

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains research finding and discussion. The researcher divided the chapter into some points. They are (a) research findings, (b) hypothesis testing, and (c) discussion.

#### A. Research Findings

##### 1. Description of the data

In this sub chapter, the research is represent the descriptive statistics of the research. The result of students' reading comprehension in term of pre-test and post-test, then those were calculated by using scoring rubric. The tests were given to the eight grade of MTs Ma'arif Bakung Udanawu Blitar. The number of students were 34. In addition, the test was conducted before and after using Click and Clunk strategy as the treatment in teaching reading comprehension. The students' scores of pre-test and post-test can be seen in table 4.1.

**Table 4.1 The Result of Students' Score in Pre-Test and Post-Test**

No.	Students' Name	Pre-test (X0)	Post-test (X1)	Categorizen in Post-test
1.	S1	48	78	Good
2.	S2	64	92	Excellent
3.	S3	32	80	Good
4.	S4	40	92	Excellent
5.	S5	72	92	Excellent
6.	S6	56	84	Good
7.	S7	80	92	Excellent
8.	S8	52	84	Good

9.	S9	84	92	Excellent
10.	S10	56	84	Good
11.	S11	60	80	Good
12.	S12	72	84	Good
13.	S13	76	96	Excellent
14.	S14	72	92	Excellent
15.	S15	76	76	Good
16.	S16	64	80	Good
17.	S17	52	88	Excellent
18.	S18	52	74	Good
19.	S19	72	84	Good
20.	S20	40	72	Good
21.	S21	72	92	Excellent
22.	S22	56	88	Excellent
23.	S23	80	84	Good
24.	S24	64	92	Excellent
25.	S25	72	88	Excellent
26.	S26	64	84	Good
27.	S27	68	80	Good
28.	S28	56	76	Good
29.	S29	72	72	Good
30.	S30	68	84	Good
31.	S31	68	72	Good
32.	S32	64	84	Good
33.	S33	68	80	Good
34.	S34	60	68	Average

Based on the table 4.1, it could be seen the lowest and the highest scores of Eight grade students of VIII G. The lowest score in pre-test was 32 and the highest one in pre-test was 84. After the researcher gave the treatment of Click and Clunk strategy , the researcher gave post-test to measure whether there was different score or not. Based on the table above, the lowest score in post-test was 68 and the highest one was 96.

The data of students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria and it is divided into five criteria, those are: excellent, good, average, poor and very poor.

**Table 4.2 Table of criteria students' score**

No	Grade	Criteria	Range Score
1.	A	Excellent	100 – 85
2.	B	Good	84 – 70
3.	C	Average	69 – 55
4.	D	Poor	54 – 50
5.	E	Very Poor	49 – 0

- **Computation Result of The Students' Before Giving The Treatment (Pre-Test)**

In this part of test, the researcher asked the students to answer the questions by choosing one of the a,b,c and d as the options. The students were given about 30 minutes to answer the questions. There were 34 students as the sample of this research. The purpose of conducting pre-test was intended to measure the students' reading comprehension before they were given the treatment. The result of pre-test based on processing in SPSS 24.0 version software. The descriptive statistic of pre-test score consisted of mean (table 4.3) and the frequency distribution of pre-test (table 4.4), those can be seen as below:

**Table 4.3 The descriptive statistice of pre-test scores**

<b>Statistics</b>		
PRETEST		
N	Valid	34
	Missing	0
Mean		63,29
Std. Error of Mean		2,078
Median		64,00
Mode		72
Std. Deviation		12,119
Variance		146,881
Range		52
Minimum		32
Maximum		84
Sum		2152

Descriptive statistic functions to describe the condition of certain group. In this research, the group was intended to eight G students MTs Ma'arif Bakung Udanawu Blitar. Table 4.3 showed that the total of data were divided with number of data which determined as mean score from pre-test. It was 63,29. Then, the half number of data sample which determined as median score from pre-test was 64. To know the most frequently appeared number, the data used mode score and the most appeared number was 72. In addition, the minimum score was 32. The maximum score was 84. Then, the number of score appeared in pre-test, the researcher presented frequency distribution as below:

**Table 4.4 Frequency Distribution of pre-test**

<b>PRETEST</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	2,9	2,9	2,9
	40	2	5,9	5,9	8,8
	48	1	2,9	2,9	11,8
	52	3	8,8	8,8	20,6
	56	4	11,8	11,8	32,4
	60	2	5,9	5,9	38,2
	64	5	14,7	14,7	52,9
	68	4	11,8	11,8	64,7
	72	7	20,6	20,6	85,3
	76	2	5,9	5,9	91,2
	80	2	5,9	5,9	97,1
	84	1	2,9	2,9	100,0
	Total		34	100,0	100,0

The table 4.4 showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

- a. There are 7 students who got score between 32-52, it means that the students' reading comprehension was still poor. It needed much improvement.
- b. There are 24 students who got score between 56-76, it means that the students' reading comprehension was average. However, it also still needed the improvement.
- c. There are only 3 students who got score 80-84, it means that the students' reading comprehension was good. It also still needed the improvement.

