

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Students' Reading Comprehension Data Taught by Using Visualization Strategy

The data of students' reading comprehension who were given Visualization Strategy were gotten from pre-test and post-test of class VIII. D as experimental class. Data can be seen on the table below :

Table IV.1
Students Score of Experimental Class

No	Name	Class	Score Pre-Test	Score Post-Test	Gained Score
1	Student 1	VIII.D	49	84	42
2	Student 2	VIII.D	63	91	28
3	Student 3	VIII.D	49	84	35
4	Student 4	VIII.D	42	77	42
5	Student 5	VIII.D	77	84	21
6	Student 6	VIII.D	70	91	21
7	Student 7	VIII.D	84	91	16
8	Student 8	VIII.D	35	77	49
9	Student 9	VIII.D	42	84	42
10	Student 10	VIII.D	14	70	63
11	Student 11	VIII.D	56	77	21
12	Student 12	VIII.D	49	84	35
13	Student 13	VIII.D	56	91	42
14	Student 14	VIII.D	49	70	49
15	Student 15	VIII.D	42	84	42
16	Student 16	VIII.D	56	77	28
17	Student 17	VIII.D	56	84	28
18	Student 18	VIII.D	35	77	42
19	Student 19	VIII.D	42	84	42
20	Student 20	VIII.D	35	84	49
21	Student 21	VIII.D	84	91	16
22	Student 22	VIII.D	77	98	23
23	Student 23	VIII.D	21	63	49
24	Student 24	VIII.D	77	100	23
25	Student 25	VIII.D	77	84	23
26	Student 26	VIII.D	77	91	23
27	Student 27	VIII.D	77	100	23
Total			1.491	2.272	924
Mean			55	84	34

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Based on the table above, the writer found that the total score of pre-test in experimental class was 1.491, while the highest score was 84 and the lowest score was 14. For the post-test, the writer found that the total score of post-test in experimental class was 2.415, while the highest score was 100 and the lowest score was 77.

Table IV.2
The Distribution of Frequency of the Students' Pre-Test Score of Experimental Class

	Frequency	Percent	Valid Percent	Comulative Percent
Valid 14	1	3,7	3,7	3,7
21	1	3,7	3,7	7,4
35	3	11,1	11,1	18,5
42	4	14,8	14,8	33,3
49	4	14,8	14,8	48,1
56	4	14,8	14,8	63,0
63	1	3,7	3,7	66,7
70	1	3,7	3,7	70,4
77	6	22,2	22,2	92,6
84	2	7,4	7,4	100,0
Total	27	100,0	100,0	

Based on the table above, it was obtained that in pre-test 1 student (3.7%) got score 14, 1 student (3.7%) got score 21, 3 students (11.1%) got score 35, 4 students (14.8%) got score 42, 4 students (14.8%) got score 49, 4 students (14.8%) got score 56, 1 student (3.7%) got score 63, 1 student (3.7%) got score 70, 6 students (22.2%) got score 77, and 2 students (7.4%) got score 84.

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Table IV.3
The Descriptive Statistic of Pre-Test in
Experiment Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	27	14	84	55,22	19.350
Valid N (Litewise)	27				

Based on the table above, it can be seen that the mean score of students' reading comprehension in the Experimental Class Pre- Test was 55,22 and the standard deviation was 19.350. for more details can be seen in the following table:

Table IV.4
The Descriptive Statistic of Post-Test in
Experiment Class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experiment	27	63	100	84,15	8.943
Valid N (Litewise)	27				

Based on the table above, it can be seen that the mean score of students' reading comprehension in the Experimental Class Post-Test was 84.15 and the standard deviation was 8.943. for more details can be seen in the following table:

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Table IV.5
The Distribution of Frequency of the Students' Post-Test Score of Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63	1	3,7	3,7	3,7
70	2	7,4	7,4	7,4
77	5	18,5	18,5	18,5
84	10	37,0	37,0	33,3
91	6	22,2	22,2	48,1
98	1	3,7	3,7	63,0
100	2	7,4	7,4	66,7
Total	27	100,0	100,0	

Based on the table above, it was obtained that in post-test 1 student (3.7%) got score 63, 2 students (7.4%) got score 70, 5 students (18.5%) got score 77, 10 students (37.0%) got score 84, 6 students (22.2%) got score 91, 1 student (3.4%) got score 98 and 2 students (7.4%) got score 100.

