CHAPTER IV

RESEARCH FINDING

This chapter presents research finding which has been collected during the research and discussion about the data of the research.

A. Research Finding

Research finding is described by providing table, chart, and graph. In this research, the researcher did a pre-experimental research about the effectiveness of using PQ4R technique towards the student's reading comprehension of the first grade students at MA Darul Hikmah-Tulungagung in academic year 2018-2019. The research sample consist of one subject. The class was consist of 22 boy students.

In this study, the three steps were done by the researcher. Those steps were: pretest, treatment, and then posttest. Pretest section was done in order to get the student's reading comprehension in overall before given the treatment of PQ4R technique. Meanwhile, posttest section was done in order to know whether the implementation of PQ4R in teaching the student's reading comprehension effective or not. The score from the pretest and posttest section that has been collected by the researcher would be discussed in this chapter. The description of data discussed about the data of each variable and reports being computed using descriptive statistic like histogram, mean, standard deviation, etc. The results of statistic computation can be seen as follows:

1. **The Result Of The Pre-Test And Post-Test Score from The Students' Reading Comprehension Before And After They Were Taught By Using PQ4R Technique**

The result of the student's pretest and posttest are presented in this sub heading. The sample class consists of 22 boy students. The students' pretest and posttest score are distributed in the following table in order to analyze the students' reading comprehension before and after being given the treatment.

Table 4.1. The Student's Pretest and Posttest Score

NO	Name	Pretest's Score	Posttest's Score
1	SFR	70	76
2	MTH	70	76
3	KAS	64	94
4	MSF	64	76
5	AM	58	88
6	MRN	70	94
7	MRS	88	94
8	MAB	82	88
9	AW	58	76
10	MIM	88	94
11	ANM	70	88
12	AIM	64	82
13	MDA	52	82

14	UA	70	94
15	MNO	52	76
16	MBU	52	82
17	NAAH	64	88
18	MKN	58	82
19	AS	64	76
20	ASR	64	70
21	AMR	58	70
22	ASR	76	82
	N=22		

Table 4.1 presents the pretest and posttest score list of the students. The table also showed that there are 22 students as the sample (N=22). The students' pretest and posttest score of the class were distributed in the next table in order to analyze the students' reading comprehension score before and after the treatment is given. Then, it was presented using frequency distribution in the table below:

Table 4.2. Frequency of Pretest and Posttest Score

The frequency table of pretest and posttest score were presented in order to show the distribution each scores. It makes the researcher easier to see the percentage.

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	3	13,6	13,6	13,6
	58	4	18,2	18,2	31,8
	64	6	27,3	27,3	59,1
	70	5	22,7	22,7	81,8
	76	1	4,5	4,5	86,4
	82	1	4,5	4,5	90,9
	88	2	9,1	9,1	100,0
	Total	22	100,0	100,0	

