

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents about finding of the research and discussions with some theories related with the finding of the research. It is divided into three major points. They are the descriptive of data; analysis testing; hypothesis testing; and discussion.

A. The Description of Data

The data collection from questionnaire about students' perception on the use of WhatsApp group media in online English learning of reading comprehension was found the correlation between the use of WhatsApp group media and students' achievement through students' perception. There are 30 respondents have been filled the answers of questionnaires. The following will be present the mean, median, modus, standard deviation, frequency distribution table to describe the result from the questionnaire.

1. Respondent data based on gender

Table.5

Gender

Gender	Frequency	Percentage	Qumulative Percent
Man	13	43%	43
Women	17	57%	57
Total	30	100%	100

Based on the table of gender can explain that most of students SMPN 1 Rajeg is male by 13% and the remaining 43% is female. It can be seen that the largest

number of respondents who filled out the questionnaire were female.

2. Distribution of Rating Scale Data

Table.6

The Number Result of Rating Scale

No	Assessment Criteria	Score				
		SA	A	SA	D	SD
1	Online learning system can utilized in education activity	5	13	7	5	0
2	I think online activities can motivate me to learn more about the English lesson.	3	16	6	5	1
3	Interaction is easy to establish well, between students and teachers	5	13	8	4	0
4	I always follow the discussion during the lesson	7	17	6	1	0
5	I active give opinions every discussion	6	12	12	1	0
6	I can do assignment at home and outside the home	8	18	2	3	0
7	I can access the materials every time	8	14	7	2	0
8	I can collect assignments a few hours after class is over	7	17	5	2	0
9	The teacher provides the same material and assignments in online and offline	3	19	7	1	1
10	I feel happy when used WhatsApp	5	10	9	1	0

	Group in online English learning on reading comprehension.					
11	I am interesting in the image and video that are presented on reading comprehension	7	14	7	3	0
12	I recommend online learning to be applied to other subject	6	14	10	1	0
13	Through online learning, I become more creative in learn Reading Comprehension	7	10	9	4	1
14	I get best score during online learning	7	13	8	1	2
15	I used WhatsApp one hour a day	4	11	4	11	1
16	I used WhatsApp two hour a day	3	11	4	11	2
17	Whatsapp more interesting for learning reading comprehension	3	11	4	11	2
18	I think I use all strategies to understanding the text	13	16	1	1	0
19	I can use voice note, calls, video call, video share to practice reading skill.	10	18	3	0	0
20	I prefer reading comprehension my course through WhatsApp group to learning	3	17	9	1	1
	TOTAL	120	284	128	70	11

From the table has showed that the total of the score based on the interval data can be analyzed by calculating the

average answer based on the scoring of each answer from respondent.

Total score for 31 people who answered SA= 120 times

Total score for 31 people who answered A= 284 times

Total score for 31 people who answered SA= 128 times

Total score for 31 people who answered D= 70 times

Total score for 31 people who answered SD= 11 times

Through the results of data collection using the questionnaire, it can be seen that most students gave a positive response to the use of WhatsApp in online reading comprehension learning. There is awareness in students of the importance of the WhatsApp application in supporting the teaching and learning process.

B. Result of Analyze Data

1. Preliminary Analyze

Tabel.7
Mean, Median, Modus, St Deviation

	Statistics																						
	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanya	pertanyaan	
N	Valid	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Mean		3.55	3.48	3.68	3.97	3.74	4.00	3.90	3.94	3.71	3.71	3.81	3.81	3.58	3.71	3.19	3.06	3.74	4.32	4.23	3.65	3.65	3.81
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	3a	4	4	4	4	4	4	4	4	4	2a	2a	4	4	4	4	4	4
Std. Deviation		.995	.996	.945	.752	.815	.856	.870	.814	.824	.783	.910	.792	1.089	1.071	1.167	1.181	.930	.702	.617	.839	.915	.946
Variance		.989	.991	.892	.566	.665	.733	.757	.662	.680	.613	.828	.628	1.185	1.146	1.361	1.396	.865	.492	.381	.703	.837	.895
Range		3	4	3	3	3	3	3	3	3	4	3	3	3	4	4	4	4	3	3	2	4	4
Sum		110	108	114	123	116	124	121	122	115	115	118	118	111	115	99	95	116	134	131	113	113	118
a. Multiple modes exist. The smallest value is shown																							

Based on the results of the SPSS calculation in the table above, it has been obtained that the average respondents' answers

range from scores of 3 and 4. Where a score of 3 is quite agrees and a score of 4 is agrees. It means that students agree with the use of WhatsApp as a medium in online reading comprehension learning. They also receive various positive things in online learning. Such as easy to understand the material presented by the teacher. Then the students get good grades during online learning. So, there is positive relationship the use of WhatsApp in online English learning of reading comprehension and students' achievement through students' perception.

