CHAPTER IV

RESEARCH FINDINGS

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

A. Research Findings

I. Data Presentation

In this research, the purpose of the researcher is to know the effect of using summarization technique in reading comprehension of the second year of MTsN Pucanglaban Tulungagung. The researcher involves a class which consists of 34 students. In this research, the writer chooses 30 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
Table of the Score's Criteria

No	Interval Class	Criteria
1.	80 – 100	Very Good
2.	70 – 79	Good

3.	60 – 69	Enough/ Fair
4.	50 – 59	Less
5.	0 – 49	Bad/ Low

Table above explained about the criteria of students score in reading comprehension. 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 reading comprehension, and percentage score in pre-test and post-test will be presented in the table as follows.

a. The Students' Score before taught 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 15 questions and re-write tasks. There were 30 students as respondents or subjects. It was done before the treatment process was given summarization technique in the teaching and learning reading comprehension. This test was intended to know the students' reading comprehension before students got treatment. The scores of pretest were in the table below:

Table 4.2

List of Pre Test Scores

Subject	Score
1	75
2	95
3	80

4	75
5	82
6	80
7	92
8	80
9	85
10	82
11	90
12	95
13	72
14	80
15	88
16	76
17	95
18	88
19	75
20	95
21	85
22	75
23	88
24	90
25	75
26	87
27	84
28	92
29	95
30	80
Total Score	**2531**

That are the pre-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 72 (1 students), while the maximum score are 95 (5 students). The total score of the students in pre-test are 2531.

Descriptive Statistic of pretest score

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (www.socialresearch methods.net).

Table 4.3 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
1	30	100.0%	0	.0%	30	100.0%

From that table, we get the valid from the data. N is the total of the students. It is 30 students, so it's means that the all of the students (100%) get the test and there is no one student are missing.

Table 4.4 Statistics

N	Valid	30
	Missing	0
Mean		84.37
Std. Error of Mean		1.339
Median		84.50
Mode		75[a]
Std. Deviation		7.337
Range		23
Minimum		72
Maximum		95

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 30. It means that no one missing. The minimum and maximum score from the pretest score are 72 and 95. The mean or an average (Oxford:274) from that table is 84.37. While the median (the middle value) and mode (value which has the highest frequency) are 84.50 and 75. Standard error and standard deviation of that table are 1.339 and 7.337. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 23.

Table 4.5   Frequency of pre test

Frequency is used for looking at detailed information on nominal

(category) data and describing the results (http://www.csub.edu).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	3.3	3.3	3.3
	75	5	16.7	16.7	20.0
	76	1	3.3	3.3	23.3
	80	5	16.7	16.7	40.0
	82	2	6.7	6.7	46.7
	84	1	3.3	3.3	50.0
	85	2	6.7	6.7	56.7
	87	1	3.3	3.3	60.0
	88	3	10.0	10.0	70.0
	90	2	6.7	6.7	76.7
	92	2	6.7	6.7	83.3
	95	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 4.6
Frequency Distribution of pretest score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71-80	12	40	40.0	40.0
	81-90	11	36,7	36.70	76.70
	91-100	7	23.3	23.30	100.0
	Total	30	100.0	100.0	

2 Tables above are described about the frequency of the pretest

score. It is start from the minimum score until the maximum score. From

the Table 4.6, the score 71-80 (frequency/total of the students who get score 71-80 are 12 students, percentage of this score is 40%). The score 81-90 (frequency/ total of the students who get score 81-90 are 11 students, percentage of this score is 36.7%), the score 91-100 (frequency/ total of the students who get score 91-100 are 7 students, percentage of this score is 7%).
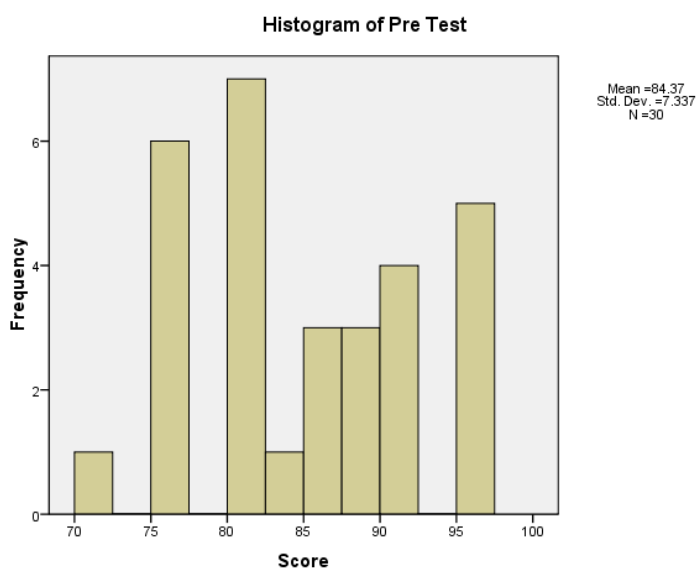
Descriptive statistics is a statistics functioning to describe the condition of a certain group of people or a group of entities. Based on the tables and histogram of experimental group above, that consists of 30 students. It shows that the mean score is 84.37, it means that the average of 30 students are get score 84, 37. The median score is 84.50; there is an equal score above and below the median. In the data score (score 72 - score 95) median is 84.50, there are fifteen data scores greater than this value and fifteen data scores less than this value. In this case, the mode

