CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students' performing at reading class which taught by the teacher in English subject at school. In order to collect the data, the researchers asked the document from the teacher and analyze it to find out the description of students ability in reading skill.
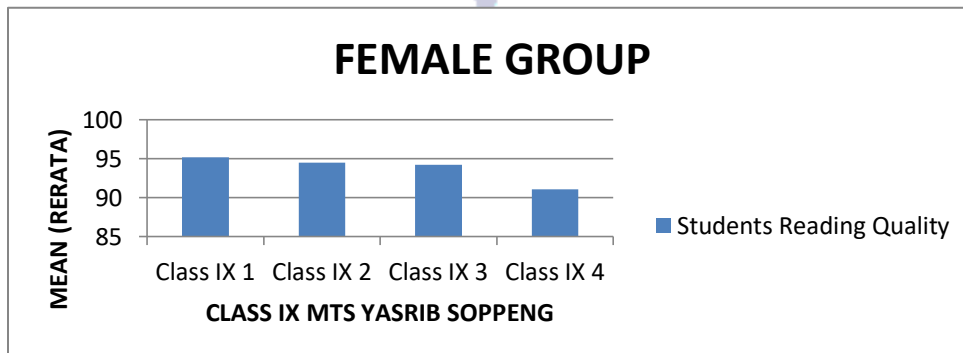
1. The Student Reading Skill

a. The Students reading skill female group

The female students' skills are present in the table 4.1 below:

Class	Mean	SD (Standard Deviation)	
IX 1	95.2	3.07	
IX 2	94.5	2.63	
IX 3	94.2	3.94	
IX 4	91.9	5.00	

The fourth classes were from female students shown that, all classes had more than 90.00 score which categorized very good based on the criteria of cumulative score, the class IX 1 got 95,02 categorized very good, class IX 2 got 94,05 categorized as very good, class IX 3 categorized as very good, and class IX 4 got 91,09 categorized as very good. The researcher showed the graphic to presented simple explanation:

b. The Students Reading skill Male Group

The Male students' skills are present in the table 4.2 below:

Class	Mean	SD (Standard Deviation)
IX 5	85.4	5.58
IX 6	90.6	6.06

The second classes were from Male students, all classes had more than criteria of cumulative score which assumed that the students achive to pass the materials on that matter, it can be seen from the class IX 5 which score 85,04 categorized as very good and class IX 6 which score 90.06 categorized as very good. The researcher showed the graphic to presented simple explanation:
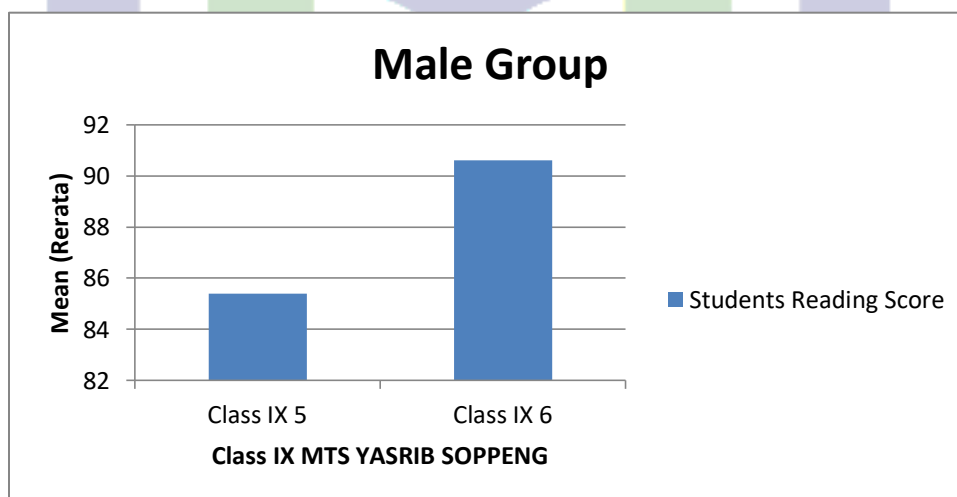
The table above was the result score of students reading examination; it was the accumulation of female and the male students' performing, the researcher presents the clear result by explanation below:

1) The test consisted of reading test, which evaluate about students reading comprehension, number of question are 5 questions that answered by essay form, it

shown about the students' performance and also their respond during the test conducted.

