CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the finding of this research. It deals with the presentation of the data, data analysis and discussion about data obtained from test, questionnaire and interview. These data analysis and discussion are presented descriptively.

A. Research Finding

There are three kinds of data used in this research, and the research finding presents the result of the research based on those data.

The first data obtained from the result of the test given to the students was about reading literacy proficiency level. The second data obtained from the result of the questionnaire distributed to the students was about the factor influencing students' reading literacy proficiency level. The last data obtained from the result of interview to the students and the English teacher was used to support the data obtained through the questionnaire.

The data was collected on Wednesday 1st of June, Friday 3rd of June, Friday 10th of June 2016. Based on those data, the researcher obtained the following results:

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1. **Students' level of reading literacy proficiency**

   In this research, the test was used to measure students' level of reading literacy proficiency. The test was given to the students on Wednesday 1st June 2016. There were seven questions in each text: continuous text and non-continuous text. Continuous text was about descriptive text, whereas non-continuous text was about card. Table below is the finding of data.

Table 4.1 Students' level of continuous Text

Level	N	F	Percentage (%)
6	6	33	18.2%
5	6	33	18.2%
4	11	33	33.3%
3	8	33	24.2%
2	2	33	6.1%
1A	-	33	-
1B	-	33	-

   Table 4.1 is students' level of continuous text. There were six participants (18.1%) who got the highest level, level 6. There were six participants (18.1%) who got level 5, eleven participants (33.3%) got the level 4, eight participants (24.2%) got level 3 and two participants (18.1%) got level 2. Meanwhile there was no participant who got level 1A and 1B. The average of students' level in this text is on level 4 with score 4.7 (*appendix 1*).

Table 4.2 Students' level of non-continuous text

Level	N	F	Percentage (%)
6	11	33	33.3%
5	13	33	39.4%
4	6	33	18.2%
3	2	33	6.1%
2	1	33	3%
1A	-	33	-
1B	-	33	-

Table 4.2 is students' level of non-continuous text. There were 11 participants (33.3%) who got the highest level, level 6. There were 13 participants (39.4%) who got level 5, six participants (18.2%) got the level 4, two participants (6.1%) got level 3 and only a participant (3%) got level 2, while level 1A and 1B were gotten by no participant. The average of students' level in this text is on level 5 with score 5.4 (*appendix 1).*
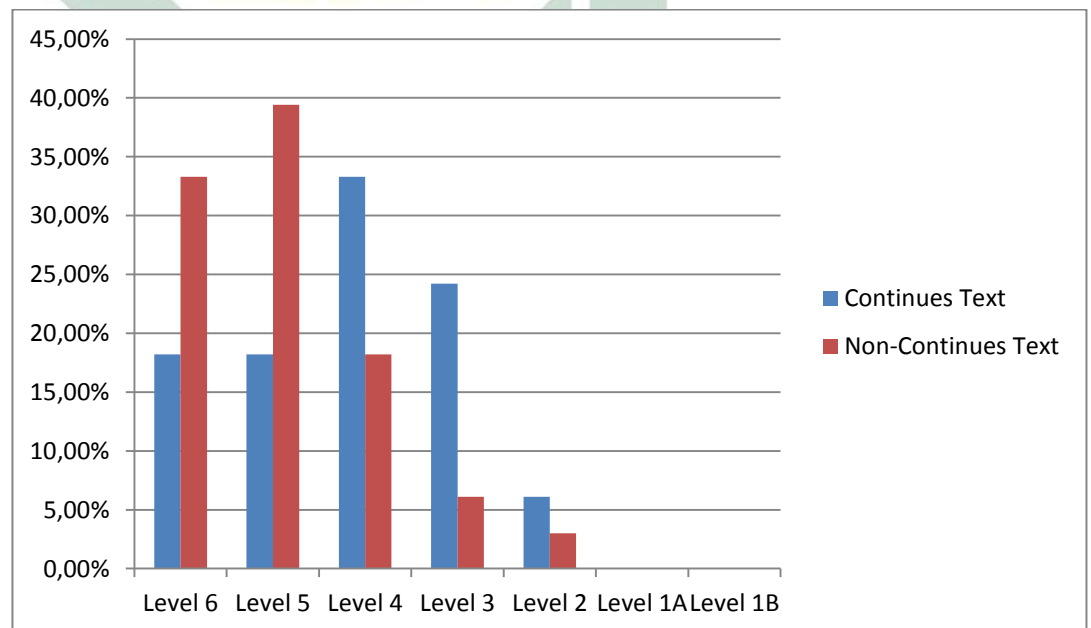

