

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data presentation, hypothesis testing and discussion.

A. Data presentation

To know the student's reading ability, the researcher administered pretest and posttest in order to know their reading ability before and after taught by using picture books. As mentioned before, the researcher used the test as an instrument in collecting data. It was given to the second grade students at SMP Negeri 3 Kedungwaru Tulungagung.

The number of question are 25 questions that gived by researcher. The test was in the form of multiple choice which of 25 items. There were 32 students as a subject at the research. Before treatment process is done, the researcher gave a pretest to the students, and the result of pretest showed that the students of reading ability almost enough.

After getting the result of pretest, the researcher gave treatment for the students to teach by using picture books. When teaching and learning process by using picture books was done, the students were very happy, enthusiastic, and get more spirit to learn English.

After doing treatment, the researcher gave a posttest to all students. This posttest used into know the students of reading ability after taught by using picture books. The researcher wanted to know how far the students understanding about their reading comprehension of their reading ability.

1. The students' score before being taught by using picture books

This pretest was given by asking students to answer the question 2 stories about narrative text before using picture books. The test in the form 25 multiple choice, there are 32 students as respondents or subject of the research. This test was intended to know the students' reading ability before students got treatment. The data of students' reading ability in pretest can be seen in appendix, the data analysis can be seen below:

2. Control class is a class which was taught reading narrative text without using picture books. The subject of pretest in control group consisted of 32 students. Based on the result in pretest, the highest score is 96 and the lowest score is 52.

a. Pretest of Control Class

Table 4.1

The Output of statistic Data of Control Class's Score in Pretest

Statistics		
pretest		
N	Valid	32
	Missing	0
Mean		67.13
Median		68.00
Mode		72
Sum		2148

Based on the table 4.2 above, show mean of pretest score 67.13. it means the mean score is low.

Table 4.2 Descriptive Statistic of Pretest Score

		Pretest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	6	18.8	18.8	18.8
	56	1	3.1	3.1	21.9
	60	2	6.3	6.3	28.1
	64	4	12.5	12.5	40.6
	68	5	15.6	15.6	56.3
	72	7	21.9	21.9	78.1
	76	3	9.4	9.4	87.5
	80	1	3.1	3.1	90.6
	84	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

b. Posttest of Control Class

Table 4.3

The Output of Statistic Data of Control Class's Score in Posttest

Statistics		
posttest		
N	Valid	32
	Missing	0
Mean		72.88
Median		72.00
Mode		76 ^a
Std. Deviation		11.815
Minimum		52
Maximum		96

a. Multiple modes exist. The smallest value is shown

Based on the table 4.4 above, show Mean of posttest score 72.88. The gain of mean score between pretest and posttest was 5.75.

Table 4.4 Descriptive Statistic of Posttest Score

		posttest			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	4	12.5	12.5	12.5
	60	2	6.3	6.3	18.8
	64	1	3.1	3.1	21.9
	68	3	9.4	9.4	31.3
	70	4	12.5	12.5	43.8
	72	3	9.4	9.4	53.1
	76	5	15.6	15.6	68.8
	80	2	6.3	6.3	75.0
	84	5	15.6	15.6	90.6
	88	1	3.1	3.1	93.8
	96	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

3. The Data of Experimental Class

a. Pretest of Experimental Class

Table 4.5

Statistics		
pretest		
N	Valid	32
	Missing	0
Mean		67.75
Median		68.00
Mode		68
Std. Deviation		7.375
Minimum		48
Maximum		84
Sum		2168

Based on the table 4.6 above, show Mean of pretest score 67.75. It means the score is low.

Table 4.6 Descriptive Statistic of Pretest Score

pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
48	1	3.1	3.1	3.1
50	1	3.1	3.1	6.3
52	1	3.1	3.1	9.4
58	1	3.1	3.1	12.5
60	1	3.1	3.1	15.6
Valid 68	16	50.0	50.0	65.6
72	9	28.1	28.1	93.8
80	1	3.1	3.1	96.9
84	1	3.1	3.1	100.0
Total	32	100.0	100.0	

b. Posttest of Experimental Class

Table 4.7

Statistics		
posttest		
N	Valid	32
	Missing	0
Mean		76.56
Median		78.00
Mode		88
Std. Deviation		13.013
Minimum		52
Maximum		92

Based on the table 4.8 above, show mean of posttest score 76.56. It can be concluded the gain of mean score between pretest and posttest was 8.81.

Table 4.8 Descriptive Statistic of Posttest Score

		posttest		
	Frequency	Percent	Valid Percent	Cumulative Percent
52	3	9.4	9.4	9.4
56	1	3.1	3.1	12.5
64	3	9.4	9.4	21.9
66	1	3.1	3.1	25.0
68	2	6.3	6.3	31.3
72	4	12.5	12.5	43.8
76	2	6.3	6.3	50.0
80	2	6.3	6.3	56.3
86	2	6.3	6.3	62.5
88	8	25.0	25.0	87.5
92	4	12.5	12.5	100.0
Total	32	100.0	100.0	

B. Hypothesis Testing

The Hypothesis testing of this study are as follow:

- a. If the significant value $<$ significant level, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that there is different score on the students' reading ability before and after being taught by using picture books. The different is significant.

