CHAPTER IV

Finding and Discussion

This chapter presents the result of sticky notes in students reading skill at MTsN 2 Nganjuk. It explains finding and discussion of the finding about the description of pre-test and post-test, testing assumption and the result of analyzing using ANCOVA.

A. Research Finding

This chapter the researcher explains the result of the data found during the research. The data was taken from pre-test and post-test from two different classes. The pretest for both of experimental and control group at 5th of February 2020. The post test was done for both of experimental and control group at 17th of February 2020. The test was applied for two classes of eight grade at MTsN 2 Nganjuk. The aim of this chapter was to determine the effect of using sticky notes in students' reading skill.

The researcher presented the calculation from the result of pre-test and post-test from both experimental and control group. The data shows the result from the students who are taught using Sticky Notes and those who are taught using Cloze Procedure. The researcher analyzed the data from pre-test and post-test by using ANCOVA from SPSS 16 in order to know the result from the tests. The researcher give pre-test for both experimental and control group in order to know the students' reading skill before they get the treatment. The pre-test score at experimental group was conducted on February 5th 2020 and for the control group was conducted on February 5th 2020. The summary of pre-test result from both experimental and control group can be seen in table 4.1

Table 4.1

Descriptive Statistic of Pre-test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE_EXPERIMENTAL	31	30.00	80.00	1525.00	49.1935	11.18755
POST_EXPERIMENTAL	31	50.00	85.00	2225.00	71.7742	8.32150
Valid N (listwise)	31					

Descriptive Statistics

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	N	Minimum	Maximum	Mean	Std. Deviation
PRE_CONTROL	29	30.00	65.00	50.6897	9.42301
POST_CONTROL	29	50.00	85.00	72.5862	8.30455
Valid N (listwise)	29				

From the table 4.1 above, there are 31 students in experimental group and 29 students in control group. The highest score of pretest was 80.00 for the experimental group and 65.00 for the control group. The lowest score was 30.00 for both experimental and control group. The mean of the pre-test was 49.19 for experimental group and 50.68 for control group. The standard deviation was 11.18 for experimental group and 9.42 for control group. For the students' score can be seen on appendix 8 page 86. 2. Data description of Post Test Score

The researcher give post-test to both experimental and control group after the students of both class get treatment from the researcher on 17th February 2020. The goal of the post test is to know the students' reading skill after they get some treatment of Sticky Notes for experimental group and Cloze Procedure for control group. The result of the post test can be seen in table 4.2

Table 4.2

Descriptive Statistic of Post-test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PRE_EXPERIMENTAL	31	30.00	80.00	1525.00	49.1935	11.18755
POST_EXPERIMENTAL	31	50.00	85.00	2225.00	71.7742	8.32150
Valid N (listwise)	31					

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE_CONTROL	29	30.00	65.00	50.6897	9.42301
POST_CONTROL	29	50.00	85.00	72.5862	8.30455
Valid N (listwise)	29				

From the table above shows the highest score of the post test of both experimental and control group is 85.00. The lowest score from the post test of both experimental and control group is 50.00. The mean score from the post test of experimental group is 71.77 and for control group is 72.58. The last is score of the standard deviation from experimental group is 8.32 and for control group is 8.30.

3. Testing Assumption

The researcher got the data from pre-test and post-test obtained from the experimental group and the control group. The researcher analyzes the data using ANCOVA (Analysis of Covariance). The purpose of this calculation is to know the significant influence using Sticky Notes in teaching reading skill for the students. There are some assumptions that must be fulfilled before analyzing data by using ANCOVA. The first is the distribution of the data must be normal, the second is the variance between experimental and control group must be homogeneous, there must be no interaction between the pre-test and group, and the relationship between pre-test and posttest must be linear. The testing of assumption is presented as follow.

a. Assumption of Normality

Normality test is purposed to know whether or not the data of the scores show the normal distribution. This test was done by using the SPSS 16 and applied the Kolmogorov-Smirnov. The distribution is considered normal if the significant value is higher than the significance level of 0.05 or p (Sig.) > 0.05. The normality test of the students reading skill is presented in the following table.

The Result of Normality Test

		Kolmogorov-Smirnovª				Shapiro-Wilk	
	class	Statistic	df	Siq.	Statistic	df	Siq.
pretest	experimental class	.149	31	.079	.955	31	.209
	control class	.149	29	.100	.943	29	.123
posttest	experimental class	.147	31	.086	.931	31	.047
	control class	.132	29	.200'	.938	29	.090

Tests	of	Normality
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a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, the Kolmogorov-Smirnov significant value is 0. 079 for the pre-test of experimental group and 0.100 for the pre-test of control group. Both of them are greater than 0.05, the distribution is normal because the Sig is higher than 0.05. Furthermore, the significant value is 0.086 for the post-test of experimental group and 0.200 for the post-test of control group. Based on the normality above, the distribution of students' scores in the post-test of both of experimental and control group are normally distributed.

b. Assumption of Homogeneity Variance

Homogeneity Of Variance test is the next assumptionafter the normality test. It aimed to know the homogeneity variances between groups and used Levene's test. In the Levene's test, the variances of the data between groups will be homogeneous if the result of the data is more than 0.05. The result of the calculation of homogeneity variances can be seen in table 4.4

The Result of Homogeneity of Variance Test

		Levene Statistic	df1	df2	Sig.
PRE	Based on Mean	.323	1	58	.572
	Based on Median	.344	1	58	.560
	Based on Median and with adjusted df	.344	1	54.443	.560
	Based on trimmed mean	.315	1	58	.577
POST	Based on Mean	.015	1	58	.903
	Based on Median	.002	1	58	.965
	Based on Median and with adjusted df	.002	1	57.819	.965
	Based on trimmed mean	.024	1	58	.877

