CHAPTER IV

RESEARCH FINDING, DISCUSSIONS AND LIMITATION

This chapter is going to present the data description of research that consist of pre-test data, post test data, analyzing the data and discussion of research finding. Those descriptions are used to answer the problem statement that stated before namely “Can the story face strategy influence students’ ability in reading comprehension?”

4.1 Research Finding

This part discussed about the data description of pre – test, the data description of post test, the data analysis, hypothesis the statistical verification, discussion and limitation.

4.1.1 The Description of Pre – Test Data

Before the treatment is applied, the pre – test is given for the students. The description of pre – test data as follows: first, the students’ highest score was 16 and students’ lowest score was 9. Then, the statistical calculation of pre – test is obtained as follows: the range of interval class (R) was 7, the amount of interval class (K) was 6 and the wide of interval class was 1, 16. From the calculation of data in pre – test found out that the mean score (X) was 11.58, and standard deviation of score (S) was 1, 47.

Furthermore, the interval frequency that explained in the data finding in the pre – test and it could be seen in table 1
Table 3. The Interval Relative Frequency of Pre – Test

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F. Absolute</th>
<th>F. Relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 10</td>
<td>6</td>
<td>19,34%</td>
</tr>
<tr>
<td>11 – 12</td>
<td>19</td>
<td>61,29%</td>
</tr>
<tr>
<td>13 – 14</td>
<td>5</td>
<td>16,13%</td>
</tr>
<tr>
<td>15 – 16</td>
<td>1</td>
<td>3,23%</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100</td>
</tr>
</tbody>
</table>

Table shows that most of students’ highest score is 11 – 12. From the students score, it can be classified from the interval frequency that less than 7 students are in the highest score. While the others or more than 6 students are got the lowest score. Students who got score more is students in the 11 – 12 range students score is 61,29%. While there is only one student who got highest score. So, it can be classified that students have low ability in reading comprehension.

Before giving the post – test as the last meeting to measure students’ ability in reading comprehension, the story face strategy was applied in six times in the class.

First meeting, after giving pre – test, the next step the treatment was given to them. Before explained about the story face strategy, narrative text was introduced to additional on their prior knowledge. Then, explained elements of narrative text. Finally introduced and explained story face strategy. They are, *setting* explains about
the setting of place and time when the story happens (eye 1). **Main characters** introduce whom character will dominate in this story (eye 2). **Problem** means what happen in this story, the conflict of main character with the others (nose). **An event** is the chronologies of event when the problem happens (mouth). The last one is **Solution**, the end of the story (mouth). Then, students divided into small group four or five. Next, the text was given to them and the story was about *The Little Red Han*, the students cannot understand about this strategy, they feel confuse when certain statement include on every face of this strategy.

Second meeting, the treatment was given to them and they were introduced to the story at the second meeting was *The Old Man and His Camel*. In this session the student’s difficult to certain the element of story. For example setting and event of the story based on their sentence. They confused to mention the right answer, it indicated that their reading comprehension still low.

In this third meeting the other story given was *Snow White with the Seven Dwarfs* and the students were worked their topic in every groups. They shared with friends about the elements of the story and included that in the face form of strategy, this session some students difficult to certain the event of the story because the story is too long. So, the students’ confuse to identification the event of the story. But, to solve the problem the teacher was emphasized to students about form of the story face strategy.

In this fourth meeting the other story given was *Monkey and Crocodile*. The students paid attention to element of story face strategy. In this session the students
were enthusiastic to discuss their result in their group and than other group. Students were help to another to understanding the elements of story. The result, students can certain the element of story and students’ can be answering question by giving the teacher. On the other word, their ability was improved in reading comprehension than previous meeting.

In the fifth and sixth meeting the topic given was *King Lir* and *Hunting*. In this meeting, after their made the forms of the story face about the each topic. The students were stick pictures on the wall, after that their explained to other groups. It was to know the students’ ability in reading comprehension by using the story face strategy was influence or not.

From the first meeting to the sixth meeting at the treatment, it was found that the story face strategy was influence on students’ reading comprehension.

### 4.1.2 The Description of Post – Test Data

Post test data was given after giving treatment. The description of post - test data was the students’ highest score was 20, the students’ lowest score was 11, and the mean of score was 15. 32, the standard deviation of score was 2, 3 the range of interval class was 9, the amount of interval class was 6 and the wide of interval class was 2.

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F. Absolute</th>
<th>F. Relative</th>
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<tbody>
<tr>
<td></td>
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</table>
It seems that the result of students’ score in pre – test and post – test different significantly. In this case, the students’ score in post test is higher than the students’ score in pre – test.

Furthermore, there is significant difference by comparing the result of the students’ score in pre – test and post - test. In this case, the students’ score in post test is higher than the students’ score in pre test. It shows that in pre – test the highest score is 15 – 16 with only one student. And in the post test had some interval improved, they are 17 – 18 with 7 students and 19 – 20 with 3 students.

