CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the obtained data will be presented and analyzed. The data presentation is outlined in several parts. They are the description of data, normality testing, hypothesis testing and discussion.

A. The Description of Data

In this research, the purpose of the researcher is to know the effectiveness of using fix-up strategy toward students' reading comprehension skill in reading recount text for eight grade students at SMP Negeri 1 Sumbergempol. To obtain the data, the test was given before (pre-test) and after (post-test) the treatment using fix-up strategy. The researcher involved a class that consists of 32 students, 17 males and 15 females' students as experiment and control class because the researcher was conducted pre experimental study so the researcher only used one class.

As mentioned before, the researcher used test as the instrument in collecting data. It has given to VIII G class of SMP Negeri 1 Sumbergempol students. The test items that have given to the students are 20 items in the form of multiple choices. This research was conducted on March 22, 2019 until March 30, 2019. The researcher used test, to get data those are pre-test and post-test.

1. The Data Before Using Fix-Up Strategy

In this study, the researcher presented the data of students' score in reading comprehension on recount text, pretest and posttest. Here, the researcher wanted to know the effectiveness of using fix-up strategy toward reading comprehension skill at SMP Negeri 1 Sumbergempol. The effectiveness could be seen from the significant different score of students' score in reading comprehension on recount text before and after being taught by using fix-up strategy. Here, the researcher conducted pre-test, giving treatment about recount text by using fix-up strategy technique and post-test. Before and after treatments the researcher done pre-test and post-test. Pre-test and post-test were done to obtain students' score in reading comprehension.

Table 4.1 The Score's Criteria

No	Interval Class	Criteria
1.	85-100	Excellent
2.	71-84	Very Good
3.	60-70	Good
4.	40-59	Low
5.	0-39	Failed

The scores are divided into five criterions. They are excellent, very good, good, low, and failed. The students categorized into excellent score if they got 85-100 score which means that they were able to do test very well. The students categorized into good score if they got 71-84 score, which means that they were, have a little doubt. In this category, they were able to do test well. The students categorized into average score if they got

60-70 score which means that they were able to do test pretty well. The student categorized into poor score if they got 0-59 score, which means that they just do the test. The last criteria were the students categorized into very poor score if they got 0-39 score, which means that they could not do the test well.

2. The Data of Pre-test

After conducting pretest, the researcher obtained the data. The data as follows:

Table 4.2 Students' score before being taught by using fix-up strategy

NO.	STUDENTS	PRE-TEST
1	A.N.P.S	85
2	B.I.N	80
3	C.Z.S	75
4	D.A.L	50
5	D.F.D.I	70
6	D.T.S	60
7	D.A.S	65
8	D.A.P	70
9	E.W.P	70
10	E.S.A.W.D	75
11	F.B.P	65
12	F.E.S	75
13	I.W	75
14	K.Y	85
15	M.N.M	55
16	M.N.U	85
17	M.N.F	65
18	M.N.R.T	50
19	M.A.K	80
20	M.Ir	60
21	M.R	85
22	M.Im	80
23	P.A.S	60
24	R.T.S	80

25	R.I.A	80
26	S.T.A.S	60
27	S.N.D.A	80
28	S.H	55
29	U.J	75
30	V.W.A.P	50
31	Y.R.S	60
32	S.P.A.W	50

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of pre-test. For easy to understand whether the students score, here the histogram charts:

Table 4.3 The Histogram Chart of Pre-test
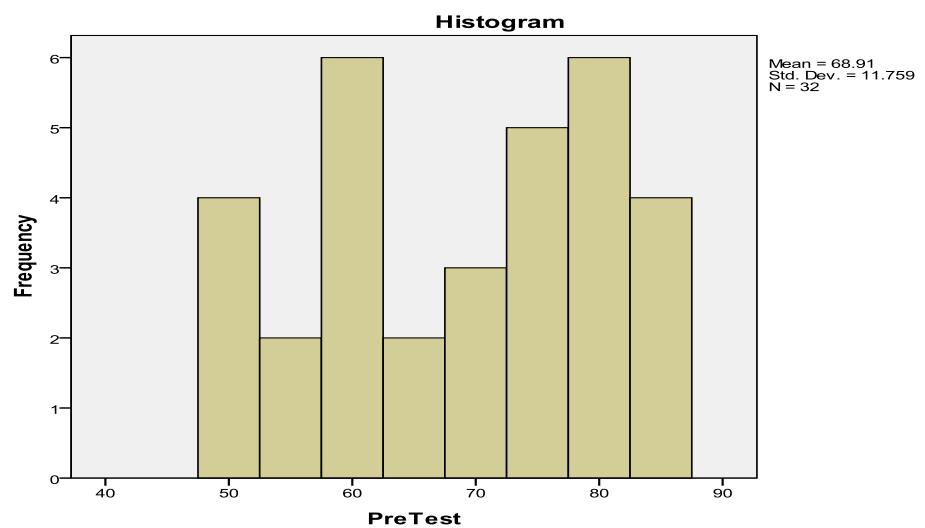
The percentage is divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1) the result of the calculation as follows:

Table 4.4 Descriptive Statistic of Pre-test

Statistics

PreTest

N	Valid	32
	Missing	0
Mean		68.91
Std. Error of Mean		2.079
Median		70.00
Mode		60[a]
Std. Deviation		11.759
Variance		138.281
Range		35
Minimum		50
Maximum		85
Sum		2205

Based on the table 4.4 above, it showed that the mean was 68.91, the median is 70, the mode is 60[a], and the minimum and maximum of score is 50 and 85. Then, the number of score appeared in pre-test, the researcher presents frequency distribution as bellow:

Table 4.5 The Frequency of Students' Score in Reading Comprehension of Pre-test

PreTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	12.5	12.5	12.5
	55	2	6.3	6.3	18.8

60	6	18.8	18.8	37.5
65	2	6.3	6.3	43.8
70	3	9.4	9.4	53.1
75	5	15.6	15.6	68.8
80	6	18.8	18.8	87.5
85	4	12.5	12.5	100.0
Total	32	100.0	100.0	

From the table 4.5, the frequency of pretest after being distributed the score by considering scoring rubric.

a. There were not students who got score between 0-39, which means that the students' score in reading comprehension was failed.

b. There were 6 students who got score between 40-59, which means that on the students' score in reading comprehension was low.

c. There were 11 students who got score between 60-70, which means that on the students' score in reading comprehension was good.

d. There were 11 students who got score between 71- 84 which means that on the students' score in reading comprehension was very good.

e. There were 4 students who got score between 85-100 which means that on the students' score in reading comprehension was excellent.

After knowing the result of pre-test, the researcher gave the treatment or fix-up strategy with the purpose probably the students reading comprehension skill could be increased. At last, the researcher gave post-

test to measure the difference scores or achievement after conducting the treatment.

3. The Data of Post-test

After conducting posttest, the researcher obtained the data. The data were as follows:

Table 4.6 Students' score after being taught by using fix-up strategy

NO.	STUDENTS	POST-TEST
1	A.N.P.S	100
2	B.I.N	95
3	C.Z.S	80
4	D.A.L	90
5	D.F.D.I	95
6	D.T.S	70
7	D.A.S	95
8	D.A.P	100
9	E.W.P	90
10	E.S.A.W.D	95
11	F.B.P	85
12	F.E.S	90
13	I.W	85
14	K.Y	95
15	M.N.M	85
16	M.N.U	90
17	M.N.F	75
18	M.N.R.T	75
19	M.A.K	95
20	M.Ir	85
21	M.R	100
22	M.Im	90
23	P.A.S	90
24	R.T.S	100
25	R.I.A	85
26	S.T.A.S	75
27	S.N.D.A	95
28	S.H	85
29	U.J	100
30	V.W.A.P	85

31	Y.R.S	90
32	S.P.A.W	85

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of post-test. For easy to understand whether the students score, here the histogram charts:

Table 4.7 The Histogram Chart of Post-test
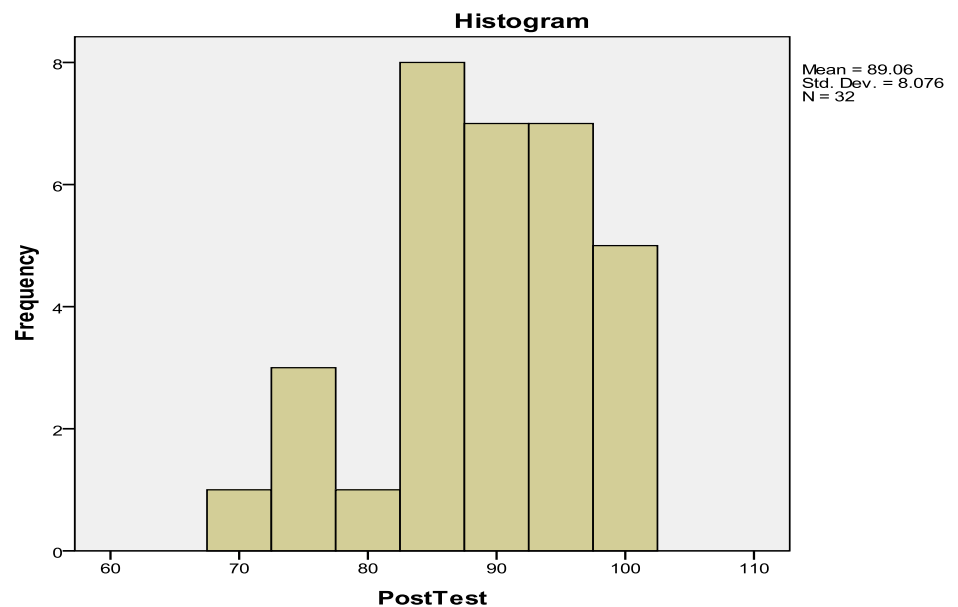
The percentage was divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1) the result of the calculation as follows:

Table 4.8 Descriptive Statistic of Post-test

Statistics

PostTest

N	Valid	32
	Missing	0

Mean	89.06
Std. Error of Mean	1.428
Median	90.00
Mode	85
Std. Deviation	8.076
Variance	65.222
Range	30
Minimum	70
Maximum	100
Sum	2850

Based on the table 4.8 above, it showed that the mean was 89.06, the median was 90, the mode was 85, and the minimum and maximum score was 70 and 100. To know the number of score appeared in post-test, the researcher used frequency distribution as follow:

Table 4.9 The Frequency of Students' Score in Reading Comprehension of Post-test

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.1	3.1	3.1
	75	3	9.4	9.4	12.5
	80	1	3.1	3.1	15.6
	85	8	25.0	25.0	40.6
	90	7	21.9	21.9	62.5
	95	7	21.9	21.9	84.4
	100	5	15.6	15.6	100.0

PostTest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.1	3.1	3.1
	75	3	9.4	9.4	12.5
	80	1	3.1	3.1	15.6
	85	8	25.0	25.0	40.6
	90	7	21.9	21.9	62.5
	95	7	21.9	21.9	84.4
	100	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

From the table 4.9, the frequency of post-test after being distributed the score by considering scoring rubric.

a. There were not students who got score between 0-39, which means that the students' score in reading comprehension was failed.

b. There were not students who got score 40-59, which means that on the students' score in reading comprehension was low.

c. One student got score 60-70, which means that on the students' score in reading comprehension was good.

d. There were 4 students who got score between 71-84, which means that on the students' score in reading comprehension was very good.

e. There were 27 students who got score between 85-100, which means that on the students' score in reading comprehension was excellent.

B. Normality Testing

Normality testing is conducted to determine whether the data results of research conducted normal or not. In this study, the researcher conducted normality testing on the results of pre-test score in reading test. In normality testing, the researcher used One-Sample Kolmogorov-Smirnov formula from SPSS program 18.0 version. The hypotheses for normality testing are:

a. Ho : Data is in normal distribution

b. Ha : Data is not in normal distribution

To measure the Normality testing using the rules of Asymp. Sig (2 tailed) or p. Asymp. Sig (2 tailed) or $p < 0.05$. Therefore, with this it can be concluded the test distribution is normal. In this study, this researcher used normality testing for pre-test and post-test students' scores in the experimental group.

Table 4.10 The Student's Score

NO.	STUDENTS	PRE-TEST (X)	POST-TEST (Y)
1	A.N.P.S	85	100
2	B.I.N	80	95
3	C.Z.S	75	80
4	D.A.L	50	90
5	D.F.D.I	70	95
6	D.T.S	60	70
7	D.A.S	65	95
8	D.A.P	70	100
9	E.W.P	70	90
10	E.S.A.W.D	75	95
11	F.B.P	65	85
12	F.E.S	75	90
13	I.W	75	85
14	K.Y	85	95
15	M.N.M	55	85
16	M.N.U	85	90