score is 75. The frequency of pretest after distributed there are 12 students (40%) who get score between 71-80, 11 students (36.7%) who get score between 81-90, and7 students (23.30%) who get score between 91-100.

b. The Students' Score after being taught 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 15 with one re-write task. It is used to know whether the treatment gives effect towards students' reading comprehension mastery or not. The scores of posttest were presented below:

Table 4.7

List of Post Test Scores

Subject	Score
1	84
2	88
3	85
4	88
5	92
6	85
7	92
8	92
9	90
10	88
11	92
12	88
13	90
14	92
15	95
16	90

17	92
18	90
19	84
20	96
21	92
22	88
23	95
24	92
25	96
26	88
27	90
28	95
29	92
30	92
Total Score	**2713**

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 84, while the maximum score are 96. The total score of the students in pre-test are 2713.

Table 4.8   Descriptive Statistic of posttest score

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
2	30	100.0%	0	.0%	30	100.0%

From that table, we get the valid from the data. N is the total of the students. It is 30 students, so it means that the all of the students (100%) get the test and there is no one student are missing.

Table 4.9 Statistics

N	Valid	30
	Missing	0
Mean		90.43
Std. Error of Mean		.613
Median		91.00
Mode		92
Std. Deviation		3.360
Range		12
Minimum		84
Maximum		96

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 30. It means that no one missing. The minimum and maximum score from the pretest score are 84 and 96. The mean or an average (Oxford:274) from that table is 90.43. While the median (the middle value) and mode (value which has the highest frequency) are 91 and 92. Standard error and standard deviation of that table are .613 and 3.360. Range is the difference between the highest and lowest values (Butler:1985:35). The range from the score of pre-test are 12.

Table 4.10 Frequency of Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	84	2	6.7	6.7	6.7
	85	2	6.7	6.7	13.3
	88	6	20.0	20.0	33.3
	90	5	16.7	16.7	50.0
	92	10	33.3	33.3	83.3
	95	3	10.0	10.0	93.3
	96	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.11 Frequency Distribution of Post test score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	71-80	-	-	-	-
	81-90	15	50	50.0	50.0
	91-100	15	50	50.0	100.0
	Total	30	100.0	100.0	

2 Tables above describes about the frequency of the pretest score. It is started from the minimum score until the maximum score. From the Table 4.11, the score 71-80 (frequency/total of the students who get score 71-80 are 0 students, percentage of this score is 0%). The score 81-90 (frequency/ total of the students who get score 81-90 are 15 students, percentage of this score is 50%), the score 91-100 (frequency/ total of the students who get score 91-100 are 15 students, percentage of this score is 50%).

Histogram of Pre Test
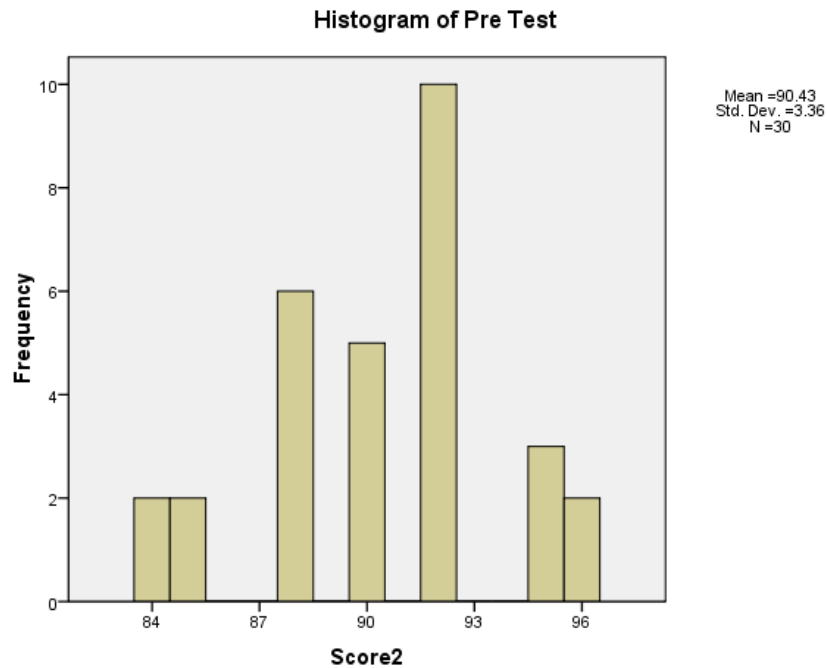
Based on the tables and histogram of post test score above, the mean score is 90.43. It means that the averages of 30 students score is 90.43. The median score is 91.00; there is an equal score above and below the median. In the data score (score 81 - score 100), median is 91, there are fifteen data scores less than this value and fifteen data scores greater than this value. In this case, the score of mode and median are equal. The mode score is 92. The frequency of post test score after distributed there is no students who get score between 71-80, there are15 students (50%) who get score between 81-90, and there are15 students (50%) who get score between 91-100.