Chart 4.1 Students' level of reading literacy proficiency

Chart 4.1 above is the summary both of continuous and non-continuous text. It showed that level 5 of non-continuous text was the most achieved by the students. The lowest level reached by students was level 2 of non-continuous text. Three of level 6 continuous texts, level 5 continuous text and level 4 non-continuous text were in the same percentages (18.2%).

2. **Factors influencing students' level of reading literacy proficiency**

The researcher uncovered the factors influencing students' level of reading literacy proficiency gained from the result questionnaire which consist of sixteen items. The result of the data was classified into two variables factors which consist of some sub-variable factors. Those variables are about students' reading out of school and student's reading at school. Below are the detail explanations of those two categories.

Table 4.3 Student's Reading Out of School

No.	Influence of reading literacy	F	N	Percentage (%)
1.	The interval students' read in the home:			
	a. Everyday	15	33	45.4%
	b. Once in two days	4	33	12.1%
	c. Once in a week	8	33	24.2%
	d. Seldom (once in 3 months, 7 times in 3 months)	6	33	18.2%
2.	The kind of books they read in the home:			
	a. School book	23	48	47.9%
	b. Story book	6	48	12.5%
	c. Novel	9	48	18.7%
	d. Magazine	1	48	2.1%

	e. General knowledge book	9	48	18.7%
3.	The kind of literature in the home:			
	a. Newspaper	14	63	22.2%
	b. Magazine	9	63	14.3%
	c. School book	24	63	38.1%
	d. Novel	7	63	11.1%
	e. Watt pad	1	63	1.6%
	f. Religion book	8	63	12.7%
4.	The book students' read out of school:			
	a. Story book	14	34	41.2%
	b. Escort book	5	34	14.7%
	c. Recipe book	1	34	2.9%
	d. General knowledge book	14	34	41.2%
5.	The students' read beside the book:			
	a. Magazine	6	39	15.4%
	b. Newspaper	14	39	35.9%
	c. Comic	13	39	33.3%
	d. Watt pad	1	39	2.6%
	e. Novel	2	39	5.1%
	f. Article from hand phone	1	39	2.6%
	g. None	2	39	5.1%
6.	Some information they have known from reading:			
	a. About education	5	35	14.3%
	b. About foot ball	2	35	5.7%
	c. About general information	29	35	74.3%

Concerning on the table above, it could be seen that the influence of students' reading literacy related with student's reading out of school. Number 1 is about the interval students' read in the home. There were fifteen participants (45.4%) said that every day they read in the home, eight participants (24.2%) read in the home once in a week, six participants

(18.2%) stated that they read in the home seldom, and four participants (12.1%) read in the home once in two days.

The kind of books they read in the home is on the second statement. School book was the most books read by 23 participants (47.9%) in the home. There were nine participants (18.7%) read novel and general knowledge, six participants (12.5%) read story book, and only one participant (2.1%) read magazine in the home. Fifteen participants stated that they read two or more kind of book in the home.

Number three was about the kind of literature in the home. There were many literatures in their home and there were 24 participants (38%) told that school book is the most literature they have. Newspaper was second number of the most literature in the home. There were 14 participants (22.2%) who have newspaper in the home and nine participants (14.3%) confess that magazine was the kind of literature in the home. Other participants said that the kinds of literatures in their home are novel, wattpad and religion book.

Statement number four was about the book students' read out of school. There were 14 participants (41.2%) who read story book and general knowledge book in out of school, five participants (14.7%) read escort book, and only a participant (2.9%) read recipe book. According to the table, there was one participant who read more than one book.

In number five, newspaper was the most literature they read beside the book. There were 14 participants (35.8%) claimed that they often read it in

out of school, 13 participants (33.3%) read comic, six participants (15.4%) read magazine, other participants read wattpad, novel and article from internet. There were two participants (5.1%) stated that they never read literature beside the book. It explained that they read the book only.