17	M.N.F	65	75
18	M.N.R.T	50	75
19	M.A.K	80	95
20	M.Ir	60	85
21	M.R	85	100
22	M.Im	80	90
23	P.A.S	60	90
24	R.T.S	80	100
25	R.I.A	80	85
26	S.T.A.S	60	75
27	S.N.D.A	80	95
28	S.H	55	85
29	U.J	75	100
30	V.W.A.P	50	85
31	Y.R.S	60	90
32	S.P.A.W	50	85
N= 32/ Total Score		2210	2850
Mean		68.91	89.06

From the table 4.10 it showed that the total score of pre-test was 2210 and the mean of students' score of pretest was 68.91. The total score of post-test was 2850 and the mean of students' score of post-test was 89.06. To know the that the test was normal, here the computation of normality testing:

Table 4.11 The Result of Normality Testing

One-Sample Kolmogorov-Smirnov Test

		PreTest	PostTest
N		32	32
Normal Parameters[a,b]	Mean	68.91	89.06
	Std. Deviation	11.759	8.076
Most Extreme Differences	Absolute	.167	.151
	Positive	.151	.099
	Negative	-.167	-.151
Kolmogorov-Smirnov Z		.942	.855
Asymp. Sig. (2-tailed)		.337	.457

a. Test distribution is Normal.

b. Calculated from data.

The hypotheses for testing normality are:

    a. H_0 : Data is in normal distribution

    b. H_1: Data is not in normal distribution.

Critic area is in which H_0 is rejected when the significance value is lower than 0.05 (α = 5%). The analysis is as follows:

Based on the output from SPSS above is known that the significance value from pre-test is 0.337 and from the post test is 0.457. Both value from pre-test and posttest are bigger than 0.05. The sig/p value on pre-test is 0.337 and it is lower 0.05 (0.337 > 0.05). It means that H_0 is accepted and H_a is rejected and the data is in normal distribution. Then, for post-test score the value of sig/p is 0.457 and that is bigger than 0.05 (0.457 > 0.05). It also means that H_0 is accepted and H_a is rejected and the data is in normal distribution. Therefore, it can be interpreted that both of data (pre-test and post-test score) are in normal distribution.

C. Hypothesis Testing

In the experimental study, hypothesis testing was divided into 2 namely the null hypothesis (H_o) and alternative hypothesis (H_a).

    a. $H_o = \mu_1 \leq \mu_2$ or the mean of the post-test is smaller than or equal to the mean of the pre-test.

Null hypothesis of this research is the students' reading comprehension skill after being taught using fix-up strategy is less than or equal to their skill before being taught using fix-up strategy.

b. $H1 = \mu1 > \mu2$ or the mean of post-test is higher than the mean of pre-test.

Alternative hypothesis of this research is the students' reading comprehension skill after being taught using fix-up strategy is higher than their skill before being taught using fix-up strategy.

To know whether the posttest's score is higher than pre-test score before and after using fix-up strategy, the researcher computed paired-sample test by using SPSS 18.0 Version. The output was as follow:

Table 4.12 The Result of Paired Sample t-Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	PostTest – PreTest	20.156	9.545	1.687	16.715	23.598	11.946	31	.000

Based on table 4.12, the t was 11.598, with the df = 31, and the p-value (two-tailed) was 0.000. Given that, the present test is one-tailed test, so the p-value (0.000) is divided into 0.000 /2= 0.000. The

significance level is 0.05. For interpretation of decision based on the result of probability, it is:

    1) If the probability value (sig) > 0.05 then the null hypothesis is not rejected.

    2) If the probability value (sig) < 0.05 then the null hypothesis is rejected.

Since 0.000 is smaller than significance level (α) 5% or 0.05, so the null hypothesis is rejected. In other word, the hypothesis saying that the mean of the pre-test is smaller than or equal to the mean of the post-test is rejected. It automatically accepts the alternative hypothesis saying that the mean of post-test is higher than the mean of pre-test. It means that there is a significance difference before and after being taught using fix-up strategy. The conclusion is the use of fix-up strategy is effective towards the students reading comprehension skill especially in reading recount text.

D. Discussion

From the research method in chapter III in this research, teaching and learning process is divided into three steps. First step is the researcher-administrated pretest by giving reading comprehension test. It is used to know the students' earlier reading comprehension before they get treatment. The second is given treatment to the students. The treatment here is teaching reading comprehension by using fix-up strategy. The material is about

recount text. After the student got treatment, they were more interested to learn reading comprehension. The last step was giving post-test to the students after they got treatment.

