

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the collected data from questionnaire and interview guideline of student teachers in English Teacher Education Department UINSA and the analysis of them. Statistical report of descriptive statistics and student teachers' answer of the most common factor that influence their reading habit are shown as research findings. Furthermore, the analyzed data of student teachers' level of reading habit based on the standard of American Library Association and the analyzed data of the common factors that influence student teachers' reading habit based on Wigfield and Liu's theories were shown as research discussion.

A. Research Findings

Research findings report the information that is discovered by the researcher through research instruments. Because there are two research questions, certainly this chapter requires two main points of research findings and also two main points of research discussion. It is broken down into several details information related with the finding. Then, the findings correlate to the theories to make clear and strong explanation. Describing about research questions, certainly research instruments are needed as the tools in order to answer the research questions.

Explaining about the instruments of this research, the researcher recalls the research question and the instruments of this study. The following table shows the research questions, aspects, instrument and also number of question in instrument.

Table 4.1 Research Questions and Instruments

Research Questions	Aspects	Instrument	Number of question in Instrument
What is the reading habit level of student teachers at English Teacher Education Department?	Levels of Reading Habit: <ul style="list-style-type: none"> - Books read - Time Spending 	Questionnaire	Questionnaire items number 1,2,3,4,5, 6
	Additional information concerning indicators and types of reading habit: <ul style="list-style-type: none"> - Kinds of readings: Academic and non-academic reading books - Types of reading habit: hobby, recreational and concentration 		Questionnaire items number 7, 8, 9, 10, 11, 12
What is the most common factor that influences reading habit of student teachers at English Teacher Education Department	- Intrinsic Motivation	Interview Guideline	Interview Question Number 1, 9, 10
	- Extrinsic Motivation		Interview Question Number 2, 3, 9, 10
	- The Advancement of Technology		Interview Question Number 4, 5,6,7, 8, 9, 10

1. Moderate as the Student Teachers' Reading Habit Level

Level of English reading habit was classified as quantitative data. The instrument that was used to measure English reading habit level was questionnaire. This questionnaire was analyzed using SPSS 20, so that it needed coding system. Moreover there were 12 detailed items in questionnaire. It can be seen on Appendix 1. In questionnaire, there are two kinds of items.

1. Items that deal with English reading habit levels. Those are items number 1,2,3,4,5, and 6. This items have three options, those are ; Always, Sometimes and Almost Never. Here, the coding will be shown below:
 - Always is valued as 3 and also as Constant Readers
 - Sometimes is valued as 2 and also as Moderate Readers
 - Almost Never is valued as 1 and also as Seldom Readers
2. Items that deal with additional information of reading habit. Those include kinds of English readings that are mostly read by the student teachers and types of reading habit. Those are in the items number 7,8,9,10,11 and 12. This kind of items have different option with the previous items, those are; Agree and Disagree. The coding will be shown below:
 - Agree is valued as 1
 - Disagree is valued as 0

The six items that deal with reading habit level were analyzed separately with six items that deal with additional information of reading habit. It happens because there are different options of each kind of items. Descriptive statistics using SPSS 20 was needed to analyze the data because the options require interval data or the ordered categorical data such as Always, Sometimes and Almost

Never. In addition, this data also required nominal data such as Agree and Disagree. Those different options were in single questionnaire but different focus and it can be seen in Appendix 1. It facilitated the researcher to use SPSS to know the descriptive statistic. Descriptive statistic led the researcher to organize and summarize the data so it could be more comprehensive to be understood.⁵⁸ Moreover, descriptive statistics includes mean, median, mode as the central tendencies.

Because of the need of coding in inputting data to SPSS, the researcher decided to code the options using numerical code as 3, 2 and 1 that have been shown in the previous explanation. Each option represents their own level. After inputting data, the analysis of reading habit level of student teachers can be seen in the table 4.1 below

a. Level of Reading Habit

Table 4.2 Level of Readers in Reading Habit Using Descriptive Statistic

Statistics						
	Question Number 1	Question Number 2	Question Number 3	Question Number 4	Question Number 5	Question Number 6
Valid	89	89	89	89	89	89
Missing	0	0	0	0	0	0
Mean	1.79	2.04	2.02	1.88	2.19	1.79
Median	2.00	2.00	2.00	2.00	2.00	2.00
Mode	2	2	2	2	2	2

⁵⁸ Theodore, *Fundamentals of Statistical Reasoning in Education*, p. 2.

