

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discussed about the statistical results of the study in the forms of description and table. The findings of the research from questionnaire and documentation.

A. Presentation of Data

The researcher provides a questionnaire to obtain the data, It is about students' summary writing in Quantitative Language Research Method subject. The researcher took 30 students as a sample. The researcher obtains the students' score of Quantitative Language Research Method subject from the lecture. The researcher correlates it by applying the Pearson product moment formula.

1. The Result of Validity and Reliability Test

The instrument must test the validity and reliability first before used to obtain valid and reliable results.

a. Validity

The measure of questionnaires validity uses correlation product moment by SPSS 20. The correlation obtained than compared to the r_{tabel} to find out if the correaltion value obtained valid or not. The numbers of sample use in this research are 30 students with a level of significance 5% and the value of r_{tabel} used is 0,349. The question item is said to be valid if it is obtained the value of Pearson correlation more

X6	Pearson Correlation	.404*	.326	.278	.133	.356	.1	-.103	-.057	-.230	.058	.389*
	Sig. (2-tailed)	.027	.079	.137	.483	.053		.587	.767	.221	.761	.034
	N	30	30	30	30	30	30	30	30	30	30	30
X7	Pearson Correlation	-.252	-.106	.131	.319	-.059	-.103	.1	.371*	.220	.291	.364*
	Sig. (2-tailed)	.179	.577	.491	.086	.758	.587		.043	.242	.119	.048
	N	30	30	30	30	30	30	30	30	30	30	30
X8	Pearson Correlation	-.100	.021	-.079	.010	-.021	-.057	.371*	.1	.565*	.432*	.462*
	Sig. (2-tailed)	.598	.912	.678	.960	.911	.767	.043		.001	.017	.010
	N	30	30	30	30	30	30	30	30	30	30	30
X9	Pearson Correlation	-.338	-.286	-.343	-.288	-.211	-.230	.220	.565*	.1	.715*	.204
	Sig. (2-tailed)	.068	.126	.064	.123	.263	.221	.242	.001		.000	.279
	N	30	30	30	30	30	30	30	30	30	30	30
X10	Pearson Correlation	-.113	.006	-.128	.168	.181	.058	.291	.432*	.715*	.1	.502**
	Sig. (2-tailed)	.552	.975	.499	.374	.338	.761	.119	.017	.000		.005
	N	30	30	30	30	30	30	30	30	30	30	30
XTOTAL	Pearson Correlation	.553*	.665*	.543*	.341	.623*	.389	.364	.462*	.204	.502*	.1
	Sig. (2-tailed)	.002	.000	.002	.065	.000	.034	.048	.010	.279	.005	
	N	30	30	30	30	30	30	30	30	30	30	30
** . Correlation is significant at the 0.01 level (2-tailed).												
* . Correlation is significant at the 0.05 level (2-tailed).												

From the table above it was obtained that from 10 questionnaire items, there are 8 valid questionnaires and 2 invalid questionnaires, they are item 4 and 9. The invalid questionnaire said to be invalid because the value of Pearson correlation lower than the value of r_{tabel} . The researcher only uses the valid questionnaire to obtain the data and the invalid questionnaire is drop out.¹

b. Reliability

The reliability test was carried out after the item questionnaire was said to be valid. Cronbach Alpha by SPSS 20 was used to measure the questionnaire is reliable or not. The result of reliability test can be seen on the table below :

Table 4.2

Reliability Statistics

Cronbach's Alpha	N of Items
.655	8

¹ Raharjo, "Cara Mengatasi Soal Angket Yang Tidak Valid."

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X1	19.90	12.231	.513	.577
X2	20.07	11.375	.625	.540
X3	20.40	12.524	.447	.596
X4	20.17	12.420	.506	.580
X5	20.23	13.840	.347	.624
X6	21.20	15.752	.056	.687
X7	20.67	15.195	.123	.676
X8	20.47	14.878	.160	.668

If $\alpha > 0.90$ then the reliability is perfect. If the alpha is between 0.70 - 0.90 the the reliability is high. If the alpha is 0.50 - 0.70 then the reliability is moderate. If $\alpha < 0.50$ then the reliability is low. If alpha is low, it is possible that one or more items are not reliable.