Number 6 was about some information they have known from reading. There were five participants (14.2%) said that they got information about education from reading, two participants (5.7%) agreed that they got information about football from reading and 29 participants got information about general information. There were two participants choose more than one information.

Table 4.4 Student's Reading at School

No.	Influence of reading literacy	F	N	Percentage (%)

7.	The interval students read in the school:
	  a. Everyday
	  b. Once in a week
		28
		5
			33
			33
				84.84%
				15.15%

8.	Kind of books students' read in the school:
	  a. School book
	  b. Story book
	  c. Novel
		28
		2
		7
			37
			37
			37
				75.67%
				5.40%
				18.91%

9.	The story students' ever tell to their friends:
	  a. About fairy tale
	  b. About the story in novel
	  c. About the story in school book
	  d. About history/Islamic history
	  e. About general information
		4
		24
		5
		3
		1
			37
			37
			37
			37
			37
				10.81%
				64.86%
				13.51%
				8.10%
				2.70%

10.	The interval students do quiz about			

	reading text:			
	a. Everyday	1	33	3.03%
	b. Once in a week	13	33	39.39%
	c. Once in a month	16	33	48.48%
	d. Often (3-5 times in a week)	3	33	9.09%
11.	The interval students do silent reading:			
	a. Everyday	26	33	78.78%
	b. Once in two days	1	33	3.03%
	c. Once in a week	3	33	9.09%
	d. Seldom	3	33	9.09%
12.	The story students have ever drawn:			
	a. Legend	3	33	9.09%
	b. Hero	6	33	18.18%
	c. Daily life	11	33	33.33%
	d. Never	13	33	39.39%
13	Word game which student doing while reading:			
	a. Crossword	20	33	60.60%
	b. Puzzle	8	33	24.24%
	c. Question-answer game	2	33	6.06%
	d. Never	3	33	9.09%

Second factor was based on student's reading at school. They were about the interval students read in the school, kind of books they read, the story students' ever told to their friends, the interval students do quiz about reading text, the interval students do silent reading, the story students have ever drawn and word game which students doing while reading. Those questions were important because they are about students' reading activities in the school.

In statement number seven, there were 28 participants (84.8%) who read every day in the school. In other hand, there were five participants

(15.1%) read once in a week in the school. It showed that reading every day was influencing students' reading literacy. Continue to number eight, it was about the kind of books students read in the school. There were 28 participants (75.7%) who read school book, seven participants (18.9%) read novel and two participants (5.4%) read story book. According to the percentage, most of students read school book as kind of book students' read in the school, so school book was one of influencing students' reading literacy.

In data number nine, regardless seven participants who read novel in the school, there were 24 participants (64.8%) who said that they told story about novel to their friends and only one participant who told about general information to their friends. Other stories students' ever tell to their friends were about fairy tale, about the story in school book, about history/Islamic history and about general information.

Statements number 10 was about the interval students do quiz about reading text. There were 16 participants (48.4%) and as the most participants who did quiz about reading text once in a month, one participant (3%) did quiz every day, 13 participants (39.4%) did quiz once in a week and three participants (9.1%) did quiz often. Students do quiz is opposite with students do silent reading. There were 26 participants (78.7%) claimed that they do silent reading in every day and only three participants who did it seldom and

once in a week. There were three participants (9.1%) did silent reading in once in a week and seldom.

Number 12 showed that 20 participants have ever drawn the story about legend (9.1% participants), Hero (18.2%) and Daily life (33.3%). Students who never draw were 13 participants (39.4%). It concluded that students who had ever drawn were more than students had never drawn. Also, students who did word game while reading were more than students did not do it. There were 20 participants (61%) said that they read while played crossword and three participants (9.1%) who never read while play.

