CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about research findings and discussion that include description data, hypothesis testing, and discussion.

A. The Description of Data

In this research, the researcher presented the data of students reading comprehension before and after being taught by using annotating text strategy in teaching reading. The researcher used test as the instrument in collecting data. There were two kinds of test that was used by the researcher in analyzing data, they were petest an postest. The test was given to the students of VIII-H at Mts Ma'arif Bakung Udanawu Blitar which consist of 38 students. The form of the test is multiple choice that include 20 questions and the test which was used for either pretest or postest was same. The students were answered the questions based the topic was given by the researcher about recount text.

The pretest was conducted on April 8th, 2019. The researcher asked the students to answered the question included multiple choice about recount text. The test is to know the student's reading achievement before students got the treatment. The student's reading score before taught by using annotating text strategy can be seen at appendix 1.

After getting data of pretest, the reseacher gave treatment to the students using annotating text strategy in teaching reading. After the treatment had finished the researcher gave postest to know the students reading achievement after being taught by using annotating text strategy. Treatment and postest was done on April 10th, 2019.

The students score above there were computed by using SPSS 18.0. The result was shown below.

Table 4.1 The Category of Students Score

No	Score	Category
1.	85-100	Excellent
2.	70-84	Good
3.	56-75	Average
4.	46-55	Poor
5.	0-45	Very Poor

Table 4.2 Descriptive Statistic of Pre Test

Statistics

pretest

N	Valid	38
	Missing	0
Mean		35.53
Median		35.00
Mode		35
Std. Deviation		10.830
Range		45
Minimum		15
Maximum		60
Sum		1350
Percentiles	25	28.75
	50	35.00
	75	45.00

Based on table 4.1 above, it can be seen that students consist of 38 students as the subject. The mean of the students score in pretest is 35,53 based on the category of student score in the table above , the students mean was in the category of very poor score. The median score was 35.00, it means that the middle score of pretest was 35.00 in 38 students. The

mode is simply that value which has the highest frequency, it means that the most frequent students score is 35 indicated that many student got very poor score.

Table 4.3 Frequency of Pre Test

pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	2.6	2.6	2.6
	20	5	13.2	13.2	15.8
	25	3	7.9	7.9	23.7
	30	5	13.2	13.2	36.8
	35	8	21.1	21.1	57.9
	40	6	15.8	15.8	73.7
	45	6	15.8	15.8	89.5
	50	1	2.6	2.6	92.1
	55	2	5.3	5.3	97.4
	60	1	2.6	2.6	100.0
	Total	38	100.0	100.0	

Based on the table 4.3 that showed of the minimum score is 15 until the maximum score is 60 of pretest. It can be found that the frequency or total of students who got score 15-20 is 6 students on the table above. Then the students who got score 25-30 is 8 students. The students who got score 35-40 is 14 students. There are 7 students who got score 45-50, and the last there are 3 students who got score 55-60.

From the result of data petest above, it can be state that qualification of the students is poor. It can be seen from the moe is 35 of 38 students in pretest. The mode represented the categoy of students before being taught by using Anootating text strategy.

Table 4.4 Descriptive Statistic of Post Test

Statistics

posttest

N	Valid	38
	Missing	0
Mean		80.79
Median		80.00
Mode		80
Std. Deviation		10.560
Range		40

Minimum		60
Maximum		100
Sum		3070
Percentile	25	73.75
s	50	80.00
	75	90.00

Based on table 4.4 above, it can be seen that students consist of 38 students as the subject. The mean of the students score in post test is 80,79 based on the category of student score in the table above, the students mean was in the category of good score. The median score was 80.00, it means that the middle score of pretest was 80.00 in 38 students. The mode is simply that value which has the highest frequency, it means that the most frequent students score is 80 indicated that many student got very good score.

The frequency of the students score was presented in the following table below.

Table 4.5 Frequency of Post Test

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	5.3	5.3	5.3
	65	2	5.3	5.3	10.5
	70	5	13.2	13.2	23.7
	75	5	13.2	13.2	36.8
	80	8	21.1	21.1	57.9
	85	4	10.5	10.5	68.4
	90	7	18.4	18.4	86.8
	95	3	7.9	7.9	94.7
	100	2	5.3	5.3	100.0
	Total	38	100.0	100.0	

Based on the table 4.5 above, can seen there is 2 student who got score 60 and 2 student who got score 65 showed that score of reading comprehension is average. Then 10 student who got score 70 and 75 showed that their score of reading comprehension were categorized as good. There are 8 student whot got score 80 it means the score of reading comprehension is good. Thn finally, 16 student who got score 85, 90, 95, and 100 showed that were categorized as very good.

