

CHAPTER IV

FINDINGS AND INTERPRETATION

In this chapter presents, (a) finding and (b) interpretations of the study were presented.

A. Findings

The findings of this study were (1) data descriptions, (2) prerequisite analysis, and (3) result of hypotheses testing.

1. Data Descriptions

In data descriptions, there were two analysis to be done. They were distributions of frequency data and descriptive statistics. The scores were obtained from students' pretest and posttest in control and experimental groups.

a. Distributions of Frequency Data

In distributions of data frequency, the students' scores were described in the form number of students who got a certain score, and score percentage from pretest scores in control group, pretest scores in experimental, posttest scores in control group, and posttest scores in experimental group.

1) Students' Pretest Scores in Control Group

From the result analysis of frequency data, it was found that there were 20 % or 5 students got score 65, 16 % or 4 student got score 67.5, 20 % or 5 student got score 70, 12 % or 3 students got score 72.5, 16 % or 4 students got score 75, 8 % or 2 student got 75.5, 4 % or 1 students got score 80, and 4 % or 1 students got

score 82.5. The distribution of the result analysis was described in the table as follows.

Table 9
Distributing the Frequency Data of Students' Pretest Scores in Control Group

Raw Score	Frequency	Percentage (%)
65	5	20
67.5	4	16
70	5	20
72.5	3	12
75	4	16
77.5	2	8
80	1	4
82.5	1	4
Total	25	100

2) Students' Pretest Scores in Experimental Group

From the result analysis of frequency data, it was found that there were 20 % or 5 students got score 65, 16 % or 4 student got score 67.5, 20 % or 5 student got score 70, 12 % or 3 students got score 72.5, 16 % or 4 students got score 75, 8 % or 2 student got score 77.5, 4 % or 1 students got score 80, and 4 % or 1 students got score 82.5. The distribution of the result analysis was described in table 10 as follows.

Table 10
Distributing the Frequency Data of Students' Pretest Scores in
Experimental Group

Raw Score	Frequency	Percentage (%)
65	5	20
67.5	4	16
70	5	20
72.5	3	12
75	4	16
77.5	2	8
80	1	4
82.5	1	4
Total	25	100

3) Students' Posttest Scores in Control Group

From the result analysis of frequency data, it was found that there were 20 % or 4 students got score 56, 20 % or 4 student got score 60, 5 % or 1 student got score 64, 10 % or 2 students got score 68, 10 % or 2 students got score 76, 10 % or 2 students got score 80, 15 % or 3 students got score 84, 5 % or 1 student got score 92, and 5 % or 1 student got score 96. The distribution of the result analysis was described in table as follows.

Table 11
Distributing the Frequency Data of Students' Posttest Scores in Control Group

Raw Score	Frequency	Percentage (%)
60	2	8
65	5	20
67.5	2	8
70	4	16
72.5	6	24
75	2	8
77.5	2	8
80	2	8
Total	25	100

4) Students' Posttest Scores in Experimental Group

From the result analysis of frequency data, it was found that there were 16 % or 4 students got score 70, 8 % or 2 student got score 72.5, 24 % or 6 student got score 75, 16 % or 4 students got score 77.5, 8 % or 2 student got score 80, 8 % or 2 student got 82.5, 16 % or 4 student got score 85, and 4% or 1 student got score 87.5. The distribution of the result analysis was described in table as follows.

Table 12
Distributing the Frequency Data of Students' Posttest Scores in Experimental Group

Raw Score	Frequency	Percentage (%)
70	4	16
72.5	2	8
75	6	24
77.5	4	16
80	2	8
82.5	2	8
85	4	16
87.5	1	4
Total	25	100

b. Descriptive Statistics

In descriptive statistics, the students' scores were described a number of students who got the lowest score, the highest score, mean score, and the score of standard deviation from students' pretest scores in control and experimental groups, students' posttest scores in control and experimental groups.

1) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics from students' pretest scores in control group found that there were 25 students who are in the group of pretest control. The lowest score is 65, the higher score is 82.5, mean score is 71.2000,

and standard deviation is 5.00625. The illustration of students' pretest scores in control group was described in the following table.

Table 13
Descriptive Statistics of Students' Pretest Scores in Control Group

Pretest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	25	65.00	82.50	71.2000	5.00625

2) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics from students' pretest scores in experimental group found that there were 25 students who are in the group of pretest experiment. The lowest score is 65, the higher score is 82.5, mean score is 71.2000, and standard deviation is 5.00625. The illustration of students' pretest scores in experimental group was described in the table 14 below.

Table 14
Descriptive Statistics of Students' Pretest Scores in Experimental Group

Pretest Scores	N	Minimum	Maximum	Mean	Std. Deviation
	25	65.00	82.50	71.2000	5.00625

3) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics from students' posttest scores in control group found that there were 25 students who are in the group of posttest

control. The lowest score is 60, the higher score is 80, mean score is 70.4000, and standard deviation is 5.52834. The illustration of students' posttest scores in control group was described in the following table.

