CHAPTER IV

RESEARCH FINDING AND DISCUSSION

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

A. Finding

In this research, the purpose of the researcher is to know the effectiveness of using brochure toward students' reading comprehension skill in reading descriptive text for eight grade students at SMPN 2 Sumbergempol. To obtain the data, the test was given before (pre-test) and after (post-test) the treatment using brochure. The researcher involved a class that consists of 32 students.

As mentioned before, the researcher used test as the instrument in collecting data. It was given to VIII C class of SMPN 2 Sumbergempol students. The test items that were given to the students are 25 items in the form of multiple choices. The data of students' pre-test and post-test result can be seen in the following table:

Table 4.1 The Students' Pre-Test And Post-Test Score

NO.	STUDENTS	PRE-TEST SCORE	POST-TEST SCORE
1	C1	64	80
2	C2	60	72
3	C3	72	76
4	C4	76	84
5	C5	68	74

6	C6	76	92
7	C7	60	74
8	C8	52	72
9	C9	60	78
10	C10	56	72
11	C11	60	78
12	C12	68	80
13	C13	72	78
14	C14	60	78
15	C15	64	72
16	C16	56	78
17	C17	72	92
18	C18	68	78
19	C19	64	80
20	C20	60	74
21	C21	68	74
22	C22	56	72
23	C23	72	88
24	C24	76	84
25	C25	60	74
26	C26	68	78
27	C27	64	80
28	C28	64	74
29	C29	68	74
30	C30	72	80
31	C31	60	72
32	C32	68	80

After knowing the students score the researcher gave criteria were presented as follows based on SKM of the SMPN 2 Sumbergempol:

Table 4.2 The Score's Criteria

NO.	Score	Grade	Criteria
1	91-100	A	Excellent
2	81-90	B	Very Good
3	71-80	C	Good
4	61-70	D	Enough/Fair
5	41-60	E	Less
6	0-41	F	Low

From the data above, the researcher arrange the frequency and the percentage of the students' score that can be seen in the Table 4.3:

Table 4.3 The Frequency of Students' Score

Grade	Score	*f* x	*f* y
A	91-100	0	2
B	81-90	0	3
C	71-80	8	27
D	61-70	12	0
E	41-60	12	0
F	0-41	0	0
		∑*f*x=32	∑*f*y=32

Table 4.3 showed that in range 91-100 there are 0 student got this score in pre-test, while in post-test there are 2 students got this score. In range 81-90 there are 0 student got this score in pre-test, while in post-test there are 3 students got this score. In range 71-80 there are 8 students got this score in pre-test, while in post-test there are 27 students got this score. In range 61-70 there are 12 students got this score in pre-test, while in post-test there are 0 students got this score. In range 41-60 there are 12 students got this score in pre-test while in post-test there

are 0 students got this score. Table 4.3 showed big enough difference in scores between pre-test and post-test.

The percentage of the students' pre-test and post-test score can be seen as follows:

Table 4.4 The percentage of the students' pre-test

Grade	Score	*f* x	*p* (percentage)
A	91-100	0	0%
B	81-90	0	0%
C	71-80	8	25%
D	61-70	12	38%
E	41-60	12	38%
F	0-41	0	0%
		∑*f*x=32	∑ *p* =100%

Table 4.5 The percentage of the students' post-test

Grade	Score	*f* x	*p* (percentage)
A	91-100	2	6%
B	81-90	3	9%
C	71-80	27	84%
D	61-70	0	0%
E	41-60	0	0%
F	0-41	0	0%
		∑*f*y=32	∑ *p* =100%

The result of pre-test and post-test in the percentage and criteria was different. After using brochure as media in teaching reading of descriptive text, on the table for 4.4 and 4.5 showed that the highest percentage in pre-test was 38% in range 41-60 and 61-70 while the highest percentage in post-test was 84% in

range 71-80. In other way, the lowest percentage in pre-test was 25% in range 71-80 and the lowest percentage in post-test was 6% in range 91-100. It showed that the score both pre-test and post-test were different. So, it can be concluded that the score of post-test was greater than pre-test.

In this research, the researcher used descriptive statistic to calculate the data. First, the researcher must found mean, median, mode, and standard deviation. To found those, the researcher used SPSS 16.0. It can be seen as follows:

Table 4.6 The Descriptive Statistic of Pre-test and Post-test Score

Statistics

		pre-test	post-test
N	Valid	32	32
	Missing	0	0
Mean		65.1250	77.8750
Median		64.0000	78.0000
Mode		60.00	74.00[a]
Std. Deviation		6.44455	5.44622
Variance		41.532	29.661
Range		24.00	20.00
Minimum		52.00	72.00
Maximum		76.00	92.00
Sum		2084.00	2492.00
Percentiles	25	60.0000	74.0000
	50	64.0000	78.0000
	75	71.0000	80.0000

Table 4.6 showed that there were test takers both pre-test and post-test. The mean score of pre-test was 65.125 while for the post-test was 77.875. For the median value of pre-test was 64 and for the post-test was 78. And the mode of pre-test was 60 while in post-test was 74. Meanwhile, the standard deviation for pre-test was 6.444 and for the post-test was 5.446.

In this research, the researcher also showed the output of the pre-test and post-test consisted of frequency, percent, valid percent, and cumulative percent.