- b. If the significant value > significant level, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. It means that there is not different score on the students' reading ability before and after being taught by using picture books. The different is not significant.

To know whether there are any significant different students reading ability between the students who are taught and the students who are not taught by using picture books, the calculating result should show whether H_0 is rejected meanwhile H_1 is accepted. To analyze the data the researcher by using SPSS 21 version, the result can be seen on the table as below.

Table 4.9

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai	eksperimen	32	76.56	13.013	2.300
	control	32	72.88	11.815	2.089

Based on table 4.10 above, it shows there are two class, it was experiment class and control class. First control class, shows N cell there are 32, *mean* of score control class (72.88), *Standard deviation* for control class (11.815), and *standard error mean* for control class (2.089). while, in experimental class shows cell there are 32, *mean* of score experimental class (76.56), *standard deviation* for experimental class 13.013, and *standard error mean* for experimental (2.300).

From the result above it can conclude, that there is significant different of students' score mean between those who are taught by using picture books and those who aren't.

Table 4.10
Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai	Equal variances assumed	1.391	.243	1.187	62	.040	3.688	3.107	-2.524	9.899
	Equal variances not assumed			1.187	61.430	.040	3.688	3.107	-2.525	9.900

From the result of t-test on above it can be concluded, that significant level (sig) is 0.040, and it is lower than 0.05 ($0.040 < 0.05$). It means that there is significant difference of students' reading ability before and after those who are taught by using picture books and those who are not. It means that there was any significant difference of the students' ability in reading narrative text between those who are taught by using picture books and those who are taught without using picture books. From the explanation above, it can be concluded that picture books was effective increase the students' ability in reading narrative text.

C. DISCUSSION

Based on the explanation and calculation above, using picture books in teaching reading gave positive effect on the student's learning ability and it might become an alternative way to teach reading, especially reading narrative text. It was proved by the gained significance value which less than 0,05, thus the null hypothesis is rejected. The researcher got the data in form of pretest and posttest scores of experimental and control group. After that, the researcher analyzed them by using SPSS 21.0 version to find the statistics data of the students' score. In table 4.3 and table 4.7, the researcher provided the statistics data of the students' score and they show the different means of pretest and posttest scores of both of groups. The mean of pretest score is experimental group was 67.75 and it changed in posttest after the researcher gave a treatment was 76.56. Then, the mean of pretest score in control group was 67.13 and it changed in posttest was 72.88. Thus, it can be known that the increased mean score in experimental group was 8.81 but in control group only 5.75. From the description above, the researcher interpreted that the students' reading ability in experimental group was effective increased than control group. However, the researcher also needed to analyze the inferential statistic of the data by using Independent Sample Test to know the significant difference of the students' reading ability between experimental group and control group.

From the explanation above, this study was also supported by the previous study that teaching reading by using picture books. Thus, the mean that taught using picture books given significant effect on the students' reading ability was effective in building up their comprehension and also the students' attitude and interest in the use of picture books. By using picture books it is can be a media to teach reading. So, it is make the students more fun, enjoy, enthusiasm and interest to learn reading. As state by Tammy (2002) previously, when the

students work individually, they are able to enhance their positive interdependence, interpersonal skill and creatively. Then, they also have responsibility for contributing their idea for the success of the group. The students can learn to trust, to communicate, to accept, and to support, and make decisions with other students.

Furthermore, the Reikern (2011) also stated that when the teachers change the media to teach reading, this media was very suitable to enhance the students' reading ability. Then, teaching reading by using picture books can help the students keep on task, recall the knowledge, and comprehend the texts well and happily. It means that there were some advantages which the students gained of using this media. When the students share knowledge with other friends, they would be easier to solve problem. Moreover, using this media could bring more variety and interest into language lesson such as giving the students opportunity to answer and raise questions and to summarize the materials given during the teaching and learning process of reading. It also made cheerful atmosphere in the classroom which could make the students feel glad for learning.

Using picture books in teaching reading is an alternative to make students' feel enjoy and more active. It strengthened by Melissa (2011), when the teachers teaching reading by this media, there is a viable instructional use for picture books in high school classrooms. Teachers who take the time to address the needs of older and perhaps resistant learners will observe gains in the areas of student engagement, classroom community, and skill and concept acquisition. Teachers will also likely experience the desire to find new methods for instructional delivery and assessment. Added benefits, but no less key, include improved relationships and a spirit of joy in the classroom. From the result above, it is can conclude that the students get good achievement in mastering reading after taught using picture book.

Based on the study, the students' reading ability improved significantly after they taught by using picture books. The reflection among students showed positive effect in producing good reading. They more became careful with their reading especially in the narrative text, also they were good in reading of the text. As a result, the use picture books motivated the students' creativity and active in the process of learning. They improved their idea as interesting as possible using creativity. It helped the students to improve their learning interest especially in reading narrative text and picture book is an active learning media which helped the second grade students to compose good reading especially narrative text.

Some advantages above implied that the students' reading ability by using picture books gave positive effects towards students' reading ability. It had been proven by the result of the data analysis that show there is any significant difference of the students' ability in reading narrative text between those who are taught by using picture books and those who are taught without using picture books. Therefore, it can be concluded that the use of picture books is effective towards the second grade students' reading ability in Junior High School 3 Kedungwaru.