2. Normality test

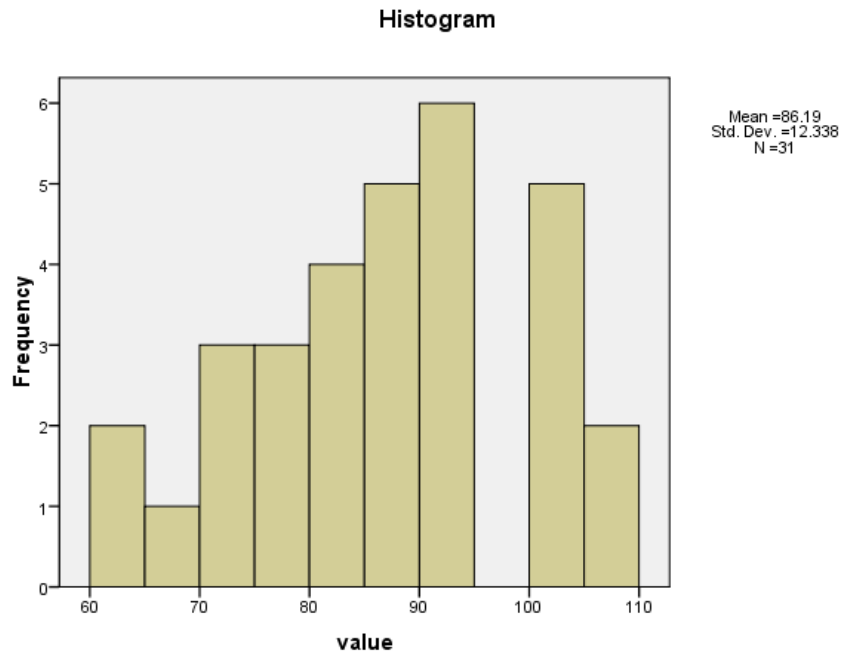
In this section to analyze testing of the data will be use the formula of normality data. The following is the result of normality test to find out the data to be analyzed is normally distributed or not.

Table.8
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Value	.094	31	.200 [*]	.962	31	.336

From the table the significance value (p) in the Kolmogorov-Smirnov test is 0.2 ($p > 0.05$), so based on the Kolomogorov-Smirnov normality test the data is normally distributed. Then, significance value (p) in the Shapiro-Wilk test is 0.336 ($p > 0.05$). So based on the Shapiro-Wilk normality test the data is normally distributed.

Picture.1



To support the normality data, a histogram diagram is given. By looking at the diagram can helps to understand the normality of the research data. Basically, data that is normally distributed can be seen through the histogram shape like a bell.

3. Tabulation of WhatsApp group as online learning questionnaire

The tabulation of the WhatsApp usage questionnaire data with the frequency of each respondent's answer along with the presentation of each question item in the research questionnaire is presented in the table. The following is the percentage of the total score divided by the maximum score and multiplied by 100%.

Table. 9
Students Response Criterion

Percentage	Criterion
0% - 20%	Strongly Disagree
21% - 40%	Disagree
41% - 60%	Simply Agree
61% - 80%	Agree
81% - 100%	Strongly Agree

Table.10
Percentage of likert scale

No	Question	Likert Scale Value	Criterion
1.	Online learning system can utilized in education activity.	70%	Agree
2.	I think online activities can motivate me to learn more about the English lesson.	69,6%	Agree
3.	Interaction is easy to establish well, between students and teachers.	73,5%	Agree
4.	The teacher provides the same material and assignments in online and offline.	79,3%	Agree
5.	I recommend online learning to be applied to other subject.	74,8%	Agree
6.	I used WhatsApp one hour a day.	80%	Agree
7.	I used WhatsApp two hour a day.	78%	Agree
8.	Whatsapp more interesting for learning reading comprehension.	78,7%	Agree
9.	WhatsApp easy to use.	74,1%	Agree

10.	I can use voice note, calls, video call, video share to practice reading skill.	74,1%	Agree
11.	I prefer reading comprehension my course through WhatsApp group to learning.	76,7%	Agree

Based on a questionnaire as many as 70% of students agree with the statement about the online learning system can be used in educational activities. 69,6% of students agree with the statement that online activities can motivate them to learn English more. 73,5% of students agree that interaction is easy to build students and teachers in teaching learning process using WhatsApp group media. 79,3% of students also agree that teachers provide the same teaching materials at school and at home. 74,8% of students agree that online learning is recommended for other learning materials (not only English). 80% of students agree that they use the WhatsApp application one hour a day. 78% of students also agree that the use of WhatsApp is two hours a day. 78,7% of students agree that WhatsApp is more interesting for learning reading comprehension. 74,1% of students agree that WhatsApp is easy to use. 74,1% of students already understand and can use WhatsApp features such as video calls, voice notes, and others to improve reading skills. as many as 76,7% of students prefer to learn reading comprehension by using whatsapp.

4. Tabulation of student achievement questionnaires in learning reading comprehension

Tabulation of student achievement questionnaires in learning reading comprehension with the frequency of each

respondent's answer along with the presentation of each question item in the research questionnaire is presented in the table. The following is the percentage of the total score divided by the maximum score and multiplied by 100%.

