

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher presents the finding and discussion. Researcher describes the description of the data obtained. The first, researcher describes the data found from reading attitude and frequency of reading questionnaire. The last, researcher describes the result of the correlation between reading attitude and frequency of reading.

#### **4.1 Research Finding**

The researcher took the data at SMP Islamic QON Manyar Gresik at ninth grade on 24<sup>th</sup> – 25<sup>th</sup> of October 2013 and given the reading attitude and frequency of reading questionnaire. There are thirty items for the reading attitude questionnaire and it can be seen in appendix 1 and also ten items for the frequency of reading questionnaire and it can be seen in appendix 2.

After getting the data from the school, the researcher analyzed the data. After that, the researcher gave score for each item of the questionnaire from the students.

##### **4.1.1 The Result of Reading Attitude Questionnaire**

For the first, the researcher gave score for the reading attitude questionnaire, The score of the data as follow:

**Table 4.1.1**  
**The Score of Reading Attitude Questionnaire**

No	Name	Score
1.	IFF	2,73
2.	IAI	2,3
3.	AY	2,46
4.	ADF	2,5
5.	NH	2,4
6.	CW	2,5
7.	YNA	2,53
8.	SFM	2,26
9.	NMI	2,16
10.	SAL	2,43
11.	SM	2,63
12.	GM	2,23
13.	DAD	2,56
14.	AHA	2,76
15.	AAB	2,5
16.	DAN	2,5
17.	MBA	2,33
18.	PR	2,2
19.	IM	2
20.	RSA	2,36
21.	MIK	1,76
22.	MK	1,96
23.	MIAS	2,46
24.	NAR	3,16
25.	MA	2,56
26.	ZSA	2,23
27.	EPR	2,66
28.	RAW	2,36
29.	AR	2,4
30.	AQE	2,13
31.	AH	1,6
32.	MH	1,93
33.	MAA	2,33
34.	DR	2,36
35.	IKR	1,96
36.	ZM	2,13
37.	NCW	2,36
38.	DO	2
39.	ASR	2,5

From the table above, it shows that most of the students have good enough score in their reading attitude. Only one student has the highest score of it. It means that the attitude toward reading of students are in good condition.

#### 4.1.2 The Result of Frequency of Reading Questionnaire

For the next step, the researcher gave score for the frequency of reading questionnaire, The score of the data as follow:

**Table 4.1.2**

#### **The Score of Frequency of Reading Questionnaire**

<b>No</b>	<b>Name</b>	<b>Score</b>
1.	IFF	2,7
2.	IAI	2,5
3.	AY	2,6
4.	ADF	2,4
5.	NH	2,4
6.	CW	2,0
7.	YNA	2,9
8.	SFM	2,8
9.	NMI	2,1
10.	SAL	2,2
11.	SM	3,1
12.	GM	2,0
13.	DAD	2,6
14.	AHA	2,2
15.	AAB	2,4
16.	DAN	2,6
17.	MBA	1,9
18.	PR	1,9
19.	IM	2,3
20.	RSA	2,3
21.	MIK	1,4
22.	MK	1,8
23.	MIAS	2,2
24.	NAR	2,8
25.	MA	2,3
26.	ZSA	2,3
27.	EPR	2,2
28.	RAW	2,0
29.	AR	2,1
30.	AQE	2,0
31.	AH	1,5
32.	MH	1,7
33.	MAA	2,2
34.	DR	2,5
35.	IKR	1,9
36.	ZM	1,9
37.	NCW	2,1
38.	DO	2,6
39.	ASR	2,3

The result of the table above, some students are good enough in frequency of reading, but the others are less in frequency of reading. The average score of this questionnaire is 2 (low) and only one student got 3 (high). It indicates that most of the students only use their few time to read.

#### 4.1.3 The Correlation between reading attitude and Frequency of Reading

**Table 4.1.3**

**The Score of Students' Questionnaire**

No	Name	Score of Reading Attitude	Score of Frequency of Reading
1.	IFF	2,73	2,7
2.	IAI	2,3	2,5
3.	AY	2,46	2,6
4.	ADF	2,5	2,4
5.	NH	2,4	2,4
6.	CW	2,5	2,0
7.	YNA	2,53	2,9
8.	SFM	2,26	2,8
9.	NMI	2,16	2,1
10.	SAL	2,43	2,2
11.	SM	2,63	3,1
12.	GM	2,23	2,0
13.	DAD	2,56	2,6
14.	AHA	2,76	2,2
15.	AAB	2,5	2,4
16.	DAN	2,5	2,6
17.	MBA	2,33	1,9
18.	PR	2,2	1,9
19.	IM	2	2,3
20.	RSA	2,36	2,3
21.	MIK	1,76	1,4
22.	MK	1,96	1,8
23.	MIAS	2,46	2,2
24.	NAR	3,16	2,8
25.	MA	2,56	2,3
26.	ZSA	2,23	2,3
27.	EPR	2,66	2,2
28.	RAW	2,36	2,0
29.	AR	2,4	2,1
30.	AQE	2,13	2,0
31.	AH	1,6	1,5
32.	MH	1,93	1,7
33.	MAA	2,33	2,2
34.	DR	2,36	2,5
35.	IKR	1,96	1,9
36.	ZM	2,13	1,9

