

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and the discussion of the research. Four main topics will be discussed in this part description of data, the result of normality and homogeneity, hypothesis testing, and discussion.

A. The Description of Data

In this sub chapter, the researcher presents the descriptive statistics of the research. The result of students' writing descriptive text in term of pre-test and post-test, then those were calculated by using writing scoring rubric.

The tests were given to first grade of MA Darul Huda Wonodadi. The number of student was 34. The student's scores of pre-test and post-test can be seen in table 4.1. In addition, the test was conducted before and after using Herringbone technique as the treatment in teaching reading narrative text (See Appendix 1,6,7, page 1,17,18).

Table 4.1

The Result of Student's Score in Pre-Test and Post-Test

NO	Student's Name	Pre-Test (X0)	Post-Test (X1)
1	S1	40	60
2	S2	70	85

3	S3	60	70
4	S4	60	75
5	S5	60	75
6	S6	70	85
7	S7	60	80
8	S8	55	70
9	S9	60	75
10	S10	60	75
11	S11	80	90
12	S12	50	65
13	S13	40	55
14	S14	45	55
15	S15	65	80
16	S16	60	75
17	S17	70	80
18	S18	75	85
19	S19	65	80
20	S20	45	60
21	S21	60	85
22	S22	70	85
23	S23	55	65

24	S24	70	75
25	S25	80	85
26	S26	70	80
27	S27	85	95
28	S28	65	65
29	S29	80	90
30	S30	55	65
31	S31	55	60
32	S32	70	85
33	S33	60	75
34	S34	60	65
Total		2125	2515
Mean		72.94	75.00

Based on the table 4.1, it could be seen the lowest and the highest scores of 10th grade students. The lowest score in pre-test was 40 and the highest one in pre-test was 80. After the researcher gave the treatment of Herringbone technique in teaching reading narrative text, the researcher gave post-test to measure whether there was different score or not. Based on the table above, the lowest score in post-test was 55 and the highest one was 95.

1. Computation Result of The Students' Score Before being Taught by Using Herringbone Technique (Pre-Test)

In this part of test, the researcher asked the students to do the Pre-Test task about narrative text. The students were given about 60 minutes to answer 20 questions about narrative text. There were 34 students as the sample of this research. The purpose of conducting pre-test was intended to measure the student's reading achievement before they were given the treatment. The result of pre-test based on processing in SPSS 24.0 versions software. The descriptive statistic of pre-test score consisted of mean (table 4.2) and the frequency distribution of pre-test (table 4.3), those can be seen as below:

Table 4.2 The descriptive statistic of pre-test scores

Statistics		
PRETEST		
N	Valid	34
	Missing	0
Mean		72.94
Std. Error of Mean		1.494
Median		75.00
Mode		80
Std. Deviation		8.714
Variance		75.936
Range		40
Minimum		50
Maximum		90

Sum	2480
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Descriptive statistic is functioning to describe the condition of certain group. In this research, the group was intended to 10 IPS students of MA Darul Huda Wonodadi. Table 4.2 showed that the total of data was divided with number of data which determined as mean scores from pre-test. It was 72.94. Then, the half number of data sample which determined as median score from pre-test was 75. To know the most frequently appeared number, the data used mode score and the most appeared number was 80. In addition, the minimum score was 50. The maximum score was 90. Then, the number of score appeared in pre-test, the researcher presents frequency distribution as below:

Table 4.3 Frequency Distribution of pre-test

PRETEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	5.9	5.9	5.9
	45	2	5.9	5.9	11.8
	50	2	5.9	5.9	17.6
	55	4	11.8	11.8	29.4
	60	9	26.5	26.5	55.9
	65	3	8.8	8.8	64.7
	70	7	20.6	20.6	85.3

	75	1	2.9	2.9	88.2
	80	3	8.8	8.8	97.1
	85	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

The table 4.3 showed the numbers that describe the categorizing based on frequency distribution by considering on qualification of the scoring rubric.

- a. There are 19 students who got score between 41-60 it means that the students reading achievement was still fair. It needed much improvement.
- b. There are 29 students who got score between 61-80 it means that the students reading achievement was good enough. However, it also still needed the improvement.
- c. There are only 1 students who got score 85, it means that the students reading achievement was excellent.

After knowing the result of pre-test, the researcher gave the treatment or Herringbone technique with the purpose probably the students reading achievement could be increased. At last, the researcher gave post-test to measure the difference scores or achievement after conducting the treatment.

