CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents and analyzes the data collected from the experiment which used hypertext glosses to improve the eighth graders' reading comprehension of recount text. The data obtained in this study were the quantitative data. The presentation of the data and the discussion of the finding in this chapter are divided into three subheadings: data description, data analysis, and discussion.

A. Data Description

1. Description of Test Result

This study aimed to find out the answer of two research questions. The first is to find out whether hypertext glosses is effective to improve the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya or not. The researcher had done research by administering tests: pre-test and post-test to the experimental and control group and giving treatments to the experimental group only. Here are the data descriptions based on test result:

a. Pre-test Experimental and Control Group

All of the students which included in experimental and control group followed pre-test. There were total 72 students from the eighth grade from two classes. 36 students were from experimental group (8th G) and 36

students were from control group (8th H). The pre-test was held in their class rooms on different days because those classes had different schedule for English lesson. Pre-test for experimental group was held on Tuesday, July 23rd, 2013 while pre-test for control group was held on Wednesday, July 24th, 2013. The test instrument was the same. It was reading recount text test. There were 40 items in multiple choices. They had to finish it in 60 minutes. This kind of test was chosen based on standard competence of English subject.

The result of pre-test showed many variation scores. Based on the data pre-test, there were 28 of 36 students in experimental group got score under standard minimal score (KKM=70). There were only eight students who passed. There was only one student who got the highest score. Her score was 80 (32 true answers multiple 2.5) and the lowest score was 37.5 (15 true answers multiple 2.5).

Meanwhile, there were also 28 of 36 students in control group got score under standard minimal score (KKM=70). There were 2 students who got the highest score. They got score 82.5 (33 true answers multiple 2.5) and the lowest score was gotten by 1 of 36 students in control group. He got score 32.5 (13 true answers multiple 2.5).

Those ranges of pre-test score of both groups showed there were limited students in both classes who had good reading comprehension and there were many variations reading score from both classes from the lowest

score until the highest score. However, students in control group were more stable and considered have reading comprehension better than experimental group in pre-test. Therefore, they are chosen as control group. The pre-test scores of all students in the experimental and control group can be seen in appendix (see appendix 10).

b. **Treatments for Experimental Group**

The researcher conducted treatments to the experimental groups after conducting pre-test to experimental and control group. The researcher taught experimental group reading recount text using hypertext glosses. There were three treatments. The treatments were held in language laboratory. It was because the researcher needed LCD and computer to show the media (hypertext glosses).

The first treatment was held on Friday, July 26th, 2013 in language laboratory (multimedia). All of students (36 students) attended the class. The researcher introduced herself and introduced hypertext glosses to them in this meeting. Two students could operate one computer. The researcher gave them some instructions to use the media and practice it from LCD. They looked so interested in this media because they could operate the media by themselves. The researcher focused the reading lesson about generic structure of recount text especially in form of biography and identifying main idea. The researcher used three phase teaching method. Hypertext glosses was used in main reading activity. They were ordered to read the text

presented using hypertext glosses. They could open glosses in the text if they got difficulty words. Then the researcher continued the lesson by giving some questions related to the text. They could answer fast because they did not have any difficult words. It indicates that they could comprehend the text. Finally, the researcher closed the lesson happily.

The second treatment was held on Tuesday, July 30th, 2013 in language laboratory (multimedia). There were 35 of 36 students attended the class. One student was sick. The researcher reminded the students about the advantages of hypertext glosses in this meeting. They could use the glosses to find additional information such as meaning, picture, synonym or antonym of the words. Same as the previous treatment, two students could operate one computer. The researcher gave them some instruction to use the media and sometimes walked around to see maybe they have difficulty. They looked more interested because they could maximize the use of hypertext glosses. In this meeting, the researcher focused the reading lesson about finding explicit and implicit information of the recount text in form of letter. The researcher used three phase teaching method. Hypertext glosses was used in the main reading activity. They were ordered to read the text presented using hypertext glosses. They could open glosses in the text if they got difficulty words. Next, the researcher continued the lesson by giving some questions related to the text. They could answer faster than previous

meeting. It indicates they could comprehend the text well. Finally, the researcher closed the lesson satisfied.

The third treatment was held on Tuesday, August 20th, 2013 in language laboratory (multimedia). There were 35 of 36 students attended the class. One student was absent without information. In this occasion, same as the previous treatment, the researcher gave them some instruction to use the media and sometimes walked around to see maybe they have difficulty. In this meeting, the researcher focused the reading lesson about finding references, meaning, antonym and synonym of the words. They were ordered to read the text presented using hypertext glosses first. After that, the researcher continued the lesson by giving some questions about vocabulary related to the text. They could answer faster than previous meeting. They also could memorize many new words. Next, the researcher asked them to retell the story. They could retell it even used new media they got from the glosses. It indicates that their comprehension getting better. Finally, the researcher closed the last treatment.

c. **Post-test Experimental and Control Group**

All of the students which included in experimental and control group followed post-test. There were 36 students from experimental group (8th G) and 36 students were from control group (8th H). It was held in their class rooms on different days because those classes had different schedule for English lesson. Post-test for experimental group was held on Friday, August

23rd, 2013 while pre-test for control group was held on Thursday, July 22nd, 2013. The instruments were the same as pre-test for both groups. It was reading recount text test. There were 40 items in multiple choices. They had to finish it in 60 minutes. This kind of test was chosen based on standard competence of English subject.

The result of post-test showed increasing scores in experimental group. Based on the data post-test, there were only 2 of 36 students in experimental group got score under standard minimal score (KKM=70) while other students passed the test. Their scores were improved significantly. The highest score was 92.5 (37 true answers multiple 2.5) and the lowest score was 65 (26 true answers multiple 2.5).

Meanwhile, some of students in control group got many variation score. Some got score improvement, some still got score under standard minimum score even the others got decreasing score. There were still as many as 22 students who got score under standard minimal score. The highest score decreased from 82.5 became 80 (32 true answers). However, the lowest score improved (although it was not significant) from 37.5 became 42.5 (17 true answers).

Based on the ranges post-test score from both groups, it indicates that students who were taught using hypertext glosses got more significant improvement on reading comprehension and their interval score or ability

was narrow. The post-test scores of all students in the experimental and control group can be seen in appendix (see appendix 11).

2. Description of Questionnaire Result

This study aimed to answer the research questions about the advantages and disadvantages the eighth graders obtain from learning reading recount text using hypertext glosses. The researcher had administered questionnaire to the experimental group after they were taught using hypertext glosses.