Posttest

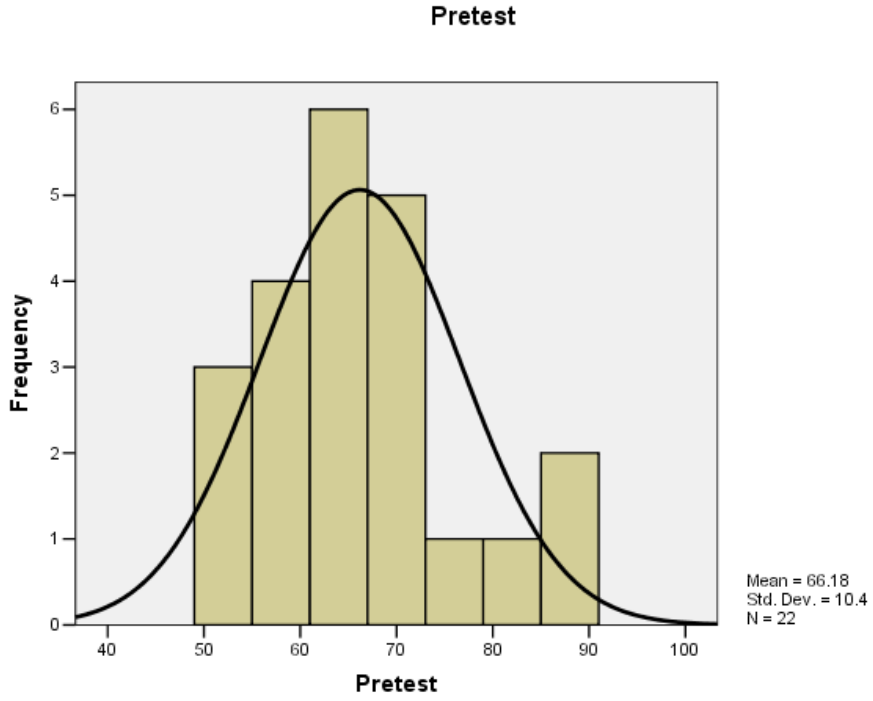
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	9,1	9,1	9,1
	76	6	27,3	27,3	36,4
	82	5	22,7	22,7	59,1
	88	4	18,2	18,2	77,3
	94	5	22,7	22,7	100,0
	Total	22	100,0	100,0	

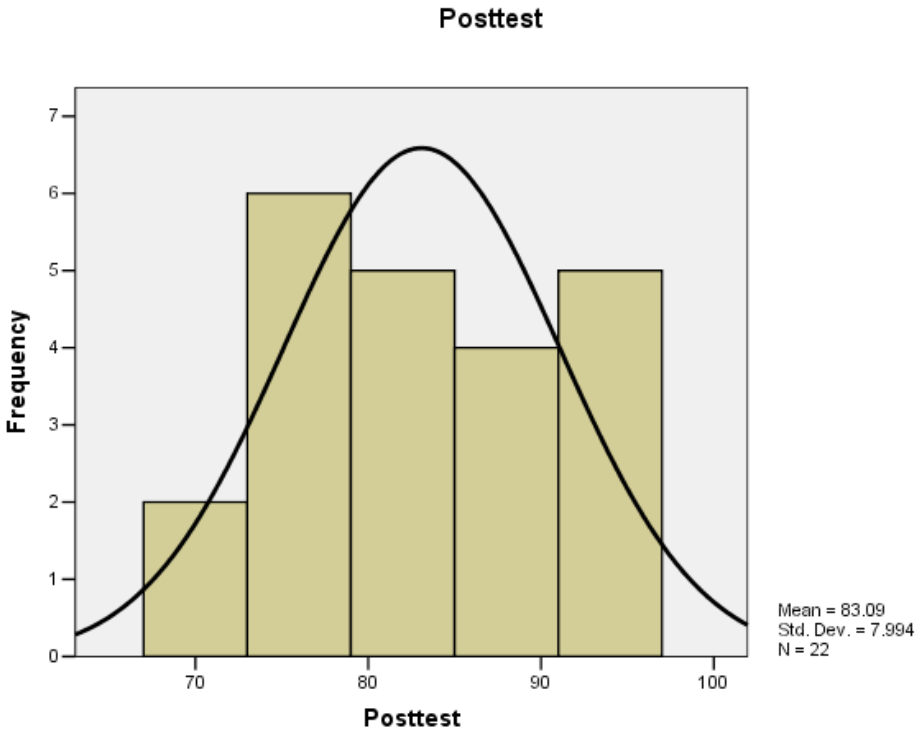
In order to explain about the table, the researcher presents the details. According to the table 4.2 the pretest minimum score was 52 and the maximum score was 88. Score 52 has 3 frequency (13.6%), score 58 has 4 frequency (18.2%), score 64 has 6 frequency (27.3%), score 70 has 5 frequency (22.7%),

score 76 has 1 frequency (4.5%), score 82 has 1 frequency (4.5%) and the maximum score 88 has 2 frequency (9.1%). Meanwhile, in the posttest showed that the minimum score was 70 and the maximum score was 94. Score 70 has 2 frequency (9.1%), score 76 has 6 frequency (27.3%), score 82 has 5 frequency (22.7%), score 88 has 4 frequency (18.8%) and score 94 has 5 frequency (22.7%).