The table shows that from 89 respondents and 6 items of questionnaire, the descriptive statistics analyzes median mean and mode. Mean refers to the middle score of the gathered data.⁵⁹ Moreover, mean is the “balance point” of collected data.⁶⁰ In addition, mode refers to the score that have “greatest frequency”.⁶¹ In this research, the data analysis focuses on the greatest frequency of gathered data. The table shows that the greatest frequency or mode that is showed by number 2 and it refers to the option “sometimes”.

The median of the six items in questionnaire shows the same number with the items that deal with level readers. From that descriptive statistic table, it shows that median from question number 1, 2 3 4 5 and 6 = 2.00. It refers to the option Sometimes.

Furthermore, mean from each question shows different number, but it closes with number 2 or 2.00. From that Mean, It refers to the option Sometimes, even there are some additional points such as 2.09, 2.19 but it doesn't enough to be classified as the option Always.

From those; mean, median and mode. It shows that most students' give the answer in the second option or it is classified as Sometimes. For more detail analysis, the researcher provides the detailed analysis from each item deals with

⁵⁹ *Ibid.*, p. 56.

⁶⁰ *Ibid.*, p. 59.

⁶¹ *Ibid.*, p. 55.

reading habit level's questions. It includes the number of subjects who answer each option.

1. Item number 1. It deals with question I read above 60-120 minutes per one reading over last semester till now.

Table 4.3 Statistical Analysis of Item Number 1

Question Number 1				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	24	27.0	27.0	27.0
Valid 2	60	67.4	67.4	94.4
3	5	5.6	5.6	100.0
Total	89	100.0	100.0	

From that table, it shows that from 89 respondents, 24 respondents choose the option Almost Never, 60 respondents give the answer in the option Sometimes, and 5 respondents answer the option Always. It indicates that 67.4% of the subjects sometimes read one English reading above 60-120 minutes.

2. Item number 2. It refers to question I read in 30-60 minutes per one reading over last semester till now.

Table 4.4 Statistical Analysis of Item
Number 2

Question Number 2				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	12	13.5	13.5	13.5
Valid 2	61	68.5	68.5	82.0
3	16	18.0	18.0	100.0
Total	89	100.0	100.0	

From that table, it shows that from 89 respondents, 12 respondents answer Almost Never, 61 respondents answer Sometimes, and 16 respondents answer the option Always. Moreover, it also shows that 68.5% of respondents sometimes read one English reading between 30-60 minutes.

3. Item number 3. It related to the question I read less than 30 minutes per one reading over last semester till now.

Table 4.5 Statistical Analysis of Item
Number 3

Question Number 3				
	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	1.1	1.1	1.1
1	17	19.1	19.1	20.2
2	50	56.2	56.2	76.4
3	21	23.6	23.6	100.0
To tal	89	100.0	100.0	

From that table, it shows that from 89 respondents, 1 respondents gives no answer to the question, 17 subjects answer Almost Never, 50 respondents answer Sometimes, and 21 respondents answer Always. It indicates that 56.2% of respondents sometimes read one English reading less than 30 minutes.

From those questions asking about time spending in English reading (it can be academic or non-academic readings), it shows that most respondents sometimes read above 60-120 minutes, they also sometimes read less than 30 minutes, and they sometimes read between 30-60 minutes.

4. Item number 4. It deals with the question I read above 20 readings per year (over last semester till now).

Table 4.6 Statistical Analysis of Item Number 4

Question Number 4

	Frequency	Percent	Valid Percent	Cumulative Percent
0	2	2.2	2.2	2.2
1	27	30.3	30.3	32.6
Valid 2	40	44.9	44.9	77.5
3	20	22.5	22.5	100.0
Total	89	100.0	100.0	

From that table, it shows that from 89 respondents, 2 respondents give no answer to the question, 27 respondents answer Almost Never, 40 respondents answer Sometimes, and 20 respondents answer Always.