Based on the calculation of the reliability test for the questionnaire using Cronbach' Alpha formula, the Cronbach' Alpha was obtained 0,655. It means that the value of α in moderate reliability where α in level 0.50 – 0.70.

2. The Result of Questionnaire Data

The researcher used questionnaire to collect the data related with independent variable (The frequency of the 6th semester students write summary in Quantitative language research method subject) at english teaching learning program in IAIN Madura. The questionnaire was spread to the respondents and was carried out only once on 26th October 2022.

The questionnaire consist of four answer choices, namely always, often, sometimes, and never.

Table 4.3

Specification of Instrument

Positive Statement	Score	Negative Statement	Score
Always	4	Never	4
Often	3	Sometimes	3
Sometimes	2	Often	2
Never	1	Always	1

Table 4.4

Students' Summary Writing Score

No	Questionnaire score								Total
	1	2	3	4	5	6	7	8	
1	4	3	3	3	3	2	4	3	25
2	4	4	4	3	4	2	3	3	27
3	1	1	1	2	3	4	3	4	19
4	4	4	4	3	4	2	2	2	25
5	4	4	4	3	4	1	1	1	22
6	4	3	3	4	3	2	3	3	25

No	Questionnaire score								Total
	1	2	3	4	5	6	7	8	
7	4	4	4	2	4	2	4	4	28
8	4	4	3	4	4	2	2	3	26
9	2	3	3	1	1	2	3	2	17
10	4	3	2	4	2	1	2	4	22
11	4	3	3	3	3	2	3	3	24
12	4	4	4	4	4	2	3	4	29
13	4	4	2	4	4	1	3	2	24
14	3	4	3	3	3	4	4	3	27
15	3	1	1	1	3	1	1	1	12
16	4	4	4	4	3	2	2	2	25
17	4	4	2	4	2	3	3	3	25
18	4	3	3	4	4	2	2	4	26
19	1	1	3	1	2	3	3	3	17
20	4	4	3	2	2	2	1	2	20
21	3	3	1	3	3	1	4	3	21
22	4	3	4	4	4	4	3	3	29
23	4	3	4	4	2	2	3	1	23
24	4	4	3	3	3	2	3	3	25
25	3	4	3	4	4	2	3	3	26
26	4	4	4	4	4	2	1	2	25
27	1	1	1	3	3	1	2	3	15

No	Questionnaire score								Total
	1	2	3	4	5	6	7	8	
28	4	4	2	3	3	2	3	4	25
29	3	4	4	4	2	2	2	4	25
30	2	2	2	3	2	3	3	3	20

3. The Result of Documentation Data

The documentation is used to obtain the data related to variable Y (The score they achieve in Quantitative language research method subject). This document is the score of the students' final test at the 6th semester students at english teaching learning program in IAIN Madura. The researcher obtains the documentation from the lacture.

Table 4.5

Students' Final Test Score

No	Students' Name	Score
1	M	25
2	RA	20
3	ACM	20
4	MA	25
5	SS	60
6	AR	40
7	YR	70
8	MFA	50

No	Students' Name	Score
9	AWM	15
10	AFT	45
11	MR	10
12	FYS	60
13	ZL	0
14	AME	30
15	ABA	10
16	SA	35
17	AAM	85
18	SH	20
19	S	20
20	FZ	60
21	RS	10
22	ACC	20
23	PAES	60
24	SAN	80
25	AM	15
26	NEP	60
27	RQ	30

No	Students' Name	Score
28	MA	60
29	RM	50
30	MH	30
Total		1115

The table above showed that the highest score of the students' final test of Quantitative language research method subject is 85 and the lowest score is 0.

4. The statistical Analysis

The researcher collecting the data from students' summary writing score and students' final test score. The researcher will analyze both of them the score by using Pearson product moment formula.

