

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter covers about research findings and discussion that include data of research findings, hypothesis testing and discussion.

#### A. The Description of Data

In this section, the researcher presented the data on the student's reading skill between students that taught reading by using Think Aloud Strategy and those taught without by using Think Aloud Strategy. The subject of the research was to know the effectiveness of think aloud strategy toward students' reading descriptive text skill study at the tenth grade of SMK ISLAM 1 DurenanTrenggalek. The data were collected from students pre-test and post-test of both classes. The data were described as follows:

##### 1. The Data of Experimental Class

The table below showed the students' score of pre-test and post-test of Experimental class that was consist of 24 students of eight grade of SMK ISLAM 1 DurenanTrenggalek. The test was reading Descriptive text form. The theme of pre-test was about text "to give description about an object like a characteristics of persons and places" and post-test was text "to give description about an object like a characteristics of animal and places". The students' score of post-test and post-test could be seen on table 4.1 as follows:

The researcher used SPSS 23.0 *for windows* to know the student's skill at Experimental class. First, the researcher gave the student's pre-test to know their basic reading ability. The result could be seen on the table 4.1 below:

**Table 4.1 Descriptive Statistic Pre-test of Experimental Class**

Statistics		
Pretest		
N	Valid	24
	Missing	0
Mean		75.21
Median		75.00
Mode		78
Std. Deviation		3.718
Minimum		70
Maximum		85
Sum		1805

The result of pre-test from the table above, it seemed showed that the sum of data was 1805. The lowest score of pre-test was 70 and the highest score was 85. The meant of data was 75.21. And after the researcher taught reading descriptive text using think aloud strategy method, the researcher gave the treatment by using Think Aloud Strategy in teaching reading descriptive text for one week, the researcher gave the students post-test. The data in the post-test could be seen on the table 4.2 below:

**Table 4.2 Descriptive Statistic Post-test of Experimental Class**

**Statistics**

Post\_test

N	Valid	24
	Missing	0
Mean		88.38
Median		89.00
Mode		91
Std. Deviation		6.078
Minimum		78
Maximum		97
Sum		2121

The result of post-test from the table above, it seemed showed that the sum of data was 2121. The lowest score of pre-test was 78 and the highest score was 97. The meant of data was 88.38.

Based on descriptive statistic pre-test and post-test of Experimental class, it showed the sum of data pre-test was 1805 and the sum of data post-test was 2121. Meant of pre-test was 75.21 and the meant of post-test score was 88.38. Then, it could be concluded that the gained score between pre-test and post-test was 330 and the gained of meant score was 13,35. Hence, there were significant different score between pre-test and post-test.

## **2. The Data of Control Class**

The table below showed the students' score of pre-test and post-test of Control class that was consist of 40 students attenth grade of

SMK ISLAM 1 DurenanTrenggalek. The test was reading Descriptive text form. The theme of pre-test was about text “to give description about an object like a characteristics of persons and places and post-test was text to give description about an object like a characteristics of animal and places” and post-test was about text “to give description about an object like a characteristics of animal and places”. The students’ score of pre-test and post-test could be seen on table 4.4 below:

The researcher used SPSS 23.0 *for windows* to know the student’s reading skill at control class. First, the researcher gave the student’s pre-test to know their basicreading ability. The result could be seen on the table 4.3 below:

**Table 4.3 Descriptive Statistic Pre-test of Control Class**

Statistics		
Pretest		
N	Valid	40
	Missing	0
Mean		69.38
Median		73.00
Mode		75
Std. Deviation		10.09
		4
Minimum		36
Maximum		84
Sum		2775

The result of pre-test from the table above, it showed that the sum of data was 2775. The lowest score of pre-test was 36 and the highest score was 84. The meant of data was 69.38. And after the researcher taught reading descriptive text using think aloud strategy method, the researcher gave the students post-test. The data in post-test could be seen on the table 4.4 below:

**Table 4.4 Descriptive Statistic Post-test of Control Class**

<b>Statistics</b>		
Post_test		
N	Valid	40
	Missing	0
Mean		78.83
Median		78.00
Mode		78
Std. Deviation		2.925
Minimum		75
Maximum		87
Sum		3153

The result of pre-test from the table above, it showed that the sum of data 3153. The lowest score of pre-test was 75 and the highest score was 87. The mean of data was 78.83.

