CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the study. The findings describe into A) The Description of Data, B) Hypothesis Testing, and C) Discussion.

A. The Description of Data

This chapter presents data and their analysis. This Research used pre-experimental design The Effectiveness of Using ZIZO (Zooming In and Zooming Out) Strategy Toward Reading Comprehension In Descriptive Text Of Seventh Grade Students At MTs Sunan Kalijogo Kalidawir.

The implementation of this research was divided into two classes, namely the try out class (VII B), and the experimental class (VII A). Before the activities were conducted, the materials and lesson plan were determined to the process of learning. Learning in the experimental class was conducted by ZIZO Strategy as the strategy in teaching descriptive text.

In this research, the data consist of reading test. This part shows the general description of students' scores in the experimental class. The description is divided into two sections: the pre-test scores and post-test. There were 20 items reading test in multiple choices and short answer.

The test was conducted by the researcher before teaching using ZIZO Strategy. This test was to know the students' reading achievement before students got treatment. After the researcher got scores from pretest, the researcher gave treatment to the students by using ZIZO Strategy. The researcher asked the students to read the story about descriptive text. After that, the researcher asked the generic structure of descriptive text. When treatment had finished, the researcher gave posttest to know students achievement after being taught using ZIZO Strategy. The data of students pre-test and post-test can be arranged in the form of frequency and percentage through scoring criteria and it was divided into five criteria, those are: excellent, good, average, poor and very poor.

Table 4.1 Table of Criteria Students' Score

No.	Grade	Qualification	Range Score
1.	A	Excellent	86 – 100
2.	B	Good	76 – 85
3.	C	Average	56 – 75
4.	D	Poor	46 – 55
5.	E	Very poor	0 – 45

Then, the presentation of the data is as follows:

1. Students' Reading Comprehension before and after taught by Using ZIZO Strategy (pre-test and post-test score).

   a. The Pre-test Scores

   In this part, the researcher presented the result of pre-test. The pretest was followed by 31 students of the experimental group. The researcher allocates 60 minutes for conducting pre-test. The pre-test was in the form of multiple choices and short answer. It was done

before treatment process using ZIZO Strategy. This test was intended to know the basic competence of the students reading comprehension before giving the treatment. The post test was also followed by 31 students of the experimental group.

Table 4.2 The Students' score in pretest

No	Respondent	Pretest
1	SFPR	55
2	MHEP	55
3	CM	85
4	IA	90
5	FUN	55
6	AFN	55
7	MRDS	80
8	SSP	35
9	LMS	80
10	NFDP	55
11	KK	85
12	EDP	20
13	MSR	50
14	AM	60
15	AS	55
16	FS	40
17	AEEP	15
18	MRKF	95
19	APR	60
20	MAA	100
21	IWA	90
22	MSB	55
23	ADAD	35
24	ASP	80
25	MASP	55
26	RSN	85
27	DAN	45
18	MAA	50
29	NPW	80
30	IDA	55
31	MTS	85

The students' score above then were computed by using SPSS. The result was shown in the Table 4.3 below.

Table 4.3 Descriptive Statistic of Pretest

Statistics

		responden	Pretest
N	Valid	31	31
	Missing	0	0
Mean			62.58
Median			55.00
Mode			55
Sum			1940

Based on the table 4.3 pretest, it can be seen that the students consist of 31 students. It shows that mean score 62.58, indicated that the averages of 31 student's score is 62.58. Based on the criteria of student's score 62.58 is classified average score. The median score is 55.00. The mode is simply that value which has the highest frequency. It means that the most frequent students' score is 55 indicated that many students got poor score.