2) The score took from the teacher who had applied the fix up strategy in this school while follow the steps of fix up procedural in the class, it can be concluded the students already get the materials of fix up strategy and the result of the learning process already done.

3) The class taken as a sample was class IX which fact group of female consist of 4 classes and male consist of 2 classes that was different, the total of students are 150 students and it had a variety skill assumed from their respond and feedback after studying at class.

4) All the class already taught by Miss Dita, S.Hum as English teacher in this school.

5) The data was taken on 21 November 2020.

After getting the data from the teacher as the procedural of Ex Post Facto research, which researcher didn't conduct an experiment action, the students score list is the only instrument of this research, in deed, the researcher analyzed the students reading quality after being taught by fix up strategy at school, and the list of score above shown that:

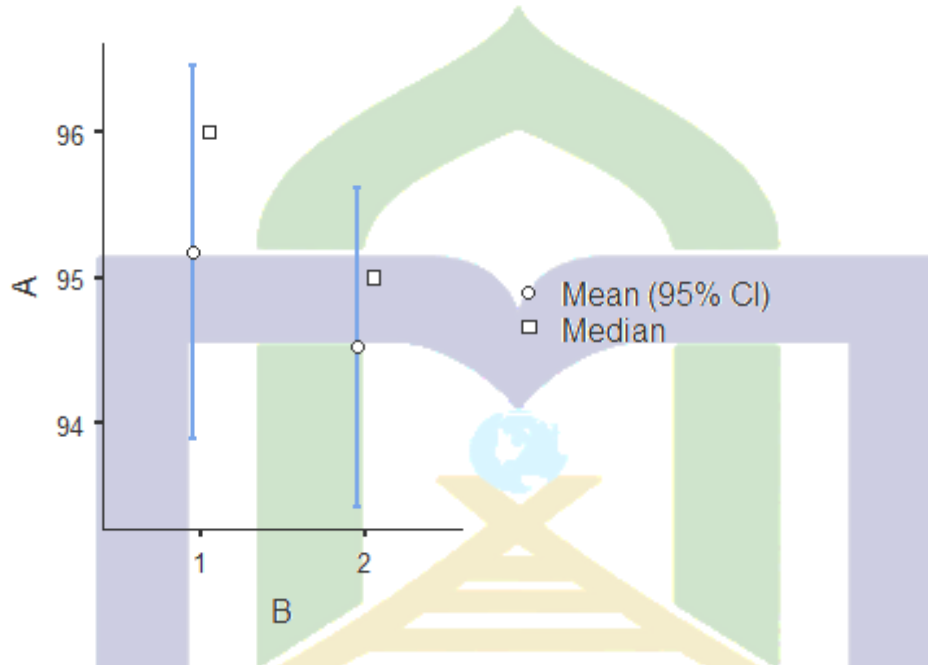Table 4.3 Accumulation of students reading skill

Gender	Mean	Standard Deviation
Female	93.95	3.66
Male	88.00	5.82
Total	90.97	4.74

