CHAPTER IV

FINDING AND DISCUSSION

This chapter presents about finding and discussion. The research finding discusses about the result of data analysis and the result of hypothesis testing. The discussion section discusses about the description of data, hypothesis testing, and discussion.

A. The Description of Data

In this research, the purpose of the researcher is to know the effectiveness of using summarization technique in teaching narrative text toward students' reading ability of the second year of SMPN 1 Sumbergempol Tulungagung. The researcher involves a class which consists of 32 students. So, the researcher uses a population sampling which connects each other (T-Test for one sample, that are value between pre-test and post-test).

To describe the data, the researcher shows the score criteria of the test result, mean of test result, and percentage of the test from students. To know the student's achievement that is good or no, the researcher gives criteria as follows:

Table 4.1 Score's Criteria

No	Interval Class	Criteria
1	80-100	Very good
2	70-79	Good
3	60-69	Fair
4	50-59	Less
5	0-49	Bad

Table above explained about the criteria of students score in reading ability. In this research, to know criteria of the student's achievement in pre-test and post-test, the researcher gives data of the test result about the student's score before using summarization technique and after using summarization technique in teaching narrative text toward students' reading ability, and percentage score in pre-test and post-test will be presented in the table as follows.

a. The Students' Score before taught by using Summarization Technique

This pretest was given by asking students to answer the questions based on the text. The number of question was given by researcher about 20 questions and re-write tasks. There were 32 students as respondents or subjects. Before the researcher gave the treatment, the researcher administered a pretest. This test was intended to know the students' reading ability before students got treatment.

From the pre-test' score of students, when they are get the test before given the treatment. The result is can be explained that the minimum score of the students are 60 (2 students), while the maximum score are 85 (2students). The table of pre-test score can be seen in appendix.

By using SPSS program 16.0 version, it was known that the mean of student's score in pretest was 72.12; the mode was 75; and the median was 72.50

Table 4.2 Descriptive Statistic of Pretest

Statistics

Pretest

N	Valid	32
	Missing	0
Mean		72.1250
Std. Error of Mean		1.17325
Median		72.5000
Mode		75.00
Std. Deviation		6.63690
Variance		44.048
Skewness		.159
Std. Error of Skewness		.414
Range		25.00
Minimum		60.00
Maximum		85.00
Sum		2308.00
Percentiles	25	66.2500
	50	72.5000
	75	76.5000

Statistics table in SPSS are explained about valid, missing, mean, median, mode, standard error, standard deviation, range, minimum and maximum score, etc. Valid in this research are 32. It means that no one missing. The minimum and maximum score from the pretest score are 60 and 75. The means score from the pre-test is 72, 12. While the median (the middle value) and mode (value which has the highest frequency) are 72.50 and 75. Standard error and standard deviation of that table are 1.173 and 6.636. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 25.

Table 4.3 Frequency of Pretest

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.2	6.2	6.2
	64	1	3.1	3.1	9.4
	65	2	6.2	6.2	15.6
	66	3	9.4	9.4	25.0
	67	1	3.1	3.1	28.1
	68	3	9.4	9.4	37.5
	70	1	3.1	3.1	40.6
	72	3	9.4	9.4	50.0
	73	3	9.4	9.4	59.4
	74	1	3.1	3.1	62.5
	75	4	12.5	12.5	75.0
	77	2	6.2	6.2	81.2
	78	1	3.1	3.1	84.4
	80	1	3.1	3.1	87.5
	82	2	6.2	6.2	93.8
	85	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

From the Tables above is described about the frequency of the pretest score. It is start from the minimum score until the maximum score. From the Table 4.3, the score 60-70 (frequency/total of the students who get score 60-70 are 13 students, percentage of this score is 40, 7%). The score 71-80 (frequency/ total of the students who get score 71-80 are 15 students, percentage of this score is 46,8%), the score 81-90 (frequency/ total of the students who get score 81-90 are 4 students, percentage of this score is 12,5%).