The questionnaire was given once to the experimental group of this research after the implementation of hypertext glosses. They were the eighth graders in 8H class at SMPN 2 Surabaya. There were 36 participants in this group and all of them were attending the class when the researcher gave the questionnaire. This questionnaire involved the students' passion of reading English text and the important questions to answer research the second question about the advantages the eighth graders at SMPN 2 Surabaya obtained from learning reading recount text using hypertext glosses and also the disadvantages from implementing hypertext glosses as media in learning reading. Here are the data descriptions:

First, it is the description about the eighth graders' opinion of reading English text before they got treatment. It is important to know students' passion and ability in reading before the implementation of hypertext glosses. The result is explained below:

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Table 4.1
Students' opinion of reading English text before the treatment

Answers	*F*	%
Reading English text is easy	5	13.9
Reading English text is fun	6	16.7
Reading English text is boring	10	27.8
Reading English text is difficult	8	22.2
Reading English text is confusing	7	19.4

Based on the result above, there were only 5 of 36 respondents (13.9%) who stated that reading English text is easy to do. There were 6 of 36 respondents (16.7%) stated reading English text is fun activity while there were as many as 10 of 36 respondents (27.8%) who stated that reading English text was boring activity. There were 8 of 36 respondents (22.2%) stated reading English text is difficult. The rest respondents, 7 of 36 respondents (19.4%) gave their own opinion that reading English text is confusing. Based on the result, most of respondents (25 of 36 students) felt that reading English text (before the treatment) was boring, difficult and confusing. It indicates more than a half amount of respondents dislike and had problems in reading.

Second, after knowing students' opinion of reading English text, the researcher would like to present the students' reasons about why reading English text is boring, difficult of confusing for them. This question was related to the previous question. This question was addressed to the students who said that reading English text is boring, difficult or confusing in the previous question. Here is the explanation:

Table 4.2
Students' reasons why reading English text is boring, difficult or confusing

Answers	f	%
Because the text contains of many difficult and unfamiliar words	23	30.7
Because the topic/ story in reading text is not interesting	15	20
Because the passage is too long and confusing	19	25.3
Because I do not understand the text structures	10	13.3
Because I am not accustomed to read English text	8	10.7

Based on the result above, there were 25 of 36 students answered that reading English text is boring, difficult or confusing (see table 4.1), therefore the analyses of this question is based on those 25 participants. Those participants could give more than one answer to answer this question. Based on the table above, there were 75 answers from 25 participants (out of 36 participants) which indicated that they gave 3 answers for this question. Most of participants, 23 of 25 students (30.7% of answers) chose the first answer, (reading English text is boring, difficult or confusing because the text contains of many difficult and unfamiliar words). Next, there were 19 of 25 students (25.3% of answers) chose the third answer (reading English text is boring, difficult or confusing because the passage is too long and confusing). There were 15 of 25 students (20% of answers) chose the second answer (reading English text becomes boring and confusing because the topic/ story in reading text is not interesting), while there were 10 of 25 students (13.3% of answers) are addressed their opinion to the fourth answer (reading English text is boring and difficult because they do not understand the text structures). Giving another

opinion, there were 8 of 25 students (10.7% of the answers) stated that reading English text is boring, difficult or confusing because they are not accustomed reading English text. The result above shows that most of students' problems in reading were influenced by the text especially the texts which have many unfamiliar and unknown words.

Third, based on the previous result, some students got difficulty in reading. Here the researcher would like to present the data about what students' difficulties in reading process before treatment using hypertext glosses.

Table 4.3
Students' difficulties in reading process before treatments

Answers	F	%
Identifying main idea	15	16.7
Identifying explicit information	10	11.1
Identifying implicit information	20	22.2
Identifying meaning of word or phrase of the text based on context	25	27.8
Identifying text structure	10	11.1
Identifying references	10	11.1

Based on the table above, there are 90 answers from 36 participants (the participants could choose more than one answer). Most of participants, 25 of 36 students (27.8% of answers), chose the fourth answer. They have difficulty in identifying meaning of word or phrase of the text based on context. Next, there were 20 of 36 respondents (22.2% of answers) chose to the third answer (they have difficulty in identifying implicit information of the text). There were as many as 15 of 36 respondents (16.7% of answers) had difficulty in identifying main idea. There were 10 of 36 students (11.1% of answers) are

addressed to the answer that they have difficulty in identifying text explicit information. Giving another answer, there were as many 10 of 36 respondents (11.1% of the answers) wrote that they have difficulty in identifying text structure while 10 of 36 respondents (11.1% of the answers) wrote that they have difficulty in identifying references. Based on those result, most of students had difficulty in reading especially in identifying the meaning of words or phrases. The difficulty of words or phrases can be said as lack of vocabulary. This difficulty must be solved since lack of vocabulary could bring the students difficult to comprehend the text.

Fourth, related to students' difficulty in reading comprehension, the researcher would like to present the students' behavior when they do not know the vocabularies in English reading text. The result is explained below:

Table 4.4
Students' behavior when they do not know vocabularies in English reading text

Answers	*F*	*%*
I consult my dictionary	8	22.2
I guess the words from the context	11	30.6
I give up reading the text	7	19.4
I ask my friends or my teacher	10	27.8

Based on the table above, most of students, 11 of 36 students (130.6%) stated they usually guess the difficult words of the text if they do not know the meaning of the words. There were 10 of 36 students (27.8%) stated that they usually ask their friends or their teacher to know meaning of difficult words. There are only 8 students (22.2% of respondents) who usually consult their

dictionary if they do not know the meaning of the words. The other 7 students (19.4% of respondents) stated they usually give up reading if there are many difficult words in the text. Those results indicate the students' reluctance in consulting the dictionary. Although they had problems in vocabulary when they were reading English text, they preferred guessing the words than consulting dictionary.

Fifth, here is the data description about the students' frequency in joining treatment using hypertext glosses. Here is the result:

Table 4.5
The students' frequency in joining treatment using hypertext glosses

Answers	F	%
Once	0	0
Twice	2	5.6
Three Times	34	94.4
Never	0	0

Based on the questionnaire result, there were 34 of 36 students (94.4% of respondents) who joined treatment using hypertext glosses given by the researcher completely (three times). There were 2 of 36 students (5.6% of respondents) joined the treatment twice. Based on the attendance, this first student was absent because he was sick during the second treatment so she just joined the first and third treatment while the second student was absent without information at the third treatment. Those result showed that all of the students joined reading treatment using hypertext glosses although two of them just joined twice. Those results indicate, they have known how to use hypertext glosses and could give responds the advantages and disadvantages from

learning reading recount text using hypertext glosses from the explanation and practice they got, during the treatment they followed.

