CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter discusses: (1) findings, (2) data descriptions, (3) prerequisite analysis, (4) result of hypothesis testing, and (5) interpretation

4.1. Findings

This section describes the results of the pre-test and post-test scores from the samples before and after the experiment. The test of the pre-test and post-test were the same. There were 40 questions which were in multiple choice forms.

4.2. Data Descriptions

In data descriptions, there were two analyses. They were distributions of data frequency and descriptive statistics.

4.2.1. The Descriptions of Data Frequency

In the distributions of data frequency, score, frequency, and percentage were analyzed. The scores were obtained from: (1) pre-test scores in control and experimental group (2) post-test scores in control and experimental group.

4.1.1.1. Students' Pre-test Scores in Control Group and Experimental Group

In distribution of data frequency, the writer got the interval score, frequency and percentage. The result of the pre-test scores in control group is described in Table 11.

Table. 11
Distribution of Data Frequency and Descriptive Statistic on Students' Pre-
test Scores in Control and Experimental

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
Control Group	Very Good		0	0%	55	67,5	63,8333	3, 63966
	Good		10	33.3%				
	Average	30	19	63.3%				
	Poor		1	3,3%				
Experimental Group	Very Good		0	0%	57,5	75	68,1667	3, 46990
	Good	30	23	76.7%				
	Average		7	23.3%				
	Poor		0	0%				

Based on the result analysis of students' pre-test scores in control group for 30 students, it showed that 1 students (3.3%) were low level, 19 students (63.3%) were in average level, and 10 students (33.3%) were in good level. Meanwhile, in experimental group there were 7 students (23.3%) were in average level, and 23 students (76.7%) were in good level.

4.2.1.2. Students' Post-test Scores in Control Group and Experimental Group

In distribution of data frequency, the result of the post-test scores in control and experimental group is described in Table 12.

Table. 12
Distribution of Data Frequency and Descriptive Statistic on Students' Post-test Scores in Control and Experimental

	Category	N	Frequency	Percentage (%)	Min	Max	Mean	Std Deviation
Control Group	Very Good	30	0	0%	62.50	80,00	72,4167	4,57143
	Good		28	93.3%				
	Average		2	6.6%				
	Poor		0	0%				
Experimental Group	Very Good	30	1	3.3%	62,50	85,00	69,1667	4,92764
	Good		19	63.4%				
	Average		10	33.3%				
	Poor		0	0%				

Based on the result analysis of students' pre-test scores in control group for 30 students, it showed that 28 student (93.3%) were in good level, 2 students (6.6%) were in average level. Meanwhile, the result analysis of students' posttest scores in experimental group for 30 students, it showed that 1 students (3.3%) were in very good level, 19 students (63.4%) were in good level, and 10 students (33.3%) were in average level.

4.2.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score and standard deviation were analyzed. The results of the tests were presented in the form of scores ranging from 0 to 100 based on the result of each test. The maximum score for narrative reading by using comic strip strategy in the pre-test of the experimental group was 75.00, the minimum

score was 55.00, the mean score was 63,8333, and the score of standard deviation was 3, 63966. The maximum score for expository reading by using comic strip strategy in the post-test of the experimental group was 85, the minimum score was 62.50, the mean score was 72,4167, and the score of standard deviation was 4,57143.

After that, the maximum score for narrative reading in the pre-test of the control group was 75, the minimum score was 57, the mean score was 63,8333, and the score of standard deviation was 3.63966. The maximum score for narrative reading in the post-test of the control group was 80, the minimum score was 62.50, the mean score was 69.1667, and the score of standard deviation was 4,92764.

4.3. Pre-requisite Analysis

In prerequisite analysis, there were two analyses. They were normality test and homogeneity test.

4.3.1. Normality Test

Normality test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are normal or not. In analyzing the normality, the writer used Kolmogorov-Smirnov test in SPSS 22. The data is obtained from the students' pre-test and post-test in control and experimental groups. The test is considered normal whenever it is higher than 0.05. The data of normality test was figured out in Table 13.

Table. 13
Data of Normality Test

No.	Group	Test	Kolmogrov-Smirnov Z	Alpha (α 0.05)	Result
1	Exp	Pre-test	0. 199	> 0.05	Normal
		Post-test	0. 266	> 0.05	Normal
2	Control	Pre-test	0. 192	> 0.05	Normal
		Post-test	0. 147	> 0.05	Normal

The Kolmogrov-Smirnov test of the pre-test and post-test results of narrative reading of the experimental group showed that Kolmogrov-Smirnov was 0.199 for pre-test and 0.266 for post-test. Since, 0.199 and 0.266 was higher than 0.05, so it could be concluded that the data were considered normal.