Based on the descriptive above, there are differences score between before being taught using annotating text strategy an after being treatment by using annotating text strategy. The score after being taught by annotating text strategy better and bigger than before using annotating text strategy.

B. Hypothesis Testing

The hypothesis of this research showed the effectiveness of before an after using annotating text strategy in reading comprehension. The hypothesis of the research as follow:

1. If the significant value < significant level, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means there is significant different score of the students reading comprehension before and after being taught by annotating text strategy at the second gade students of Mts Ma'arif Bakung Udanawu Blitar.
2. If the significant value > significant level, the null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It means there is no significant different score of the students reading comprehension before and after being taught by annotating text strategy at the second gade students of Mts Ma'arif Bakung Udanawu Blitar.

There are differences data befoe an after taught by using annotating text strategy. The data showed that the score after taught by using annotating text strategy better than higher before taught using annotating text strategy. The researcher used using paired sample statistical test using paired sample t-test by SPSS.18 to ensure the effectiveness of using annotating text strategy on stuents reading comprehension. Hence, to get significant difference between pre- test and post test score, the calculating result should show whether H_0 is rejected meanwhile H_a is accepted. The result is follow:

Table 4.6 Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	35.53	38	10.830	1.757
	posttest	80.79	38	10.560	1.713

The table above, showed the pairs sample statistics, the standard deviation from pre test is 10.830 and the standard error mean of pre test is 1.757. While, the standard deviation from post test is 80.79 and the standard error mean of post test is 1.713. The mean of post test scores is 80.79 it is lager than the mean of pre test scores 35.53.

4.7 Paired Sample Correlations

Paired Sample Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	38	.179	.281

From the results of the above, it can be seen that the test results show that the value of the pretest and posttest has a correlation value of 0.179. In other words, the value of the pretest and posttest has a relationship of 17.9%.

Table 4.8 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	-45.263	13.703	2.223	-49.767	-40.759	-20.362	37	.000

Table 4.8 output Paired Sample Test shows the result mean of pre-test an post test is 45.263, the negative it means that the mean before treatment was lower than after gave treatment. The mean above shows there is has difference mean between the two score was 45.263 and standard

Standard deviation is 13.703, it show the variation or dispertion of the data. The mean os standard error is 2.223 it describes the accurancy as an estimate of the population mean. The lower difference is 49.767, while upper difference is 40.759, the result of t-test is 20.362 with df 37 and significant is 0.000.

The significant value of this research is 0.000 and the significant level is 0.05. If the value is sig. (2-tailed) <0.05, there is a significant difference in the reading comprehension of students on pretest and posttest data, which means that there is an influence on the use of annotating text strategy in improving students' reading comprehension. Then If the value is sig. (2-tailed)> 0.05, there was no significant difference in the reading comprehension of students in the pretest and posttest data, which meant that there was an influence on the use of annotating text strategy in improving students' reading comprehension.

Because the sig value. for 0,000 <0,05, it can be concluded that there is a significant difference in students 'reading comprehension on pretest and posttest data, which means that there is an effective used annotating text strategy in teaching reading comprehension ability on recount text.

C. Discussion

Based the result of the research, the researcher knows that the pre test mean score is 35.53 and the post test mean score is 80.79 it show the difference between the two means. The standard deviation from pre test is 10.830 and the standard error mean of pre test is 1.757. While, the standard deviation from post test is 80.79 and the standard error mean of post test is 1.713. The result shows that the post test score is better than

pre test. The significant value of this research is 0.000 and the significant level is 0.05. It means the significant level 0.05 is bigger than significaant value 0.000 that the alternative hypothesis was accepted and the null hypothesis is rejected.

The result above shows that annotating text strategy is effective used in teaching recount text, because there is significant difference score before an after taught by using annotating text strategy at the second grade of Mts Ma'arif Bakung Udanawu Blitar.

According on the result of data analysis above, it's also strongly with previous study as Annotating Text Strategy as an effective for the students' reading comprehension ability. The first, Erin Lynch (2018) teaching annotation strategies will help students keep track of key ideas while reading, helping formulate thoughts an questions for deeper understanding, foresting analyzing and interpreting texts, based on the result of teaching reading comprehension by using annotating text strategy made students understood and quickly found the important information of the text.

The second is according to Rona and David annotating text is generative in nature and has metacognitive, cognitive and affective components. Annotating is summing up information in a text or article by writing brief key points in the margins. This annotating text strategy which is aimed to help readers synthesize the author's thought in their own

words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur.

Based on the explanation above, the implementation of annotating text strategy in teaching reading gives a good effect on the students' reading ability, because they can more understand easily the text. It can be done because they are enjoying the learning process, this strategy can support the students to think creative, so the students can learn better and besides that the teacher also can monitor the students' implementation of annotating text strategy.