c. 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 reading comprehension of the second years of MTsN Pucanglaban 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 reading comprehension of the second years of MTsN Pucanglaban Tulungagung. It also means that there is not different 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 pretest and posttest, 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 comprehension. Before discussing the result of t-test,
the researcher should know the computation table of t-test whole scores.

Table 4.12

The Computation Table of t-test Scores of Using Summarization

Technique in Teaching Reading Comprehension

No	X_1	X_2	d	d^2
1	75	84	9	81
2	95	88	-7	49
3	80	85	5	25
4	75	88	13	169
5	82	92	10	100
6	80	85	5	25
7	92	92	0	0
8	80	92	12	144
9	85	90	5	25
10	82	88	6	36
11	90	92	2	4
12	95	88	-7	49
13	72	90	18	324
14	80	92	12	144
15	88	95	7	49
16	76	90	14	196
17	95	92	-3	9
18	88	90	1	1
19	75	84	9	81
20	95	96	1	1
21	85	92	7	49

22	75	88	13	169
23	88	95	7	49
24	90	92	2	4
25	75	96	21	441
26	87	88	1	1
27	84	90	6	36
28	92	95	3	9
29	95	92	-3	9
30	80	92	12	144
Total	**2531**	**2713**	**185**	**2423**

Where:

X_1 = Pre test score of the students

X_2 = Post test score of the students

d $= X_2 - X_1$

d^2 $= (X_2 - X_1)^2$

From the table above, we get the differences between the pre-test score and post-test score (d). The total of the differences is 185. d^2 is the squared of the differences between pre-test score and post-test score. The total of d^2 is 2423.

The computation of T test

$$t = \frac{\sum d}{\sqrt{\dfrac{N\left(\sum d^2\right) - \left(\sum d\right)^2}{(N-1)}}}$$

$$= \frac{185}{\sqrt{\dfrac{30(2423) - (185)^2}{(30-1)}}}$$

$$= \frac{185}{\sqrt{\dfrac{72690 - 34225}{29}}}$$

$$= \frac{185}{\sqrt{\dfrac{38465}{29}}}$$

$$= \frac{185}{\sqrt{1326,4}}$$

$$= \frac{185}{36.4} = 5.08$$

That is the computation of T test formula of the pre-test score and post test score. The result of data analysis (t-test)was 5,08 and the value of t-table at level of significance 5% and the degrees of freedom 29 was 1,699 (Butler:1985:172).This mean that the result of t-test was higher that t-table. Therefore, Ho (null hypothesis) was rejected. These finding mean that summarization technique give effect to the second year students' reading comprehension. Thus, teaching reading comprehension by summarization technique was effective in build the student's reading comprehension.

d. Discussions

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 84.37. While, the mean score of students after they are taught using summarization technique is 90.43. It means that the post test score was higher than the pre test score. After computating with t-test, we get the result. It is 5.08. Of course, we must compared t-test result with t-table. The value of t-table at level of significance 5% and the degrees of freedom 29 was 1,699. 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 comprehension of the second years of MTsN Pucanglaban Tulungagung. It means that the Ha is accepted and Ho is rejected, because the t-test result was higher than t-table.

Summarization technique give significant effect to the students' reading comprehension. It was effective to the students' reading comprehension. It also makes better the student's attitude and interest in the use of summarization technique. In general, it could be stated that summarization technique had a positive effect on the students' reading comprehension. The students were more interested in reading and they also feel enjoyable to reading the text. Summarization technique also could motivate the students in learning activities.