2. Hypothesis Test
   a. Difference Reading Skill based on Class

1) Assumptions Test
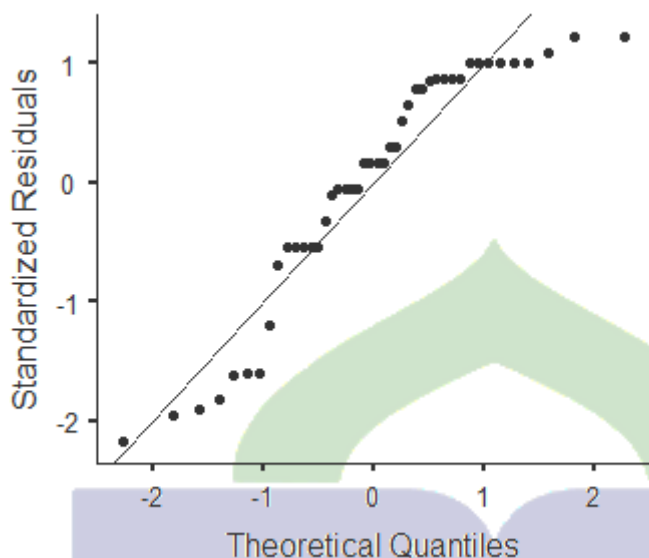
a) Test Outlier

Picture 4.1 outlier plot

Based on the picture 4. There is no data outlier, it sums the requirement of outlier is available, So, this data can be analyzed for normality test.

2) Normality Test

Test of Normality (Shapiro-Wilk)

W	p
0.896	< .001

Note. A low p-value suggests a violation of the assumption of normality

Based on the table above and picture above, it shows the normality value of Shapiro-Wilk (W) is 0.896 which P = 0.001, it means that the data is not in normal distributed (P<0.05), so, the prasyarat test should be done with other test.

3) Homogeneity Test

Test of Equality of Variances (Levene's)			
F	**df**	**df2**	**p**
0.547	1	42	0.463

Note. A low p-value suggests a violation of the assumption of equal variances

Based on the table above, it can be gotten, the homogeneity value is Levene's (F)=0.547 which P=0.463because P > 0.05, it sums that, it's homogen, on how the homogeneity is available and can be next to the T-test.

4) T-Test Independent

Independent Samples T-Test

| | statistic | df | P | Mean difference | SE difference | 95% Confidence Interval | | Cohen 's d |
						Lower	Upper	
Student's t	0.759	42.0	0.452	0.655	0.863	-1.09	2.40	0.229

Based on the table above, the application shows t-test (students) is 0.759 which Probabilitas value (P) is 0.452. Which value P > 0.05 so there is not any differentiate reading skill between kelas IX 1 dan IX 2 taught by fix up strategy.

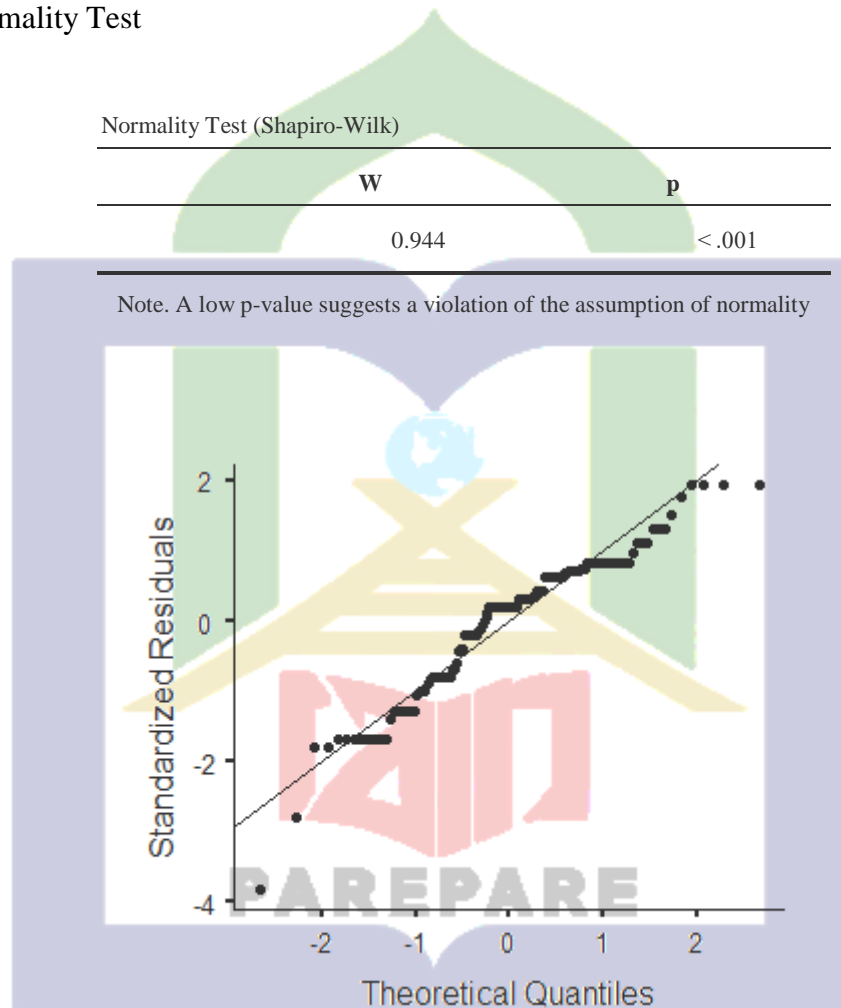b. Difference Reading Skill based on Gender

