

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented four topics related to research finding that presented in data form. The data presentation is outlined in several part. They were the description of data, time placement, normality testing, hypothesis testing and discussion.

A. The Description of Data

In this sub chapter, the researcher conducted the research in MTs Imam Al Ghozali Panjerrejo Rejotangan. There were one class at the seventh grade of junior high school, one class at eighth grade of junior high school and 2 classes at the ninth grade of junior high school. They were IXA and IXB. For this research, the researcher took eighth grade for the research. The purpose of the researcher was to know the effectiveness of using DRTA strategy toward students' reading comprehension skill in reading recount text for eighth grade students at MTs Imam Al Ghozali Panjerrejo Rejotangan. To get the data, the test was given before (pre-test) and after (post-test) the treatment using DRTA strategy. The researcher conducted the research a class that consists of 25 students, 10 males and 15 females' students as experiment and control class because the researcher 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 class of MTs Imam Al Ghozali Panjerrejo Rejotangan students. The test items that have been given to the students were 25

items in the form of multiple choices. This research was conducted on April 11th, 2019 until April 18th, 2019. The researcher used test as instrument, to get data those are pre-test and post-test.

1. The Data Before Using DRTA 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 DRTA strategy toward reading comprehension skill at MTs Imam Al Ghozali Panjerrejo Rejotangan. 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 DRTA strategy. Here, the researcher conducted pre-test, giving treatment about recount text by using DRTA 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.	70 – 84	Very Good
3.	55 – 69	Good
4.	40 – 54	Low
5.	0 – 39	Failed

The students failed score were divided into 5 criteria. They are excellent, very good, good, low and failed. The students score was categorized in excellent criteria if the students get 85 – 100 in their score. It means that the students can do the test very well. This is the top criteria in this scoring rubric. The students categorized very good criteria if the students got this score 70 – 84. This category showed that the students still had a little doubt. In this category, they were able to do test well. The students categorized into average score if they got 55-69 score which means that they were able to do test pretty well. The students who was categorized into poor score if they got 40 – 54 score, which means that they just did 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. It was same as the students got difficult do the test.

2. The Data of Pre-test

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of pre-test. The percentage was divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1). For easy to understand whether the students score, here the histogram charts:

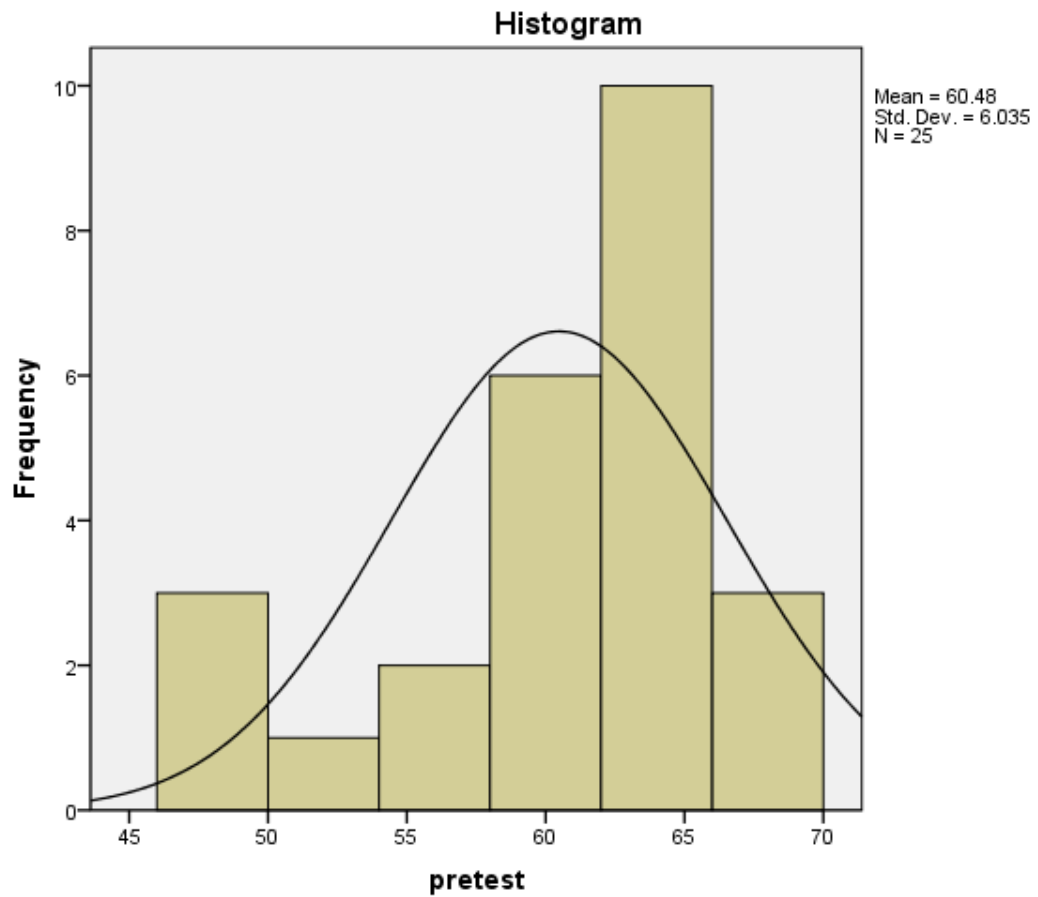
Table 4.2 The Histogram Chart of Pre-test