5. Item number 5. It refers to the question I read 6-20 readings per year (over last semester till now).

Table 4.7 Statistical Analysis of Item Number 5

Question Number 5				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	12	13.5	13.5	13.5
2	48	53.9	53.9	67.4
Valid 3	29	32.6	32.6	100.0
Total	89	100.0	100.0	

From that table, it shows that from 89 respondents, 12 respondents answer Almost Never, 48 respondents answer Sometimes, and 29 respondents answer Always.

6. Item number 6. It related to the question I read less than 6 readings per year (over last semester till now).

Table 4.8 Statistical Analysis of Item Number 6

Question Number 6				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	35	39.3	39.3	39.3
2	38	42.7	42.7	82.0
Valid 3	16	18.0	18.0	100.0
Total	89	100.0	100.0	

From that table, it shows that from 89 respondents, 35 respondents answer Almost Never, 38 subjects answer Sometimes, and 16 respondents answer Always.

From those questions asking about books read in English reading (it can be academic or non-academic readings), the majority of respondents show that they sometimes read above 20 readings, they also sometimes read less than 6 readings, and they sometimes read between 6-20 readings.

b. Additional Information of Reading Habit Including of Kinds of English Readings and Types of Reading Habit

Basically, researcher added six items in the questionnaire dealing with the additional information about reading habit level. The additional information deals with the kind of English readings that are mostly read by the student teachers and types of reading habit. Unlike reading habit level, the options of questions about the kind of English were provided in two options; there were Agree and Disagree. Agree is coded as 1, while Disagree is coded as 0. Here, the researcher shows the result of the subjects' answer related to additional information, but the statistical tables deal with additional information are shown in Appendix 2.

7. Item number 7. It deals with the question Reading is one of my favorite hobbies and I enjoy it.

According to the question, 48 respondents agree that reading is one of their favorite hobbies and they enjoy reading. Meanwhile, 41 confirm that they disagree about that.

8. Item number 8. It refers to the question I enjoy reading because I want to get information that I need.

Related to that question, it shows that 80 respondents agree and only 9 respondents who disagree.

9. Item number 9. It related to the question I read because reading complements my studies and support my studies.

It deals with reading to complete their studies, and it shows that 85 respondents agree and 4 respondents disagree.

10. Item number 9. The question is I prefer read Academic Readings to Non-Academic reading.

It refers to what kind of readings that the respondents mostly prefer. Then, it shows that 59 respondents disagree that they prefer read academic readings to non-academic reading. Meanwhile, 30 respondents agree about that.

11. Item number 11. It has the question I prefer read academic books to novel over last semester till now.

Statistical table of question number 11 shows that 38 respondents disagree and 51 respondents agree.

12. Item number 12. It deals with the question I prefer read journals/articles/papers/thesis to comics /shorts stories/magazine over last semester till now.

It states that 50 agree about that and 39 respondents disagree.

2. Intrinsic Motivation as the Most Influential Common Factor of Reading Habit

As stated in the chapter two before, the researcher used interview as a tool to know the most common factor that influences reading habit. The researcher limited the common factors into two factors; these were motivation in reading and the advancement of technology. Interview here was classified as qualitative data, so that the

researcher decided to use convenience sampling and took 15 subjects who were available. For the interview guideline, it can be seen in Appendix 3.

There are 10 questions. Each question has different focus of common factors that influence reading habit. There are three common factors that influence reading habit according to Chettri's theory, those are; Intrinsic Motivation, Extrinsic Motivation and The Advancement of the Technology. The detailed numbers of the common factors that influence reading habit are shown below:

- Questions about Intrinsic Motivation can be seen in the Interview Guideline question number 1, 9 and 10
- Questions deal with the Extrinsic Motivation are shown by the Interview Guideline question number 2, 3, 9 and 10
- Questions related to The Advancement of Technology are in the Interview Guideline question number 4,5,6,7,8, 9 and 10

Those questions in the interview guideline actually were open-ended questions which require the real and honest answer based on the experience of the interviewee. The researcher listened all the answers and reasons, but the researcher still maintained the limit of the respondents' answer. The limit was based on the limit theories that researcher used in this research. In the other hand, even the respondents gave the answer according to their reading experience, but the researcher guided them to the limit of the answer and reason related to the theory. While doing the interview, the respondents may give the various answers. The way researcher sorted out the answer based on the theories that were used is the main step before counting the numbers of the subject who answered which one of the common factors that influence their reading is.