Table 4.7 The output of pre-test's frequency in SPSS 16.00

pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.1	3.1	3.1
	56	3	9.4	9.4	12.5
	60	8	25.0	25.0	37.5
	64	5	15.6	15.6	53.1
	68	7	21.9	21.9	75.0
	72	5	15.6	15.6	90.6
	76	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

Table 4.8 The output of post-test's frequency in SPSS 16.00

post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	6	18.8	18.8	18.8
	74	7	21.9	21.9	40.6
	76	1	3.1	3.1	43.8
	78	7	21.9	21.9	65.6
	80	6	18.8	18.8	84.4
	84	2	6.2	6.2	90.6
	88	1	3.1	3.1	93.8
	92	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

In this research, the researcher used statistical test with paired sample t-test state by SPSS 16.0 to convince of pre-test and post-test of the effectiveness of brochure toward students' reading comprehension skill in reading descriptive test. The result is as follows:

Table 4.9 The Output of Paired Sample Statistic

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post-test	77.8750	32	5.44622	.96276
	pre-test	65.1250	32	6.44455	1.13925

The table above showed that the mean score of post-test was 77.875 and the pre-test is 65.125. Meanwhile, the standard deviation for post-test was 5.446 and pre-test was 6.444.

Table 4.10 The Output of Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	post-test - pre-test	1.2750E1	4.83935	.85549	11.00523	14.49477	14.904	31	.000

The table 4.11 above showed the result of analyzing using t-test. The mean pre-test and post-test was 1.275, standard deviation was 4.839, mean standard error was 0.855. The lower different was 11.005, while the upper different was 14.494. The result of t-count was 14.904 with df is 31 and significance (2-tailed) is 0.000.

B. Hypothesis Testing

1. If the value t-count > t-table in df = 31 with the significant level 0.05 the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant different score before and after being taught by using English Brochure toward students' reading comprehension in descriptive text in the eighth grade of SMPN 2 Sumbergempol.

2. If the value of t-count < t-table in df = 31 with the significant level 0.05, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant different score before and after being taught by using English Brochure toward students' reading comprehension in descriptive text in the eighth grade of SMPN 2 Sumbergempol.

Based on the statistical calculation using SPSS 16 the researcher gave interpretation to t-count. First, the researcher considered the df, with the df (32-1=31). The researcher saw the t-table in number 31 with the significant level 0.05 the significant level is 1.644.

By comparing the (t) that the researcher got using SPSS, t-count=14.904 and the value of t-table on significant value 0.05 = 1.644. it was known that t-count was bigger than t-table (14.904>1.644).

Because of the t-count was bigger than t-table the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that there is significant different score before and after being taught by using English Brochure toward students' reading comprehension in descriptive text in the eighth grade of SMPN 2 Sumbergempol.

C. Discussion

As stated previously, the objective of this research is to know if there is any significant different score when applying brochures in teaching reading to the eighth grade students of SMPN 02 Sumbergempol in academic year. In

order to achieve the objectives of the research, the researcher did some steps to collect the data. The first step was administering pre-test to know students' reading comprehension skill before being taught by using brochures. Then, the second step given treatments to the students. The treatment here is teaching reading by using brochures. In this treatment, the researcher invited students to analyze the information that contain on the brochure which the researcher given. Actually brochure is a piece of writing that is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holidays sites, products etc.

The genre chosen by the researcher in this research is descriptive text. The researcher gave different brochure in every task that can make students interested to read different topic that can also increase their reading comprehension skill. The last step was administered posttest. In the posttest, the students are given a test to know their reading comprehension skill after they are treated by applying brochures.

After the-post test was administered, the researcher got the data in the form of pre-test and post-test score. Then the data analyzed by using T-test and SPSS 16.00. The score of students reading in pre-test is fair. It shows from the mean of total score in pre-test from 31 students is 65.125. Besides, the score of post-test can be said good that showed by the mean of total score 32 students is 77.875. From this data, the mean from pre-test and post-test can be seen that students' reading comprehension skill is improved. Then, to know the significance different score between pre-test

and post-test, the researcher analyzed that data using t-test, the result of t-count is (14.904).

The value of t-count has been found, and then the researcher considered the degrees of freedom or d.f = N – 1 so, the d.f is (31). The researcher consulted to t-table, at the significance level of 0.05. The researcher found the d.f (31) in t-table at significance level 0.05 that is (1.644).

As it was previously stated that t-test was used to check significant different in scores pre-test and post-test. The data analysis showed that t-count was bigger than t-table (14.904>1.644). It meant that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It showed that there is significant different score before and after being taught by using English Brochure toward students' reading comprehension in descriptive text in the eighth grade of SMPN 2 Sumbergempol.

Base on the result, it can be concluded that using brochure as a teaching media is effective in teaching reading of descriptive text at junior high school especially for the eighth grade of SMPN 2 Sumbergempol. It could be seen in the treatment process, the students were more interested enthusiastic during teaching learning process, students be more active in answering questions and got easy understanding with this material. It suitable with the Leksono Statement (2009:14) he said that using media can help the students in understanding the material well with many benefits of it.

First is increasing students' motivation, it is proved by the activity of students in answering the questions posed by the teacher and student

enthusiasm when listening to the explanation from the teacher. In other word, interesting media can make students more active during teaching and learning process.

The second is to strengthen students comprehension toward the lesson expected. It is proved by scores of students in the post-test is more increased compared to before taught by using brochure. The average value of the class also increased compared with the pre-test that given before. It means that brochure provides significant effectiveness towards students reading comprehension skill in reading descriptive text.

In the end, the advantages above showed that the use of brochure gives positive effect towards students' reading comprehension skill. It has been verified by the result of data analysis that showed there is significant difference between students' reading comprehension skill before and after taught by using brochures. It can be concluded that the use of brochure is effective towards students' reading comprehension skill in descriptive text in the eighth grade students of SMPN 2 Sumbergempol.