Table 4.7 Reading is as hobby and the profit of reading

No.	Influence of reading literacy	F	N	Percentage (%)
14.	Whether reading is student's hobby or not:			
	a. Yes	21	33	63.6%
	b. No	12	33	36.3%
15.	The profit of reading based on student's perception:			
	a. Increasing knowledge, information and perception.	21	33	63.6%
	b. Learning while reading	4	33	12.1%
	c. Spending free time	5	33	15.5%
	d. Reading is the entertainment	3	33	9.1%

The researcher inserted two questions in the questionnaire out of theory from Andrejs Geske and Antra Ozola. They were about whether reading is their hobby or not and the profit of reading. It was found 21 participants (63.6%) stated that reading was their hobby, while 12

participants (36.3%) said that reading is not their hobby. When they asked about the profit of reading, most of them (63.6%) answered that reading increased knowledge, information and perception. There were four participants (12.1%) said that they also learning while reading, five participants (15.1%) said spending free time and three participants (9.1%) stated that reading is the entertainment.

B. Discussion

1. Students' level of reading literacy proficiency

In this research, there were seven levels where each level has different indicator. Each level indicator is also for each question.

a. Continuous Text

The indicator of highest level of continuous text is "Negotiate single or multiple texts that may be long, dense or deal with highly abstract and implicit meanings. Relate information in texts to multiple, complex or counterintuitive ideas."[1] There were six participants (18.1%) who could be passing level 6. They were able to relate the information in the text about Helga and Sophia's opinion, from the question "Which do you think is the better letter?". Several students answered that Helga' letter is better than Sophia's letter. The reason was because Helga refused graffiti firmly. In other hand, several students answered that Sophia's

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[1] Sue Thomson, Kylie Hillman, and Lisa De Bortoli. *A teacher's guide to PISA reading literacy* (Australia. ACER Press. 2013), 54.

letter is better than Helga's letter. It was because Sophia's thinks neutral about Graffiti.

There were six participants (18.1%) who got level 5. This level has lo

wer indicator than level 6; "Negotiate texts whose discourse structure is not obvious or clearly marked, in order to discern the relationship of specific parts of the text to the implicit theme or intention."[2] Those participants were able to answer the question about text which they agree with. Several students answered that they agreed with Helga and other participants agreed with Sophia. They are who agree with Helga's opinion: graffiti makes the ozone layer damage. Several students answered that they agreed with Sophia. In briefly, Sophia wants that graffiti can be accepted by society because its style is not stealing.

Level 4 was reached by eleven participants (33.3%). This level has indicator locating, interpreting or evaluating embedded information. The students got question about interpreting "how danger the method destroys the ozone layer is" from Helga's opinion. The answer was in beyond. Most of them understood that the method is using spray containing CFC (Chloro Fluoro Carbon) so that it is danger for ozone layer. Also, anybody answered simply, "It contains danger material".

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[2] Sue Thomson, Kylie Hillman, and Lisa De Bortoli… 54.

In this level, the indicator was about using conventions of text organization to determine cause and effect relationships across sentences. There were eight participants (24.2%) got level 3. The question is "Why does Sophia refer to advertising?" and the most answer were because advertising is more avowed by society. Another answer was because advertising has many customers. It was different from graffiti that only enjoyed by a few people.

There were two participants (18.1%) who got level 2. This level has indicator: "Follow logical and linguistic connections within a paragraph in order to locate or interpret information; or synthesize information across texts or parts of a text in order to infer the author's purpose."[3] To synthesize information, the students were asked to classify Helga's opinion about Graffity with their own words. Most of students classified that Helga becomes anger because she knows school wall is repainted because of graffiti. Her main opinion is actually she refuses graffiti.

There was no participant who got level 1A and 1B. Both of those levels were easier than five levels above. Level 1A was to identify the main idea of the text and level 1B was to recognize information in short. Level 1B, which the lowest level was only question in multiple choice. The question in level 1B was about the purpose of each of these letters and level 1A was about the main concept or idea of Shopia's opinion.

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[3] Sue Thomson, Kylie Hillman, and Lisa De Bortoli… 54

Based on the counting, the average of students' level in continuous text is on level 4 with score 4.7 (*appendix 1*).

b. Non-Continuous Text

In non-continuous text, the researcher found that many students who got higher level in this text. To prove it, researcher analyzed one by one. There were 11 participants (33.3%) who got the highest level, level 6. The indicator is "Identify and combine information from different parts of a complex document that has unfamiliar content, sometimes drawing on features that are external to the display, such as footnotes, labels and other organisers. Demonstrate a full understanding of the text structure and its implications." The participants have to answer about the reason of the words "Thank you for your business" printed on the bottom of the receipt. Possible answer is because saying Thank you one of politeness.

