CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding which discusses the description of data, normality and homogeneity testing, hypothesis testing, and discussion of the result.

A. The Description of Data

This research aimed to know the effectiveness of the use of THIEVES Strategy to teach descriptive text. The effectiveness could be seen from the significant difference in the mean scores of the students in the post-test. This research used a post-test to obtain the data given to the students that were being given treatment (THIEVES Strategy) and the students that were not being given treatment. The presentation of the data of students' scores in post-test was as follows:

1. Students' Post-test Scores in the Control Class

In this section, the researcher presented the students' scores in the control class which was the class of students that were not being given treatment. This was called post-test in the control class. The post-test was conducted after a learning process that used a conventional strategy. The post-test was given to the students to know their level of reading comprehension in descriptive text after the learning process that did not use treatment. The students' scores were presented in the table as follows:

Table 4.1 Students' Post-test Scores in the Control Class

No.	Students' Name	Score
1	A. B. P.	70
2	A. W. M.	60
3	A. P. B. S.	50
4	A. F. H.	70
5	C. P. S. L	80
6	C. M. D. A	75
7	C. D. P.	70
8	E. D. R.	55
9	F. I. A.	50
10	F. M.	75
11	H. D. P.	75
12	I. O. P. O	55
13	J. H. N. Y.	85
14	L. I. T.	80
15	L. A. D.	70
16	M. A. W. P.	85
17	M. F. A.	65
18	M. N. P. P.	80
19	N. A. A. P.	50
20	N. A. F.	90
21	R. C. P.	70
22	R. A. P.	50
23	S. N. P. R.	60
24	S. I. Y.	75
25	W. F. M.	65
26	Z. A. N.	70

As shown by the table, the post-test was followed by 26 students of class VIII C which was as the control class. The post-test should be attended by 30 students as the total number of students of class VIII C, but 4 students did not attend school, thus they could not take the post-test.

Moreover, the researcher used SPSS 21 to know the descriptive statistics and the frequency distribution of the students' post-test scores in the control class. The presentation of the data could be seen as follows:

Table 4.2 Descriptive Statistics of the Students' Post-test Scores in the

Control Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post_Control	26	50	90	1780	68.46	11.813
Valid N (listwise)	26					

The Table 4.2 showed that the mean score was 68.46, the sum of data was 1780, the standard deviation was 11.813, the minimum score was 50, and the maximum score was 90.

For the frequency distribution of the data, the researcher presented histogram to make it easier to read. It could be seen in the following figure:
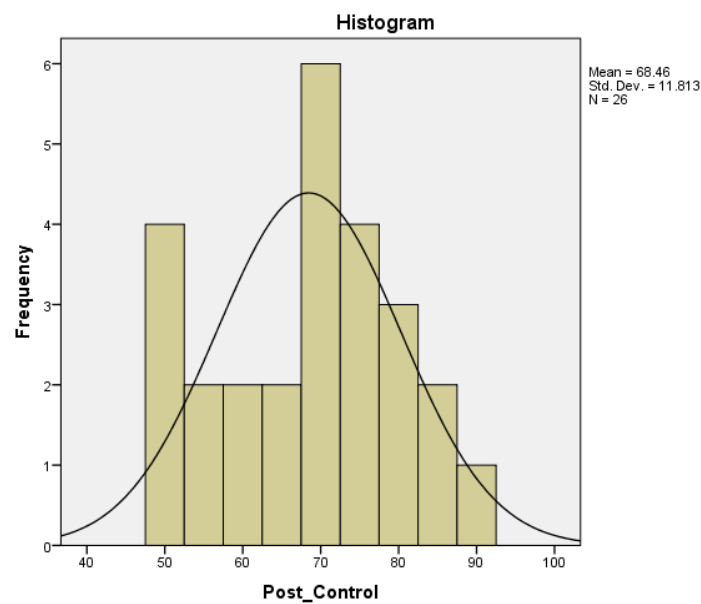

Histogram

Mean = 68.46
Std. Dev. = 11.813
N = 26

Figure 4.1 The Histogram of the Students' Post-test Scores in the

Control Class

Figure 4.1 showed the frequency distribution of the post-test scores in the control class. The frequency of post-test scores after being distributed by histogram was based on the criteria of score below adapted from the thesis of Willy (2017):

Table 4.3 The Score's Criteria

Criteria	Range Score
Very Good	80 – 100
Good	70 – 79
Fair	60 – 69
Poor	50 – 59
Very Poor	< 50

Based on the table above, the students' post-test scores in the control class could be classified as follows:

1. Six students got scores in the range of 50-59 which meant that their scores were poor.

2. Four students got scores in the range of 60-69 which meant that their scores were fair.

3. Ten students got scores in the range of 70-79 which meant that their scores were good.

4. Six students got scores in the range 80-100 which meant that their scores were very poor.

2. Students' Post-test Scores in the Experimental Class

This section presented the students' scores in the experimental class which was the class of students that were being given treatment. This was

called post-test in the experimental class. The post-test was given to the students to know their level of reading comprehension in descriptive text after getting the treatment. The students' scores were presented in the table as follows:

Table 4.4 Students' Post-test Scores in the Experimental Class

No.	Students' Name	Score
1	A. K. W. A	80
2	A. D. S.	90
3	A. A. F.	80
4	A. W. A.	75
5	A. U. A. D.	90
6	B. F. R.	65
7	B. P.	85
8	C. A.	85
9	C. M. K. A.	55
10	D. M. A.	70
11	F. V. N. R.	80
12	H. C. M.	90
13	J. A. M.	80
14	K. G. F.	75
15	L. A. P. S.	80
16	L. L.	85
17	M. P. K.	80
18	M. A. F. R	85
19	M. F. R. A.	60
20	N. S. A.	95
21	N. A. P.	70
22	P. M.	95
23	R. A. H.	75
24	R. R. H.	75
25	R. Y. S.	90
26	R. W. A.	75
27	S. F.	85
28	S. N. S.	85
29	Y. E. P. N.	85
30	Z. P. M.	85

As shown by the table, the post-test was followed by 30 students of class VIII B which was as the experimental class. The post-test should be attended by 32 students as the total number of students of class VIII B, but 2 students did not attend school, thus they could not take the post-test.

The descriptive statistics and the frequency distribution of the students' post-test scores in the experimental class were discussed here. The presentation of the data could be seen as follows:

Table 4.5 Descriptive Statistics of the Students' Post-test Scores in the Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post_Experimental	30	55	95	2405	80.17	9.513
Valid N (listwise)	30					

According to the Table 4.5, it showed that the mean score was 80.17, the sum of data was 2405, the standard deviation was 9.513, the minimum score was 55, and the maximum score was 95. Then, for the frequency distribution of the data, it could be seen in the following figure:
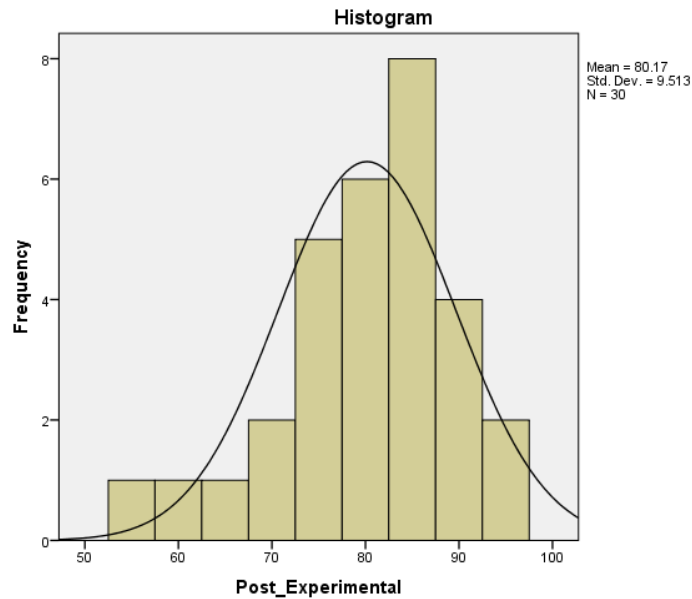
Figure 4.2 The Histogram of the Students' Post-test Scores in the

Experimental Class

Figure 4.2 showed the frequency distribution of the post-test scores in the experimental class. The frequency of post-test scores after being distributed by histogram was based on the criteria of score. Thus, the data could be classified as follows:

1. One student got scores in the range of 50-59 which meant that their scores were poor.

2. Two students got scores in the range of 60-69 which meant that their scores were fair.

3. Seven students got scores in the range of 70-79 which meant that their scores were good.

4. Twenty students got scores in the range 80-100 which meant that their scores were very good.

B. Normality and Homogeneity Testing

To fulfill the statistical assumptions of the *Independent Sample T-test*, the researcher had to do normality and homogeneity testing on the data from the post-test scores.

1. Normality Testing

To measure normality testing in knowing whether the data were distributed normally or not, the researcher computed the scores of post-test by using SPSS 21 *Shapiro-Wilk* because the number of each sample was less than 50 students. Then, the result of normality testing in this research was as follows:

Table 4.6 The Result of Normality Testing

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Scores	Treatment	.161	30	.046	.934	30	.063
	Control	.167	26	.060	.942	26	.146

a. Lilliefors Significance Correction

According to the table above, it showed that the significance value of student's post-test scores in the treatment class was 0.63 and the significance value of the students' post-test scores in the control class was 0.146. They were higher than 0.05. So, it could be interpreted that the data were normally distributed. Thus, it qualified to be tested *T-test*.

2. Homogeneity Testing

In knowing whether the data were homogeneous or not, the researcher had to do homogeneity testing. In measuring it, the researcher used SPSS 21 *Levene Test* with the result was in the following table:

Table 4.7 The Result of Homogeneity Testing

Test of Homogeneity of Variances

Students' Scores

Levene Statistic	df1	df2	Sig.
2.003	1	54	.163

Based on the table above, it showed that the significance value was 0.163 and it was higher than 0.05. So, it could be concluded that the data were homogeneous. Thus, it also qualified to be tested *T-test*.