Histogram
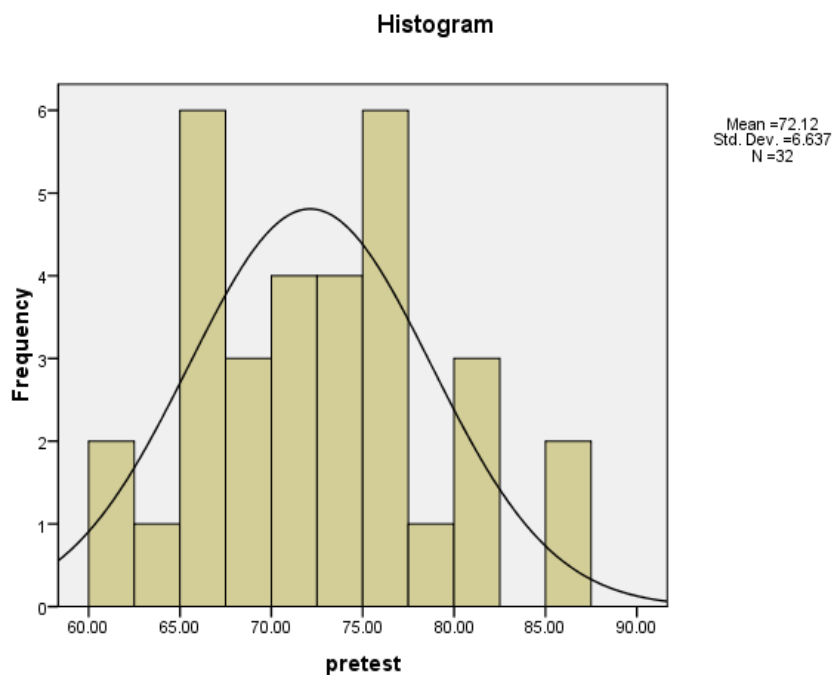
Based on the data of table, the researcher know that zero or 0% students get score between 0-49 in bad categorization and score between 50-59 in less categorization, 12 students or 37.5% get 60-69 in fair categorization, 15 studentsor 46.9% get score 70-79 in good categorization, 5 students or 15.6% get 80-100 in very good categorization. It can be concluded that student's scores of the before treatment in pretest are not spread in very good categorization.

b.The Students' Score after being taught by using Summarization Technique

After getting a treatment (summarization technique), the students were given a post test. The test is different from the pretest but both of them have same level of difficulties. The total question is 20 with one re-write task. It is

used to know whether the treatment gives effectiveness towards students'
reading ability mastery or not.

That are the post-test' score of students, when they are get the test
before given the technique. The table above explains that the minimum score
of the students are 70 (two students), while the maximum score is 91. The
table of post-test score can be seen in appendix.

By using SPSS program 16.0 version, it was known that the mean of
student's score in posttest was 80.19; the mode was 80.00; and the median
was 80.00

Table 4.4 Descriptive Statistic of Post-test

Statistics

posttest

N	Valid	32
	Missing	0
Mean		80.1875
Std. Error of Mean		.96348
Median		80.0000
Mode		80.00
Std. Deviation		5.45029
Variance		29.706
Skewness		.183
Std. Error of Skewness		.414
Kurtosis		-.278
Std. Error of Kurtosis		.809
Range		21.00
Minimum		70.00
Maximum		91.00
Percentiles	25	77.0000
	50	80.0000
	75	83.0000

Statistics table in SPSS are explained about valid, missing, mean, median, mode, standard error, standard deviation, range, minimum and maximum score, etc. Valid in this research are 32. It means that no one missing. The minimum and maximum score from the pretest score are 70 and 91. The means score from the pre-test is 80.18. While the median (the middle value) and mode (value which has the highest frequency) are 80 and 80. Standard error and standard deviation of that table are 0. 963 and 5.450. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 21.