After doing the interview with 15 respondents, the data collection was served in form of tables below. Then, the diagram of the most common factor is shown by Appendix 4.

Table 4.9 Analysis of Common Factors that Influence Reading Habit

Common factors that influence reading habit based on Chettri		
Motivation in Reading		The Advancement of Technology
Intrinsic	Extrinsic	
7	5	3

The table shows that 7 respondents declared that Intrinsic motivation in reading was the most common factor that influence their reading habit. Then, 5 respondents stated that they were influenced by extrinsic motivation in reading. Meanwhile, 3 respondents gave the answer that they were concern in the advancement of technology.

B. Discussion

1. Moderate Readers as the Student Teachers' Level of Reading Habit Based on Book Types and Time Spending

Regarding to the reading habit, habit refers to the behavioral activities or it can be said that people like to do anything activities according to their interests in something and those activities are repeated.⁶² When the term reading habit emerges, it deals with the repeated reading activity. When people interest to read something useful, interesting and important, those can be recognized as reading habit. Certainly, each people has different reading interest and

⁶² Chettri, *Reading Habits - An Overview*, p. 13.

taste. It happens because reading habit according to Krashen is nurture.⁶³ Meaning that each student has their own reading habit. Basically, when they have different reading habit, their level of reading habit are mostly different. This point will discuss more about reading habit level according to Oguz's theory.

Analyzing about reading habit level, the researcher used standard measurement from American Library Association. American Library Association divides reading habit level according to levels of readers. It states that there are three levels of readers; those are constant readers, moderate readers and seldom readers.⁶⁴ Each level of readers has their own characteristics as what the researcher explained before in chapter two.

Oguz states that American Library Association divides level of readers into three levels based on the characteristic.⁶⁵ People who can be categorized as constant readers are people who read above twenty reading materials per year and have reading time 120 minutes or above. In addition, moderate readers are people who read between six and twenty reading materials per year and have reading time 30-60 minutes. Moreover, people can be indicated as seldom readers when they read below five reading materials per year and have reading time below 30 minutes.

Specifically, the researcher used this standard to measure level of readers in English reading habit level. In addition, Chettri and Wigfield theories related to reading habit such as indicators and types of reading habit were included in another point dealing with additional information about reading habit.

⁶³ *Ibid.*

⁶⁴ Oguz, *Assessing Reading Habits of Future Classroom Teachers in the Context of Their Socio-Demographic Features*, p. 1005.

⁶⁵ *Ibid.*

There are two kinds of item in one questionnaire. Six items can be indicated as the questions to measure English reading habit level. Furthermore, following six items can be indicated as the additional information related to types of reading habit and kinds of English reading material that the subject read the most. Both of two kinds items are analyzed using SPSS 20, but those were analyzed separately. It happened because there were different options of each kind of item. Here, the researcher makes two points dealing with the two different items in single questionnaire.

a. Level of Reading Habit

For six items that deal with English reading habit level were analyzed in order to know the central tendencies in descriptive statistic including mean, median and mode of the items. Six items that deal with reading habit level have several options below:

- Always is valued as 3 and as Constant level
- Sometimes is valued as 2 and as Moderate level
- Almost Never is valued as 1 and as Seldom level

According to the table 4.2 of statistical report, it deals with reading habit level, mean, median and mode shows in the same number that is in number 2. Even the median shows the different numbers such as 1.79, 1.88 and 1.79, those are can't be indicated as number 1 because those are have numbers after decimal point that is enough to be categorized as number 2 such as 0.79 and 0.88. Meanwhile, some numbers of the median also show the different number such as 2.04, 2.02 and 2.19. Even those have numbers after decimal point, but it does not enough to be categorized as number 3 because the numbers after decimal point are not more than 0.50, those are only 0.04, 0.02 and 0.19.3. from the data in table 4.1, it can be indicate that from mean, median and mode, they are in the same number that is showed by number 2.

The previous explanation has been shown the statistical report of reading habit level.