Table 4.4 Frequency of Pre Test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	3.2	3.2	3.2
	20	1	3.2	3.2	6.5
	35	2	6.5	6.5	12.9
	40	1	3.2	3.2	16.1
	45	1	3.2	3.2	19.4
	50	2	6.5	6.5	25.8
	55	9	29.0	29.0	54.8
	60	2	6.5	6.5	61.3
	80	4	12.9	12.9	74.2
	85	4	12.9	12.9	87.1
	90	2	6.5	6.5	93.5
	95	1	3.2	3.2	96.8
	100	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the table 4.4, The frequency of pretest after being distributed there are 6 students got score between 0 – 45, which means that the students' reading comprehension is very poor, 11 students got score between 46 – 55 which means that on the students' reading comprehension is poor, 2 students got score between 56 – 75 which means that the students reading comprehension is at average, 8 students got score between 76 – 85 which means that on the students' reading achievement is good, and 4 students got score between 86 – 100 which means that on the students' reading comprehension is excellent.

b. Post-test Scores

The post test was also followed by 31 students of the experimental group. The researcher allocated 60 minutes for conducting post-test. The post-test was same with pretest that is in the form of multiple choices and short answer. It was done after treatment process using ZIZO Strategy. This test was intended to know the result or the effect of treatment toward students reading comprehension before giving the treatment.

Table 4.5 The Students' score in post test

No	Respondent	Pretest
1	SFPR	80
2	MHEP	75
3	CM	95
4	IA	95
5	FUN	80
6	AFN	75
7	MRDS	80
8	SSP	75
9	LMS	70
10	NFDP	80
11	KK	95
12	EDP	50
13	MSR	80
14	AM	55
15	AS	30
16	FS	50
17	AEEP	55
18	MRKF	100
19	APR	30
20	MAA	95
21	IWA	95
22	MSB	70
23	ADAD	75
24	ASP	70
25	MASP	80

26	RSN	95
27	DAN	50
18	MAA	80
29	NPW	70
30	IDA	80
31	MTS	95

The students' score above then were computed by using SPSS. The result was shown in the Table 4.6 below.

Table 4.6 Descriptive Statistic of Post test

Statistics

		responden	Posttest
N	Valid	31	31
	Missing	0	0
Mean			74.35
Median			80.00
Mode			80
Sum			2305

Based on the table 4.6 posttest can be seen that the students consist of 31 students. It shows that mean score 74.35, which means that the average of 31 students got score is 74.35, indicated that the students can mastery reading well. The median score is 80.00. In this case mode score is 80 so, there are many students got enough score.

Table 4.7 Frequency of Post Test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.5	6.5	6.5
	50	3	9.7	9.7	16.1
	55	2	6.5	6.5	22.6
	70	4	12.9	12.9	35.5
	75	4	12.9	12.9	48.4
	80	8	25.8	25.8	74.2
	95	7	22.6	22.6	96.8
	100	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

From the table 4.7, The frequency of posttest after being distributed are 2 students got score between 0 – 45, which means that the students' reading comprehension is very poor, 5 students got score between 46 – 55 which means that the students' reading comprehension is poor, 8 students got score between 56 – 75 which means that the students reading comprehension is at average, 8 students got score between 76 – 85 which means that on the students' reading comprehension is good, and 8 students got score between 86 – 100 which means that on the students' reading comprehension is classified as excellent score.

B. Hypothesis Testing

Stating the null and alternative hypotheses

1. Null Hypothesis (Ho) that there is no any significant difference on student's reading comprehension before and after using ZIZO (Zooming in and Zooming out) Strategy.
2. Alternative Hypothesis (Ha) that there is any significant difference on reading comprehension before and after using ZIZO (Zooming in and Zooming out) Strategy.

The testing was done to know whether the null hypothesis could be rejected or not. Table 4.8 showed the result of the correlation and test.

