CHAPTER IV

FINDING AND DISCUSSION

4.1. Finding

In this chapter, the researcher will discuss the research findings about prior knowledge of English at elementary school on reading ability. The first step, the researcher will discuss the description of students' questionnaires scores which is regarded as prior knowledge of English. Furthermore, the researcher will report the result of linear regression which examines the hypothesis of the study.

4.1.1. Data Description

The research data consists of prior knowledge of English as an independent variable and reading ability as a dependent variable. The data had been collected through questionnaire to know the students' prior knowledge of English and documentation about students' reading score which was obtained based on the reading test. The data description shows the minimum and maximum score of prior knowledge of English and reading test score. All of those data description will be discussed in the following discussion comprehensively.

4.1.2. Students' prior knowledge

To know the students' prior knowledge of English, the researcher distributed questionnaire to students of MTs Darul Huda as the object of the research. After collecting the data of students' prior knowledge of English, the researcher identified the questionnaire which one got the English and which one did not get English.

4.1.3. Students' Reading Achievement

Students' reading achievement is the final score of reading ability which is obtained based on the reading test score and reading comprehension score in the seventh grade of MTs Darul Huda. After collecting the data, the researcher calculated the score. The score of reading test can be seen in the table 4.1.3.1 as follows:

Table 4.1.3.1.

Students Reading Achievement

Student	Reading Test
1	80
2	80
3	80
4	80
5	75
6	75
7	50
8	65
9	60
10	75
11	80
12	65
13	65
14	65
15	78
16	80
17	80
18	80
19	75
20	75
21	80
22	80

Table 4.3.1. which represent students' answer shows that the highest score of the reading test is 80 and the lowest score is 50. It can be concluded that there is significant difference

between the highest and the lowest score of the students' answering with the range 30. Then the sum score of students' answering is 1623. All of the data descriptions above were calculated by using descriptive statistic SPSS 16.0.

4.2. Discussion

4.2.1. The Testing of Hypothesis

The testing of hypothesis is aimed to examine between two variables which is prior knowledge of English as an independent variable and reading ability as a dependent variable. Hence, the researcher analyzed the data between two variables by using linear regression in SPSS 16.0 to see whether the prior knowledge influences students' reading ability. Furthermore, based on the calculation of SPSS 16.00, the data gathered as follow:

$ANOVA^b$

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	399.032	1	399.032	6.325	$.021^a$
	Residual	1261.741	20	63.087		
	Total	1660.773	21			

a. Predictors: (Constant), Reading_ability

b. Dependent Variable: Prior_knowledge

Hypothesis:

Ha : there is an influence of prior knowledge of English on reading ability.

Ho : there is no influence of prior knowledge of English on reading ability.

Criteria of the test:

H_o is accepted if probability (sig) > 0.05, H_a is accepted probability (sig.) < 0.05

Based on the table above, the gain of *sig is 0.021* which is less than 0.05 (0.021< 0.05). It can be concluded that H_a is accepted and H_o is rejected. It means that prior knowledge of English at elementary school influence the reading ability.

4.2.2. Data Interpretation

Prior knowledge of English is a knowledge which concern in new knowledge which is beneficial for students to help them facing reading difficulty. In addition, it is also profitable for students to be an effective reader because the student has prior knowledge of English. Therefore, it is important to investigate the correlation between prior knowledge of English with reading ability.

There are same characteristic between two variables which is prior knowledge of English and reading ability. In addition, according to the criteria of hypothesis above, it indicates the results of probably (sig) or 0.021<0.05. it can be concluded that prior knowledge of English influence reading ability of the students.