic in Ghana was conducted with the total of respondents of 1000. The study found that 56.7% students strongly agreed that reading had influence on academic performance.

Based on the findings of the research, the hypothesis was answered. The result showed the alternative hypothesis (Ha) 'there was significant relationship between students' reading habits and students' learning achievement'. It can be concluded that the hypothesis proposed in this study was accepted (Ha accepted and Ho rejected).