Table 4.6

The Questionnaire and Documentation Score

N	X	Y	XY	X ²	Y ²
1	25	25	625	625	625
2	27	20	540	729	400
3	19	20	380	361	400
4	25	25	625	625	625
5	22	60	1320	484	3600
6	25	40	1000	625	1600

N	X	Y	XY	X²	Y²
7	28	70	1960	784	4900
8	26	50	1300	676	2500
9	17	15	255	289	225
10	22	45	990	484	2025
11	24	10	240	576	100
12	29	60	1740	841	3600
13	24	0	0	576	0
14	27	30	810	729	900
15	12	10	120	144	100
16	25	35	875	625	1225
17	25	85	2125	625	7225
18	26	20	520	676	400
19	17	20	340	289	400
20	20	60	1200	400	3600
21	21	10	210	441	100
22	29	20	580	841	400
23	23	60	1380	529	3600
24	25	80	2000	625	6400
25	26	15	390	676	225

N	X	Y	XY	X ²	Y ²
26	25	60	1500	625	3600
27	15	30	450	225	900
28	25	60	1500	625	3600
29	25	50	1250	625	2500
30	20	30	600	400	900
N = 30	$\sum X$ = 699	$\sum Y$ = 1115	$\sum XY$ = 26825	$\sum X^2$ = 16775	$\sum Y^2$ = 56675

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{30(26825) - (699)(1115)}{\sqrt{[30(16775) - (699)^2][30(56675) - (1115)^2]}}$$

$$r_{xy} = \frac{804750 - 779385}{\sqrt{[503250 - 488601][1700250 - 1243225]}}$$

$$r_{xy} = \frac{25365}{\sqrt{[14649][457025]}}$$

$$r_{xy} = \frac{25365}{\sqrt{6694959225}}$$

$$r_{xy} = \frac{25365}{81822.7305}$$

$$r_{xy} = 0,309$$

From the data analysis above, it was know that $r_{xy} = 0,309$

B. Hypothesis Testing

The researcher must determine the df (degrees of freedom) before determine the hypothesis. The formula as follows:

$$df = N - Nr$$

df : Degrees of Freedom

N : Number of Cases

Nr : Sum of Variables (There are two variables in this research that is Students' Summary Writing and Students' Final Test of Quantitative language research method subject)

$$df = N - Nr$$

$$= 30 - 2$$

$$= 28$$

Based on the result of the data analysis above, it showed that r_{xy} is 0,309 and df is 28. Compare it with r_{table} in 5% level of significance. The value of df is 28 in significance level of 5% is 0,361. The value of r_{xy} is lower than r_{table} ($0,309 < 0,361$). So the null hypothesis is accepted and the alternative hypothesis is rejected. The hypothesis stated that The more the 6th semester students write summary, is not the better the score they achieve in Quantitative language research method subject at english teaching learning program in IAIN Madura.

Table 4.7

Table of Correlation Coefficient Values "r" Product Moment

df (Degrees of freedom)	The number of variable that are correlated	
	2	
	"r" value in taraf significance	
	5%	1%
1	0,997	0,1000
2	0,950	0,990
3	0,878	0,959
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
7	0,666	0,798
8	0,632	0,765
9	0,602	0,735
10	0,576	0,708
11	0,553	0,684
12	0,532	0,661
13	0,514	0,641
14	0,497	0,623
15	0,482	0,606
16	0,468	0,590
17	0,456	0,575
18	0,444	0,561
19	0,433	0,549
20	0,423	0,537
21	0,413	0,526
22	0,404	0,515
23	0,396	0,505
24	0,388	0,496
25	0,381	0,487
26	0,374	0,478
27	0,367	0,47
28	0,361	0,463
29	0,355	0,456
30	0,349	0,449
35	0,325	0,418
40	0,304	0,393

df (Degrees of freedom)	The number of variable that are correlated	
	2	
	"r" value in taraf significance	
	5%	1%
45	0,288	0,372
50	0,273	0,354
60	0,250	0,325
70	0,232	0,302
80	0,217	0,302
90	0,205	0,267
100	0,195	0,254
125	0,174	0,228
150	0,159	0,208
200	0,138	0,181
300	0,113	0,148
400	0,098	0,128
500	0,088	0,115
1000	0,062	0,081