37.	NCW	2,36	2,1
38.	DO	2	2,6
39	ASR	2,5	2,3

After giving score of reading attitude and frequency of reading, the researcher analyzed the data by using SPSS 19.00. Here are the way to calculate the data by using SPSS 19.00:

1. Input the data in variable view.
2. Open data view and click analyze
3. Click correlate and click bivariate
4. Move the variable to the box variables
5. Give tick for spearman and two-tailed and then OK

**Table 4.1.3**  
**Output Data SPSS**  
**Correlation Between Reading Attitude and Frequency of Reading**

**Correlations**

			Reading Attitude	Frequency of Reading
Spearman's rho	Reading Attitude	Correlation Coefficient	1.000	.630**
		Sig. (2-tailed)	.	.000
		N	39	39
	Frequency of Reading	Correlation Coefficient	.630**	1.000
		Sig. (2-tailed)	.000	.
		N	39	39

#### 4.1.4 The Hypothesis Testing

The hypothesis of this research was :

Ho : There is no correlation between variable X and variable Y

Ha : There is correlation between variable X and variable Y

The criteria to accept and reject the hypothesis was Ho with  $\alpha = 0,05$ , those were :

a. If the probabilities  $> 0,05$  it means Ho cannot be rejected

b. If the probabilities  $< 0,05$  it means Ho can be rejected

On the table correlation (table 4.1.3) showed that the value of significant p-value was 0,000 ( $< 0,05$ ) it means Ha can be rejected, accordingly variable X (reading attitude) and variable Y (frequency of reading) had correlation. To determine how strong the relationship between variables is by using the correlation meaning below:

0,200 – 0,400 : Low

0,400 – 0,600 : Medium

0,600 – 0,800 : High

0,800 – 1,000 : Very High

(Sudjiono, 1997:95)

On the table correlation (table 4.2) showed that the value of correlation is +0,630 and based on Sudjiono the correlation is high.

From the explanation above, the researcher concludes that there is enough evidence to say that reading attitude correlate significantly and positively with frequency of reading.

## **4.2 Research Discussion**

This part told the comparison between the result of correlation with the theory which was related to the study. Related to the research findings presented above, the correlation between reading attitude and frequency of reading at ninth

grade of SMP Islamic QON Manyar Gresik has strong correlation. As the previous study has known that reading attitude and frequency of reading was positive correlation at ESL students and elementary grade, although in previous study has known that the correlation between reading attitude and frequency of reading has a positive correlation but in this study the researchers still want to do the research because there are several factors that are different from previous study.

The first, the research taken at EFL students, it different with previous study which taken at ESL students level. The second is grade of school, the previous study known that held in elementary school. In other hand, this research held in junior high school. The third is the research done at islamic boarding school, where it has a different background with a public school, such their subject in school. It was very different than the students who study in public school. The fourth, the school which was taken in this research is one of the new school that is established, and it hasn't graduated yet. From the reason above, the researcher still need to do the research to know the correlation between reading attitude and frequency of reading at Islamic boarding school.

Evidence suggests that there are personal attributes and environmental factors that influence the attitudes that students have toward reading. These factors include ability, achievement, self-concept, home environment, instructional practices and special programs, gender, interests, and testing intelligence (Garret, 2000). Based on McKenna, Kear, Ellsworth (1985), there are three main factors suggest the idea of reading attitude, as follows:

1. The general beliefs a reader has about the outcomes of reading ; a reader judges the desirability of the outcome of his/her reading.
2. The readers motivation to meet others expectations and conform to them.
3. Specific past reading experiences.

Here the researcher used all the application of McKenna, Kear, Ellsworth to be a foundation of reading attitude questionnaire items.

The measure of frequency of reading, the researcher have chosen to use Aaroutse and van Leeuwe's statement as a foundation of reading frequency questionnaire item. According to Aaroutse and van Leeuwe (1998) that Frequency of reading means the number of reading within a given time period. The measure of reading frequency from the actual amount of time spent reading which is academic book and recreational book.

The result of collecting the data showed that 13 % of students get bad score in their attitude toward reading and 20,5 % students get bad score in frequency of reading. From the result above, the gap of percentage is not too much, it indicate a positive effect of attitude toward reading and frequency of reading at ninth grade of SMP Islamic QON.

Overall, the result of this study is there is significant correlation between reading attitude and frequency of reading with p-value 0,000 and the correlation is strong, it can be seen from the value of coefficient that is +0,630.