CHAPTER IV

FINDING AND DISCUSSION

This chapter covers about research findings and discussion that include data of research findings, hypothesis testing, the result of normality and homogeneity testing, and discussion.

A. Description of Data

In this chapter, the researcher presented the data of mean score in reading comprehension of descriptive text score taught by Guided Reading Strategy. The participants of this research consisted of two classes, they were VII C as a experimental group and VII B as control group. The purpose of this research was to know the effectiveness of using guided reading startegy to improve VII grade students' reading comprehension mastery of descriptive text in MTs Darissulaimaniyyah Durenan Trenggalek. The data were collected from students' score in post-test from the two classes.

1. The Data of Experimental Class

The table below showed the students' score of post–test of Experimental class that consisted of 20 students. The test was multiple choices consisted of 30 items. The students' score of pre-test and post-test can be seen on table 4.1 as follows:

Table 4.1 The Experimental Class Students' Scores

No	Students' Name	Posttest Score
1	AD	12
2	AHF	12
3	AS	15
4	AHM	15
5	DAK	15
6	FA	21
7	KW	24
8	MBP	24
9	MHN	24
10	MKA	24
11	MAW	30
12	MFF	30
13	MRR	30
14	PRZ	27
15	RA	15
16	SH	30
17	WNZ	30
18	MNIA	18
19	RZK	18
20	FAAA	24

As stated above, the table showed the students' individual scores. In this research the researcher used the individual score to compute for

maintain the effectiveness by using hypothesis testing with T-test, T'-test or Mann Whitney U.

2. The Data of Control Class

The table below showed the students' score of pre-test and post – test of control class that consisted of 20 students. The test was multiple choices consisted of 30 items. The students' score of post-test can be seen on table 4.2 as follows:

Table 4.2 The Control Class Students' Scores

No	Students Name	Posttest Score
1	AMT	6
2	AHF	18
3	AA	27
4	AS	21
5	DPD	27
6	FST	27
7	LTC	6
8	MRAP	18
9	MARR	9
10	MAK	24
11	MFEF	21
12	MKYS	15
13	MSM	21
14	RAD	12
15	RHP	3
16	SZM	24

17	UA	6
18	YES	27
19	MAQ	3
20	AMT	3

As stated above, the table showed the control group students' individual scores. In this research the researcher used the individual score to compute for maintain the effectiveness by using hypotesis testing with T-test, T'-test or Mann Whitney U.

B. Result of Normality and Homogeneity Testing

1. Normality Test

Normality testing is conducted to determine whether the gained data was normal distribution or not. The researcher used SPSS 26.0 One Sample Kolmogorov-Smirnove test by the value of significance (α) = 0.05. The result can be seen in table below:

Table 4.3 The result of 1-Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test			
		Eksperiment	**Control**
N		20	20
Normal Parameters[a,b]	**Mean**	21.9	15.9
	Std. Deviation	6.464	9.084
Most Extreme Differences	**Absolute**	0.177	0.163
	Positive	0.157	0.162
	Negative	-0.177	-0.163
Test Statistic		0.177	0.163
Asymp. Sig. (2-tailed)		.099[c]	.173[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From the result on table 4.3 it can found the significance on 'asymp. Sig' that stated post test of experiment is 0.099 and the post test of control is 0.173. This result can be answer the hypothesis of the distribution of data those are:

Ho : If the sig < 0.05, the data distribution is not normal

Ha : If the sig > or = 0.05, the data distribution is normal.

From the data in table 4.3 both of significance of post test from each group are higher than 0.05, thus Ho rejected or it can stated that the data distribution in post test score of experimental and control class are normal.

2. Homogeneity Test

Homogeneity testing is conducted to determine whether the gained data was have same varians or not. The researcher used SPSS 26.0 Levene's test by the value of significance (α) = 0.05. The result can be seen in table below:

Table 4.4 The Result of Levene's Test

Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
XX	Equal variances assumed	4,875	0,033	-2,407	38	0,021	-6	2,493	-11,047	-0,953
	Equal variances not assumed			-2,407	34,314	0,022	-6	2,493	-11,065	-0,935

From the result on table 4.4 it can found the significance on "Sig." that stated the data between post test of experiment and control group are have a 0.033 that is lower than 0.05. The hypothesis of homogeneity test were:

Ho : If the sig < 0.05, the data variance is heterogen

Ha : If the sig > or = 0.05, the data variance is homogen.