Table 4.5 Frequency of Post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	6.2	6.2	6.2
	73	2	6.2	6.2	12.5
	74	1	3.1	3.1	15.6
	76	2	6.2	6.2	21.9
	77	3	9.4	9.4	31.2
	78	3	9.4	9.4	40.6
	80	6	18.8	18.8	59.4
	81	2	6.2	6.2	65.6
	82	1	3.1	3.1	68.8
	83	3	9.4	9.4	78.1
	84	1	3.1	3.1	81.2
	87	3	9.4	9.4	90.6
	90	2	6.2	6.2	96.9
	91	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

From the Tables above is described about the frequency of the pretest score. It is start from the minimum score until the maximum score. From the Table 4.5, the score 60-70 (frequency/total of the students who get score 60-70 are 2 students, percentage of this score is 6. 25%). The score 71-80 (frequency/ total of the students who get score 71-80 are 17 students, percentage of this score is 53.15%), the score 81-90 (frequency/ total of the students who get score 81-90 are 12 students, percentage of this score is 37.5%), the score 91-100 (frequency/total of the students who get score 91-100 is 1 student, percentage of this score is 3.1%).

Histogram
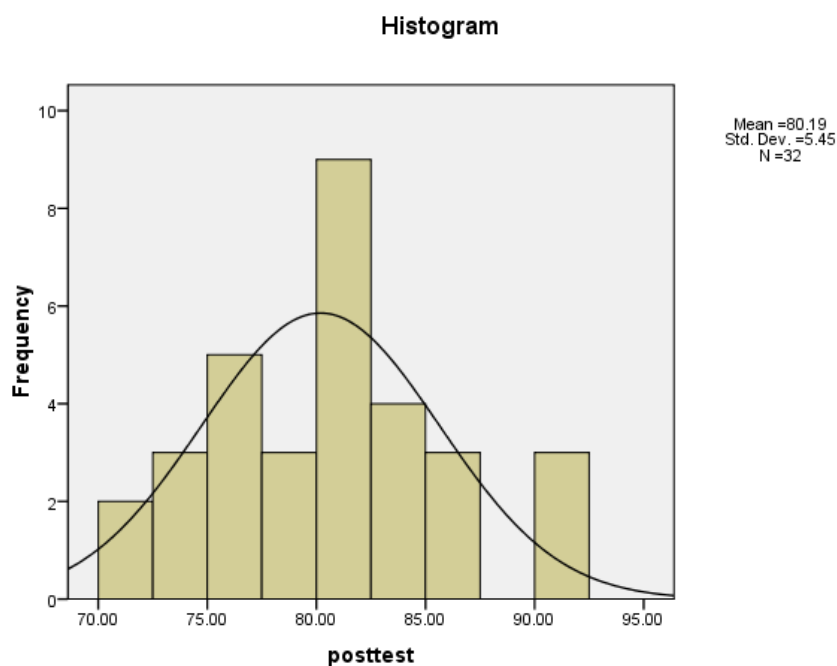
Based on the data above, the researcher know that zero students or 0% get score between 0-49 in bad categorization, zero student or 0% get 50-59 in less categorization, zero students or 0% get score 60-69 in fair categorization, 12 students or 37.5% get 70-79 in good categorization and 20 students or

62.5% get score 80-100 in very good categorization. It can be concluded that there is improvement of student's scores of the experimental group in posttest.

B. Hypothesis Testing

The hypotheses testing of this study are as follow:

a. If the significant level is bigger than T-table (5%), the alternative hypothesis (Ha) is accepted and null hypothesis (ho) is rejected. It means that there is significant influence of using summarization technique in teaching narrative text toward students' reading ability of the second years of SMPN 1 Sumbergempol Tulungagung. It also means that there is different score to the students before they are using summarization technique and the students after they are using summarization technique. The difference is significant.

b. If the significant level is smaller than T -table (5%), the Null Hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant influence of using summarization technique in teaching narrative text toward students' reading ability of the second years of SMPN 1 Sumbergempol Tulungagung. It also means that there is no difference score to the students before they are using summarization technique and the students after they are using summarization technique. The difference is not significant.

