Chapter Four

Result and Discussion

The fourth chapter discusses the result of research. The research consists of three research questions. The first research question is ''What is the level of EFL students' reading interest in reading English texts''. The second question is ''what is the level of difficulty faced by EFL students in reading English texts''. The third question is ''Is there any correlation between EFL students' reading interest and difficulty in reading English texts''. The result of the research will be explained in this chapter.

Result

This part will discuss about the result of the research. The result were about the level of EFL students' reading interest in reading English texts, the level of difficulty faced by EFL students in reading English texts and the correlation between EFL students' reading interest and difficulty in reading English texts.

Result 1. The level of EFL students' reading interest in reading English texts. The first research question is to investigate the level of EFL students' reading interest in reading English texts. The result were presented below:

Category	Frequency	Percent
High	33	35.1%
Intermediate	61	64.9%
Low	0	0%
Total	94	100%

Table. 4.1. The result of students' reading interest level.

No	Interval	Categories
1.	3.1 – 4	High
3.	2.1-3	Intermediate
4.	1-2	Low

Table. 4.2. The categories of students' reading interest level.

Based on the result of table 4.1 for students reading interest level. There were thirty-three students (35.1%) having high level of reading interest in reading English text. Then, there were sixty-one students (64.9%) having intermediate difficulty level in reading English texts. To know about the categories of the result, the researcher used formula to analyse the level of students' reading interest. The formula to analyse is below:

$$\frac{\text{Total mean of students}}{\text{Total respondents}} = \frac{278.65}{40} = 2.96$$

The result of 278.65 is total mean of students, the respondents of questionnaire is 94 students and the score of analyse is 2.96. Therefore, the result is 2.96. Based on table categories of level students' reading interest (table 4.1.), the score 2.96 was categorized as Intermediate level out of 4. It means that the students' reading interest of EFL students was categorized as Intermediate level.

Result 2. The level of difficulty faced by EFL students in reading English texts. The second research question is to identify the level of difficulties faced by EFL students in reading English texts. The result of the research were presented below:

Category	Frequency	Percent
High	36	38.3
Intermediate	58	61.7
Low	0	0
Total	94	100%

Table. 4.3 The result of students' level difficulty.

No	Interval	Categories
1.	3.1 – 4	High
4.	2.1-3	Intermediate
5.	1-2	Low

Table. 4.4 The categories for students' reading difficulty level.

Based on the result of table 4.3 for students reading difficulty level. There were thirty-six students (38.3%) having high level of reading interest in reading English text. Then, there were fifty-eight students (61.7%) having intermediate difficulty level in reading English texts. To know about the categories of the result, the researcher used formula to analyse the level of students' reading difficulty level. The formula to analyse is below:

$$\frac{\text{Total mean of students}}{\text{Total of respondents}} = \frac{279.94}{94} = 2.9$$

The result of 279.94 is total mean of students, the respondents of questionnaire is 94 students and the score of analyse is 2.9. Then the researcher did analyse to find out the level of students reading interest using formula above and the score is 2.9. Based on table categories for students' reading difficulty level (Table. 4.4) score of 2.9 out of 4 was categorized as intermediate level. The conclusion is the level of students' reading difficulty is intermediate level.

Result 3. The correlation between students' reading interest and difficulty in reading English text. The third research questions is to find out the correlation between students' reading interest and difficulty in reading English text. The result of the research were presented below:

Correlations

		Reading Interest	Reading Difficulty
Reading Interest	Pearson Correlation	1	-.053
	Sig. (2-tailed)		.614
	N	94	94
Reading Difficulty	Pearson Correlation	-.053	1
	Sig. (2-tailed)	.614	
	N	94	94

Table 4.5. The result of correlation between students' reading interest and

difficulty in reading English texts.

The result showed that the score of correlation between students' reading interest and difficulties in reading English text is .614. The criteria score of correlation is score of sig (2-tailed) <0.05. The score of sig. (2-tailed) >0.05 there is no correlation between two variables. Based on the result of the research, the score sig (2-tailed) .614 > 0.05. It can be concluded that there is no correlation between students' reading interest and difficulties in reading English text. Therefore, the alternative hypothesis that there is correlation between students' reading interest and difficulty in reading English texts was rejected. The score of correlation more than 0.05.

Discussion

This section explains about the research question. The first research question is ''What is the level of EFL students' reading interest in reading English texts''. The second research question is ''what is the level of difficulty faced by

EFL students in reading English texts''. The last research questions is ''is there any correlation between EFL students' reading interest and difficulty in reading English texts''.

The level of EFL students' reading interest in reading English texts.

The first research question is about what is the level of EFL students' reading interest in reading English texts among English Language Education Department in a private university in Yogyakarta. The result showed that the score of students' reading interest is 2.96 out of 4 which belong to intermediate level in categories of students' reading interest level. It shows that many students have interest in reading. Sandjaja (2015) argued that reading interest as a positive attitude and there is a connection in themselves to reading activities and are interested in reading. Reading activities is one of activities that can give advantages to the reader. According to Ratnasari (2011) students who has interested in reading will feel happy in reading because there is a belief that reading provide benefit. According to Graessar (2015) when the students have interest in reading, the students put more cognitive effort in learning process. According to Sinaga, Sutarsyaha and Susanto (2015) reading interest contributed to students' reading comprehension. Sinaga, et al. also argued that students who have high reading interest, the reading comprehension also high. In addition, it will be easier for students to achieve reading achievement. Students who can reach reading achievement easily means that the students may not have difficulty in reading.

The level of difficulty faced by EFL students in reading English texts.

The second research question is about what is the level of difficulty faced by EFL

students in reading English texts among English Language Education Department in a private university in Yogyakarta. The result of the research showed that the level of students' reading difficulty in reading English text is in intermediate level. It was concluded from the score of the result of this research. The score 2.9 out of 4 was categorized as intermediate level of categories in students' reading difficulty level. It shows that students sometimes still faced difficulty in reading English texts. The difficulty in reading can be caused by several things, for example background knowledge of the students. According to Chawwang (2008) the problem faced by EFL students in reading is students' background knowledge. The students' background knowledge can be used to understand the new information from the text into students' prior information. Boardman, Klinger, and Vaughn (2007) one of the difficulties caused by students do not have background knowledge about the text. In addition, mother tongue also caused in reading difficulty. According to Mohamed and Qrqez (2017) mother tongue one of cause students' difficulty to comprehend the text

The correlation between EFL students' reading interest and difficulty in reading English texts. The last research questions is about the correlation between EFL students' reading interest and difficulty in reading English texts among English Language Education Department in a private university in Yogyakarta. According to Rahman (2015) the lack of students' reading interest is another major caused of students' reading difficulties. According to Dechant (1982) the achievement in reading depends on students' motivation or poor

reading skill is caused by less interested in reading. The result of the research showed that there is no correlation between students' reading interest and students' reading difficulty in reading English texts among English Language Education Department in one of private university of Yogyakarta student's batch 2016. It can be seen in the result of correlational table, the score more than 0.05 (0.614 <0.05). It can be concluded that there is no correlation between EFL students' reading interest and difficulty in reading. The hypothesis of this research is not accepted. In addition, the effects of students' less interested in reading is not only about reading difficulty. There is other factor caused students' reading interest low. One of the factor is students' culture, a culture which always consider the ability to owned low. Some students often said difficult on doing something but actually the case is students can master it well.