Sixth, here is the students' opinion of their favorite media in learning English. It is used to know whether computerization text is appropriate and interesting for students or not. Here is the result:

Table 4.6
Students' favorite media in learning English

Answers	*F*	%
English text book/ students' book	12	33.3
Magazine	4	11.1
Computer	14	38.9
Comic	4	11.1
Newspaper	2	5.6

Based on the table above, the researcher found the result of students' favorite media in learning reading. Most of students, 14 of 36 students (38.9%) prefer using computer as media in learning English. There were 12 of 36 students (33.3%) preferred using English text book / students' text book as media in learning English. There were 4 of 36 students (11.1%) preferred using magazine and other 4 students (11.1%) prefer using comic as media in learning English. The others, 2 of 36 students (5.6%) preferred using newspaper as media in learning English. Based on the result above, most of students prefer and more interested to use computer in learning reading than other media.

Seventh, after getting reading treatment using hypertext glosses, here the researcher would like to present the data about the students' opinion about the implementation of hypertext glosses as media in learning reading. Here is the result:

Table 4.7
The students' opinion about the implementation of hypertext glosses as media in learning reading

Answers	*F*	%
Hypertext glosses is fun	10	27.8
Hypertext glosses is helpful	10	27.8
Hypertext glosses is boring	5	13.9
Hypertext glosses is confusing	4	11.1
Hypertext glosses is interesting	7	19.4

Based on the table above, the researcher found the result about the students' respond to the implementation of hypertext glosses as media in learning reading. The result shows, there were 10 of 36 students (27.8%) agreed if hypertext glosses is helpful. There were 10 of 36 students (27.8%) agreed that it is fun media while 5 of 36 students (13.9%) stated that hypertext glosses is boring and there were 4 students (11.1%) said that it is confusing. The rest 7 students (19.4%) wrote their own respond about the implementation of hypertext glosses as media in learning reading. They stated hypertext glosses is interesting media. Based on those result, most of students gave good responds to the use of hypertext glosses.

Eighth, after presenting data about students' opinion to the implementation of hypertext glosses as media in learning reading, here the researcher would like to describe the reasons why students are interested in the implementation of hypertext glosses as media in learning reading. This question was addressed to the students who are interested (the students who answer that hypertext gloss is fun and helpful in question number 8) in the implementation

of hypertext glosses as media in learning reading in the previous question. Here is the result:

Table 4.8
The reasons why students are interested in the implementation of hypertext glosses as media in learning reading

Answers	*F*	*%*
Because hypertext glosses make the text more memorable and understandable	26	26
Because hypertext glosses is helpful to keep the flow of reading	20	20
Because hypertext glosses helps me to minimize the difficult and unfamiliar vocabularies in the text	23	23
Because I can comprehend the whole text faster than using other media	21	21
Because the view design is good and interesting	10	10

Based on the result in previous question (see table 4.7), there were 27 of 36 students who gave good respond to the use of hypertext glosses, so the analyses of this question are based on those 27 participants and for this item, they could give more than one answer.

The result shows, there were 100 answers from 27 participants. Most of respondents, 26 of 27 respondents (26% of answers), chose the first answer. They agreed that hypertext glosses is interesting because hypertext glosses makes the text more memorable and understandable. There were 23 of 27 respondents (23% of answers) interested in hypertext glosses because hypertext glosses helps them minimizing the difficult and unfamiliar vocabularies in the text. Then, as many 21 of 27 respondents (21% of answers) were interested to the use of hypertext glosses because they can comprehend the whole text faster than using other media. There were 20 respondents (20% of answer) chose the

second answer. They are interested to the use of hypertext glosses because hypertext glosses is helpful to keep the flow of reading. Giving another opinion, there were as many 10 of 27 respondents (10% of the answers) stated that they liked hypertext glosses because the view design is good and interesting. Based on those result, most of them agreed that hypertext glosses was interesting because it was memorable and understandable.

Ninth, besides knowing why students are interested in the implementation of hypertext glosses, the researcher also needs to present the data why students are uninterested in the implementation of hypertext glosses as media in learning reading. This question was addressed to the students who are uninterested (involved the students who answer that hypertext gloss is boring and confusing in question number 8) in the implementation of hypertext glosses as media in learning reading in the previous question (see table 4.7). The data is explained below:

Table 4.9
The reasons why students are uninterested in the implementation of hypertext glosses as media in learning reading

Answers	*F*	*%*
Because hypertext glosses distracted me when reading a passage	4	20
Because reading using hypertext glosses is wasting time	3	15
Reading text via hypertext glosses too long can irritate the students' eyes.	5	25
Because hypertext glosses make me feel not freedom in interpreting the text	8	40

There were as many 9 of 36 students who gave bad respond to the use of hypertext glosses, therefore the analyses of this question is based on 9 of 36 participants (25% of respondents) and for this question, they could give more than one answer.

The result shows, there are 25 answers from 9 participants. Most of respondents, as many 8 of 9 respondents (40% of answers) agreed that hypertext glosses make them feel not freedom in interpreting the text. There were 5 of 9 respondents (25% of answers) were uninterested because reading via hypertext glosses too long can irritate the students' eyes. There were 4 of 9 respondents (20% of answers) are uninterested to the use of hypertext glosses because hypertext glosses distracted them when reading a passage. There were 3 other opinions (15% of answer) are given to the second answer. They are uninterested to the use of hypertext glosses because reading using hypertext glosses is wasting time. Based on those result, the students felt they are not freedom in interpreting the words when they read using hypertext glosses.

Tenth, after knowing the students' opinion about the implementation of hypertext glosses as media in learning reading, the researcher would like to present the data about the implementation of hypertext glosses compared to the use of traditional paper based. Here is the result:

Table 4.10
The students' opinion about the implementation of hypertext glosses in learning reading compared to the use of traditional paper based (students' work book)

Answers	F	%
Hypertext glosses is more difficult because I am not accustome to use it	9	15
Hypertext glosses is more helpful because I just need to click the glosses when I don't know the meaning of the words	27	45
Hypertext glosses is more wasting time and boring than traditional paper based when it is used as media in learning reading	3	5
I can comprehend the whole text better using hypertext glosses than using traditional paper based	21	35

Based on the table above, there are 60 answers from 36 participants. The most respondents, 27 of 36 respondents (45% of answers) stated that hypertext glosses is more helpful than traditional paper based because they just need to click the glosses when they don't know the meaning of the words. There were 21 of 36 respondents (35% of answers) stated that they can comprehend the whole text better using hypertext glosses than using traditional paper based while, there were 9 of 36 respondents (15% of answers) thought that hypertext glosses is more difficult because they are not accustomed to use it. 3 others (5 of answers) stated that hypertext glosses is more wasting time and boring than traditional paper based when it is used as media in learning reading. The result indicates most of student preferred using hypertext glosses than traditional media (students' text book) because it was more interesting and useful.

