

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter presents: (1) research findings; (2) statistical analyses; and (3) interpretations.

#### **4.1. Research Findings**

There were two kinds of research findings in this research: (1) the result of students' self-concept and (2) the result of students' reading comprehension achievement.

##### **4.1.1. The Result of Students' Self-Concept**

The total active students in semester VI in English Education Study Program of UIN Raden Fatah Palembang were 106 students. 85 students participated in this study, and the others were absent when this study was being conducted. The 40 items of Academic Self-Concept Scale (ASCS) were used to investigate the participants' self-concept. In answering each question in the questionnaire, the students chose "Strongly Disagree" to "Strongly Agree" for each statement. After the students chose, the result was analyzed by adding up the answer and writing the total. For each of the four scales, subtract the smaller total from the larger one and wrote the difference (40-160) and the likert-scale with the larger total.

The results of descriptive statistics of students' self- concept is described in Table 7.

**Table 7**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
self	85	82	130	109.34	8.595
Valid N (listwise)	85				

Based on the descriptive statistics of self-concept, it was found that the total number of participants were 85 students. The minimum score was 82, and the maximum score was 130. Meanwhile, the standard deviation was 8.595 and the mean of the students' self-concept was 109.34. This mean score (109.34) indicated that the level of self-concept of English education study program students in the sixth semester of UIN Raden Fatah Palembang was average.

It was revealed that from the questionnaire, only two levels of self-concept were perceived by the students with different numbers. The details are described in Table 8. below

**Table 8.**  
**Distribution of Students' Self-concept**

<b>Score Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
121 – 160	High	9	10.6 %
81 – 120	Average	76	89.4 %
40 - 80	Low	-	-
<b>Total</b>		<b>85</b>	<b>100 %</b>

From the table distribution of Self-Concept Scale the result showed that there was no student on the low category. Meanwhile, 76 students (89.4 %) whose score belonged to average category, and 9 students (10.6 %) fell into high category. In other word, self- concept of English education study program students in the sixth semester of UIN Raden Fatah Palembang was average category.

#### 4.1.2. The Result of Students' Reading Comprehension

The result of descriptive statistics of students' reading comprehension is described in Table 9 below.

**Table 9.**  
**Descriptive Statistics of Students' ReadingComprehension**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Reading	85	40	72	58.61	7.490
Valid n (Listwise)	85				

In descriptive statistics of students' reading comprehension, it was found that the total number of participants were 85 students. The highest score was 72 and the lowest cumulative was 40. The standard deviation was

7.490. It was also known that the mean of the data was 58.61. The distribution of the result of the students' reading comprehension achievement can be seen in Table 10 below.

**Table 10.**  
**Distribution of Students' Reading Comprehension Achievement**

<b>Score Interval</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
80.00 – 100.0	Very Good	-	-
70.00 – 79.99	Good	8	9.41 %
60.00 – 69.99	Average	36	42.35 %
50.00 -59.99	Poor	29	34.11 %
0.10 – 49.99	Very Poor	12	14.10 %
<b>Total</b>		<b>85</b>	<b>100 %</b>

It is shown in table, of the sample above 14.10 % students fell into very poor category, 34.11 % was in the poor category, 42.35 % was in the average category, 9.41 % was in the cumlaude category, and 0 % was in the very good category.

#### **4.2. Statistical Analysis**

There were three statistical analyses that the researcher applied in this study: (1) the statistical analysis of normality and linearity, (2) the statistical analysis of correlation analysis between self-concept and reading comprehension achievement of English Education Study Program Students

in the sixth semester of UIN Raden Fatah Palembang, and (3) the statistical analysis of regression analysis between self-concept and reading comprehension achievement of English Education Study Program Students in the sixth semester of UIN Raden Fatah Palembang Normality Test and LinearityTest.

Normality test and linearity test were conducted prior to data analysis through SPSS 23<sup>th</sup> version for windows. As parametric statistics were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear betweenvariables.

#### 4.2.1.1 The Result of NormalityTest

To find out whether the distribution is normal or not, the result of data normality test can be seen on the table 11 below.

**Table 11.**  
**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
self	.071	85	.200*	.987	85	.567
reading	.093	85	.066	.971	85	.052

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data are interpreted normal if  $p > 0.05$ . If  $p < 0.05$ , it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table above indicating that the data from each variable were all normal and appropriate for data analysis with

coefficients .200 for self-concept and .066 for reading comprehension achievement.

#### 4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is higher than .05, the two variables are linear. Furthermore, to find out whether the distribution of the data is linear or not, the result of the distribution can be seen in Table 12 below.

**Table 12.**

#### The Result of Linearity Test

ANOVA

			Sum of		Mean		
			Squares	df	Square	F	Sig.
reading * self	Between	(Combined)	2978.226	32	93.070	2.791	.000
	Groups	Linearity	2317.644	1	2317.644	69.504	.000
		Deviation from Linearity	660.582	31	21.309	.639	.908
	Within Groups		1733.962	52	33.345		
	Total		4712.188	84			

The results of the table above showed that the deviation from linearity between self-concept and reading comprehension (Sig) was 0.908 or higher than 0.05 which the result was linear.

#### 4.2.1. Correlation between Students' Self-Concept and Their Reading Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and reading test.

Based on Pearson Product Moment Correlation Coefficient, the result

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**Table 13.**

**Correlations between Students' Self-Concept and Their Reading Comprehension Achievement**

		self	reading
self	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	85	85
reading	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	85	85

\*\* . Correlation is significant at the 0.01 level (2-tailed).

e pattern of correlation between students' self- concept and their reading comprehension achievement was positive. The result of Pearson Product Moment Correlation Coefficient was described in Table 13 below.