Level 5 was achieved by 13 participants (39.4%). Based on the indicator, they have to identify patterns among many pieces of information. The question is "What is the relationship between receipt and warranty card?". Several participants answered simply, "Receipt is a proof to obtain the warranty". The relationship between receipt and warranty card is if there is something error with the commodity, the customer can ask the replacement with showing the receipt of the goods warranted.

There were six participants (18.2%) who achieved this level. The students tried to pass the indicator "fine relevant information". They have to answer the reason why it should display **address.** Their answers were variation; "the owner wants customer to visit back to the shop", "they do not get lost", "the customer easy to go the shop again", and so on. Other reasons are to create a good relationship with the customers, it is good for business to be nice to the customer.

In level 3, the students have an indicator to combine several pieces of graphical, verbal and numeric information. Based on that indicator, they have to mention the differences between receipt and warranty above. Most of them could answer well because they could take a look the differences of both in the card. Students' who got level 3 were two participants (6.1%). The clear difference is in warranty card there is days of purchase that should be completed and returned to the shop while in receipt there is no days of purchase.

There was only a participant (3%) who got level 2. The question of this level has indicator "Demonstrate a grasp of the underlying structure of a visual display such as a simple tree diagram or table, or combine two pieces of information from a graph or table".[4] They have to answer the question about combine two pieces of information what Sarah buy, and the answer is *"tripod"*.

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[4] Sue Thomson, Kylie Hillman, and Lisa De Bortoli… 54.

Nobody was in level 1A and 1B in both of continuous and non-continuous text. It means that most of them could pass the questions in these levels which have indicator lower than other levels above. The indicator of level 1A was about focus on discrete pieces of information, while level 1B as the lowest level has indicator "Identify information in a short text with a simple list structure and a familiar format".[5]

Based on the discussion above, the researcher concluded that non-continuous text was better achievement than continuous that. From the data, the mean score of continuous text was 4.7, in level 4, while the mean score of non-continuous text was 5.4, in level 5. The possible reasons why non-continuous text was higher than continuous text were first, perhaps students have become accustomed reading table, card or notice in their school book, newspaper and magazine, second the students are easier to interpret the question of non-continuous text, third the questions in non-continuous text are easier than questions in continuous text.

2. Factor influencing students' reading literacy

Andrejs Geske and Antra Ozola did the research about factors influencing reading literacy at the primary school level. They found four aspects: socioeconomic factors of student's family, collaboration of a student

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[5]Sue Thomson, Kylie Hillman, and Lisa De Bortoli... 54.

and his/her family, student's reading out of school and student's reading at school. The researcher tried to do those factors in secondary school with use only two factors that more appropriate with students' condition in secondary school as measurement to make questionnaire. Those factors are student's reading out of school and student's reading at school. Below are the discussions about those two factors:

a. Student's reading out of school

The data number one to six were about student' reading out of school. It includes reading in the home, in the public places and so on. Statements number one to three discussed about student's reading activity in the home. Based on the data, the largest participants (45.4%) said that they read in the home every day. It matched with students' habit that the researcher asked in the questionnaire number 14. There were 21 participants (63.6%) stated that reading is their hobby. Moreover, if they aware of the profit of reading, they will read the literature every day. On data number 15, there were 21 participants (63.6%) who said that the profits of reading are increasing knowledge, information and perception.

It is good if most of students in SMPN 2 Sukodono conscious with reading. They will get benefit from the information they got. Moreover, they read in out of school. There are many public places that supply many kind of literature, such as bus station prepares newspaper and

office prepares several books and magazine. They can take the advantages of them better than doing nothing.

The most common kind of books they read in the home was school book. There were 23 participants (47.9%) stated that they read it in the home. Again, school book was the most literature existed in the home. There were 24 participants (38.1%) answered that they have more school book than other literatures. From the table, there were 30 from 33 participants who have more than one literature. Other literatures in the home were newspaper, novel, religion book and so on. The researcher concluded that school book was one of literature influencing students' reading literacy.