Table 4.3 Descriptive Statistic of Pre-test

Statistics

Pretest

N	Valid	25
	Missing	0
Mean		60.48
Std. Error of Mean		1.207
Median		64.00
Mode		64
Std. Deviation		6.035
Variance		36.427
Range		20
Minimum		48
Maximum		68
Sum		1512

Based on the table 4.3 above, it showed that the mean was 60.48, the median is 64.00, the mode is 64, and the minimum and maximum of score was 48 and 68. Then, the number of score appeared in pre-test, the researcher presents frequency distribution as below:

Table 4.4 The Frequency of Students' Score in Reading Comprehension of Pre-test.

		Pretest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	48	3	12.0	12.0	12.0
	52	1	4.0	4.0	16.0
	56	2	8.0	8.0	24.0
	60	6	24.0	24.0	48.0
	64	10	40.0	40.0	88.0
	68	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the table 4.4, 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 19 students who got score between 60-70, which means that on the students' score in reading comprehension was good.

- d. There were not students who got score between 71- 84 which means that on the students' score in reading comprehension was very good.
- e. There were not 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 DRTA 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

The researcher used SPSS 18.0 version to know the descriptive statistic and the percentage of students' score of post-test. The percentage was divided into five criterions: excellent, good, average, poor, and very poor (see table 4.1). To facilitate understanding whether the students score, here the histogram charts as follows:

Table 4.5 The Histogram Chart of Post-test

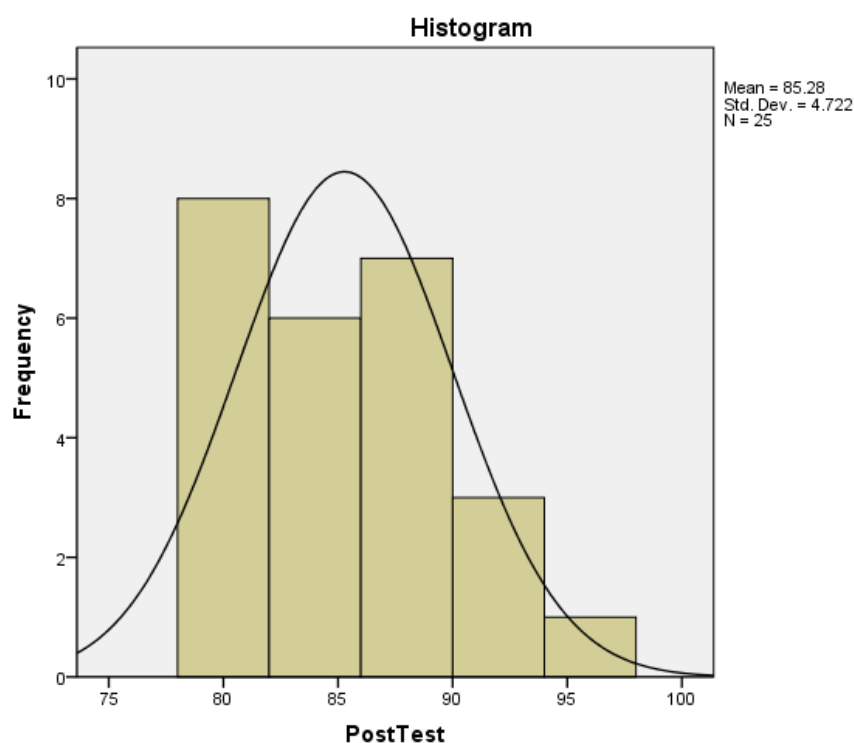


Table 4.6 Descriptive Statistic of Post-test

Statistics	
PostTest	
N	Valid 25
	Missing 0
Mean	85.28
Std. Error of Mean	.944
Median	84.00
Mode	80
Std. Deviation	4.722
Variance	22.293
Range	16
Minimum	80
Maximum	96
Sum	2132

Based on the table 4.6 above, it showed that the mean was 85.28, the median was 84.00, the mode was 80, and the minimum and maximum score was 80 and 96. To know the number of score appeared in post-test, the researcher used frequency distribution as follows:

Table 4.7 The Frequency of Students' Score in Reading Comprehension of Post-test

		PostTest			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	80	8	32.0	32.0	32.0
	84	6	24.0	24.0	56.0
	88	7	28.0	28.0	84.0
	92	3	12.0	12.0	96.0
	96	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table 4.7, 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. There were not students who got score 60-70, which means that on the students' score in reading comprehension was good.
- d. There were 14 students who got score between 71-84, which means that on the students' score in reading comprehension was very good.
- e. There were 11 students who got score between 85-100, which means that on the students' score in reading comprehension was excellent.

Table 4.8 Descriptive of Pre-test and Post-test.

Statistics		
Pre-test		
N	Valid	25
	Missing	0
Mean		60.48
Median		64.00
Mode		64
Std. Deviation		6.035
Minimum		48
Maximum		68

Statistics		
Post-test		
N	Valid	25
	Missing	0
Mean		85.28
Median		84.00
Mode		80
Std. Deviation		4.722
Minimum		80
Maximum		96

The table above described the central tendency of students' in pretest score. There were 25 students as participant in pretest group. In column mean it shows 60.48 it means that average of score from total amount students were 60.48. The median score were 64.00, median was the halfway point of total amount students scores. There was 64 for mode, it means the most frequent score from total students were 64. The standart deviation of score was 6.035. the standart deviation was the deviation of total score it show how the score were spread.

In addition, table above describe the central tendency of students' in posttest score. There were 25 students as participant in posttest group. In column mean it showed 85.28 it means that average of score from total amount students were 85.28. The median score was 84, median was the halfway point of total amount students scores. There was 80 for mode, it means the most frequent score

from total students were 80. The standart deviation of score was 4.722. the standart deviation were the deviation of total score it show how the score were spread.

Two tables above were describing about pre-test and post-test result. The central tendency of pretest were low and the spread were large. Moreover, the central tendency of posttest were high but the spread was low. So, central tendency of post-test higher than pre-test but the spread was low.

B. Time Implementation

This research was conducted on April 7th, 2019 until April 18th, 2019. On April 7th 2019, the researcher conducted try out in VIII B class in SMP T AL Anwar Durenan Trenggalek that consisted of 32 students. After that the researcher computed the result of try out to calculate the validity of the test. When the test were valid, the researcher conducted pre-test at VIII class on April 11st 2019 at MTS Imam AL Ghozali Panjerrejo Rejotangan. The researcher conducted research while three meeting. The first meeting was doing pretest. The second meeting was conducted the treatment on April 13rd 2019 to VIII class of MTS Imam AL Ghozali Panjerrejo Rejotangan, the researcher explained about recount text using DRTA (Direct Reading Thinking Activity) Strategy. After the treatments were done, the third meeting used for post-test. The researcher conducted post-test on April 18th 2019 to see the score of students was there any differences between pre-test's score and post-test's score. If the post-test's score was higher than pre-test's score so the DRTA strategy was effective to teach recount text to the eight grade of junior high school. After the researcher

computed the posttest's score, it was higher than pre-test's score. So this strategy was effective to teach recount text.

C. Normality Testing

Normality testing is a test to measure whether the data has a normal distribution or not. It means the sample of data came from a normally distributed population. The researcher used One-Sample Kolmogorov-Smirnov Test with SPSS 18.0 to know the normality. The hypotheses of testing normally are: a) H₀: Data is in normal distribution. B) H_a: Data is not normal distribution. Critic area is in which H₀ is rejected when the significance value is lower than 0.05 ($\alpha=5\%$). In normality testing, the researcher used pre-test and post-test score.

