CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about findings and discussion. It provides the analysis and interpretation data that had been collected to answer the research question about the influence of reading habit to students' reading comprehension and the indicators of reading comprehension influenced by reading habit.

The research problems answered by descriptive statistic of test. The first research problem answered by F test and the second research problem answered by T test. F test and T test discussed on multiple regression linearity test.

A. Reasearch Findings

This research has been conducted by the researcher at MA Bilingual Krian from 18th of July 2015– 30th of July 2015 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer two research questions of this study. The first question is dealing does reading habit influence the students' reading comprehension, while, the second question is what are the indicators of reading comprehension influenced by reading habit. To present the result of this study suitably, the researcher sorts them based on the research questions.

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1. **The Influence of Reading Habit to Students' Reading Comprehension at MA Bilingual Krian**

   To know the influence of reading habit to students' reading comprehension, the researcher used test. The test consist of 7 reading habit indicators that respresented of 14 questions. The data about students' test score can see in appendix 6. In this study the result of test scores analayzed by multiple linear regression test. Then, to answer the first research question, the researcher displays the result of test:

a. **Variables Entered and Removed**

   In this finding, the variable independent were details, main ideas, inferences, comparing, classifying, evaluating, and sequences. The dependent was reading habit.

Table 4.1

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	**Details, Main Ideas Inferences Comparing, Classifying, Evaluating Sequences,[a]**	.	**Enter**

The table above showed that the method of variables was enter. Then all of variables were entered and there was not variable removed. The variables entered were sequences, main ideas, inferences, details, comparing, classifying, and evaluating

b. **Classic Assumption Test**

1) **Multicollinearity Test**

The variable independent were details, main ideas, inferences, comparing, classifying, evaluating, and sequences. The dependent was reading habit.

Table 4.2

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	-34.238	1.216		-28.150	.000		
	Details	4.748	.293	.293	16.192	.000	**.597**	**1.675**
	Main Ideas	4.697	.269	.281	17.463	.000	**.754**	**1.326**
	Inferences	4.821	.311	.235	15.518	.000	**.849**	**1.178**
	Classifying	5.019	.402	.209	12.486	.000	**.694**	**1.440**
	Comparing	4.787	.472	.177	10.142	.000	**.639**	**1.566**
	Evaluating	5.636	.389	.293	14.493	.000	**.478**	**2.093**
	Sequences	4.963	.391	.201	12.689	.000	**.775**	**1.291**

Based on result of the table above, the result of tolerance value from all of independent variables was bigger than 0, 10 (Tolerance value⁻ 0,10). So that, Ho accepted and Ha rejected.

Moreover, the result of VIP value that all of independent variables was smaller than 10,00 (VIF value⁻ 10,00). So that, there was not multicollinearity. Therefore, Ho accepted and Ha rejected.

Thus, the conclusion of both analysis above that there was not multicollinearity of each independent variables (details, main ideas, inferences, classifying, comparing, evaluating, and sequences) and the multiple linear regression can be process on the next steps.

2) **Heterocedaticity**

Based on result of heterocedaticity that the residual points spread in different area. Not only in axis Y but also in axis X. Moreover, the points not only spread in negative area but also in positive area. Then, they formed an irregular pattern. It means that there was not heteroscedaticity regression. So, the data that researcher used fulfill of homoscedaticity requirement and it showed that the result of this test can do multiple liniear regression test. See appendix 7.

3) Normality Test

Almost all of points spread in around of the diagonal line (a). So, the conclusion of the figure above is the figure had normal distribution of regression standardized residual. In addition, it means that the important regulation of significance regression coefficient in classic assumtion test was fulfill of normality requirement. Then, it showed that the result of normality test can do multiple liniear regression test. See appendix 8.

c. Multiple Regression Linearity Test

1) F test

The variable predictor of F test were details, main ideas, inferences, classifying, somparing, evaluating, and sequences. Then, the dependent variable was reading habit. The following table about anova of F test.

Table 4.3

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5430.497	7	775.785	**730.322**	**.000[a]**
	Residual	23.370	22	1.062		
	Total	5453.867	29			

a) Result based on analysis based on degree of relience about 0,05.