Eleventh, during the implementation of hypertext glosses in learning reading, there are some difficulties which students got. Here is the data presentation:

Table 4.11
The difficulties students get in learning reading using hypertext glosses

Answers	f	%
I am difficult to operate computer	5	12.5
I sometimes lose contact to the text when I read using hypertext glosses	10	25
Run mouse over blue words instead of clicking	8	20
Trouble in computer or hypertext glosses program	5	12.5
Teacher can not operate the computer well	4	10
There are not enough computer	8	20

Based on the table above, there are 40 answers from 36 participants. It means that some of them gave more than 1 answer for this question. Most of respondents, as many as 10 of 36 respondents (25% of answers), stated that the students sometimes lose contact to the text when they read using hypertext glosses. There were 8 of 36 respondents (20% of answers) stated that the difficulty in using hypertext glosses was when mouse run over blue words instead of clicking. There were 5 of 36 respondents (12.5% of answers) stated that the difficulty in using hypertext glosses was because they were difficult to operate the computer. There were 5 of 36 students (12.5% of answers) stated that the difficulty of hypertext glosses was when there was trouble in computer or hypertext glosses program. Giving other opinions, there were as many as 4 of 36 respondents (10% of the answers) wrote that the difficulty in learning reading using hypertext glosses was when the teacher cannot operate the

computer well, while 8 of 36 respondents (20% of the answers) wrote that the difficulty in learning reading using hypertext glosses was because the lack of computer provided. Based on the result, most of students agreed that the difficulty in learning reading using hypertext glosses sometimes make them lose contact to the text. It may happen because they are not accustomed to use this media.

Twelfth, besides presenting the data about students' opinion of the implementation of hypertext glosses, the researcher would also describe data about students' opinion of the glosses given in the text. Here is data description:

Table 4.12
The students' opinion about the glosses given in the text

Answers	F	%
The glosses are too few	4	11.1
The glosses are too many and distracted	5	13.9
The glosses are enough and clear	12	33.3
The glosses are giving unclear link	4	11.1
All the glosses are helpful	11	30.6

The result shows, there were 12 of 36 students (33.3% of respondents) stated that the glosses given in the treatment are enough and clear. Giving another opinion from the answer choice, there were 11 of 36 students (30.6% of respondents) stated that all the glosses given in the text are helpful. While there were as many 4 students (11.1% of respondents) stated that the glosses are too few. There were 5 others (13.9% of respondents) stated that the glosses are too many and distracted. The rest, 4 of 36 students (11.1% of respondents) stated

that the glosses are giving unclear link. However, based on the result, the glosses in the text given in the treatment were enough, clear and helpful.

Thirteenth, besides knowing about the students' opinion of the glosses given in the text, here there is also data presentation about the glosses which were more helpful for students in the treatment. Here is the explanation:

Table 4.13
The glosses which are more helpful in reading process

Answers	*F*	%
Textual glosses only (Indonesian translation)	7	19.4
Textual glosses only (English translation)	2	5.6
Pictorial glosses only	3	8.3
Combination of all textual and pictorial glosses	15	41.7
Textual (Indonesian translation) + Pictorial glosses	9	25

Based on the table above, there were as many 7 of 36 students (19.4% of respondents) stated that only textual glosses (Indonesian translation) are more helpful for students' reading process. There were as many 2 students (5.6% of respondents) stated that only textual glosses (English translation) are more helpful for students' reading process. There were 3 of 36 students (8.3% of respondents) stated that only pictorial glosses are more helpful for students' reading process. The most students, 15 of 36 students (41.7% of respondents) stated that they get benefit from combination of all textual and pictorial glosses. Giving another opinion, 9 students (25% of respondents) stated that they get benefit from textual (Indonesian translation) + Pictorial glosses for their reading process. Based on the result above, all the combination of glosses were helpful for students in reading recount text.

Fourteenth, after knowing the students' opinion to the glosses served by the researcher in the text in the treatments, here, the researcher would like to present the students' opinion if there are too many glosses given in the text.

Table 4.14
The students' opinion about the use of too many glosses given in text

Answers	*F*	%
It will make me headache because it is distracting my eyes when reading the text	9	25
It will more helpful	7	19.5
It will be useless	5	13.9
The text becomes strange and confusing	12	33.3
No problem	3	8.3

Based on the table above, there found that 9 of 36 students (25% of respondents) stated that too many glosses in the text will make the students headache because it is distracting their eyes when reading the text while 7 students (19.5% of respondents) stated that many glosses in the text will more helpful. But 5 of 36 students (13.9% of respondents) did not agree. They stated too many glosses will be useless. The rest, 12 of 36 students (33.3% of respondents) stated that the text becomes strange and confusing if there are too many glosses in the text. The other 3 students (8.3% of respondents) stated that there was no problem if there are too many glosses in the text. Based on the result, most of students did not like if the text too full of glosses because it made the text strange and confusing.

Fifteenth, this question was used to know the influence of the implementation of hypertext glosses to the students' reading comprehension. Here is the explanation:

Table 4.15
The influence of hypertext glosses to their reading comprehension

Answers	*F*	*%*
I can identify meaning of word or phrase of the text based on context easily	29	22.3
I can identify main idea easily	17	13.1
I can identify text structures easily	16	12.3
I can identify implicit information fast	17	13.1
I can identify explicit information fast	20	15.3
I can identify references and topic of the text easily.	10	7.7
Overall my comprehension about recount text improves	21	16.2

Based on the table above, there are 130 answers from 36 participants. The most respondents, 29 of 36 respondents (22.3% of answers) stated that hypertext glosses influence ability in identifying vocabulary. By reading using hypertext glosses, they can identify meaning of word or phrase of the text based on context easily. Then, there were 21 of 36 respondents (16.2% of answers) stated their own opinion that hypertext glosses influences their overall comprehension about recount text. Their comprehension about recount text improves much better. There were 20 of 36 respondents (15.3% of answers) stated that they can identify meaning of word or phrase of the text based on context easily after the implementation of hypertext glosses. There were 17 of 36 student (13.1% of answers) stated that hypertext glosses makes them identifying main idea easily. Moreover, there were as many 17 of 36

respondents (13.1% of the answers) said that hypertext glosses influence their ability in identifying important information. They are easier and faster in identifying explicit information. There were as many 16 of 36 respondents (12.3% of the answers) said that hypertext glosses influence their ability in identifying text structures easily. The rest, 10 of 36 respondents (7.7% of the answers) stated that hypertext glosses influence their ability in identifying references and topic of the text easily. Based on the result above, it can be concluded that hypertext glosses influences their reading comprehension especially to minimize unfamiliar and unknown word in the text therefore they can comprehend the whole text easily.