To know the normality that the test was normal, here the computation of normality testing:

Table 4.9 The Result of Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Post-Test	Pre-Test
N		25	25
Normal Parameters ^{a,b}	Mean	85.28	60.48
	Std. Deviation	4.722	6.035
Most Extreme Differences	Absolute	.188	.240
	Positive	.188	.160
	Negative	-.158	-.240
Kolmogorov-Smirnov Z		.941	1.201
Asymp. Sig. (2-tailed)		.338	.112

a. Test distribution is Normal.

b. Calculated from data.

According to the result of normality testing, the significance of pre-test in Kolmogorov-Smirnov was 0.112 and it was higher than 0.05. The result of post-test in Kolmogorov-Smirnov was 0.338 and it was higher than 0.05, so it could be concluded that the data was normal.

D. Hypothesis Testing

After the data were collected, the hypothesis testing was needed. Before being tested, a requirement test was conducted to find out what the technique it could be used or not, while the requirements were:

1. Instrument Testing

a. Validity Testing

In validity testing the researcher used the expert validity to see whether the test were valid or not. The expert validity was English teacher of MTs Imam Al Alghozali Panjerrejo Rejotangan, as follows :

(1) Umi Nurus Salamah, S. Pd (English teacher of MTs Imam Al Ghozali)

According to the expert validity, the result of Mrs. Nurus the test was feasible to use, this level test was appropriate with the textbook.

The respondent of try out's class was VIII B of SMP T Anwarul Haromain who consisted of 32 students. The following were the results of calculation of validity of the test that could be seen in table 4.10 below:

Table 4.10 The Result of Validity Testing of Pre-test

No	Test items	Pearson Correlation	r_{table} (N=32) significance level 5%	Explanation
1	Item 1	0.422	0.374	Valid
2	Item 2	0.486	0.374	Valid
3	Item 3	0.444	0.374	Valid
4	Item 4	0.548	0.374	Valid
5	Item 5	0.388	0.374	Valid
6	Item 6	0.547	0.374	Valid
7	Item 7	0.377	0.374	Valid
8	Item 8	0.395	0.374	Valid
9	Item 9	0.392	0.374	Valid
10	Item 10	0.465	0.374	Valid
11	Item 11	0.630	0.374	Valid
12	Item 12	0.387	0.374	Valid
13	Item 13	0.481	0.374	Valid
14	Item 14	0.458	0.374	Valid
15	Item 15	0.535	0.374	Valid
16	Item 16	0.381	0.374	Valid
17	Item 17	0.414	0.374	Valid
18	Item 18	0.385	0.374	Valid
19	Item 19	0.410	0.374	Valid
20	Item 20	0.579	0.374	Valid
21	Item 21	0.544	0.374	Valid
22	Item 22	0.399	0.374	Valid
23	Item 23	0.495	0.374	Valid
24	Item 24	0.399	0.374	Valid
25	Item 25	0.398	0.374	Valid

From table 4.10 showed that 25 test were valid, with compare the r_{count} (Pearson Correlation) was higher than r_{table} with the number of respondents 32 students and the significance level 5% was 0.374. So, all of the items were valid.

In the experimental study, hypothesis testing was divided into 2 namely the null hypothesis (H_0) and alternative hypothesis (H_a).

- a. $H_0 = \mu_1 \leq \mu_2$ 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 DRTA strategy is less than or equal to their skill before being taught using DRTA strategy.

- b. $H_1 = \mu_1 > \mu_2$ or the mean of post-test is higher than the mean of pre-test.

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

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

Table 4.11 The Result of Paired Sample t-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PostTest – PreTest	24.800	9.092	1.818	21.047	28.553	13.638	24	.000

Based on table 4.11, the t was 13.636, with the df = 24, 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 words, 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 DRTA strategy. The conclusion of DRTA strategy was effective towards the students reading comprehension skill especially in reading recount text.

