CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explain about the description of data, hypothesis testing and discussion based on the result of research.

A. The Description of Data

This chapter contains of student's reading achievement of reading comprehension taught by using Team Games Tournament and taught without using Team Games Tournament. The researcher gave pre-test and post-test to know the student's reading achievement. The aim is to find out the significant differences of students' reading comprehension achievement taught and without taught by using Team Games Tournament. The researcher used test as the instrument of this research.

1. The student's scores before taught by using Team Games Tournament

The researcher gave a test which formed in multiple choices which consist of 20 questions for both of control and experimental group. The pre-test scores of students showed in appendix 12 and 13.

Table 4.1
The Description of Statistic Pre-Test Experimental Group and Control Group

Pre test experimental

N	Valid	36
	Missing	0
Mean		51,25
Median		55,00
Mode		55
Std. Deviation		12,500
Minimum		25
Maximum		70

Pre-test control group

N	Valid	36
	Missing	0
Mean		41,39
Median		40,00
Mode		50
Std. Deviation		9,828
Minimum		25
Maximum		60

Table 4.1 showed that there are 36 students in Experimental group. It shown that the mean score of pre-test is 51,25, it means the average score of 36 students are got 51. The media score is 55, the mode score is 55, and the standart deviation is 12,500. The highest pre-test score of Experimental Group is 70 and the lowest score is 20.

Moreover, the result on the table 4.2 can conclude that there are 36 students in control group. It shown that mean score of pre-test is 41,39, it means that the average score of 36 students are got 41. The median score

is 40, the mode score is 50, and the standart deviation is 9,828. The highest pre-test score of Control Group is 60 and the lowest score is 25.

2. The student's scores after taught by using Team Game Tournament

After the researcher got scores from pre-test, the researcher gave treatment to the students by using Team Game Tournament in Experimental class and traditional strategy in control class. When the treatmet finished, the researcher gave post-test to both of the classes. It is to know the student's score after being taught by using Team Games Tournament and without using Team Game Tournament. The data of student's score can be seen in appendix 12 and 13.

Table 4.2
The Description of Statistic Post-test Experimental Group and Control Goup

Post test control

N	Valid	36
	Missing	0
Mean		49,31
Median		50,00
Mode		45[a]
Std. Deviation		11,598
Minimum		25
Maximum		75

Post test experimental

N	Valid	36
	Missing	0
Mean		62,78
Median		60,00
Mode		55[a]
Std. Deviation		10,103
Minimum		45
Maximum		85

Based on the table 4.2, it can conclude that there are 36 students in Experimental group. It shown that mean score of post-test is 62,78, it means that the average score of 36 studnets are got 62. The median score is 60, the mode is 55, and the standart deviation is 10,103. The highest post-test score of Experimental grop is 85 and the lowest score is 45.

Moreover, the result on the table 4.4 can concluide that there are 36 students in Control Group. It shown that mean score of post-test is 49,32, it means that the average score of 36 students are got 49. The median score is 50, the the mode score is 45, and the standart deviation is 11,598. The highest post-test score of Control Group is 75 and the lowest score is 25.

3. The significant different of student's scores in experimental group and control group

After the researcher got the data in the form of scores of pre-test and post-test, then the researcher analyzed the data used statistical test using Independent Sample T test by using SPSS 16. It used to know the effectiveness of using Team Games Tournament in reading comprehension. The result is as follow:

Table 4.3
Independent Sample T test

	Group	N	Mean	Std. Deviation	Std. Error Mean
students' score	Treatment	36	62.7778	10.10265	1.68377
	Control	36	49.3056	11.59758	1.93293

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
students' scoree	Equal variances assumed	.155	.695	5.255	70	.000	13.47222	2.56346	8.35957	18.58488
	Equal variances not assumed			5.255	68.708	.000	13.47222	2.56346	8.35788	18.58657

Based on the table 4.3, output Group Statistic in the first column shows that the number of subjects or respondents of experimental is 36 students and control group is 36 students. The second column shows the

mean of experimental group and control group. There are different means scores between post-test experimental group and post-test control group. The mean score of post-test experimental group is 62,77 and the mean score of post test control group is 49,30. So, the mean score of post-test experimental group is higher than the mean score of post-test control group. Moreover, output Independent Sample T-test shows that thke significant (2-tailed) is 0,000.

B. Hypothesis Testing

Hypothesis testing was used to reveal whether there was a significant difference on reading skill between the students who were taught by using team games tournament and they who were taught without taught without it. The null hypothesis (H_0) is "There is no significant difference in reading skill between students who were taught by using team games tournament and they who were taught without using it." The alternative hypothesis (Ha) states that there is significant difference in readig skill between students who were taught by using team games tournament and they who were taught without using it.

In this research, the researcher analyzed the data used SPSS 16 program. The criteria to test the hypothesis of this research which is use in SPSS 16.0 were :

a. If sig.value <0.05, the null hypothesis (H_0) is rejected, while the alternative hypothesis (Ha) is accepted.

b. If sig.value >0.05, the null hypothesis (H_0) is accepted, while the alternative hypothesis (Ha) is rejected.

Based on the table above, the significance value of the research is 0.000, and significance level is 0.05. Because significance value is smaller than significance level (0.000<0.05), it means the alternative hypothesis (Ha) is accepted and the null hypothesis (H_0) is rejected. In other word, teaching reading using team games tournament is effective. According to that evidence, it can answer the reasearch problem that there is anysignificant different on students' reading hortatory exposition text acievement taught ny using Team Games Tournament strategy and taught by using lecturing strategy at SMAN 1 Tulungagung.

C. Discussion

The aim of this reaserch is to know the sigificant difference of student's achievement in reading comprehension hortatory exposition text between those who were taught by using team games tournament and those who were taught without using team games tournament for second grade students of SMAN 1 TULUNGAGUNG in the academic year of 2017/2018. In this research found that the mean score of post-test experimental group is 62.78 and the mean score of post-test for control group is 49.31. In addition, the mean score of post-test for experimental group is higher than the mean score of post-test control group. Moreover, output Independent Samples T-test show that the significance (2-tailed)

smaller than significance level (0,001<0,05) and the null hypothesis (H_0) is rejected.

Based on research finding, Team Games Tournament can help the students to improve their reading achievement in hortatory exposition text, because it can activate the students' skill in getting the meaning and the writer's purpose. Work together made the students more interesting in studying English especially in reading, the can improve what they have known and they can get many addition from theirs friends. It is such as have fun learning because they can get score from their performances which made the students happy in learning. They which they are placed in a team work that consists of 4 to 6 members who have different abilities, sex, race or ethnic. By the heterogeneous members for each team, it is motivate the students for helping each other, the students who have higher ability can help the other who need more explanation to master the learning. The teacher provides the material, and the students work in their team work to ensure that all of the team members have mastered the material.

Moreover, based on the calculation the result of post-test in this research showed that this strategy positively influences students' reading achievement in hortatory exposition text after the treatment. It can be said that the use of Team Games Tournament was significantly successful increased the students' achievement in reading hortatory text. So, it means that the result of this research was verified the theory by Slavin.