Number 2 in table 4.1 is valued as Moderate readers. Recalling to the Oguz theory about reading habit level, Moderate readers means that people who read between six and twenty reading materials per year and have reading time 30-60 minutes.⁶⁶ Based on the research findings, the respondents show that they exceeded to be categorized as seldom readers. Moreover, they were in higher level than seldom reader, they could be categorized as moderate readers. In other hand, they were not enough to be categorized as constant readers.

The statistical table about student teachers' reading habit level has been shown in the previous chapter. To make better understanding beyond the statistical table that is shown through number, researcher prepared another data representing the statistical table in form of charts. The charts come from the analysis of each items in the questionnaire that reflect the reading habit level. The charts were analyzed by SPPSS 20 also. Here, the researcher showed the result of questionnaire from each item in form of chart

⁶⁶ *Ibid.*

1. Questionnaire Item Number 1

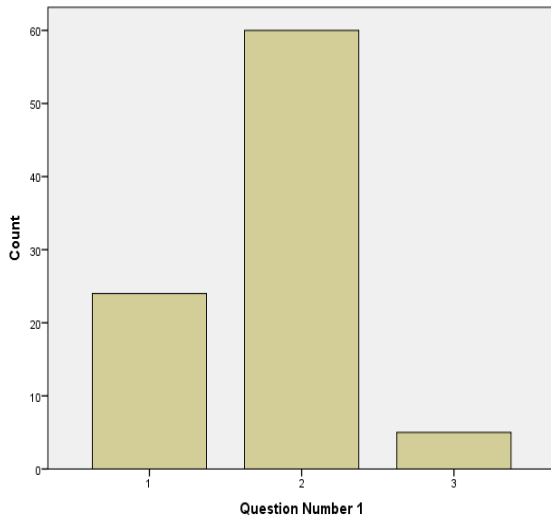


Figure 4.1 Questionnaire Result
Item Number 1

Recalling the statistic report table 4.3 dealing with questionnaire item number 1, it shows that 5.6% of student teachers were in Seldom Level, 67.4% they were in Moderate Level and 27% they were in Constant level. Figure 4.1 above showed the diagram of item number 1 and it clearly shows that the dominant answer is in Moderate level.

2. Questionnaire Item Number 2

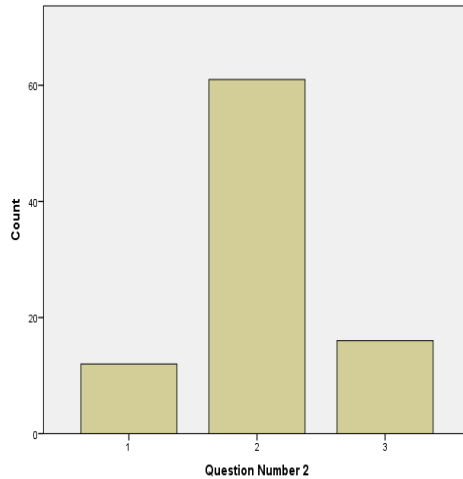


Figure 4.2 Questionnaire Result
Item Number 2

According to statistic report table 4.4 dealing with questionnaire item number 2, it shows that 18% of respondents were in Seldom Level, 68.5% they were in Moderate Level and 13.5% of respondents were in Constant level. Figure 4.2 above showed the diagram of item number 2 and it clearly shows that the dominant answer is in Moderate level.

3. Questionnaire Item Number 3

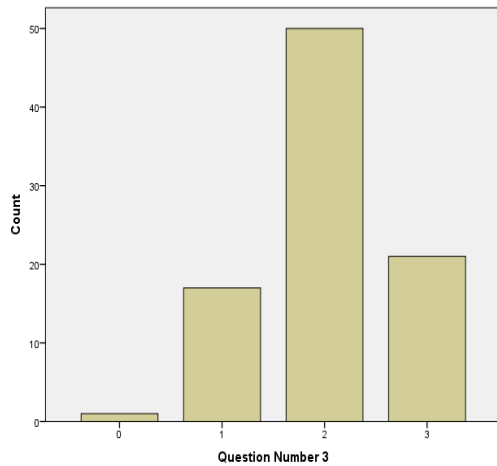


Figure 4.3 Questionnaire Result
Item Number 3

Recalling of the statistic report table 4.5 dealing with questionnaire item number 3, it shows that 23.6% of respondents were in Seldom Level, 56.2% they were in Moderate Level and 19.1% of respondents were in Constant level. Figure 4.3 above showed the diagram of item number 3 and it clearly shows that the dominant answer is in Moderate level.