   The table showed that the significance 0,00 of F test was smaller than probability value 0,05 (0,00 $^-$ 0,05). Therefore the result was Ho was reject and Ha was accept.

b) Result based on F test based on F value and F table

   The table showed that F value 730,322 was bigger than F Table 2,34 (F value $^-$ F tabel). Therefore the result is Ho was reject and Ha was accept.

   Based on the both results above the conclusion is there was significant influence between independent variables (sequences, main deas, inferences, details, comparing, classifying, evaluating) and dependent variable (reading habit) as simultan. So, the conclusion is reading habit was influence students' reading comprehension

2) Adjuster R square

   The variable predictor of F test were details, main ideas, inferences, classifying, somparing, evaluating, and sequences. Then, the dependent variable was reading habit. The following table about adjuster R square.

Table 4.4

Model Summary^b

Model	R	R Square	**Adjusted R Square**	Std. Error of the Estimate	Durbin-Watson
1	.998^a	.976	**.844**	1.03066	2.010

Based on the table above we know that Adjuster R square has 0,844. It means that reading habit influence independent variables (sequences, main ideas, inferences, details, comparing, classifying, and evaluating) about 84%. Then, the other percentages influenced by other aspect.

2. The Indicator of Reading Comprehension influenced by reading habit

To know the influence of reading habit to students' reading comprehension, the researcher used test. The test consist of 7 reading habit indicators that respresented of 14 questions. The data about students' test score can see in appendix 6. In this study the result of test scores analayzed by multiple linear regression test. Then, to answer the second research question, the researcher displays the result of test:

a. Variables Entered and Removed

In this finding, the variable independent were details, main ideas, inferences, comparing, classifying, evaluating, and sequences. The dependent was reading habit.

Table 4.5

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	**Details, Main Ideas Inferences Comparing, Classifying, Evaluating Sequences,[a]**	.	**Enter**

The table above showed that the method of variables was enter. Then all of variables were entered and there was not variable removed. The variables entered were sequences, main ideas, inferences, details, comparing, classifying, and evaluating

b. **Classic Assumption Test**

   1) **Multicollinearity Test**

        The variable independent were details, main ideas, inferences, comparing, classifying, evaluating, and sequences. The dependent was reading habit.

Table 4.6

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	-34.238	1.216		-28.150	.000		
Details	4.748	.293	.293	16.192	.000	**.597**	**1.675**
Main Ideas	4.697	.269	.281	17.463	.000	**.754**	**1.326**
Inferences	4.821	.311	.235	15.518	.000	**.849**	**1.178**
Classifying	5.019	.402	.209	12.486	.000	**.694**	**1.440**
Comparing	4.787	.472	.177	10.142	.000	**.639**	**1.566**
Evaluating	5.636	.389	.293	14.493	.000	**.478**	**2.093**
Sequences	4.963	.391	.201	12.689	.000	**.775**	**1.291**

Dependent Variable: Reading Habit

       Based on result of the table above, the result of tolerance value from all of independent variables was bigger than 0, 10 (Tolerance value⁻ 0,10). So that, Ho accepted and Ha rejected.

Moreover, the result of VIP value that all of independent variables was smaller than 10,00 (VIF value $\bar{}$ 10,00). So that, there was not multicollinearity. Therefore, Ho accepted and Ha rejected.

Thus, the conclusion of both analysis above that there was not multicollinearity of each independent variables (details, main ideas, inferences, classifying, comparing, evaluating, and sequences) and the multiple linear regression can be process on the next steps.

2) **Heterocedaticity**

Based on result of heterocedaticity that the residual points spread in different area. Not only in axis Y but also in axis X. Moreover, the points not only spread in negative area but also in positive area. Then, they formed an irregular pattern. It means that there was not heteroscedaticity regression. So, the data that researcher used fulfill of homoscedaticity requirement and it showed that the result of this test can do multiple liniear regression test. See appendix 7.

3) **Normality Test**

Almost all of points spread in around of the diagonal line (a). So, the conclusion of the figure above is the figure had normal distribution of regression standardized residual. In addition, it means that the important regulation of significance regression coefficient in classic assumtion test was fulfill of

normality requirement. Then, it showed that the result of normality test can do

multiple liniear regression test. see appendix 8.

c. Multiple Regression Linearity Test

1) T test

The variable predictor of T test were details, main ideas, inferences,

classifying, somparing, evaluating, and sequences. Then, the dependent variable

was reading habit. The following table about coefficient of T test.