E. Discussion

Based the research method in teaching and learning process were divided into three steps. First step was the researcher conducted pretest in April, 11st 2019 by giving questions test in the form of multiple choice that consists of reading comprehension text. The researcher want to know the students' score in recount text before being taught using DRTA strategy. The second was given treatment to the students. The researcher conducted the treatment in a meeting at April, 13th 2019. The treatment here means teaching reading comprehension by using DRTA strategy. The material was about recount text. The researcher used video as media to supporting the treatment to give the students. There were 2 video that was given to the students. After the treatments was done, the researcher conducted the third step that was post-test to see the score of students there were any differences between pretest's score and posttest's score.

Students' score in reading comprehension was low. It was proved when they were taught before using DRTA strategy. From the research findings, the students' score before being taught by using substitution drills was lower than the students' score of post-test. It was proved by the calculation of the mean score on pre-test 60.48 and the mean score on post-test 85.28. From the research finding, the students' score of post-test was higher than students' score of pretest. So, the

researcher concluded that this technique was very useful to make students more active and understand about reading comprehension.

Based on table 4.11, the t was 13.638, with the $df = 24$, 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 DRTA strategy on reading comprehension.

Based on the result, it can be concluded that DRTA strategy as effective in teaching reading comprehension at junior high school especially at eight grade students of MTs Imam Al Ghozali Panjerrejo Rejotangan. It also could be seen in the treatment process, the students more interested when the researcher applied the technique. DRTA Strategy was an instructional approach. This strategy helped readers to comprehend more easily, what they to achieve a mutual goal were reading. DRTA Strategy was an alternative strategy to get mastered in reading comprehension. It can be solution to teacher when the students felt bored in dictation strategy. Thought the more you read it is not enough for you to be mastered the whole meaning. DRTA strategy helped you getting unstuck when students were confused with the text. To make the teaching learning successful, the teacher should consider some factor. According to Flannigan & Greenwood

(2007) there are four factors, which are: (1) the students they are teaching, (2) the nature of the words they decide to teach. (3) their instructional purposes in teaching, and (4) the strategy they employ to teach. It means that the teacher should be take the appropriate strategy so that make the student comfortable with classroom activity.

After the researcher did the research in teaching reading comprehension of the eighth grade students of MTs Imam Al Ghozali Panjerrejo Rejotangan, reading DRTA strategy was not only motivate the students to learning reading comprehension but also helped the students comprehend the text easily. Therefore, they can learn to develop their ability in reading comprehension, especially of recount text. DRTA strategy has been proved can help the students to enhance their reading comprehension achievement, can help the students to builds comprehension, DRTA strategy enhance the students understanding the material of recount text because the students pass through DRTA strategy like predicting, reading, and proving.

Regarding on the result of data analysis above, it was also strongly with previous study as stating that DRTA strategy was considered as an effective technique toward reading comprehension of recount text. The first thesis written by Vitasmoro (2015) conducted the research about DRTA strategy. The research design in this research was classroom action research (CAR). The sample of this research was the seventh semester of D-IV Midwifery program of health sciences faculty of Kadiri. Based on the result of data analysis there was the research findings show that DRTA technique was an appropriate technique which can

improve students reading competence. First, DRTA can activate the students' background knowledge related to the topic. Second, various activities in DRTA technique can enhance students' confidence and motivation to have reading competence. Third, DRTA technique can guide the students to comprehend an overall description about the text. It can be concluded that DRTA strategy was effective to improve the students reading ability in seventh semester of D-IV Midwifery program of health sciences faculty of Kadiri.

In addition, this research also supported by Azizah (2017) that conduct the research about DRTA strategy toward students reading achievement in SMPN 3 Kersana, Brebes in academic year of 2016/2017. The research design was quantitative research especially quasi experimental design. The sample of this research was the eighth grade of SMPN 3 Kersana, Brebes in academic year 2016/2017. the sample were class VIII A as the experimental group consisted 37 students who were taught using DRTA strategy, and class VIII B as the control group consisted 37 students who were taught using conventional technique. The result of the study showed that the use of DRTA strategy was effective to enhance students' reading comprehension. Based on the explanation above, this research had the effective strategy in reading achievement. This research had similarities to those carried out by the researcher.

From the explanation above, it could be concluded that DRTA Strategy was effective in this research. Then the strategy above was accepted by the researcher, especially it could be used to teach reading comprehension especially recount text to the eighth grade of MTs Imam Al Ghozali Panjerrejo Rejotangan.