2. Computation Result of The Student's Score After being Taught by Using Herringbone Technique (Post-Test)

In Post-test, the researcher asked the students to do the Post-Test task about narrative text. The task consist of 20 multiple choice questions. The allocation time was 60 minutes. There were 34 students as the sample of this research. The purpose of conducting post-test was intended to measure the student's reading achievement after they were given the treatment.

The result of post-test based on processing in SPSS 24.0 version software. The descriptive statistic of post-test score consisted of mean (Table 4.4) and the frequency distribution of post-test (Table 4.5), can be seen below:

Table 4.4 The descriptive statistic of post-test scores

Statistics		
POSTEST		
N	Valid	34
	Missing	0
Mean		75.00
Std. Error of Mean		1.816
Median		75.00
Mode		75 ^a
Std. Deviation		10.589
Variance		112.121

Range	40
Minimum	55
Maximum	95
Sum	2550

Descriptive statistic functions to describe the condition of certain group. In this research, the group was intended to 10 IIS students of MA Darul Huda Wonodadi. Based on table 4.4 showed the total all data were divided with number of data which determined as mean score from pre-test. It was 83.69. Then, the half number of data sample which determined as median score from pre-test was 85. To know the most frequently appeared number, the data used mode score and the most appeared number was 80. In addition, the minimum score was 80. The maximum score was 90.

To know the number of score appeared in pre-test, the researcher used frequency distribution as follow below:

Table 4.5 Frequency Distribution of post-test

POSTEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	5.9	5.9	5.9
	60	3	8.8	8.8	14.7
	65	5	14.7	14.7	29.4

	70	2	5.9	5.9	35.3
	75	7	20.6	20.6	55.9
	80	5	14.7	14.7	70.6
	85	7	20.6	20.6	91.2
	90	2	5.9	5.9	97.1
	95	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

The table 4.5 showed the numbers that describe about the division and percentages of frequency distribution. The frequency of post-test after being distributed showed based on the categorizing of scoring rubric:

- a. There are 10 students who got score between 55-65, it means that the students writing achievement in descriptive text was fair.
- b. There are 14 students who got score between 70-80, it means that the students writing achievement was good enough.
- c. There are only 10 students who got score between 85-95, it means that the students writing achievement was excellent.

B. The Result of Normality and Homogeneity

In this sub chapter, the researcher presents and discusses the result of normality and homogeneity testing by using SPSS 24.0. Calculating normality is used to know the data has been normal contributed or not.

Meanwhile, homogeneity is used to make sure whether the sample of data is homogeny or heterogen. By knowing the result of both testing, the researcher can decide what appropriate hypothesis testing type need to be used.

1. The Result of Normality Testing

Normality testing as mentioned before is conducted to check whether the data distribution is normal or not. The result can be seen as below:

Table 4.6 Normality Result

		PRETEST	POSTEST
N		34	34
Normal Parameters ^a b	Mean	62.21	75.00
	Std. Deviation	11.294	10.589
Most Extreme Differences	Absolute	.136	.147
	Positive	.136	.122
	Negative	-.128	-.147
Test Statistic		.136	.147
Asymp. Sig. (2-tailed)		.111 ^c	.060 ^c

a. Test distribution is Normal.

The table shows that the significance value of pre-test is 0.111, it is bigger than 0.050, it means the data distribution of pre-

test is normal. The significance value of post-test is 0.060, it is bigger than 0.050, it means the data distribution of post-test is also normal. It can be concluded that both of the data (pre-test and post-test) are normal distributions.

2. The Result of Homogeneity Testing

Homogeneity testing is conducted after ensuring whether the data has been normal distributed. The purpose of this testing is to know whether the data includes to homogeneous or heterogeneous data.

Table 4.7 Homogeneity Result (Pre-test)

Test of Homogeneity of Variances

PRETEST

Levene Statistic	df1	df2	Sig.
.647	7	25	.714

Table 4.8 Homogeneity Result (Post-test)

Test of Homogeneity of Variances

POSTEST

Levene Statistic	df1	df2	Sig.
1.683	7	24	.161

The description of the homogeneity data pre-test and post-test above showed the significance value. First, the significance value of pre-test was 0.714 (>0.050) means the data of pre-test was homogen. Second, the significance value of post-test was 0.161 (>0.050) means the data of pre-test was also homogen. Because the data were normal distribution and homogen, then, to test the hypothesis the researcher used parametric testing in term of *Paired Sample T Test* by using SPSS 24.0 version.

