

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted at SMP Wachid Hasyim 4 Surabaya. It is intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Whereas, in the discussion the researcher deduced the finding.

A. RESEARCH FINDING

The researcher had done the research and had gotten the complete data from all the research instruments including test and questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into three parts. They would be described as follows:

1. The Effectiveness of Using Individual Picture to Improve Students' Ability in Predicting Information on Reading Descriptive Text

The aim of this part was used to answer the first research question which is whether the use of picture improving students' ability in predicting information on reading descriptive text at SMP Wachid hasyim 4 Surabaya or not. The data was collected from the pretest and posttest of both of groups. Pretest was given on the first meeting in both groups in order to measure the students' prior

achievement before the treatment. In addition, posttest was distributed on the last meeting to see students' improvement after receiving the treatment.

There were several steps to analyze the data. First, the researcher looked for students' achievement by calculating the score of pretest and posttest in both group. Then, the researcher measured significant different of the score from experimental group and controlled group by T-test statistical calculation to find out whether the mean differenced between them were significant or not. Each step would be presented as follows:

a. Students' Achievement

To see the students' achievement, the researcher conducted pretest and posttest in both group to get the data. They were compared and calculated to see the improvement of the students' score in both group before and after receiving the treatment. The result of pretest and posttest would be described as follows:

i. Pretest Score

Pretest in the experimental and controlled group was given in the first meeting before conducting the treatment. It was attended by 31 students. Data was collected through pretest in both groups in order to measure the students' prior achievement before the treatment.

The pretest result was presented in the following table:

Table 4.1 Pretest score and mean of experimental and controlled group

Group	N	Total score	Mean
Experimental group	31	680	21.93
Controlled group	31	700	22.58

The result would be described through the following figure:

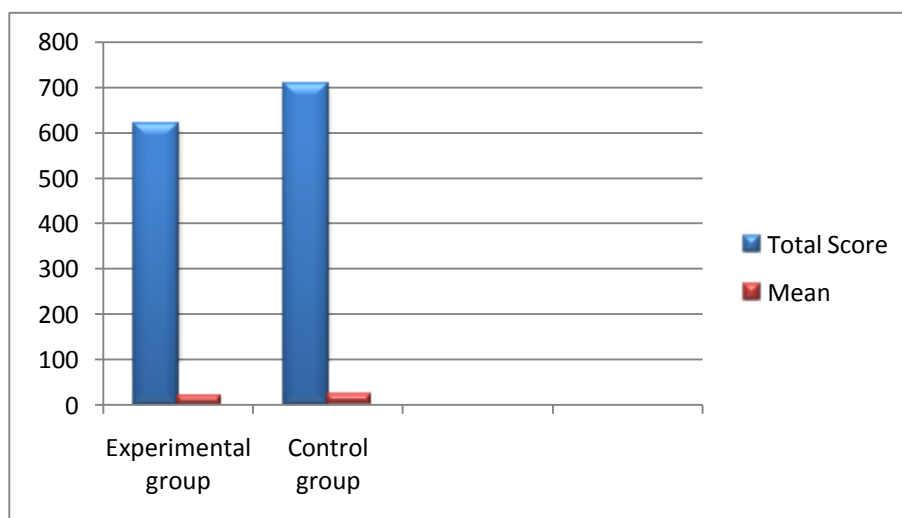
**Figure 4.1**

Chart of pretest score and mean of experimental and controlled group

The table showed that the sum of the pretest scores was 680 for the experimental groups and 700 for the controlled groups. While, the mean of the pretest scores of the experimental group was 21.93 and the controlled group was 22.58. It means that the students of the both groups have slight difference of ability before the treatments were given.