Besides the frequency tables, the researcher also added the histogram figure with normal curve presented the data. The following histograms can be seen below:

Figure 4.1. Histogram of Pretest and Posttest Score





Besides the tables and histograms, the researcher also showed the statistic data of students' score. The data can be seen below:

Table 4.3. Statistic Data Of Students' Pre-Test And Post-Test Score Before And After Being Taught By PQ4R Technique

Statistics

		Pretest	Posttest
N	Valid	22	22
	Missing	0	0
Mean		66,18	83,09
Std. Error of Mean		2,217	1,704
Median		64,00	82,00
Mode		64	76

Std. Deviation	10,400	7,994
Variance	108,156	63,896
Range	36	24
Minimum	52	70
Maximum	88	94
Sum	1456	1828

The table 4.3 is presented in order to give the statistic data view based on the data input. According the table 4.3, it can be concluded that in pretest section, the maximum score of the data was 88 and the minimum score was 52. The range was 36. The mean was 66.18. The median was 64.00. The mode was 64. The standard deviation was 10.400. Meanwhile in the posttest section, the maximum score of the data was 94 and the minimum score was 70. The range was 24. The mean was 83.09. The median was 82.00. The mode was 76. And the standard deviation was 7.994. These data descriptions are presented in order to give information about the statistics data after being computed by using SPSS program.

In addition, the researcher also made the categorization of the students' pretest and posttest score as follow:

Table 4.4 Categorization of Students' Score in Experimental Group

Pretest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	3	Excellent	13.6%
61 – 80	12	Good	54.5%

41 – 60	7	Enough/Fair	31.8%
0 – 40	0	Poor	0%

Posttest Score

Intervals	Frequency	Categorization	Percentage
81 – 100	14	Excellent	63.6%
61 – 80	8	Good	36.4%
41 – 60	0	Enough/Fair	0%
0 – 40	0	Poor	0%

Based on the categorization table above, in pretest section there were 3 students who got score 81-100 in excellent category (13.6%). There were 12 students who got score 61-80 in good category (54.5%), then there were 7 students who got score 41-60 in enough/fair category (31.8%), then the last there were no students who included in poor category (0%). Meanwhile, in posttest section there were 14 students who got score 81-100 in excellent category (63.6%), there were 8 students who got score 61-80 in good category (36.4%). While, in enough and poor category there were no students included or in other word 0%.

According to the explanation about the score categorization, it can be concluded that the students score in reading comprehension of excellent category

has raised from 13.6% in pretest up to 63.6% in posttest. While, the students who got enough/fair category has decreased from 31.8% in pretest into 0% in posttest.

B. Hypothesis Testing

In this study, hypothesis testing was used to test the hypothesis of the research. The purpose of hypothesis testing was to know the significant difference on the student's reading comprehension before and after being taught by using PQ4R technique for the first grade students at MA Darul Hikmah. In analyzing the hypothesis data, the researcher calculated the hypothesis testing by using *Paired sample T-test* in SPSS 21 program. In this study, the researcher used standard significance 95% = (α=0.05) to test the hypothesis. However, before the researcher presented the data result, the researcher would present the hypothesis of this research as follows:

a. Null Hypothesis (H_0)

The Null hypothesis states that there is no significant different on the student's reading comprehension in narrative text are taught before using PQ4R technique and after using PQ4R technique.

b. Alternative Hypothesis (H_a)

The alternative hypothesis states that there is significant different on the student's reading comprehension in narrative text are taught before using PQ4R technique and after using PQ4R technique.

1. If Sig (2-Tailed) value less than 0.05, it means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (Ha) is not rejected.

2. If Sig (2-Tailed) value greater than 0.05, it means that Null Hypothesis (H_0) is not rejected and Alternative Hypothesis (Ha) rejected.