4. Questionnaire Item Number 4

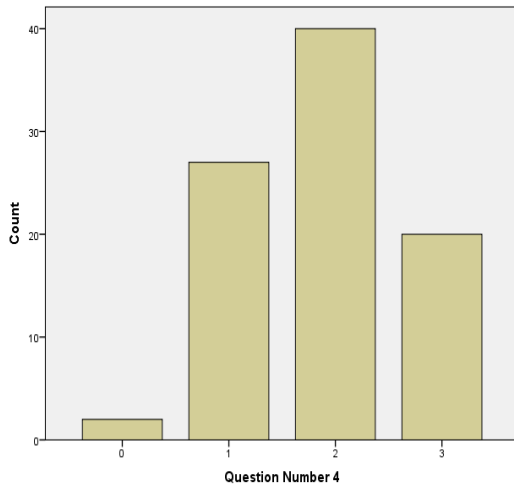


Figure 4.4 Questionnaire Result
Item Number 4

Recalling of the statistic report table 4.6 dealing with questionnaire item number 4, it shows that 22.5% of respondents were in Seldom Level, 44.9% of respondents were in Moderate Level and 30.3% of respondents were in Constant level. Figure 4.4 above showed the diagram of item number 4 and it obviously shows that the dominant answer is in Moderate level.

5. Questionnaire Item Number 5

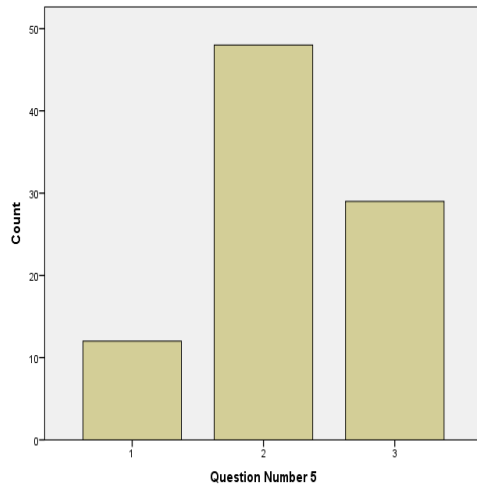


Figure 4.5 Questionnaire Result
Item Number 5

Recalling of the statistic report table 4.7 dealing with questionnaire item number 5, it shows that 32.6% of respondents were in Seldom Level, 53.9% of respondents were in Moderate Level and 13.5% of respondents were in Constant level. Figure 4.5 above showed the diagram of item number 5 and it obviously shows that the dominant answer is in Moderate level.

6. Questionnaire Item Number 6

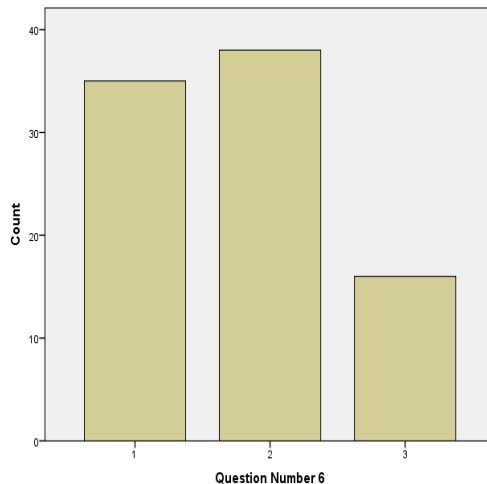


Figure 4.6 Questionnaire Result Item Number 6

Recalling of the statistic report table 4.8 dealing with questionnaire item number 6, it shows that 18% of respondents were in Seldom Level, 42.7% of respondents were in Moderate Level and 39.3% of respondents were in Constant level. Figure 4.6 above showed the diagram of item number 6 and it obviously shows that the dominant answer is in Moderate level.