The result showed that many students could not achieve the minimum score that is 75. Here, the students faced some problems in doing the task. Some of them were poor in vocabulary. It made them got difficulties in completing the sentence.

ii. Posttest Score

Posttest was conducted to both of experimental and controlled groups at the same week after receiving the treatment. The purpose of posttest was to know whether there were improvements in the student's achievements of experimental group. The result of the posttest score and mean of the experimental and controlled groups were presented in the following table:

Table 4.2

The posttest score and the means of experimental and controlled groups.

Group	N	Total score	Mean
Experimental group	31	2300	74.99
Controlled group	31	2090	67.41

The result would be described through the following figure.

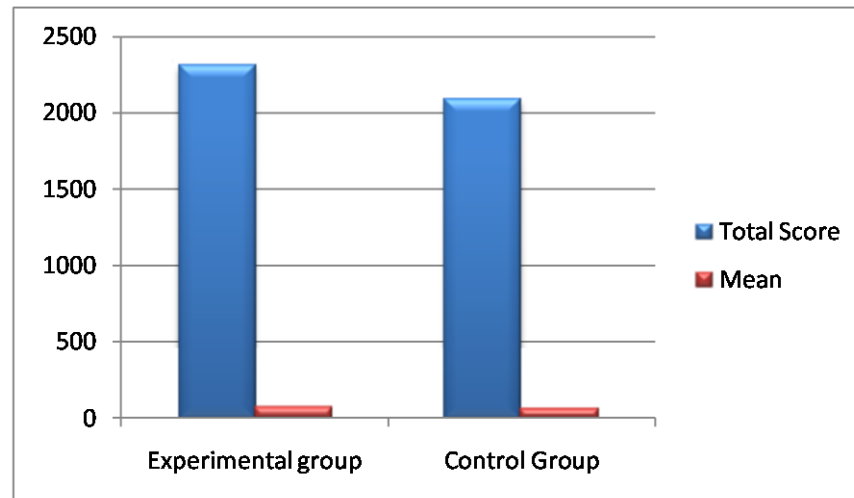


Figure 4.2

The posttest score and the means of experimental and controlled groups.

From the result of pretest and posttest scores of experimental group, we could see that the posttest score was higher than pretest. It would then be

compared with pretest to find out the improvement. The improvement can be seen through the following table.

Table 4.3
The improvement of Experimental and Controlled group

Group	Mean		
	Posttest	Pretest	Improvement
Experimental group	75	22	53
Controlled group	67.5	22,5	45

The result was described through the following figure

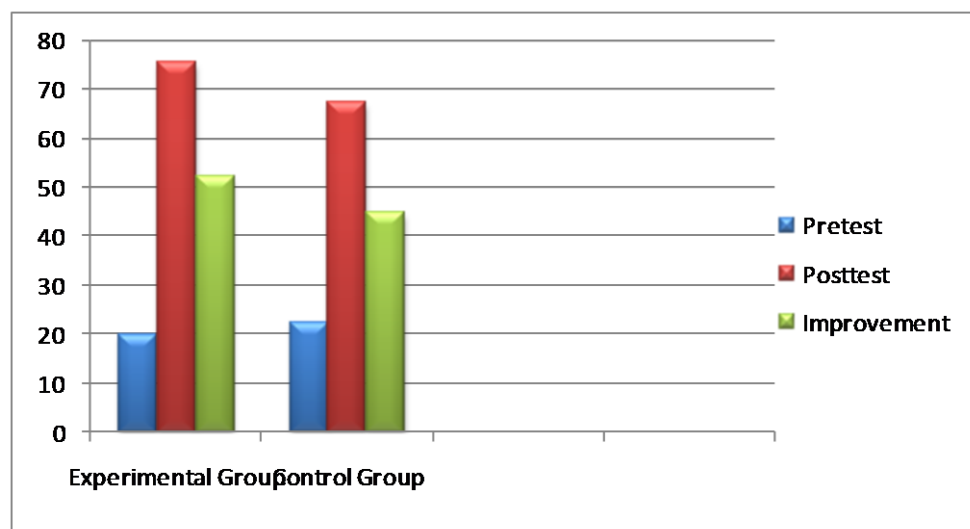


Figure 4.3
The improvement of Experimental and Controlled group

From the table above, it showed that the mean difference of experimental class was higher than control class. The score of experimental group was mean difference 53 while controlled group was mean difference 45. It can be concluded that the treatment given by using individual picture to

improve students' ability in predicting information on reading descriptive text has more influence than the method used by the teacher.

