CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on presenting the basic result of the data analysis. Four main topics are discussed here. There are description of data, data analysis, hypothesis testing and discussion.

A. The Description of Data

In this part, the researcher presents the students' ability of reading comprehension taught by using KWL strategy and taught without using KWL as a strategy in the teaching reading. To know students' ability of reading comprehension, the researcher gave pre-test and post-test in experimental group and control group. The aim is to know the differences of students' score taught by using KWL strategy and taught without KWL strategy. The researcher used test as the instrument of this research.

1. The Students' Pre-Test Scores

The researcher gave pre-test in experimental group and control group in the form of multiple choices. The pre-test scores of students showed in table 4.1.

Table 4.1

Pre-Test Score of Experimental Group and Control Group

No	Name	Pre-test Experimental
1	AS	60
2	ARA	55
3	AA	60
4	AB	55
5	ADRF	55

6	BH	75
7	DB	60
8	DB	60
9	FAP	75
10	FDP	65
11	FNR	75
12	GCA	70
13	JNF	75
14	KRJ	85
15	MAR	75
16	MDPA	55
17	NF	75
18	RDY	75
19	RJL	80
20	RA	75
21	RA	75
22	RW	75
23	S	60
24	SS	80
25	SAR	55
26	TL	75

No	Name	Pre-test Control
1	AUR	60
2	ABP	55
3	ANA	60
4	ASKN	60
5	BFNM	80
6	CSW	55
7	DMP	80
8	DPA	70
9	DRP	55
10	FS	55
11	F	55
12	FN	55
13	HS	45
14	HNF	55
15	HSF	70
16	IRS	60
17	IR	50

18	INM	55
19	IRH	70
20	IAR	60
21	MNT	45
22	MPP	80
23	NAS	55
24	RB	55
25	RPP	60
26	UUB	45

Table 4.2

Descriptive Statistic Pre-Test Experimental Group and Control Group

Pre-Test Experimental Group

N	Valid	26
	Missing	0
Mean		68.46
Std. Error of Mean		1.876
Median		75.00
Mode		75
Std. Deviation		9.568
Variance		91.538
Range		30
Minimum		55
Maximum		85
Sum		1780

Pre- Test Control Group

N	Valid	26
	Missing	0
Mean		59.42
Std. Error of Mean		1.968
Median		55.00
Mode		55
Std. Deviation		10.033
Variance		100.654
Range		35
Minimum		45
Maximum		80
Sum		1545

Table 4.2 showed that there are 26 students in Experimental group. It shown that mean score of pre-test is 68,46, it means that the average score of 26 students are got 68. The median score is 75, the mode score is 75 and the standard deviation is 9,568. The highest pre-test score of Experimental Group is 85 and the lowest score is 55.

Moreover, the result on the table 4.2 can conclude that there are 26 students in Control group. It shown that mean score of pre-test is 59,42, it means that the average score of 26 students are got 59. The median score is 55,00, the mode score is 55 and the standard deviation is 10,033. The highest pre-test score of Control Group is 80 and the lowest score is 45.

Table 4.3
Frequency Distribution Pre-Test Experimental Group and Control Group

Pre-Test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	5	19.2	19.2	19.2
	60	5	19.2	19.2	38.5
	65	1	3.8	3.8	42.3
	70	1	3.8	3.8	46.2
	75	11	42.3	42.3	88.5
	80	2	7.7	7.7	96.2
	85	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Pre-Test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	11.5	11.5	11.5
	50	1	3.8	3.8	15.4
	55	10	38.5	38.5	53.8
	60	6	23.1	23.1	76.9
	70	3	11.5	11.5	88.5
	80	3	11.5	11.5	100.0
	Total	26	100.0	100.0	

In the table 4.3, table pre-test experimental group showed that 5 students or 19,2% got 55, 5 students or 19,2% got 60, 1 student or 3,8% got 65, 1 student or 3,8% got 70, 11 students or 42,3% got 75, 2 students or 7,7% got 80, 1 student or 3,8% got 85.

Table pre-test control group showed that 3 students or 11.,5% got 45, 1 student or 3,8% got 50, 10 student or 38,5% got 55, 6 students or 23,1% got 60, 3 students or 11,5% got 70, 3 students or 11,5% got 80.

2. The Students' Post-Test Scores

After the researcher got scores from pre-test, the researcher gave treatment to the students by using KWL strategy in Experimental class and traditional strategy in Control class. When treatment finished, the researcher gave post-test in both of classes (Experimental class and Control class) to know students' score after being taught by using KWL strategy and taught without using by KWL strategy. The data of the students' score after being taught by using KWL strategy and taught without using KWL strategy can be seen at table 4.3.