2. Students Reading Comprehension Data Taught Without Using Visualization Strategy.

Students answer multiple choice question about descriptive text taught with using Visualization Strategy. Class VIII. F as Control class, it can be seen on the table below:

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Table IV.6
Students Score of Control Class

No	Name	Class	Score Pre-Test	Score Post-Test	Gained Score
1	Students 1	VIII.F	63	77	14
2	Students 2	VIII.F	56	63	7
3	Students 3	VIII.F	42	63	21
4	Students 4	VIII.F	49	70	14
5	Students 5	VIII.F	70	70	0
6	Students 6	VIII.F	63	77	14
7	Students 7	VIII.F	35	56	21
8	Students 8	VIII.F	56	70	14
9	Students 9	VIII.F	56	70	14
10	Students 10	VIII.F	42	63	7
11	Students 11	VIII.F	49	63	14
12	Students 12	VIII.F	63	77	14
13	Students 13	VIII.F	63	84	14
14	Students 14	VIII.F	84	84	0
15	Students 15	VIII.F	49	70	21
16	Students 16	VIII.F	77	77	0
17	Students 17	VIII.F	49	63	14
18	Students 18	VIII.F	63	77	14
19	Students 19	VIII.F	42	56	14
20	Students 20	VIII.F	56	63	7
21	Students 21	VIII.F	28	42	14
22	Students 22	VIII.F	56	70	14
23	Students 23	VIII.F	42	56	14
24	Students 24	VIII.F	56	77	21
25	Students 25	VIII.F	84	100	16
26	Students 26	VIII.F	42	56	14
27	Students 27	VIII.F	56	70	14
Total			1.491	1.853	345
Mean			55	69	13

Based on the table above, the writer found that the total score of pre-test in control class was 1.491, while the highest score was 84 and the lowest score was 28. For the post-test, the writer found that the total score of post-test in experimental class was 1.853, while the highest score was 100 and the lowest score was 42.

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Table IV.7
The Descriptive Statistic of Pre-Test in Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-TestControl	27	28	84	55,22	13.636
Valid N (Litewise)	27				

Based on the table above, it can be seen that the mean score of students reading comprehension in the Control Class Pre-Test was 55,22 and the standard deviation was 13.636. for more details can be seen in the following table:

Table IV.8
The Distribution of Frequency of the Students' Pre-Test Score of Control Class

	Frequency	Percent	Valid Percent	Comulative Percent
Valid	28	1	3,7	3,7
	35	1	3,7	7,4
	42	5	18,5	25,9
	49	4	14,8	40,7
	56	7	25,9	66,7
	63	5	18,5	88,2
	70	1	3,7	88,9
	77	1	3,7	92,6
	84	2	7,4	100,0
Total	27	100,0	100,0	

Based on the table above, it was obtained that in pre-test 1 student (3.7%) got score 28, 1 student (3.7%) got score 35, 5 students (18.5%) got score 42, 4 students (14.8%) got score 49, 3 students (11.1%) got score 98, 7 students (25.9%) got score 56, 5 students (18.5%) got score 63, 1 student (3.7%) got score 70, 1 student (3.7%)

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got score 77 and 2 students (7.4%) got score 84.