1) Assumptions Test

a) Test Outlier
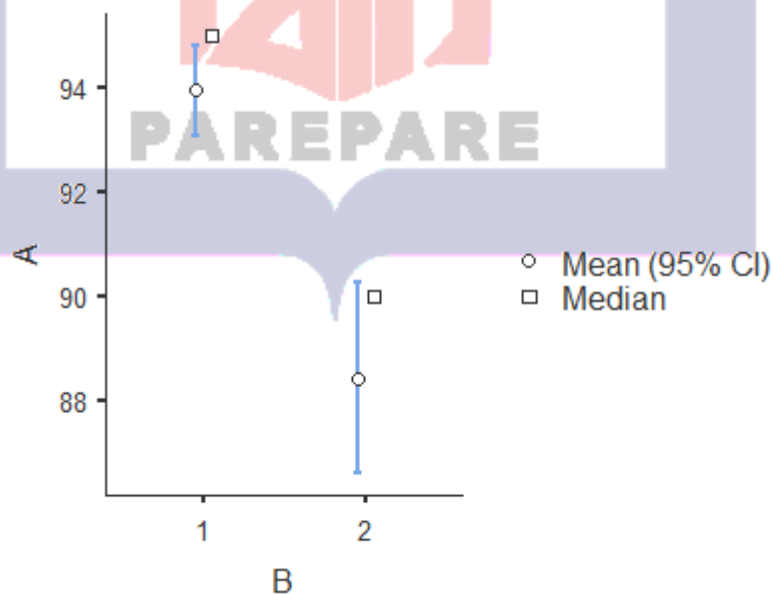
Picture 4.2 Outlier Plot

Based on the picture 4.2 There is no data outlier, it sums the requirement of outlier is available, So, this data can be analyzed for normality test.

2) Normality Test

Normality Test (Shapiro-Wilk)

W	p
0.944	< .001

Note. A low p-value suggests a violation of the assumption of normality

Based on the table above and picture above, it shows the normality value of Shapiro-Wilk (W) is 0.944 which P = 0.001, it means that the data is not in normal distributed (P<0.05), so, the pra syarat test should be done with other test

3) Homogeneity Test

Homogeneity of Variances Test (Levene's)			
F	**df**	**df2**	**p**
27.4	1	132	< .001

Note. A low p-value suggests a violation of the assumption of equal variances

Based on the table above, it can be gotten, the homogeneity value is Levene's (F)=27.4 which P=0.01 because P > 0.05, it sums that, it's homogeny, on how the homogeneity is available and can be next to the T-test.

4) T-Test Independent

Independent Samples T-Test						
	Statistic	df	P	Mean difference	SE difference	Effect Size
Gender	6.06 [a]	132	< .001	5.51	0.909	Cohen's d	1.10

[a] Levine's test is significant (p < .05), suggesting a violation of the assumption of equal variances

Based on the table above, the application shows t-test (students/Gender) is 6.06 which Probabilitas value (P) is <0.001. Which value P < 0.05 so there is differentiate reading quality between female and male taught by fix up strategy. [1]

---

[1]The jamovi project (2020). *jamovi*. (Version 1.2) [Computer Software]. Retrieved from https://www.jamovi.org

B. DISCUSSION

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present the data analysis of students' performing at reading class which taught by the teacher in English subject at school. In order to collect the data, the researchers asked the document from the teacher and analyze it to find out the description of students ability in reading skill.