The last, it is the data presentation about the students' opinion about the use of hypertext glosses as media in next reading activity. Here is the result:

Table 4.16
The students' opinion about the use of hypertext glosses as media in next reading activity

Answers	F	%
I would read more reading text with pleasure if the teacher uses hypertext glosses	14	38.9
I really agree. I would learn reading well and comprehend it better if the teacher uses hypertext glosses	13	36.1
I disagree if the teacher uses hypertext glosses because it will be a boring reading class	5	13.9
I will more difficult to comprehend the text and follow reading activity	4	11.1

Based on the table above, the result shows that 14 of 36 students (38.9% of respondents) said that they would read more reading text with pleasure if

their teacher uses hypertext glosses as media in next reading activity. 13 of 36 students (36.1% of respondents) said that they really agree. They would learn reading well and comprehend it better if the teacher uses hypertext glosses in next reading activity while 5 of 36 students (13.9% of respondents) said that they disagree if the teacher uses hypertext glosses because it will make reading class be boring. The rest 4 of 36 students (11.9% of respondents) said that they will be more difficult to comprehend the text and follow reading activity. Based on those result, it indicate that hypertext glosses could be good and effective media to be used in learning reading.

B. Data Analysis

1. Data Analysis from Tests

After getting reading score from pre-test and post-test between control and experimental group, the researcher analyzed the data using three kinds of test, normality, homogeneity and T-test. The normality and homogeneity test were very important as the requirement to do T-test. If the data was normal and homogeny, T-test could be done. The T-test itself was very important to test hypothesis and answer the first research questions about whether hypertext glosses is effective to improve the eighth graders' reading comprehension of recount text at SMPN 2 Surabaya.

a. **The result of Normality Test**

From the calculation using SPSS 16.0 with One Sample Kolmogorof Smirnof Test, we could see that data (reading score) from pre-test and post-test both experimental and control group had normal distribution (see appendix 12).

From the calculation of pre-test and post-test, the score of pre-test and post-test were distributed normally. It can be seen from the calculation, it was found that $X_{arithmetic}$ was 6.85, while X_{table} was 11.070 with df = 5 and α = 0.05. It shows that $X_{arithmetic}$ is smaller than X_{table}. It indicates that the data has normal distribution.

b. **The result of Homogeneity Test**

From the calculation using manual calculation with Chi Square Test that F-value was 1.04 and F-table was 1.96. It shows that F-value is smaller than F-table. It indicates that the data is homogenous.

Moreover, when the data has normal distribution, automatically the data will be homogeny. Because the data in this research has normal distribution, so data of pre-test and post-test were also homogeny.

Because the calculation showed that data (reading score) from pre-test and post-test both experimental and control group had normal distribution and homogeny, the researcher could continue the analysis of data using T-test paired sample. Here are the analyses:

c. The result of T-test

i. Pre-Test Score of Experimental and Control Group

Before conducting T-test, the researcher computed and calculated mean score of pre-test from experimental and control groups (see appendix 10). It found that the mean pre-test score of experimental group was 23.30 and the control group was 23.50.
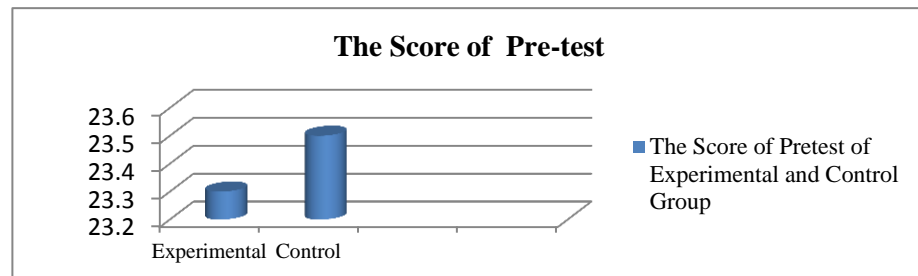
Score of basic reading comprehension of control and experimental groups
Diagram 4.1

Then, the researcher calculated using T-test to know whether the difference of those score was significant or not (See appendix 14). Here is the result:

Table 4.17
Significant difference of pretest score of control and experimental group

| t_{value}	-0.198	Not
t_{table}	2648	Significant

Based on the table above, the result shows that t_{value} of pretest score of experimental and control group with level significance .01 and 70 degree of freedom was -0.198 and t_{table} was 2.648. t_{table} was higher than

t_{value}. It means that the students' pre-test score in control and experimental group was not significant different.

From the score of pre-test of experimental and control groups, it demonstrated that both of those groups did not have really good comprehension in reading recount text. Moreover, it described that the reading ability between control and experimental group have average ability in reading. It was a good consideration to continue the research to both groups since they had equal ability, the result after treatment could be more objective. Furthermore, the researcher did not need to change the groups since both of them had similar ability in reading comprehension.

ii. Pre-Test and Post-Test Score of Control Group

After conducting pre-test and post-test in control group, the researcher computed and calculated mean score of pre-test from control groups (see appendix 15). Based on the calculation of the scores, it found that the mean pre-test score of control group was 23.50 and the mean of post-test score of control group was 25.44.