Table IV.9
The Descriptive Statistic of Post-Test in Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Post-TestControl	27	42	100	69.04	11.474
Valid N (Litewise)	27				

Based on the table above, it can be seen that the mean score of students reading comprehension in the Control Class Post-Test was 68,63 and the standard deviation was 11.375. for more details can be seen in the following table:

Table IV.10
The Distribution of Frequency of the Students' Post Test Score of Control Class

	Frequency	Percent	Valid Percent	Comulative Percent
Valid	42	1	3,7	3,7
	56	4	14,8	18,5
	63	6	22,2	40,7
	70	7	25,9	66,7
	77	6	22,2	88,9
	84	2	7,4	96,3
	100	1	3,7	100,0
Tota	27	100,0	100,0	
1				

Based on the table above, it was obtained that in post-test 1 student (3.7%) got score 42, 4 students (14.8%) got score 56, 6 students (22.2%) got score 63, 7 students (25.9%) got score 70, 6 students (22.2%) got score 77, 2 students (7.4%) got score 84 and 1 student (3.7%) got score 100.

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3. The Difference between Students' Reading Comprehension Taught Without Using and by Using Visualization Strategy at Junior High School 1 Tembilahan Hulu

The students' pre-test and post-test of control and experiment classes are presented in the following table :

Table IV. 11
Students' Pre-Test and Post-Test of Experimental and Control Class

No	Experimental Class		Gained Score	No	Control Class		Gained Score
	Pre-Test	Post-Test			Pre-Test	Post-Test	
1	49	84	42	1	63	77	14
2	63	91	28	2	56	63	7
3	49	84	35	3	42	63	21
4	42	77	42	4	49	70	14
5	77	84	21	5	70	70	0
6	70	91	21	6	63	77	14
7	84	91	16	7	35	56	21
8	35	77	49	8	56	70	14
9	42	84	42	9	56	70	14
10	14	70	63	10	42	63	7
11	56	77	21	11	49	63	14
12	49	84	35	12	63	77	14
13	56	91	42	13	63	84	14
14	49	70	49	14	84	84	0
15	42	84	42	15	49	70	21
16	56	77	28	16	77	77	0
17	56	84	28	17	49	63	14
18	35	77	42	18	63	77	14
19	42	84	42	19	42	56	14
20	35	84	49	20	56	63	7
21	84	91	16	21	28	42	14
22	77	98	23	22	56	70	14
23	21	63	49	23	42	56	14
24	77	100	23	24	56	77	21
25	77	84	23	25	84	100	16
26	77	91	23	26	42	56	14
27	77	100	23	27	56	70	14
Total	1.491	2.272	924		1.491	1.853	345
mean	55,22	84,15	34		55,22	69,04	13

Referring to the table IV.13 showed that, the mean score of pre-test and post in experiment class were 55,22

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and 84,15 with the gain 34. Then in the control class, the mean score of pre-test and post-test were 55,22 and 69,04 with the gain 13. The result from the table above, there was significant difference for both pre-test and post-test in control class and experiment class.

Before analyzing the data using the independent sample t- test, the researcher first tested the normality of the data. In analyzing the normality of data, the researcher used the Kolmogorov Smirnov formula calculated by using SPSS. The results of the normality data are as follows:

Table IV.12
Test of Normality

CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-EXPERIMENT	,166	27	,054	,940	27	,119
POST-EXPERIMENT	,197	27	,009	,940	27	,123
PRE-CONTROL	,144	27	,159	,954	27	,274
POST-CONTROL	,133	27	,200*	,949	27	,208

Based on the table above, for all data from the experimental class and control class as well as the pre-test and post-test, it shows that the Kolmogorov Smirnov and Shapiro Wilk sig values are > 0.05 . So, the conclusion of this distribution is that it is normal. because the research data is normally distributed, the research is continued by using parametric independent sample t test.