Table.11
Percentage of likert scale

No	Question	Likert Scale Value	Criterion
1.	I always follow the discussion during the lesson.	74,8%	Agree
2.	I active give opinions every discussion.	72,2%	Agree
3.	I can do assignment at home and outside the home.	74,1%	Agree
4.	I can access the materials every time.	63,8%	Agree
5.	I can collect assignments a few hours after class is over.	61,2%	Agree
6.	I feel happy when used WhatsApp Group in online English learning on reading comprehension.	72,9%	Agree
7.	I am interesting in the image and video that are presented on reading comprehension.	86,4%	Strongly Agree
8.	Through online learning, I become more creative in learn Reading Comprehension.	84,5%	Strongly Agree
9.	I get best score during online learning.	72,9%	Agree

Based on a questionnaire as many as 74,8% of students agree that students always follow the discussion during learning. 72,2% of students are active if they have to actively give their opinion in each discussion. 74,1% of students agree that they can do assignments at home and outside the home. 63,8% of students agree with the rules for access the materials every time. 61,2% of students agree with collecting assignments in the hours after the lesson ends. 72,9% of students feel happy when using WhatsApp groups in online English learning in reading comprehension material. 86,4% of students are interested in the pictures and videos sent in learning reading comprehension. 84,5% of students agree that through online reading learning makes students more creative in the learning process. 72,9% of students got a good score .

5. Pearson's Product Moment Correlation

After testing using SPSS, then the results obtained are then interpreted in order to know whether the data being tested for correlation has a relationship or not. The researcher will explain the interpretation of the correlation test which is how to compare the calculated r value and also interpret the significance value.

Table.12

Correlations of variable

		USING WA	STUDENTS ACHIEVEMENT
USING WA	Pearson Correlation	1	.842**
	Sig. (2-tailed)		.000
	N	31	31

STUDENTS	Pearson Correlation	.842**	1
ACHIEVEMENT	Sig. (2-tailed)	.000	
	N	31	31

Picture.2 r table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

Look for the r table first. Adjust to the provisions of df (N-2, 0.05). 'N' is the number of sample data tested. After entering into the formula using SPSS, then look for the value of r table in the data table r. then compare r hitung with r table and then interpret it according to the test. It is known that r arithmetic is 0.842 and r table is 0.355. So r count is greater than r table. Because r hitung > r table

= $0.842 > 0.355$. Thus H_a is accepted (there is a relationship) while H_0 is rejected (there is no relationship). The data analysis shows the results of data calculations on the product moment correlation, namely r count 0.842 and r table 0.355. It means that r count is greater than r table. So, there is a significant positive relationship between the x variable (WhatsApp group) and the y variable (student achievement).

C. Statistical Hypothesis

The criteria used for hypothesis testing are:

- 1) Hypothesis (H_a) is accepted if r count $>$ r table means H_0 is rejected
- 2) Hypothesis (H_0) is accepted if r count $<$ r table means H_a is rejected

From the data analyze have been obtained that r count $>$ r table. $0,842 > 0,355$. It is means H_a is accepted and H_0 is rejected. So, there is a positive and significant relationship between the uses of WhatsApp group toward students' achievement.

D. Discussion

This section presents the discussion based on the findings of the study. It is concerned about the Students' Perception on The Use of WhatsApp Group Media towards Students' Achievement in Online English Learning of Reading Comprehension. From questionnaire data that has been tested for validity and reliability, this research obtained that means of the data is between 3 (simply agree) and 4 (agree). It is means that the students agree on the use of WhatsApp in learning English of reading comprehension.

Table. 13
Means total of percent value

No	Percent Value	Means	Total	Conclusion/Respon
1	70% + 69,6% + 73,5% + 79,3% + 74,8% + 80% + 78% + 78,7% + 74,1% + 74,1% + 76,7%	828,8% : 11 X 100%	75,3%	Agree
2	74,8% + 72,2% + 74,1% + 63,8% + 61,2% + 72,9% + 86,4% + 84,5% + 72,9%	662,8% : 9 X 100%	73,6%	Agree

From the tabulation data of using WhatsApp and student's achievement, each of them, in using WhatsApp the mean result is 75.3% (agree). This means obtained from (the total percent value: the number of question items x 100 %). It is means that the students have a positive argument for the system of online learning by used WhatsApp group. From the tabulation data of students' achievement

is 73.6% (agree). It is mean that the students have good result during using WhatsApp in learning English of reading comprehension.

Further, from the Pearson's Product Moment Correlation have result that the correlation of Using WA is 0,842 ($0,842 > 0,355$) and Students' Achievement is 0,842 ($0,842 > 0,355$). It is means r count is greater than r table. So, there are positive perceptions from the students about using WA group toward students' achievement.

Besides, from test of hypothesis the researcher found that the significant of data is 0,000. It is means ($0,000 < 0,05$) state r hitung bigger result than the limit size significance. So, the hypothesis accepted for this research and there is a correlation between the use of whatsapp group in reading comprehension and students' achievement.