Based on the description of the data through students score as document that has been explained by researcher in previous section has found out the students reading quality and also the differentiate reading quality between class IX 1 and IX 2.

1. The Student Reading Skill Using Fix Up Strategy.

Based on the classification of the students reading score explained on table 4.7 refers to the mean, SD of each classes that has been being taught by fix up strategy, it shows that 5 class got mean up to 90, which is more than KKM (75) Value which means that, the quality of the students are very good, the maximum score definitely by the school will be the 75, when the students got more than the maximum criteria score, they can move to the next materials or they already pass the section of the materials, in another class, there is only 1 class that got up to 80 score, even the average of the score below of 90, it still be able to pass the materials because in summary, every students who fail in this materials only for whom that below of KKM score and should be follow remedial class.

It state also from the expert that remind students that event good readers get confused when they read. Demonstrate what you recognize a problem in your comprehension. Show students how to flag interruptions in meaning. Try reading aloud a difficult piece of text and have students record the fix-up strategies you use to

regain meaning. Teaching point: good readers isolate confusion and make a plan to repair.[2] It was the activity that teacher done in class when teaching reading skill in M.Ts.P.P. Yasrib Soppeng, on how it shown about the improvement of students reading skill.

2. Difference Reading Skill based on Class.

Based on the findings, it shows about the different quality of students reading quality, it can be seen from the result of the data, the researcher used Jamovi application to analyze the independent test, it used to identify the different data which has an independent type.

The researcher would identify the differentiate of both classes because of assumption which stated that, the quality of the students should be similar or different from the students' performance at class, dominant students perform nice in their reading activities seen from the respond in pre observation did by the researcher.

The researcher analyzes the explanation data which present in the previous term that the application shows t-test (students) is 0.759 which Probabilitas value (P) is 0.452. Which value $P > 0.05$ so there is not any differentiate reading skill between class IX 1 dan IX 2 taught by fix up strategy.

The researcher sums that, both class IX 1 and class IX 2, there is not differentiate between their reading skill showed from their reading score and also the result of the Independent T-test.

3. Difference Reading Skill based on Gender

Based on the findings, it shows about the different quality of students reading quality based on the gender, it can be seen from the result of the data, the researcher

---

[2]Cris Tovani, *I Read It, but I don't Get It:* Comprehension Strategies for Adolescent Readers, (Aurora: Stenhouse Publishers, 2000). p. 51

used Jamovi application to analyze the independent test, it used to identify the different data which has an independent type.

The researcher would identify the differentiate of both gender because of assumption which stated that, the quality of the students should be similar or different from the students' performance at class, which all the assumption, the test would notice carefully about the result.

It found that, overall in several situation mentions that, girls get better reading comprehension achievement than the boys. Girls can answer the questions with true value 47% while overall boys can answer the questions with true value 38%. The result shows that boys have under achievement of reading comprehension. Of course, not all of the boys get low score in reading comprehension test; some of the boys also have good score in reading comprehension test.[3]

After seeing the data, the researcher analyzes the data which presented in the previous term that the application shows t-test (students) is 6.06 which Probabilitas value (P) is <0.001. Which value P < 0.05 so there is differentiate reading quality between female and male taught by fix up strategy.

Before the researcher summed the result of the research, it can be considered that Gender is the factors influencing reading comprehension.[4] It argued that schemata are one of the factors influencing reading comprehension. Other factors

---

[3]Arellano, María. *Gender differences in reading comprehension achievement in English as a foreign language* (Compulsory Secondary Education, 2013)

[4]Knapp, Peter & Watkins, Megan.*Genre, Text, Grammar Technologies for Teaching And Assessing Writing* (Sydney:University of New South Wales Press Book, 2005)

affecting text comprehension include: text genre, topic familiarity and readers' gender. There are differences between boys and girls in using language.[5]

The researcher sums that, both gender female and Male, there is differentiate reading quality between female and male showed from their reading score and also the result of the Independent T-test.