Most of the charts show the medium level rather than constant or seldom readers. The medium level

also can be called as moderate level. It is shown in the Figure 4.1 above. Each items that deals with reading habit level shows that the dominant level is in number 2 that indicates moderate level. From the research finding and supported theory, it can be inferred that student teachers' at English Teacher Education Department UINSA are in the level of Moderate readers.

b. Additional Information Concerning with Reading Habit

Dealing with additional information or supplementary information related to types and indicators (including the kinds of reading materials) reading habit was analyzed separately with reading habit level because there were different options and it affected how the researcher coded the options. The coding of the additional information can be seen below:

- Agree is valued as 1
- Disagree is valued as 0

The tables of statistical report can be seen in Appendix 2. Recalling the theories about types of reading habit, Ogbodo divides into three types, those are; hobby, recreational and concentration.⁶⁷ Ogbodo explains that hobby means that people read for joyful purpose. Recreational refers to the finding out the problem solving though reading materials. Meanwhile, concentration mean that people read something that they suppose that is important for them and they concentrate to read it.

From the Appendix 2 in statistical report of questions number 7,8 and 9. Those tables show the numbers of respondents who answered agree or

⁶⁷ Owusu-Acheaw and Larson, "Reading habits among students and its effect on academic performance", p. 9.

disagree related with types of reading habit. They mostly agreed with each types of reading such as hobby, recreational and concentration, but the most number of respondents preferred to read only for certain purpose that they think it is important thing to read. So, they read only for their concentration, it can be seen in Appendix 2 in Question number 9. It shows that 85 respondents agreed with concentration purpose in reading. It means that most of student teachers in English Teacher Education Department UINSA prefer to read something important for them to complete their desire in English readings that they think important and they concentrate to read.

Furthermore, the additional information doesn't only consist about the types or reading habit but also about the indicators of reading habit especially the kinds of reading material including Academic and Non-Academic materials. Recalling about the theory from Caesar about the indicators of reading habit, Academic and Non-Academic reading materials are two parts of the seven indicators. The questions of the indicators of English reading habit can be seen in Appendix 2 statistical report tables number 10, 11 and 12. Most of the respondents disagreed to read academic readings because they preferred to read Non-Academic books, it can be seen in table of question number 10 Appendix 2. In the other hand, some of them also preferred to read Academic readings especially books and journals (see Appendix 2 tables question number 11, 12).

2. Intrinsic Motivation as the Dominant Influential Factor of Student Teachers' Reading Habit

To correlate with reading habit, common factors were analyzed to give additional knowledge deals with reading habit. Chettri states there are two common factors that influence reading habit. These are motivation in reading

and the advancement of technology.⁶⁸ Furthermore, Wigfield divides the reading motivation into three; there are self-efficacy, intrinsic motivation and extrinsic motivation.⁶⁹ However, the researcher limited only two parts of reading motivation according to research need; these were intrinsic and extrinsic motivation. Dealing with the advancement of technology, it is related to the digital media that affects readers' reading habit in this globalization era.⁷⁰ As the need of the second research question, this research wanted to know what the most common factors that influence students' reading habit is according to Chettri and Wigfield theories. The research findings reports that from 15 respondents who did the interview, most of them, 7 respondents explained that intrinsic motivation is the most common factor that influences their reading habit. It can be inferred that they read because of their interest and curiosity of readings or known as intrinsic motivation.

Recalling about the objective of this research, it obviously stated that this research wants to know student teachers reading level. Furthermore, the data and the theories show that student teachers at English Teacher Education Department are in moderate readers. It is also important to know what the most common factor that influences reading habit is. After knowing about student teachers reading habit level, it needs to know the most common factor that influences student teachers reading habit level. Moreover, it was clearly found that intrinsic motivation is the most common factor that influences reading habit. It means that student teachers were in the Moderate Level because they want to get new knowledge and vocabularies from what they have already read. So, it was found that among first and second research question has correlation each other to make better understanding.

⁶⁸ Chettri, *Reading Habits - An Overview*, p. 15.

⁶⁹ Wigfield et al., "Children's motivation for reading", p. 301.

⁷⁰ Liu, "Reading behavior in the digital environment", p. 701.