The Score of Pre-test and Post-test of Control Group

25.2
24.2
23.2

25.44

23.5

Pre Test   Post Test

The Score of Pretest and post test of Control Group
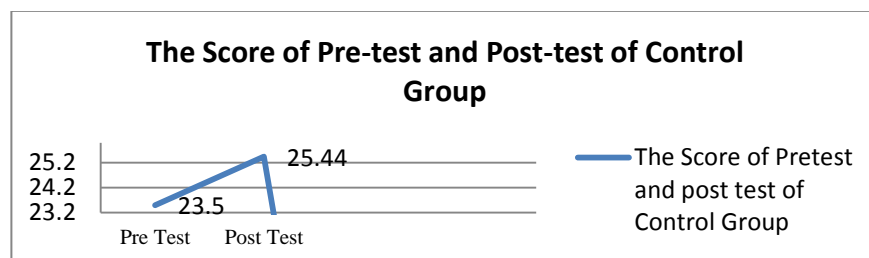
The improvement score of reading comprehension of control group
Diagram 4.2

From the diagram above, we could see that students who were taught conventionally got improvement in reading comprehension score in post-test. At the first, in pre-test, students in control group has mean score 23.50 and their score improved in posttest became 25.44. They got improvement in mean score of post-test better than when they were taught conventionally, although the improvement score was just 1.94 or for about.5.4%.

To know whether the difference of those score are significant or not, the researcher calculated t-test (See appendix 16). Here is the result:

Table 4.18
**Significant difference of pre-test and post-test score of control group**

t_{value}	2,67	Not
t_{table}	2.723	Significant

Based on the table above, the result shows that T_{value} of pre-test and post-test score of control group with level significance .01 and 35 degree of freedom was 2,67 and t_{table} was 2.723 was much lower than t_{value}. It means that there is difference between pre-test and post-test score of control group although it was not showing significant improvement in reading comprehension score.

To make sure that hypertext glosses is effective as media in teaching reading comprehension of descriptive text, the researcher still needed to analyze another result.

iii. Pre-Test and Post-test Score of Experimental Group

After conducting pre-test and post-test in experimental group, the researcher computed and calculated mean score of pre-test from experimental group (see appendix 17). Based on the calculation of the scores, it was found that the mean pre-test score of experimental group was 23.30 and mean of post-test score was 31.80.

The Score of Pre-test and post-test of Experimental Group

31.2
29.2
27.2
25.2
23.2

31.8

23.3

Pre Test   Post Test

The Score of Pretest and post test of Experimental Group
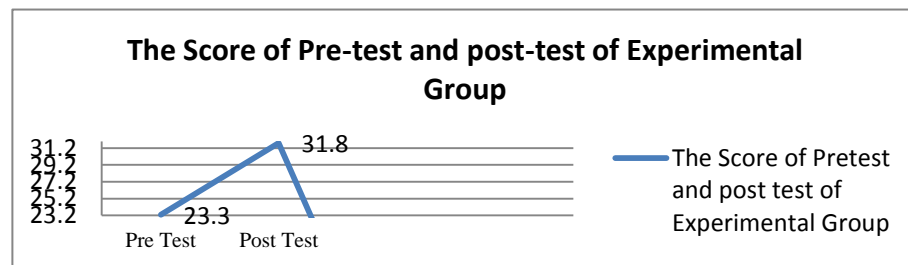
The improvement of reading comprehension score of experimental group
Diagram 4.3

Based on the diagram above, it shows that students' reading comprehension in experimental group increased higher than the pre-test (before treatment using hypertext glosses) and the post-test (after they are taught reading using hypertext glosses). At the previous diagram (diagram 4.17), we could see that the mean pre-test score of experimental group was 23.30 and then the mean of post-test score of experimental group increased much better became 31.80. It means that the experimental group got significant improvement in reading comprehension, it was 8.5 or for about 23.6%.

To know whether the difference of those score are significant or not, the researcher calculated t-test (See appendix 18). Here is the result:

Table 4.19
Significant difference of pre-test and post-test score of experimental group

| t_{value}	14.01	Significant
t_{table}	2723	

Based on the table above, we could see, t_{value} of pre-test and post-test score of experimental group with level significance .01 and 35 degree of freedom was 14.01 and t_{table} was 2.723 was much lower than t_{value}. Based on the calculation, there is significant difference between pretest and post-test score of experimental group. It means, reading score of experimental group significantly improved.

To know whether hypertext glosses is effective, the researcher still needs to analyze the post-test score of experimental and control group. If the score of experimental group was lower or same as the control group, it means that hypertext glosses was not effective. On the contrary, if the score of experimental group increased better than before and better that the control group reading score improvement, it means that hypertext glosses was effective as media in teaching reading comprehension of recount text.

iv. The Result of Post-Test Score of Experimental and Control Group

After conducting post-test score to both experimental and control group, the score of post-test of control and experimental groups were

compared. For analyzing the data, the researcher computed and calculated mean score of post-test from those groups (See appendix 11). Based on the calculation of the scores, it found that the mean score of the control was 25.44 and the experimental was 31.80.
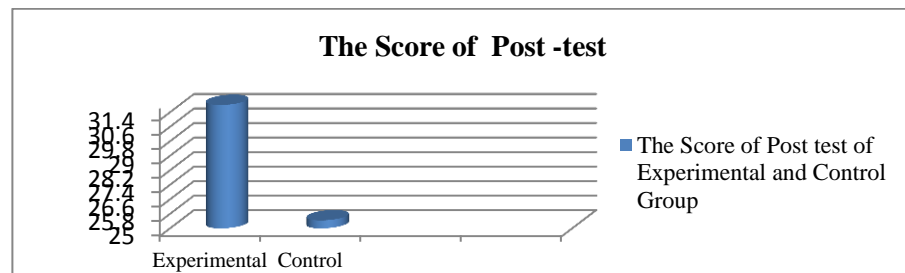
The score of posttest of experimental and control group
Diagram 4.4

Based on diagram above, it shows very significant difference of students who were taught using hypertext glosses and those who are not. Based on the first diagram (diagram 4.1), we could see that the pre-test score of experimental and control group were almost in average ,but in the post-test, the experimental group showed the improvement of reading comprehension higher than control group. The students get more significant improvement after learning reading using hypertext glosses. We could compare it with the improvement score of control group in post-test. Control group just increased 5.4% from their pre-test score while experimental group increased for about 23.6% in post-test.

To know whether the differences of those score were significant or not, the researcher calculated t-test (See appendix 19).