To know how significant between the frequency of the 6th semester students write summary and their achievement on Quantitative language research method subject at english teaching learning program in IAIN Madura, it must be consulted to interpretation coefficient table. The table can be seen below:

Table 4.8**Table Interpretation of “r” Value Product Moment**

No.	The High of “r” Value	Interpretation
1	Between 0 to 0.20	There is correlation between variable X and Y, but the correlation is lowest. So it considers as nothing.
2	Between 0.20 to 0.40	There is low correlation between variable X and Y.
3	Between 0.40 to 0.70	There is sufficient or enough correlation between variable X and Y.
4	Between 0.70 to 0.90	There is strong or high correlation between variable X and Y.
5	Between 0.90 to 0.00	There is correlation between variable X and Y with very strong correlation.

Based on the table of interpretation above, it can be seen that the value of r_{xy} is 0,309 and it is in interval of 0,20 to 0,40. It means that the level of correlation is low. There is low significance correlation between the frequency of the 6th semester students write summary and their achievement on Quantitative language research method subject at english teaching learning program in IAIN Madura.

C. Discussions of the Findings

In this research consists of two research problem, where the first is about do the more the 6th semester students write summary, the better the score they achieve in Quantitative language research method subject at english teaching

learning program in IAIN Madura and How significant is the more the 6th semester students write summary, the better the score they achieve in Quantitative language research method subject at english teaching learning program in IAIN Madura. The result stated that:

1. Based on the data above, the result stated that the more the 6th semester students write summary, is not the better the score they achieve in Quantitative language research method subject at english teaching learning program in IAIN Madura. The value of r_{xy} is 0,309 and the value of r_{table} is 0,361. It means that, the value of r_{xy} is lower than r_{table} ($0,309 < 0,361$).
2. When see the table of interpretation “r” product moment, the value of r_{xy} is in interval 0,20 to 0,40 and the interpretation is there is low correlation between variable X and Y. Therefore, the researcher concludes that there is low significance correlation between the frequency of the 6th semester students write summary and their achievement on Quantitative language research method subject at English teaching learning program in IAIN Madura.

Based on consistency in writing summaries, there are 20 students who always collect summary on time, there are 5 students who often collect summary on time, there are 2 students who sometimes collect summary on time, and there are 3 students who never collect summary on time. Then when viewed from the final exam scores they got, students who always collected summaries on time and students who never collected summaries on time did not have much difference in scores. Students who have high or low score have no correlation with the collection of summary writing.

Based on the use of time in writing a summary, there are 4 people who always procrastinate writing a summary, there are 7 people who often procrastinate writing a summary, there are 15 people who sometimes procrastinate writing a summary, and 4 people who never procrastinate to write a summary. Students who procrastinate writing summaries with students who never procrastinate writing summaries do not have much difference in the final score. There is no correlation between students who write summary diligently and students' final score.

Based on the routine of looking for sources/support in writing a summary, there is 1 student who always reads the reference first before writing the summary, there are 7 students who often read the reference first before writing the summary, there are 11 students who sometimes read the reference first before writing the summary. , and there are 11 students who never read the references before writing a summary. Students who always read references first before writing a summary and students who never read references before writing a summary had almost the same final score. There is no correlation between students who always or never read the references before writing a summary with the final score of students.

The important components in the teaching and learning process are lecturers and students. In learning process, the lectures will use one way so that there is a learning achievement and students can improve their abilities. One of the methods used by the lecture is write a summary of the material. The students collect summary writing to the lecturer at the end of the course hours.

Lecturer have records of students who collect summary writing and students who do not collect summary writing.

Students who diligently write summaries with students who rarely write summaries have no relationship with the score they get from the final exam. The better the way of learning, the better the chances of obtaining good learning achievement.¹

¹ Hidayati, "Pengaruh Cara Belajar Terhadap Prestasi Belajar Siswa," 40.