Table 4.7

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	**T**	Sig.	Tolerance	VIF
1 (Constant)	-34.238	1.216		**-28.150**	.000		
Details	4.748	.293	.293	**16.192**	.000	.597	1.675
Main Ideas	4.697	.269	.281	**17.463**	.000	.754	1.326
Inferences	4.821	.311	.235	**15.518**	.000	.849	1.178
Classifying	5.019	.402	.209	**12.486**	.000	.694	1.440
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Evaluating	5.636	.389	.293	**14.493**	.000	.478	2.093
Sequences	4.963	.391	.201	**12.689**	.000	.775	1.291

Dependent Variable: Reading Habit

The table showed that all of T value was bigger that T tabel 2,046 (T value

ˉ   T tabel). Ho reject and Ha accept. Therefore, the conclusion was there was the

significant influence between independent variables (sequences, main ideas,

inferences, details, comparing, classifying, evaluating) to dependent variable (reading habit) as partial.

Based on results of the table above, main ideas had T value 17,463 with the significant 0,00. Then, details had T value 16.192, inferences had T value 15. 518, evaluating had T value 14.493, sequences had T value 12. 689, classifying had T value 12.486, and comparing 10.142. So that, the conclusion was reading for details, reading for main ideas, reading for inferences, reading for classifying, reading for comparing, reading for evaluating, and reading for sequences influenced by reading habit.

B. Discussion

After gaining and presenting the research findings above, the researcher then deduces and infers them by reflecting on some theories to avoid misconception between the researcher and the readers. Therefore, in this part, the researcher discusses those findings that emphasize with the research question as follows:

1. The Influence of Reading Habit to Students' Reading Comprehension at MA Bilingual Krian

Influence is the power to have and effect on people or things and influence define as to affect or change how someone or something develops, behaves, or thinks.[1] Than, Per Nilsen said that habit is behavior that has been repeated

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[1] Cambridge Advanced Learner's Dictionary and Thesaurus, (www.dictionary.cambridge.org, accessed on 18 August 2016)

until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness.[2] Sudesh said reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities.[3]

In this discussion section, discuss about the influence of reading habit to students' reading comprehension. Based on the finding in chapter IV that reading habit influence students' reading comprehension. The result showed that reading habit influence 84 % to students' reading comprehension at MA Bilingual Krian. This finding supported by Julio Cesar that there is close relationship between students achievement and the love of reading. Then, it also supported by Steel Jack that habit of reading help the mind performs effectively and people will have abilities to communicate and think well.[4]

2. The Indicator of Reading Comprehension influenced by reading habit

Based on the second finding showed that reading habit influence to all of reading comprehension indicators (reading for details, reading for main ideas, reading for inferences, reading for classifying, reading for comparing,

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[2] Per Nilsen, et. Al*., "Creature of Habit : Accounting for the Role of Habit in Implementation Reasearch Clinical Behavior Change" Implementation Sains Journal*, June 9th 2012, 2

[3] Sood, Sudesh*, Impact of Internet on Reading Habits*, (www.slideshare.net, accessed on 14 April 2016)

[4] Samrotul Muawanah, Thesis : " *The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at The Second Grade Students of SMA Dua Mei Ciputat)"*. (Jakarta : UIN Syarif Hidayatullah, 2014), 22.

reading for evaluating, and reading for sequences). The finding supported by Betrice and Linda that reading is a way to obtain information, understand ideas or theories, and authors' viewpoints.[5] Later, Henry said that reading is way to get the problem statement, to get the point of the story , to find out about new ideas, facts, and experience.[6]

The implication of this study was explain on the above that the researcher wants to know the influence of reading habit to reading comprehension. Actually, the researcher wants to take specific of reading comprehension indicators but the researcher has limit of times, funds, and objects. Therefore the researcher decided to take the influence of reading habit to all of reading comprehension indicators.

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[5] Beatrice S. Mikulecky – Linda Jeffries, More Reading Power : *Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster, Second Edition*, (United State of America : Pearson Education, 2001), 143.

[6] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa, 1995), 9