From the result analysis above, the correlation coefficient or the  $r$ -Obtained (.701) was higher than  $r$ -table(.113). Then the level of

probability( $p$ ) significance (sig.2-tailed) was .000. It means that  $p$  (.000) was lower than .05. It can be stated that the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In other word, there was a positive correlation between the students' self-concept and their reading comprehension achievement. Based on the interval coefficient by Cohen, Manion, and Marisson (2007, the correlation coefficient or the  $r$ -obtained (.701) indicates that the level of correlation between variables is strong correlation.

#### 4.2.2. Influence of Students' Self-Concept and Their Reading Comprehension

This section answered the third research problem by analyzing the result of descriptive statistics for the Self-Concept Scale and Reading Test. In addition, since there was a correlation between the self- concept and reading comprehension achievement, it can be inferred that students' self-concept has influence on their reading comprehension achievement. Therefore, regression analysis was used to find out if students' self-concept influenced their reading comprehension achievement. The result of regression analysis of students' self-concept and reading comprehension achievement are described in Table 14 below.

**Table 14.**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-8.212	7.478		-1.098	.275



self	.611	.068	.701	8.963	.000
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a. Dependent Variable: reading

The results indicated that the students' self-concept influenced reading comprehension achievement because  $t_{\text{value}}$  (8.963) was higher than  $t_{\text{table}}$  (1.645) and  $\text{Sig. value}$  (.00) was lower than probability (.05). From the data above, can be concluded that there was a influence between self-concept toward reading comprehension of English Education Study Program student in the sixth semester of UIN Raden Fatah Palembang.

In addition, to know the percentage of self-concept influence on reading comprehension achievement, R-Square was obtained. Table 15 is shown as the result of Model Summary follow.

**Table 15.**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701 <sup>a</sup>	.492	.486	5.371

a. Predictors: (Constant), self

h e result of the analysis revealed that the R Square ( $R^2$ ) was .492. It means that students' self-concept gave effect in the level of 49.2 % toward reading comprehension and 50.8 % is defined or contributed by other factors.

In sum, students' self-concept influenced their reading comprehension achievement. Self-concept only predict 49.2 % on the success of reading comprehension achievement. Thus, it indicated that the higher self-concept a student had, the higher the students' reading

comprehension achievement would be.

### **4.3. Interpretation**

In order to strengthen the value of this study the interpretation is made based on the result of data analyses. According to the findings, there was a positive correlation between self-concept and reading comprehension achievement. There was also an influence of self-concept on reading comprehension achievement.

First, based on the questionnaire, only two levels of self-concept were perceived by the students with different numbers. There are 76 students (89.4 %) whose score belonged to average category, and 9 students (10.6 %) fell into high category. In other words, self-concept of English education study program students of UIN Raden Fatah Palembang was high enough. While, for their reading comprehension achievement, there are 36 students (42.35 %) fell into average category, 8 students (4.4 %) were in the good category, 29 students (34.11 %) were in the poor category, 12 students (34.11 %) were in the very poor category. From the data, it can be concluded that most of students' reading comprehension achievement is in the average category.

Based on the result of Pearson product moment correlations, it was found that there was a positive correlation between self-concept and reading comprehension achievement of English Education Study Program Students of UIN Raden Fatah Palembang ( $r = .701$ ). This means that students' self-concept had a relation to their reading comprehension

achievement. Cohen, Manion, and Marisson (2007) argue that the correlation coefficient or the  $r$ -obtained (.701) indicates that the level of correlation between variables is weak correlation. According to Dramanu and Balarabe (2013), students who are convinced that they are good and have the ability to succeed or control their educational experiences are likely to make efforts to excel in school-related work.

According to Akey (2006), students who performed higher academically had a higher self-concept. It means that students' beliefs about their competence and expectations for success in school are linked to the students' level of engagement as well as emotional states that promote their ability to be academically successful.

Furthermore, it might be because English Education Study Program Students of UIN are aware of theirself-concept. They tried to push themselves to be social person, good motivation, positive attitude, fell more confidence and respect about one's and others' feeling. Brooks and Emmart (1976) argue that people who have a positive self-concept ensure to be as successful as possible, feeling able to cope with the problem, feeling a par with others, receiving a compliment without shame, and feeling able to repairthemselves.

In this research, students' self-concept does not significantly influences their reading comprehension achievement, it can be seen from the contribution of students' self-concept is just 49.2 % to students' reading comprehension achievement. There might be some reasons why there was

no significant contribution between students' self-concept and their reading comprehension achievement. Some of the reasons there might be other factors contributing to the students' reading comprehension achievement. National Center for Education Statistics (2000) states that there are several factors that influence students' reading comprehension achievement. They are students' background, school organization features, teachers' qualifications, school climate. One of these factors may be a strong contribution for students' reading comprehension achievement.

Qalavand(2013) explains that not only self-concept may influence their reading comprehension achievement in general and their grammatical knowledge in particular but also many other factors including their motivation, attitudes towards the language they are going to learn, the context in which they are going to master the new language are extremely influential in this regard. While, Kalaivani (2016) states that there are some factors that lead to less reading comprehension achievement, such as fear of failure, lack of challenge, lack of meaning, emotional problems, anger, and desire for attention.

This finding is in line with the study previously. It is supported by Jen and Chien's statement (2008) that students with positive self-concept tend to invest more time to engage in learning activities in correspondence learning subject. The finding also supports that positive self-concept leads to the positive gains of reading comprehension achievement.

Additionally, a close look at the literature review reveals that the

findings of this research are in accordance with a number of previous studies. Matovu (2012) who found that there was a statistically significant effect of self-concept based on gender on academic effort and reading comprehension achievement. The result also reported statistically significant difference on reading comprehension achievement.