Overall improvement between pretest and posttest score of the experimental group was higher than the controlled group. Then the researcher calculated the two mean posttest scores by using t-test formula to know whether the improvement was significant or not. Before it done, the standard deviation of the two groups was calculated first. It was calculated bellow:

$$\begin{aligned}
 SD_x^2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\
 &= 173888 - \frac{5345344}{31} \\
 &= 1457.548387 \\
 SD_y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\
 &= 143600 - \frac{4376464}{31} \\
 &= 2423.741935
 \end{aligned}$$

After that, the researcher looked for the significant difference between both groups using t-test formula

$$t = \frac{(\bar{X} - \bar{Y})}{\sqrt{\left(\frac{\sum (X - \bar{X})^2 + \sum (Y - \bar{Y})^2}{(N_x - 1) + (N_y - 1)} \right) \times \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$\begin{aligned}
&= \frac{74.58064516 - 67.48387097}{\sqrt{\left(\frac{1457.548387 + 2423.741193}{(31-1) + (31-1)} \right) \left(\frac{1}{31} + \frac{1}{31} \right)}} \\
&= \frac{7.096774194}{\sqrt{(64.68817204)(0.064516129)}} \\
&= \frac{7.096774194}{2.042897563} \\
&= 3.474
\end{aligned}$$

Then, to calculate the t –test the researcher must determine the degrees of freedom first by using formula as bellow:

$$\begin{aligned}
df &= 31 + 31 - 2 \\
&= 60
\end{aligned}$$

With distribution of the standard significant was 0.05 and degree of freedom was 60. So, the result of T-table was (0.05 ; 60) = 1.645

Result of the calculation would be presented bellow:

Table 4.4
The result calculation of deviation square and t-test

Group	N	Deviation Square	T-value	T-table
Experimental group	31	1457.548387	3.474	1.645
Controlled group	31	2423.741935	3.474	1.645

The result of t-value was 3.474 while the t-table was 1.645. It showed that the T-value was bigger than T-table. Therefore, by looking the

calculation above which stated that t-value was bigger than t-table, then the conclusion null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. It was clear that there was significant difference between the students who were taught by using individual picture (experimental groups) and students who were not (controlled groups). In another words, the treatments by using individual picture to improve students' ability in predicting information on reading descriptive text significantly influenced success in English learning.

2. The Students' Responses Toward The Use of Picture to Improve Students' Ability in Predicting Information on Reading Descriptive Text

The second research question of this study was about the students' response toward the use of individual picture in teaching reading descriptive text. In this research, the researcher used questionnaire to get information from the respondent. It was arranged in form of rating scale. Students' response was rated in scale of very interesting (VI), interesting (I), neutral (N), uninteresting (U), and very uninteresting (VU). Respondents indicated their opinion by putting crosswise on the position on the scale which most represents what they feel. Then, the students' response scores were assessed with the following scale:

- a. Very interesting = 5
- b. Interesting = 4
- c. Neutral = 3
- d. Uninteresting = 2
- e. Very uninteresting = 1

Then, the every single question was multiplied with score of students' response and was looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table:

Table 4.5
Student response Criterion

Percentage	Criterion
0% - 20%	Very weak
21% - 40%	weak
41% - 60%	average
61% - 80%	strong
81 – 100%	very strong

The result of student response was described bellow:

