

CHAPTER IV

RESEARCH FINDING

This chapter presents the result of analysis of the data collected in this study. This part discusses the description of the data, data analysis and hypothesis testing.

The research finding of this study were reading comprehension and motivation questionnaire score. To obtain sufficient answer of the research problem stated in chapter 1, the researcher applies Kruskal-Wallis in order to find the significance different means of reading comprehension and motivation between the experimental and control group after being treatment during six meetings.

The hypothesis of the study is: “there is significant difference on mean score of reading comprehension and motivation between the students who are taught using WhatsApp and the ones who are taught using non WhatsApp”. The null hypothesis is conversely formulated as follows: “there is no significant difference on mean of reading comprehension and motivation between the students who are taught using WhatsApp and the ones who are taught using non WhatsApp.”

4.1. The Description of Mean Score Students' Reading Comprehension and Motivation Score of Experimental and Control Group

Descriptive statistics is used to present the number of data, minimum score, maximum score, mean and standard deviation. After conducting calculation of all data collected, it was found that mean score of reading test from experimental group was 73.06, while control group had 61.12. Then, the highest score of reading comprehension from experimental group was 96 and the lowest score was 32. The highest score of motivation from experimental group was 96 and the lowest score was 72. While the highest score of reading comprehension from control group was 88 and the lowest score was 16. And the highest score of motivation was 89 and the lowest score was 53.

The following table is the descriptive statistic of the result of reading comprehension and motivation between experimental and control group.

Table 4.1. Descriptive Statistic of the Mean Score for Reading Comprehension and Motivation of WhatsApp and NonWhatsApp Groups

		Descriptives							
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
reading	experimental	30	73.06	17.065	3.115	66.69	79.43	32	96
	control	32	61.12	21.820	3.857	53.25	68.99	16	88
	Total	62	66.90	20.411	2.592	61.71	72.08	16	96
motivation	experimental	30	83.03	6.640	1.212	80.55	85.51	72	96
	control	32	75.96	10.973	1.939	72.01	79.92	53	89
	Total	62	79.38	9.738	1.236	76.91	81.86	53	96

4.2 Data Analysis of Students' Reading Comprehension And Motivation of Experimental and Control Group

This study used Kruskal-Wallis to analyze the research data. Since it would like to investigate the effect of independent variable that was WhatsApp on two dependent variables; they were Reading Comprehension and Motivation. The researcher used SPSS Statistics 17.0 to analyze the research data. The criteria of Kruskal-Wallis were: If Sig.<0.05, the null hypothesis is rejected. Meanwhile If Sig. > 0.05, the null hypothesis cannot be rejected. The following table was the output of Kruskal-Wallis testing

Table 4.2 The Result of Kruskal- Wallis from Reading Comprehension and motivation of Experimental and Control Group.

	reading	motivation
Chi-Square	5.338	5.149
df	1	1
Asymp. Sig.	.021	.023

a. Kruskal Wallis Test

b. Grouping Variable: group

The table above shows the result of Kruskal-Wallis test. From the table above, sig value of reading comprehension was 0.021. It was less than 0.05. So, the null hypothesis is rejected. It can be concluded that WhatsApp affects reading ability of the students. On the other side, sig value of students' motivation was 0.023 . It was smaller than 0.05. Therefore, H₀ is rejected and H₁ is accepted. It

means that WhatsApp gives significant effect on the students' reading and motivation.