CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher focused on presenting the result of the data analyses which consits of descriptive finding on the treatment and the result of the quantitave data. The researcher calculated the individual score,mean score, standart deviation onterval score, t test, hyphesis testing and effect size.

1. The analysis of students' Individual score of Pte-test and Post-Test

In this part, the researcher analized the students' individual score of pre-test and post-test manually. After the students individual score of pre-tst and post-test obtained, the resr4acher analized the maximun score, minimum score mean score and standart deviation by utilized statistical package of social science (SPSS) version 16.0. the calculatuion displayed as follows:

Table 4.1

Statistics

		pretest	posttest
N	Valid	32	32
	Missing	0	0
Mean		42.38	60.50
Std. Deviation		12.438	10.884
Minimum		20	40
Maximum		72	88

Based on table showed above, the resarcher sparated the analysis into these following sub categories including the analysis on students' score of post-test and students mean score of pre- test and post -test.

a. **The analysis of students' score of pre- test**

The Value of pre-test showed the result of students score before the treatment conducted . from the table 1.7 it showed in pre-test the highest score that the students obtained was 72 and the lowest score that the students obtained 20. The total score that the students obtained was 1356 with the standart deviation score was 12.438.

b. **The analysis of students' Score of post-test**

The post test considered is a final evaluation of the students' achievement oh the use of TELLS strategy on reading comprehension. As can be seen on the table 7.1 the highest score that the students obtained was 88 and the lowest score that the students obtained was 40. The total score that the students was 1936 with the standart deviation 10.884.

2. **The analysis of students' mean score of pretest and post tets**

The result of students mean score of pre-test and post- test could be seen in table 7.1. the mean score of pre – test was 42.38, which classified as a poor and the mean score of post-test was 60.50 which classified as good. The students mean score of pre-test was lower than the students' mean score of post-test. The researcher evidence the comparison of the mean score pre-test and post-test in figure bellow :
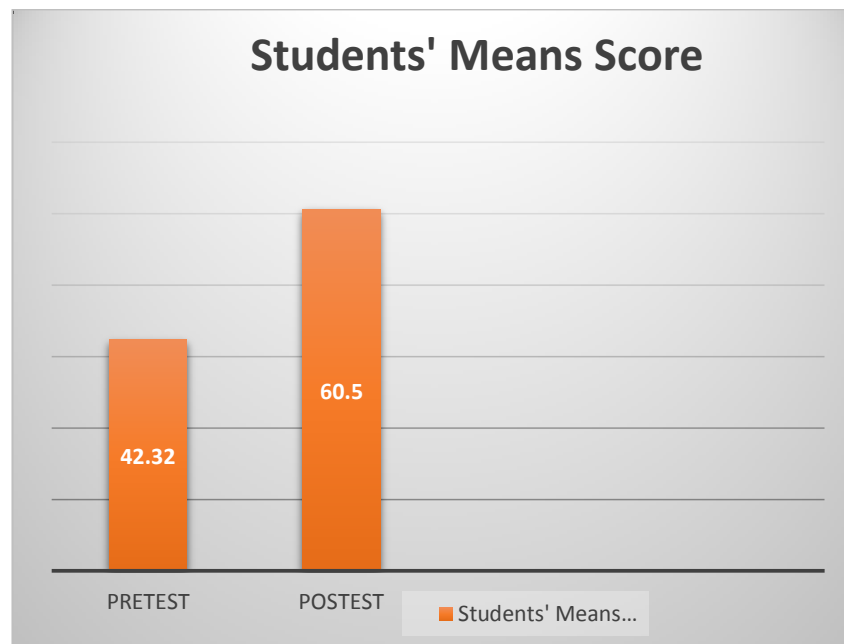
Figure

Based on the figure above, showed that the students' mean score of post-test was higher than the students' mean score of pre-test. The value of differnce between pre-test and post-test mean score was 18.12. Therefore it could be concluded that the treatments gave effects to the students' achievement in raeading comprehension.

3. **The analysis of students' interval score of pre-test and post – test**

After having the students' mean score of pre-test and post-test, the researcher analyzed the students interval score. The calculation of students intreval score was done manually, it could be describe as follows:

$\overline{D} = \overline{X}2 - \overline{X}1$

$\overline{D} = 60.50 - 42.38$

$= 18.12$

The result above displayed that the range between the mean score of pretest and postest was 18.12 it demontrated that the treatment was given by the researcher to the students affecting the students score. Then it can be stated that there were possibility of the treatment give which was effective in enhance reading skill. However, it

needed more evidences. Therefore, the researcher had to continue the calculation.

4. **The analysis of Standart Deviation of the score**

Standart deviation represent the deviation of the values of a set of data from its average or mean. If the standart deviation is lower, its means that the value are very close to their average. Otherwise, if the standart deviation is greater, its means that the value are far scattered from the average value. In this research, the researcher employed SPSS statistic 16,0 to calculated the students standart deviation. It can be seen on the table 7.1. the data showed that the standart deviation of pretest was 12.438 and post test was 10.884. it can be said that the standart deviations of pretest higher than standart deviation of post test. Therefore it can be concluded that the students' score in pre-test was scattered fat from the average value. Meanwhile, the students score in post-test was close to average value after implementing TELLS Strategy.