Table 4.8 Paired Sample Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	31	.613	.000

Based on the table above, output Paired Sample Correlation showed the large correlation between samples, where can be seen numeral both correlation was (0.613) and numeral of significance (0.000). For interpretation of decision based on the result of probability achievement that was:

a. If the probability >0.050, so the null hypothesis (Ho) accepted

b. If the probability <0.050, so the null hypothesis (Ho) rejected

The numeral significant was 0.000 smaller from 0.050 (0.000 < 0.050). It meant that the null hypothesis (Ho) was rejected. So, there is any significant difference on reading comprehension before and after using ZIZO Strategy at seventh grade of MTs Sunan Kalijogo Kalidawir. Table 4.9 showed the result of calculation of Paired Sample Test as follow:

Table 4.9 Paired Sample Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-1.17742E1	18.09919	3.25071	-18.41303	-5.13536	-3.622	30	.001

Based on table 4.9, output paired samples test shows the result of compare analysis with using T-test. The difference mean score of pre-test and post-test was -1.17742E1. Standard deviation was 18.09919, mean standard error was 3.25071, the lower different was -18.41303, while upper different was -5.13536. The result of t_{count} was -3.622 (symbol minus in this matter ignored) with df was 30 and significance (2-tailed) was 0.001.

The significance value was 0.001 and the significance level was 0.05. It means that the significance value was smaller than significance level (0.001 < 0.05). So, the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

It means that there is significant difference of students' achievement in reading comprehension before and after being taught by using ZIZO Strategy of seventh grade at MTs Sunan Kalijogo Kalidawir. Thus, it can be concluded that by using ZIZO Strategy in teaching reading comprehension of seventh grade at MTs Sunan Kalijogo Kalidawir.

C. **Discussion**

Based on the researcher method, the teaching learning proses was divided into three steps. First step is giving pre-test for the students to know the students' reading score before being taught by using ZIZO Strategy. The second step is giving treatment for the student. The treatment is applying ZIZO Strategy in teaching reading descriptive text the students to finding main idea. ZIZO Strategy is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in specific content area (Karen D. Wood and Janis M. Harmon 2001; 53). The third step is giving post-test for the students to know the students' reading score after being taught by using ZIZO Strategy

After the data collected, the data analyzed by using SPSS 16.0. The mean score of reading comprehension before being taught using ZIZO Strategy was poor because the mean score was 62.58. After getting treatment, the mean score was 74.35. It was improved and the mean score of post-test was higher than the mean score of pre-test. After computing T-test, it was found that there was difference of the mean score between pre-test and post-test was 11.774. So, the alternative hypothesis (Ha) was accepted. It means that there is significant different of students achievement in reading comprehension before and after being taught by using ZIZO Strategy at MTs Sunan Kalijogo Kalidawir. The null hypothesis (Ho) states that there is no significant different score of students' achievement in reading before and after being taught by using ZIZO Strategy was rejected.

This finding is related with the previous study that was using ZIZO Strategy to teaching reading. In the previous study, the using of ZIZO Strategy was also effective to improve the reading achievement of the Eight Grade Students of SMP Sriguna Palembang by conducting quasi experimental design (Ekha Yusthi, 2014) and the other previous study showed that the teaching of reading by using ZIZO Strategy can improve either students' competence by conducting quasi experimental design (Nurhasbi, 2013).

In this situation, the result of post-test showed that this strategy was effective toward in teaching and learning reading comprehension.

Especially the raising of student's progress of reading comprehension. According to Karen D. Wood and Janis M. Harmon, (2001; 53) ZIZO is an instructional framework for assisting teachers in introducing and reinforcing the meaning of conceptually important terms in a specific content area. It also guides class discussions and readings about an important term that is critical for understanding the topic at hand.

The result of the research was stating that applying using ZIZO Strategy in teaching learning was effective. It was proved by the significant difference score of students' reading comprehension ability between before and after taught by using ZIZO Strategy. So, it meant that the result of this research was verified the theory by Jeff Zwiers (2010) stated that comprehension skills aided by using ZIZO Strategy help a reader develop their reading abilities.

Based on the result above imply that the use of ZIZO Strategy in reading gives positive effect to students' reading comprehension ability. It has been verified by the result of data analysis that there is significant difference between students' reading comprehension ability before and after taught by using ZIZO Strategy. Thus, it can be concluded that the use of ZIZO Strategy is effective to reading comprehension ability of the seventh grade students of MTs Sunan Kalijogo Kalidawir.