

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the description of data, hypothesis testing and discussion.

A. Description of Data

Having tested students into pre-test and post-test activity, the researcher had gotten score of student's achievement in reading comprehension. To get the result of data, there was three mentioned here which are followed below:

1. Data presentation

In this research, the researcher used a pre-experimental research about the effectiveness of using *think aloud strategy* toward students' achievement at SMP Islam Durenan Trenggalek in academic year 2013/2014. The researcher used three steps: pre-test, treatment using *think aloud strategy* and post-test. Pre-test and post-test were done to get reading comprehension's scores of the students.

Table 4.1 Student's Score of Pre-test

NO	NAME	PRE-TEST
1	A	50
2	B	45
3	C	55
4	D	60
5	E	40
6	F	65
7	G	55

8	H	50
9	I	60
10	J	60
11	K	60
12	L	55
13	M	50
14	N	40
15	O	60
16	P	50
17	Q	55
18	R	45
19	S	65
20	T	60
21	U	55
22	V	65
23	W	75
24	X	70
25	Y	45
26	Z	65
27	AA	50
28	BB	60
29	CC	50
30	DD	55
31	EE	60
32	FF	40
33	GG	65
34	HH	65
35	II	70
36	JJ	50

Based on the table 4.1 it is know that before the students being taught using think aloud strategy the mean of students' score is 56.11.

Table 4.2. The Students' Score of Post-Test

NO	NAME	POST-TEST
1	A	65
2	B	60
3	C	75
4	D	85
5	E	65

6	F	75
7	G	80
8	H	60
9	I	75
10	J	65
11	K	75
12	L	65
13	M	65
14	N	70
15	O	65
16	P	80
17	Q	70
18	R	60
19	S	75
20	T	70
21	U	75
22	V	85
23	W	80
24	X	75
25	Y	70
26	Z	80
27	AA	75
28	BB	75
29	CC	80
30	DD	70
31	EE	65
32	FF	70
33	GG	70
34	HH	75
35	II	85
36	JJ	80

Based on the table 4.1 it is know that after the students being taught using think aloud strategy the mean of students' score is 72.50.

2. Data Analysis

Data analysis was done to know the different score before and after test by searching the gain "d" (score after test and before test). The researcher

presented and analyzed the data which had been collected through two kind of test and it was conducted to thirty six students.

The researcher provide the table about the list of pre-test and post-test total score to make easier to identifying mean and T-test. The table is as follow:

Table 4.3 The List Of Students Reading Achievement Before and After Being Taught by Using Think Aloud Strategy.

No.	Student	Pre-test (X)	Post-test (Y)	D (Y-X)	D (Y-X) ²
1	A	50	65	15	225
2	B	45	60	15	225
3	C	55	75	20	400
4	D	60	85	25	625
5	E	40	65	25	625
6	F	65	75	10	100
7	G	55	80	25	625
8	H	50	60	10	100
9	I	60	75	15	225
10	J	60	65	5	25
11	K	60	75	15	225
12	L	55	65	10	100
13	M	50	65	15	225
14	N	40	70	30	900
15	O	60	65	5	25
16	P	50	80	30	900
17	Q	55	70	15	225
18	R	45	60	15	225
19	S	65	75	10	100
20	T	60	70	10	100
21	U	55	75	20	400
22	V	65	85	20	400
23	W	75	80	5	25
24	X	70	75	5	25
25	Y	45	70	25	625
26	Z	65	80	15	225

27	AA	50	75	25	625
28	BB	60	75	15	225
29	CC	50	80	30	900
30	DD	55	70	15	225
31	EE	60	65	5	25
32	FF	40	70	30	900
33	GG	65	70	5	25
34	HH	65	75	10	100
35	II	70	85	15	225
36	JJ	50	80	30	900
	N=36	X= 2020	Y= 2610	D= 590	= 12050

a. Identify Mean

From the table above, the mean of students' score can be found applying the following formula:

Finding the mean "D"

$$MD = \frac{D}{N} = \frac{590}{36} = 16,39$$

$$N = 36$$

Mean from X and Y:

$$Mx = \frac{\sum x}{N} = \frac{2020}{36} = 56,11$$

$$N = 36$$

$$My = \frac{\sum y}{N} = \frac{2610}{36} = 72,5$$

$$N = 36$$

The questions of the pre-test and post-test given by the researcher consist of 2 or 3 stories. There are 36 students as respondents or subjects of

the research. The test was conducted by the researcher before and after using *think aloud strategy*. The test in the form of multiple choice which consist of 20 items about narrative text. The Mean of pre-test is 56.11 and post-test 72.50, so the different Mean is 16.39.

b. Finding T-score

$$\begin{aligned}
 &= \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{\sum (X - \bar{X})^2}{n}}} \\
 &= \frac{72.50 - 56.11}{\sqrt{\frac{16.39^2}{20}}} \\
 &= \frac{16.39}{\sqrt{\frac{268.4321}{20}}} \\
 &= \frac{16.39}{\sqrt{13.421605}} \\
 &= \frac{16.39}{3.663564} \\
 &= 4.4738
 \end{aligned}$$

Based in the test score t with compare $t_{\text{observation}}$ with t_{table} , where $df = N - 1 = 36 - 1 = 35$, the result of numeral: 2.042 for standard significant 5% = 5.30, it means that more bigger from t_t , at standard

significant 5%. as well as at standard significant 5%, it means the hypothesis null is accepted.,

Based on the large of digit significant. In this case decision taken from determinate:

- a. If probability > 0.05 then hypothesis null accepted
- b. If probability < 0.05 Then hypothesis null rejected

it means that teaching reading using *think aloud strategy* toward student's achievements in reading comprehension at second grade of SMP Islam Durenan Trenggalek is accepted.

To find out whether there is difference of student's achievements in reading comprehension before and after being taught using *think aloud strategy*, the researcher used percentage formula and divided the test result into three criteria; those are good, fair and bad. It means that when the students can understand the reading comprehension well so they get good score, when the students still confused about the reading comprehension, they fair score. Bad score is got by the students when they just understand little reading comprehension test.

a) Student's Achievements in Reading Comprehension Before being Taught Using *Think Aloud Strategy*.

The researcher used percentage formula and divided the test result into three criteria; those are good, fair, and bad in student's reading comprehension before being taught using *think aloud strategy*.

Table 4.4. The Percentage of Student's Achievements in Reading Comprehension before being taught using *think aloud strategy*.

INTERVAL CLASS/ STUDENT'S SCORE	GOOD	FAIR	BAD
	%	%	%
Good/very good (80-100)	-	-	-
Enough/fair (60-79)	-	47.23	-
Bad/low (40-59)	-	-	52.77

Based on the table 4.4, it is know that before the students being taught using *think aloud strategy*, there are 47.23% students have enough score, and 52.77% students have bad score. It means that before the students being taught using *think aloud strategy*, most of them cannot understand in reading comprehension, because half of have bad score.

b) Student's Achievements in Reading Comprehension After being Taught Using *Think Aloud Strategy*.

The researcher also used percentage formula and divided the test result into three criteria those are good, fair and bad in student's achievements in reading comprehension after being taught using *think aloud strategy*.

Table 4.5. The percentage of Student's Achievement in Reading Comprehension after they being Taught Using *Think Aloud Strategy*

INTERVAL CLASS/ STUDENT'S SCORE	GOOD	ENOUGH	BAD
	%	%	%
Good/very good (80-100)	25%	-	-
Enough/fair (60-79)	-	75%	-
Bad/low (40-59)	-	-	-

Based on the table 4.5, it is know that after the students were taught using *think aloud strategy*, there are 25% students have good score, 75% students have enough score, and there is no students have bad score. It means that *think aloud strategy* can motivate the students to more understand in the reading comprehension well. Because there is no students get bad score after the students being taught using *think aloud strategy* and more students have enough score.