Indeed, school book was one of important book for students, especially students in SMPN 2 Sukodono. They included history book, mathematic book, science book, Indonesian language book, and so on. The researcher though that students in Junior High School at least reading all school book because it has complex knowledge, but it has the weakness. Students who read only school book do not know the update news, such as news morning from outside place. To solve this problem, students have to read newspaper or monthly magazine in order to know the news.

Number four was about the book student's read out of school. There were 14 participants (41.4%) told that they read story book and

general knowledge book where in out of school. The researcher also looked for what student's read beside the book is. There were 14 participants (35.9%) read newspaper outside the school. It is right, we can find newspaper easily; in the halt, in the stall, and so on. The students took the opportunity to read it. While waiting something, they got new information from newspaper.

Number six was about some news they got from reading. Most of participants (74.3%) got information about general information, five participants (14.3%) got report about education and two participants (5.7%) knew the news about football. It showed that most of them got general knowledge from newspaper and it was good for their literacy. They could interpret the information easily.

Information above was the result of this research about the factors influencing students' reading literacy out of school. They were the interval students' read in the home, the kind of books they read in the home, the kind of literature in the home, the book students' read out of school, the students' read beside the book and some information they have known from reading. While the factors influencing students' reading literacy out of school based on Andrejs Geske and Antra Ozola were the students could be read for joy, read aloud, listen to what is being read and read comics.

b. Student's reading at school

The second factor influencing student's reading literacy was student's reading at school. There were seven discussions which focus on student's reading activity in the school. Number seven asked about the interval students read in the school. There were 28 participants (84.8%) stated that they read every day in school while five participants (15.1%) read in the school once in a week. Those participants who read every day in the school, they were not only read in learning-teaching time but also in a break time, they went to library.[6] In number eight, the popular books they read in the school were school book or lesson book. There were 28 participants (75.7%) did it. Other participants read two references more; story book and novel.

Number eight has relation with number nine. Sometimes the teacher asks them to read first. After that, the teacher asked the students to tell the story they read in front of the class. Not only English teacher, but also other teacher asked the students to tell in front of the class. It tried the students to speak up in the public and exercised students' to interpret the text.[7] Although school book was the most book they read, the story students' ever told to their friends were about story in novel. There were 24 participants (64.9%) answered It. Nowadays, there are many novels the contents about adolescence but mixed religion. It was

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[6] Interview with English teacher, Mr. Khusnul on Friday 3rd of June.
[7] Interview with English teacher, Mr. Khusnul on Friday 3rd of June.

good if they were sharing to each other because it was important to increase their reading literacy. Also, the advantage if they read religion novel is they learn their religion by her/himself from novel.

Doing quiz about reading text was one of influencing students' reading literacy. They are supposed to get new information from the quiz. The researcher found that most dominant the interval students' do quiz was in once in a month. There were 16 participants (48.5%) said that. It sees that they do quiz about reading text when they got monthly examination from the teacher. In other hand, they did silent reading in every day. Almost participants (78.8%) stated that. From the data, doing quiz and doing silent reading is one of the most influencing students' reading literacy.

Statement number 12 discussed about the story students have ever drawn. There were 11 participants (33.3%) said that they have ever drawn the story about daily life. Mr. Khusnul, as English teacher also stated that he ever asked the students to draw the story they read in the drawing book. After that, they had to present the result in front of class.[8] In number 13, in the school most of participants (60.6%) chose crossword as word game which student doing while reading. From the data, playing crossword in the school was one of factors influencing students' reading literacy.

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[8] Interview with English teacher, Mr. Khusnul on Friday 3rd of June.

Information above was the result of this research about the factors influencing students' reading literacy at the school. They were the interval students read in the school, kind of books students' read in the school, the story students' ever tell to their friends, the interval students do quiz about reading text, the interval students do silent reading and word game which student doing while reading. While the factors influencing students' reading literacy at school based on Andrejs Geske and Antra Ozola were a test or a quiz about the read text, read for oneself quietly, draws pictures about the read text, read aloud for a group of students, read books having several chapters and read plays.