After the researcher knew the scores of pre-test and post-test, the researcher analyzed the results using t-test. It was intended to find out

whether or not summarization technique gave effect on the second year students' reading ability.

To know whether the t_{count} is bigger or smaller than t_{table}, the researcher analyzed the data by using SPP 16.0.

Table 4.6 The result of analyzing Paired Sample T test

Paired Samples Test

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1 sebelum tes - sesudah tes	-8.06250	2.53921	.44887	-8.97798	-7.14702	-17.962	31	.000

Interpretation for the data can be done by concerning on the value of t_{count} and significant value (Sig). The resercher uses both of them to analyze the data and the test the hypothesis. In this case, t_{count} is compared to t_{table} whereas if $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$, so null hypothesis (Ho) is rejected and if $-t_{table} \leq t_{count} \leq t_{table}$, so null hypothesis (Ho) is accepted (Priyatno, 2008:81). In addition, in interpreting significance value, if it is higher than 0.05 (Sig > 0.05), Ho is accepted while if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other words, Ho is rejected if Sig < 0.05 and $t_{count} > t_{table}$.

On the table 4.6 shows the result of output paired sample T test. The number of t_{count} is -17.962 and t_{table} is -2.040. The result of computation is -17.962 < -1.696 while the significance value < 0.05 (0.000 < 0.05), so Ho is rejected and Ha is accepted. This means that Ha which states that there is significant different achievement of students' reading ability at the second

year of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using summarization technique and those are taught reading by using summarization technique is accepted. Whereas Ho which states that there is no significant different achievement of students' reading ability at the second year of SMPN 1 Sumbergempol Tulungagung in academic year 2014/2015 in reading narrative text between who are taught reading without using summarization technique and those who are taught by using summarization technique is rejected.

C. Discussion

Based on research finding, it showed that the mean scores seem significant different between pre-test that using traditional or no method and post-test that using summarization technique. The mean score of students before they are taught using summarization technique is 68.31. While, the mean score of students after they are taught using summarization technique is 80.19. It means that the post-test score was higher than the pre-test score. After analyzing using SPSS 16.0 shows that the value of t_{count} is -17.962 and t_{table} is -2.040. The significant value is 0.000. The interpretation on chapter IV stated that $-t_{count} < -t_{table}$ or $t_{count} > t_{table}$ so Ho is rejected. The result of computation is $-17.962 < -2.040$ $(17.962 > 2.040)$ while the significance value < 0.05 $(0.000 < 0.05)$, so the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that the t-test result was higher than t-table. For the result, there is significant influence of using

summarization technique in teaching reading of the second years of SMPN 1 Sumbergempol Tulungagung. It means that the Ha is accepted and Ho is rejected, because the t-test result was higher than t-table.

Summarization technique gives significant effect to the students' reading ability. It was effective to the students' reading ability. It also makes better the student's enthusiastic in the use of summarization technique. In general, it could be stated that summarization technique had a positive effect on the students' reading ability. The students were more enthusiastic in reading and they also feel enjoyable to reading the narrative text. By using summarization technique the students also could be easier in learning activities.

According by Pearson (2000) and Jones (2006) remark that the summarizing technique is the technique of teaching reading by which the students are asked to catch the general picture of reading text by grabbing the important points only, for example, the topic, the main idea, and the supporting details. In relation to this research, it is found that the summarizing technique is proved to be effective as a technique for teaching reading ability. This is also indicated by the effectiveness of students' reading ability during the application of the summarizing technique in the study. This finding is confirmed by Pearson (2000), who assert that the summarizing technique is effective for teaching reading. The requirement of brief responses stretches students' thinking and is fun.

So the students can comprehend a text clearly because they can describe the important part by using the summary.