After knowing the result of pre-test, the researcher gave the treatment or Click and Clunk strategy with the purpose probably the students reading comprehension could be used effectively. At last, the researcher gave post-test to measure the difference scores or achievement after conducting the treatment.

- **Computation Result of The Students' Score After Giving The Treatment (Post-Test)**

In Post-test, the researcher asked the students to answer the multiple choiches question. The researcher gave post-test to know students achievement after being taught using Click and Clunk strategy. There are 34 students as respondents or subjects of this research. The questions were 25 items in the form of multiple choice. In multiple choice test, every items has five choice, there was A, B, C, and D. The questions of post-test were about narrative text which consisted of 3 stories. The result of post-test showed that the students reading achievement used effectively.

The result of post-test based on processing in SPSS 24.0 version software. The descriptive statistic of post-test score consisted of mean (Table 4.5) and the frequency distribution of post-test (Table 4.6), can be seen below:

**Table 4.5 The descriptive statistice of post-test scores**

Statistics		
POSTTEST		
N	Valid	34
	Missing	0
Mean		83,65
Std. Error of Mean		1,248
Median		84,00
Mode		84 <sup>a</sup>
Std. Deviation		7,278
Variance		52,963
Range		28
Minimum		68
Maximum		96
Sum		2844

Descriptive statistic functions to describe the condition of certain group. In this research, the group was intended to eight G students MTs Ma'arif Bakung Udanawu Blitar. Table 4.5 showed that the total of data were divided with number of data which determined as mean score from pre-test. It was 83,65. Then, the half number of data sample which determined as median score from post-test was 84.

To know the most frequently appeared number, the data used mode score and the most appeared number was 84. In addition, the minimum score was 68. The maximum score was 96. Then, the number of score appeared in post-test, the researcher presented frequency distribution as below:

**Table 4.6 Frequency Distribution of post-test**

**POSTTEST**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	1	2,9	2,9	2,9
	72	3	8,8	8,8	11,8
	74	1	2,9	2,9	14,7
	76	2	5,9	5,9	20,6
	78	1	2,9	2,9	23,5
	80	5	14,7	14,7	38,2
	84	8	23,5	23,5	61,8
	88	4	11,8	11,8	73,5
	92	8	23,5	23,5	97,1
	96	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

The table 4.6 showed the numbers that describe about the division and percentages of frequency distribution. The frequency of post-test after being distributed showed based on the categorizing of scoring rubric:

- a. There are 1 students who got score between 68, it means that the students' reading comprehension was average.
- b. There are 20 students who got score between 72-84, it means that the students' reading comprehension was good enough.
- c. There are only 13 students who got score between 88-96, it means that the students' reading comprehension was excellent.

## **2. The Result of Normality**

In this sub chapter, the researcher presents and discusses the result of normality and homogeneity testing by using SPSS 24.0. Calculating normality is



used to know the data has been normal contributed or not. Meanwhile, homogeneity is used to make sure whether the sample of data is homogen or heterogen. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing type need to be used.

- **The Result of Normality Testing**

Normality testing as mentioned before is conducted to check whether the data distribution is normal or not. The result can be seen as below:

**Table 4.7 Normality Testing Result**

		<b>One-Sample Kolmogorov-Smirnov Test</b>	
		Pretest	post
N		34	34
Normal Parameters <sup>a,b</sup>	Mean	63,29	83,65
	Std. Deviation	12,119	7,278
Most Extreme Differences	Absolute	,141	,139
	Positive	,089	,098
	Negative	-,141	-,139
Test Statistic		,141	,139
Asymp. Sig. (2-tailed)		,085 <sup>c</sup>	,093 <sup>c</sup>

a. Test distribution is Normal.

The table shows that the significance value of pre-test is 0.085, it is bigger than 0.050, it means the data distribution of pre-test is normal. The significance value of post-test is 0.93, it is bigger than 0.050, it means the data distribution of post-test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distributions.