Based on descriptive statistic pre-test and post-test of Control class, it showed the sum of data pre-test was 2775 and the sum of data post-test was 3153. Meant of pre-test score was 69.38 and the meant of post-test 78.83. It could be concluded that the gained score between pre-test and

post-test was 282 and the gained of meant score was 7.05. Hence, there was slight significance different score between pre-test and post-test.

## **B. The Result of Normality Testing and Homogeneity Testing**

### **1. Normality Testing**

Normality testing is use to determine whether the data gained has normal distribution or not. In this study, researcher used SPSS 23.0 *for windows* with *Shapiro-Wilk*totest the normalityof the data gained. The normality of the data could be seen based on the value ( $\alpha$ ) = 0.050 rules as follows: the hypotheses for testing normality weal:

- a.  $H_0$  : Data is in normal distribution
- b.  $H_a$  : Data is not in normal distribution

There is also certainly in taking decision of normality testing, as follows:

- a. If the value of significance  $> 0.050$ ,  $H_0$  is accepted
- b. If the value of significance  $< 0.050$ ,  $H_0$  is rejected

The result of normality testing can be seen on the table 4.5 below:

**Table 4.5 Normality Testing of Experimental Class and Control Class**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	.121	24	.200 <sup>*</sup>	.930	24	.095
Control	.145	24	.200 <sup>*</sup>	.944	24	.198

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

a. Lilliefors Significance Correction

Based on the output from SPSS above it was known that the significance value from pre-test of experimental class was 0.095 and the significance value from pre-test of control class was 0.198. The significant value on pre-test of experimental class were bigger than 0.05 ( $0.095 > 0.05$ ). The significant value on pre-test of experimental class was bigger than 0.05 ( $0.198 > 0.05$ ). Both significant value of experiment class and control class were bigger than 0.05. It meant that  $H_0$  was accepted and  $H_a$  was rejected. So, it could be interpreted that both of data (pre-test of experimental class and control class) were in normal distribution.

## 2. Homogeneity Testing

Homogeneity testing is used to determine whether the data gained as a homogeneous variance or not. To know the homogeneity, the researcher used Test of Homogeneity Variance formula by using SPSS Program 23.0 version. Homogeneity testing was done after doing the distribution score of group involved. The computation of homogeneity

testing uses *Test of Homogeneity of Variances* in SPSS 23.0 for windows by the value of significance ( $\alpha$ ) = 0.050. The homogeneity of data could be decided bas on the hypothesis of homogeneity as follow: Before doing homogeneity testing, the researcher decided hypothesis in this homogeneity as follows:

- a. H<sub>0</sub>: 1 variance (Experimental group and Control group) was homogenous.
- b. H<sub>a</sub>: 1 variance (Experimental group and Control group) was not homogenous.

There is also certainty in taking decision of homogeneity testing, as follows:

- a. If the value of significance > 0.050, H<sub>0</sub> is accepted.
- b. If the value of significance < 0.050, H<sub>0</sub> is rejected.

The result could be seen in table as follow:

**Table. 4.6 Homogeneity Testing of Experimental Class and Control Class**

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
.853	5	12	.539

Based on the output from SPSS above it was known that the significance value was 0.539, it meant that the significant is more than 0.05 (0.539 > 0.05). It meant that H<sub>0</sub> was accepted and H<sub>a</sub> was rejected. So, it could be interpreted that the homogeneity testing of variance in both

group in this research showed that the data had homogenous variance, so it was qualified to be analyzed.

### **C. Hypothesis Testing**

The hypothesis testing of this study as follows:

1. H<sub>0</sub> (null hypothesis): there is no significant different on reading skill between the students taught by using Think Aloud Strategy and those taught without using Think Aloud Strategy.
2. H<sub>a</sub> (alternative hypothesis): there is significant different on reading skill between the students taught by using Think Aloud Strategy and those taught without using Think Aloud Strategy.

The hypothesis testing of this study followed the rule as follows:

1. If the significant value is less than 0.05, the null hypothesis (H<sub>0</sub>) is rejected and alternative hypothesis (H<sub>a</sub>) is accepted.
2. If the significant value is more than 0.05, the alternative hypothesis (H<sub>a</sub>) is rejected and null hypothesis (H<sub>0</sub>) accepted.