The researcher used statistical test in SPSS 21 program using *paired sample t-test* the result can be seen on the following table:

Table 4.5. Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66,18	22	10,400	2,217
	Posttest	83,09	22	7,994	1,704

According to the table 4.5 above, the output showed that the mean in pretest was 66.18 and the mean in posttest was 83.09. The N was 22. The standard deviation in pretest was 10.400 while the standard deviation in posttest was 7.994.

Table 4.6. Paired Sample Test

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			

					Lower	Upper			
Pair 1	Pretest - Posttest	-16,909	14,537	3,099	-23,354	-10,464	-5,456	21	,000

According to the table 4.6 the result of Sig (two tailed) was 0.000. It means *p-value* less than significant level 95% (α=0.05). It showed 0.000 < 0.05. In conclusion, the Null Hypothesis is rejected. In cosequence there is significance difference score using PQ4R technique on the students reading comprehension of the first grade students at MA Darul Hikmah-Tulungagung.

C. Discussion

In this sub unit of this study, the researcher presents some opinion related with chapter two. In addition, the researcher also finds a correlation of this study with the theory that is mentioned in the chapter two. As it has mentioned in the previous chapter that the objective of this study is is to find out the effectiveness of PQ4R strategy to improve the students' reading comprehension skill of narrative text at the first grade students at MA Darul Hikmah in academic year 2018/2019.

In order to fulfill the objective of this study, the researcher did pre-experimental research by using pretest and posttest in collecting the data. The first step was conducting the pretest to see the student's reading comprehension in overall. The second step was starting teaching reading skill by using PQ4R technique, and the last step was conducting the posttest in order to find out the

significant difference on the student's reading comprehension before and after being taught using PQ4R technique.

According to the table 4.6 in the previous sub point, the result of Sig (two tailed) was 0.000. It means *p-value* less than significant level 95% (α=0.05). It showed 0.000 < 0.05. In conclusion, the Null Hypothesis is rejected. In cosequence there is significance difference score using PQ4R technique on the students reading comprehension of the first grade students at MA Darul Hikmah-Tulungagung. According to the significant difference on the students' reading comprehension before and after being taught using PQ4R technique, in pretest section, the mean was 66.18 and in posttest section the mean was 83.09. In conclusion the students reading comprehension has risen.

Related to the result of this study, in the chapter two, there are two previous studies which can strengthen this study. The first previous study come from Budiono (2011) shows that the result of his research about the implementation of PQ4R technique in teaching Germany for the second grade high school students was effective. The mean of the pretest was 62.25. Meanwhile, in posttest the mean was 80.87. In other word, the students Germany language has risen. In addition, it shows that this study has higher computation result than the previous study, although the use of same technique. In this case, the researcher infers that the use of different variable also influences on the result.

Moreover, another supporting factor is not only from the computation result, but also the different of variables and research design. The second previous study

come from Khasanah (2011) about the implementation of PQ4R technique on the Organism Classification Subject of the first grade junior high school students. The difference of Khasanah and this research is in selecting the research design. Khasanah used quasi-experimental design, while this study used pre-experimental design. Not only that, in Khasanah's sample was junior high school students while in this research used senior high school students as the sample. However, the result of the previous study and this study is same, it means that there is significant difference in teaching by using PQ4R technique.

The previous explanation proves that the use of PQ4R technique is effective in teaching reading comprehension of the first grade high school students. This statement is line with (Suprijono, 2009:103) that one of the strategies that the most known for helping students understand and remember the material they read is PQ4R strategy. The students do the four steps which can encourage the students in developing their reading skill. The researcher infers that the theory is similar with the real condition in implementing the PQ4R technique. The students do preview, question, read, recite, reflect, and review. The proses can be seen on the appendix.

Finally, relying on the discussion above, it can be concluded that PQ4R technique is effective to teach the students reading comprehension of the first grade students at MA Darul Hikmah. In addition, either the previous studies or in this study, the result shows the same indication that there is significant difference on the sample before and after being taught using PQ4R technique.