The result of hypothesis testing can be seen in table 4.9 below:

Table 4.9 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	PRE TEST – POST TEST	-12.794	4.798	.823	-14.468	-11.120	-15.550	33	.000

C. Hypothesis Testing

This research is conducted to know whether there is significant differences achievement of 10th grade students at MA Darul Huda Wonodadi in academic year 2018/2019 in reading narrative text before and after being taught by using Herringbone technique. To analyze the finding data, the researcher uses *Paired Sample Test* by using SPSS 24.0 version. The hypothesis is stated as follow:

1. When the significant value $<$ significant level, the alternative (H_a) is accepted and the null hypothesis (H_0) is rejected. It means there is significant difference score on the student's reading achievement before and after being taught by using Herringbone technique.
2. When the significant value $>$ significant level, the null hypothesis (H_0) is accepted and the alternative (H_a) is rejected. It means there is no significant difference score on the student's reading achievement before and after being taught by using Herringbone technique.

Based on the table 4.9 above, the significant value of this research is 0.000, standard significant level is 0.050. It means significant value is smaller than significant level ($0.000 < 0.050$). The interpretation can be concluded with saying "there is any significant different score before and after being taught by using Herringbone technique in reading narrative

text". In other word, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. According to that evidence, it can answer the research problem or question that there is any significant difference on student's reading narrative text achievement before and after being taught by using Herringbone technique to 10th grade students at MA Darul Huda Wonodadi.

D. Discussion

In this research, the researcher conducted the research by using one sample of population. It is 10 IIS students of MA Darul Huda Wonodadi. The number of students are 34, it has been chosen by purposive sampling technique in term suggestion by some eligible people in the school. To know the result of this research whether this strategy is effective or not, the researcher used pre-test and post-test then compute both of the tests into SPSS 24.0 version software. The result of computation between pre-test and post-test shows that there is a significant difference on the students' achievement before and after being taught by using Herringbone technique in reading narrative text. As the requirement of hypothesis, if the significant value is smaller than significant level (0.050), it means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It can be said that there is a significant difference score on the student's reading achievement before and after being taught by using

Herringbone technique. In fact based on the table of *paired sample t-test*, the result shows that the number of the significant value is 0.000 at significant level is 0.050. It means that there is a significant difference between pre-test and post-test. The difference can be seen deeply in the result of pre-test and post-test scores below.

Finding result by using Herringbone technique can increase student's achievements in reading. Based on the mean of pre-test 72,94 becomes 75.00 in post-test. The increasing score above related with the benefit of using Herringbone technique generally on reading. The student's reading comprehension after taught by using Herringbone technique was good. The data showed that the mean of pre-test lower than the mean of post-test.

The result of test from teaching reading comprehension by using Herringbone technique shows that students could understand the text. They feel enjoy and more active. It could be seen in the treatment process, the students are more interested when the researcher applies this technique. They feel enthusiastic to find the main idea by answer WH-question into the Herringbone diagram.

In fact, Herringbone technique can improve student's mastery in reading comprehension. When the teacher gives text to the students and asks then to read the text, they are able to understand the content of the

text and the main idea of the text. The technique is also useful for study groups, focusing on efforts and good by proposing questions. It is line with the theory provided by Thaler (2008:88), a useful technique for analyzing a single idea or text is the Herringbone technique, so named because it resembles a fish skeleton. Herringbone technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea in a paragraph or passage. The students answer the questions listed in the fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. Herringbone technique helps students to encoding the information in a manner that enhances their ability to answer essay questions. Herringbone technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read narrative text.

From the result finding above, Herringbone techniques effective for the students on reading narrative text comprehension. There some research that also support if Herringbone technique is effective used to teaching reading. The first research is a thesis from M. Rijal Septawan entitled "Reading Comprehension at Eight Grade Students of MTs Al Huda Kedungwaru Tulungagung Academic Year of 2013-2014". The result of the study the Herringbone Technique is effective for the students on reading narrative text comprehension. The second review is a journal

Published by Muhammad Arid entitled, “Improving Student’s Reading Comprehension through Herringbone Technique”. The result of this study is Herringbone technique is effective in improving reading comprehension. Herringbone technique can facilitate students to get important information in a text that can help students to get important information. Overall, it can be said that Herringbone technique is suitable used to teaching reading. Teaching reading narrative text by using Herringbone technique is effective to increase student’s achievement in the level of 10th grade students.