From the data in table 4.4, the Ho is accepted that can be stated the data is heterogen or have unequal variance. Because of the data is not homogen, the hypothesis testing were used a T'-test that using SPSS 26.0.

C. Result of Hypothesis Testing

The hypothesis of this research can be seen as follows:

1. Ho (Null hypothesis) states that there is no significant affect of using Guided Reading Strategy on Students' Reading Comprehension of Descriptive Text at the First Grade of MTs Darissulaimaniyah Durenan.
2. Ha (Alternative hypothesis) states that there is any significant affect of using Guided Reading strategy on students' reading comprehension in Descriptive Text at the First Grade of MTs Darissulaimaniyah Durenan Trenggalek.

Because of the data was not homogen then the hypothesis testing conducted by using T'-test. The independent T'-test steps is same with the normal independent T-test. However the difference is the result that used to be meassure or used to choose the hypothesis. In T'-test the result can be showed on sig of t-test for equality of means in equal variances not assumed row. The significance can be showed on table 4.5 below:

Table 4.5 The Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
XX	Equal variances assumed	4,875	0,033	-2,407	38	0,021	-6	2,493	-11,047	-0,953
	Equal variances not assumed			-2,407	34,314	0,022	-6	2,493	-11,065	-0,935

From the result on table 4.5 it can found the significance on "Sig. (2-tailed)" that stated the data between post test of experimental and control class are 0.022 that is lower than 0.05. The hypothesis of independent T'-test test were:

Ho : If the sig > or = 0.05, the data is not have difference

Ha : If the sig < 0.05, the data is different

From the data in table 4.4, the Ha is accepted that can be stated the data is have different. Thus the post test result of experimental group have a 6 of difference mean with control. It can be concluded that the post-test of experimental group is higher and have difference with the result of the post test control group.

D. Discussion

From the research in the finding above, the data were analyzed with SPSS 26.0, the students of VIIC as the experimental class whom were taught by using Guided Reading Strategy resulted significant different scores of reading comprehension of descriptive text than the VIIB as control class. It can be seen at the result of independent T-test that stated that the post test experimental have a significance difference with control group and the difference is 6 of mean score between them. The mean of post test score gained by experimental class was 21.9. Meanwhile, the students of control class only gained 15.9 as the mean of their post-test score.

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 (Ho) is rejected. It can be said that there is a significant difference score on the students' reading comprehension achievement before and after being taught by using Guided Reading Strategy of Descriptive Text. In fact based on the table of Independent 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 post-test of experimental group and control group.

Guided Reading Strategy is strategy that helps students to get information from the text, improve students' reading comprehension as well as helping students to learn more new text. With this trategy, all students have the opportunity to explore their reading skills. This strategy provides the

opportunity for students to apply strategies they have identified in the new text. Learners will be able to read more consciously and understand deeply, because they have support from the teacher, but it is constantly obtained in independent reading. Guastello and Lenz (2007: 2) pointed out that guided reading is a teaching method that involves teachers working with a small group of students who are similar in reading behavior and text level, and they are able to read with support. The ultimate goal of guided reading is to help students learn how to use literacy strategies successfully, and to cultivate the ability to ask questions, consider possibilities and alternatives, make wise choices when deriving meaning from the text, and solve problems when encountering difficulties.

Teaching reading comprehension of descriptive text by using Guided Reading Startegy in experimental class made the students more active in understanding what they were read. It was because Guided Reading Strategy could help students more interested with the material. Teaching reading comprehension use Guided Reading Strategy helped the students to comprehend the material. As the theory from Howel (2004: 3) Guided reading is a teaching strategy that enables teachers and a group of students to talk, read, and explore texts. The point is that the teaching is generated as reflective and reactive readers, who can not only read the lines, but also read the content between and outside the lines.

Based on the explanation above, it can be concluded that te implementation of Guided Reading Strategy is effective to improve students

reading comprehension of descriptive text at the first grade. It was proven with students' post-test score after giving treatment, the reading comprehension of descriptive text using Guided Reading Startegy was better than teaching reading text of descirptive text using Conventional Method.