Based on the explanation above, it show that a general student's achievement in good criteria is $75\% > 25\%$. The student's score after they were taught by using *think aloud strategy* is higher score than before they were taught by using *think aloud strategy*. It means that teaching reading comprehension using *think aloud strategy* is effective in improving student's achievements in reading comprehension.

B. Hypothesis Testing

From the data analysis it could be identify that:

1. When the value of T-score $>$ T-table in $d.f= 36$ with the significant level 0,05, the alternative hypotesis (H_a) is accepted and the Null Hyphotesis (H_o) is rejected. It means that there is significant different score of reading achievement to the second grade students before and after being taught using think aloud strategy.
2. When the value of T-score $>$ T-table in $d.f= 36$ with the significant level 0,05, the Null Hyphotesis (H_o) is accepted and the alternative hypotesis (H_a) is rejected. It means that there is no significant different score of

reading achievement to the second grade students before and after being taught using think aloud strategy.

The mean of total reading test score of 36 students before being taught by using think aloud strategy is (56.11). After getting treatment, the mean score of students' reading is (72.5). It means that the students' score is improved.

Based on the statistical calculation using t-test, the researcher gives interpretation to t_{count} . First, the reseacher considered the *d.f.* with the *d.f.* (36-1=35). So the researcher checked to the score of "t" at the significance level of 0,05. In fact, with the *d.f.* of (30) and the critical value at 0,05 significance t_{table} was (2.042).

By comparing the "t" that she got in calculation $t_{count} = (5.30)$ and the value of "t" on the $t_{table} = t_{0.05} = (2.042)$. It is known that t_{count} is bigger that $t_{table} = 5.30 > 2.042$

Because the t_{count} is bigger than t_{table} the null hyphotesis (H_0) is rejected and the alternative hyphotesis (H_a) is accepted. It meant that there is significance different score of the students reading achievement of the second grade students of SMP Islam Durenan Trenggalek before and after being taught by using think aloud strategy .

C. DISCUSSION

From data analysis, the objective of this research was to know if there was an effect of using think aloud strategy in teaching reading comprehension at the second grade of SMP Islam Durenan Trenggalek.

The score of reading comprehension before taught by using think aloud strategy is less because the mean of total score of 36 students is only (56.11). After they got treatment, the mean of reading comprehension is (72.50). It was improved, with the t-test analysis that used by researcher, the result of t_o is (5.30).

From the finding, it is know that t_o bigger that t_{table} and H_a is accepted and H_o is rejected. It means that there is significant effect before and after being taught using think aloud strategy toward students reading achievement of narrative text.

Based on the result, it can be concluded that think aloud strategy was effect in teaching reading comprehension at Junior High School especially at eight grade students of SMP Islam Durenan Trenggalek. It also could be seen in the treatment process, the students more interested when the researcher applied the technique. As the comparison of this research, here are some researches of The Effect Think Aloud Strategies Toward Students Reading achievement. The first researcher is Alexander Moreno Cardenas (2009) with title 'The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of Elf 10th Graders, he found that the studies increased their

engagement in the activities because of the think-aloud strategy. Through the used this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-aloud because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skills.

In a similar way, (Wilhelm 2006:20) declare that think aloud is a technique in which students verbalize their thoughts as they read (p. 1). Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts.

Based on the researcher finding, think aloud strategy as teaching strategy is surely shows the real effectiveness, because this strategy is essay and interesting in teaching reading comprehension then the students more enjoy and interesting to study reading and give spirit in teaching learning process for the eight grade of the SMP Islam Durenan Trenggalek. It means that the Null Hypothesis that say there is no significant different score of using think aloud strategy in teaching reading comprehension at the eight grade of SMP Islam Durenan Trenggalek is rejected. As the result, the

alternative Hypothesis is accepted. So, think aloud strategy is suitable strategy to improve students' achievements in reading comprehension at the eight grade of SMP Islam Durenen Trenggalek.