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Table IV.13
Group Statistic

CLASS	N	Mean	Std. Deviation	Std. Error Mean
EXPERIMENTAL CLASS	27	84,15	8,943	1,721
CONTROL CLASS	27	69,04	11,474	2,208

Based on the table above, the number of students for the experimental class consisted of 27 students and the control class consisted of 27 students. The average value of the experimental class is 84.15 and the average value of the control class is 69.04, and the standard deviation of the experimental class is 8,943, while the standard deviation of the control class is 11,474, std. the average error of the experimental class is 1,721, while the std. the control class mean error is 2,208. The second table determines the results of the independent sample test analysis, as follows:

Table IV.14
Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal Variances assumed	1,317	,256	5,397	52	,000	15,111	2,800	9,493	20,729
	Equal Variances not assumed			5,397	49,074	,000	15,111	2,800	9,485	20,737

Based on the output SPSS above, independent-sample T-Test shows Levene's Test to know the same variance.

H_0 : Variance Population identical

H_a : Variance Population not identical

If Probabilities >0.05 , H_0 is accepted

If Probabilities < 0.05 , H_a is accepted

It can be seen that the sig. value of Levene's Test is 0.256. It can be stated that $0.256 > 0.05$. It means that H_0 is accepted, so the variance of the population is identical. Then, to know whether there is or not the statistically difference, independent sample T-Test shows the t-test for Equality of means. The testing criteria

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and hypotheses are below:

If Probabilities >0.05 , H_0 is accepted

If Probabilities < 0.05 , H_a is accepted

H_0 : There is not statistically difference

H_a : There is statistically difference

From the output above, it was found that the sig. value was 0.000. It can be stated that $0.000 < 0.05$. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. This means that there is a significant difference in reading comprehension of students who are taught by using Visualizayion Strategy with students who are taught without using Visualization Strategy at Junior high school 1 Tembilahan Hulu.

To identify the level of the effect of using Visualization Strategy on reading comprehension at Junior High School 1 Tembilahan Hulu, it was calculated by using eta squared formula:

$$n2 = \frac{t^2}{t^2 + (n1 + n2 - 2)}$$

$$n2 = \frac{5.397^2}{5.397^2 + (27 + 27 - 2)}$$

$$n2 = \frac{29.12}{29.12 + 52}$$

$$n2 = \frac{29.12}{81.2} = 0,35$$

Based on the result above, it was clear that the effect size was

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0.35. The guidelines proposed by Cohen (1988) in Pallant (2005) for interpreting this value are: 0.01 is small effect, 0.06 is moderate effect, and 0.14 is large effect. It means that the use of Visualization strategy has large effect on students' reading comprehension.

In conclusion, teaching reading by using Visualization Strategy at Junior High School 1 Tembilahan Hulu is better than without using Visualization Strategy. Thus, there is a significant difference of using Visualization Strategy to improve students' reading comprehension at Junior High School 1 Tembilahan Hulu.

B. Discussion

In this study the researcher took 2 classes as research participant, Experimental class and Control Class. Experimental class was given by using Visualization Strategy while Control class without using Visualization Strategy.

The result of data findings showed that there is significant difference of students reading comprehension using Visualization Strategy.

In line with M. Musdizal (2019) the finding of this study that there was significant effect of using visualization strategy in the students' reading comprehension achievement of recount text. The study from Mariyanti, Hayatul muna and Nyak Mutia Ismail (2019) do the research about the Visualization and Comprehension. The findings of this study that visualization

while reading can help students a lot in terms of inferring, details, and main idea. The study from Adenan Damiri, Tommy Hustomo, and Yeti Aprita Sari (2022) indicates Visualization Strategy had a beneficial impact on reading comprehension, so the students can improve their reading skills using this learning strategy. Next, Melia Santi, Reflinda (2022) found that visualization strategies can improve students' reading comprehension, especially in understanding detailed information. According to Putri Restu Damayanti, Siti Sarah Fitriani, Saiful Marhaban (2020). In conclusion, this research has demonstrated that the treatment activities have improved the students' reading comprehension as they enjoy competition and fun in learning English.

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