Table 4.4
Significant difference of post test score of control and experimental group

t_{value}	7.66	Significant
t_{table}	2.647	

Based on the table above, it shows that t_{value} of pre-test score of experimental and control group with level significance .01 and 70 degree of freedom was 7.66 and t_{table} was 2.647. t_{table} was higher than t_{value}. It means that the students' post test score in control and experimental group is significant different. Although those groups got improvements in reading comprehension, the experimental group performed much better after learning reading using hypertext glosses. Therefore, we could say that hypertext glosses was more effective in improving students' reading comprehension.

v. Hypothesis

Before conducting research, the researcher has stated a tentative answer to answer the research question temporarily, which is known as hypothesis. Hypothesis can be defined as presumptive statement of a proposition which needs investigating to prove. The hypothesis contains relationship between 2 variables.[1]

The hypothesis in this research stated that Hypertext gloss is effective to improve the eighth graders' reading comprehension of recount text. In order to answer the research question and test the

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[1] A.E.Bartz, *Basic Statistical Concept in Education and the Behaviour Science* (Minneapous: Burgess Pub.Co, 1976). p.293

hypothesis, the researcher prepared 2 hypothesis, null hypothesis and alternative hypothesis to be researched. Null hypothesis (H_0) was used to state that hypertext gloss is not effective. Null hypothesis aims to show that no or zero difference exist between experimental and control group. If t_{table} is higher or just same as t_{value}, means that null hypothesis is accepted, so there is no difference or it means that hypertext glosses is not effective improve the eighth graders' reading comprehension of recount text. On the contrary, alternative hypothesis (H_a) was used to state that hypertext gloss is effective. Alternative hypothesis aims to show that there is significant difference exist between experimental and control group. If t_{table} is lower or same as t_{value}, means that alternative hypothesis is accepted, so it means, hypertext glosses is effective to improve the eighth graders' reading comprehension of recount text.

As expected, based on the research finding above (see table 4.4 and diagram 4.4), the distribution of t_{table} with .01 level of significance or 1 %, it was found that the result of t_{value} with 70 degrees of freedom is 7.66 while the t_{table} is 2.647. It can be seen that t_{value} was higher than t_{table}. So null hypothesis was rejected and alternative hypothesis is accepted. The result of post-test score of experimental and control groups shows that there is significant difference between pre-test and post-test of experimental and control group. Experimental group's post-test score increased higher than control group. It means that hypertext glosses is

effective in improving the eight graders' reading comprehension of recount text. This result supports previous research such as Alghafli's research which reported positive impact of hypertext glosses on students' reading comprehension.[2]

2. Questionnaire Analysis

After presenting the data from questionnaire in data description, in this part the researcher would like to analyze the result of questionnaire. Here are the analyses:

a. The eight graders' reading comprehension before the treatment

Based on the result of the questionnaire, most of students in experimental group 25 of 36 students (69.4% of respondents) felt bored, difficult or confused when they were reading English text. There were just a few students, 11 of 36 students (30.6% of respondents) who said that reading English text is fun and easy. There were many factors why students felt bored, difficult and confused when they were reading English text. The factor which influenced most was because the text they read contained many difficult and unfamiliar words. It meant that most of them had lack of vocabulary. Strangely, although they had limited vocabularies, they preferred to guess the words of the text rather than consult their dictionary. Even they preferred asking their friends or teacher about the difficult words.

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[2] Mansour Hussain AlGhafli. *The Effect of Mediated Glosses on Vocabulary Retention and Reading Comprehension with English Language Learners in Saudi Arabia*. 2011

It is harmful since it probably brings them to wrong guessing and failure of comprehending the text. Besides lack of vocabulary, the students also had problems during their reading process. The problems related to the material and skill that they should master well such us identifying main idea, generic structure, implicit and explicit information, references, meaning of the words and so on. However, the problems in identifying the meaning, synonym or antonym of the words became the most problems together with the difficulty in identifying important information and main idea.

b. The strength of hypertext glosses

Hypertext glosses as a computerization text which contains many references and links and could be presented online or offline using various programs seemed very useful for the students. It could be seen from the questionnaire result, there were as many 27 of 36 students (75% of respondents) stated that hypertext was fun, helpful and interesting. It happened because hypertext glosses make the text more memorable and understandable. Hypertext glosses became more memorable and understandable because of the use of the glosses. The glosses (references or links) which used combination of picture and words (contains meaning, synonym and/or antonym) given in the text is very helpful for the students to comprehend every single words in the text. It helped the students to minimize difficult or unknown words in the text and keep the students' flow of reading. The students could just click the glosses when they don't know

the meaning of the words or they need additional information of the words soon. They did not need to waste their time to consult their dictionary. Therefore, they could comprehend the text better.

Moreover, most students, 14 of 36 students (38.9% of respondents) preferred to study using computer than other media so that they preferred using hypertext glosses than traditional media (students' English textbook). They preferred studying using hypertext glosses which is showed by computer because hypertext glosses has interesting view and motivate students to read the text and to be active in the class. Moreover, the students felt that their reading comprehension of recount improved after learning reading recount text using hypertext glosses such us identifying explicit and implicit information easily and identifying words fast.

c. **The weakness of hypertext glosses**

Besides getting advantages, students also got disadvantages from learning reading recount text using hypertext glosses. Based on the questionnaire result, there were only 9 of 36 students (25% of respondents) who stated that learning reading using hypertext glosses were boring and confusing. It happened because reading text via hypertext glosses sometimes make them lose contact to the text. It made them wasting their time in reading. It might happen because they did not concentrate to read the passage or they enjoyed clicking all the glosses in the text. Moreover, reading via hypertext glosses too long make them got eyes irritation. It

happened because they are not accustomed to read the text using hypertext glosses. They also stated that too much glosses could be distracted and make them dependent to the clue given.

C. Discussion

1. The Effectiveness of Hypertext Glosses in Improving Eighth Graders' Reading Comprehension of Recount Text

Based on findings above, it is known that hypertext glosses is effective to improve the eighth graders' reading comprehension of recount text. The result of this study is suitable and supported by Elyes Bensalem in his journal. He stated that the more frequently foreign language learners consult hypertext glosses, the better they comprehend and acquire new words.[3]

The effectiveness of hypertext glosses was proven from the mean of post-test score of experimental group was higher than the mean of post-test score of control group. Control group did not show significant difference between pre-test and post-test score. Based on T-test calculation, this group did not show significant improvement. On the contrary, Experimental group performed much better in reading post-test after learning reading recount text using hypertext glosses. The score increased higher than those who were not taught using hypertext glosses. As it was stated in the second chapter that reading comprehension deals with the ability to infer and understand text well, it is

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[3] Elyes Ben Salem. *The Influence of Electronic Glosses on Word Retention and Reading Comprehension with Spanish language learners*. 2006.

necessary for students to understand the text without missing every single word.[4] By learning reading using hypertext glosses, the students could solve their problems in reading recount text. It happened because hypertext glosses provided two models of presentations (textual and pictorial) combined, so the material becomes more understandable and memorable.[5]

Considering the comparison of the result of pre-test and post-test between experimental and control group, it can be said that ability of experimental group is getting higher than it was before and also higher than control group. It means that reading treatment given to experimental group using hypertext glosses is successful. Hypertext glosses could stimulate and motivate students in reading. Hypertext glosses is determined as effective media in improving students' reading comprehension. It helps students to comprehend the text well because combination of textual and pictorial definition to help make meanings clear to subject.[6] Moreover, it has proven when verbal and visual knowledge is provided; the learner could choose relevant information and organize them separately into verbal and visual models. They will be more actively involved in the construction of knowledge.[7]

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[4] Klinger et all. *Teaching Reading Comprehension to students with learning difficulties*. (New York: The Gullford Press. 2007),8.