5. **Normality Test**

The function of normality test to determine whether or data of pre-test and post-test were in normal distribution. It is important key before deciding what type of analysis would be used. Normality test was used because the data was analyzed by using parametric statistic. The data would be assumed to be normaly distribution when the asymptote significant 2 tailed value is greater than or equal to the alpha level 0,05 it means its not normal distributio. The result of noramlity can be seen in the following table :

Table 4.2

One-Sample Kolmogorov-Smirnov Test

		pretest	postest
N		32	32
Normal Parameters[a]	Mean	42.3750	60.5000

	Std. Deviation	1.24376E1	1.08835E1
Most Extreme Differences	Absolute	.138	.138
	Positive	.138	.114
	Negative	-.062	-.138
Kolmogorov-Smirnov Z		.782	.780
Asymp. Sig. (2-tailed)		.574	.577

a. Test distribution is Normal

Based on the asymptote significant from the table above, the value of pre-test was 0,574 and post-test was 0,577. The result of asyptote significant 2 tailed value is greater than or equal to the alpha level 0,05 it means the data was normal distribution.

6. T – Test

The data distribution were found as the normal distribution which made the researcher desiced to use paired samples t-test to the hypotheses of the first research questions. The decisions making would be based on the paired sample t-test result of significance value (sig) compared to the α value. If the value significance from the paired samples t-test was higher than a (0,05), Null hypothesis was accepted. The result of computing the data into SPSS 16 was showed as folow :

Table 4.3

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-18.125	7.111	1.257	-20.689	-15.561	-14.419	31	.000

Based on the table above of the paired samples t-test result, that th et value was 14.419 which the value of t-table with confidence level 95% and df (31) was 1.695

7. **Testing of Hypotheses**

In this research, testing hypotheses could be seen from the result of t-test. The result of t-test was determiner which hypothesis was accepted and for this research. Based on the table of the paired samples t-test result, it can be seen that the value (14.419) was higher than t-table (1.695), and supported with the significant (sig) value was 000 was smaller than the α (0.05) which meant that Ho was rejected ad Ha was accepted.

Based the result about can be concluded the use of TELLS strategy on reading comprehension ia effective to the tenth grade students of SMAN 01 Marau in academic year of 208/2019)and the null hypotheses (Ho) was using TELLS strategy on reading comprehension is not effective to the tenth grade students of SMAN 01 Marau in academic year of 2018/2019.

From explanation above, it can be concluded that the use of TELLS strategy on reading comprehension to the tenth grade students of SMAN 01 Marau in the academic year 201 8/2019 was effective.

8. **Effect Size**

In analyzing how strong the effectiveness of the treatment was, the researcher used the formula of Cresswell's effect size. It was calculated manually. By acknowledging the value of the data calculation it would yield the answer of the second question of this research. The result of the effect size (ES) described bellow:

$$ES = \frac{\bar{X}2 - \overline{X1}}{SD}$$

$$ES = \frac{60.50 - 42.38}{12.438 + 10.884}$$

$$ES = \frac{18.12}{23.32}$$

$$ES = 0.78$$

From the calculate of the effect size (ES) above, it showed that the score was 0.78. Based on . the level of effect size explained in chapter III (hal 44), the effect size value which 0.51- 1.0 was categorized as moderate effect. Since the effect size value in this research was (0.78), it means that the treatment in this research which is TELLS strategy can be categorized had moderate effect. The moderate effect also shown from the students' achievement in reading comprehension proved that the students obtained higher score after the researcher conducted the treatment of TELLS strategy.

B. Discussion

Based on research findings, the researcher would discuss the data gathered from the research. On the top of it the researcher reinstated that the research problems of this research are " is the use of TELLS strategy effective in teaching reading comprehension to tenth grade students of SMAN 01 Marau in the academic year of 2018/2010?" and how strong is the effectiveness of TELLS strategy in teaching reading comprehension to the tenth grade students of SMAN 01 Marau in th eacademic year of 2018/2019?" and also the hypotheses that are being tested is whether " TELLS strategy is effective in teaching reading comprehension to the tenth grade students of SMAN 01 Marau in the academic year of 2018/2019" or " TELLS strategy was effective in teachung reading comprehension to the tenth grade students of SMAN 01 Marau in the academic year of 2018/2019"

In order to answer the research problem and test the hypotheses whether it is accepted or rejected, the researcher must analyse the statistical significance difference between pretest and posttest. The data

were analysed by using paired sample t-test to test the hypothese. From the result of the analysis, the findigs can be stated as follow:

First, it is found that the used of TELLS was effective in teaching reading comprehension to th etenth grade students of SMAN 01 Marau in the academic year 2018/2019 and its effect was categorize as moderate effect. The mean scores showed that posttest were higher than pretest, it sindicated that the implementation of TELLS Stratgey affected the students \' reading comprehension. Th effect that shown at the end of this research surely because TELLS is aimed students to analyse the text and language identifying .

Second, the null hypothesis of this research is TELLS is not effective in teaching reading comprehension to the tenth grade students of SMAN 01 Marau in the academic year of 2018/2019. The result of paired sample t-test revealed that sig value was higher than α value, in this case, the null hypothesis is rejected and the alternative hypothesis is accepted. It can be said that the use of TELLS had positif effect and succesful enough to enhance stuents reading comprehension to the tenth grade students of SMAN 01 Marau in the academic year of 208/2019.

The findings of this research are supported by the research conducted by Mustakim. " Improving the students' reading comprehension through Title, Look, Look, Examine and Setting (TELLS) strategy in at the first b yearstudents of SMA Muhhamadiyah 9 Makasar" found that TELLS was improving students' reading comprehension. Supported by Arvatelya foun that there was significant effect of using TELLS in teaching reading comprehension.

The disscusion of the findings above confirms the theory which proposed by some expert related to the effectiveness of TELLS strategy on reading comprehension. Students could get more opportunities to read while comprehending the text by using TELLS strategy and confident to reading after pratice. The result of those research revealed that TELLS strategy was effective to uplift students' reading comprehension.