Test of Homogeneity of Variance

The result of Levene's test by using SPSS 16 presents 0.572 for the pre-test and 0.903 for the post-test, which means both of 0.572 for the pre-test and 0.903 for the post-test is bigger than 0.05. As a result, the calculation result of homogeneity variances of the data is homogeneous.

c. Assumption of Homogeneity Regression

Homogeneity of regression (SLOPE) is the third assumption before the researcher conducts the hypothesis testing by using ANCOVA. The test evaluates the interaction between the covariate and independent variable in the prediction of the dependent variable. There must be no interaction between the covariate and the independent variable or the result is more than 0.05 in order to be able to proceed with ANCOVA. A significant interaction between the covariate and the independent variable suggest that the differences on the dependent variable among groups vary as a function of the covariate.

The Result of Homogeneity of Regression Test

Dependent Variable:	POST				-
Source	Type III Sum of Squares	df	Mean Square	F	Siq.
Corrected Model	1288.746ª	3	429.582	8.813	.000
Intercept	5564.480	1	5564.480	114.160	.000
CLASS	6.018	1	6.018	.123	.727
PRETEST	1256.803	1	1256.803	25.784	.000
CLASS * PRETEST	6.797	1	6.797	.139	.710
Error	2729.587	56	48.743		
Total	316500.000	60			
Corrected Total	4018.333	59			

Tests of Between-Subjects Effects

a. R Squared = .321 (Adjusted R Squared = .284)

The result of Homogenity of regression (SLOPE) can be seen that the value of Sig of CLASS*PRETEST is 0.710 and the significant value is greater than 0.05. It means there is no interaction between covariate and independent variable. As a result, the researcher could continue to process the data by using ANCOVA because the assumption of ANCOVA analysis have fulfilled.

Assumption of Linear Relationship Between Covariate and Dependent Variable

Linear Relationship between Covariate and Dependent Variable is the last assumption before the researcher conducts the hypothesis testing by using ANCOVA. The purpose is to evaluate the relationship of the covariate and the dependent variable, controlling for the dependent variable (for any particular group). There must be a significant relationship between the covariate and the dependent variable is lower than 0.005 and it is able to proceed with Ancova analysis.

The Result of Linier Relationship between Covariate and Dependent

Variable

Dependent Variab	le:POST		-		
Source	Type III Sum of Squares	df	Mean Square	F	Siq.
Corrected Model	1281.949ª	2	640.974	13.352	.000
Intercept	5917.153	1	5917.153	123.257	.000
PRETEST	1272.069	1	1272.069	26.498	.000
CLASS	.278	1	.278	.006	.940
Error	2736.384	57	48.007		
Total	316500.000	60			
Corrected Total	4018.333	59			

Tests of Between-Subjects Effects

a. R Squared = .319 (Adjusted R Squared = .295)

The pre-test value as the covariate of the assumption relationship between covariate and dependent variable can be seen from the sig = 0.000 < 0.05 which is lower than 0.05. It means that there is a significant relationship between the covariate and the dependent variable. The conclusion is the covariate is linearly related to the dependent variable.

e. The Result of Analyzing Using Ancova

After the researcher calculatingNormality test, Homogenity Of Variance test, Homogenity of regression (SLOPE) and Linear Relationship Between Covariate and Dependent Variable, the next step is testing hypothesis. Based on the table above, the significant value of the hypothesis testing is 0.94 which is greater than 0.05 (.000>.05). It means, in this research the null hypothesis is accepted and the alternative hypothesis is rejected. In conclusion, there is no significant different of the students' reading skill

between the students who were taught by using Sticky Notes and the students who were taught by using Cloze Procedure.

B. Discussion

The objective of this study is to find out the significant difference of the students' reading skill between those students who are taught by using Sticky Notes and those students who are taught by using Cloze Procedure. The data analysis shows that the mean of the pretest in experimental group is 49.19 and the mean of the pretest in control is group 50.68. After conducted the pretest and also the treatment, the researcher gave posttest. The mean of the posttest in experimental group is 71.77 and the mean of the posttest in control group is 72.58. It shows that the mean score of posttest is higher than the mean score of pretest.

The result of analysis of the hypothesis testing shows that the significant value of the hypothesis testing is 0.94 which is greater than 0.05 (.000>.05). It means that the null hypothesis is accepted and the alternative hypothesis is rejected. Even though the result of the research is there is no significant different of the students' reading skill between the students who were taught by using Sticky Notes and the students who were taught by using Cloze Procedure. In other words is accepted the null hypothesis, but there is also increasing score in experimental group despite it is not significant.

There are some possible reason of the result of the finding. The first possible reason is the treatment of the experimental group was too difficult for the students because after the students get the treatment they still have unfinished assignments and the assignments is about analyzing the recount text from the teacher by using sticky notes. The next possible reason is lack of interest of the students, it can be happened because teaching reading skill by using cloze procedure that has been taught in control group is more exciting than teaching reading skill by using sticky notes in experimental class.

The result of the previous study is different with the result of this study, the research of Wiley and Wooten (2015) confirmed that Sticky Notes was effective to teach reading skill and there is significant different from the students who are taught by using sticky notes and the students who did not have it. Even though, in this research the sticky notes there is no significance difference between the students who are taught by using sticky notes and the students who did not have it. However, there is still increasing score of the students from pretest and posttest.

In connection with the research finding, the result of the previous study is different with the result of this research. The research of Bahrami and Nosratzadeh (2017) confirmed that note taking strategy is effective in reading comprehension and there is significant different from the students who are taught by using sticky notes and the students who did not have it, which is different with this present research.