## B. Hypothesis Testing

This research was conducted to know whether there is significant difference achievement of Eight grade students in MTs MA'arif Bakung Udanawu Blitar in academic year 2018/2019 in reading comprehension before and after being taught by using Click and Clunk strategy. To analyze the finding data, the researcher used Paired Sample Test by using SPSS 24.0 version. The hypothesis is stated as follow:

- a. When the significant value  $<$  significant level, the alternative ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means there is significant effect of using Click and Clunk strategy in students' reading comprehension.
- b. When the significant value  $>$  significant level, the null hypothesis ( $H_0$ ) is accepted and the alternative ( $H_a$ ) is rejected. It means there is no significant effect of using Click and Clunk strategy in students' reading comprehension .

**Table 4.8 Paired Sample Test :**

The result of hypothesis testing can be seen in table 4.8 below:

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - post	-20,353	12,105	2,076	-24,577	-16,129	-9,804	33	,000

Based on the table 4.8 above, the significant value of this research is 0.000, standard significant level is 0.050. It means significant value is smaller than

significant level ( $0.000 < 0.050$ ). The interpretation can be concluded with saying “there is any significant effect of using Click and Clunk strategy in Students’ reading comprehension”. In other word, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. According to that evidence, it can answer the research problem or question that there is any significant. It means there is a significant effect of using Click and Clunk strategy in Students’ reading comprehension of the eight grade student at MTs Ma’arif Bakung Udanawu Blitar.

### **C. Discussion**

In this research, the researcher conducted the research by using one sample of population. It is eight grade G students of MTs Ma’arif Bakung Udanawu Blitar. The number of students are 34, it has been chosen by purposive sampling technique in term suggestion by some eligible people in the school and reseacher’s observation. To know the result of this research whether this strategy is effective or not, the researcher used pre-test and post-test then compute both of the tests into SPSS 24.0 version software. The result of computation between pre-test and post-test shows that there is any significant effect of using Click and Clunk strategy in Students’ reading comprehension.

The significant value of in this reseach is 0.000, which is smaller than significant level (0.050), it means that there is any significant effect of using Click and Clunk strategy in Students’ reading comprehension. It is related as the requirement of hypothesis, if the significant value is smaller than signivicant level (0.050). it means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected

Finding result by using Click and Clunk strategy on students' reading comprehension shows the real effectiveness, because it could help the students to increase their reading comprehension. Based on the mean of pre-test It was 63,29 becomes 83,65 in post-test. The increasing score above related with the benefit of using Click and Clunk strategy generally on reading comprehension.

Regarding on the result of data analysis above, it is strongly related to some advantages served by the use of Click and Clunk itself as a strategy in teaching reading. The advantage of Click and Clunk in teaching reading is strengthened by the statement stated by Alqarni (2015:164) that Click and Clunk strategy is advantageous for students to monitoring understanding. Clicks refer to understandable parts of reading and clunks refer to complicated concepts, ideas and words. The main purpose of the click and clunk stage is to encourage students to pay attention to reading for understanding. In addition, Bremer and Vaughn et al (2002) state Click and Clunk is a strategy that teaches students to monitor their understanding during reading. The students get benefit by developing skills enabling them to better understand the material in their reading assignments. Zefhidayati (2013) state Click and Clunk strategy could help students to comprehend the text that they read. It is proved in her research that Click and Clunk strategy can effectively be used to enhance the students reading comprehension.

The result of the research was stating that applying Click and Clunk strategy in teaching learning is effective. It was proved by there is any significant effect of using Click and Clunk strategy in Students' reading comprehension. So, it meant that the result of this research was verified by Klinger and Vaughn theory (1998)

state that the purpose of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicking and clunking is designed to teach students to pay attention to when they are understanding or failing to understand what they are reading or what is being read to. Click and Clunk is during reading activity that use to monitoring comprehension of vocabulary or content with the purpose to make students notice their lack in understanding (Lee:2016). In addition, Jafre (2012) The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdown in understanding.

Based on the theory above, Click and Clunk strategy effectively for students' mastery in reading comprehension. This strategy could help students monitor their understanding in reading, it also helps students to know more what they do not understanding. Click and Clunk strategy is so important to understand the content of the text. The theory above is accepted by the researcher, especially in understanding the reading comprehension in the Junior High School.

Based on the result above implied that the use of Click and Clunk strategy in reading gives positive effect to students' reading comprehension ability. It has been verified by the result of data analysis that there is any significant effect of using Click and Clunk strategy in Students' reading comprehension. Thus, it can be concluded that the use of Click and Clunk strategy is effective to reading comprehension ability of the second grade students of MTs Ma'arif Bakung Udanawu Blitar