Table 4.4
Post-Test Score of Experimental Group and Control Group

No	Name	Post-test Experimental
1	AS	65
2	ARA	60
3	AA	75
4	AB	70
5	ADRF	65
6	BH	85
7	DB	65
8	DB	85
9	FAP	75
10	FDP	75
11	FNR	75
12	GCA	70
13	JNF	75
14	KRJ	75
15	MAR	70

16	MDPA	75
17	NF	85
18	RDY	75
19	RJL	75
20	RA	85
21	RA	80
22	RW	55
23	S	80
24	SS	75
25	SAR	75
26	TL	85

No	Name	Post-test Control
1	AUR	70
2	ABP	65
3	ANA	55
4	ASKN	80
5	BFNM	65
6	CSW	80
7	DMP	75
8	DPA	65
9	DRP	60
10	FS	50
11	F	55
12	FN	65
13	HS	70
14	HNF	45
15	HSF	50
16	IRS	70
17	IR	55
18	INM	60
19	IRH	55
20	IAR	55
21	MNT	65
22	MPP	60
23	NAS	50
24	RB	75
25	RPP	55

26	UUB	55

Table 4.5
Descriptive Statistic Post-Test Experimental Group and
Control Group

Post-Test Experimental Group

N	Valid	26
	Missing	0
Mean		74.23
Std. Error of Mean		1.537
Median		75.00
Mode		75
Std. Deviation		7.835
Variance		61.385
Range		30
Minimum		55
Maximum		85
Sum		1930

Post-Test Control Group

N	Valid	26
	Missing	0
Mean		61.73
Std. Error of Mean		1.880
Median		60.00
Mode		55
Std. Deviation		9.586
Variance		91.885
Range		35
Minimum		45
Maximum		80
Sum		1605

Based on the table 4.5 can conclude that there are 26 students in Experimental group. It shown that mean score of post-test is 74,23, it means that the average score of 26 students are got 74. The median score is 75, the mode score is 75 and the standard deviation is 7,385. The highest post-test score of Experimental Group is 85 and the lowest score is 55.

Moreover, the result on the table 4.4 can conclude that there are 26 students in Control group. It shown that mean score of post-test is 61,73, it means that the average score of 26 students are got 62. The median score is 60, the mode score is 55 and the standard deviation is 9,586. The highest post-test score of Control Group is 80 and the lowest score is 45.

Table 4.6
Frequency Distribution Post-Test Experimental Group and Control Group

Post-Test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.8	3.8	3.8
	60	1	3.8	3.8	7.7
	65	3	11.5	11.5	19.2
	70	3	11.5	11.5	30.8
	75	11	42.3	42.3	73.1
	80	2	7.7	7.7	80.8
	85	5	19.2	19.2	100.0
	Total	26	100.0	100.0	

Post-Test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.8	3.8	3.8
	50	3	11.5	11.5	15.4
	55	7	26.9	26.9	42.3
	60	3	11.5	11.5	53.8
	65	5	19.2	19.2	73.1
	70	3	11.5	11.5	84.6
	75	2	7.7	7.7	92.3
	80	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

In the table 4.3, table post-test experimental group showed that 1 student or 3,8% got 55, 1 student or 3,8% got 60, 3 students or 11,5% got 65, 3 students or 11,5% got 70, 11 students or 42,3% got 75, 2 students or 7,7% got 80, 5 students or 19,2% got 85.

Table post-test control group showed that 1 student or 3,8% got 45, 3 students or 11,5% got 50, 7 students or 26,9% got 55, 3 students or 11,5% got 60, 5 students or 19,2% got 65, 3 students or 11,5% got 70, 2 students or 7,7% got 75, 2 students or 7,7% got 80.

B. Hypothesis Testing

There were two hypotheses here that was f and t hypothesis. Before discussing the t-test, the researcher needed to test the f-test. F-test is used to know the equality of variance of the two groups. And, the t-test was used to test the two means (experimental and control group). Although, the f-test was automatically serve in the SPSS table of t-

test, the researcher write down f hypothesis as the requirement in quasi experiment (experimental and control group). The hypothesis of this research are as follow:

1. Hypothesis testing of F-test

    a. Ho: $\sigma_1^2 = \sigma_2^2$, it means if there is an equal variance between experimental and control group.

    b. Hα: $\sigma_1^2 \neq \sigma_2^2$, it means if there is no equal variance between experimental and control group.

    1) If *p*-value (Sig) bigger than 0.05 the null hypothesis (Ho) is not rejected. As such, *equal variances* is used.

    2) If *p*-value (Sig) less than 0.05 the null hypothesis (Ho) is rejected. As such, *equal variances not assumed* is used.

2. Hypothesis testing of T-test

    a. Null Hypothesis (Ho)

    There is no significant different on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung.

    b. Alternative Hypothesis (Ha)

    There is significant different on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung.

    1) If sig(2-tailed) is smaller than 0,05 the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected.

    2) If sig(2-tailed) is bigger than 0,05 the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is not rejected.