Table 15
Descriptive Statistics of Students' Posttest Scores in Control Group

Posttest Scores	N	Minimum	Maximum	Mean	Std. Deviation
		22	60.00	80.00	70.4000

4) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics from students' posttest scores in experimental group found that there were 25 students who are in the group of pretest experiment. The lowest score is 70, the higher score is 87.5, mean score is 77.5000, and standard deviation is 5.40062. The illustration of students' posttest scores in experimental group was described in the following table.

Table 16
Descriptive Statistics of Students' Posttest Scores in Experimental Group

Posttest Scores	N	Minimum	Maximum	Mean	Std. Deviation
		25	70.00	87.50	77.5000

1. Prerequisite Analysis

In prerequisite analysis, there were two analyses to be done. They were normality test and result of homogeneity test. The scores were obtained from posttest in both control and experimental groups.

a. Normality Test

In normality test, the students' scores were described to see the normality test using *Kolmogorov Smirnov* from students' pretest scores in control and experimental groups, students' posttest scores in control and experimental groups.

1) Students' Pretest Scores in Control Group and Experimental Group

From the table analysis, it was found the p-output from students' pretest in control and experimental group was 0.774. From the result of the p-output, it can be stated that the students' pretest in control group and experimental group was normal. Since it was higher than 0, 05. Then, a table of analysis was figure out in Table 17.

Table 17
Normality Test of Students' Pretest Scores in Control and Experimental Groups Using One-Sample Kolmogorov-Smirnov Test

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	25	0.774	0.588	Normal
2	Experimental Group	25			

2) Students' Posttest Scores in Control Group and Experimental Group

From the table analysis, it was found the p-output from students' posttest in control and experimental group was 0.808. From the result of the p-output, it

can be stated that the students' posttest in control group was normal. Since it was higher than 0,05. Then, a table of analysis was figure out in Table 18.

Table 18
Normality Test of Students' Posttest Scores in Control and Experimental Groups Using One-Sample Kolmogorov-Smirnov Test

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	25	0.640	0.808	Normal
2	Experimental Group	25			

b. Homogeneity Test

In measuring homogeneity test, Levene Statistics found in SPSS is used. The homogeneity test is used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

1) Students' Pretest Scores in Control and Experimental Groups

From the table measuring homogeneity test, it was found the p-output 1.000. It can be stated that the students' pretest in control and experimental group was homogeny since it was higher than 0.05. Then, a table homogeneity test was figure out in following table.

Table 21
Homogeneity Test of Students' Pretest Using Lavene Statistics

No	Students' Pretest	N	Levene Statistics	Df	Sig.	Result
1	Control Group	25	0.000	48	1.000	Homogen
2	Experimental Group	25				

2) Students' Posttest Scores in Control and Experimental Groups

From the table measuring homogeneity test, it was found the p-output was 0.986. From the result of the output, it can be stated that the students' pretest in experimental and control group was homogeny since it was higher than 0.05. Then, a table homogeneity test was figure out in table 22 below.

Table 22
Homogeneity Test of Students' Posttest Using Lavene Statistics

No	Students' Pretest	N	Levene Statistics	df	Sig.	Result
1	Control Group	25	0.000	48	0.986	Homogen
2	Experimental Group	25				

2. Result of Hypothesis Testing in Measuring a Significant Difference from Control and Experimental Groups

Significant difference is found from testing students' posttest scores in experimental group and control group by using *independent sample t-test*. it is found whenever the t-obtained is equals or exceeds than t-table with the degree of freedom (df) is $\nu = 48$ (50-2), the critical value is 2.064 The level of significance is 0.05 (sig. 2-tailed test).

The result of the independent sample t-test from the analysis, it showed that the t-obtained was 10.871. It could be stated that there was a significant difference on students' posttest scores in control and experimental groups since the t-obtained was exceeds than t-table with the degree of freedom (df) is $\nu = 48$ (50-2), the critical value is 2.021. The result analysis in measuring a significant difference was displayed in Table 24.

Table 24
Result Analysis in Measuring Significant Difference

Story Face Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	10.871	48	0.523	Rejected

B. Interpretations

Based on the findings above, the writer finally comes to following interpretation.

In this study, the result analysis of measuring a significant difference on the students' reading achievement by using Story Face strategy compared to those who are taught by using strategy that usually used by the teacher at SMPN 26 Palembang. The result of the independent t-test showed that the t-obtained was 10.871 and p-output 0.002. Since the p-output was lower than significant level of 0.05, it means alternative hypothesis was accepted and null hypothesis was rejected. In the table was found the p-output 0.002, it was $p\text{-output } 0.002 < 0.05$. Therefore, consequently the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. It could be interpreted that there was a significant difference on the students' reading comprehension achievement by using Story Face strategy compared to those who are taught by using strategy that usually used by the teacher.55o

After Story Face strategy was applied for the students, they felt that it is easier to comprehend information details in a text through making questions in paragraph to paragraph formulated in Story Face strategy. This statement is

supported by Staal (2000: 205). Story Face strategy applied gives the students new information details from their questions, and help students creates effective questions about the material they read, it also allows the students to answer the questions they formulate. Those statements above were also supported by Staal (2000: 285) who mentioned that Story Face strategy create a mental framework that holds new information in organized way and read more closely because the students are looking answers to their questions.

Finally this strategy is good to apply in teaching reading to improve student's reading comprehension than teacher strategy.