CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents about description of data, data analysis, and discussion.

A. Description of Data

The objective of this research was to find out whether there is any significant difference toward the students' reading skill who are taught using electronic storybook and those who are taught without using electronic storybook at the second grade of MTs Assyafi'iyah Gondang, Tulungagung. The data of this research were taken from the test for the students in research class.

The data were students' score of reading from pre-test and post-test from control class and experimental class. The researcher gave the pre-test to control class and experimental class. Moreover, the researcher gave category to know the students' achievement it was good or not as follows:

Table 4.1 Rating Scale of Students' Score

No.	Range of Score	Criteria
1.	91-100	Excellent
2.	81-90	Very Good
3.	71-80	Good
4.	61-70	Enough
5.	51-60	Poor

1. The Data of Control Class

The researcher obtained the data after conducting the pre-test and post-test are as follows:

Table 4.2 The Students' Reading Score of Control Class

No.	Name	Pre-test	Post-test
1.	FA	60	80
2.	ARS	60	60
3.	AAF	50	70
4.	AYK	70	80
5.	ARF	50	60
6.	AZZ	70	80
7.	ANP	70	70
8.	AWA	80.	70
9.	DLS	60	70
10.	DAAQ	60	70
11.	EH	60	60
12.	FN	60	70
13.	IDY	70	60
14.	MIM	60	60
15.	MRA	70	60
16.	NW	80	80
17.	NNH	70	80
18.	RS	40	50
19.	SS	60	60
20.	SF	60	70
21.	SN	50	50
22.	SAH	70	70
23.	SLM	60	60
24.	SNA	60	70
25.	SFU	80	60
26.	TRL	90	60
27.	WAN	90	60
28.	WAS	70	50

2. The Data of Experimental Class

The researcher obtained the data after conducting the pre-test and post-test are as follows:

Table 4.3 The Table Students' Reading Score of Experimental Class

No.	Name	Pre-test	Post-test
1.	AIS	70	80
2.	AYM	60	80
3.	ADH	60	70
4.	ATA	60	80
5.	AEP	60	70
6.	ABI	50	90
7.	AN	70	90
8.	AMP	60	70
9.	BAA	70	90
10.	DS	70	80
11.	DLN	60	70
12.	FD	50	80
13.	HAM	80	90
14.	IP	60	70
15.	MAQ	70	90
16.	MWP	50	80
17.	MEB	70	70
18.	MAFR	60	80
19.	MAMJ	60	90
20.	MIR	70	90
21.	PMM	50	70
22.	QNM	40	70
23.	RKF	40	90
24.	RM	50	80
25.	RN	60	80
26.	SQA	60	80
27.	SRS	40	70
28.	VDM	60	80
29.	ZND	60	80

B. Data Analysis

Based on the students' score above from pre-test and post-test, the researcher analyzed a statistic test about "The Effectiveness of Using Electronic Storybook Toward the Students' Reading Skill at the Second Grade of MTs Assyafi'iyah Gondang, Tulungagung" as follows:

1. Descriptive Statistic

The descriptive data of students' score of reading from control class and experimental class based on the pre-test and post-test as follows:

a. Control Class

The students' score of pre-test and post-test of control class that consisted 28 students on second grade of MTs Assyafi'iyah Gondang, Tulungagung especially for VIII D.

Table 4.4 Descriptive Data Statistic of Pre-test of Control Class

Statistics

Pre-test Control

N	Valid	28
	Missing	0
Mean		65.36
Std. Deviation		11.701
Minimum		40
Maximum		90
Sum		1830

The result showed that pre-test had Sum of data was 1830. The lowest score of pre-test was 40 and the highest score was 90. The mean of data was 65.36.

Table 4.5 Descriptive Data Statistic of Post-test of Control Class

Statistics

Post-test Control

N	Valid	28
	Missing	0
Mean		65.71
Std. Deviation		9.201
Minimum		50
Maximum		80
Sum		1840

The result showed that pre-test had Sum of data was 1840. The lowest score of pre-test was 50 and the highest score was 80. The mean of data was 65.71.

Thus, it can be concluded that the result of pre-test had Sum 1830 and the post-test was 1840. Moreover, the mean of pre-test was 65.36 and the post-test was 65.71. It can be concluded that the gained score between pre-test and post-test was 10 and the gained of mean score was 0.35.

b. Experimental Class

The students' score of pre-test and post-test of experimental class that consisted 29 students on second grade of MTs Assyafi'iyah Gondang, Tulungagung especially for VIII A.

Table 4.6 Descriptive Data of Pre-test of Experimental Class

Statistics

Pre-test Experimental

N	Valid	29
	Missing	0
Mean		59.31
Std. Deviation		9.975
Minimum		40
Maximum		80
Sum		1720

The result showed that pre-test had Sum of data was 1720. The lowest score of pre-test was 40 and the highest score was 80. The mean of data was 59.31.

Table 4.7 Descriptive Data of Post-test of Experimental Class

Statistics

Post-test Experimental

N	Valid	29
	Missing	0
Mean		79.66
Std. Deviation		7.784
Minimum		70
Maximum		90
Sum		2310

The result showed that pre-test had Sum of data was 2310. The lowest score of pre-test was 70 and the highest score was 90. The mean of data was 79.66.

Thus, it can be concluded that the result of pre-test had Sum 1720 and the post-test was 2310. Moreover, the mean of pre-test was 59.31 and the post-test was 79.66. It can be concluded that the gained score between pre-test and post-test was 590 and the gained of mean score was 20.35.