To know whether there is any significant different students vocabulary mastery between the students who are taught and the students who are no taught by using Modified Domino Cards Game, the researcher analyzed the data by using SPSS 16.0 version, the result can be seen on table as below:

Table 4.7 Result of t-test

Independent Samples T test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students' score	Treatment	26	74.23	7.835	1.537
	Control	26	61.73	9.586	1.880

Based on table 4.7, it showed there were two classes, it was control class and experimental class. First Experimental class or class 1, showed N cell there was 26, Mean of score experimental class (74.23), Standard Deviation for experimental class (7.835), and Standard Error Mean for experimental (1.537). While, Control class (2), showed in N cell there was 26, Mean of score control class (61,73), Standard Deviation for control class (9.586), and standard error mean for control class (1.880). From the result above it was concluded that there was significant different on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung.

Table 4.8 Result of t-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.	T	Df				Lower	Upper
nilai Equal variances assumed	2.687	.107	5.148	50	.000	12.500	2.428	7.623	17.377
Equal variances not assumed			5.148	48.095	.000	12.500	2.428	7.619	17.381

Based on the table 4.8 above, it showed that F was 2.687 it meant that F (2.687) was bigger than 0.050 and Ho was accepted. It can be concluded that both variance experimental and control group are the same. The result is the writer used Equal Variance Assumed in making decision of t-test.

Based on the table 4.8, the significant value of the t (2-tailed) was 0.000. Because it was lower than the significant 0.050, it was concluded that there was significant different on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other words, it could be concluded that There is significant different on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung.

C. Discussion

The aim of this research is to know the significant difference of students' ability in reading comprehension descriptive text between those who were taught by using KWL strategy and those who were taught without using KWL strategy for the seventh grade students of SMP IT Nurul Fikri in the academic year of 2018/2019. The mean score of post-test experimental group is 74.23 and the mean score of post-test control group is 61.73. In addition, the mean score of post-test for experimental group is higher than the mean score of post-test control group. Moreover, output Independent Samples T-test show that the significance (2-tailed) smaller than significance level (0,001<0,05) and the null hypothesis (Ho) is rejected.

The result of the research was stating that appliying KWL strategy in teaching learning is effective. It was proved by significant difference score of students' reading comprehension ability between before and after taught by using KWL strategy. So, it means that the result of this research was verified the theory by Marzano et.al in John Barell, KWL know as a pre-reading strategy, this approach is effective in tapping into readers' prior knowledge, there by preparing them for learning. In addition, according to Judi Willis, this strategy has subsequently been recomended in many reading methodology texts. This strategy also can be used with a class, a small group or an individual involves the preparation of a 'KWL chart'. This strategy also gives students apportunities to activate prior knowledge as they consider what they know about the subject (prior knowledge), what they would like to learn (goal), and later, what they comprehend and learned.

The result of this research was also similar to the previous studies. The research conducted by Sri Wulandari in the thesis entitled "The Effect Of Using Know-Want To Know-Learned (KWL) Strategy On Students' Reading Comprehension To The Eighth Grade Students Of MTs Ma'arif Balong In Academic Year 2016/2017." The design of this research was quantitative research. This research was pre experimental research. The result showed that the value of t_0 between students reading comprehension before and after using KWL strategy was 4, 106. The result of computation based on T-test formula of 5% significant was 2,06. t_0 was higher than t_t. So, H_a was accepted and H_0 was rejected. It implies that, there is a significant difference on students' reading comprehension before and after using Know-Want-to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017. Compared with previous research, this research used quasi experimental design while Sri Wulandari's research used pre-experimental research. Although the findings of this research and Sri Wulandari's research were the same, that there was significant difference on students'reading comprehension before and after using KWL strategy.

Anothere research is research conducted by Novita Ayu Nia Wati in thesis "The Use Of Kwl (Know-Want-Learn) And Metacognitive Strategies To Improve The Students' Reading Comprehension." The methodology of this research used Classroom Action Research (CAR). There were two cycles to give the students more opportunities to improve their understanding about how to reconstruct and comprehend the passage well and effectively in reads. The results show that the students' reading comprehension improve significantly. The T-calculation result

shows that the T-calculation of cycle I is 4,57 and cycle II is 5,14. Compared with previous research, this research used quasi experimental design while Novita Ayu's research used Classroom Action Research (CAR). Although the findings of this research and Novita Ayu's research were the same, that the students' reading comprehension improve significantly and there was significant difference on students'reading comprehension before and after using KWL strategy.

Based on the research finding, KWL strategy can improve students' ability in reading comprehension. This strategy can build the prior knowledge, develop predicting skills, and increase writing skills too. The theory above is accepted by the researcher, especially in understanding the reading comprehension at Junior High School. Based on the result above imply that the use of KWL strategy in reading gives positive effect to students' reading comprehension ability. It has been verified by the result of data analysis that there is significant difference before and after using KWL strategy. In other word, KWL strategy was effective in increasing students' reading comprehension at seventh grade of SMP IT Nurul Fikri Tulungagung.