From the research finding in chapter IV, the output data of paired sample statistics shows mean of pre-test is 68.91 and post-test is 89.06 has increased. If compared the differences both of value is 20.15. Therefore, from both mean it can concluded that there is significant differences in the students' achievement of reading comprehension means that teaching reading comprehension through fix-up strategy is effective.

Based on table 4.12, the t is 11.946, with the df = 31, and the p-value (two-tailed) was 0.000. Given that, the reading comprehension test was one-tailed test, so the p-value (0.000) was divided into 0.000 /2= 0.000. The significance level was 0.05. Since 0.000 was smaller than significance level (α) 5% or 0.05, so the null hypothesis was rejected. In other words, the hypothesis said that the mean of the pre-test was smaller than or equal to the mean of the post-test was rejected. It accepted the alternative hypothesis which said that the mean of post-test was higher than the mean of pre-test. It means that there was a significance difference before and after being taught using fix-up strategy on reading comprehension.

Based on the result, it can be concluded that fix-up strategy as effective in teaching reading comprehension at Junior High School especially at eight grade students of SMPN 1 Sumbergempol. It also could be seen in the treatment process, the students more interested when the researcher

applied the technique. Fix-Up Strategy is an instructional approach. This strategy helped readers to comprehend more easily, what they to achieve a mutual goal were reading. Fix-Up Strategy is one of the self-correcting strategies because it is a process of students working independently to construct understandings of text as they read with it. Thought the more you read it is not enough for you to be mastered the whole meaning. Fix-up strategy helps if you getting unstuck when you are reading confusing text.

After the researcher did the research in teaching reading comprehension of the eighth grade students of SMPN 1 Sumbergempol, reading fix-up strategy is not only motivate the students to learning reading comprehension but also help the students comprehend the text easily. Therefore, they can learn to develop their ability in reading comprehension, especially of recount text. Fix-up strategy has been proved can help the students to improve their reading comprehension achievement, can help the students to builds comprehension, read the whole text is the process of reading to allow students time to understand material, try to guess the meaning of text should be do during reading. As the comparison of this research, here are some researchers of The Effect of Fix-Up Strategies toward Students Reading Skill. The first is by Suryati (2013) entitled "The effect of fix-up strategy towards reading comprehension of the second year students at SMAN 2 Tapung Kampang Regency". The second is by Indrasari (2012) entitled "The effectiveness of using fix-up strategy to teach reading viewed from students' self-confidence". And the third is by Christine D. Bremer Et.al

(2010) entitled "Collaborative Strategic Reading (CSR): Improving Secondary Students' Reading Comprehension Skills".

For the first researcher, Suryati (2013) she found that the studies increased their engagement in the activities because of fix-up strategy they could self-correction about the text and construct meaning from the texts at once when they developed the reading task.

In a similar way, for the second researcher Indasari (2012) she found that fix-up strategy can increase their ability in reading narrative text. And the last researcher is Christine D. Bremer Et.al (2010) she declare that collaborative is effective to teach reading comprehension skill of the students and the way for doing this is get the gist which is also a fix-up strategy, so fix-up strategy is effective to increase the students reading comprehension in narrative text.

The study above has both the similarities and the differences with the researcher's study. The similarities are having same technique (fix-up strategy), using test as the instrument, and choosing various text as the materials.

The differences are on the place, sampling technique and the use of observation as the collecting data technique of the study. The main similarities from the research is have positive impact of the fix-up strategy according to the researcher, which students of SMPN 1 Sumbergempol constantly mentioned that they had an enhancement in some specific aspects of English language especially in reading comprehension.

From the result of researcher finding, fix-up strategy as teaching strategy is surely shows the real effectiveness, because this strategy is easy and interesting to apply in teaching reading comprehension. Then, the students more enjoy and will not be easy to feel boring when they are read a confusing text and this strategy can give spirit in teaching learning process for the eighth grade of SMPN 1 Sumbergempol.

Based on the result, it can be concluded that reading fix-up strategy is effective in teaching reading comprehension at Junior High School especially for the eighth grade students at SMPN 1 Sumbergempol. Fix-Up Strategy is one of the essential or important to model for students how skilled readers construct meaning from a text. The Fix-Up strategy asks students to solve the problem of their in understanding the text that they think hard to be found the meaning. Even more, teachers also have to make students realize that the teachers' role only as a guide, students then is the main protagonist of reading process. Reading fix-up strategy surely showed the real effectiveness in teaching reading comprehension because it especially of the eighth grade students of SMPN 1 Sumbergempol.