To know whether there were any significant different students reading skill between the students who are taught using Think Aloud Strategy and those taught without using Think Aloud Strategy, the calculating result should show whether H<sub>0</sub> is rejected meanwhile H<sub>a</sub> is accepted. To analyzed data the researcher by using SPSS 23.0 *for windows*, the result could be seen on table 4.7 below:

**Table 4.7 Descriptive Statistic of Post-test (Experimental Class and Control Class)**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental_class	24	78	97	88.38	6.078
Control_class	40	75	87	78.83	2.925
Valid N (listwise)	24				

Based on table above, it showed there were two classes, experimental class and control class. Experimental class showed there were 24 students. Meant of score experimental class was 88.38. Standard Deviation for experimental class was 6.078. Meanwhile, in control class, shows there were 40 students. Meant of score control class was 78.83. Standard Deviation for control class was 2.925.

In addition, the result of t-test testing with the helped of SPSS 23.0 *for windows* could be seen on table 4.8 as follow:

**Table 4.8 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
Student _score	Equal variances assumed	19.087	.000	8.466	62	.000	9.550	1.128	7.295	11.805
	Equal variances not assumed			7.213	29.503	.000	9.550	1.324	6.844	12.256

Based on the table above, the result of t-test could be concluded that significant value (sig-2 tailed) was 0.000, and it was smaller than 0.05 ( $0.000 < 0.05$ ). It meant that  $H_0$  was rejected and  $H_a$  was accepted. So, it can be interpreted that there is significant difference of students' score between students taught by using Think Aloud Strategy those taught

without by using Think Aloud Strategy. It meant that teaching reading by using Think Aloud Strategy was effective.

#### **D. Discussion**

From the research finding above, the data were analyzed with SPSS 23.0 *for windows*. The students who were taught by using Think Aloud Strategy made significant improvement, as seen from the meant score of pre-test was 75.21 and the meant score of post-test was 88.38 . The gain of the meant score of experiment class between pre-test and post-test was 13.35. Meanwhile, the students who were taught without Think Aloud Strategy did not make significant improvement, as seen from the meant score of pre-test was 69.38 and the meant score of post-test was 78.83. The gain of the meant score of control class between pre-test and post-test was 6.82. Based on the gained score between experimental class and control class, there are significant difference. The gained score of experimental class was 13.35 and the gained score of control class was 6.82. We can conclude that the gained score of experimental class was higher than control class. The result is line with (Block & Israel, 2004) who state that think aloud helps to enhance students' abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text.

From the explanation above, experimental class has better reading skill than control class on post-test. Since the research used homogenous selection to control extraneous variable and the result of homogeneity

testing on students' pre-test on previous chapter showed that the students' have homogeneous ability in reading, it can be conclude that Think Aloud Strategy was effective and not effected by extraneous variable. Based on the research at SMK ISLAM 1 DurenanTrenggalek, it could be inferenced that teaching reading by using Think Aloud Strategy was better than without using Think Aloud Strategy. Furthermore, the students who learned reading through Think Aloud Strategy and those who taught without using Think Aloud Strategy having such as significant difference that the students' reading score who were not. It can also be concluded that using Think Aloud Strategy was effective to teach reading.

Briefly, the reading skill in the experiment class has proven that Think Aloud Strategy is effective toward students' ability in reading. The findings of the present research confirm the findings of preceding studies. This is also supported by Nikmah's research (2014), who which used that Think Aloud Strategy in this study there is significant difference between before and after being treatment. It means that there is significant difference between pre-test and post-test score. In conclusion the previous study had the same result using Think Aloud Strategy.

It is also paralel to Alaraj (2015),research who this also supports a study which used Think Aloud Strategy in this strategy, in this study also there is significant difference between before and after being treatment. It means that there is significant difference between pre-test and post-test

score. In conclusion the previous study had the same result using Think Aloud Strategy.

In conclusion, based on this discussion above the students' post-test score have better score than pre-test. Therefore, it could be concluded that the Think Aloud Strategy is effective in teaching reading of the tenth grade students at SMK ISLAM 1 DurenanTrenggalek. So, Think Aloud Strategy is an effective for teaching reading.