C. Hypothesis Testing

The hypothesis testing was conducted to know whether there was a significant different score between the eighth grade students' reading comprehension in descriptive text at SMPN 1 Trenggalek in the academic year 2021/2022 that were taught by using THIEVES strategy and those that were not. The data of the post-test scores were normally distributed and homogenous, thus they were qualified to be hypothesis testing using SPSS 21 *Independent Sample T-test*. Then, the result could be seen as follows:

Table 4.8 The Result of Independent Sample T-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Scores	Treatment	30	80.17	9.513	1.737
	Control	26	68.46	11.813	2.317

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	2.003	.163	4.106	54	.000	11.705	2.851	5.990	17.421
	Equal variances not assumed			4.043	47.943	.000	11.705	2.895	5.883	17.527

Seeing the table above, the researcher could carry out the hypothesis testing in order to reject or accept the null hypothesis. The base of rejecting or accepting the null hypothesis was: If P-value (sig) ≤ 0.05 then H_1 was rejected. But, if P-value > 0.05 then H_0 was accepted.

Before analyzing the result of the t-test, the F-test or Levene's test was done. This test was conducted to know whether the variances of the two classes were equal or not (Nurul Chojimah, 2021: 50). The following was the hypothesis for the F-test:

$H_0 : \sigma_1^2 = \sigma_2^2$ (the variances of the two classes were equal)

$H_1 : \sigma_1^2 \neq \sigma_2^2$ (the variances of the two classes were not equal)

The result of the F-test showed that P-value (sig) was 0.163, and it was bigger than 0.05. Thus, the null hypothesis was not rejected which meant that the variances of the two classes were equal.

Based on table 4.8, the t value was 4.106, with the df = 54, and the P-value was 0.000. Since the P-value was smaller than 0.05 then the null hypothesis was rejected. In other words, the alternative hypothesis was accepted which meant that there was a significant difference score on reading comprehension between the eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy. Thus, the use of THIEVES strategy was effective for improving students' reading comprehension in descriptive text.

D. Discussion

As mentioned in Chapter I, the research was conducted to find out whether there was a significant difference score on reading comprehension between the eighth grade students of SMPN 1 Trenggalek that were taught by using THIEVES strategy and those that were not taught by using THIEVES strategy. The researcher conducted experimental research with two group post-test design. The procedures were divided into two steps. The first step was applying treatment that was THIEVES strategy in the experimental class and applying a conventional strategy in the control class. The treatments were done in two meetings in each class. And the next step was administering the post-test. In the post-test, students were given a test to know their scores after were treated by using THIEVES strategy and those after were treated by a conventional strategy. After the steps were done, the researcher obtained data which were the post-test scores. Next, the researcher analyzed them by using SPSS 21 *Independent Sample T-test*.

As presented in table 4.8, it could be seen that there was a different means scores of the post-test in the experimental class and post-test in the control class. The mean score of the post-test in the experimental class was higher than the mean score of the post-test in the control class (80.17 > 68.46). Thus, it could be roughly seen that there was a gain of mean score from the post-test in the experimental class and the post-test in the control class. However, it still needed to be statistically proven through hypothesis testing.

As required in the hypothesis testing, if P-value was lower than or equal to 0.05 then the null hypothesis (H_0) was rejected and the alternative hypothesis was accepted. As presented in table 4.8, it could be seen that the P-value was 0.000. Thus, the null hypothesis was rejected. So, it was found that the use of THEVES strategy in teaching reading descriptive text to the eight grade students of SMPN 1 Trenggalek in the academic year 2021/2022 was effective.

As the finding of the research stated that the result was effective was in accordance with the theory from Manz (2002: 435) stated that THIEVES is enjoyable and beneficial to teach for students. In addition, the researcher discussed and compared the result of this research with the related findings. The researcher had three related findings. The three related findings showed that THIEVES strategy had an effect on reading comprehension. The first one was the result from the study of Elnaz Khataee (2019) which stated that THIEVES strategy could help the students to overcome their reading comprehension of expository text.

The result of the related study which showed that THIEVES strategy was effective towards students' motivation in reading comprehension. This was

supported by the statement from M. Sarifuddin & Mita N. (2019) which stated that the use of THIEVES strategy was effective towards students' motivation in reading comprehension of the first grade students of senior high school.

The next result of the related study was using THIEVES strategy can improve students' reading comprehension and students' active participation. The research by Ari Safitri (2017) stated that THIEVES strategy could improve students' reading comprehension of narrative text and the students' active participation of the tenth grade students of senior high school.

Based on the explanation above, it could be concluded that THIEVES strategy was effective to be used to enhance the students' achievement in reading. The result of this study was the use of THIEVES strategy was effective for improving the students' reading comprehension in descriptive text of the eighth grade students of SMPN 1 Trenggalek.