Finally, the Kolmogrov-Smirnov test of the pre-test and post-test results of narrative reading of the control group showed that Kolmogrov-Smirnov was 1.393 for pre-test and 0.192 for post-test. Since, 0. 147 and 0.192 was higher than 0.05, so it could be concluded that the data were considered normal.

4.3.2. Homogeneity Test

Homogeneity test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are homogenous or not. In analyzing the homogeneity, the writer used the Levene Statistics in SPSS 22. The result is obtained from the students' pre-test and post-test in control and

experimental groups. The test is considered homogenous whenever it is higher than 0.05. The data of homogeneity test was figured out in Table 14.

Table. 14
Data of Homogeneity Test

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Comic Strip Strategy	Pre-test	Experimental	30	2,640	0.074	Homogenous
		Control	30			
	Post-test	Experimental	30	1,848	0.165	Homogenous
		Control	30			

From the table of measuring homogeneity test of students' pre-test scores in the experimental and control group, it was found that the significance level was 0.074. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

Finally, based on measuring homogeneity test of students' post-test scores in the second experimental and control group, it was found that the significance level was 0.165. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

4.4. Hypotheses Testing

In measuring means significant difference on narrative reading between the students' who are taught by using comic strip strategy at SMP PTI Palembang, the result students' pre-test scores (before getting treatment) was compared to

students' post-test scores (after getting treatment) in experimental group. From the analysis, it was found that t obtained was 3.142 and t table (2.04), it means that t obtained is higher than t table and the p-output was lower than 0.005. It means that experimental group which was taught using comic strip Strategy showed more significant difference and it could be mentioned that Ho is rejected and Ha is accepted. The result analysis of means significant difference could be seen it Table 15

Table. 15
Group Statistics Paired Sample t-Test: Measuring a Significant Difference
of Students' Pre-test Scores in Experimental and Post-test Score
Experimental Group

Comic Strip Strategy	Paired Sample t-test			Ho
	t	Df	Sig. (2tailed)	
	0.881	29	0.385	Rejected

4.5. Interpretations

In the previous chapter based on the results of statistical analyses, the writer made some interpretations. They were:

First, before the students were given treatment, the students in VIII.1 and class VIII.2 were given pre-test, the result of pre-test in class VIII.1 and class VIII.2 is that the result pre-test of class VIII.2 was better than the result of pre-test in VIII.1. So, the researcher chose class VIII.2 as control group, and VIII.1 as experimental group.

Second, after the pre-test has done, the students experimental group were given the treatment by using comic strip strategy. In the first to second meeting,

the students got difficulty in comprehending the text., they also got bored in reading text, they only read the texts aloud without any comprehension. In this situation, the writer give students reading materials accompanied by visuals such as pictures with text in balloons, cartoons, or comic strips to make reading more enjoyable and comprehensible strips and asked some questions in order to find out whether they had understood. In the third to seven meeting, they were interested in following the story and talked about the passage using the comic strips. They also began to take a part in discussion. In the eighth to twelve meeting, the students followed a step by step, they also got different nuances of teaching and learning process. The students also corrected their comprehension in narrative text automatically. Furthermore, the students were active and never absent to study in 12 meetings. It is related to the study investigated by McVicker (2007, p. 86) that using a comic strip as an alternative text structure for reading alters the child's view of traditional text structures such as narrative texts, nonnarrativetexts, and poetry. In addition, children who struggle with reading often report that they do not read for pleasure. This can be attributed to the difficulty they experience when they approach the task of reading. Meanwhile, the control group also showed an difference. But, difference in experimental group was higher than control group. It was because the control group had difficulty in test and did not have motivation to read the text. So, they did not to serious and focus in anwer the question. It means that teaching reading comprehension using comic strip brings advantages. Students tended to be more active when they were taught by comic strip strategy.

They learn the differences among similar words which help to anhance their reading comprehension.

The last, from the result of analysis paired sample t-test, there were significant difference on students' narrative reading achievement of the students' posttest scores in experimental group. It was caused the students got the benefit or advantages from the implementation of comic strip strategy, it showed there had some progression, students tended to be more active, observed to be more diligent and interested to study reading achievement by using comic strip strategy. It is relevant to the theory stated by Edmunds (2002, p. 84) the use of comic strips was actually meant to help the students in imagining and memorizing the sequential events, and the treatment gave students different nuances of teaching and learning process so they were interested in following the story.

Base on the explanation above, comic strip strategy was sucesfully implemented to the eighth grade students of SMP PTI Palembang. Therefore, the teacher of English can use comic strip strategy in teaching and learning process to improve students English narrative reading achievement.