[5]Allan Paivio. *Mental Representation: A Dual Coding Approach*. (New York: Oxford University Press. 1986). P: 53.

[6] Mark Sadoski and Alan Paivio. *Imagery and Text: A Dual Coding Theory of Reading and Writing*. (NewYork: Routledge. 2013) P: 28.

[7] Davis, J. N. *Facilitating effects of marginal glosses on foreign language reading*. *The Modern Language Reading*, *73*(1), 41-52.1989.

However, based on the research conducted by Alghafly, hypertext glosses would be more effective to improve students' reading comprehension when the combinations of glosses are text, audio and picture.[8] It is in line with Susan L. Cooledge who stated that learners needed more combinations of glosses to make students more comprehend the text such as the combination of text, picture, audio and video. [9] Those could happen because when we put more glosses in the text, the text would be clearer and more understandable for student. The students will also get many inspirations from their reading activity.

Based on the discussion above, we could conclude that hypertext glosses with the combination of text and picture (used in this research) is effective to improve the eighth graders' reading comprehension of recount text, but it will be better and more effective if we maximize the combination of glosses by giving additional glosses such as audio or video depends on students' need.

2. **The Disadvantages and advantages from Learning Reading Recount Text using Hypertext Glosses**

Based on the findings above, the advantages and the disadvantages of hypertext glosses gotten by the eighth graders at SMPN 2 Surabaya while learning reading recount text using hypertext glosses can be classified into 4 categories. They are the advantages and the disadvantages of hypertext glosses

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[8] Alghafli. *The Effect of Mediated Glosses on Vocabulary Retention and Reading Comprehension with English Language Learners in Saudi Arabia.*
[9] Susan L. Cooledge. *L2 Reading and Hypertext: a Study of Lexical Glosses and Comprehension among Intermediate Learners of French*. 2004.

based on the use of time, based on the use of glosses, based on the use of computer and based on reading skill improvement. Here is the category:

Category	The Advantages	The Disadvantages
The use of time in reading	Understanding and memorizing the content of the text faster and easier	Wasting time to read the text because sometimes students lose the contact to the text
The use of glosses for reading	Keeping flow of reading and minimizing difficult words in the text.	Too much glosses in the text are distracted and the glosses makes students dependent to the text given
The use of computer for reading	Having interesting view/ design which can motivate students to read and Motivating students to active in the class because of the use of new media	Reading text from hypertext glosses too long can irritate students' eyes.
Reading skill improvement	Identifying explicit and implicit information easily and identifying synonym, antonym or references fast	

Based on the category, the implementation of hypertext glosses in learning reading recount text brought some advantages for students. First, the advantages that the eighth graders at SMPN 2 Surabaya got based on the use of time in reading are hypertext glosses made students understanding the text faster and easier and made students memorizing the content of the text faster and easier. This result supported by Allan Paivio in his Dual Coding Theory. He stated that media which used two presentation (verbal and nonverbal) is more memorable and understandable.[10] Second, the advantages that students got from the use of glosses are keeping flow of reading and minimizing difficult

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[10] Allan Paivio. *Mental Representation: A Dual Coding Approach*. (New York: Oxford University Press. 1986). P: 53.

words in the text. It is as stated by Theresa Catalano that hypertext glosses is really helpful since the students do not need to waste their time to consult dictionary to translate unfamiliar words.[11] Third, the students also got the advantages of the implementation of hypertext glosses based on the use of computer as media to show hypertext glosses. The advantages were getting students' interest to read the text because hypertext glosses as a computerization text can be viewed in various designs and motivating students to be active in participating the reading class. It is consistent with the result of Theresa Catalano' research which stated that hypertext glosses is useful tool for learning reading.[12] Fourth, hypertext glosses gives good influence to the students' comprehension of recount text especially in identifying important information implicit and explicitly and identifying synonym, antonym and references fast easily. This result is supported by Elyes Ben Salem who stated that hypertext glosses is useful and helpful in learning reading to improve the students' reading comprehension.[13]

However, there were also disadvantages which the eighth graders got from learning reading using hypertext glosses. First, the disadvantages based on the use of time in reading, some of students sometimes lose contact to the text

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[11] Theresa Catalano. "*Promoting L2 Reading in Less Commonly Taught Languages with Hypertext*". (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.
[12] Theresa Catalano. "*Promoting L2 Reading in Less Commonly Taught Languages with Hypertext*". (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.
[13] Alghafli. *The Effect of Mediated Glosses on Vocabulary Retention and Reading Comprehension with English Language Learners in Saudi Arabia.*

when they read using hypertext glosses. It happened because they enjoyed clicking the blue words and forgot the last words they read. Second, the disadvantages based on the use of glosses are too much glosses are distracted and made them dependent to the clue given. Those are consistent with Theresa Catalano's research about advantages and disadvantages of hypertext glosses. In her researcher, she found that students got some disadvantages while learning reading using hypertext glosses.[14] Third, the disadvantages students got from learning reading using hypertext glosses found from the use of computer. Some students became uncomfortable to read the text using hypertext glosses because reading via hypertext glosses to long time made them got eyes irritation.[15] It may happen because they are not accustomed to read the text using computer.

However, based on the result above, hypertext glosses brings more advantages than disadvantages for students in learning reading. The advantages students got from learning reading using hypertext glosses more dominant than disadvantages they got. They are more helpful, interesting, memorable and understandable than traditional media (textbook). Thus, hypertext glosses could be one of effective media in learning reading especially recount text.

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[14] Theresa Catalano. "*Promoting L2 Reading in Less Commonly Taught Languages with Hypertext*". (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.
[15] Theresa Catalano. "*Promoting L2 Reading in Less Commonly Taught Languages with Hypertext*". (Paper presented at Department of Teaching, Learning and Teacher Education, 2011), 42.