Table 4.6
The percentage of Questionnaire

No	VI (5)		I (4)		N (3)		U (2)		VU (1)		$\sum SRS$	%SRS	Criterion
	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS	$\sum R$	SRS			
1	11	55	9	36	9	27	2	4	-	-	122	78,7%	Strong
2	19	95	10	40	2	6	-	-	-	-	144	92,9%	Very strong
3	10	50	13	52	5	15	2	4	-	-	121	78%	Strong
4	14	70	13	52	4	12	-	-	-	-	134	86,4%	Very strong
5	16	80	12	48	3	9	-	-	-	-	137	88,4%	Very Strong

6	17	85	11	44	3	9	-	-	-	-	138	89%	Very Strong
7	16	80	13	52	2	6	-	-	-	-	138	85.8%	Very Strong
8	14	70	12	48	5	15	-	-	-	-	133	85.8%	Very strong
9	14	70	15	30	2	6	-	-	-	-	106	68,4%	Strong
10	13	65	12	48	6	18	-	-	-	-	131	85%	Very strong

After getting the criteriaon of each item, researcher presented the data in qualitative presentation to get overall criterion of the students' response

Very strong criterion, $\frac{7}{10} \times 100\% = 70\%$

Strong criterion, $\frac{3}{10} \times 100\% = 30\%$

From the percentage of each item above, it can be found that there are 70% of respondents were favored with “Very Strong” criterion, and 30% of respondents were favored with “Strong” criterion. It means that the implementation of individual picture in teaching reading descriptive text by using individual picture which done by the researcher was welcomed by the students, because the most alternative answer is very interesting (VI). In other words, the result of the use of individual

picture to improve students' ability in predicting information on reading descriptive text by the 8th grade students of SMP Wachid Hasyim 4 Surabaya was "Positive"

B. DISCUSSION

The focus aim of reading course is to make the students understand the whole text easily. Besides, they should know the structure and the tenses used in the text, because it related to the meaning of the text.

The problem that is mostly faced in learning English reading is the difficulty in understanding what contain in the text. Commonly, in learning English reading students are given a material to be discussed or to be an object as an activity in the class. It may make the students got bored during teaching ad learning process. Therefore, teacher not only has to implementate his/her teaching strategies based on Competency Based Curriculum for Junior High School and objectives in the textbook that are covered in his/her teaching plan, but also it is necessary for him/her to develop and manipulate the strategies by him/herselve in accordance with situation and students' condition.

From the recently research, the researcher found some reason of the problems. The difficulty to understanding the text could be appeared because of the teachers who used monotonous method. The method can be effective if it can make the students enjoy the class. The lacked variation of material made the students get bored. So, as long as other materials are matched with those concepts, it can be used as the alternative in order to make the material vary. In this case, the researcher tried to use individual picture as a media in teaching English reading descriptive text. Students use the picture to predict unfamiliar words contain on the text.

From the research finding, it was known that the students are bored for reading a text without interesting media. It was also known that, most of them were got difficulty because of unfamiliar vocabulary. It was one of many problems in learning English reading. And the researcher's creativity in giving individual picture had supported the students in understanding the text.

Based on the data finding, this study had indicated positive result. It was proven by the result of students' pretest which mean 22 increased become 75. Also, the calculation of t-test showed that the t-value was 3.474. It was bigger than t-table 1.645. Data gotten from the students' response showed strong response from the respondents. Students showed good interest while they were having treatment. They were actively participated during teaching and learning process. They confidently said their opinion and were interested in joining the lesson. According to likert scale, the research is claimed positive if every single questionnaire of the students' response upper than 60%. Therefore, the data gotten from the students' questionnaire showed that the majority of the students feel very interesting to the use of individual picture as media in teaching learning of reading descriptive text.

However its application has brought some drawbacks too. First of all, this method requires well preparation. Teacher has to prepare suitable picture dealing with the topic. Therefore, the researcher must provide time for her/him self to prepare deliberate planning, and equipment (media, picture, tools, etc). Also, this method can not be said to be economical. It is because the implementation required more material and technological device.