Some expert definitely supports the theory that, boys and girls are different in skills ability. The gender difference can also lie in different strategy use. Males and females usually use different strategies to learn and use language. This difference is also evidence in reading comprehension. The pattern can be draw from reading skills result of boys and girls. However, there is specific reason why some boys does are high in reading.[6]

---
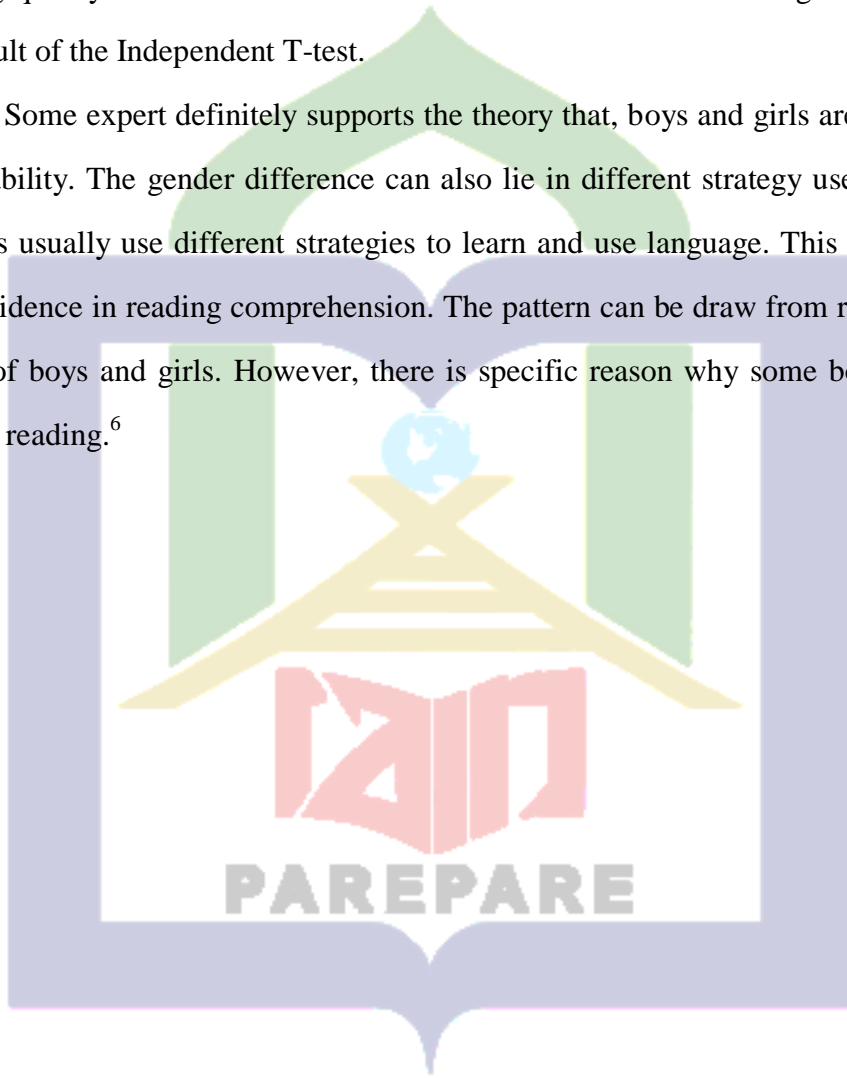
[5]Carr, Jo &Pauwels, Anne. *Boys and Foreign Language Learning Real Boys Don't Do Languages* (Milan: Palgrave. 2006)

[6]Bcholtz, M .*Theories of Discourse as Theories of Gender: Discourse Analysis in Language and Gender Studies The Handbook of Language and Gender*, (Oxford: Blackwell Publishing,2003)