2. Normality Testing

The result of normality testing for pre-test and post-test as follows:

Normality Testing of Experimental Class

Table 4.8 Result of Normality Testing of Experimental Class

One-Sample Kolmogorov-Smirnov Test

		Pre-test Experimental	Post-test Experimental
N		29	29
Normal Parameters[a]	Mean	59.31	79.66
	Std. Deviation	9.975	7.784
Most Extreme Differences	Absolute	.252	.207
	Positive	.197	.206
	Negative	-.252	-.207
Kolmogorov-Smirnov Z		1.355	1.116
Asymp. Sig. (2-tailed)		.051	.165

a. Test distribution is Normal.

The result showed that the significant value of experimental class for the pre-test was 1.355 and the post-test was 1.116. Both value from pre-test and post-test were bigger than 0.05 (α = 5%). It can be concluded that the pre-test and post-test were normal distribution.

3. Homogeneity Testing

The result of homogeneity testing as follows:

Table 4.9 Result of Homogeneity testing

Test of Homogeneity of Variances

Score Post-test

Levene Statistic	df1	df2	Sig.
2.246	1	55	.140

The result showed that the significant value of post-test was 0.140. The significant value is bigger than 0.05 (0.140 > 0.05), it means that the data is homogeneous.

4. T-test

In this research, the researcher used the formula of T-test. The data were analyzed by using the following of T-test especially by using SPSS 16.0 for windows. The result of T-test as follows:

Table 4.10 T-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
score	Experimental Class	29	79.66	7.784	1.445
	Control Class	28	65.71	9.201	1.739

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
score	Equal variances assumed	2.246	.140	6.184	55	.000	13.941	2.254	9.423	18.459
	Equal variances not assumed			6.165	52.866	.000	13.941	2.261	9.405	18.476

The result showed that Independent Sample T-test of the significant value (sig. 2 tailed) was 0.000 less than 0.05 (0.000 < 0.05). It can be concluded that H_0 was rejected and H_a was accepted. Thus, there was significant difference toward the students' reading skill whoare taught using electronic storybook and those who are taught without using electronic storybook at the second grade of MTs Assyafi'iyah Gondang, Tulungagung. It can be concluded that using electronic storybook was effective toward the students' reading skill.

5. Discussion

The research finding above after analyzing by using SPSS 16.0 for windows. The students who were taught using electronic storybook made significant improvement, as seen from the mean of pre-test was 59.31 and the mean of post-test was 79.66. Then the gained score of the mean of experimental class between pre-test and post-test was 20.35. Meanwhile, the students who were taught without using electronic storybook did not have a significant improvement, as seen from the mean of pre-test was 65.36 and the mean of post-test was 65.71. Then the gained score of the mean of control class between pre-test and post-test was 0.35. It can be concluded that the gained score of experimental class was higher than control class.

Based on the research at MTs Assyafi'iyah Gondang, Tulungagung, it can be showed that the students who were taught using electronic storybook had significant improvement than the students who were taught without using electronic storybook. Thus, it can be concluded that using electronic storybook was effective toward the students' reading skill. According to Moody (2010: 23), the use of high quality interactive electronic storybook may support emergent literacy development through the use of scaffolding, thus, supporting vocabulary development, engagement, and comprehension of the story. Educators are interested in the use of reading technologies to support the readers. In addition, the researcher found the previous study dealing with the topic to prove that electronic storybook is effective in teaching and learning process by Gangan Ganda S in year 2016. The result of the research is electronic storybook could be considered as effective teaching media. Moreover, electronic storybook could be an interactive teaching media which is easy to be implemented in skill in English such as reading, speaking, writing, and listening.

Electronic storybook can give imagination about the content of the story that is related to the material of the lesson for the students. The students read the text while they pay attention what they read. In addition, many parents and educators use electronic storybook (Moody, 2010: 23). The teacher can apply electronic storybook to be useful reading tools in the classroom. Moreover, the teachers use

electronic storybooks with the students who require the motivation of digital media effect to become engaged in reading (Moody, 2010: 23). In addition, the electronic storybooks composer can apply the multimedia features in the creative story presentations.

The findings of the present research update of previous research carried out by Malia in year 2011 that she used storybook to the teaching of vocabulary. She used a traditional version of storybook, but the researcher used electronic storybook as a new version in reading. Her research by Malia proves that the use of storybook as a medium in teaching and learning process was effective.

The finding also update of previous research carried out by Rachmawati in year 2017 that she used storybook on students' vocabulary mastery. She used a traditional version of storybook, but the researcher uses electronic storybook as a new version in reading. Her research showed that there was asignificant difference of students' vocabulary mastery between students who were taught by using picture storybook and the students who were taught without using picture storybook.

The finding also had different with the research carried out by de Jesus in year 2015 that there are different aspects to facilitating electronic storybook reading effectively in the multimodal reading environment in early childhood classroom. It is different from the present research which was conducted in quantitative research, but he

conducted the research in qualitative research. Then, this research complete the previous study because the two previous study conducted by using traditional version of storybook.

Thus, the result of this research shows that the use of electronic storybook toward the students' reading skill is effective. The teacher can apply an innovative media in developing more interesting and attractive reading activities in the classroom to solve the problem such as related with media used. The teacher can apply an alternative media such as by using electronic storybook. In addition, electronic storybook is a useful media that can be used in students' reading skill.