4.2 The Analysis of the Data

4.2.1 Normality Analysis of Pre – Test

In analyzing the normality of the data, Liliefors is a method that is used based on the result of the calculation of pre – test. They are: \( \sum X_i = 359, \sum Z_i = 0, 00, \) \( F(Z_i) = 14,4171 \) \( S (Z_i) = 13,413, F(Z_i) - S (Z_i) = -4, 5417, L_0 = -0, 0013 \) (See appendix 11)
Based on the result of analysis above, it is found that $L_0 = -0.0013$. This value is obtained by taking the high value among score $F(Zi) - S(Zi)$. The criteria value of Liliefors testing is the level of significance $\alpha = 0.05$ with the sample ($n$) = 31 is 0.886. Furthermore the $L_{list}$ is 0.886, the criteria analysis will receive Ho if $L_0 \leq L_{list}$ (-0.0013 $\leq$ 0.886). Therefore, it indicated that the data is in normal distribution.

4.2.2 Normality Analysis of Post – Test

In analyzing the normality of the data Liliefors is a method that is used based on the result of the calculation of post – test. They are: $\sum X_i = 475$, $\sum Z_i = 0.84$, $F(Zi) = 15,6145$, $S(Zi) = 17,692$, $F(Zi) - S(Zi) = -2.0775$, $L_0 = -0.025$.(see appendix 15).

Based on the result of analysis above, it is found that $L_0 = -0.025$. This value is obtained by taking the high value among score $F(Zi) - S(Zi)$. The criteria value of Liliefors testing is the level of significance $\alpha = 0.05$ with the sample ($n$) = 31 is 0.886. Furthermore the $L_{list}$ is 0.886, the criteria analysis will receive Ho if $L_0 \leq L_{list}$ (-0.025 $\leq$ 0.886). Therefore, it indicated that the data is in normal distribution.

4.3 Testing Hypothesis

In testing hypothesis, it is used $t$ - test formula as follows: $X_1 = 11,58$, $X_2 = 15,32$, $S_1 = 1,47$, $S_2 = 2,3$, $n_1 = 31$, $n_2 = 31$
The result of standard deviation of pre–test and post–test is 1.92 or 2 (see appendix 16) and the result of the applying of t–test is -7.79 (see appendix 17).

Table 5. The result of t–testing calculation

<table>
<thead>
<tr>
<th>N</th>
<th>Df</th>
<th>( t_{\text{count}} )</th>
<th>( t_{\text{tab}} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>60</td>
<td>-7.79</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The table above shows that \( t_{\text{count}} = -7.79 \) with the degree of freedom \((n1 + n2 - 2) = 60\) and the level of significance \(\alpha = 0.05\). The value of \( t_{\text{list}} = 2.00 \). The criteria of hypothesis verification is \( H_0 \) is tenable if \( t_{\text{count}} \leq t_{\text{list}} \). It can be concluded that \( H_0 \) is tenable because \( t_{\text{count}} \) is -7.79 the result also shows that \( t_{\text{count}} \) was in the level of significance and it indicated that the story face strategy can not influence significantly students’ ability in reading comprehension.

4.4 Discussion

Reading is one of skills that are very important for people especially for students. Some students were conducting reading for some reasons and purposes. According Grabe, et al (2002: 13) the purpose for reading is for getting simple information, learning from text, and reading to write (search for information needed for writing). In reading, students felt difficulties when they read the content of text, although the story is interesting to read. Therefore, the way to solve the problem is teacher must be creative to encourage the students’ motivation to learn the material.
with a good strategy. This research was aimed to find out whether story face strategy can influence students’ ability in reading comprehension or not.

This study found out that student’s ability in reading comprehension especially in narrative text was influenced. The result of the data analysis showed that the students’ ability in reading comprehension in the pre – test and post – test was different. The first step, pre – test was given to students, the second step, students were given treatment. Treatment was given for six times. In the first meeting, the story face strategy was introduced and explained. Also, the students were explained about element of story face, the first meeting it was given about *The Little Red Han*, second meeting was *The Old Man and His Camel*, The third meeting was *Snow White with the Seven Dwarfs*, the fourth meeting was *Monkey and Crocodile*, the fifth meeting was *King Lir* and the last meeting was *Hunting*. Every meeting the students’ ability to determine the elements of each story was improved, those influence to students score after giving post test. Based on the test counting, the results of research showed that the story face strategy influence students’ ability in reading comprehension. Virginia Department of Education (2004: 12) supports the result of this research. According to Virginia Department of Education (2004: 12) this strategy helps students visualize the important components of a narrative text, including setting, main characters, problems, and a resolution.

Finally, in testing hypothesis of research can be received or the application of story face strategy can influence the students’ ability in reading comprehension if
$t_{count} \leq t_{list}$. It was showed from calculation of the data by using $t$ – testing, and it was found that the hypothesis is tenable and in other words story face strategy influences significantly students’ reading comprehension.

4.5 Limitation

The limitation of this research is related to the sample, where the students are only one class as a sample. This research may need one class control to measure their ability. Therefore, one of class as sample to appropriate if the students score are also to be compared to find out whether story face strategy influence students’ reading comprehension or not. Yet, when one class takes as the sample, the story face strategy was influence students’ ability in reading comprehension.